COURSE INFORMATION

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| School/Faculty: | FSSK UTMKL | Page: | 1 of 5 | |
| Program name: | All Diploma Courses | | | |
| Course code: | UHLB 1042 | Academic Session/Semester: | | 2020-2021/2 |
| Course name: | Intermediate Academic English | Pre/co requisite (course name  and code, if applicable): | | Introductory  Academic English, UHLB 1032 |
| Credit hours: | 2 |

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| Course synopsis | This course reinforces and enhances the development of students' receptive and productive skills relevant to academic contexts. The skills are integrated in various task-based activities. These include reading academic texts critically for specific information, listening for main ideas and specific information, writing an argumentative essay and a short report based on non-linear texts and participating in group discussions. In addition, the course fosters independent learning activities facilitated by online resources. At the end of the course, students should be able to  incorporate relevant skill s learned to perform tasI‹s in academic contexts. | | | |
| **Course coordinator (if** applicable) | Pn. Nurfarah Athirah Binti Abdullah Sidek | | | |
| Course lecturer(s) | Name | Office | Contact no. | E-mail |
|  |  |  |  |
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Mapping of the Course Learning Outcomes (CLO) to the Programme Learning Outcomes (PLO), Teaching & Learning (T&L) methods and Assessment methods:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | CLO | PLO  (Code) | \*Taxonomies and  \*\*generic skills | T&L methods | **\*\*\*Assessment**  methods |
| CLO1 | Analyse academic texts critically. | PLO5 (CS) | CS1 | Lecture, Active learning | F (40%)  MyLinE(2.5%) |
| CLO2 | Write a short report based onnon-  linear texts and an argumentative essay. | PLO5  (CS) | CS1 | Lecture, Active  learning | F(10%), Asg (15%)  MyLinE(2.5%) |
| CLO3 | Restate relevant information from a  variety of intermediate level listening texts. | PLO5  (CS) | CS3 | Lecture, Active  learning | T (10%)  MyLinE(2.5%) |
| CLO4 | Discuss issues orally in small groups. | PLO5  (CS) | CS6 | Lecture, Active  learning | T (15%)  MyLinE(2.5%) |

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| Prepared by: |  | Certified by: Name: Signature:  Date: | Zaiton Binti Ismail  Zaiton  25 November 2020 |
| Name: | Nurfarah Athirah Binti Abdullah Sidek |
| Signature:  Date: | Athirahabdullah  25 November 2020 |

*UTM CIDU.CI.V2.2018*

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Refer s Taxonomies of Learning and \*\*UTM’s Graduate Attributes, where applicable for measurement of outcomes achievement

’\*\*T — Test; Q — Quiz; HW - Homework; Asg — Assignment; PR — Project; Pr — Presentation; F — Final Exam etc.

Details on Innovative T&L practices:

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| --- | --- | --- | --- |
| No. | Type | | **Implementation** |
| 1. | Active learning | | Brainstorm, Buzz, Think-Pair Share, Round Robin, Jigsaw, Problem Solving, Non-Linear text analysis, Lend me your ears |
| 2. | Assignment | | Take home assignments to be completed over a duration of time given |
| Weekly Schedule: | | | |
| Week 1 | | Introduction to course   * Overview of course content, mode of implementation and assessment Input on Critical Reading Skills - Understanding Argumentative Texts * Textual structures of argumentative texts * Language expressions in argumentative texts | |
| Week 2 | | Input on Listening   * Listening for main ideas and supporting ideas * Taking notes of relevant information * Recalling information * Paraphrasing key points | |
| Week 3 | | Input on Writing an Argumentative Essay   * Input on Argumentative Essay   + Features of argumentative essay   + Structures of argumentative essay   *o* Sample argumentative essay  Listening Test | |
| Week 4 | | Input on Critical Reading Skills - Understanding Argumentative Texts   * Recognising organizational structures of argumentative texts * Identifying aims, purpose and perspective in texts * Identifying stance of authors | |
| Week 5 | | Input on Writing an Argumentative Essay   * Finding suitable topics * Taking a stand by agreeing or disagreeing * Justifying opinion/stand by providing relevant support * Preparing an outline   Essay Outline Test | |
| Week 6 | | Input on Writing an Argumentative Essay   1. Brainstorming, generating and organising ideas 2. Structuring the argumentative essay  * Writing the introductory paragraph and thesis statement * Developing the body paragraphs * Writing the conclusion * Linking ideas coherently using appropriate markers | |

