



# **WOLLONGONG COLLEGE AUSTRALIA**

**A College of the University of Wollongong**

## **English for Academic Purposes Advanced Level**

### **English for Business Student Course Outline**

(CRICOS course code: 059175A, 057133E)

ITC Education Ltd trading as  
Wollongong College Australia  
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# English for Business – Courses 1 and 2

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## Broad aims of course

English for Business (EB) aims to prepare international students for academic life. This skills-based course gives students a thorough introduction to the educational requirements for tertiary study and helps students to think critically about university life and culture.

## Course structure

EB is a full-time program of study of 22 hours per week, arranged in 2 courses of 10 weeks duration, as set out below:

### Classroom instruction

Critical Literacy (CL)	4 hours
Academic Reading & Writing (ARW)	10 hours
Academic Listening & Speaking (ALS)	6 hours
Computer Assisted Language Learning (CALL)	2 hours
<b>Total hours</b>	<b>22 hours</b>

## Prerequisites and articulation

1. Minimum entry requirements to **EB course 1** (20 weeks) for international students include one or more of the following:

IELTS 5.0 (reading 5.0 and writing 5.0)

or

TOEFL 525 (paper) or 195 (computer)

or

Satisfactory result in the Wollongong College Australia (WCA) placement test

or

50% in the Academic Skills Module 3 exam

2. Minimum entry requirements to **EB course 2** (10 weeks) for international students include one or more of the following:

IELTS 6.0 (minimum reading 6.0 or writing 6.0)

or

TOEFL 550 (paper) or 213 (computer)

or

Satisfactory result in the Wollongong College Australia (WCA) placement test

Successful completion of EB enables students to enter selected postgraduate degrees at UOW in the field of commerce, such as MIB and MBA. Students are required to achieve a Credit grade or higher to enter Masters programs in the Faculty of Commerce.

**Note:**

Students are required to gain a pass grade in Academic Reading and Writing in order to pass EB. Under no circumstances does a grade below 50% in either ARW or EB meet university entry requirements.

EB courses 1 and 2 are designed to be studied consecutively. Entry to course 2 will be granted to students who meet the entry requirements to course 2. For details of assessment task weightings for students enrolled in EB -10 weeks (course 2 only) see page 26.

Admission to other universities or tertiary institutions with an appropriate EB grade may be possible but is not guaranteed. It is recommended that students consult with the staff of the admissions centre of their chosen university about entry requirements for specific faculties.

## **Course description**

### **Integrated structure**

The structure of EB is based on three integrated subjects:

1. Critical Literacy [CL],
2. Academic Listening and Speaking [ALS] and
3. Academic Reading and Writing [ARW].

Across these three subjects, the four macroskills are taught with reference to the language skills required for academic study. Particular attention is given to developing critical thinking and analysis with regard to reading academic texts and expressing an opinion in both spoken and written forms. Another key area is the development of independent study skills. The three subjects, forming the basis of the course, are further supplemented by multi-media teaching and self-study in CALL, LL and ELRC.

## **Computer-assisted language learning [CALL]**

In CALL classes, students acquire and practise computer literacy skills, such as PowerPoint, e-catalogue library search and word-processing. Lesson materials are related to the topics, skills and research areas introduced and taught in the three subjects. Students are also encouraged to use CALL for self-access learning purposes.

## **Lecture-tutorial format**

Included in the weekly timetable is a lecture component: in ALS (2 hour lecture) and ARW (2 hour lecture). These lectures are provided to help students become accustomed to listening to formal spoken English and taking notes in lectures. The topics of these lectures relate to the concrete skills needed for independent study, academic speaking, library research and academic writing. Students are expected to attend the lectures and complete all activities and tasks related to the lectures. The tutorials or lessons for each week, (ALS - 4 hours and ARW - 8 hours), are based on, but also extend, the topics introduced in the lectures and include tasks to complete in class and at home.

## **Language use in context**

A central aspect of all the subjects is language use in context. Detailed attention is given to specific features of English as it is used in academic contexts. Grammar is taught in context so that students understand the importance of writing and speaking English accurately for meaningful communication. Teachers assess English language use in each subject, so that students increase their awareness of the integral link between the words used and the meaning conveyed in writing and speaking.

## **Independent study skills**

Students are expected to be active learners who exercise a sense of responsibility and pride in their study. Being self-directed and self-motivated are considered important student characteristics, which are demonstrated by students being punctual and prepared for all lectures and tutorials. Students are introduced to many of the skills and strategies needed to develop the ability to organise and complete course work and assignments independently and cooperatively. Part of this is related to learning to follow instructions and to complete tasks by the due dates.

## **Study requirements**

Successful achievement in all assignments and the course overall is dependent on students attending all scheduled lectures, tutorials and classes each week. In addition, students are expected to devote a further 15-20 hours a week to research, revision and study outside scheduled class time.

