



WOLLONGONG COLLEGE AUSTRALIA

A College of the University of Wollongong

English for Academic Purposes Advanced Level

English for Tertiary Studies 10 weeks Student Course Outline

(CRICOS course code: 057137A)

ITC Education Ltd trading as
Wollongong College Australia
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English for Tertiary Studies 10-weeks

Broad aims of course

English for Tertiary Studies (ETS) 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 think critically about university life and culture.

Course structure

ETS is a full-time program of study of 22 hours per week for 10-weeks as set out below:

Classroom instruction:

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

Prerequisites and articulation

Minimum entry requirements to ETS 10-weeks for international students include one or more of the following:

IELTS 5.5 (reading 5.0/writing 5.0)

or

TOEFL 525 (paper) or 195 (computer)

or

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

or

60% in the Academic Skills Module 3.

Most UOW faculties accept a Pass grade in ETS. However, for specific ETS grades required for entry into some faculties, students should contact administration in their prospective faculty.

ETS also articulates into programs at WCA, such as Foundation Studies and the Diploma programs (see WCA Prospectus for details).

Note:

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 only to courses internal to WCA, such as Foundation Studies and Diploma programs.

Admission to other universities or tertiary institutions with an appropriate ETS 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 the entry requirements for specific faculties.

Course description

Integrated structure

The structure of ETS 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 focussed on in the course 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.

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

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. The weekly lectures in ALS are designed to achieve this, however, students are also expected to apply the information to their study. It is strongly recommended that students actively demonstrate independent self-study skills by utilising the Listening Lab and ELRC facilities in their own time, in order to improve their grammar and listening skills.

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 so as 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 in ETS. Critical reading skills will then be introduced in order to prepare students for university study. Students are introduced to the concepts 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. While the four macro-skills 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 life. ETS 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-reflective 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
- use an expanded vocabulary based on readings
- write a reflective journal entry on their learning process both in/out of the classroom
- critically analyse an academic journal article

Assessment

1. Reading and text analysis [RTA] – weeks 5 and 9 85%

Two reading and text analysis tasks are completed in class in weeks 5 and 9. The assessment tasks are similar to the critical reading tasks completed in class each week. The analytical reading tasks, based on selected texts, involve demonstrating specific reading skills, answering questions about a text, interpreting and evaluating visual texts and critically analysing academic journal articles.

2. Reflective journal entry [RJE] – week 8 10%

Students write a reflective journal entry of at least 200 words at regular intervals throughout the course. Students will be asked to reflect on topics related to their learning and life experiences while studying ETS. RJE's will be reviewed by the teacher and feedback given. 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 the highlighting of language errors.

One reflective journal entry will be written in class for assessment in week 8. Students will be notified of the topic at the beginning of the assessment.

3. Participation 5%

Students are expected to participate in all class discussions and tasks related to this subject and to complete set homework tasks. An overall mark for participation will be given at the completion of the course.

