



## English and Academic Preparation (EAP)

Cricos Provider Number 00103D

### 20 Week EAP Course

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| <b>UNIT CODE &amp; TITLE:</b> | <b>XA 101 CRITICAL LITERACY FOR INTERNATIONAL STUDENTS</b>   |
| <b>AUTHOR:</b>                | Talia Barrett  |
| <b>SCHOOL:</b>                | School of Behavioural & Social Sciences & Humanities   |
| <b>COURSE:</b>                | English and Academic Preparation   |
| <b>TEACHING PERIODS:</b>      | 1 & 3  |
| <b>PRE-REQUISITES:</b>        | Status as a Non-English Speaking background (NESB)<br>Fee-paying student with a minimum IELTS score of 5.0 |
| <b>COREQUISITE:</b>           | <b>XA 102</b> and XA 103   |
| <b>DURATION:</b>              | 20 weeks   |
| <b>CRICOS</b>                 | Code 050427C   |

#### DESCRIPTION:

This unit focuses on developing the academic skills of reading, writing, listening and speaking as they apply to tertiary study in Australia, specifically academic writing, research skills, text analysis and oral presentations.

#### OBJECTIVES:

##### Knowledge:

The unit aims to:

- Enhance students' knowledge about structures, systems and processes within the Australian education system, as they relate to the students' future goals
- Make students aware of the essential elements of argument analysis
- Demonstrate the conventions of good academic writing such as clarity, consistency, convincing arguments, originality and referencing
- Develop students' knowledge of research resources such as the library, the internet, journals, databases, books, and visual materials

##### Skills:

This unit aims to:

- Enable students to make effective notes from written and oral discourse for a variety of academic purposes
- Enable students to extract relevant information quickly from a given text (skimming, scanning, glossing and speed reading techniques)

- Develop students' recognition of the use of different styles of written language in different contexts
- Develop students' presentation skills using appropriate referencing techniques
- Enable students to develop as independent learners and work effectively in group situations
- Enable students to master grammatical discourse and correct practices in English grammar

Attitudes and Values:

This unit aims to:

- Foster students' awareness of the role of critical and analytical skills in a range of academic forums.
- Develop an appreciation of the importance of original thought in western academic and non-academic discourse.

**CONTENT:**

- This unit focuses on developing English language skills necessary for success in undergraduate degree courses in an Australian university. The following skills are examined and practiced:
  - - Research skills
  - - Argument analysis
  - - Interpretation of academic and non-academic texts
  - - Essay writing

**METHODOLOGY**

The unit will be taught through a combination of lectures and seminars and workshops, and may be taught in flexible mode.

**ASSESSMENT**

| <b>Learning Tasks</b>   | <b>Assessment</b>   | <b>Weighting %</b> |
|---|---|--------------------|
| Comprehend written texts: Survey, skim & scan for main ideas/gist & specific information          | Reading Comprehension Test  | 15 – 25%           |
| Summarise information using a variety of written and/or spoken texts                              | Summary Writing Test  | 15 – 25%           |
| Paraphrase and synthesise information from two or more sources (without citations)                | Synthesis Test  | 15 – 25%           |
| Produce academic writing discourse observing rules of linearity, structure and coherence (without | Short Essay – Cause & Effect or Compare & Contrast (block structure or point by | 15 – 25%           |

|   |                     |         |
|---|---------------------|---------|
| references)   | point).             |         |
| Reflect on topics and actively participate in class discussion & debate | Class participation | 15 -25% |

Students must attend all classes unless they have proof of extenuating circumstances, for example, medical certificates, to achieve a pass standard in this unit.

In each teaching period, the weighting of assessment tasks will be communicated to students.

## REFERENCES

Badouin, E.M., Bober, E.S., Clark, M.A. *et al.* (1994). *Reader's choice (3<sup>rd</sup> ed.)*. Michigan: University of Michigan Press.

Cox, K., Hill, D. (2004). *EAP Now! English for Academic Purposes Student's Book*. New South Wales: Pearson Longman.

Jordan, R.R. (1999). *Academic writing course: Study skills in English (3<sup>rd</sup> ed.)*. England: Pearson Education Ltd.

Leki, I. (1998). *Academic Writing*. Cambridge: Cambridge University Press.

Oshima, A and Hogue, A. (1991). *Writing academic English*. New York: Addison-Wesley.

Plotnik, A. (1996). *The elements of expression*. New York: H. Holt & Co.