### **Recommended study materials and texts to purchase**

1. Students are expected to purchase and bring to class a folder to organise materials for the three subjects. These folders are to be used and brought to class throughout the whole course to eliminate the possibility of losing or misplacing lecture notes and lesson materials.
2. Students are also expected to purchase a Vocabulary Notebook to be used for recording new vocabulary. This Notebook is to be brought to all classes on a regular basis.
3. To enable self-directed study, students are advised to purchase an English-English dictionary, thesaurus and grammar book.

### **The following texts are considered useful for advanced-level ESL students:**

*Collins COBUILD English Dictionary*. 1995. (new ed.). London: HarperCollins.

*Collins COBUILD English Grammar*. 1990. London: Collins.

Delbridge, A. 2001. *The Macquarie Dictionary*. North Ryde, NSW: Macquarie Library.

Delbridge, A. & Bernard, J.R.L. (General Eds.). 1998. *The Macquarie Concise Dictionary*. McMahons Point, NSW: Macquarie Library.

McKenzie, M. 2004. *Handbook for Writers and Editors*. Blackburn South, VIC: Dundas Press.

Murphy, R. 2002. *English grammar in use: a self-study reference and practice book for intermediate students with answers*. Cambridge: CUP.

Tardif, R. 1988. *The Macquarie Concise Thesaurus*. McMahons Points, NSW: Macquarie Library.

Willis, D. 1991. *Collins COBUILD student's grammar: practice material*. London: HarperCollins.

## **Final grades**

Students are required to gain a pass grade in Academic Reading and Writing in order to pass ETS. Under no circumstances does a grade below 50% in ARW, (or in ETS), meet university entry requirements.

A final grade for ETS between 45-50% provides access to internal WCA courses only such as the Diplomas.

## **Scale of grades**

High Distinction [H]	=	85 -100%
Distinction [D]	=	75 - 84%
Credit [C]	=	65 - 74%
Pass [P]	=	50 - 64%
Fail [F]	=	0-49%

**Introduction**

The aim of this subject is to focus on developing the ability to read and think critically. Critical thinking is considered a fundamental skill for higher learning and is required by all faculties. Therefore, students need to be exposed to a range of texts and tasks that develop the ability to think critically about ideas and information. In addition, critical thinking aids problem solving, which is an essential function in academic pursuit and modern society.

**Reading and text analysis**

Students will be taught specific reading skills for faster, more accurate reading, all of which can be used across all three subject areas. More critical reading skills will then be introduced in order to prepare students for university study. Students are introduced to the concept and skills of critical literacy by working with a range of text types of different lengths. Other critical thinking activities are introduced using different types of analytical texts. The focus will be on academic journal articles and business case studies. While the four macroskills are utilised in this subject, most attention is given to reading and writing.

**Reflective journal writing**

Reflective journal writing is used across a range of academic disciplines as a way of reflecting on the learning process and developing critical awareness of how new things learned apply to other aspects of study and life. Students are taught how to identify and express their opinions with reference to a wider social and cultural perspective than a merely individual and subjective one. By this means, it is expected that students will become more self-aware and self-reflexive about the learning process and the nature of knowledge, itself.

## Specific objectives

It is expected that by the end of the course students will be able to:

- demonstrate the ability to read a range of text types using critical thinking skills
- use specific reading strategies for faster, more accurate reading
- write summaries of readings
- write paraphrases of readings
- show a comparison and contrast between two or more readings
- recognise perspective, bias, assumptions and counter-arguments in readings
- develop and express opinions about topics in spoken and written forms
- work collaboratively and independently in class to complete assessments
- develop an expanded vocabulary based on readings
- write a reflective journal entry on their learning process across the three subjects
- critically analyse business case studies

## Assessment

### 1. Reading and text analysis [RTA] – weeks 9 & 18 80%

Reading and text analysis tasks are completed in class in week 9 of course 1 and week 18 of course 2. The assessment tasks are similar to the critical reading tasks completed in class each week. The analytical reading tasks, based on selected texts, involve critically analysing academic journals and business case studies.

### 2. Reflective journal entry [RJE] – week 19 10%

To foster this approach to learning, students write a reflective journal (minimum 200 words) fortnightly in class throughout the second module of the course, reflecting on their learning experiences in EB and skills taught in Critical Literacy. Journals will be reviewed by the teacher throughout the course and feedback given. One reflective journal entry is written in class for comment and marking in week 19 of module 2. The topic will be given to students on the day of assessment. The teacher's comments provide constructive criticism by engaging with the student's ideas so as to raise further issues or questions for the student to think about. In this context, reference to inaccurate or inappropriate grammatical features is for the purpose of improving the communication of ideas rather than highlighting language errors.

