

COURSE OUTLINE

Faculty: Language Academy	Page : 1 of 6
Course Code: ULAB 1122 (Academic English Skills) Total Contact Hours: 3 hours X 14 weeks (42 hours)	Semester: II Academic Session: 2016/2017



Lecturer : All lecturers teaching ULAB 1122
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Synopsis : This course exposes students to essential academic skills through read-to-write approach. It focuses on developing students' ability to read texts and develop their receptive and productive skills through student-centred activities. This includes reading academic texts, making notes, writing clearly and coherently, and participating in discussions. Grammar enrichment activities are also incorporated in all skills. At the end of this course, students should be able to apply the acquired skills in their academic activities.

LEARNING OUTCOMES

By the end of the course, students should be able to:

No	Course Learning Outcome	Programme Learning Outcome(s) Addressed	Taxonomies (C,P,A)	Assessment Methods
1.	Identify key information in oral and written texts	CS1,	C3	Note Taking, Summary Writing, Final Exam
2.	Communicate orally with confidence and fluency in English for academic purposes	CS1, CS2,	C6, A2	Small Group Communication
3.	Compose clear, organised and coherent writing	CS2	C2	Essay - Process Writing
4.	Use self-access learning materials for language development	CS2	C6	MyLinE Resources

Prepared by: Course Coordinator Name: Assoc. Prof Dr. Kamarudin Kasim Signature:  Date: 5 February 2017	Certified by: Academic Manager Name: Puan Nur-Ai Huda binti Hashim Signature:  Date: February 2017 <div style="text-align: right; font-size: small; color: blue;"> Nur-Ai Huda binti Hashim Academic Manager (Undergraduate) Language Academy UTM Johor Bahru </div>
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STUDENT LEARNING TIME

Teaching and Learning Activities	Student Learning Time (hours)
1. Face to Face Learning	42
a. Lecturer-Centred Learning <ul style="list-style-type: none"> i. Lecture 	14
b. Student-Centred Learning (SCL) <ul style="list-style-type: none"> i. Practical/Tutorial ii. Student-centred learning activities <ul style="list-style-type: none"> • Speaking Activities <ul style="list-style-type: none"> - Take part in small group discussion and communicate ideas orally with confidence and fluency - Discuss written feedback, text read or video watched; - Presenting a main and supporting idea with evidence and explanation; - Responding to participants comments and questions; - Summarizing and building on what speaker says • Reading Activities <ul style="list-style-type: none"> - Reading for main ideas and details - Identifying the structure of texts (compare/contrast, cause/effect, description of process, problem/solution, sequence) - Identifying and organizing key information from texts into note form - Paraphrasing key information found from texts - Identifying and organizing key information from texts into note form - Paraphrasing key information found from texts • Writing Activities <ul style="list-style-type: none"> - Writing topic sentences; - Supporting evidence using reasons and examples; - Synthesizing ideas and incorporating references to avoid plagiarism; 	28

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	<p>Output – Speaking</p> <ul style="list-style-type: none"> • Impromptu Speech • Group Discussion - Understanding question forms – Information questions • Preparing for discussion <p>Output – Writing/Note making</p> <ul style="list-style-type: none"> • Making notes by identifying noun phrases in lectures • What is noun phrase? (B1, 51) <p>Output – Speaking</p> <ul style="list-style-type: none"> • Small group communication
Week 4 – 7	<p>Input – Reading</p> <ul style="list-style-type: none"> • Approach reading with text structure – sequence + descriptive + causation text structure • Analysing paragraph structure • Analysing sentence structure to (a) understand main idea of sentence/topic sentence/paragraph and author’s stance (b) distinguish main idea and supporting details • Annotating text (Revision) <p>Output – Writing/Note making (mind maps)</p> <ul style="list-style-type: none"> • Recognizing classification of info text to make effective notes • Text 1 & Text 2. Suggested rubrics for mind map: What are the effects of the information revolution? • Writing topic sentences <p>Assessment:</p> <ul style="list-style-type: none"> • Start of MyLinE Activities, <u>12 March 2016</u> (10%) <p>Input – Reading</p> <ul style="list-style-type: none"> • Approach reading with text structure –causation + descriptive text structure • Analysing sentence structure to understand main idea of sentence/paragraph • Annotating text (Revision) <p>Output - Writing</p> <ul style="list-style-type: none"> • Note-taking – representing relationships • Recognizing causation of info text to make effective notes From Text 1 & additional readings (Avalanche by National Geo + Avalanches by National Geo). Suggested rubrics for mind map: What are the causes and effects of avalanches?
Weeks 8 (31 March – 8 April)	MID SEMESTER BREAK
Week 9 – 10	<p>Input – Reading</p> <ul style="list-style-type: none"> • Approach reading with text structure – comparison & contrast text structure + descriptive text structure • Analysing sentence structure to understand main idea of sentence/paragraph

