THE UNIVERSITY of ADELAIDE

COLLEGE

ENGLISH FOR ACADEMIC PURPOSES

AIMS

English for Academic Purposes provides an opportunity for students to explore, respond to, analyse and produce a range of academic and non-academic texts. Text is understood to be any meaningful written, spoken, visual or multimodal message. Through reading, viewing, writing, listening, speaking, and using information and communication technologies (ICT), the course develops students' confidence and competence in using the English language; their understanding of how different text-types are constructed for particular academic purposes and audiences; and their competence in key academic literacies.

The course takes an integrated skills approach to language learning, using authentic texts, and with an emphasis on reflection and collaborative learning. Assessment tasks model a range of academic practices and are staged so that students can use feedback to gradually build key academic skills, always with an overarching focus on academic integrity.

In Semester 1, students consolidate and develop their knowledge of grammar and lexis through exploring texts related to an overall theme of 'sustainability', allowing them to develop ethical and intercultural understanding through the lens of global literacy. In Semester 2, the focus shifts to critical literacy. Students develop research skills; the ability to ask critical questions about the texts which they encounter; and the skills and confidence necessary to participate in academic argument, and to express their own views with clarity and accuracy, whilst also valuing and respecting different perspectives.

LEARNING OUTCOMES

After successfully completing this subject students should be able to:

- Identify the relationship between contexts and texts, and the ways in which academic texts are constructed and meanings realised.

- Locate, record, analyse, evaluate, and synthesise ideas, information, and opinions from a range of written, oral, visual, and multimedia texts.

- Achieve precise expression of complex ideas, using a range of appropriate lexis, grammar and syntax, in the composition of coherent, cohesive texts for a range of academic purposes.

- Use evidence to develop and support critical reasoning in the form of sustained argument.

- Exchange opinions and convey information in both an interpersonal and ICT setting, in a range of formal and informal contexts.

- Reflect on their personal learning and development, apply this self-knowledge, and take responsibility for their personal learning.

- Fully understand and apply the concept of academic integrity.

PREREQUISITES AND ASSUMED KNOWLEDGE

The pre-requisite for the course is an IELTS score of 5.5 or equivalent.

SUBJECT CONTENT

WEEK	TOPIC AND ASSESSMENT SCHEDULE
1 – 2	Orientation, vocabulary, word formation
3 – 4	Note-taking, quoting and paraphrasing, sentence structure, verb tenses
5 – 6	Summarising and referencing
7 – 8	Lecture listening, stress and intonation
9 – 10	Oral presentations, seminar discussion strategies
11 – 12	Logical division, paragraph structure, in-text references, synthesising
13 – 14	Essay structure, writing an introduction, definitions, relative clauses
15 – 16	Essay structure, writing a conclusion, modals
17	Peer editing, group discussion
18	Exams (EAP no mid-year exam)
19 – 20	Reflective writing, writing a research question
21 – 22	Research skills; writing an annotated bibliography, fact, opinion and credibility
23 – 24	Adjectives, adverb clauses, noun groups, nominalisation
25 – 26	Rhetorical techniques, noun clauses, writing a thesis statement
27 – 28	Developing a written argument
29 – 30	Modality, online discussion
31 – 32	Academic writing: theme, rheme and cohesion; the definite and indefinite article
33 – 34	Listening and note-taking, using PowerPoint
35 – 37	Individual oral presentations, practice exam
38 – 39	Revision and exams
40	Graduation

ASSESSMENT

General weightings for each assessment item are outlined below.

ASSESSMENT ITEM	WEIGHTING
Reading, note-taking and summarising	5%
Listening, note-taking and summarising	5%
Group oral presentation	8%
Planning body paragraphs and reference list	6%
Writing up an essay (informative)	6%
Independent learning	5%
Discussion skills	5%
SEMESTER TOTAL	
Annotated bibliography	6%
Essay plan and reference list	4%
Research essay (argumentative)	6%
Listening and note-taking	4%
Individual oral presentation	10%
Independent learning	5%
Seminar discussion skills	5%
Online discussion skills	5%
Final examination (integrated skills)	15%
SEMESTER TOTAL	60%