### 3. Participation & collaboration 10%

Students are expected to participate in all class discussions related to this subject and to complete set homework tasks. An overall participation mark will be given for the combined 2 courses.

# Weekly outline lectures and tutorials

## Critical Literacy tutorials - Course 1

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> <li>• Introduction to Critical Literacy: aims, outcomes, assessments, course outline</li> <li>• The role of the reader/writer</li> <li>• What is Critical Literacy?</li> </ul>	
2	<ul style="list-style-type: none"> <li>• <u>Reading skills</u>: preview &amp; predict, skim reading for gist, scanning for details, reading for understanding, meaning from context, finding the main idea.</li> <li>• Class activities using authentic/journals texts for practice</li> </ul>	
3	<ul style="list-style-type: none"> <li>• <u>Critical Reading skills</u>: identifying bias in simple texts, how language is used to position/influence the reader</li> <li>• Class activities using authentic/journals texts for practice</li> <li>• Writing letters to the editor</li> <li>• Identifying both sides of the issue</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Further critical reading skills: differentiating between opinion/evidence/example</li> <li>• Evaluating strong and weak evidence</li> <li>• Note-taking skills: paraphrasing strategies</li> <li>• Class activities for practice</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Note-taking skills: summarising strategies and practice</li> <li>• <b>Introduction to Journal article analysis:</b> Stage 1 &amp; 2 (using journals used by students in essays)</li> <li>• Models and in class practice</li> <li>• Comparing and contrasting texts on similar topic</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Introduce debating skills/ taking a position on global issues</li> <li>• <b>Journal article analysis:</b> stage 3</li> <li>• Summary of article using 4 questions as a guide</li> <li>• Models and in class practice</li> </ul>	
7	<ul style="list-style-type: none"> <li>• <b>Journal article analysis:</b> stage 4</li> <li>• Writing a critical review</li> <li>• Models and in class practice</li> </ul>	
8	<ul style="list-style-type: none"> <li>• In-class-individual and group writing practice of Critical Review</li> <li>• Preparation for RTA 1</li> </ul>	
9	<ul style="list-style-type: none"> <li>• <b>In class assessment:</b> Journal article analysis/critical review <b>(2 hours)</b></li> <li>• Introduce debating skills/ taking a position on global issues</li> </ul>	RTA
10	<ul style="list-style-type: none"> <li>• Group planning /research for class debate</li> <li>• Class presentation of debate</li> </ul>	

## Critical Literacy tutorials - Course 2

11	<ul style="list-style-type: none"> <li>• <b>Introduction to RJE:</b> clarify the purpose, models, examples</li> <li>• In-class practice writing and feedback</li> <li>• Group writing of RJE</li> </ul>	
12	<ul style="list-style-type: none"> <li>• <b><u>Introduce Case Study analysis:</u></b></li> <li>• What is a case study? Its purpose?</li> <li>• Sample case studies: compare information given- who/what/where/why/how/when?</li> </ul>	
13	<ul style="list-style-type: none"> <li>• <u>Case study:</u> Overview of the case</li> <li>• Practice summarising &amp; paraphrasing skills</li> <li>• Samples to analyse/link to ALS case study</li> <li>• <u>In-class writing RJE</u></li> </ul>	
14	<ul style="list-style-type: none"> <li>• <u>Case study:</u></li> <li>• identifying the main problems &amp; possible causes of the problems</li> <li>• Samples to analyse/link to ALS case study</li> </ul>	
15	<ul style="list-style-type: none"> <li>• <u>Case study:</u></li> <li>• Predictions, recommendations, suggestions, implications-specific &amp; realistic</li> <li>• Samples to analyse/link to ALS case study</li> <li>• <u>In-class writing RJE</u></li> </ul>	
16	<ul style="list-style-type: none"> <li>• <u>Case study:</u></li> <li>• SWOT analysis</li> </ul>	
17	<ul style="list-style-type: none"> <li>• In-class practice-case study analysis</li> <li>• RTA 2 preparation</li> <li>• Teacher feedback</li> <li>• <u>In-class writing RJE</u></li> </ul>	
18	<ul style="list-style-type: none"> <li>• <b>In class assessment:</b> Case study</li> <li>• -Reading/note-taking (2 hours)</li> <li>• -Writing (2 hours)</li> </ul>	RTA
19	<ul style="list-style-type: none"> <li>• <u>Group research tasks:</u></li> <li>• Research small businesses on Campus using SWOT analysis method</li> <li>• <b>In class assessment</b></li> </ul>	Complete one RJE in class
20	<ul style="list-style-type: none"> <li>• Exam week</li> <li>• Return RTA 2 &amp; RJE</li> </ul>	
<p><b><u>Assessments</u></b>  <b>Reflective Journal – week 19</b>  <b>Reading &amp; Text Analysis – weeks 9 &amp; 18</b>  <b>Participation &amp; collaboration – overall mark</b></p>		

**Note:** Students enrolled in EB -10 weeks (course 2 only) should refer to page 27 for details of weightings of assessments.

