

## COURSE OUTLINE

<b>Department &amp; Faculty:</b> Language Academy	<b>Page :</b> 1 of 5
<b>Course Code:</b> ULAB 2122 (Advanced Academic English Skills) <b>Total Contact Hours:</b> 3 hours X 14 weeks (42 hours)	<b>Semester:</b> 2 <b>Academic Session:</b> 2016/2017

**Lecturers** : Language Academy Staff  
**Coordinator** : Noor Mala binti Ibrahim  
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**Pre-requisite** : ULAB 1122

**Synopsis** : This course reinforces and enhances all four key language skills to facilitate students' language use in academic context. This includes reading and synthesizing information, listening for main ideas and details (e.g. lectures), taking notes, writing clearly and coherently, and participating in oral presentation and class discussions. The course incorporates features of vocabulary and grammar of academic English. In addition, the course fosters independent learning activities facilitated by online resources. At the end of the course students should be able to integrate skills and knowledge to perform tasks in academic contexts.

### LEARNING OUTCOMES

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

No.	Course Learning Outcome	Course Learning Outcome(s) Addressed	Taxonomies (C,P,A)	Assessment Methods
1.	Critically read and analyse texts for academic purposes	CS1	C6, A2	Final Examination
2.	Apply effective writing skills to express ideas, give information, and persuade readers	CS1	C6, C5, A2	i. Summary of Critical Reading ii. Term Paper: Outline First Draft Final Draft
3.	Present information based on the term paper	CS3, CS4	C3	Oral Presentation of Term Paper
4.	Use appropriate grammar and vocabulary in contexts via online resources	CS1, CS2, CS5	C6	MyLinE Resources

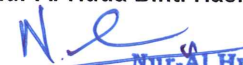
**Prepared by:** ULAB 2122 Coordinator  
**Name:** Noor Mala binti Ibrahim  
**Signature:**

**Date:** 4 Februari 2017



**Certified by:** Academic Manager  
**Name:** Pn. Nur Al-Huda Binti Hashim  
**Signature:**

**Date:** 5 Februari 2017



**Nur Al Huda binti Hashim**  
 Academic Manager (Undergraduate)  
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### STUDENT LEARNING TIME

<b>Teaching and Learning Activities</b>	<b>Student Learning Time (hours)</b>
<b>Face to Face Learning</b>	<b>42</b>
Lecturer-Centered Learning Lecture	28
Student-Centered Learning (SCL) Practical/Tutorial Student-centered learning activities Critical reading Oral presentation practice Term paper drafting and writing Exercises on features of academic language	14
<b>Self-Directed Learning</b>	<b>26</b>
Non-face-to-face learning or student-centered learning (SCL) such as additional reading materials, module, e-Learning, etc. MyLinE Self Access	2
Preparation for assignments Reading texts to gather information Drafting, writing and editing term paper Discussing the term paper	20
Revision for Final examination	4
<b>Assessment</b>	<b>12</b>
Ongoing assessments Term paper Presentation	10
Final Exam	2
<b>Total (SLT)</b>	<b>80</b>

### TEACHING METHODOLOGY

Lecture and Discussion, Practice Exercises, and Independent Study.

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### WEEKLY SCHEDULE

- Week 1** : Introduction to the Course  
 Overview of course content, mode of implementation and assessment
- Introduction to Term Paper**  
**Academic Skills Focus : Term Paper**  
 Input on term paper  
 Features of term paper  
 Structures of term paper  
 Critical reading: sample of term paper  
 Finding topic and related readings.
- Assessment:** Start of MyLinE [10%]
- Weeks 2-3** : **Types of Academic Essays**  
**Academic Skills Focus : Argumentative Texts**  
 Textual structures of argumentative texts  
 Language expressions in argumentative texts  
 Recognizing organizational structures of argumentative texts  
 Critical reading / discussion on argumentative texts
- Academic Skills Focus : Problem-Solution Texts**  
 Textual structures of problem-solution texts  
 Language expressions in problem-solution texts  
 Recognising organizational structures in problem-solution texts  
 Critical reading / discussion on problem-solution texts
- Weeks 4-5** : **Critical Reading**  
**Academic Skills Focus : Critical Reading of Literature**
- Identifying aims, purpose and perspective in texts  
 Identifying stance of authors  
 Comparing, evaluating and synthesizing information from different texts  
 Recognizing citations in texts
- Academic Skills Focus : Term Paper**  
 Topic for term paper finalised
- Assessment:** Summary of Critical Reading (10%)

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<b>Weeks 6-7</b>	<p><b>Writing</b>  <b>Academic Skills Focus : Term Paper Planning</b>  Requirements, audience, purpose, topic / title  Structuring the argumentative / problem-solutions paper  Brainstorming and generating ideas  Organizing ideas / Outlining / Thesis statement / Topic sentence</p> <p><b>Assessment:</b>  Term Paper Outline (10%)</p>
<b>Week 8</b>	<p><b>MID SEMESTER BREAK</b></p>
<b>Weeks 9 -12</b>	<p><b>Writing</b>  <b>Academic Skills Focus : Term Paper Writing</b></p> <p>Write-up  Paragraphing: Introduction, body, and conclusion paragraphs  Features of Introduction, body, and conclusion paragraphs  Citation practices – integral versus non-integral citations  Coherence and cohesion in writing  Turn-it-In Briefing</p> <p><b>Assessment:</b>  Term Paper (20%)</p>
<b>Weeks 13-15</b>	<p><b>Oral Presentation</b>  <b>Academic Skills Focus : Oral Presentation of Paper</b></p> <p>Discussion and preparation for oral presentation  Deciding key points to be included  Deciding on techniques to link ideas effectively  Incorporating visuals in oral presentation</p> <p><b>Academic Skills Focus : Revising and Editing</b>  Identifying and checking main points and supporting evidences  Strengthening organization of contents  Strengthening grammatical core of sentences  Evaluating transitional strategies</p> <p><b>Academic Skills Focus : The Final Examination Preparation</b>  Discussion and preparation for final examination</p>

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**Assessments:**  
 Oral Presentation of Paper (10%)  
 The term Paper (10%)

### REFERENCES :

de Chazal, E., & Moore, J. (2013). Oxford EAP: A Course In English For Academic Purposes: Advanced/C1. Oxford: Oxford University Press.

Brandon, L., & Brandon, K. (2011). Paragraphs and essays: With integrated readings (11th ed.). Boston, Mass.: Wadsworth.

Jones, J. F. (2011). Using metadiscourse to improve coherence in academic writing. *Language Education in Asia*, 2(1), 1-14.

Mcbeath, N. (2014). Contradictory Genres: The Five-Paragraph Essay. *Methodologies for Effective Writing Instruction in EFL and ESL Classrooms*, 44.

Oshima, A., & Hogue, A. (2006). *Writing academic English* (4th ed.). White Plains, NY: Pearson/Longman.

Pham, D. H. (2014). Towards a Computerized Linguistic Assessment of Formal Writing. *Journal on Education (JEd)*, 1(1).

### GRADING:

No.	Assessment	Number	% each	% total	Week
1.	Summary of Critical Reading (Individual)	1	10	10	5
2.	Term Paper (Pair)				
	i. Outline	1	10	10	7
	ii. First Draft	1	20	20	12
	iii. Final Draft	1	10	10	15
3.	Oral Presentation of Term Paper (Individual)	1	10	10	14-15
4.	MyLinE Self-Access (Individual)	Quizzes / Forum		10	1 -15
5.	Final Exam			30	17
	Overall Total			<b>100</b>	