ESLA1901 - Academic Language Skills for International Student

Course Outline

Course Co-ordinator: Helene Clark
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Consultation hours: Wednesday 2-5pm and Friday 12-1pm

Course Overview
Semester: Semester 2 - 2007
Unit Weighting: 10
Teaching Methods: Lecture, Tutorial

Brief Course Description
Designed for international students who are native speakers of languages other than English. The course focuses on the further development of students' academic English skills in writing, speaking, listening and reading. Lectures, tutorials and some videos are presented on an appropriate range of topics and will help students to develop a high language proficiency that will be of benefit to them at all levels of their University studies. During both lectures and tutorials, students will be encouraged to participate actively in order to practice their increasing spoken-language skills. Problem based learning, discussions and individual talks presented in class will help students efficiently to absorb the material that is being taught.

Contact Hours
Two lecture hours and one tutorial hour per week with an additional learning support hour.

Learning Materials/Texts
D. Bate and P. Sharpe, Writers Handbook for University Students (Thomson, 2001)
Course Objectives
The course aims at assisting international and exchange students in developing further their English language skills in an academic environment. The course is concerned with the development of a number of particular aspects of academic English. Completion of this course will improve the proficiency of students in the following skills, with the degree and direction of improvement depending upon the varied individual proficiencies from which the students begin:
1. Writing skills, including academic essay writing, answering questions in an examination, taking notes from lectures and reading materials, structuring a piece of academic writing, arranging information in an understandable sequence, the correct use of quotations and referencing, and general skills of expression involving correct use of grammar and syntax.
2. Listening skills, including listening to lectures and talks and understanding the content of selected programs shown on videotapes.
3. Reading skills, including researching documentation, reading strategies: scanning and skimming.
4. Speaking skills, including speaking in an academic setting, encouraging rhetorical consciousness, answering questions and discussing topics confidently.

Course Content
The course is concerned with the development of a number of particular aspects of academic English. Its content is designed to improve the proficiency of students in the following skills: 1. Writing skills, including academic essay writing, answering questions in an examination, taking notes from lectures and reading materials, structuring a piece of academic writing, arranging information in an understandable sequence, the correct use of quotations and referencing, and general skills of expression involving correct use of grammar and syntax. 2. Listening skills, including listening to lectures and talks and understanding the content of selected programs shown on videotapes. 3. Reading skills, including researching documentation, reading strategies: scanning and skimming. 4. Speaking skills, including speaking in an academic setting, encouraging rhetorical consciousness, answering questions and discussing topics confidently.

Assessment Items
10 weekly assignments 60%
One oral seminar presentation 20%
Essay (500 words, extended version of the topic chosen for oral presentation) 20%

Assumed Knowledge
No assumed knowledge.

Callaghan Campus Timetable
ESLA1901
LANGUAGE SKILLS INTERNATIONAL STUDENTS
Enquiries: School of Humanities and Social Science
Semester 2 - 2007
Lecture Monday 14:00 - 15:00 [MCG28C] WITH ESLA2001
and Lecture Friday 9:00 - 10:00 [MCG28C] WITH ESLA2001
and Tutorial Monday 15:00 - 16:00 [MCG28C] Commencing Wk2 with ESLA2001
or Friday 10:00 - 11:00 [MCG28C] Commencing Wk 2 with ESLA2001
and Tutorial Friday 11:00 - 12:00 [MCG28C] Learning Support Hour - Commencing Wk 2

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
· using another’s ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:
· Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.
· Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
· Requests for Rescheduling Exams must be received in the Student Hub no later than ten working days prior the first date of the examination period.
Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 16 February 2007
For Trimester 2 courses: 8 June 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To change your enrolment online, please refer to


**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

**Callaghan campus**
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**
- Ourimbah Hub: Administration Building

**Faculty websites**

**Faculty of Business and Law**

**Faculty of Education and Arts**

**Faculty of Engineering and Built Environment**

**Faculty of Health**

**Faculty of Science and Information Technology**
Contact details
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au
Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Further Information
Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double line spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

- Assignments
- Number 3,4,5,7,8,10

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,  
   a) whether there was a single marker, or  
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or  
2. an alternate internal marker; or  
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from the Lecturer at the beginning of the tutorial..


Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites. Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

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<th>Grading guide</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
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<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>Pass (P)</td>
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<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
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<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
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<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
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<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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ESLA 1901 Academic Language Skills for International Students

**COURSE OUTLINE SEMESTER 2 2007**

**WEEKS ONE TO THREE**

**Textbook:** Chapter 1: Essay topics

- **Characteristic features of academic writing**
  - Structure
  - Introduction and conclusion
  - Connectives (linking words and phrases)
  - Writing paragraphs, topic sentences (Chapter 3)
  - Developing a written argument (organising your ideas)

**Textbook:** Chapter 7: Language Skills

- **Description** of a process and procedure and expressing sequence
- **Description** (physical)
- **Vocabulary improvement**
- **Narration**

**WEEKS FOUR TO SEVEN**

**Textbook:** Chapter 2: Preparing an essay outline

- Chapter 12: Reading textbooks efficiently
- Chapter 9: Punctuation

**Vocabulary improvement-tutorial**

- Abstract expressions
- Prepositions-tutorial
- Academic writing style
- Generalisation, qualification and caution

- **Quotations, referencing, plagiarism**
- **Paraphrasing and summarising**
- Reporting verbs

**Semester recess** Tuesday 2 October to Friday 12 October 2007 **(Inclusive)**

**WEEKS EIGHT TO TEN**

**Textbook**

- Chapters 5, 10, 11

- **Vocabulary improvement**
- Abstract expressions
- **Prepositions** (Chapter 9)
- **Comparison and contrast**
- Cause and effect
- **Definitions**
- **Discussion**

  - argumentative essays
  - thesis statements
  - language of evaluation
WEEKS ELEVEN TO THIRTEEN

Textbook
Chapter 13 – Principles of report writing
Vocabulary improvement
Abstract expressions
Prepositions
Introductions and conclusions
Research vocabulary
Exemplification and Classification
Examinations, instructional words
Interpretation of data
Revision: Academic writing
Examination period: Monday 5 November to Friday 23 November 2007

How to submit and present written assignments:

Attach an ESA 2001/1901 Assignment Cover Sheet to the front of your assignments and essays. Download these from the Student Services website.

On this you will record:
• the number of the assignment (A1)
• your first and surname
• your tutorial group
• Your signature ensuring that this work is not plagiarised.

Hand in all written assignments to the lecturer at the beginning of the tutorial by the due date.

Important: Leave enough space for corrections. If you are writing by hand, leave a wide margin and write on every second line. If you are word processing, you must use double line spacing.

References: All references must be from appropriate academic journals and books. No Internet sources are to be used unless they are refereed academic journals.

Due date: 27th July
Word length: 150 words

Task: A1 - Writing a summary

Write a summary of the author (self) presentation that you have given to your tutorial group. Group the information into paragraphs and remember to include in each paragraph:

- Topic sentence;
- Supporting sentences
- Use appropriate transition signals;
- Concluding sentence.

Write in a formal style.

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ESLA 1901 - WRITTEN ASSIGNMENT 2

Due date: 10th August

Word length: 200 words

Task: A2 - Paragraph writing

Write approximately two paragraphs on a topic of your own choice OR choose one from the following.

1. The current political climate and freedom;
2. The biological influence on gender;
3. Vocabulary learning is the most significant factor in language learning;
4. Clear well defined paragraphs are essential in a well written essay;
5. Lifestyle choices and health.

You should:

* provide an outline of the paragraphs as well as the finished work,
* underline the topic sentences,
* give your assignment a title,
* use transition signals.
* You must reference your work from appropriate academic journals and books.
* You must include a bibliography on a separate sheet of paper at the back of the essay

Sample outline: for each paragraph

Topic: Listening in a second language is more difficult than speaking.

Controlling idea: Listening input is imperfect

Topic Sentence: Native speakers convey more than vocabulary meanings when they speak.

Supporting sentences:

- Supporting point 1 – Cultural references
- Supporting details – references to books, movies, cultural events, pop culture are common
- Supporting point 2 - Idioms- difficult to understand and explain
- Supporting details – relate to culture - examples

Concluding sentence: For these reasons, it is obvious that Native speakers convey more than vocabulary meanings when they speak

ESLA 1901 - WRITTEN ASSIGNMENT 3

Due date: 17th August

Word length: 250 words

Task: A3 - Writing a Description

Write a description of the procedure shown in the video– firstly, introduce the topic in one paragraph; secondly, in the body of the essay, describe the process; finally, write a conclusion which gives your opinion about this process and the topic in general.

