|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| Lecturer | : | All lecturers teaching ULAB 1122 |
| **Coordinator** | : | Pn. Rohani Othman |
| **Telephone No.** | : | 019-7525299 |
| **E-mail** | : | rohaniothman@utm.my |
|  |  |  |
| *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** |
| 1.2.3.4. | Identify key information in oral and written textsCommunicate orally with confidence and fluency in English for academic purposesCompose clear, organised and coherent writingUse self-access learning materials for language development | CS1,CS2,CS1, CS2, CS3CS2CS2 | C3C6, P3P3C6 | Note Taking, Summary Writing, Reading Comprehension, Listening ActivitiesSmall Group CommunicationEssay - Process WritingMyLinE Resources |

 |

**STUDENT LEARNING TIME**

|  |  |
| --- | --- |
| **Teaching and Learning Activities** | **Student Learning Time (hours)** |
| 1. Face to Face Learning **42**
 |
| * 1. Lecturer-Centred Learning
		1. Lecture
 | 14 |
| * 1. Student-Centred Learning (SCL)
		1. Practical/Tutorial
		2. Student-centred learning activities
* Speaking Activities
* Reading Activities
* Writing Activities
* Listening Activities
 | 28 |
| 1. Self-Directed Learning **24**
 |
| 1. Non-face-to-face learning or student-centred learning (SCL) such as assignment, module, e-Learning, etc.
	1. Online Listening Activities
	2. MyLinE Activities
 | 86 |
| 1. Assessment Preparations
 | 10 |
| 1. Formal Assessment **12**
 |
|  Ongoing Assessment* + 1. Small group communication
		2. Process Writing
		3. Note Making
 | 561 |
| 1. Final Exam
 |  **2** |
| Total (SLT) |  **80** |

|  |
| --- |
| **TEACHING METHODOLOGY** |
| Lecture, Group Discussion, Practice Exercises, and Independent Study. |

**WEEKLY SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Content** | **Page No.** **(Text or Task)** | **Assessment** |
| **Week 1**7 – 11 Sept | **Input – Reading*** 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

**Output – Writing/Note making*** Making notes from descriptive structures
* Intro to making mind maps & paraphrasing

**Output – Speaking*** Impromptu Speech
* Group Discussion - Understanding question forms – Information questions
* Preparing for seminar discussion

**Input – Listening*** Understanding the introduction to a lecture
* Analysing sentence structure to understand main idea of sentence/paragraph

**Output – Writing/Note making*** Making notes by identifying noun phrases in lectures
* What is noun phrase? (B1, 51)

**Output – Speaking*** Small group communication

  | **Unit 1 & 2**122413 (text 1)15 (text 2)2514, 26 – 27 (task 4 – 6), 30, 34 (task 6), 36 (task 3 – 4)188 – 189 13 – 15, (task 4, 8 – 9)18 – 19, 25, 27 (task 7)13 (task 5)9 – 10, 37 (task 6)20 (task 1-2, 4)2120 – 21 (task 4 – 7)21 (task 8) | The Process of Essay Writing+Mind mapping practice/quiz |
| Week 214 – 18 Sept | **Input – Reading** * 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)

**Input – Listening*** Listening to sequence text structure
* Abbreviations and symbols in note taking

**Output – Writing/Note making (mind maps)*** 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 2, 3 & 4**40 – 42 (text 1 & 2), 574443 – 47 188 - 18932 – 33 58 (Task 3 & 4)40 – 42 45 | The Process of Essay Writing+Mind mapping practice/quiz |
| Week 3 - 421 – 25 Sept | MyLine Quiz begins**Input – Reading** * Approach reading with text structure –causation + descriptive text structure
* Analysing sentence structure to understand main idea of sentence/paragraph
* Annotating text (Revision)

**Output - Writing** * 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?**Output – Listening*** Recognizing connections including cause and effect relationships/synthesis of ideas from different resources
 | **Unit 10**152– 154 (text 1-3)155188 - 189156153 see Course Pack162 – 163 (Task 3 & 4) | The Process of Essay Writing+Mind mapping practice/quiz+Summary  |
| Week 5-6 | **Input – Reading*** Approach reading with text structure – comparison & contrast text structure + descriptive text structure
* Analysing sentence structure to understand main idea of sentence/paragraph
* Annotating text (Revision)

**Output – Writing*** 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 NYTimes). Suggested rubrics for mind map: What are the different ways of doing business in the East and West? * Structure of Comparison Paragraph

**Output – Listening*** Listening to confirm predictions about content/taking detailed notes from longer extract/using recapping language
 | **Unit 7**104 – 107107 – 108 188-189109 – 110111 – 112113 - 115 | The Process of Essay Writing+Mind mapping practice/quiz+Summary Listening Test (10%) |
| Week 7 - 8 | **Input – Reading*** Approach reading with text structure – problem-solution + descriptive text structure
* Annotating text (Revision)

**Output – Writing*** Recognizing problems & solutions of info text to make effective notes

From Text 1, 2 & additional readings (*Genetic Engineering Risks and Impacts\_Union of Concerned Scientist/GMP* ). Suggested rubrics for mind map: *What are risks of GM plants and its solutions?***Input – Listening*** Recognizing language for introduction evaluation
* Recognizing analysis and evaluation stages of lecture)
 | **Unit 11**169 - 170188 - 189173 – 176see Course Pack | The Process of Essay WritingMind mapping /Note Making Test (10%)+Summary Test(10%) |
| Week 9 | MID SEMESTER BREAK |  |  |
| Week 10 - 12 | **Output – Writing*** 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

**MyLine Quiz Ends** | **Unit 4, 5 & 12**60 – 63 76 – 78 192 – 193EAP (B1) | Writing Stage of Essay(15%)MyLine (10%) |
| Week 13 - 15 | **Output – Speaking**Final Exam Discussion |  | Small Group Communication(15%)  |
| Week 16 | **FINAL EXAM** |  | 30% |

**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.Gramer, M.F. and Ward, C.S. (2011). Q*:Skills for Success 3 – Reading and Writing*. New York: Oxford University Press.Craven, M. and Sherman, K (2011). *Q:Skills for Success 3 – Listening and Speaking*. New York: 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 HillMc Pherson, F. (2007). *Effective Note-making*. New Zealand: Wayz Press.Murphy, R. (2008). *Essential Grammar In Use*. 3rd ed. Cambridge: Cambridge University Press.Soars, J. and Soars, L. (2012). *New Headway Pre-Intermediate Student’s Book.* 4th ed. UK: Oxford 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 | 10 | 10 | 3 - 5 |
| 2. | Summary Writing | 1 | 10 | 10 |
| 3. | Listening Test | 1 | 10 | 10 | 5 - 10 |
| 4. | MyLine Online Assessment | 1 | 10 | 10 | 4 - 15 |
| 3. | Essay - Process Writing | 1 | 15 | 15 | 13 – 14 |
| 4. | Small Group Communication  | 1 | 15 | 15 | 15 - 16 |
| 5. | Final ExamReading Comprehension  | 1 | 30 | 30 |  |
|  | Overall Total |  |  | **100** |  |

 |