



WOLLONGONG COLLEGE AUSTRALIA

A College of the University of Wollongong

English for Academic Purposes

Advanced Level

(CRICOS course code: 057141E)

Introduction to Academic Studies

Student Course Outline

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

Introduction to Academic Studies

Broad aims of course

Introduction to Academic Studies [IAS] prepares international students for academic life and for living in an overseas culture. It is a skills-based course and is designed to develop and refine the academic skills necessary for success at university. Students are encouraged to participate actively in their own learning and to develop the skills of critical analysis. In addition, it introduces students to the technical language of their respective faculty areas. Because of the diversity of students' proposed study programs, the course is kept flexible so that it can be adapted to meet the specific needs of students. It is expected that this learner-centred focus will help students gain confidence to use English to communicate in a variety of formal and casual situations on campus.

Course structure

Elective	Hours per week & per cycle	Days per week	Min weeks
Introduction to Academic Studies	20 hrs in class This will include CALL and University library orientation.	Monday-Friday	5 weeks

Attendance

Refer to the Student Handbook for attendance requirements

Prerequisites and articulation

Students who take IAS have already met university entry requirements and have been offered a place in either an undergraduate or postgraduate degree course. On completion of IAS, students will proceed to university.

Course description

IAS is a course based on skills considered essential for undergraduate or postgraduate study. The course incorporates the four macroskills but places emphasis on developing academic writing and oral presentation skills. In addition, academic research and reading skills are targeted along with the ability to think about and analyse issues and questions critically. Overall, students are given grounding in study strategies to guide them when completing various academic tasks at university.

Being learner-centred, teachers can choose topics and materials according to students' needs. However, students are expected to compose their own essay questions relevant to their respective fields of study. Teacher and student conferencing and collaboration are used to help students to progress at their own pace and to practice independent learning strategies.

The Computer Assisted Language Learning [CALL] classes are an integral part of the IAS course and are directly geared to developing the computer knowledge and skills that are needed by students to complete their assignments, for example, students are shown how to prepare a PowerPoint presentation and how to conduct library research on-line.

Resources suitable for developing lesson materials are listed in the References but teachers are encouraged to compile their own teaching materials based on availability of commercial texts and students' needs.

Specific objectives

Listening

- to recognise the stages and organisation of a lecture
- to use strategies for predicting and checking content in a lecture
- to practice lecture note-taking using the Cornell Method/mapping
- to listen to and participate in classroom discussions
- to identify culturally specific information
- to listen for word and sentence stress, speed and intonation

Speaking

- to correctly structure and effectively deliver a presentation using PowerPoint
- to participate in discussions on academic topics and current issues
- to present arguments and opinions in class – taking turns
- to use appropriate spoken academic English
- to use word stress, sentence rhythm, intonation and projection to communicate

Reading

- to skim and scan for gist and specific information
- to predict content by using titles, graphics, contents and indexes
- to conduct independent academic library research
- to recognise an author's point of view and bias
- to critically evaluate a text
- to use grammatical cues and derivatives to guess the meaning of words

Writing

- to write an essay suitable for a university context
- to understand the staging and structure of an argument essay
- to use critical analysis at all stages of the writing process
- to develop an essay question related to a student's field of study
- to learn how to analyse an essay question and define key terms
- to demonstrate grammar editing skills
- to differentiate between spoken and written academic English
- to apply the Harvard System of citation to bibliographical referencing

Course outline

Week 1

- discussion of course aims, content and assessment requirements
- introductory writing task – student profile
- introduce 'two-stage correction system' for self-editing
- vocabulary list based on academic terms in Student Course Outline • on campus or virtual library tour
- library research skills using on-line catalogues
- introduction to note-taking methods
- mini-lecture: Introduction to the academic community and campus life
- writing and analysing argument essay questions
- identifying types of sources
- introduction to structure of an argument essay
- reading local newspaper for rental accommodation and classifieds
- reading local telephone book for information about emergency procedures

Week 2

- 3-5 minute impromptu presentation on any topic
- mini-lecture: Presentation skills and note-taking
- pronunciation practice – word and sentence stress
- selecting library sources – identifying an academic journal
- reading: note-making methods summary writing and paraphrasing
- Harvard system of citations
- writing an annotated bibliography
- adding to vocabulary list based on reading
- group work on students' essay questions
- argument essay introduction and developing a thesis

Week 3

- mini-lecture listening and note-taking
- pronunciation practice: intonation and projection
- giving and taking turns in class discussions
- argument essay body paragraphs and conclusion
- developing an argument and using evidence
- avoiding plagiarism
- the purpose and structure of an abstract
- draft introduction
- draft annotated bibliography
- conferencing with students about draft writing
- summary writing and paraphrasing
- adding to vocabulary list based on reading

Week 4 Essay and PowerPoint Presentation

- PowerPoint presentations
- mini-lecture listening and note-taking
- peer-editing annotated bibliography and abstract
- students submit essay and bring a hard copy to class for editing
- developing a counter-argument
- peer- and teacher-editing of essays
- adding to vocabulary list based on reading
- summary writing and paraphrasing

Week 5 PowerPoint Presentations

- PowerPoint presentations
- essays returned and reviewed
- conferencing on essays
- revise vocabulary list
- end of course excursion or activity such as Botanic Gardens, Science Centre, beach picnic, walk up Mt. Keira
- evaluation of course by students

General statement on assessment and method

As students have already satisfied university entry requirements, there are no formal examinations in the course. However, students are evaluated on their progress and participation during the course. In addition, students are to complete two assessments: **a presentation and an argument essay.**

For students who are sponsored by Ausaid a final report is prepared at the end of the course commenting on the students' general progress. A copy of the report is given to each student and forwarded to AUSAID.

Assessments: a presentation and argument essay

1. Listening and Speaking

Task: PowerPoint Seminar Presentation – 10 to 15 minutes

Due: Weeks 3-5 at teacher's discretion

Each student will prepare and deliver in class a PowerPoint presentation based on their essay question. Students are expected to present an argument based on evidence and to stimulate a discussion by class members at the end of the presentation. Students need to adhere to the time limit and to refer to sources used for evidence.

Checklist for Presentation

- PowerPoint presentation soft and hard copy
- notes for presentation
- cover sheet provided by teacher
- written outline of presentation including thesis, preview, claims, evidence, conclusion, recommendation, discussion questions
- outside references and bibliography
- other graphics or handout materials

2. Reading and Writing

Task: Argument Essay – 750 words

Due: Week 4

Students are required to develop a research essay question related to their future field of study and to write an argument essay of 750 words based on library research. Students are to select 4 academic sources, consisting of books, chapters of edited books and academic journal articles for background information and specific evidence. Students must use at least three sources in their essay, one of which must be a journal article. All sources used in the essay must be referenced and a bibliography needs to be attached to the essay along with copies of any academic journal articles listed.

Format

- essays must be word-processed - keep a copy for your records
- use A4 paper
- leave a 3.5 cm margin on the left side of each page
- double-space
- number pages starting with the essay
- use Harvard citation system for in-text and bibliographical referencing

Checklist for Essay

- cover sheet
- essay
- bibliography
- copies of journal articles