Weekly outline: Critical Literacy tutorials

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> • Introduction to critical literacy: aims, outcomes, tasks, assessments/timeline - SCO • What is Critical literacy? • Introductory activities/warm ups • General overview and introduction to critical reading skills using simple texts for practice: finding the writer's purpose, identifying bias, how language is used to position the reader, identifying both sides of an issue, evaluating evidence, differentiating between opinion/fact/evidence/examples 	
2	<ul style="list-style-type: none"> • Journal Article Analysis: Stages 1 & 2 • Previewing, predicting, skimming, scanning • Finding the main idea • Dealing with vocabulary in context • Note-taking skills to practise paraphrasing and summarising • Introduction to RJE: clarify the purpose and requirements; analyse models. • Writing RJE in class for feedback 	
3	<ul style="list-style-type: none"> • Journal Article analysis: Stages 3 & 4 • Stage 3 Summary description • Stage 4 Critical Review (the 6 criteria) • Class practice using authentic texts - individual & group tasks • Further practice in paraphrasing and summarising 	
4	<ul style="list-style-type: none"> • Journal Article Analysis: Stages 1 - 4 (Practice for RTA 1) • Class activities using authentic texts • Instructions for downloading article from library website • Writing RJE in class for feedback 	
5	<ul style="list-style-type: none"> • In class assessment Part A: Note-making & citation - 1 hour 45 mins Part B: Stages 1, 3 & 4 - 1 hour 45 mins 	RTA 1 42.5%
6	<ul style="list-style-type: none"> • Understanding visual texts at a literal level - what information is the graph giving? (Stage 1) • Understanding visual texts at a critical level - interpretation, analysis, evaluation, drawing conclusions (Stage 2) • In-class practice using a range of visual texts • Writing RJE in class for feedback 	
7	<ul style="list-style-type: none"> • Critical analysis of visual texts - interpretation, analysis and evaluation using a range of visual texts for practice in class 	
8	<ul style="list-style-type: none"> • Practice for RTA 2 (Visual Texts) • In-class assessment (one hour) 	Complete one RJE in class for assessment 10%
9	<ul style="list-style-type: none"> • In class assessment Part A – 1 hour 45 mins Part B – 1 hour 45 mins 	RTA 2 42.5%
10	Exam week	
<p>Assessments Reflective Journal – week 8 Reading & Text Analysis – weeks 5 & 9 Participation – overall mark</p>		

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, active contribution to class discussions and listening skills.

Lecture listening and note-taking

A lecture is conducted weekly for students to practise 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. Lecture notes will be used in conjunction with follow-up activities in class to consolidate lecture content and link it to the students' own life. Another lecture, conducted weekly in ARW, provides students with further opportunities to practise lecture listening and note-taking skills. Lecture note-taking will be assessed twice throughout the course.

Oral presentation

A central aspect of this subject is learning to speak in front of a group of students. Students will conduct a seminar presentation workshop in order to develop the techniques and confidence needed to present their ideas in a spoken form. In addition, students are expected to participate actively in classroom preparation and discussion related to the presentation. The presentation functions as a workshop so that helpful comments can be made by teachers at the end of the seminar, 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 Phonetic Alphabet [IPA] is introduced to students in the first part of the course to help 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. Ongoing lessons on pronunciation may be done in the Listening Lab as an important component of the course. Students are encouraged to use the Listening Lab for self-access 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 the seminar presentation. 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, class lesson materials, readings, class discussions or from any other ETS subjects. Lesson activities are designed to incorporate the students' vocabulary work. 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 at regular intervals throughout the course by the teacher.

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 and take notes that represent the main idea and development of the lecture
- participate in class discussions
- work collaboratively with other students
- 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
- develop communication strategies for campus life
- increase awareness of non-vocal communication
- use visual aids and PowerPoint for class presentations

Assessments

1. Lecture note taking – weeks 3 and 7 30%

Students write notes of lectures using a pro forma provided by the teacher. The teacher checks these notes regularly in the weekly tutorials. Twice during the session in weeks 2 and 6 students submit their lecture notes for assessment. A pro forma worksheet is given to students in the first week, which is copied by students and used in successive weeks.

2. Seminar presentation workshop – weeks 7- 9 70%

This seminar presentation is an opportunity for students to present a critical response to a topic. The presentation will draw on research based on an academic source or sources. Students may use sources they have used for their research essay. The method of presentation must include PowerPoint. Other visual aids, such as handouts, WB and OHT may be used. While visual aids are important, students will mainly be assessed on their oral delivery, language, content, discussion and critical understanding of their topic and 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.

