



WOLLONGONG COLLEGE AUSTRALIA

A College of the University of Wollongong

English for Academic Purposes Advanced Level

English for Tertiary Studies 20 weeks Student Course Outline

(CRICOS course code: 059174B)

ITC Education Ltd trading as
Wollongong College Australia
CRICOS 02723D
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English for Tertiary Studies 20-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 20-weeks as set out below:

Classroom instruction

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
Total hours	22 hours

Prerequisites and articulation

Minimum entry requirements to ETS 20-weeks for international students include one or more of the following:

IELTS 5.0 (with no band score lower than 4.0)

or

TOEFL 500 (paper) or 173 (computer)

or

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

or

Satisfactory completion of 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 either ARW or ETS meet university entry requirements. A final grade for ETS between 45% and 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 in CALL.

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 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%

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-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
- use an expanded vocabulary based on readings
- write a reflective journal entry on their learning process across the three subjects

Assessment

1. Reading and text analysis [RTA] – weeks 9, 15 & 19 75%

Three reading and text analysis tasks are submitted in weeks 9, 14 and 19. 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 the topic of the text(s), interpreting and evaluating visual texts and critically analysing academic journals.

2. Reflective journal entry [RJE] – weeks 6, 12 & 18 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 highlighting language errors.

Three reflective journal entries will be written in class for assessment in weeks 6, 12 and 18. 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"> • Introduction to Critical Literacy: aims, outcomes, assessments, course outline • The role of the reader/writer • What is Critical Literacy? 	
2	<ul style="list-style-type: none"> • Introduction to RJE: clarify the purpose, models, examples • In class group RJE writing and feedback • RJE writing • Begin RJE Portfolio 	
3	<ul style="list-style-type: none"> • <u>Reading skills</u>: preview & predict, skim reading for gist, scanning for details, reading for understanding, meaning from context, finding the main idea. • Class activities using authentic/journals texts for practice 	
4	<ul style="list-style-type: none"> • <u>Critical Reading skills</u>: identifying bias in simple texts, how language is used to position/influence the reader • Class activities using authentic/journals texts for practice • Writing letters to the editor • Identifying both sides of the issue • RJE writing 	
5	<ul style="list-style-type: none"> • Further critical reading skills: differentiating between opinion/evidence/example • Evaluating strong and weak evidence • Note-taking skills: paraphrasing strategies • Class activities for practice 	
6	<ul style="list-style-type: none"> • Note-taking skills: summarising strategies and practice • Further practice in paraphrasing skills • In class assessment 	Complete one RJE in class for assessment 5%
7	<ul style="list-style-type: none"> • Review of reading strategies covered in weeks 1-6 using simple journal articles as texts • Preparation for RTA 1: writing opinions on global issues 	
8	<ul style="list-style-type: none"> • Preparation for RTA1 • Further paraphrasing practice • RJE writing 	
9	<ul style="list-style-type: none"> • Introduction to Journal article analysis: Stage 1 Citation, author status, abstract • In class assessment - 1 hour 45 mins 	RTA 1 25%
10	<ul style="list-style-type: none"> • Journal article analysis: Stage 2 Note-making • In class practice – note-making • Introduction to debating skills 	

11	<ul style="list-style-type: none"> Journal article analysis: Stage 3 Summary description 	
12	<ul style="list-style-type: none"> Journal article analysis: Stage 4 Critical review, introduce 6 criteria Class activities using authentic journals for practice In class assessment - 1 hour 	Complete one RJE in class for assessment 5%
13	<ul style="list-style-type: none"> Journal article analysis – in-class practice for Stage 1 with teacher feedback Models and examples of Critical reviews 	
14	<ul style="list-style-type: none"> Practice writing Critical reviews Instructions for downloading article 	
15	<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 2 25%
16	<ul style="list-style-type: none"> Understanding visual texts (graphs, tables, charts) Stage 1 - at a literal level Practice understanding visual texts RJE writing 	
17	<ul style="list-style-type: none"> Critical analysis of visual texts (Stage 2) – interpretation, analysis & evaluation at a more critical level 	
18	<ul style="list-style-type: none"> In class preparation & practice for RTA 3 with a variety of visual texts In class assessment – 1 hour 	Complete one RJE in class for assessment 10%
19	<ul style="list-style-type: none"> In class assessment Part A – 1 hour 45 mins Part B – 1 hour 45 mins 	RTA 3 25%
20	<ul style="list-style-type: none"> Exam week 	
<p><u>Assessments</u> Reflective Journals – weeks 6, 12 & 18 Reading & Text Analysis – weeks 9, 15 & 19 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 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 a minimum of 10 new words and compile their own vocabulary/lexis lists. New words could be identified from lectures, class lesson materials, readings, class discussions across all ETS subjects or from everyday life experiences. The purpose of the vocabulary list is to encourage students to take personal responsibility for expanding their knowledge of academic and colloquial lexis as well as word building. Students are encouraged to keep an organised (eg alphabetical) vocabulary and lexical notebook in which they record new words with their meaning, synonyms, word building, phonetics and example sentence. This will be reviewed at regular intervals throughout the course by the teacher. Vocabulary work will be assessed twice during the course.

