Course specification

Description: English - Level F

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
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<tbody>
<tr>
<td>ENS</td>
<td>7405</td>
<td>30032</td>
<td>1, 2004</td>
<td>ONC</td>
<td>4.00</td>
<td>TWMBA</td>
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Academic group: OPACS
Academic org: OPACSP
Student contribution band: 1
ASCED code: 091501

STAFFING
Examiner: Adam Sundin
Moderator: Gay Galligan

RATIONALE
The Upper-Intermediate course aims to develop students language skills and strategies in reading, writing, listening and speaking to a level where they are prepared for the study of English of a more academic nature.

SYNOPSIS
In this course, reading, writing and listening have been organized around skills that students need to develop at this level to cope with the academic language skills encountered in a university preparation course. Students perform a variety of tasks which require them to apply appropriate skills. Reading focuses on the process of reading, from previewing through to demonstrating a good understanding of the text. Writing also works through a process from brainstorming, organizing ideas to writing first and final drafts. Speaking is designed to prepare students for more formal speaking such as presentations and to equip them with higher level functional language such as checking understanding, expressing an opinion, making suggestions and complaints. Listening provides opportunities for the students to know when and how skills such as listening for specific information, listening for gist and listening for main ideas and supporting details can be applied. Self-access at the Upper-intermediate level aims at further developing students ability to work independently of the teacher on individual language problems/needs.

OBJECTIVES
On completion of this course, the student should be able to:

- carry out all the basic social activities and be able to use oral English for more academic purposes also
- use complex sentence form and modifiers in both speaking and writing
• use a range of connectives and cohesive features
• read a range of texts though not necessarily with a complete understanding
• read newspaper and magazine articles with a high degree of comprehension
• present arguments in writing with a certain amount of clarity and coherence
• compare, evaluate, give opinions, criticise both orally and in writing

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. Listening and speaking</td>
<td>40.00</td>
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<tr>
<td>1.1. Using the functions of questioning, checking understanding, expressing an opinion, agreeing and disagreeing, giving advice, making suggestions and complaints</td>
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<tr>
<td>1.2. Preparing and giving a formal presentation on a researched topic</td>
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<td>1.3. Tentatively providing logical and coherent arguments on topic in a debate</td>
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<tr>
<td>1.4. Carrying on an extended conversation on topics of interest such as leisure, family issues, the environment</td>
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<tr>
<td>1.5. Listening to a variety of passages or short news broadcasts for specific details</td>
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<tr>
<td>1.6. Understanding the main points of short talks</td>
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<td>1.7. Taking notes from an extended talk</td>
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2. Reading

2.1. Scanning for specific information

2.2. Making sense of vocabulary using context, prefixes, suffixes

2.3. Skimming and previewing texts

2.4. Taking notes from a complex text

2.5. Reading tables and graphs with confidence

2.6. Understanding the structure of a variety of texts

2.7. Reading extensively on a topic of interest

3. Writing

3.1. Understanding purpose, tone, degree of formality through writing various types of letters and a CV.

3.2. Writing a longer description by grouping and sequencing information

3.3. Writing essays: cause/effect, argument, compare/contrast

3.4. Describing data in tabular and graphic form

3.5. Using notes from research to write an essay
4. Self-access

4.1. Continuing to develop students ability to work independently of the teacher

4.2. Continuing to develop students interest in and enjoyment of reading by providing a range of short novels

4.3. Continuing to show students the importance of reviewing

4.4. Continuing to give students an opportunity to work with other students on a task such as producing a class magazine

4.5. Encouraging students to seek individual help with their writing

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

Mangubhai, F. et. al 2002, English on Cue: Developing Skills in English Language - Level 3 Listening and Speaking, USQ Press, Toowoomba.


REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

STUDENT WORKLOAD REQUIREMENTS:

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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<tbody>
<tr>
<td>Directed Study</td>
<td>350.00</td>
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<tr>
<td>Private Study</td>
<td>210.00</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>TEST SLRW</td>
<td>1.00</td>
<td>0.00</td>
<td>02 Mar 2004</td>
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(see note 1)

| TEST IN ALL MACROSKILLS      | 100.00       | 100.00 | 02 Mar 2004    |

(see note 2)

NOTES:
1. Test is for Speaking, Listening, Reading and Writing. Students will be advised in class of assessment due dates.
2. Students will be advised in class of assessment due dates.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all classes and activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Students must attend all activities scheduled for them and ensure that their attendance is registered with the staff member in charge of the activity.

2. Requirements for students to complete each assessment item satisfactorily:
   N/A

3. Penalties for late submission of required work:
   N/A

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade, students must achieve a score of 60% on the final Test in All Macroskills.

5. Method used to combine assessment results to attain final grade:
   As P is the only passing grade available to this course, all students who are qualified for a passing grade as in Assessment 4 and wishing to proceed to UNIPREP will be given a grade of P. Students repeating the course (for whatever reason) will be given a PR grade.

6. Examination information:
   In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

7. Examination period when Deferred/Supplementary examinations will be held:
   Any Deferred or Supplementary examinations for this course will be held at the time arranged by the examiner in consultation with the student.

8. University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.
OTHER REQUIREMENTS

1. Students must receive a mark of 60+ to be eligible to enter UNIPREP.