



# **WOLLONGONG COLLEGE AUSTRALIA**

**A College of the University of Wollongong**

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

**English for Tertiary Studies 15 weeks**  
**Student Course Outline**  
(CRICOS course code: 057135C)

ITC Education Ltd trading as  
Wollongong College Australia  
CRICOS 02723D  
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# English for Tertiary Studies 15-weeks

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## 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 15-weeks as set out below:

### Classroom instruction - 20 hours of:

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

## Prerequisites and articulation

Minimum entry requirements to ETS 15-weeks for international students include one or more of the following:

IELTS 5.0 (reading 5.0 and writing 5.0)

or

TOEFL 500 (paper) or 173 (computer)

or

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

or

50% in 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 need to 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 the Diplomas.

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 of listening, speaking, reading and writing 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 in CALL. In addition, students are strongly encouraged to undertake self-study in 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 and ARW. 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 although students are also expected to apply the information to their study.

### **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%

# Subjects

## Critical Literacy

4 hours per week

### 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. 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 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
- 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 across the three subjects
- critically analyse an academic journal article

## Assessment

### 1. Reading and text analysis [RTA]– weeks 4, 10 and 14 75%

Three reading and text analysis tasks are completed in weeks 4, 10 and 14. 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 the text, writing a short opinion paragraph in response to a topic, interpreting and evaluating visual texts and critically analysing academic journals.

### 2. Reflective journal entry [RJE] – weeks 6 & 12 20%

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.

Two reflective journal entries will be written in class for assessment in weeks 6 and 12. 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 related to this subject and to complete set homework tasks

## Weekly outline: Critical Literacy tutorials

Week	Tutorials	Assessments
1	<ul style="list-style-type: none"> <li>• Introduction to critical literacy: aims, outcomes, tasks, assessments/timeline-SCO</li> <li>• Introductory activities/warm ups</li> <li>• The role of the reader and writer-finding the writer's purpose</li> <li>• What is Critical literacy?</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Reading skills: preview and predict content, skim reading for gist, scanning for specific details, reading for understanding, finding the main idea</li> <li>• Using authentic journals and texts for practice</li> <li>• Introduction to RJE: clarify the purpose and requirements; analyse models</li> <li>• In-class writing and teacher feedback</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Revise reading skills from week 2</li> <li>• Critical reading skills: identifying bias in simple texts, how language is used to position the reader, identifying both sides of an issue</li> <li>• Vocabulary: predicting meaning from context</li> <li>• use authentic texts and journals for practice</li> <li>• Writing letters to the editor</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Revision of reading skills</li> <li>• Paraphrasing skills</li> <li>• Summarising skills</li> <li>• <b>In class RTA 1 assessment</b> (one part only - 1 hour 45 mins) in the second class of the week.</li> </ul>	RTA 1 25%
5	<ul style="list-style-type: none"> <li>• Further critical reading skills: differentiating between opinion/evidence/examples, evaluating strong and weak evidence</li> <li>• Further practice in summarising &amp; paraphrasing strategies</li> <li>• Writing RJE in class for feedback</li> </ul>	
6	<ul style="list-style-type: none"> <li>• <u>Introduction to Journal Analysis</u></li> <li>• <u>Note-taking skills to practice summarising and paraphrasing</u></li> <li>• <b>In class RJE 1 assessment</b> (one hour)</li> </ul>	Complete one RJE in class for assessment 10%
7	<ul style="list-style-type: none"> <li>• Journal Analysis Stage 1&amp;2</li> <li>• Practice using authentic texts</li> <li>• Debating skills</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Writing RJE in class for feedback</li> <li>• Journal Analysis                Stage 3 Summary description                Stage 4 Critical Review</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Journal analysis Stages 1-4. Practice for RTA 2</li> <li>• Instructions for downloading Journal Article from library website</li> </ul>	

