1. **Title of the module**

FOUN0036 (LZ036) Academic Skills Development

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 3

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn (Autumn start programme), repeated in the Spring (when two courses will run concurrently: one for the Autumn start programme and one for the accelerated programme) and Summer (accelerated programme)

1. **Prerequisite and co-requisite modules**

Co-requisite modules include: Either FOUN0037 English for Academic Study (15 Credit) or FOUN0035 Foundation Project (15 Credit)

1. **The programmes of study to which the module contributes**

International Foundation Programme (spring and autumn)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate enhanced language skills, whether native or non-native speakers of English.
	2. utilise a broader range of formal grammatical structures, organisational structures and academic vocabulary through focus on academic registers both at a macro and a micro level.
	3. form, develop, support and conclude written and spoken argument in a logical way, and in a format which is appropriate to UK academic conventions and culture.
	4. select relevant information from a range of textual formats (e.g. quantitative, tabular and graphic data, reports, textbooks and articles) and reformulate it in written and spoken form.
	5. develop own arguments and integrate these appropriately with source material in written and spoken form.
	6. analyse, evaluate and interpret academic source materials.
	7. demonstrate enhanced academic and linguistic skills related to presentations, seminar discussion, workshops, laboratory work, reading, note-taking, research, essay writing and referencing, as appropriate to the pathway.
	8. adopt an independent approach to studying.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. apply their academic reading, writing, listening and speaking skills sufficiently to be able to deal effectively with the demands of a first-year undergraduate study at a UK university.
	2. apply critical and analytical skills to all areas of study, as appropriate.
	3. utilise improved listening and note-taking skills and their ability to interpret information through lectures.
	4. demonstrate increased fluency, confidence and appropriateness in English language skills, with a particular emphasis on English for general and specific academic purposes.
	5. speak more confidently in public and lead seminars.
	6. comply with methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate, and practise the key skills of time management and organisation.
	7. access support services for independent study—e.g. the Templeman library, the Computing Centre.
	8. understand how to use the available literature without plagiarising.
3. **A synopsis of the curriculum**

Through this module, students will develop the transferable linguistic and academic skills necessary to successfully complete all the other modules on the IFP. The programme of study will cover academic writing, reading, speaking and listening skills.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Anderson, K., Maclean, J. & Lynch, T. (2004) *Study Speaking*. (2nd ed.) Cambridge: Cambridge University Press.
* Bailey, S. (2011) *Academic Writing*: *A Handbook for International* Students (3rd ed.) Abingdon: Routledge.
* Cottrell, S (2017) *Critical Thinking Skills: Developing Effective Analysis and Argument*. (3rd ed.) Basingstoke: Palgrave Macmillan.
* Foley, M. & Hall, D. (2003) *Longman Advanced Learner's Grammar. A Self-study reference & practice book with answers*. Harlow: Pearson Education Limited.
* Lynch, T. (2004) *Study Listening*. (2nd ed.) Cambridge: Cambridge University Press.
* McCarthy, M. & O’Dell, F. (2008). *Academic Vocabulary in Use*, Cambridge: Cambridge University Press.
* Pears, R. & Shields, G. (2010) *Cite them right: The essential referencing guide*. (8th ed.) Basingstoke: Palgrave Macmillan.
* Soles, D. (2005) *The Academic Essay: How to plan, draft, write and revise.* (2nd edition). Bishops Lydeard: Studymates.
* Williams, E.J. (2008). *Presentations in English.* London: Macmillan.
1. **Learning and teaching methods**

|  |  |  |
| --- | --- | --- |
| **Autumn Term** |  | **Spring Term** |
| Total contact hours: | *66* |  | Total contact hours: | *70* |
| Private study hours: | *84* |  | Private study hours: | *80* |
| Total Study hours: | *150* |  | Total Study hours: | *150* |
|  |  |  |  |  |

1. **Assessment methods**
	1. Main assessment methods

Assignment 1 (800 words) (24%)

Seminar Participation (12%)

Presentation (8 minutes) (12%)

Assignment 2 (1200 words) (32%)

In Course Test, (45 minutes) 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Written assignment.  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** | **x** |
| Assessed presentation:  |  |  |  | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  |  |  | **x** |
| Seminar mark based on 4 assessed seminars |  |  |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |  |  |
| Written assignment.  | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |  |  | **x** |  | **x** | **x** | **x** |
| Final Exam  |  |  | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |  | **x** |  | **x** |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

These international students participate in four assessed seminar sessions covering a range of topics including the Freedom of the Press, which they are encouraged to discuss from their own cultural perspectives. They are also learning to work in multicultural groups throughout the course, both in spoken and written activities, one of which, is to discuss the different negotiating styles of 12 countries.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Major | September 2017 | 5, 12, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018