**Introduction**

This subject focuses on the aural and oral skills students need for academic contexts, such as lectures, tutorials and seminar presentations. It also introduces students to the skills needed for independent study at a tertiary level. Drawing on communicative language teaching methods, students are encouraged to develop cooperative learning habits that positively enhance the classroom environment. Emphasis will be on improving pronunciation and listening skills as well as active contribution to class discussions.

**Lecture listening and note taking**

A lecture is conducted weekly for students to practice listening to lectures and to help students become accustomed to a variety of different English accents. Students are also expected to take notes during lectures combining the skills of listening and writing. The first assessment is based on these skills of listening and writing. Another lecture, conducted weekly in ARW, provides students with further opportunities to practice lecture listening and note taking skills. Lecture note taking will be assessed three times throughout the course.

**Oral presentations**

A central aspect of this subject is learning to speak in front of a group of students. Students will conduct a tutorial workshop and seminar presentation workshop in order to develop the techniques and confidence to present their ideas in a spoken form. In addition, students are expected to participate actively in classroom preparation and discussion related to the presentations. The two presentations function as workshops so that helpful comments can be made by teachers during the delivery or at the end of tutorials and seminars in order to give students immediate feedback on their oral communication skills. Further opportunities to present more informally will be given in tutorials (presenting current affairs topics, debating, impromptu talks, summaries of news stories).

**Pronunciation**

Pronunciation and phonetic awareness form part of each week's lessons. The international phonemic alphabet [IPA] is introduced to students in the first part of the course to help students with pronouncing unfamiliar words. In addition, a speaking diagnosis is conducted in class in the first two weeks of the course so that areas for improvement can be identified. Teachers conduct the diagnosis as part of a lesson: a cassette recording of students reading a short paragraph or giving an impromptu talk is assessed in accordance with a pronunciation checklist. Students are encouraged to use the Listening Lab to practise identified areas of weakness.

Teachers are encouraged to identify and correct pronunciation and other language problems as they arise during class work, tutorials, discussions and seminar presentations. This is to enable students to correct mispronunciation in the context of use rather than out of class and alone. In addition, students are encouraged to practise pronunciation in class groups.

### **Vocabulary/lexis**

Each week, students identify new words and compile their own vocabulary/lexis lists from lecture notes, lesson materials, class discussions, readings or from any other EB subjects. Lesson activities are designed to incorporate the students' vocabulary work, however, these are not assessable tasks. The purpose of the vocabulary list is to encourage students to take personal responsibility for expanding their knowledge of academic and colloquial lexis as it is used in context. Students are encouraged to keep an alphabetical vocabulary and lexical phrase book in which they record new language items along with their meanings. This will be reviewed by the teacher at regular intervals throughout the course and will be assessed twice.

### **Specific objectives**

It is expected that by the end of the course students will be able to:

- understand a variety of English accents in formal and informal contexts
- listen to a lecture
- take notes of a lecture representing the main idea and development of ideas
- participate in class discussions
- work collaboratively with other students
- lead a tutorial discussion and receive feedback
- present a seminar presentation and receive feedback
- practise pronunciation and the phonetic alphabet
- use language accurately in spoken communication
- develop fluency in spoken communication
- compile a list of new vocabulary/lexical items
- increase awareness of non-vocal/verbal communication
- use visual aids and PowerPoint for class presentations

## **Assessments**

### **1. Lecture note taking – weeks 5, 10 & 16 30%**

Students write notes of lectures using a pro forma provided by the teacher. The teacher checks these notes regularly in the weekly tutorials. A pro forma worksheet is given to students in the first week, which is copied by students and used in successive weeks. Three times during the course, in weeks 5, 10 & 16, students submit their lecture notes for assessment.

### **2. Tutorial Presentation – weeks 8-10 25%**

This tutorial presentation is an opportunity for students to critically review and present an academic journal article for research purposes. This article could be one used in the students' research essay or one chosen for its research quality. A small group of students from the class will be chosen to pre-read the article before the presentation, in order to contribute to the discussion time following the presentation. The method of presentation must include visual aids, such as handouts, WB, OHT, and/or PowerPoint, and while visual aids are important, students will mainly be assessed on their oral delivery, language, content, discussion and critical understanding of their material. Teachers give feedback on pronunciation, lexis and content after the presentation so that students can improve their skills immediately. Students need to be aware of this aspect of the assessment so that they are prepared for constructive comments after their presentation.