10	<ul style="list-style-type: none"> <li>• <b>In class assessment</b></li> <li><b>Part A: Note-making &amp; citation</b> - 1 hour 45 mins</li> <li><b>Part B: Stages 1, 3 &amp; 4</b> - 1 hour 45 mins</li> </ul>	RTA 2 25%
11	<ul style="list-style-type: none"> <li>• Understanding visual texts (graphs, tables, charts) Stage 1 literal level</li> <li>• Use a range of visual texts for practice in class</li> <li>• Writing RJE in class for feedback</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Critical analysis of visual texts-interpretation, analysis and evaluation</li> <li>• <b>In class RJE 2 assessment</b> (one hour)</li> </ul>	Complete one RJE in class for assessment 10%
13	<ul style="list-style-type: none"> <li>• Further analysis of visual texts</li> <li>• In-class practice for RTA 3 using a variety of visual texts</li> </ul>	
14	<ul style="list-style-type: none"> <li>• <b>In class assessment</b></li> <li>Part A – 1 hour 45 mins</li> <li>Part B – 1 hour 45 mins</li> </ul>	RTA 3 25%
15	<ul style="list-style-type: none"> <li>• Exam week</li> </ul>	
<p><b><u>Assessments</u></b>  <b>Reflective Journals – weeks 6 &amp; 12</b>  <b>Reading &amp; Text Analysis – weeks 4, 10 &amp; 14</b>  <b>Participation – overall mark</b></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 may 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 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 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. Ongoing lessons on pronunciation may be done in the Listening Lab [LL] as an important component of the course. Students are also encouraged to use the LL 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 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, class lesson materials, readings, class discussions across all ETS subjects or from everyday life experiences. Lesson activities may be 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
- lead a tutorial discussion with another student 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
- develop communication strategies for campus life
- compile a list of new vocabulary/lexical items
- demonstrate increased awareness of non-vocal/verbal communication
- use visual aids and PowerPoint for class presentations

## **Assessments**

### **1. Lecture note taking – weeks 3, 7 & 11 30%**

Every week students practise writing notes during the ALS and ARW lectures using a pro forma worksheet. The pro forma is provided by the ALS teacher in the first week and is copied by the students and used in successive weeks. The ALS teacher checks these notes regularly in the weekly tutorials. Three times during the session in weeks 3, 7 and 11 note taking is assessed during the ALS lecture. Students submit their notes and answer a short test based on the content of the lecture.

### **2. Tutorial workshop – weeks 7-9 35%**

Pairs or groups of students are randomly selected by the teacher to prepare a tutorial workshop based on analysis of a problem currently represented in the media. Specific criteria to be covered in the presentation will be given to students in class. This task can be researched from media sources and internet material, not necessarily from academic sources. Students will also be required to lead a discussion/question time at the end. Teachers give feedback on pronunciation, lexis and content at the end of the tutorial 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. To promote active participation by the class, the teacher may choose specific students to ask prepared questions on the tutorial topic.

All parts of the tutorial preparation and delivery are assessed, such as choice and analysis of the topic, cooperation between partners, background notes for class, method of tutorial presentation, effectiveness of class discussion and clarity of expression and language use.

### **3. Seminar presentation workshop – weeks 11-14 35%**

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	<b>Lecture note-taking assessment 1: Time Management</b>
4	Communication Problems
5	Communicating in tutorials Oral Presentations
6	Procrastination and stress
7	<b>Lecture note-taking assessment 2: A History of English</b>
8	Non-verbal communication
9	Cultural differences and stereotypes
10	Assertiveness
11	<b>Lecture note-taking assessment 3: Environmental Issues in Australia</b>
12	Creative arts and sports in education
13	Belonging to a campus community
14	UOW campus: guest speakers
15	Exam week

## Weekly outline: Academic Listening and Speaking Tutorials

4 hours per week

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> <li>➤ Introduction to lecture/note-taking using Cornell method: models, examples, mini-lecture practice</li> <li>➤ Independent study skills [ISS] - Different learning styles</li> </ul>	
2	<ul style="list-style-type: none"> <li>➤ Follow-up lecture task</li> <li>➤ Phonemic chart</li> <li>➤ Introduce vocabulary notebook: in class demonstration of how to record new words weekly</li> <li>➤ Listening activities: 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 activities: 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, use of dictionary, thesaurus</li> <li>➤ Questioning techniques: open/closed questions, extended answers</li> <li>➤ Small group discussions and short presentations</li> <li>➤ <b>Introduce tutorial workshop:</b> analysing a problem currently in the media – requirements, small group discussion and brainstorming of topics</li> </ul>	Lecture/note-taking assessment 1 10%
4	<ul style="list-style-type: none"> <li>➤ Lecture revision and follow-up task</li> <li>➤ Listening activities: pronunciation/practising conversations</li> <li>➤ In-class activities to practice specific pronunciation difficulties</li> <li>➤ Introduce discussion of news stories/current issues</li> <li>➤ <b>Introduce Tutorial Workshop:</b> analysing a problem currently in the media- requirements, models, examples, small group discussion and brainstorming of topics.</li> <li>➤ Set presentation schedule</li> <li>➤ Small group discussions and short presentations</li> <li>➤ Continue preparation of Tutorial Workshops</li> </ul>	
5	<ul style="list-style-type: none"> <li>➤ Lecture follow-up task:</li> <li>➤ Discussion of news stories/current issues</li> <li>➤ Presentation skills: Delivery techniques (eye contact, volume, fluency, etc), content and structure</li> <li>➤ How to organise and lead small group discussions: use news stories/current issues for practice</li> <li>➤ Group dynamics</li> <li>➤ Introduction to interviewing skills</li> </ul>	