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
- increase awareness of non-vocal/verbal communication
- use visual aids and PowerPoint for class presentations

Assessments

1. Lecture note taking – weeks 8, 12 & 16 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 8, 12 and 16 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 8-10 25%

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 16-19 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.

4. Vocabulary notebook – weeks 9 & 18 10%

Each week students identify and record new vocabulary encountered across all subject areas and in everyday life. Vocabulary will be submitted twice, in weeks 9 & 18 for assessment. Students are expected to add a minimum of 10 vocabulary items per week. New vocabulary should show relevance to their study or life.

Weekly outline: Academic Listening and Speaking Lectures

Week	Lectures
1	Independent study skills [ISS] Different learning styles
2	Australian Culture and way of life
3	Organising study materials
4	Australian History
5	Memory as a key to learning
6	Tutorial Workshop preparation
7	Teacher and learner roles
8	Lecture note-taking assessment 1: Time Management
9	Communication problems Communicating in tutorials
10	Leading Class and Group Discussions
11	Procrastination and stress
12	Lecture note-taking assessment 2: A History of English
13	Non-verbal communication
14	Cultural differences and stereotyping
15	Assertiveness
16	Lecture note-taking assessment 3: Environmental Issues in Australia
17	Creative arts and sports in education
18	Belonging to a campus community
19	UOW campus: guest speakers
20	Exam week

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 • Cultural differences • Short speaking activities in class for individual pronunciation diagnosis • Introduction to lecture/note-taking using Cornell method: models, examples, mini-lecture practice 	
2	<ul style="list-style-type: none"> • Follow-up lecture task • Phonemic chart • Introduce vocabulary notebook: in class demonstration of how to record new words weekly • Listening activities: pronunciation-word stress, phonemic sounds • Small group discussions and short presentations 	
3	<ul style="list-style-type: none"> • Lecture revision and follow-up task • Listening activities: pronunciation-word stress, intonation, vowel sounds • Further pronunciation practice and diagnosis: in small groups students record each other and give feedback • Continue with vocab notebook: word-building, use of dictionary, thesaurus • Questioning techniques: open/closed questions, extended answers • Small group discussions and short presentations 	
4	<ul style="list-style-type: none"> • Lecture revision and follow-up task • Listening activities: pronunciation/practising conversations • In-class activities to practice specific pronunciation difficulties • Introduce discussion of news stories/current issues • <u>Introduce Tutorial Workshop</u>: analysing a problem currently in the media- requirements, models, examples, small group discussion and brainstorming of topics. • Set presentation schedule • Small group discussions and short presentations 	Teacher check of vocab notebook
5	<ul style="list-style-type: none"> • Lecture follow-up task: completing timetables • Discussion of news stories/current issues • Mini-lecture: in class practice/ connect to vocab work • Listening activities: listening for specific information /sequencing • Presentation skills: Content and structure 	