### **3. Seminar presentation: Case Study Report – weeks 16-18 35%**

Students will work individually to analyse a case study in the form of a report, which is delivered as a seminar presentation. The choice of case study needs to be confirmed by the class teacher in week 13. The aim of the presentation is to show how the particular issues of a case study impact on different executive and employee roles in a company. The report needs to give an overview of the case, show the causes of the problem, identify the issues, suggest possible solutions, examine the outcomes of a recommended solution and predict future developments. Students are encouraged to relate the case study analysis and seminar presentation to a "real life" company or organisation in order to identify the main interest groups that could potentially be affected by the issues raised in the case study.

The seminar presentation must include visual aids, such as handouts, WB, OHT, and/or PowerPoint. Teachers give feedback on pronunciation, lexis and content after the presentation so that students can improve their skills immediately. Students need to be aware of this aspect of the assessment so that they are prepared for constructive comments after their presentation.

**4. Vocabulary notebook – weeks 8 & 17** **10%**

Each week students identify and record new vocabulary encountered across all subject areas, in a vocabulary book or journal. This will be regularly reviewed and will be submitted twice, in weeks 8 & 17 for assessment

**5. Participation**

Active participation in tutorials is expected of all students. Students are expected to participate actively in classroom preparation and discussion related to the presentations. Participation will help develop the student's confidence in questioning and commenting on material presented, encourage critical thinking and allow the tutor to evaluate the student's progress.

## Academic Listening and Speaking tutorials -Course 1

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> <li>• Introduction to ALS: aims, outcomes, assessments</li> <li>• Different learning styles</li> <li>• The role of teachers/students in tutorials</li> <li>• Cultural differences</li> <li>• Short speaking activities in class for individual pronunciation diagnosis</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Follow-up lecture task</li> <li>• Introduction to lecture/note-taking using Cornell method: models, examples, mini-lecture practice</li> <li>• Phonemic chart</li> <li>• Introduce vocabulary notebook: in class demonstration of how to record new words weekly</li> <li>• Listening lab workshop: pronunciation-word stress, phonemic sounds</li> <li>• Small group discussions and short presentations</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Lecture revision and follow-up task</li> <li>• Listening lab workshop: pronunciation-word stress, intonation, vowel sounds</li> <li>• Further pronunciation practice and diagnosis: in small groups students record each other and give feedback</li> <li>• Continue with vocab notebook: word-building, dictionary skills, thesaurus</li> <li>• Small group discussions and short presentations</li> <li>• Questioning techniques: open/closed questions, extended answers</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Lecture revision and follow-up task</li> <li>• Listening lab workshop: pronunciation/practising conversations</li> <li>• In-class activities to practice specific pronunciation difficulties</li> <li>• Introduce weekly task of news stories</li> <li>• <b>Introduce Tutorial Workshop:</b> critically review journal article-requirements, criteria, models, examples. Use sample journal article to model criteria</li> <li>• Set presentation schedule</li> <li>• Small group discussions and short presentations</li> </ul>	Teacher check of vocab notebook
5	<ul style="list-style-type: none"> <li>• Lecture follow-up task: completing timetables</li> <li>• Weekly group task: news stories</li> <li>• Mini-lecture: in class practice/ connect to vocab work</li> <li>• Listening lab workshop: listening for specific information /sequencing</li> <li>• Presentation skills: Content and structure</li> </ul>	Lecture/note-taking assessment 1 10%

6	<ul style="list-style-type: none"> <li>• Lecture follow-up task:</li> <li>• Weekly group task: news stories</li> <li>• Mini-lecture: in class practice</li> <li>• Listening lab workshop: vowel sounds</li> <li>• Presentation skills: Delivery techniques (eye contact, volume, fluency, etc)</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Lecture follow-up task</li> <li>• How to organise and lead small group discussions: use weekly group task/ news stories for practice</li> <li>• Group dynamics</li> <li>• In-class assessment of short, recorded spoken texts/dialogues/conversations</li> <li>• Introduction to interviewing skills</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Listening lab workshop: vocabulary related to Australian culture</li> <li>• Lecture follow-up task</li> <li>• Weekly group task: news stories</li> <li>• <b>Tutorial workshop presentations</b></li> </ul>	Assessment of vocab notebook 5%  Presentation 25%
9	<ul style="list-style-type: none"> <li>• Lecture follow-up task: teacher and learner roles in tutorial presentations</li> <li>• <b>Tutorial workshop presentations</b></li> </ul>	
10	<ul style="list-style-type: none"> <li>• Listening Lab workshop: listening for main ideas, facts and details</li> <li>• Lecture follow up task</li> <li>• <b>Tutorial workshop presentations</b></li> </ul>	Lecture/note-taking assessment 2 10%
<p><b><u>Assessments:</u></b>  <b>Lecture/note-taking-weeks 5 &amp; 10</b>  <b>Vocab notebook-week 8</b>  <b>Tutorial presentation-weeks 8-10</b></p>		