6	<ul style="list-style-type: none"> <li>➤ Listening activities: vocabulary related to Australian culture</li> <li>➤ Lecture follow-up task</li> <li>➤ Discuss topics related to tutorial topics</li> <li>➤ <b>Tutorial workshop presentations</b></li> </ul>	Presentation 35%
7	<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>	Lecture/note-taking assessment 2 10%
8	<ul style="list-style-type: none"> <li>➤ Listening Activities: listening for main ideas, facts and details</li> <li>➤ Lecture follow up task</li> <li>➤ <b>Tutorial workshop presentations</b></li> </ul>	
9	<ul style="list-style-type: none"> <li>➤ Lecture follow up task</li> <li>➤ Discussion of news stories/current issues</li> <li>➤ <b><u>Introduce seminar presentation requirements: critically analysing journal article.</u></b> Use sample journal article to model criteria</li> <li>➤ Set presentation schedule</li> <li>➤ Preparation for seminars/journal analysis</li> </ul>	
10	<ul style="list-style-type: none"> <li>➤ In-class mini-lecture practice-in small groups, using news stories/current issues as input</li> <li>➤ Debating practice using news stories/current issues</li> <li>➤ Seminar preparation</li> </ul>	
11	<ul style="list-style-type: none"> <li>➤ Lecture follow up task</li> <li>➤ <b>Seminar presentations</b></li> <li>➤ Vocab notebook work</li> </ul>	Lecture/note-taking assessment 3 10% Seminars 35%
12	<ul style="list-style-type: none"> <li>➤ Lecture follow up task</li> <li>➤ <b>Seminar presentations</b></li> <li>➤ Vocab notebook work</li> </ul>	
13	<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</li> </ul>	
14	<ul style="list-style-type: none"> <li>➤ Practise 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> <li>➤ <b>Seminar presentations</b></li> </ul>	
15	<ul style="list-style-type: none"> <li>➤ Exam week</li> </ul>	
<p><b><u>Assessments</u></b>  Lecture/note-taking – weeks 3, 7 &amp; 11  Tutorial workshop – weeks 6-8  Seminar presentations – weeks 11-14</p>		

## **Note**

### **Lectures:**

Assessment topics will not change. On occasion variations to other lectures may occur.

### **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
- 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

## Assessments

**1. A4 folder of work** **Total Weighting 20%**

**(This task will be submitted in 3 parts.)**

**Part A: Essay question analysis - Week 3** **15%**

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

**Part B: References and Note-taking - Week 5** **35%**

- References of **three** sources but only **one** annotated source
- Note-taking of sources cited in the references using note-taking template provided

**Part C: Draft Essay - Week 7** **50%**

- Essay introduction and two body paragraphs using at least 3 sources

**2. Final essay (1200 words) –Week 12** **30%**

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

**3. Exam essay plan and essay – week 15** **50%**

### Note:

Due dates for the assessment tasks may 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	Harvard referencing and annotations
4	Essay structure
5	Essay introduction Developing the thesis
6	Paragraph structure
7	Essay conclusion / Using evidence 1
8	Using evidence 2
9	Abstract
10	Academic language 1
11	Academic language 2
12	Requirements for final essay
13	Exam preparation 1
14	Exam preparation 2
15	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 assessments and participate fully in tutorials.

