

Title of Module: English for Academic Purposes (Level 9)

Code: ENGL09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Martin Mullen		

Summary of Module

This module is designed for students from a variety of academic disciplines whose first language is not English. It aims to develop such students' capacities to be successful in a UK-based academic context by developing their academic language skills as well as learner autonomy and initiative. Students will develop these skills in the context of an individual small-scale research project. During the module, they will develop an understanding of basic principles of academic research and project design, and they will learn to search for, classify and evaluate documentary sources, critically analyse and interpret such sources and social research data, and develop evidence-based and balanced conclusions on the basis of prior analysis. Linguistically, students will develop an ability to read, analyse, summarise and synthesise various source materials and social data, present and discuss research plans and results, and produce an extended written assignment, with due attention to text structure, clarity of text, linguistic accuracy, and stylistic appropriateness. Throughout the module, selected areas of grammar, lexis, style, discourse and communication will be developed and consolidated, and students will be encouraged to develop their independent research skills and learner initiative through guided use of the university library and other resources.

At the end of the module, students will achieve a level of language comparable to the upper bound of level B2 in the CEFR.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓	✓		✓		✓	

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	✓

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an understanding of basic principles of academic research, and an ability to conduct a small-scale research project, at the upper bound of CEFR B2.</p> <p>L2. Demonstrate an ability to search for, evaluate, analyse and interpret documentary sources and social data, and to produce evidence-based and balanced conclusions based on prior analysis, at the upper bound of CEFR B2.</p> <p>L3. Demonstrate an ability to deliver an oral presentation, and engage in discussion of a small-scale research project, with due attention to communicative effectiveness, fluency and clarity of speech, stylistic appropriateness, and accuracy of linguistic forms, at the upper bound of CEFR B2.</p> <p>L4. Demonstrate an ability to produce an extended written assignment, with due attention to text organisation, clarity of text, stylistic appropriateness, and accuracy of linguistic forms, at the upper bound of CEFR B2.</p> <p>L5. Demonstrate an ability to work independently and under their own initiative, and manage their time and workload.</p>

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9. Critical understanding of principles of academic research, including understanding of some core concepts.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Ability to apply principal techniques, practices, materials and routine methods of enquiry and research.
Generic Cognitive skills	SCQF Level 9. Critical analysis, evaluation and synthesis of data, ideas and concepts, drawing conclusions from a variety of sources, and development of solutions to problems.
Communication, ICT and Numeracy Skills	SCQF Level 9. Ability to use a range of IT applications to support and enhance work, interpret, use and evaluate numerical and graphical data.
Autonomy, Accountability and Working with others	SCQF Level 9. Ability to exercise autonomy and initiative in learning, in ways which take account of own and others' roles and responsibilities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Students will develop academic English skills by working on a small-scale research project of their choice, based on documentary sources. While working independently on their chosen projects, students will have opportunities to present and discuss the progress and results of their projects in class throughout the trimester. Development of students' written and spoken academic English skills will be supported through work on specific language skills and linguistic structures throughout the module. At the end of the module, students will produce an extended piece of academic writing on their chosen research topic.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial/Synchronous Support Activity	36
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bailey, S. (2015), Academic Writing: A Handbook for International Students. Abingdon: Routledge</p> <p>Campbell C & Smith J (2012) English for Academic Study: Listening. Garnet Education</p> <p>Campbell C (2012) English for Academic Study: Vocabulary. Garnet Education</p> <p>Margolis A & Smith J (2012) English for Academic Study: Pronunciation. Garnet Education</p> <p>McCormack J & Slaght J (2012) English for Academic Study: Extended Writing and Research Skills. Garnet Education</p> <p>McCormack J & Watkins S (2012) English for Academic Study: Speaking. Garnet Education</p> <p>Oshima A & Hogue A (2006) Academic Writing. Longman</p> <p>Phillips & Phillips A (2012) New Skills in English: Level 2*. Garnet Education</p> <p>Slaght J & Harben P (2012) English for Academic Study: Reading Garnet Education</p>
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>In line with the Academic Engagement and Attendance Procedure, Students are defined as academically</p>

engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on our VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link:
<https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf>

For the purposes of this module, academic engagement equates to the following:
 All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	M Mullen
External Examiner	B Matthews
Accreditation Details	UWS
Version Number	1.03

Assessment: (also refer to Assessment Outcomes Grids below)
Presentation 30%
Essay 70%
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		✓	✓	70	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		✓	✓		✓	30	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using our VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)