## Academic Listening and Speaking tutorials -Course 2

11	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• Weekly group task: news stories</li> <li>• Case studies/role plays about problem solving &amp; conflict resolution</li> <li>• Introduction to debating skills</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• Weekly group task: news stories</li> <li>• Listening Lab workshop: Listening for signposts</li> <li>• Debating skills-small group/partner in-class preparation and debate</li> </ul>	
13	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• Weekly group task: news stories</li> <li>• <b><u>Introduce seminar presentation: case report of a specific business</u></b>- requirements, models, brainstorming topics</li> <li>• Set presentation schedule</li> </ul>	Teacher check of vocab notebook
14	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• Weekly group task: news stories</li> <li>• Listening Lab workshop: speed listening/radio items</li> <li>• Preparation for Seminars: choice of case study</li> </ul>	
15	<ul style="list-style-type: none"> <li>• In-class mini-lecture practice-in small groups, using weekly news stories as input</li> <li>• Debating practice using weekly news stories</li> <li>• Seminar preparation: meeting the criteria</li> </ul>	
16	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• <b>Seminar presentations</b></li> <li>• Vocab notebook work in pairs</li> </ul>	Lecture/note-taking assessment 3 10%
17	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• <b>Seminar presentations</b></li> <li>• Vocab notebook work in pairs</li> </ul>	Assessment of vocab notebook 5%
18	<ul style="list-style-type: none"> <li>• Lecture follow up task</li> <li>• Discussion of campus opportunities for L2 speaking practice</li> <li>• <b>Seminar presentations</b></li> <li>• Vocab notebook work in pairs</li> </ul>	Seminars 35%
19	<ul style="list-style-type: none"> <li>• Practice questioning techniques</li> <li>• Belonging to the campus community</li> <li>• Guest speakers from UOW/former students</li> <li>• Practice interview skills: conducting on-campus surveys. Report back to the class.</li> </ul>	
20	<ul style="list-style-type: none"> <li>• Exam week</li> </ul>	
<p><b><u>Assessments:</u></b>  <b>Lecture/note-taking- week 16</b>  <b>Vocab notebook- week 17</b>  <b>Seminar presentations –weeks 16-18</b></p>		

**Note:** Students enrolled in EB -10 weeks (course 2 only) should refer to page 26 for details of weightings of assessments.

## Academic Listening and Speaking Lectures

Week	Lectures
1	Independent study skills [ISS] Different learning styles
2	Australian Culture and way of life Challenges for International students
3	Organising study materials
4	Australian History
5	Lecture note-taking assessment 1: Time Management
6	Tutorial Workshop preparation
7	Memory as a key to learning
8	Teacher and learner roles
9	Problems in communication Communicating in tutorials
10	Lecture note-taking assessment 2: Oral presentations
11	Procrastination and stress
12	Leading class and group discussions
13	Non-verbal communication
14	Cultural differences and stereotyping
15	Assertiveness
16	Lecture note-taking assessment 3: Genetic Engineering
17	Listening to and understanding TV and radio programs
18	Belonging to a campus community
19	UOW campus: guest speakers
20	Exam week

**Academic writing**

Students are introduced to the research and language skills needed when writing for an academic audience. Students apply these skills to writing a Literature Review and an essay expressing an opinion based on a thesis. Essay questions are provided from which students select one related to their future area of study. Students are expected to develop and employ independent study skills to plan their time and organise their work. They are also expected to work collaboratively with teachers and other students in the process of completing activities in class.

**Language use in context**

Attention is given to the way language is used purposefully in specific contexts. Students are taught to identify the different ways language is used in different contexts. Students are expected to develop greater awareness of these differences so that they can demonstrate appropriate language choices in their own academic writing. Students are also taught to summarise and paraphrase sources accurately and to use them effectively in academic writing. In addition, students are taught the Harvard method of referencing so that they know how to avoid plagiarism and to acknowledge sources correctly.

Grammar instruction and revision also forms an important part of this subject. Students are expected to develop their control over syntax and semantics at sentence and whole text levels. Grammatical accuracy and fluency are basic requirements in ARW and are assessed accordingly in all written assignments.

**Specific objectives**

It is expected that by the end of the course students will be able to:

- conduct library and internet research
- compare and contrast texts
- critically evaluate journal articles
- demonstrate note-taking of selected readings
- analyse essay questions
- write in-text and bibliographical references accurately
- write an annotated bibliography
- write an abstract of their essay

- write an essay plan
- write an academic essay expressing an opinion based on a thesis
- write a literature review
- use appropriate academic language accurately and fluently
- demonstrate the logical development of an argument
- use evidence convincingly and sources accurately
- demonstrate the ability to organise time and work effectively
- develop computer literacy
- demonstrate the ability to revise and edit work

## Assessments

**1. Draft Literature Review- week 6 5%**

Students will review, compare and contrast 2 academic journal articles related to their research question. The draft will include an introduction and analysis of two criteria.

