

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	INTRODUCTION TO WESTERN ACADEMIC CULTURE
<b>Course ID:</b>	HENAE1001
<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 5.5 or its equivalent with no band less than 5.0.)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	091501

## Description of the Course:

This course continues to develop students' language skills for entry into an Australian Higher Education environment. Students focus on reading and writing skills that include understanding and producing simple academic texts, and recognizing basic academic written structures. Students will also develop their listening and speaking skills in order to participate in a range of simple academic communicative contexts.

**Grade Scheme:** Ungraded (S, UN)

**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	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
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/>.

### Knowledge:

- K1.** Reading: Can generally understand straightforward factual texts on familiar topics.
- K2.** Listening: Follow the sequence of events in a short, simple academic presentation or narrative. Can follow the main points in a basic academic audio recording, if provided with written supporting material.
- K3.** Speaking: Give an extended description of a prepared academic topic.
- K4.** Writing: Use common discourse markers to show order of importance.

### Skills:

- S1.** Reading: Recognise the writer's point of view in a simple academic text, if guided by questions.
- S2.** Listening: Generally identify the topic of a prepared academic discussion around them when conducted slowly and clearly.
- S3.** Speaking: Explain key information and answer basic questions about information presented in graphs and charts.
- S4.** Writing: Express a personal opinion in a simple academic text.

### Application of knowledge and skills:

- A1.** Reading: Scan a simple academic text to find specific information.
- A2.** Listening: Infer opinions in a simple presentation or lecture, if guided by questions.
- A3.** Speaking: Contribute to and ask basic questions in a simple academic discussion.
- A4.** Writing: Write the concluding sentence or sentences of a basic paragraph, given a model.

### 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.	K3, S1, S4, A1, A3	AT2, 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	AT3, AT4
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.	N/A	N/A
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.	K3, K4, S3	AT2, 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:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S2, A2	Listening tasks, related to the comprehension of academic discussions and interviews.	Listening comprehension test	S/UN
K3, S3, A3	Spoken Presentation on a topic that is researched for the writing task.	Oral Presentation	S/UN
K1, S1, A1	Reading task(s) related to the comprehension of academic texts.	Reading comprehension test	S/UN
K4, S4, A4	Writing task(s) related to the production of academic texts.	Essay, report or poster	S/UN

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