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	<ul style="list-style-type: none"> • Annotating text (Revision) <p>Output – Writing</p> <ul style="list-style-type: none"> • Note-taking – comparison essay • Recognizing comparison & contrast of info text to make effective notes From Text 1 & additional readings (For American Workers in China – a Cultural Clash NY Times). Suggested rubrics for mind map: What are the different ways of doing business in the East and West? • Structure of Comparison Paragraph <p>Assessments:</p> <ul style="list-style-type: none"> • Note Making (15%) • Summary Writing (15%)
Weeks 11 – 12	<p>Input – Reading</p> <ul style="list-style-type: none"> • Approach reading with text structure – problem-solution + descriptive text structure • Annotating text (Revision) <p>Output – Writing</p> <ul style="list-style-type: none"> • Recognizing problems & solutions of info text to make effective notes From Text 1, 2 & additional readings (<i>Genetic Engineering Risks and Impacts Union of Concerned Scientist/GMP</i>). Suggested rubrics for mind map: <i>What are risks of GM plants and its solutions?</i> <p>Assessment:</p> <ul style="list-style-type: none"> • Essay Writing (15%)
Weeks 13 – 15	<p>Output – Writing</p> <ul style="list-style-type: none"> • Identifying features of an introduction/analysing and evaluating thesis statements/writing Introduction • Linking a conclusion to other parts of essay/identifying features of a conclusion/evaluating conclusion • Ensuring clarity throughout an essay/maximizing coherence in essay/achieving academic style • Sentence Structure <p>MyLinE Activity Ends (26 May 2017)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Small Group Discussion (15%) <p>Output – Speaking Final Exam Discussion</p>

TEXTBOOK:

de Chazal, E. and McCarter, S. (2013) *Oxford EAP - Upper Intermediate: A course in English for Academic Purposes*. UK: Oxford University Press.

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REFERENCES:

de Chazal, E. and Rogers, L. (2013) Oxford EAP - *Intermediate: A course in English for Academic Purposes*. UK: Oxford University Press.

Deanne, M. S. (2004). *Improving Reading Skills: Contemporary Readings For College Students*. 5th ed. New York: McGraw Hill.

Ferrari, B. T. (2012). *Power Listening: Mastering The Most Critical Business Skill Of All*. New York: Penguin Books Ltd.

Lee, K.C., Goh, H., Chan, J, Yang, Y. (2010). *Effective College Writing. A Process-Genre Approach*. Singapore: McGraw Hill

Mc Pherson, F. (2007). *Effective Note-making*. New Zealand: Wayz Press.

Murphy, R. (2008). *Essential Grammar In Use*. 3rd ed. Cambridge: Cambridge University Press.

Swick, E. (2005). *English Grammar For ESL Learners – Beginners Level*. New York: McGraw Hill.

GRADING:

No.	Assessment	Number	% each	% total	Week
1.	Note Making	1	15	15	9
2.	Summary Writing	1	15	15	
3.	MyLinE Assessment	1	10	10	4 - 15
4.	Essay	1	15	15	10 - 12
5.	Small Group Discussion	1	15	15	13 - 15
6.	Final Exam	1	30	30	TBD
	Overall Total			100	