



Valid as from the academic year 2016-2017

## English 1: Intermediate and Upper Intermediate Level (O000075)

**Course size** (nominal values; actual values may depend on programme)

**Credits** 5.0      **Study time** 150 h      **Contact hrs** 60.0 h

**Course offerings and teaching methods in academic year 2016-2017**

B (semester 2)      lecture      60.0 h

A (semester 1)      lecture      60.0 h

**Lecturers in academic year 2016-2017**

Dunne, Michael      KR01      lecturer-in-charge

**Offered in the following programmes in 2016-2017**

	crdts	offering
<a href="#">Bachelor of Science in Food Technology</a>	5	A, B
<a href="#">Joint Section Bachelor of Science in Environmental Technology, Food Technology and Molecular Biotechnology</a>	5	A, B
<a href="#">Bachelor of Science in Environmental Technology</a>	5	A, B
<a href="#">Bachelor of Science in Molecular Biotechnology</a>	5	A, B

**Teaching languages**

English

**Keywords**

Scientific English, Academic English, Vocabulary, Grammar, Communicative Skills

**Position of the course**

This course aims to strengthen students' proficiency in English in an academic context. It offers an introduction to a number of essential academic communicative skills as well as expanding students' knowledge of grammar and vocabulary with relevance to university-level academic studies.

**Contents**

The course is organised into two modules: Reading & Writing for Academic Study (RWAS), taking place in larger groups over two classes at the beginning of the week; and Listening & Speaking for Academic Study (LSAS), occurring in smaller groups in one longer class at the end of the week.

**RWAS - Reading & Writing for Academic Study**

**Aims**

To equip students with the requisite language, core strategies and skills that will enable them to read and write within a range of undergraduate-level academic contexts.

**Content**

Writing topics follow the source texts used within reading-focused lessons, and this follows the principle that students read an academic text for a particular purpose within their academic major. One of the main purposes of using source texts in this way, is to provide students with information to support their ideas in their written assignments. They process and critically analyse that information, before incorporating it within their own argument; and thus, they engage in a problem solving activity.

The following areas will be covered:

- the development of intensive and extensive academic reading skills
- the purpose and organization of different academic texts
- understanding academic texts
- strategies for taking notes from written academic sources
- systematic development of core academic vocabulary with reference to the AWL (Academic Wordlist)
- a combined process-cognitive approach to academic writing

- paragraph structure in academic writing
- developing academic arguments with supporting evidence
- working effectively in groups and sharing responsibility

## **LSAS - Listening & Speaking for Academic Study**

### **Aims**

To equip students with the necessary language, strategies and skills for understanding academic lectures, taking notes and participating in academic discussions at an undergraduate level.

### **Content**

Different aspects of lecture language will be studied including signals to introduce new ideas, transitions, generalisations, cause and effect and comparisons. In addition students will learn how to take notes from academic lectures.

The discussion skills to be covered include giving and asking opinions, agreeing and disagreeing, asking for elaboration, reaching a compromise, paraphrasing and citing others. The discussions will be based on the topics in the text book, Lecture Ready 3.

The following areas will be covered:

- understanding the purpose, structure and organization of academic lectures
- using discourse markers as an aid to listening comprehension
- identifying and summarizing the main points of a lecture
- different strategies for and approaches to note-taking
- sub-skills of effective note-taking e.g. using symbols and abbreviations
- re-formulating and making active use of notes
- developing fluency and clear pronunciation in spoken discourse
- characteristics of successful participation in seminar discussions
- developing ability to discuss content in academic discussion
- presenting opinions in academic discussions
- agreeing and disagreeing in academic discussions
- participating in a group discussion

### **Initial competences**

Students should have at least B1+ proficiency, and have familiarity with basic academic writing, appropriate to the level of TOEFL 73+ or IELTS 5.5

### **Final competences**

Upon successful completion of the RWAS module, students will have developed:

#### *a) Knowledge and Understanding*

- the ability to apply a range of skills and sub-skills to improve their performance in academic reading.
- an understanding of what is typically expected in written examinations and coursework assignments at the undergraduate level and the study approaches needed to meet these requirements.
- an understanding of how to format and structure academic written work.
- an awareness of the grammatical structures and vocabulary appropriate to academic writing and the ability to use these in context.
- the ability to read and write effectively under timed conditions.

