1. **Title of the module**

ENLA4003 (LZ335) Reading and Writing Academic Texts

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 4

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 or Spring (2 separate deliveries)

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

None

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

Wild module for Stage 1 – Social Sciences and Humanities

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. express themselves in appropriate academic register
	2. distinguish voice, stance and perspective in academic texts
	3. critically challenge arguments in written texts
	4. paraphrase, summarise and synthesise from appropriate sources
	5. structure paragraphs with appropriate thematic progression
	6. structure essays in a variety of academic discourse patterns
	7. write suitable thesis statements.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. manage their time;
	2. demonstrate their analytical and critical skills;
	3. plan and manage their own learning;
3. **A synopsis of the curriculum**

A level 4 course that focuses study tasks most commonly required on linguistically demanding academic programmes. With an emphasis on the reading and writing skills required for preparation for lectures, seminars and written assignments, this course is delivered through a combination of seminars and workshops. The seminars allow students to discover and learn different reading techniques, recognise differences in written style, and assess the suitability of texts as sources for assignments. The workshops give students the opportunity to produce, assess and edit written texts. Assessment is through a combination of written assignments (including a 2000-word essay) and a reflective journal.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Materials for reading and writing practice will be taken from the recommended reading lists on students’ core modules. Students will be expected to extend their reading to include a wider range of subject specific texts

Additional language practice texts include:

* Bailey, S. (2011). *Academic Writing: A Handbook for International Students.* 3rd edition. London: Routledge.
* Gillett, A., Hammond, A. & M. Martala. (2009). *Successful Academic Writing*. Harlow: Pearson Longman.
* Hogue, A. and Oshima, A. (2006). *Writing Academic English.* 4th edition*.* New York: Pearson Longman.
* Lowes, R., Peters, H. and Turner, M. (2004). *The International Student’s Guide.* London: Sage.
* Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.
* Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press
1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *22* |
| Private study hours: | *128* |
| Total Study hours: | *150* |

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

In-course Test 1 (45 minutes) (20%)

Essay, (2000 words) (80%)

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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *In-course test*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay*  | **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**

English has for some time been regarded an international language which allows students from different nations, whose first language is not English, to communicate with each other. Lesson content has specifically been designed on this module to include materials which include a focus on international themes in journal articles selected. Students are also encouraged to reflect upon their varying cultural contexts within class discussions to appreciate standpoints from a variety of perspectives.

**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) |
| 03/06/16 | Major | September 2016 | 8-10, 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018