1. **Title of the module**

ENLA6001 (LZ600) Advanced English for Academic Study in the Applied Sciences

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 6

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 and Spring

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

None

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

Optional Module for:

Portfolio of Taught Postgraduate Programmes in Computing

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. write accurate English (grammar: word order, word form, tense, modality; spelling; punctuation)
	2. use correct register and style for a range of written documents (including numerical, reports, essays)
	3. summarise visual, aural and textual information from academic sources and present reasoned arguments orally in the appropriate register
	4. achieve cohesion and coherence in academic writing
	5. give technical presentations to specialist and non-specialist audiences
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. communicate effectively, ideas, problems and solutions, both orally and in writing with a range of audiences
	2. present visual information orally
	3. create reasoned and logical academic arguments
3. **A synopsis of the curriculum**

In this module you will develop the advanced English language skills needed for post graduate studies in Science. This includes the ability to interpret and evaluate authentic scientific texts; analyse, discuss, summarise and synthesise written and visual information both in writing and orally; organise written texts effectively and submit them in grammatically accurate English, and present the results of research orally in a coherent and stimulating way.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
	* Davis, J. W. and Dunn, I. K. (2011). *Communication Skills: A Guide for Engineering and Applied Science Students.*3rd edn. Harlow: Prentice Hall.
	* Glasman-Deal, H, 2009, Science Research Writing: For Non-Native Speakers of English, Imperial College Press.
	* Glendinning, E. H. and Holmstrom, B. (2004) *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge: CUP.
	* Hamp-Lyons, L. and Heasley, B. (2006). *Study Writing: A Course in Written English for Academic Purposes.* Cambridge: CUP.
	* Laplante, P. A. (2012). *Technical Writing: A Practical Guide for Engineers and Scientists.* Florida: CRC Press.
	* Swales, J. M. and Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd edn. Ann Arbor: University of Michigan Press.
2. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *37* |
| Private study hours: | *113* |
| Total Study hours: | *150* |

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

Seminar Participation (20%)

Short Report (800 words) (20%)

Presentation (10 minutes) (20%)

Essay (1600 words) (40%)

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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Seminars and practical workshops  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** |  | **x** |  |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| 1 short report  | **x** | **x** |  | **x** |  |  |  | **x** |
| Presentation  | **x** |  | **x** |  | **x** | **x** | **x** | **x** |
| Seminar participation  |  |  | **x** |  |  | **x** | **x** | **x** |
| Final written assignment  | **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. In addition, a number of TED talks which feature international speakers have been selected to help improve listening skills. 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) |
| 11/07/16 | Major | September 2016 | 8, 9, 12-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018