Rooks, G. (1988). *Paragraph power*. New Jersey: Prentice Hall

Smoke, T. (1996). *A Writer's Workbook*. Cambridge: Cambridge University Press.

Wiener, H.S. and Bazerman, C. (1991). *Basic reading skills handbook (2<sup>nd</sup> ed.)*. Boston: Houghton Mifflin.

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| <b>UNIT CODE &amp; TITLE:</b> | <b>XA 102 INTRODUCTION TO WESTERN ACADEMIC CULTURE</b>   |
| <b>AUTHOR:</b>                | Talia Barrett  |
| <b>SCHOOL:</b>                | School of Behavioural & Social Sciences & Humanities   |
| <b>COURSE:</b>                | English and Academic Preparation   |
| <b>TEACHING PERIODS:</b>      | 1 & 3  |
| <b>PRE-REQUISITES:</b>        | Status as a Non-English Speaking Background (NESB)<br>International Fee-paying student with a minimum IELTS score of 5.0 |
| <b>COREQUISITE:</b>           | XA 101, XA 103   |
| <b>DURATION:</b>              | 20 weeks   |
| <b>CRICOS</b>                 | Code 050427C   |

**DESCRIPTION:**

The focus of this unit is on clarifying the differences and similarities between western and non-western cultures and, specifically, identifying the values that underpin those systems. This unit introduces students to elements of Australian culture and society in order to develop students' understanding of the linguistic and cultural factors which underlie English discourse by: analysing and identifying cross-cultural similarities and differences in written and oral communication; exploring the cultural values which shape those differences; applying the knowledge and skills learned.

**UNIT OBJECTIVES:**

Knowledge:

This unit aims to:

- Develop students' awareness of the cultural variations in communication and discourse patterns
- Provide background knowledge about Australian society, including history, social issues and politics
- Enhance students' knowledge about current affairs as reported in the Australian media
- Develop students' awareness of cultural variations in teaching and learning styles as they relate to tertiary education in Australia and the implications for studying at the University of Ballarat
- Develop students' knowledge of research resources such as the library, the internet, journals, databases, books, and visual materials.

Skills:

This unit aims to:

- Develop skills in critical thinking, data interpretation, giving presentations and group participation
- Enable students to engage and develop mastery of the skills and strategies associated with the production of written and oral communication
- Enable students to master grammatical discourse and correct practices in English grammar
- Enhance students' ability to employ appropriate rhetorical styles in English

Attitudes and Values:

This unit aims to:

- Develop a focus on educational and cultural similarities and differences in terms of the protocols and procedures prevail in western society and western tertiary education
- Develop an appreciation of the importance of original thought in academic discourse and the appropriate means for acknowledging the prior work of other scholars.
- Enable students to engage western academic values with reference specifically to plagiarism, referencing and citation

## CONTENT

The unit will comprise:

- - Investigation of the nature of culture and subjectivity
- - Examination of cultural values of individualistic and collective cultures
- - Analysis of written communication from a range of sources
- - Analysis of oral communication from a range of sources
- - Production of oral communication specific to academic and non-academic contexts
- - Production of written communication specific to academic and non-academic contexts
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## METHODOLOGY

The unit will be taught through a combination of lectures and seminars and workshops, and may be taught in flexible mode.

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## ASSESSMENT

| Learning Tasks   | Assessment  | Weighting % |
|--|---|-------------|
| Present an argument and produce argumentative oral language skills   | Group Debate  | 15 – 20%    |
| Complete written and oral tasks as guided by the teacher.  | Folio of spoken and written responses   | 10 – 15%    |
| Self Directed Learning<br><br>Develop and maintain a high level of self directed learning strategies & self-study skills designed to achieve target language goals and general EAP objectives. | <b>Continuous</b><br>Develop and maintain: <ul style="list-style-type: none"> <li>• Target Language Acquisition Action Plan/Diary</li> <li>• 'Vocabulary Building' book</li> <li>• Homework and Media Diary</li> <li>• English Corner participation</li> <li>• Reflective Learning Journal</li> <li>• Note-taking &amp; Note-making skills</li> </ul> | 35 – 45%    |
| Complete listening and   |   | 25 – 30%    |

|  |                              |  |
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| note-taking tasks in response to a variety of academic and non-academic spoken English texts | Listening & Note-taking Test |  |
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Students must attend all classes unless they have proof of extenuating circumstances, for example, medical certificates, to achieve a pass standard in this unit.

In each teaching period, the weighting of assessment tasks will be communicated to students.

