

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	INTERMEDIATE UNDERSTANDING OF WESTERN ACADEMIC CULTURE
<b>Course ID:</b>	ISEAP2102
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(Status as a Non-English Speaking Background (NESB) Fee-paying student and meeting the requirement of a minimum IELTS band score of 6.0 or its equivalent with no band less than 5.5)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	091501

## Description of the Course:

This course further develops students' intermediate academic English language skills in reading, writing, listening and speaking as they apply to non-English speaking background international students who intend to undertake tertiary study in Australia. Students will participate in a variety of language activities, focusing on the comprehension, production and communication skills required to engage in their intended academic discipline. Students will also focus on developing independent study and research skills, producing straightforward spoken and written academic texts.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	✓	■	■	■	■	■

### Learning Outcomes:

The intended learning outcomes in the Knowledge, Skills and Application sections conform to the standards established in the Global Scale of English (GSE) Learning Objectives for Academic English, with reference to the Common European Framework of Reference for Languages (CEFR).

Source: Pearson Education Limited. (June 2019). *Global scale of English learning objectives for academic English*. <https://online.flippingbook.com/view/990489/>.

### On successful completion of the course the students are expected to be able to:

#### Knowledge:

- K1.** Reading: Distinguish between fact and opinion in a simple academic text
- K2.** Listening: Recognise that a speaker has summarised ideas in a simple presentation or lecture.
- K3.** Speaking: Effectively participate in classroom discussion about an academic topic
- K4.** Writing: Edit and improve a simple text

#### Skills:

- S1.** Reading: Identify different types of supporting details in a simple academic text, in order to answer specific questions.
- S2.** Listening: Follow the main points of a simple presentation, discussion or lecture aimed at a general audience.
- S3.** Speaking: Ask someone to clarify or elaborate on a point in an academic discussion.
- S4.** Writing: Support a main idea with examples and reasons.

#### Application of knowledge and skills:

- A1.** Reading: Distinguish between different viewpoints in a simple academic text.
- A2.** Listening: Generally follow rapid or extended speech on a familiar or simple academic topic.
- A3.** Speaking: Give a simple presentation on an academic topic in a familiar field.
- A4.** Writing: Write a simple academic essay or report in response to a specific question.

#### Course Content:

The following content will be covered:

Reading, writing and research techniques; tertiary teaching environments; individual learning styles; reading from academic texts; referencing; listening and note-taking; group work; presentations; academic and discipline-specific discourse and vocabulary.

### Values:

- V1.** Active participation in all aspects of the learning environment through the four core aspects of the English language (reading, writing, speaking and listening).

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K4	AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K4, S4, A4, K3, A3	AT4, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A3	AT2

### Learning Task and Assessment:

**Hurdle requirement:** Students must pass the reading/writing, and listening/speaking components separately in order to pass the course as a whole. Reading/writing components will add up to 50% of the final marks, as will listening/speaking components. This is to ensure that students have a balanced range of English language skills to succeed in their higher education studies.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S2, A2	Listening tasks, related to the comprehension of academic discussions, presentations, or interviews.	Listening comprehension test	20-30%
K3, S3, A3	Spoken Presentation on a topic that is researched for the writing task followed by audience generated discussion questions.	Oral Presentation and discussion	20-30%
K1, S1, A1	Reading comprehension task(s), related to the comprehension of academic texts.	Reading comprehension test	20-30%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K4, S4, A4	Writing task(s), related to the production of academic texts.	Essay, report or poster	20-30%
	Students must pass the reading/writing, and listening/speaking components separately in order to pass the course as a whole. Reading/writing components will add up to 50% of the final marks, as will listening/speaking components. This is to ensure that students have a balanced range of English language skills to succeed in their higher education studies.	Hurdle	S/UN

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)