

COURSE OUTLINE

Faculty: Language Academy	Page : 1 of 6
Course Code: ULAB1122 (Academic English Skills) Total Contact Hours: 6 Meetings (42 hours)	Semester: III Academic Session: 2014/2015


Lecturer : All lecturers teaching ULAB 1122
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Synopsis : This course emphasizes the four language skills. It focuses on developing students' productive and receptive skills through student-centred activities in academic situations. This includes reading academic texts, listening for main ideas and details, taking notes, writing clearly and coherently, and participating in class discussions and oral presentation. Additionally, enrichment grammar activities are also incorporated to integrate the skills and knowledge. At the end of this course, students should be able to use the English language in daily and 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 and paraphrase key information found in oral and written texts	CS1,CS2,	C3	Final Exam, Note Making, Summary Writing and Listening Activities;
2.	Communicate ideas orally with confidence and fluency	CS1, CS2, CS3	C6, C3	Small Group Discussion
3.	Compose clear, organised and coherent writing	CS2	P3	Essay
4.	Use self-access learning materials for language development	CS2	C6	MyLinE Resources

Prepared by: Course Coordinator
Name: Pn. Rohani Othman
Signature: 

Date: 28th June, 2015

Certified by: Academic Manager External Programmes
Name: Puan Norhiza Binti Ismail
Signature: 

Date:

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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	
i. Lecture	14
b. Student-Centred Learning (SCL)	28
i. Practical/Tutorial	
ii. Student-centred learning activities	
<ul style="list-style-type: none"> • Speaking Activities • Reading Activities • Writing Activities • Listening Activities 	
2. Self-Directed Learning	24
a. Non-face-to-face learning or student-centred learning (SCL) such as assignment, module, e-Learning, etc.	
i. Online Listening Activities	8
ii. MyLinE Activities	6
b. Assessment Preparations	10
3. Formal Assessment	12
Ongoing Assessment	
i. Small group communication	5
ii. Writing	6
iii. Note Making	1
4. Final Exam	2
Total (SLT)	80

TEACHING METHODOLOGY

Lecture, Group Discussion, Practice Exercises, and Independent Study.

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WEEKLY SCHEDULE

Week	Content	Page No. (Text or Task)	Assessment
Meeting 1 & 2	<p>Input – Reading</p> <ul style="list-style-type: none"> • Thinking about reading • Discussing Reading Strategies • Approach reading with text structure – descriptive text structure • Analysing sentence structure to understand main idea of sentence/paragraph • Annotating text <p>Output – Writing/Note making</p> <ul style="list-style-type: none"> • Making notes from descriptive structures • Intro to making mind maps & paraphrasing <p>Output – Speaking</p> <ul style="list-style-type: none"> • Impromptu Speech • Group Discussion - Understanding question forms – Information questions • Preparing for discussion <p>Input – Listening</p> <ul style="list-style-type: none"> • Understanding the Introduction to a lecture • Analysing sentence structure to understand main idea of sentence/paragraph <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 	<p>Unit 1 & 2</p> <p>12 24 13 (text 1) 15 (text 2) 25 14, 26 – 27 (task 4 – 6), 30, 34 (task 6), 36 (task 3 – 4) 188 – 189</p> <p>13 – 15, (task 4, 8 – 9) 18 – 19, 25, 27 (task 7)</p> <p>13 (task 5) 9 – 10, 37 (task 6)</p> <p>20 (task 1-2, 4) 21</p> <p>20 – 21 (task 4 – 7)</p> <p>21 (task 8)</p>	<p>The Process of Essay Writing + Mind mapping practice/quiz</p>

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Meeting 3	MyLine Activity begins (?) Input – Reading <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) 	Unit 2, 3 & 4 40 – 42 (text 1 & 2), 57 44 43 – 47 188 - 189 32 – 33 58 (Task 3 & 4) 40 – 42 45	The Process of Essay Writing + Mind mapping practice/quiz
	Input – Listening <ul style="list-style-type: none"> Listening to sequence text structure Abbreviations and symbols in note taking Output – Writing/Note making (mind maps) <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 	Unit 10 152– 154 (text 1-3) 155 188 – 189 156 153 see Course Pack 162 – 163 (Task 3 & 4)	The Process of Essay Writing + Mind mapping practice/quiz + Summary Listening Activities Begins
Meeting 4	Input – Reading <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 	Unit 7 104 – 107 107 – 108	The Process of Essay Writing + Mind mapping

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	<p>sentence/paragraph</p> <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 <p>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?</p> <ul style="list-style-type: none"> Structure of Comparison Paragraph <p>Output – Listening</p> <ul style="list-style-type: none"> Listening to confirm predictions about content/taking detailed notes from longer extract/using recapping language 	<p>188-189</p> <p>109 – 110</p> <p>111 – 112</p> <p>113 - 115</p>	<p>practice/quiz + Summary</p>
	<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 <p>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> <p>Input – Listening</p> <ul style="list-style-type: none"> Recognizing language for introduction evaluation Recognizing analysis and evaluation stages of lecture) 	<p>Unit 11 169 - 170</p> <p>188 - 189</p> <p>173 – 176</p> <p>see Course Pack</p>	<p>The Process of Essay Writing</p> <p>Mind mapping /Note Making Test (10%) + Summary Test (10%)</p>
Meeting 5	<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>Unit 4, 5 & 12</p> <p>60 – 63</p> <p>76 – 78</p> <p>192 – 193 EAP (B1)</p>	<p>Essay Writing (15%)</p> <p>Listening Activities End (10%)</p> <p>MyLine Ends (10%) (?)</p>
Meeting 6	<p>Output – Speaking Final Exam Discussion</p>		<p>Small Group Discussion (15%)</p>

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TEXTBOOK:

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

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	Meeting
1.	Note Making	1	10	10	4
2.	Summary Writing	1	10	10	
3.	Listening Quiz	1	10	10	5
4.	MyLine Online Assessment	1	10	10	2-6
5.	Essay	1	15	15	5
6.	Small Group Discussion	1	15	15	6
7.	Final Exam	1	30	30	
	Overall Total			100	