## REFERENCES

- Barker, M., Child, C., Gallois, C., Jones, E. and Callan, V. (1991). Difficulties of overseas students in social and academic situations. *Australian Journal of Psychology*, 43 (2), pp.79-84.
- Ballard, B. and Clanchy, J. (1990). *Study abroad: A manual for Asian students*. Malaysia: Longman.
- Clyne, M. (1982). Modes of communication and culture. In H. Bock & J. Gassin. (eds). *Papers from the conference. Communication at university: Purpose, process and product*. Melbourne: LaTrobe University, pp.101-105
- Clyne, M. (1994). Written discourse across cultures. *Inter-cultural communication at work: Cultural values in discourse*. Melbourne: CUP, pp.160-175
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- Jupp. J. (1989). *The challenge of diversity: policy options for a multicultural Australia*. Canberra: AGPS.
- Shulman, M. (1998). *Cultures in Contrast*. USA: The University of Michigan Press.

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| <b>UNIT CODE &amp; TITLE:</b> | <b>XA 103 PRACTICAL APPLICATION OF ACADEMIC SKILLS IN HIGHER EDUCATION</b>   |
| <b>AUTHOR:</b>                | Talia Barrett  |
| <b>SCHOOL:</b>                | School of Behavioural & Social Sciences & Humanities   |
| <b>COURSE:</b>                | English and Academic Preparation   |
| <b>TEACHING PERIODS:</b>      | 1 & 3  |
| <b>PRE-REQUISITES:</b>        | Status as a Non-English Speaking background (NESB)<br>Fee-paying student and meeting the requirement of a minimum IELTS score of 5.0 |
| <b>COREQUISITE:</b>           | XA 101 and XA 102  |
| <b>DURATION:</b>              | 20 weeks   |
| <b>CRICOS</b>                 | Code 050427C   |

### **DESCRIPTION**

- The purpose of this unit is to expose students enrolled in the English for Academic Purposes course to mainstream lectures and classes in a higher education unit at the University of Ballarat relevant to the approved award course that they will enrol in on successful completion of this program. The student will attend classes in an approved unit within the 'destination' school, or as otherwise negotiated, and then reflect upon this learning and experience with class members and staff in the EAP program. Activities and assessments will be constructed by the EAP staff to ensure relevance of this experience.

### **OBJECTIVES**

#### Knowledge:

This unit aims to:

- Enable students to gain an understanding of the academic skills required to succeed in higher education in an Australian context
- Familiarise students with the modes of assessment and delivery in University of Ballarat courses
- Enable students to recognise and understand the impact of culture on western academic systems
- Develop a level of cultural awareness from which to approach context of courses in higher education at the University of Ballarat

#### Skills:

This unit aims to:

- Develop critical thinking skills to evaluate content presented in the specific unit
- Enable students to apply theories as presented in the unit
- Develop problem-solving skills in a higher education environment
- Foster organisation, discipline and independence in learning activities
- Develop fluent and effective English oral and written communication skills

#### Attitudes and Values:

This unit aims to:

- Develop an appreciation of different world views
- Develop an appreciation of the culture and style of education in the 'destination' school

- Enable students to acknowledge and understand differences in culture, values, beliefs, perceptions of self and behaviours between collective and individualist oriented societies

### **CONTENT**

The unit will introduce international students to higher education delivery and expectations of academic performance at first year level. Unit content will include:

- Exploration of strategies for and practical approaches to working in cross-cultural environments
- Content relevant to each student's 'destination' school.

### **METHODOLOGY**

The unit will be taught by lectures, tutorials, seminars or workshops.

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### **ASSESSMENT**

The learning and assessment tasks will be constructed by the EAP and Higher Education staff to ensure relevance of this experience.

| <b>Learning Tasks</b>   | <b>Assessment</b>    | <b>Weighting Range</b> |
|---|----------------------|------------------------|
| (1) Reflect on learning experience and unit content   | Reflective Journal   | 30 – 40 %              |
| (2) Analyse a key aspect of the unit content (to be determined by Higher Education Unit Coordinator in consultation with the EAP staff. | Seminar Presentation | 30 – 40 %              |
| (3) Participate in classes, reflect on topics and actively participate in class discussion  | Class Participation  | 20 – 30%               |

Students must attend all classes unless they have proof of extenuating circumstances, for example, medical certificates, to achieve a pass standard in this unit.

In each teaching period, the weighting of assessment tasks will be communicated to students.

### **REFERENCES:**

Reference lists will be provided to students during the course to ensure relevance to each student's destination studies.