**2. Literature Review - week 9 20%**

The review will include introduction, analysis of at least four criteria and conclusion.

**3. Draft essay – week 15 5%**

Draft essay will include introduction and one body paragraph-approximately 500 words.

**4. Final Research Essay – week 18 20%**

Students will write an essay of a minimum of 1200 words. The essay will include an abstract and reference list of 5 sources.

**5. Exam Essay and Plan – week 20 50%**

Students will be given an essay question and related stimulus material. They will be expected to write an essay of approximately 500 words, which will be assessed on analysis of the question, structure, argument/discussion and appropriate in-text referencing. Students will also be expected to write an essay plan for their exam essay.

## Academic Reading and Writing tutorials- Course 1

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> <li>• Introduction to EB: aims, outcomes, assessments, course outline for ARW</li> <li>• College and campus tour</li> <li>• Library tour and workshop: catalogue, borrowing</li> <li>• Needs Analysis completed in class</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Feedback on needs analysis: correction code, ELRC workshops&amp; self-study based on writing analysis</li> <li>• Review of available grammar texts &amp; dictionaries</li> <li>• Understanding phrase/clause/sentence</li> <li>• Sentence/clause structure: independent/dependent clauses, types of sentences</li> <li>• <b><u>Students receive essay topic</u></b></li> </ul>	
3	<ul style="list-style-type: none"> <li>• Library research lesson</li> <li>• Introduction to Literature Review: structure, overview, requirements, purpose, sample texts</li> <li>• Academic vs non-academic texts</li> <li>• Searching for 2 Journals</li> <li>• Note-taking skills and in-class practice</li> <li>• ELRC workshops &amp; self study</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Continue note-taking</li> <li>• Comparing and contrasting texts</li> <li>• Referencing skills: Hard copy &amp; Online Journals</li> <li>• Grammar: tenses</li> <li>• Literature review: Introduction</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Literature review: body paragraphs</li> <li>• Six criteria to evaluate</li> <li>• Referencing skills: in-text citations</li> <li>• Reporting verbs</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Language: to introduce sources, comparative language, language that evaluates/shows opinion</li> <li>• ELRC workshops and self study</li> </ul>	Draft Literature review: intro +2 criteria 5%
7	<ul style="list-style-type: none"> <li>• In class writing.</li> <li>• Using draft to edit paragraphs</li> <li>• Cohesion paragraphs: theme/rheme, repetition, parallelism, transition signals</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Literature review: Conclusion</li> <li>• Grammar: Revise comparative language</li> <li>• Whole text cohesion</li> <li>• ELRC workshops and self-study</li> <li>• In-class consultations and feedback</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Editing and proofreading skills: singular/plurals, subject/verb agreement, tenses, punctuation, emotive language, contractions, idioms.</li> <li>• In class consultations and feedback</li> </ul>	Final Literature Review 20%
10	<ul style="list-style-type: none"> <li>• <u>Essay question</u>: in class discussion, brainstorming</li> <li>• Independent Library research for sources</li> <li>• ELRC workshops</li> </ul>	
<p><b><u>Assessments</u></b>  <b>Draft Literature Review –week 6</b>  <b>Final literature Review – week 9</b></p>		

## Academic Reading and Writing tutorials- Course 2

11	<ul style="list-style-type: none"> <li>• Introduction to essay writing</li> <li>• Essay structure: stages, purpose</li> <li>• Awareness of different text types</li> <li>• Model essays: argument/ discussion</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Analysing essay questions: models and practice</li> <li>• Instruction words</li> <li>• Students' own essay question</li> </ul>	
13	<ul style="list-style-type: none"> <li>• Essay introduction: models, analysis</li> <li>• In-class writing of Introduction</li> <li>• Library research lesson</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Structure of Body paragraphs</li> <li>• Referencing skills: Reference list for books, revise in-text referencing</li> <li>• Using academic sources</li> <li>• Effective evidence</li> </ul>	
15	<ul style="list-style-type: none"> <li>• Revision: whole text cohesion, paragraph cohesion</li> <li>• Self editing skills</li> <li>• In class consultations and feedback</li> </ul>	Draft essay-intro +1 paragraph 5%
16	<ul style="list-style-type: none"> <li>• Academic vs non-academic language</li> <li>• Modality, passive voice, abstract nouns, nominalisation</li> </ul>	
17	<ul style="list-style-type: none"> <li>• Essay Conclusion</li> <li>• Essay Abstract</li> <li>• In class writing.</li> <li>• Individual consultations and feedback</li> </ul>	
18	<ul style="list-style-type: none"> <li>• Self-editing and peer-editing of final essay</li> <li>• Individual consultations and feedback</li> </ul>	Final essay, abstract + ref list 20%
19	<ul style="list-style-type: none"> <li>• Exam preparation</li> <li>• Practice exam in class</li> <li>• Return final essay to students</li> <li>• ELRC self study</li> </ul>	
20	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	Final exam: 500 words 50%
<p><b>Assessments:</b>  <b>Draft essay- week 15</b>  <b>Final essay-week 18</b>  <b>Final exam-week 20</b></p>		

**Note:** Students enrolled in EB -10 weeks (course 2 only) should refer to page 26 for details of weightings of assessments.

