

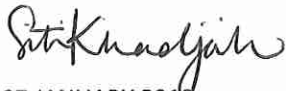

COURSE INFORMATION

Department/ Faculty:	Language Academy, Faculty of Social Sciences and Humanities	Page:	1 of 5
Course code:	ULAB 2122	Academic Session/Semester:	2018-2019/1
Course name:	Advanced Academic English Skills	Pre/co requisite (course name and code, if applicable):	Academic English Skills (ULAB 1122)
Credit hours:	2		

Course synopsis	This course incorporates all four key language skills, emphasising on reading and writing critically to facilitate students' language use in academic context. This includes reading and synthesizing information, making notes, writing clearly and coherently, and participating in oral presentation. In addition, the course fosters independent learning through online learning resources that include listening and writing mechanics activities. At the end of the course, students should be able to integrate skills and knowledge to perform tasks in academic contexts.			
Course coordinator (if applicable)	SITI KHADIJAH ABDUL WAHAB			
Course lecturer(s)	Name	Office	Contact no.	E-mail
	Teaching staff of Language Academy	D05 & D06		sitikhadijah@utm.my

Mapping of the Course Learning Outcomes (CLO) to the Programme Learning Outcomes (PLO), Teaching & Learning (T&L) methods and Assessment methods:

No.	CLO	PLO (ICGPA CODE)	Weight (%)	*Taxonomies & **Generic skills	T&L methods	***Assessment methods
1	Analyse academic texts critically		15%	CS1A	Blended / Active learning / Lecturing	Term Paper (PR) Draft – 5% Final exam – (F) 10%
2	Compose an argumentative or problem-solution term paper by using effective reading and writing skills		65%	CS1A	Blended / Active learning / Lecturing	Term Paper (PR) Outline – 15% (PR) Draft – 20% (PR) Final Paper – 10% Final Exam – (F) 20%
3	Present the issues and arguments/solutions highlighted in the term paper orally in groups		10%	CS2A	Active learning	Presentation – (Pr) 10%
4	Complete referencing practices based on the APA citation style using MyLinE individually		10%	CS1A	Self-access/ Blended Learning	MyLinE Quiz – (Q) 10%

Prepared by:	Certified by:
Name: SITI KHADIJAH BINTI ABDUL WAHAB	Name: AZURA BINTI SIRRI
Signature: 	Signature: 
Date: 27 JANUARY 2019	Date: 27 JANUARY 2019

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Refer *Taxonomies of Learning and **UTM's Graduate Attributes, where applicable for measurement of outcomes achievement

***T – Test; Q – Quiz; HW – Homework; PR – Project; Pr – Presentation; F – Final Exam etc.

Details on Innovative T&L practices:

No.	Type	Implementation
1.	Active learning	Classroom learning is based on collaborative learning approach which allows students to participate in group discussions and research presentations. Sharing apps, such as Google Docs and Padlet, are incorporated for students to share their work in-progress and reflections so that they can learn from their peers.
2.	Blended learning	Online instructional videos on in-text citation and referencing skills as well as writing mechanics and language skills practices are available for students to access at https://myline.utm.my/moodle282/ , https://elearning.utm.my and other links stated in the textbook as well as the textbook companion website at cw.oxfordfajar.com.my/redeem .

Weekly Schedule:

Week 1 27/1 – 31/1 28/1 – 1/2 CNY Break 3-7/2 4-8/2	<p>Introduction to the Course Overview of course content, mode of implementation and assessment</p> <p>Introduction to Term Paper Input on term paper; features of term paper; structures of term paper; critical reading: sample of term paper; finding topics and related readings.</p>
Week 2 & 3 10/2 – 21/2 11/2 – 22/2	<p>Introduction to Academic Reading Writing annotations – recognizing features of annotations & writing annotations for articles. Identifying genre, tone, purpose and stance</p> <p>Types of Academic Essays Argumentative Texts Textual structures of argumentative texts; language expressions in argumentative texts; recognizing organizational structures of argumentative texts; critical reading / discussion on argumentative texts</p> <p>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</p> <p>Suggested Online Activities Select any of the online activities on page 200 of the textbook.</p> <p>Assessment: MyLinE (10%)</p>

