1. **Title of the module**

FOUN0037 (LZ037) English for Academic Study

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 term repeated in Springterm

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

Co-requisite: FOUN0036 Academic Skills Development (15 Credit)

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

International Foundation Programme (autumn and spring)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate sufficient academic reading, writing, listening and speaking skills to be able to deal effectively with the demands of first-year undergraduate study at a UK university
	2. show increased fluency, confidence and appropriateness in English language skills, with a particular emphasis on English for general and specific academic purposes
	3. use the skills acquired on the module to further develop their existing language skills
	4. use a wide range of formal grammatical structures and academic vocabulary through focus on academic registers both at a macro and a micro level
	5. form, develop, support and conclude written and spoken arguments in a logical way, and in a format which is appropriate to UK academic conventions and culture
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. show basic critical and analytical skills and be able to apply these to all areas of study, as appropriate
	2. demonstrate understanding of the international classroom and learning environment in a UK higher-education context
	3. show understanding of the requirements regarding methods of assessment, deadlines, homework, seminars, workshops, laboratory work and tutorials, as appropriate
	4. use the available literature without plagiarising
	5. show an independent approach to studying and demonstrate ability in the key skills of time management and organisation
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 focuses primarily on grammar, vocabulary and academic writing skills but will include all language skills.

The module begins with an intensive revision of language structures and goes on to embed these structures into academic writing. Students will learn key steps in the writing process and be introduced to a range of written academic genres. Throughout the module, students will also develop their academic vocabulary through reading and writing tasks specially designed for this.

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

Core text:

* Vicary, A. (2014) *Grammar for Writing.* Reading: Garnet.

Additional Reading:

* Foley, M. & Hall, D. (2003) *Longman Advanced Learner's Grammar. A Self-study reference & practice book with answers.* Harlow, UK: Pearson Education Limited.
* Leonhard, B.H. (2002) *Discoveries in Academic Writing.* Boston, MA: Heinle & Heinle.
* McCarthy, M. & O’Dell, F. (2008) *Academic Vocabulary in Use*. Cambridge: CUP
* Murphy, R. (2004) English Grammar in Use. Cambridge: CUP
* Oshima, A. & A. Hogue (2007) *Introduction to Academic Writing*. NY: Pearson-Longman.
* Paterson, K. and Wedge, R. (2013) *Oxford Grammar for EAP.* Oxford:OUP
* Phillips, T. (2004) *Skills in English: Reading (Level 3)* Reading: Garnet Education
1. **Learning and teaching methods**

Total contact hours: 80 hours

Private study hours: 70 hours

Total study hours: 150

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

*Assignment 1 (500 words) (15%)*

*In Course Test 1 (45 minutes) (20%)*

*Assignment 2 (1500 words) (45%)*

*In Course Test 2 (45 minutes) (20%)*

13.2 Reassessment methods

Reassessment Instrument: 100% exam

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* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| Private Study |  |  | **x** |  |  |  |  | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| One academic paragraph  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Three academic paragraphs  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| In-course Tests  | **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**

This module is designed with international students in mind and assessments and activities are tailored towards giving students the skills that they need to succeed on their programme of study. This helps ensure that they can communicate effectively with home students, staff and in all academic situations. A mix of nationalities ensures that students can learn from one another’s cultures.

The assessed paragraph writing gives students a chance to familiarise themselves with a range of perspectives on a number of UK and world topics and reflect on their own cultural views. Students will also familiarise themselves with UK expectations in terms of plagiarism.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/07/17 | Minor | September 2017 | 11, 13, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018