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| Week 7 | Input on Speaking - Group Discussion   1. Giving opinions on an issue 2. Expressing agreement and disagreement on the issue 3. Providing relevant justification |
| **Week 8** | **Mid-Semester Break** |
| Week 9 | Input on Speaking - Group Discussion   1. Fulfilling a task in a group discussion 2. Interrupting a discussion and acknowledging someone in a discussion. Asking for clarification |
| Week 10 | Input on Reading Skills - Understanding Texts with Visuals   * Recalling information * Organising information through various note-making techniques * Comprehending information from texts with visuaIs• Making inferences |
| Week 11 | Input on Writing a Report based on Non-linear Texts   * Understanding the different types of non-linear texts * Interpreting information presented in non-linear texts * Writing an introductory paragraph * Writing the analysis of data * Writing a conclusion Argumentative Essay |
| Week 12 | Input on Speaking - Group Discussion   * Summarising and building on what other speakers say * Managing a group discussion |
| Week 13 | Group Discussion |
| Week 14 | Group Discussion |
| Week 15 | Revision |

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# Transferable skills (generic skills learned in course of study which can be useful and utilised in other settings):

Written and Oral Communication Skills

Student learning time (SLT) details:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Distribution of Student Learning Time (SLT) by CLO | Teaching and Learning Activities | | | | | | SLT |
| Guided Learning  (Face to Face)  L: Lecture, T: Tutorial,  P: Practical, O: Others | | | | Guided Learning  (Non-Face to Face) | Independent Learning  (Non-Face to Face) |
| CLO | L | T | P | O |  |  |  |
| CLO1 | 8h |  |  | 2h | 2h | 4h | 16h |
| CLO2 | 9h |  |  | 4h | 6h | 3h | 22h |
| CLO3 | 4h |  |  | 4h |  | 4h | 12h |
| CLO4 | 6h |  |  | 4h | 8h | 4h | 22h |
| **TOTAL (HOURS)** | **27h** |  |  | **14h** | **16h** | **15h** | **72h** |

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| NO. | Continuous Assessment | PLO (Code)  **Engineering** | PLO (Code)  **Non-Engineering** | Percentage | SLT |
| 1. | Listening Test | PLO10 (CS) | PLO5 (CS) | 10 | 1h |
| 2. | Writing Assignment | PLO10 (CS) | PLO5 (CS) | 15 | As in CLO2 (6h) |
| 3. | Group Discussion | PLO10 (CS) | PLO5 (CS) | 15 | 5h |
|  |  |  |  |  |  |
|  | Final Assessment | PLO (Code) | PLO (Code) | Percentage | SLT |
| 1. | Final Examination | PLO10 (CS) | PLO5 (CS) | 60 | 2h |
| **TOTAL SLT** | |  |  | **100** | **80** |

# h: hours, m: minutes

Special requirement to deliver the course (e.g: software, nursery, computer lab, simulation room):

# Learning resources:

Text book (if applicable)

Ramlan, R. et. al. (2018) Intermediate Academic English. UTM Teaching Module

**Main references**

Ward, Colin S. & Gramer, Margot F. (2015). *Q. Skills f or Success Reading and Writing,* NY, USA: Oxford University Press

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Wegmann, B. & Knezevic. M. *(2014).Mosaic Reading* 1, 6th ed. NY, USA : McGraw Hill Education

Engelhardt, D. (2013) *Practice Makes Perfect Advanced English Reading and Comprehension,* McGraw-Hill-Education- Europe

Additional references

Cottrell, S. (2017) *Critical Thinking Skills : Effective Analysis, Argument and* RefIection,PaIgrave MacMillan Wood, N.V &MiIIer, J.S. (2016) *Perspectives on Argument,* Pearson Education

Craven, M.& Sherman, K.D. (2015). *Q: Skills f or Success Listening and Speaking,* NY, USA: Oxford University Press.

**Online**

[http://eIearning.utm.my MyLine.utm.my](http://eIearning.utm.myMyLine.utm.my/)

Academic honesty and **plagiarism:** *(Below is just a sampleJ*

Assignments are individual tasks and NOT group activities (UNLESS EXPLICITLY INDICATED AS GROUP ACTIVITIES) Copying of work (texts, simulation results etc.) from other students/groups or from other sources is not allowed. Brief quotations are allowed and then only if indicated as such. Existing texts should be reformulated with your own words used to explain what you have read. It is not acceptable to retype existing texts and just acknowledge the source as a reference. Be warned: students who submit copied work will obtain a mark of zero for the assignment and disciplinary steps may be taken by the Faculty. It is also unacceptable to do somebody else’s work, to lend your work to them or to make your work available to them to copy.

## Other additional information (Course policy, any specific instruction etc.):

Nil

**Disclaimer:**

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