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Week 4 & 5 24/2 – 7/3 25/2 – 8/3	Critical Reading of Literature Analysing information from text – discourse markers, facts and opinions, conclusion and inferences, Analysing articles – comparing, evaluating and synthesizing information from different texts, recognizing citations in texts Evaluating information from text by responding critically to texts Suggested Online Activities Select any of the online activities on page 157 of the textbook. Term Paper Topic for term paper finalised.
Week 6 & 7 10/3 – 21/3 11/3 – 22/3	Term Paper Planning Requirements, audience, purpose, topic/title; structuring the argumentative / problem-solutions paper; brainstorming and generating ideas, organizing ideas / outlining / thesis statement / topic sentences Synthesizing information from texts Giving evidence using in-text citations, documenting sources using APA format, writing references Suggested Online Activities Select any of the online activities on page 124 of the textbook. Assessment: Term Paper Outline (15%)
Week 8 27/3 & 28/3 28/3 & 29/3	Mid-Semester Break
Week 9 – 11 31/3 – 18/4 1/4 – 19/4	Introduction to Academic Writing Introduction, body, and conclusion paragraphs; features of Introduction, body, and conclusion paragraphs; citation practices – integral versus non-integral citations; coherence and cohesion in writing; Turnitin briefing Paraphrasing Strategies Summarising Strategies Term-paper write-up Suggested Online Activities Select any of the online activities on page 52 of the textbook. Assessment: Term Paper (Draft) (25%)
Week 12 & 13 21/4 – 2/5 22/4 – 3/5	Revising and Editing Identifying and checking main points and supporting evidences; strengthening organization of contents; strengthening grammatical core of sentences; evaluating transitional strategies Suggested Online Activities Select the third online activities on page 185 of the textbook.

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Week 14 & 15 5/5 – 13/5 6/5 – 14/5	Oral Presentation of Paper Discussion and preparation for oral presentation; deciding key points to be included; deciding on techniques to link ideas effectively; incorporating visuals in oral presentation
	The Final Examination Preparation Discussion and preparation for final examination
Revision Period 14 – 16 May 15 – 17 May	Assessments: Oral Presentation of Paper (10%) Term Paper (10%)

Transferable skills (generic skills learned in course of study which can be useful and utilised in other settings):

The knowledge and skills learned generally prepare students not only for written and oral communication possibilities in the workplace, but also prepare them to collaborate in small teams, think critically, decide ethically and apply knowledge to real-world situations.

Student learning time (SLT) details:

Distribution of Student Learning Time (SLT) Course content outline					Teaching and Learning Activities		TOTAL SLT
	Guided Learning (Face to Face)				Guided Learning Non-Face to Face	Independent Learning Non-Face to face	
CLO	L	T	P	O			
CLO1	4h			1h	4h	3h	12h
CLO2	18h			10h	10h	14h	52h
CLO3	3h			2h	2h	1h	8h
CLO4	3h					5h	8h
Total SLT	28h			13h	16h	23h	80h

Continuous Assessment		PLO	Percentage	Total SLT
2	Outline		15	As in CLO2
3	Term Paper - Draft		25	
4	Term Paper		10	
5	Oral Presentation		10	As in CLO3
6	MyLinE		10	As in CLO4
Final Assessment			Percentage	Total SLT
1	Final Exam		30	2h
Grand Total SLT				80h

Special requirement to deliver the course (e.g: software, nursery, computer lab, simulation room):

Wi-Fi connections, Projector & Audio Facilities

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Learning resources:

Main reference:

Shafie, L.A., Yahaya, M.F., Mansor, M. & Osman, N. (2017). *English for Academic Writing*. Shah Alam: Oxford Fajar Sdn. Bhd.

Additional references:

Brandon, L., & Brandon, K. (2011). *Paragraphs and Essays: With Integrated Readings (11th ed.)*. Boston, Mass.: Wadsworth.

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

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

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. In *Journal on Education (JEd)*, 1(1).

Online platforms:

<http://myline.utm.my/moodle282/>

<https://cw.oxfordfajar.com.my/redeem>

<http://elearning.utm.my>

Academic honesty and plagiarism:

All assignments are done in groups unless indicated as an individual assignment. Student assignments, which display very poor academic practice, will be returned for corrections based on the advice and feedback from the lecturers. Marks for the submitted assignment will be deducted accordingly as stated in the marking scheme. The penalty for failing to make corrections despite the feedback from lecturers will cost students' marks to be capped at the passing grade. Student assignments which are found to be copied or plagiarised will received a mark of zero.

Other additional information (Course policy, any specific instruction etc.):

Nil

Disclaimer:

All teaching and learning materials associated with this course are for personal use only. The materials are intended for educational purposes only. Reproduction of the materials in any form for any purposes other than what it is intended for is prohibited.

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