



# **WOLLONGONG COLLEGE AUSTRALIA**

**A College of the University of Wollongong**

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

### **English for Tertiary Studies 5-weeks Student Course Outline**

(CRICOS course code: 057136B)

ITC Education Ltd trading as  
Wollongong College Australia  
CRICOS 02723D  
ABN 14105312329

# English for Tertiary Studies 5 (ETS5)

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## Broad aims of course

English for Tertiary Studies 5 (ETS 5) is an intensive advanced level course for higher level students who need to improve their academic reading and writing skills to prepare for university study. It is also suitable for those who narrowly failed to satisfy the assessment requirement in a longer ETS course. The assessment tasks for this intensive program have been adapted from the longer ETS course and focus on improving reading and writing skills. There is also a focus on oral skills through classroom participation in discussions and activities. Structured as an intensive skills-based course, ETS 5 aims to give students an introduction to the educational requirements for tertiary study.

## Course structure

ETS5 is a full-time program of study as outlined below:

### Classroom instruction

	<b>Weeks 1-4</b>	<b>Week 5</b>
Critical Literacy (CL)	6 hours	
CL Exam		2 hours
Academic Reading & Writing (ARW)	12 hours	
ARW Exam		4 hours
Computer Assisted Language Learning (CALL)	2 hours	

Students are expected to do a minimum of 3 hours self-directed study per day outside scheduled class time in order to achieve the maximum benefit from this intensive program. This means an extra 21 hours per week dedicated to study during ETS5.

## Prerequisites and articulation

Minimum entry requirements to ETS 5 include one or more of the following:

IELTS 6.0 (minimum reading 5.0/writing 5.0)

or

Satisfactory result in the WCA placement test

or

Pass Conceded in the following WCA courses: ETS10 weeks, ETS15 weeks, EB with a percentage greater than 50%.

Successful completion of ETS5 enables students to enter an undergraduate or postgraduate degree at UOW. Most UOW faculties accept an ETS Pass grade but several faculties may require Credit grade or higher for entry to certain programs. For the specific ETS grades required for entry into other faculties, students should refer to the UOW website or contact the administration of the prospective faculty.

# Course description

## Integrated structure

The structure of ETS 5 is based on two integrated subjects and computer support study:

1. critical literacy [CL],
2. academic reading and writing [ARW].
3. computer assisted language learning [CALL]

While the focus is on academic writing, the four macroskills are taught with reference to the language skills required for academic study. Particular attention is given to developing research skills, critical thinking and clear oral and written expression with regard to reading and text analysis and expressing an opinion. A further emphasis is on fostering good study habits and independent study skills which are related to attendance, organisation of materials, completion of all tasks on time, class participation and self-motivation. The CALL component of the course supplements work covered in CL and ARW with an emphasis on word processing and library research.

## Computer-assisted language learning [CALL]

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

## Structure of classes

A flexible structure for classes is primarily based on face-to-face teaching, lectures, workshops and tutorials.

## Language use in context

A central aspect of this course 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.

## **Independent study skills**

ETS 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 classes each week. In addition, students are expected to devote a further 15-21 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 an A4 folder to organise class materials. The folder is to be used and brought to class throughout the course so as to eliminate the possibility of losing or misplacing class notes and lesson materials.
2. Students are also expected to purchase a Vocabulary Notebook to be used for recording new vocabulary.
3. To enable self-directed study, students are advised to purchase an English-English dictionary, thesaurus and grammar book.

*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%

## Critical Literacy

### Introduction

The aim of this subject is to focus on developing the ability to read and think critically. Critical thinking, a core attribute of tertiary literacies, 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 are introduced to the concept and skills of critical literacy by working with a range of text types of different lengths and accompanying lesson worksheets. Other critical thinking activities are introduced using different types of analytical texts. While the four macroskills are utilised in this subject, most attention is given to reading and writing.