OR

Write a description of your country, using the guide on the handout of ‘Physical Description’. Your essay must contain an introduction, body and conclusion.

Remember that in this style of writing you should use simple present active and simple present passive voice, and transition signals are very important.

You must reference your work from appropriate academic journals and books.
You must include a bibliography on a separate sheet of paper at the back of the essay
This assignment must be submitted to Turnitin on Blackboard.
ESLA 1901 - WRITTEN ASSIGNMENT 4

Due date: 24th August

Word length: 150 words

Task: A4 - Graph description

Select a suitable graph or table from those given, or select your own from another source. Describe the information represented in the graph or table, and do not omit key information. Remember to restate the title of the graph or table in your introduction, and in your conclusion you should comment on the wider implications of this information. As this is a summary, you should adhere closely to the word limit.

You must reference your work from appropriate academic journals and books including any graphs you use. You must include a bibliography on a separate sheet of paper at the back of the essay.

This assignment must be submitted to Turnitin on Blackboard.

ESLA 1901 - WRITTEN and SPOKEN ASSIGNMENT 5

Due date: 31st August

Word length: 300 words

Task: A5 - Write an argumentative essay in which you discuss two or more viewpoints relating to a specific topic. You may choose a topic from your field of study or choose one of the statements given below.

You must formulate a thesis statement and make your position clear.

- You should explore the strengths and weaknesses of different viewpoints.
- You should give reasons for your views and if possible find some evidence to support them.
- You must reference your work from appropriate academic journals and books.
- You must include a bibliography on a separate sheet of paper at the back of the essay.
- This assignment must be submitted to Turnitin on Blackboard.

Task: Oral component - Present your argument in a small tutorial group.

In your presentation, you must state an opinion about a particular topic. The statement could be controversial, which would promote discussion and debate in your group. As in the essay, you must be prepared to support your opinion with reasons and if possible, evidence.

Examples of statements:

Freedom of speech is the greatest freedom of all.

Male Brains and female brains are extremely dissimilar.

All the health issues of the 21st Century can be attributed to lifestyle choices.

Children should be educated from as early as birth to enable them to achieve success later in life.

Your peers will mark this oral assignment
ESLA 1901 - WRITTEN ASSIGNMENT 6

Due date: 7th September

Word length: 250 words

Task: A7 - Cause and Effect
You may choose a topic from your filed of study or an appropriate academic issue, for example,

- Global warming
- A large vocabulary in academic study
- Culture and language learning
- Studying abroad

You must reference your work from appropriate academic journals and books. You must include a bibliography on a separate sheet of paper at the back of the essay. This assignment must be submitted to Turnitin on Blackboard.

ESLA 1901 - WRITTEN ASSIGNMENT 7

Due date: 14th September

Word length: 250 words

Task: A8 - Comparison and contrast
You may choose your topic from your field of study OR from an area of academic interest OR from the following topics,

- Study in different countries
- Cultural attitudes to immigration
- Carbon emissions in different years

You must reference your work from appropriate academic journals and books. You must include a bibliography on a separate sheet of paper at the back of the essay. This assignment must be submitted to Turnitin on Blackboard.

ESLA 1901 - WRITTEN ASSIGNMENT 8

Draft to be written in class 21st September

Word length: Summary - 150 words

Task: A9 - Note-taking and summary writing
First, take notes of the main points and the key supporting information. Then, using these notes, write a summary of no longer than 150 words. Remember that paraphrasing is an essential tool for summary writing.

You must reference your work from the reading.

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ESLA 1901 - WRITTEN ASSIGNMENT 9

To be written in class on Friday 19th October

Word length: 250-300 words

Task: A10 - Write an argumentative essay presenting a position (either for or against) on one of the topics below. Your essay should include an introduction - including the thesis statement, well-developed body paragraphs and a clear conclusion.

Topics:

Speaking a second language is more difficult than listening in a second language.

Democratic countries really only have an illusion of freedom.

Most diseases are genetic in origin.

The consequences of global warming are minimal.

ESLA 2001 - WRITTEN ASSIGNMENT 10

Due date: 26th October

Word length: 500 words

Task: A5 - Book Review

Your essay is a review of the novel by an Australian author that you have been reading throughout the semester.

You should discuss the background of the author, in addition to the following:

- theme;
- plot;
- characters and character development;
- setting;

Together with recommended reader profile, and your own critical reflection on the novel as a whole. This assignment must be submitted to Turnitin on Blackboard.