## Academic Reading and Writing Lectures

Week	Lecture
1	Intake, timetables, administration
2	Orientation/Introduction to EB.
3	Sentence level grammar
4	Theme/rheme, cohesion in paragraphs
5	Editing skills
6	Essay question analysis
7	Note-taking of sources
8	Annotations and referencing
9	Essay structure
10	Essay introduction Developing the thesis
11	Paragraph structure
12	Using evidence
13	Whole text cohesion
14	Academic language
15	Essay conclusion
16	Abstract
17	Requirements for final essay
18	IELTS preparation
19	Exam preparation
20	EXAM WEEK

### Note:

The topics for lectures are closely related to the assessment tasks and associated skills. The aim is to provide students with information that can be used to complete their assessments and participate fully in their tutorials.

## References

The following list of academic journals may be useful when doing research.

### Academic Journals

The following link from UOW Commerce Faculty outlines acceptable criteria for selecting reputable academic journals for research.

<http://www.library.uow.edu.au/helptraining/guides/acajourn.html>

Business Communication Quarterly

Business Communication Review

Business Ethics: a European view

Business Ethics Quarterly

Harvard Business Review

International Business

International Business Asia

International Business Review

International Journal of Business

International Journal of the Economics of Business

International Journal of Research in Marketing

International Marketing Review

Journal of International Business Studies

Journal of Business Communication

Journal of Business Ethics

Journal of Business Logistics

Journal of Business and Industrial Marketing

Journal of Business and Management

Journal of Business and Technical Communication

Journal of International Marketing

Journal of Small Business Practice

Marketing

Total Quality Management and Business Excellence

## **General statement of assessment**

EB, a formal EAP course, provides direct entry to university for students who satisfy all assessment requirements. As such, each subject includes formal, continuous assessment based on assignments, which are completed progressively throughout the course culminating in a final essay exam.

It is expected that students will take responsibility for their learning by attending all scheduled lectures and classes, completing all lesson activities and participating in classroom discussions. In addition, students are expected to devote a further 15-20 hours a week to research, revision and study outside scheduled class time.

Teachers are encouraged to stipulate this expectation periodically throughout the course so that students understand fully what is required of them in this regard.

All written assessment tasks, with the exception of examinations and in-class tasks, must be word-processed unless students are otherwise advised.

Students must keep copies of all assessment tasks submitted for marking with the exception of class tests and examinations.

## **Plagiarism**

Plagiarism is a form of cheating or stealing that happens when a student uses someone else's work and presents it as his/her own without showing where it comes from. To avoid this, students are expected to submit their own original work for assessment and to accurately acknowledge all references and sources used in essays and assignments.

For information regarding assessment, plagiarism, acknowledging sources and examination rules, please refer to the Wollongong College Australia Student Handbook.

For further information about assessment requirements, extensions and appeals, refer to the current Student Handbook.

## Assessment Schedule and Weightings

### EB - 20 weeks (Courses 1 & 2)

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#### **Critical Literacy** **weighting: 20%**

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2 x Reading and text analysis	80%
1 X Reflective Journals	10%
Participation & collaboration	10%
<b>TOTAL</b>	<b>100%</b>

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#### **Academic Listening and Speaking** **weighting: 20%**

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3 x Lecture/note-taking	30%
Tutorial presentation	25%
Seminar presentation	35%
2 x Vocab notebook	10%
<b>TOTAL</b>	<b>100%</b>

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#### **Academic Reading and Writing** **weighting: 60%**

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Draft Literature Review	5%
Literature Review	20%
Draft essay	5%
Final essay	20%
Final exam	50%
<b>TOTAL</b>	<b>100%</b>

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# Assessment Schedule and Weightings

## EB - 10 weeks (Course 2)

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### **Critical Literacy** **weighting: 20%**

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1 x Reading and text analysis	70%
1 X Reflective Journals	20%
Participation & collaboration	10%
<b>TOTAL</b>	<b>100%</b>

### **Academic Listening and Speaking** **weighting: 20%**

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1 x Lecture/note-taking	20%
Seminar presentation	70%
Vocab notebook	10%
<b>TOTAL</b>	<b>100%</b>

### **Academic Reading and Writing** **weighting: 60%**

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Draft essay	10%
Final essay	40%
Final exam	50%
<b>TOTAL</b>	<b>100%</b>

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