



Course Outline (Higher Education)

School:	School of Education
Course Title:	ADVANCED UNDERSTANDING OF WESTERN ACADEMIC CULTURE
Course ID:	ISEAP2104
Credit Points:	15.00
Prerequisite(s):	(Status as a Non-English Speaking Background (NESB) Fee-paying student and meeting the requirement of a minimum IELTS overall score of 6.5 or its equivalent with some bands less than 6.0.)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	091501

Description of the Course:

The purpose of this course is to assist students to understand the linguistic and academic conventions needed to produce academic work relevant to Australian higher education courses at both undergraduate and postgraduate level. It does this by extending students' understanding of the linguistic and cultural factors that underlie academic English discourse, specifically through an examination of a range of academic discourses in a variety of academic disciplines. This course provides extended practice in the application of knowledge and skills using authentic higher education texts. The focus of this course is on analysis and production of academic texts, argument evaluation, independent research, and experience in lecture and tutorial environments.

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	■	✓	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
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: Understand an author's purpose and intended audience in a straightforward general or academic text
- K2.** Listening: Understand scripted speech delivered quickly, if the accent is familiar.
- K3.** Speaking: Speculate about causes when discussing a general or basic academic topic.
- K4.** Writing: Use statistical data to support ideas in an academic text.

Skills:

- S1.** Reading: Distinguish supporting details from the main points in a text.
- S2.** Listening: Follow a natural group discussion on a general or basic academic topic.
- S3.** Speaking: Elaborate on a point and respond to clearly expressed questions about a presentation or discussion.
- S4.** Writing: Compare information and ideas from different sources in an academic text.

Application of knowledge and skills:

- A1.** Reading: Critically evaluate quality of sources and the effectiveness of a simple descriptive essay.
- A2.** Listening: Understand detailed spoken instructions well enough to be able to follow them without making critical mistakes.
- A3.** Speaking: Give a presentation or lead a discussion that summarises information from several academic texts.
- A4.** Write a structured academic text, clearly signalling main points and supporting details.

Course Content:

The following content will be covered:

Linguistic and academic conventions of Western and non-Western academic cultures; reading from relevant academic texts; research using library databases and other academic tools; referencing; listening and note-taking; peer work; presentations; writing conventions; academic and discipline-specific discourse and vocabulary.

Values:

- V1.** Appreciation of the differences between academic cultures and how this impacts on student learning and the importance of developing critical thinking, independent learning skills and English language proficiency.

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, K3, S1, A1	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.	K3, S3, S4	AT2, AT3
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.	S3, A3	AT2
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.	K1, K2, K3, S1, S3, S4, A1 A3, A4	AT1, AT2. AT3. AT4
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 in response to academic and unfamiliar spoken English conversations, interviews or lectures.	Listening comprehension test	20 - 30%
K3, S3, A3	Planned oral presentation on a topic that is researched for the writing task followed by audience generated discussion questions.	Oral Presentation and discussion	20 - 30%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, A1	Reading comprehension task(s) using academic or unfamiliar texts.	Reading comprehension test	20 - 30%
K4, S4, A4	Conduct research on topic as guided by the teacher. Research and assemble information into report, essay or poster format following academic conventions.	Essay, report or academic 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](#)