

H6EAP: English for Academic Purpose

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| Module Code: | H6EAP |
| Long Title | English for Academic Purpose APPROVED |
| Title | English for Academic Purpose |
| Module Level: | LEVEL 6 |
| EQF Level: | 5 |
| EHEA Level: | Short Cycle |
| Credits: | 10 |
| Module Coordinator: | SARA CONNINGTON |
| Module Author: | SARA CONNINGTON |
| Departments: | NCI Learning & Teaching |
| Specifications of the qualifications and experience required of staff | |
| Learning Outcomes | |
| <i>On successful completion of this module the learner will be able to:</i> | |
| # | Learning Outcome Description |
| LO1 | Produce an extended written assignment (based on research) adhering to the conventions of academic English including layout, conventional language, content and organisation. |
| LO2 | Identify and record sources; compile a bibliography in accordance with the conventions of the Harvard system using the NCI library guide. |
| LO3 | Construct complex sentences in writing with a good degree of accuracy consistent with a level of B2 on the CEFR. |
| LO4 | Recognise and produce key linguistic features of academic discourse both orally and in writing e.g. constructing an evidence-based argument using an impersonal style. |
| LO5 | Use reading and listening skills to synthesise information from various sources including lectures and academic literature. |
| LO6 | Deliver an effective oral presentation, using appropriate technology/visual aids. |
| Dependencies | |
| Module Recommendations | |
| No recommendations listed | |
| Co-requisite Modules | |
| No Co-requisite modules listed | |
| Entry requirements | |

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| Module Content & Assessment | | | |
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| Indicative Content | | | |
| Skills Focus: Listening Note-taking, using scientific numbering; understanding a speaker's arguments; understanding concessions; recognizing start/end of digressions; understanding tutor language. | | | |
| Skills Focus: Reading Highlighting key points; recognising and recording sources; making inferences; reacting to texts; understanding sentence relationships; using the library guide to referencing and identifying relevant sections. | | | |
| Skills Focus: Speaking Clarifying issues and seeking clarification in a discussion; raising/dealing with an objection; expressing and dealing with uncertainty; summarizing; referring to research; expressing viewpoints; organizing ideas in extended spoken production. | | | |
| Skills Focus: Writing Introduction to types of academic paper e.g. discussion, description, outline, argument, research reports; the structure, language and content of extended essays; linking sentences; restating (avoiding plagiarism); supporting statements with evidence; describing data; using lexical cohesions | | | |
| Language Focus: Grammar Analysing language: the role of grammar in the communication of ideas, grammatical features of academic language; basic linguistic terminology; the tense system; active and passive voice; verb form and use; adverbs: for, since, ago The components of the sentence: subject, verb and object; the noun phrase, modifying nouns, the ing form as subject, nominalization; determiners and quantifiers; adjectives, comparatives and superlatives. Academic reporting structures: reporting verbs and prepositions; common hedging structures; adverbs of degree, modal verbs. Verb patterns : ditransitive verbs, verbs with prepositions; participle clauses; joining sentences with participles. Clauses: relative clauses, participle clauses (past participle), main + interrogative clauses, active and passive voice Types of sentence: cleft and pseudo cleft sentences Cohesion: reason result; cause and effect; contrast; linguistic referencing | | | |
| Language Focus: Vocabulary Word-building; academic collocations; vocabulary reference: the academic word list. | | | |
| Language Focus: Pronunciation Phonemic alphabet; syllable structure; vowel sounds: word stress and weak forms; word stress patterns, consonant sounds; sentence stress; consonant sounds; word stress on two-syllable words; diphthongs; sounds in connected speech; consonant clusters; tone. | | | |
| Assessment Breakdown | | | % |
| Coursework | | | 100.00% |
| Assessments | | | |
| Full Time | | | |
| Coursework | | | |
| Assessment Type: | Assignment | % of total: | 60 |
| Assessment Date: | Week 30 | Outcome addressed: | 1,2,3,4,5 |
| Non-Marked: | No | | |
| Assessment Description: Written Assignment Indicative word count: 2000 | | | |
| Assessment Type: | Assignment | % of total: | 20 |
| Assessment Date: | Week 23 | Outcome addressed: | 3,4,5 |
| Non-Marked: | No | | |
| Assessment Description: Written Assignment Indicative word count: 500 | | | |
| Assessment Type: | Presentation | % of total: | 20 |
| Assessment Date: | Sem 2 End | Outcome addressed: | 4,6 |
| Non-Marked: | No | | |
| Assessment Description: Oral Presentation | | | |
| Assessment Type: | Portfolio | % of total: | 0 |
| Assessment Date: | Week 26 | Outcome addressed: | 1,2,3,4,5,6 |
| Non-Marked: | No | | |
| Assessment Description: Portfolio of work | | | |
| No End of Module Assessment | | | |
| No Workplace Assessment | | | |
| Reassessment Requirement | | | |
| Coursework Only <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i> | | | |

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| Module Workload | | | | |
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| Module Target Workload Hours 0 Hours | | | | |
| Workload: Part Time | | | | |
| Workload Type | Workload Description | Hours | Frequency | Average Weekly Learner Workload |
| Lecturer-Supervised Learning (Contact) | No Description | 65 | Every Week | 65.00 |
| Independent Learning | No Description | 185 | Every Week | 185.00 |
| Total Weekly Contact Hours | | | | 65.00 |

| Module Resources | |
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| <i>Recommended Book Resources</i> | |
| Terry Phillips and Anna Phillips. (2012), <i>Progressive Skills in English 4</i> , Garnet Education Ltd., Reading: UK. | |
| <i>Supplementary Book Resources</i> | |
| Ken Paterson with Roberta Wedge. (2013), <i>Oxford Grammar for EAP</i> , Oxford University Press, Oxford. | |
| Jonathan Smith and Annette Margolis. (2012), <i>English for Academic Study: Pronunciation</i> , Garnet Education Ltd., Reading:UK. | |
| <i>This module does not have any article/paper resources</i> | |
| <i>This module does not have any other resources</i> | |
| Discussion Note: | |