

Academic Literacies in English

Course code 003	ECTS Units 10	Workload (hours) 250	Level of course
Year of Studies	Semester	Type	Teaching methods Lectures & Seminars
Hours/ week 3	Hours/semester 39	Prerequisites none	Language of instruction English

Instructors

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Objectives

The module is specifically designed to facilitate and equip the students with a sound understanding of the requirements, expectations and standards of their discipline. They will be required to work in subject-specific groups, and additional emphasis will be laid on the specific texts and genres they will have to understand in order to participate actively and successfully in discipline-based study. They will practise searching and selecting acceptable source materials, integrating them into structures of argumentation, exposition and discussion utilizing the norms of citation in line with the requirements of their discipline. Throughout the module, they will also practise discussing and debating topics arising from their course materials. This course emphasizes collaborative work as a means of developing important academic abilities including critical thinking.

The goal of this module is to help students become more autonomous and self-assured learners who are prepared to meet challenges posed by their undergraduate studies. They will learn a variety of academic, linguistic, and study skills centered around different domains of the undergraduate program. They will learn the skills necessary to utilize their reading materials in an optimal way and to effectively deliver this information to potential readers. They will also be taught the skills required to take notes during a lecture or class and then incorporate these notes into their written and oral work. They will concentrate on developing the abilities required for communicating confidently and successfully in both small groups and more formal circumstances, such as giving a presentation alone and in groups.

Learning outcomes

By the end of the course the students are expected to:

- a) Compose an academic essay that is well-structured and argues its points coherently based on secondary sources.
- b) Utilize suitable academic conventions connected to a specific discipline while composing a text
- c) Summarise an academic text
- d) Establish critical and effective reading skills
- e) Develop a firm understanding of various written sources
- f) Develop the skills of effective listening so that they can take notes and understand course lectures
- g) Conduct research, plan and deliver oral presentations

- h) Actively engage in module seminars
- i) Start gradually increasing their knowledge of vocabulary that is specific to their area of study
- j) Develop word-processing skills
- k) Use the internet as a source of information
- l) Familiarize themselves with the University of Thessaly academic databases, as well as other resources including the University's E-class
- m) Function as an autonomous learner

Content

- Develop discipline-specific knowledge through analyzing and interacting with complex academic texts.
- Identify and make use of pertinent information from academic source texts and integrate it into academic assignments
- Familiarity with the linguistic conventions of academic writing including vocabulary, academic style, grammar and the structure of sentences and paragraphs
- Learn about the stages of the writing process including brainstorming, planning, drafting and editing
- Reading strategies and comprehension skills: navigating texts, obtaining the gist and identifying key points
- Paraphrase, summarize and synthesize information taken from different sources
- Follow citation and referencing conventions
- Develop an understanding of a spoken text using pre-, during and post-listening techniques
- Orally summarise the essential points of a spoken text
- Contribute to small and large group discussions by being an active, reflective and critical participant
- Be able to deliver effective and convincing oral presentations
- Engage in self-reflection and decision-making regarding their learning
- Create their argument by synthesizing and critically assessing materials taken from different sources while writing in genres typical in the Humanities and especially the department of Special Education by demonstrating clarity and appropriateness in their writing
- Comprehend academic lectures in their field and provide critical comments
- Respond critically and meaningfully to group discussions and deliver presentations in their disciplinary field using clear and appropriate English
- Develop discipline-related knowledge through the close study and interpretation of academic texts

Assessment

Students are required to maintain a high attendance rate together with completing the course's assignments and assessments to a satisfactory level (50% and above). A variety of evaluation approaches will be used including the production of a researched essay on a topic related to the

students' field of study accompanied by an oral presentation. More specifically the module's evaluation will consist of both formative and summative forms of assessment.

- Formative assessment
- Essay outline and selection of reliable and relevant sources
- Essay draft
- Participation in one-to-one or group tutorials
- Reflective journal (diaries)
- Listening to academic lectures
- Summative assessment
- Class participation (10%)
- Final essay (60%)
- PowerPoint Presentation on their researched essay (20%)
- Listening exam (10%)

Recommended bibliography

Bailey, J., 2015. *Academic Writing: A Handbook for International Students*. Abingdon: Routledge.

Bell, D., 2008. *Passport to Academic Presentations*. Reading: Garnet Education.

Bell, J. and Walters., 2014. *Doing Your Research Project: A Guide for First-Time Researchers*. Maidenhead: McGraw Hill Open University Press.

Cottrell, S., 2011. *Critical Thinking Skills: Developing Effective Analysis and Argument*. Basingstoke: Palgrave Macmillan.

Godfrey, J., 2013a. *How to Use Your Reading in Your Essays*. Basingstoke: Palgrave Macmillan.

Oshima, A. and Hogue, A., 2006. *Writing Academic English*. New York: Pearson Education.

Pakenham, k., McEntire, J. and Williams, J., 2013. *Making Connections Level 3 Student's book: Skills and strategies for Academic Reading*. Cambridge: Cambridge University Press.

Sowton, C., 2014. *Unlock Level 4 Reading and Writing Skills: Student's Book and Online Workbook (Cambridge Discovery Education Skills)*. Cambridge: Cambridge University Press.

Thaine, C., 2012. *Cambridge Academic English Intermediate Student's book: An integrated skills Course for EAP*. Cambridge: Cambridge University Press.

Van Emden, J. and L Becker, I., 2010. *Presentation Skills for Students*. Basingstoke: Palgrave Macmillan.