#### *b) Intellectual Skills*

- critical thinking, analysis and synthesis.

#### *c) Transferable/Key Skills*

- the ability to apply appropriate reading strategies in order to comprehend written academic discourse.
- the ability to present and communicate ideas and arguments effectively in written contexts.
- time management skills.
- the capacity for effective group-work and sharing responsibility within a team.

Upon successful completion of the LSAS module, students will have developed:

#### *a) Knowledge and Understanding*

- effective listening and note-making strategies to assist them in their comprehension of academic lectures.
- the ability to re-formulate lecture notes for use in other academic contexts.
- a greater awareness of English pronunciation, intonation and rhythmic variations.
- the ability to cope with a variety of English accents and different speeds of speech.

#### *b) Intellectual Skills*

- the capacity for analysis and synthesis.

c) *Transferable/Key Skills*

- the ability to apply listening strategies in order to comprehend spoken academic discourse.
- the ability to process academic lectures into a set of organised notes.
- the ability to communicate ideas and arguments effectively in oral contexts and to evaluate and respond appropriately to those of others.
- the capacity for effective group work and sharing responsibility within a team.

**Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

**Conditions for exam contract**

This course unit cannot be taken via an exam contract

**Teaching methods**

Lecture, self-reliant study activities, seminar: coached exercises

**Learning materials and price**

**Textbooks**

Frazier, F. & Leeming, S. (2013) *Lecture Ready 3: Strategies for academic listening and speaking. 2nd Edition.* New York: Oxford University Press.

McCarthy, M. & O'Dell, F. (2008) *Academic Vocabulary in Use: Vocabulary reference and practice; Self-study and classroom use.* Cambridge: Cambridge University Press.

**Other**

Reading materials will be provided through the Minerva platform. It is students' responsibility to download and print-out the source texts etc.

Students are required to purchase a binder (with clear pockets), in which to store their work, accompanied by individual lined-paper sheets. A notebook is required for vocabulary and also is acceptable for note-taking practice as part of the LSAS module.

**References**

Finally, it is recommended students purchase their own grammar textbook and a student's dictionary to support learning in the first year and will be useful as a self-reference collection throughout their four years at Ghent University.

For example:

*Oxford Advanced Learner's Dictionary. 9th Edition* (2015) Oxford: Oxford University Press, Swan, M. & Walter, C. (2011) *Oxford English Grammar Course: Intermediate; A grammar practice book*

**Course content-related study coaching**

**Evaluation methods**

end-of-term evaluation and continuous assessment

**Examination methods in case of periodic evaluation during the first examination period**

Written examination, oral examination, skills test

**Examination methods in case of periodic evaluation during the second examination period**

**Examination methods in case of permanent evaluation**

Participation, skills test

**Possibilities of retake in case of permanent evaluation**

examination during the second examination period is possible in modified form

**Extra information on the examination methods**

During the first examination period, the periodic evaluation accounts for 60% of the final score and the non-periodic evaluation (continuous assessment tasks) accounts for 40% of the final score. To qualify for passing, both the score of the periodic and the non-periodic evaluation should be at least equal to 8/20. If that is not the case, the total course score will be subject to an upper limit of 7/20.

An exam during the second examination period is possible, but in a modified form (e.g. without a group discussion).

During the second examination period, the non-periodic evaluation cannot be retaken. Therefore, the final score for the second examination period is calculated in two ways. The first calculation takes into account both the score of the non-periodic evaluation (that is, the score obtained during the first examination period, up to a maximum of 8)

and the score of the second examination period (up to a maximum of 12). The second calculation only takes into account the score of the second examination period (up to a maximum of 20). The final score for the second examination period is then equal to the higher of these two scores.

**Calculation of the examination mark**

*CONTINUOUS ASSESSMENT (NON-PERIODIC) - 40%*

10% - LSAS module

A combination of period vocabulary tests and discussion participation

30% - RWAS module

Five progressive writing tasks with multiple drafts

*END-OF-TERM EVALUATION (PERIODIC) - 60%*

20% - Reading and Writing Question

20% - Group Discussion (Oral Examination)

20% - Lecture Listening and Note-taking Test