Weekly outline: Academic Listening and Speaking Lectures

Week	Lectures
1	Welcome to ALS Different Learning Styles and Independent Study Skills Teacher and Learner Roles
2	Tutorial Workshop Preparation Australian Culture
3	Lecture note-taking assessment 1: A History of English
4	Procrastination and stress
5	Communicating in Tutorials & Oral Presentations
6	Cultural differences and stereotyping
7	Lecture note-taking assessment 2: Environmental Issues in Australia
8	Assertiveness
9	Future Prospects
10	Exam Week (no lecture)

Weekly outline: Academic Listening and Speaking Tutorials

4 hours per week

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> • Introduction to ALS: aims, outcomes, assessments • Different learning styles • The role of teachers/students in tutorials • Introduction to Cornell method of note-taking and in-class practice • Introduction to IPA (Phonemic alphabet) • Short speaking activities in class for individual pronunciation diagnosis 	
2	<ul style="list-style-type: none"> • Follow-up lecture task • Introduce vocabulary notebook: in class demonstration of how to record new words weekly • Pronunciation-word stress, phonemic sounds or listening activities • Discussion of current affairs/news stories • Group opportunities for speaking practice 	
3	<ul style="list-style-type: none"> • Lecture revision and follow-up task • Listening for specific details • Further pronunciation practice and diagnosis • Continue with vocab notebook: word-building, use of dictionary, thesaurus • Questioning techniques: open/closed questions, extended answers • Small group discussions and short presentations 	Lecture/note-taking assessment 1 15%
4	<ul style="list-style-type: none"> • Lecture revision and follow-up task • Listening activities • In-class activities to practise specific pronunciation difficulties • <u>Introduce Seminar Presentation</u>: outline content and structure • Set presentation schedule • Small group sharing of news items/current issues 	
5	<ul style="list-style-type: none"> • Discussion of news items/current issues • Lecture revision and follow up • Presentation skills: Delivery techniques (eye contact, volume, fluency, etc) • <u>Seminar preparation</u>: how to organise and lead small group discussions/group dynamics. In-class practice • <u>Selecting Journal articles</u> 	

6	<ul style="list-style-type: none"> • Discussion of news items/current issues • Lecture revision and follow up • In-class Seminar preparation • Listening activities • Debating skills: small group/partner. In-class preparation and debate based on news topic/current affairs 	
7	<ul style="list-style-type: none"> • Weekly group task: news stories • Lecture revision and follow up • <u>Seminar presentations</u> and feedback from teacher/peers 	Lecture/note-taking assessment 2 15% Seminars 70%
8	<ul style="list-style-type: none"> • Group discussion • Lecture revision and follow up • Listening activities • Campus opportunities for L2 speaking practice (optional) • Practise interview skills • <u>Seminar presentations</u> and feedback from teacher/peers 	
9	<ul style="list-style-type: none"> • Group discussion • Lecture revision and follow up • <u>Seminar presentations</u> and feedback from teacher/peers • Conducting on-campus surveys and report back to class (optional) • Guest speakers / ex-students to speak to class (optional) 	
10	<ul style="list-style-type: none"> • <u>Exam week</u> 	
<p><u>Assessments</u> Lecture/note-taking – weeks 3 & 7 Seminar presentations – weeks 7-9</p>		

Note:

Lectures:

On occasion variations to lectures may occur. Students will be given at least two weeks notice of any changes to assessment topics.

Tutorials:

The tutorial activities listed in the weekly schedule are a guide. Individual teachers may vary the activities depending on the needs of each class. Additional lessons can be used to supplement those listed, e.g. extension lessons on building new vocabulary, pronunciation practice, using the IPA, debating skills, etc. Topics covered in CL can also be developed further in ALS to extend students vocabulary and content knowledge. The overall aim is to develop students' speaking and listening skills as outlined in the specific objectives of this subject.

Academic writing

In this subject, students are introduced to the research and language skills needed for writing an academic assignment. Students apply these skills to writing 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, 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. Emphasis is given to writing in class rather than completing activities at home so that more teacher-student interaction and peer evaluation can be incorporated into lessons.

