ESLA2001 - Academic Language Skills for International Student
Course Outline

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Semester 2 - 2006
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 practise 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
Semester 1 and 2

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date:
Course Objectives
The course aims at assisting international and exchange students in further developing 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
Five written assignments on selected academic topics (300 words each) = 40%

One oral seminar presentation (10 minutes) = 10%
Three-hour written final examination = 50%

Written assignments
Assess improvement in listening skills through writing about themes from videotapes shown; improvement in reading skills through the need to become familiar with the topic to be written about; improvement in written expression proficiency through practice in writing about a specific theme using properly structured and grammatically correct argument.

Oral seminar presentation
Assesses improvement in ability to speak clearly and fluently to an audience about a particular academic topic; improvement in reading skills through the need to become familiar with the topic to be spoken about.

Written final examination
Assesses improvement in written expression proficiency through the need to write about specific themes using properly structured and grammatically correct argument.

Assumed Knowledge
International and exchange students should have a sound knowledge of basic written and spoken English as an adequate foundation for developing proficiency in the academic uses of the language.
Callaghan Campus Timetable
ESLA2001
ACADEMIC LANGUAGE SKILLS FOR INTERNATIONAL STUDENT
Enquiries: School of Humanities and Social Science
Semester 2 - 2006

Lecture  Monday  14:00 - 15:00  [MCG28C]  WITH ESLA1901
and Lecture  Friday  9:00 - 10:00  [MCG28C]  WITH ESLA1901
and Tutorial  Monday  15:00 - 16:00  [MCG28C]
or  Friday  10:00 - 11:00  [MCG28C]

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 on the prescribed form.
Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:
Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the 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 lodged no later than 5 working days before the date of the examination.

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 2 courses: **31 August 2006**

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the Student Enquiry Centre.

To change your enrolment online, please refer to [http://www.newcastle.edu.au/study/enrolment/changingenrolment.html](http://www.newcastle.edu.au/study/enrolment/changingenrolment.html)

**Contact Details: Faculty Student Service Offices**

**The Faculty of Education and Arts**

Room: GP1-22 (General Purpose Building)

Phone: 02 4921 5314

**Ourimbah Focus**

Room: AB1.01 (Administration Building)

Phone: 02 4348 4030

**The Dean of Students**

Dr Jennifer Archer

Phone: 02 4921 5806

Fax: 02 4921 7151

resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**

Dr Bill Gladstone

Phone: 02 4348 4123

Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:


**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate Awards**

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School of Humanities and Social Science
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:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: 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.

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 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 coversheet:** All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html
- **Assignments are to be deposited at any Student Hubs. Hubs are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
  - Any changes to this procedure will be announced during the semester.
- **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. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, 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 hard copy and on disk.

School of Humanities and Social Science
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:

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.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Hubs.
http://www.newcastle.edu.au/study/forms/index.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.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students can collect assignments from a nominated Student Hubs during office hours. Students will be informed during class which Hubs to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the 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). Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.
**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 can be found at: [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

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<tr>
<th>Grading guide</th>
<th>Description</th>
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<td><strong>49% or less</strong></td>
<td>Fail (FF) 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><strong>50% to 64%</strong></td>
<td>Pass (P) 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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<td><strong>65% to 74%</strong></td>
<td>Credit (C) 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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<td><strong>75% to 84%</strong></td>
<td>Distinction (D) 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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<td><strong>85% upwards</strong></td>
<td>High Distinction (HD) 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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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
- **Vocabulary improvement**
- **Abstract expressions**
- **Prepositions**
- **Academic writing style**
- **Generalisation**, qualification and caution
- **Quotations, referencing, plagiarism**
- **Paraphrasing and summarising**
- **Reporting verbs**
- **Textbook** Chapter 9: Punctuation

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
Semester recess Monday 2 October to Friday 13 October 2006

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 6 November to Friday 24 November 2006
**How to submit and present written assignments:**

Attach an **ESLA 2001/1901 Assignment Cover Sheet** to the front of your assignments and essays. Collect these from the front of the Language and Media Office in the wooden boxes.

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 me at the beginning of the tutorial **by the due date**.

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

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**ESLA 2001 - WRITTEN ASSIGNMENT 1**

**Due date:** Monday 21st August

**Word length:** 300 words

**Task: A1 - Writing a description of a process**

Write 3 – 4 paragraphs describing the experiment shown in the video. Remember to use **passive voice** and appropriate **transitions signals**.

Include an **introduction**, describing the background to the experiment, a **body** of 2 - 3 paragraphs describing the procedure and the results, and a **conclusion** that sums up the results and gives your opinion about the study and implications for society in general.

You must reference your work from **appropriate academic journals and books and NOT from the Internet.**
ESLA 2001 - WRITTEN ASSIGNMENT 2

Due date: 4th September
Word length: 300 words

Task: A2 - Writing a narrative account (ref. handout from Jordan Unit 4)

Write a description in narrative form of the development of your university (or a department, college, institution, organisation or club) in your country. Or choose the development of an aspect of your own subject area.

Note:
1. In a narrative, time sequence, dates, verb forms and prepositions must be used with great accuracy.
2. You must reference your work from appropriate academic journals and books.

ESLA 2001 - WRITTEN ASSIGNMENT 3

Due date: 18th September
Word length: 350 words

Task: A3 - Write an argumentative essay in which you discuss two or more viewpoints relating to a specific topic.

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.

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 2001 - WRITTEN ASSIGNMENT 4

Due date: 16th October

Word length: 350 words

Task: A4 - Cause and Effect OR Comparison and Contrast
Use your field of study or an area of academic debate.

You must reference your work from appropriate academic journals and books.

ESLA 2001 - WRITTEN ASSIGNMENT 5

Due date: 30th 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.