6	<ul style="list-style-type: none"> • Lecture follow-up task: • Discussion of news stories/current issues • Mini-lecture: in class practice • Listening activities: vowel sounds • Presentation skills: Delivery techniques (eye contact, volume, fluency, etc) 	
7	<ul style="list-style-type: none"> • Lecture follow-up task • How to organise and lead small group discussions: use news stories/current issues for practice • Group dynamics • In-class assessment of short, recorded spoken texts/dialogues/conversations • Introduction to interviewing skills 	
8	<ul style="list-style-type: none"> • Listening activities: vocabulary related to Australian culture • Lecture follow-up task • Discuss topics related to tutorial topics • Tutorial workshop presentations 	Lecture/note-taking assessment 1 10% Presentation 25%
9	<ul style="list-style-type: none"> • Lecture follow-up task: teacher and learner roles in tutorial presentations • Tutorial workshop presentations 	Assessment of vocab notebook 5%
10	<ul style="list-style-type: none"> • Listening Activities: listening for main ideas, facts and details • Lecture follow up task • Tutorial workshop presentations 	
11	<ul style="list-style-type: none"> • Lecture follow up task • Discussion of news stories/current issues • Case studies/role plays about problem solving & conflict resolution • Introduction to debating skills 	
12	<ul style="list-style-type: none"> • Lecture follow up task • Discussion of news stories/current issues • Listening Activities: Listening for signposts • Debating skills-small group/partner in-class preparation and debate 	Lecture/note-taking assessment 2 10%
13	<ul style="list-style-type: none"> • Lecture follow up task • Discussion of news stories/current issues • <u>Introduce seminar presentation requirements: critically analysing journal article.</u> Use sample journal article to model criteria • Set presentation schedule 	
14	<ul style="list-style-type: none"> • Lecture follow up task • Discussion of news stories/current issues • Listening Activities: speed listening/radio items • Preparation for Seminars/journal analysis 	Teacher check of vocab notebook

15	<ul style="list-style-type: none"> In-class mini-lecture practice-in small groups, using news stories/current issues as input Debating practice using news stories/current issues Seminar preparation 	
16	<ul style="list-style-type: none"> Lecture follow up task Seminar presentations Vocab notebook work 	Lecture/note-taking assessment 3 10% Seminars 35%
17	<ul style="list-style-type: none"> Lecture follow up task Seminar presentations Vocab notebook work 	
18	<ul style="list-style-type: none"> Lecture follow up task Discussion of campus opportunities for L2 speaking practice Seminar presentations Vocab notebook work 	Assessment of vocab notebook 5%
19	<ul style="list-style-type: none"> Practise questioning techniques Belonging to the campus community Practice Interview skills: conducting on-campus surveys. Report back to the class Seminar presentations 	
20	<ul style="list-style-type: none"> Exam week 	
<p><u>Assessments</u> Lecture/note-taking – weeks 8, 12 & 16 Tutorial workshop – weeks 8-10 Seminar presentations – weeks 16-19 Vocab notebook – weeks 8 & 18</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. (This task will be submitted in 3 parts.)

Part A: Paragraph writing/grammar focus – end week 5 **5%**

Part B: Essay question analysis – end week 8 **5%**

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

Part C: Bibliography / References and Note-taking – end week 10 **10%**

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

2. Draft Essay (750 words) – end week 13 **10%**

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

3. Final essay (1200 words) – end week 17 **20%**

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

4. Exam essay plan and essay - week 20 **50%**

Note:

Due dates for the assessment tasks may be changed because of the 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	Intake, timetables, administration Orientation / Introduction to ETS, subjects, staff, administration, assessment timeline
2	Challenges faced by students in ARW
3	Sentence structure
4	Paragraph writing
5	Cohesion in paragraphs
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	Essay conclusion / Using evidence 1
13	Using evidence 2
14	Academic language 1
15	Academic language 2
16	Abstract
17	Requirements for final essay
18	Exam preparation 1
19	Exam preparation 2
20	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 to ETS: aims, outcomes, assessments, course outline for ARW • Get to know classmates • Campus and College tour • Library tour, library homepage, catalogue, borrowing books. Searching for newspaper articles/ websites, books (related to the essay question topics) for short review / presentation to class-build up knowledge & vocab • Vocabulary building • Needs analysis /student writing sample 	
2	<ul style="list-style-type: none"> • Explain correction code, return student writing sample • ELRC tour and workshops based on student needs: Students design individual study plan • Review of available grammar texts, dictionaries, thesauri. • Orally present book/article reviews related to essay topics in class, using key questions/criteria • Introduction to/awareness of different genres • Vocabulary building/ELRC • Grammar: understanding phrase/clause/sentence 	
3	<ul style="list-style-type: none"> • Sentence/clause structure: simple, compound, complex sentences • Independent/dependent clauses • Run-on, choppy, fragmented sentences • In-class practice at sentence & paragraph level - linking to general essay topics where possible • ELRC workshops & self-study 	
4	<ul style="list-style-type: none"> • Writing & editing paragraphs: sing/plural, subj/verb agreement, tenses, contractions, pronouns, punctuation • In class writing of paragraphs to practice items taught • ELRC workshops & self-study 	
5	<ul style="list-style-type: none"> • Cohesion in paragraphs: theme/rheme, repetition, transition signals, parallelism • Introduce passive voice, emotive language, personal pronouns, idioms • ELRC workshops & self study, continue vocabulary work 	Paragraph writing on given topic related to essay topics (200 words) 5%
6	<ul style="list-style-type: none"> • Awareness of different text types: collecting samples, writing different texts samples • Analysing essay questions: models and practice. • Instruction words • Analysis of students' own essay questions • Library research lesson: UOW homepage, catalogue, finding books, use of databases 	
7	<ul style="list-style-type: none"> • Plagiarism & how to avoid it • Academic/non-academic texts • Types of sources to use • Referencing skills-books & journals • Workshops & practice writing reference lists 	
8	<ul style="list-style-type: none"> • Continue Library Research: checking student sources • Note-taking skills & practice, revising paraphrasing & summarising skills learned in CL • Continue note-taking using paraphrasing & summarising skills learned in CL • Annotations 	Essay Question analysis 5%