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 form 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:

- analyse essay questions
- conduct library and internet research
- demonstrate note-taking of selected readings
- write in-text and bibliographical references accurately
- write an annotated bibliography
- write an abstract of their essay question
- write an essay plan
- write an academic essay expressing an opinion based on a thesis
- 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 independently

Assessments

1. A4 folder of work Total Weighting 10%

(This task will be submitted in 3 parts.)

Part A: Essay Question Analysis - Monday, Week 4 15%

- Essay question analysis, a proposed thesis and reasons for your thesis
- Include notes taken in discussions on essay question analysis

Part B: Bibliography / References and Note-taking - Friday, Week 4 35%

- References - minimum **3 sources** including one annotated source
- Note-taking of 3 sources cited in the reference list using template provided

Part C: Draft Essay - Week 5 50%

- Essay introduction and one body paragraph using at least 3 sources
- References

2. Final essay (1200 words) - Friday, Week 8 40%

- Abstract (100 – 150 words)
- References of 5 sources used in the essay

3. Exam essay plan and essay – Week 10 50%

Note:

The due dates for the assessment tasks could be changed because of public holidays in different sessions. For the latest information, please check the WCA calendar on the website and your ARW class teacher.

Weekly outline: Academic Reading and Writing Lectures

Week	Lecture
1	Essay question analysis
2	Note-taking of sources
3	Annotations and referencing
4	Essay structure
5	Using evidence
6	Cohesion and coherence
7	Abstract
8	Academic Language
9	Exam preparation 1
10	EXAM WEEK

Note:

Lectures are directly related to the assessment tasks and associated skills. Their purpose is to provide students with information that can be used to complete their assessments and participate fully in their tutorials.

Weekly outline: Academic Reading and Writing Tutorials

8 hours per week

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> • Introduction: Course aims, outcomes, assessments, SCO, Student handbook • Library tour • Introduction to essay writing • Essay structure: stages, purpose • Model essays to analyse • Needs analysis & feedback 	
2	<ul style="list-style-type: none"> • Analysing essay questions: models and practice • Instruction words • Students' own essay question • Note-taking skills • Plagiarism • Introduction to Research skills 	
3	<ul style="list-style-type: none"> • Essay introduction: models, analysis • In-class writing of Introduction • Continue library research • Academic vs non-academic sources 	
4	<ul style="list-style-type: none"> • Structure of Body paragraphs • Referencing skills : books, journals, in-text referencing • Effective evidence /logical development of argument • Introducing evidence effectively 	<p>Essay Question analysis</p> <p>Note-taking of 3 sources, references, one annotation</p>
5	<ul style="list-style-type: none"> • Whole text cohesion, paragraph cohesion • Self editing & proofreading skills • In class consultations and feedback 	Draft Essay: Intro + 1 B.P
6	<ul style="list-style-type: none"> • Academic vs non-academic language • Modality, passive voice, abstract nouns, nominalisation 	
7	<ul style="list-style-type: none"> • Essay Conclusion • Essay Abstract • In class writing. • Individual consultations and feedback 	
8	<ul style="list-style-type: none"> • Self-editing and peer-editing of final essay • Individual consultations and feedback 	Final essay (1200 words) + references + abstract
9	<ul style="list-style-type: none"> • Exam preparation • Practice exam in class • Return final essay to students • ELRC self study 	
10	<ul style="list-style-type: none"> • Final Exam 	

General statement of assessment

ETS 10-weeks, 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.

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.

Assessment Weighting ETS 10-weeks

Critical Literacy **20%**

1.	Reading and text analysis - two	85%
2.	Reflective journal entry - one	10%
3.	Participation	5%
	Total:	100%

Academic Listening and Speaking **20%**

1.	Lecture note-taking - two	30%
2.	Seminar Presentation workshop	70%
	Total:	100%

Academic Reading and Writing **60%**

1.	Task 1 (Folder of work)	10%
2.	Final essay, abstract and reference list	40%
3.	Exam essay plan and essay	50%
	Total:	100%