

Module Title: ENGLISH 8 – ACADEMIC WRITING SKILLS (B2.2)					
Module code	Workload	Credits/CP	Semester	Frequency of module	Duration
	90 hrs	3		Each semester	1 semester
1	<b>Module</b> English 8 – Academic Writing Skills	<b>Teaching Language</b> English	<b>Contact hours</b> 22.5 hrs	<b>Self-study</b> 67.5 hrs	<b>Class size</b> 16
2	<p><b>Learning outcomes</b></p> <p>The reference of this module is C1.1 according to the Common European Framework of Reference for Languages (CEFR)</p> <p><b>Knowledge (1)</b> After successful completion of the module students are able to:</p> <ul style="list-style-type: none"> <li>• Know and use a broad range of specific and academic vocabulary related to the subject areas higher education, business, marketing, medicine, biology, engineering, technology, sociology, sports, and health</li> <li>• Introduce citations and references in an essay and a report</li> <li>• Know the conventions for writing an academic essay/paper</li> <li>• Integrate varied sentence structure and writing devices in their writing</li> <li>• Know collocations to increase fluency in writing</li> <li>• Know grammatical forms such as the third person in writing, conditional sentences</li> <li>• Introduce vocabulary and expressions to express opinion and divergent opinion</li> </ul> <p><b>Comprehension (2)</b> After successful completion of the module the students are able to:</p> <ul style="list-style-type: none"> <li>• Identify key words in questions and texts; skim texts to gather information</li> <li>• Predict text organization based on genre; consider the characteristics of various text types</li> <li>• Interpret strategies and text organization in reading</li> <li>• Relate text organization to content and recognize organizational patterns</li> <li>• Apply reading concepts to write academic essays</li> <li>• Answer questions about reading content</li> </ul> <p><b>Application (3)</b> After successful completion of the module students are able to:</p> <ul style="list-style-type: none"> <li>• Write short/extended answers to questions</li> <li>• Introduce examples into a text</li> <li>• Design a survey to gather data for a report</li> <li>• Write a report based on information gathered from a survey</li> <li>• Write the introduction (including the thesis statement), body (topic sentences and evidence), and conclusion of an academic essay</li> <li>• Write a process, persuasive, and compare and contrast essay</li> <li>• Avoid plagiarism by referencing and paraphrasing</li> </ul>				

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1.0	kema		

	<ul style="list-style-type: none"> <li>• Write a summary</li> </ul>
3	<b>Individual component content</b> <ul style="list-style-type: none"> <li>• <b>Reading</b> to identify and scan for key words; using citations and references</li> <li>• <b>Writing</b> to introduce examples into a text; writing short-answer questions</li> <li>• <b>Reading:</b> characteristics of various text types; skimming to gather information about a text; answering questions about a text</li> <li>• <b>Writing</b> a short report; designing a survey to gather data for a report; using varied sentence structure</li> <li>• <b>Reading:</b> learning and applying “read-smart” skills</li> <li>• <b>Writing</b> a thesis statement; writing definitions; writing a short process essay</li> <li>• <b>Reading:</b> relating text organization to content</li> <li>• <b>Writing:</b> learning collocations to increase fluency; writing a short persuasive essay</li> <li>• <b>Reading:</b> recognizing organizational patterns in a compare and contrast text</li> <li>• <b>Writing:</b> writing in the third person to demonstrate an objective viewpoint; avoiding plagiarism by referencing; writing a short compare and contrast essay</li> <li>• <b>Reading:</b> evaluating information</li> <li>• <b>Writing:</b> paraphrasing; paraphrasing a paragraph</li> <li>• <b>Reading:</b> Identifying expressions of cause and effect</li> <li>• <b>Writing:</b> conditional sentences; summarizing; writing a summary</li> <li>• <b>Reading:</b> multi-clause, multi-phrase sentences</li> <li>• <b>Writing:</b> writing a short persuasive essay</li> </ul>
4	<b>Teaching methods</b> Instructor-taught classes and guided online modules completed as self-study. A communicative and blended learning teaching approach with task-based and project-based tasks integrating all 4 skills (reading, writing, speaking & listening)
5	<b>Prerequisites</b> Successful completion of a level 7 course with grade 2.0, or passing the placement test for level 8, or having proof of residence in an English-speaking country for no fewer than six months.
6	<b>Methods of assessment</b> Written examination (50%) & practical work (50%)
7	<b>Person responsible for module/ lecturer</b> Andrew McDouall
8	<b>Reading list (Core texts and recommended texts)</b> Course book (Units 1-4): Williams, J. (2013). <i>LEAP Reading and Writing: Upper-Intermediate</i> . Canada: Pearson ELT

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