## Weekly outline: Academic Reading and Writing Tutorials

8 hours per week

Week	Content	Assessments
1	<ul style="list-style-type: none"> <li>• Introduction to ARW: outcomes, objectives, assessments. Explain SCO and Student Handbook (students to download these and read)</li> <li>• Warm-up: activities to get to know classmates</li> <li>• Brief College tour: ELRC, Listening lab, CALL, classrooms etc</li> <li>• Review grammar texts, dictionaries, thesauri</li> <li>• Needs Analysis: student writing sample in class</li> <li>• Library tour: catalogue, book borrowing, workshop task</li> <li>• Grammar: short writing tasks to practice sentence-level problems</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Return writing samples, explain correction code, practice using this code</li> <li>• ELRC workshops based on student needs. Students design own ELRC study plan for 15 weeks</li> <li>• Introduction to/awareness of different genres: structure, language features. Samples &amp; models</li> <li>• Distribute essay questions to students. In-class discussion of questions</li> <li>• Essay question analysis: models &amp; examples</li> <li>• UOW Librarian lesson in CALL class</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Types of sources to use.</li> <li>• Students bring 3 sources to class</li> <li>• Academic/non-academic texts</li> <li>• Introduction to note-taking of sources. Students can begin this in class.</li> <li>• Introduction to referencing: books, edited books, chapters.</li> <li>• ELRC workshops</li> <li>• Plagiarism</li> <li>• Grammar: independent/dependent clauses; types of sentences; sentence fragments, half-sentences. In-class writing short paragraphs for practice.</li> </ul>	<p>Essay Question analysis</p>
4	<ul style="list-style-type: none"> <li>• Referencing skills: journals</li> <li>• Practice writing References</li> <li>• Continue note-taking of sources using paraphrasing &amp; summarizing skills from CL-checking sources</li> <li>• Annotations</li> </ul>	

5	<ul style="list-style-type: none"> <li>• Introduction to essay writing</li> <li>• Model essays: argument</li> <li>• Essay structure: parts and purpose</li> <li>• Academic/non-academic language</li> </ul>	References, and note-taking
6	<ul style="list-style-type: none"> <li>• Essay introduction: models and analysis</li> <li>• Body paragraph structure: models and analysis</li> <li>• Paragraph cohesion and coherence</li> <li>• In-text referencing</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Effective use of evidence/examples in essays</li> <li>• Writing critical comments</li> <li>• Language used to introduce evidence/reporting verbs</li> <li>• Editing skills for draft essay</li> <li>• In-class consultation and feedback</li> </ul>	Draft essay (Intro + 2xBP)
8	<ul style="list-style-type: none"> <li>• Cohesion/coherence at whole text level, theme/rheme</li> <li>• Sentence-level coherence</li> <li>• Revision of work covered in weeks 1-7 as needed.</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Essay abstract</li> <li>• Essay conclusion</li> <li>• Individual consultations and feedback</li> </ul>	
10	<ul style="list-style-type: none"> <li>• Academic language:</li> <li>• Modality</li> <li>• Passive voice</li> <li>• Nominalisation</li> <li>• Abstract nouns</li> <li>• In-class tasks and practice</li> </ul>	
11	<ul style="list-style-type: none"> <li>• Over-generalisations</li> <li>• Revision of sentence/clause structure as needed by students</li> <li>• ELRC workshops and study</li> </ul>	
12	<ul style="list-style-type: none"> <li>• Self-editing skills</li> <li>• Peer-editing of final essay</li> <li>• ELRC workshops and study</li> </ul>	Final essay, abstract, references

13	<ul style="list-style-type: none"> <li>• Exam preparation</li> <li>• IELTS materials</li> <li>• ELRC self-study</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Exam preparation</li> <li>• In-class practice exam and feedback</li> <li>• ELRC study</li> <li>• Return essays to students</li> </ul>	
15	<ul style="list-style-type: none"> <li>• Exam week</li> </ul>	Exam essay & plan

## **General statement of assessment**

ETS 15-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.

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 or when a student has had outside help with his/her work. 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

### **Final grades (see, Student Handbook)**

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 the Diplomas.

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

## Assessment Weighting: ETS 15-weeks

### **Critical Literacy** **20%**

1.	Reading and text analysis – three	75%
2.	Reflective journal entries – two	20%
3.	Participation	5%
	<b>Total</b>	<b>100%</b>

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

1.	Tutorial workshop	35%
2.	Seminar workshop	35%
3.	Lecture note-taking - three	30%
	<b>Total</b>	<b>100%</b>

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

1.	Folder of work (3 parts)	20%
2.	Final essay, abstract and references	30%
3.	Exam essay plan and essay	50%
	<b>Total</b>	<b>100%</b>