1. **Title of the module**

PREM6011 (LZ602) Advanced English for Academic Study in Humanities and Social 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**

Co-requisites: WOLA508, Advanced Academic Study Skills for Hums & Soc. Sciences, and WOLA524 Independent Research Skills

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

Optional Module for:

Masters in Criminology

Masters in Criminology (with a semester abroad)

Sociology Programmes: Sociology; Criminology; Methods in Social Research;

International Social Policy

Can be taken as a wild module by Humanities and Social Sciences students.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 identify and apply appropriate reading strategies for research and writing in Humanities and Social Sciences

8.2. engage with and interpret layers of meaning within texts, original papers, reports and data sets

8. 3. demonstrate sufficient knowledge of language structure to write academic texts in accurate English in Humanities and Social Science research contexts

8.4. use appropriate academic register and style for a range of written documents related to Science disciplines; including reports, case studies, projects, essays, research publications and book reviews

8.5. employ language of advanced levels of analysis, evaluation, criticism and argument in written and spoken text and contextualise from a variety of perspectives

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 work and study independently

9.2 communicate effectively with a range of audiences in writing and demonstrate intercultural competence

9.3 analyse and critically examine material as well as identify and describe problems

9.4 develop research skills, including the ability to gather, sift and organise material

9.5 make effective and appropriate use of IT/ICT both for communication and as a means of learning

9.6 plan effectively, meet deadlines and manage own learning

1. **A synopsis of the curriculum**

The module focuses on the development of English for Academic purposes with a special focus on English for Social Sciences and Humanities. This includes the ability to interpret and evaluate discipline-specific academic texts; analyse, discuss, summarise and synthesise written and visual information, both in writing and orally; create and organise subject specific written texts effectively and submit them in grammatically accurate English; present the results of discipline-specific research projects coherently to an educated audience. Demonstrate a critical awareness of different academic cultures

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

* Ford, N. (2012) *The Essential Guide to Using the Web for Research*. London: SAGE
* Metcalfe, M. (2006) *Reading Critically at University*. London: SAGE
* Swales, J. and C. Feak, (2000). *English in Today’s Research World: A Writing Guide*. Ann Arbor: Michigan UP
* Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students: Essential Skills and Tasks* (3rd Edition). Ann Arbor: Michigan

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *48* |
| Private study hours: | *102* |
| Total Study hours: | *150* |

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

In-course test 1 (45 minutes) (10%)

In-course test 2 (45 minutes) (10%)

Text Analysis (1000 words) (25%)

Essay (2000-2200 words) (55%)

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* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Seminar/Tutorials | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** |  |  |  |  | **x** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| In-course tests |  |  | **x** |  |  |  |  | **x** |  |  |  |
| Text analysis | **x** | **x** |  |  | **x** |  |  | **x** |  |  |  |
| Final written assignment – Essay | **x** | **x** | **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**

The module intrinsically has an international focus, where various international perspectives will be considered when interpreting and evaluating discipline-specific academic texts. Students will also be encouraged to consider policy challenges and issues in light of a consistently altering political and economic environment.

**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