9	<ul style="list-style-type: none"> • Introduction to essay writing • Analysing model essays: Argument • Essay structure: parts & their purpose 	
10	<ul style="list-style-type: none"> • Essay Introduction: models, analysis, individual writing & feedback • Logical relationship between stages 	Note-taking of 3 sources, references, one annotation 10%
11	<ul style="list-style-type: none"> • Body paragraph structure • In-text referencing • Introducing evidence 	
12	<ul style="list-style-type: none"> • Essay conclusion: models, analysis & practice • Writing conclusion in class • Effective evidence & examples to support claims: analyse sample evidence/examples • Re-visit paraphrasing & summarising of evidence • Writing critical comments • Language used to introduce evidence • In-class consultations of first draft 	
13	<ul style="list-style-type: none"> • Effective evidence & examples to support claims: analyse sample evidence/examples • Cohesion at whole text level: theme/rheme, logical connection between question, thesis, claims • Editing & revision 	Draft Essay: Intro + 2 B.P 10%
14	<ul style="list-style-type: none"> • Academic vs non-academic language 1 • Using academic language: modality, abstract nouns, noun groups. • Revise passive voice • Use academic journals as models/examples 	
15	<ul style="list-style-type: none"> • Academic vs non-academic language 2 • Consultations & feedback in class • Editing and proofreading essays 	
16	<ul style="list-style-type: none"> • Writing an abstract: models, analysis & practice • Individual consultations & feedback in class • Editing essays 	
17	<ul style="list-style-type: none"> • Peer-feedback /suggestions of body paragraphs • Editing and proofreading of final essay & reference list 	Final essay (1200 words) + references + abstract 20%
18	<ul style="list-style-type: none"> • Exam preparation • ELRC self-study 	
19	<ul style="list-style-type: none"> • Exam preparation • ELRC self-study • Practice exam in class • Return Final essay to students 	
20	<ul style="list-style-type: none"> • Final exam / Essay Plan 	Exam: 500 word essay using sources 50%
<p><u>Assessments</u> Paragraph writing – week 5 Essay Question analysis – week 8 Note-taking, references, annotation – week 10 Draft essay – week 13 Final essay – week 17 Final exam – week 20</p>		

General statement of assessment

ETS 20-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. 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 Weighting: ETS 20-weeks

Critical Literacy 20%

1.	Readings and text analysis - three	75%
2.	Reflective journal entries - three	20%
3.	Participation	5%
Total:		100%

Academic Listening and Speaking 20%

1.	Tutorial workshop	25%
2.	Seminar workshop	35%
3.	Lecture note-taking - three	30%
4.	Vocab note-book	10%
Total:		100%

Academic Reading and Writing 60%

1.	Grammar focus paragraph	5%
2.	Essay question analysis	5%
3.	Note taking and references	10%
4.	Draft Essay	10%
5.	Argument essay, abstract and references	20%
6.	Exam essay plan and essay	50%
Total:		100%