

Unit Specification

Academic English

Unit Summary

A particular emphasis is placed on the way language is used to construct identity. The purpose of this study is to examine how other languages influenced the development of English and how English developed outside the British Isles. Students compose their own works of literature. One is based on previously unseen source texts connected to a single topic, and the other is based on them being assigned a genre and then choosing their own audience, purpose, and context. Conduct independent research on a topic of your choosing.

This unit introduces students to the ways in which language is used in a variety of different contexts. Students will investigate how production and reception contexts influence language choices in spoken and written language.

This unit introduces students to the variety and evolution of the English language, with an emphasis on English in a global context and the language's role as an international language. Students will demonstrate their writing abilities through the creation of texts for a variety of genres, audiences, purposes, and contexts. Students will be able to hone their research skills. They will build on their prior knowledge of language frameworks and key language concepts acquired in Units 1, 2, and 3.

Students who successfully complete this course will be able to:

**Learning
Outcomes**

LO 1 - SPEAKING	
1.1 Discussions	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.
1.2 Response	Consider complex information and give a relevant, cogent response in appropriate language
1.3 Presenting	Present information and ideas clearly and persuasively to others
1.4 Contributions	Adapt contributions to suit audience, purpose and situation Make significant contributions to discussions, taking a range of roles and helping to move discussion forward
LO 2 - READING	
2.1 Reading and comparing contents	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.
2.2 Utilising relevant information 2.3 Identification and purposes	Select and use different types of texts to obtain and utilize relevant information Read and summaries, succinctly, information/ideas from different sources Identify the purposes of texts and comment on how meaning is conveyed
2.4 Detecting the point of view	Detect point of view, implicit meaning and/or bias Analyze texts in relation to audience needs and consider suitable responses, In three or more texts.
LO 3 - WRITTEN	
3.1 Basic Documentation	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Teaching & Delivery

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Assessment

The following assessment strategies may be adopted to achieve the learning outcomes

Speaking Reading Writing

Speaking (25%)

Brief:

Learners must complete the following two activities.

- 1 A discussion or
- 2 A presentation on a given topic

Reading (25%)

Brief:

Three texts based on a single context. The three texts will comprise:

- one narrative text, e.g. a newspaper article
- one informative text, e.g. a letter
- A problem solving exercise, e.g. drawing on three adverts from different sources. Learners will answer all questions on each text

Writing (50%)

Brief:

Write an essay on a given topic clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation..

Learning Resources

Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Jay Maurer, (2006), *Focus on Grammar 5 – An Integrated Skills Approach*, 3rd Edition, White plains, Longman.

Jan Frodesen, Janet Eyring, Grammar Dimension 4, 4th Edition, Thomson Heinle.

Scott Thornbury (2004), Natural Grammar – The Keywords of English and How They Work, Oxford University Press.

Betty Schramper Azar (2003), Fundamentals of English Grammar, 3rd Edition, International Edition, Pearson Longman.

Michael Swan & Catherine Walter (2004), How English Works: A Grammar Practice Book With Answers, Oxford University Press.

Michael Swan (2007), Practical English Usage, 3rd Edition, Oxford University Press.

David H. Deterding & Gloria R. Poedjosoedarmo (2001), The Grammar of English: Morphology and Syntax for English Teachers in Southeast Asia, Prentice Hall.

Other references

Related Magazines, Internet Sites, Newspapers, Video, Movies, and Others.

Tidd, J., & Bessant, J. (2011). *Managing Innovation: Integrating Technological, Market and Organizational Change*. Chichester: John Wiley & Sons.