### 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
- 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
- use an expanded vocabulary based on readings

### Critical Literacy – weekly outline

Week	Lessons	Tasks & activities
1	<ul style="list-style-type: none"><li>➤ Introduction to CL</li><li>➤ Introductory reading tasks</li><li>➤ Summary writing</li></ul>	<ul style="list-style-type: none"><li>➤ Freedom of speech and censorship</li><li>➤ CL lesson worksheet</li><li>➤ Summary writing practice</li></ul>
2	<ul style="list-style-type: none"><li>➤ Reading task 1</li><li>➤ Paraphrasing</li><li>➤ Reading task 2</li></ul>	<ul style="list-style-type: none"><li>➤ group work on visual texts</li><li>➤ interpreting evidence</li><li>➤ critical review reading</li></ul>
3	<ul style="list-style-type: none"><li>➤ Reading task 3</li></ul>	<ul style="list-style-type: none"><li>➤ critical review reading</li><li>➤ expressing an opinion</li></ul>
4	<ul style="list-style-type: none"><li>➤ Reading task 4</li></ul>	<ul style="list-style-type: none"><li>➤ critical review reading</li><li>➤ draft critical review</li></ul>
5	<ul style="list-style-type: none"><li>➤ Final exam</li></ul>	

## **Academic Reading and Writing**

### **Academic writing**

In this subject, students are introduced to the research and language skills needed when writing for an academic audience. Students apply these skills to writing an argument or exposition essay. Four essay questions are provided from which students select one related to their future area of study, such as, Arts, Creative Arts, Commerce, Science and Technology. 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
- analyse essay questions
- write in-text and bibliographical references accurately
- write a bibliography
- write an essay plan
- write an argument/exposition essay
- 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

## Academic Reading and Writing – weekly outline

Week	Focus of instruction	Specific topics
1	<ul style="list-style-type: none"> <li>➤ Overview of ETS 5</li> <li>➤ Introduction to ARW</li> <li>➤ Overview of essay structure</li> <li>➤ Essay structure</li> <li>➤ Developing an argument</li> </ul>	<ul style="list-style-type: none"> <li>➤ overview of subject</li> <li>➤ essay question analysis</li> <li>➤ library research</li> <li>➤ reading/note taking</li> <li>➤ students write an essay plan</li> <li>➤ students draft an introduction</li> </ul>
2	<ul style="list-style-type: none"> <li>➤ Essay structure</li> <li>➤ Use of evidence</li> <li>➤ Language use in context</li> </ul>	<ul style="list-style-type: none"> <li>➤ library research</li> <li>➤ reading/note taking</li> <li>➤ students write citations of three sources</li> <li>➤ students draft claims for body paragraphs</li> <li>➤ students identify evidence for use in essay</li> <li>➤ introducing evidence</li> <li>➤ model body paragraphs</li> </ul>
3	<ul style="list-style-type: none"> <li>➤ Academic vs non-academic</li> <li>➤ Logical connectives</li> <li>➤ Whole text cohesion</li> <li>➤ Language use in context</li> </ul>	<ul style="list-style-type: none"> <li>➤ academic and non-academic language</li> <li>➤ analysis links b/w thesis/preview/claims</li> <li>➤ language use in context</li> <li>➤ peer-checking cohesion in intro</li> <li>➤ self-edit essay for modality and attitudinal lexis</li> <li>➤ conferencing on clarity of argument in essay</li> <li>➤ students write draft conclusion in class</li> </ul>
4	<ul style="list-style-type: none"> <li>➤ Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>➤ check cohesion in essay</li> <li>➤ check development of argument/counter-arg</li> <li>➤ check logical connection b/w all parts</li> <li>➤ self-edit conclusion &amp; recommendations</li> <li>➤ conferencing to check final essay complete</li> <li>➤ checking essay against marking criteria</li> <li>➤ language use in context</li> <li>➤ practice exams</li> </ul>
5	<ul style="list-style-type: none"> <li>➤ Final exam</li> </ul>	

## Assessment

<b>1. Critical review</b>	<b>20%</b>
Critical review (300 words)	
<b>2. Final essay and References</b>	<b>30%</b>
Argument essay (750 words) & References of 3 sources	
<b>3. Exam essay plan and essay</b>	<b>50%</b>

### Plagiarism

Evidence of plagiarism in assessments will result in lower grades and in some cases the need for resubmission. Details of the penalties applied to plagiarism and cheating are explained in the Student Handbook. Plagiarism is a form of cheating. It is unacceptable and will be penalised.

In order to avoid plagiarism and cheating, students are expected to prepare and write their own assignments and assessment tasks. Copying work by other students and sharing your work for other students to copy are considered forms of cheating. Using published material without referencing the author is also considered a form of cheating. It is important to practise the writing skills of summarising and paraphrasing in order to avoid plagiarism.