


9/11/2023



**Table 4:** Summary of Course Information

1	Course Name:	ACADEMIC ENGLISH																																																																																																																																																																																										
	Course Code:	BJEL1723																																																																																																																																																																																										
	Course Classification:	Compulsory																																																																																																																																																																																										
2	Synopsis:	This course will expose students to the essential communication skills, as well as a appropriate vocabulary and grammar to enhance their language proficiency and enable them to cope with their studies in English at tertiary level. (CEFR B2)																																																																																																																																																																																										
3	Name(s) of Academic Staff:	<div style="border: 1px solid black; padding: 2px;">1 Cheng Wei Fong</div> <div style="border: 1px solid black; padding: 2px;">2</div> <div style="border: 1px solid black; padding: 2px;">3</div>																																																																																																																																																																																										
4	Semester and Year offered:	Year Offered	1	Semester	2	Remarks: The year and semester offered vary as this course is offered to multiple programmes.																																																																																																																																																																																						
5	Credit Value:	3																																																																																																																																																																																										
6	Pre-requisite/ co-requisite (if any):	NIL																																																																																																																																																																																										
7	Course Learning Outcomes (CLO)	<div style="display: flex;"> <div style="width: 10%; text-align: center; vertical-align: middle;">  </div> <table border="1" style="width: 90%; border-collapse: collapse;"> <tr> <td style="width: 10%;">CLO1</td> <td>Participate effectively in class discussions using stimulus given. (A2, PLO5)</td> </tr> <tr> <td>CLO2</td> <td>Explain the use of grammar components in various texts. (A3, PLO5)</td> </tr> <tr> <td>CLO3</td> <td>Prepare a writing portfolio using the writing process approach. (A4, PLO5)</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> </div>													CLO1	Participate effectively in class discussions using stimulus given. (A2, PLO5)	CLO2	Explain the use of grammar components in various texts. (A3, PLO5)	CLO3	Prepare a writing portfolio using the writing process approach. (A4, PLO5)																																																																																																																																																																								
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<p>Indicate the primary causal link between the CLO and PLO by ticking 'v' in the appropriate box.</p> <p><b>C1</b> = Knowledge &amp; Understanding, <b>C2</b> = Cognitive Skills, <b>C3A</b> = Practical Skills, <b>C3B</b> = Interpersonal Skills, <b>C3C</b> = Communication Skills, <b>C3D</b> = Digital Skills, <b>C3E</b> = Numeracy Skills, <b>C3F</b> = Leadership, Autonomy &amp; Responsibility, <b>C4A</b> = Personal Skills, <b>C4B</b> = Entrepreneurial Skills, <b>C5</b> = Ethics &amp; Professionalism</p>																																																																																																																																																																																												
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		Open-ended response (if any)																																																																																																																																																																																										
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1	<b>Listening Skills</b>  - Listening for contrasting ideas - Listening for examples - Listening for reasons and explanations - Listening for cause and effect - Recognising speaker's attitude, bias, view or intention - Recognising facts and opinions - Making predictions - Making inferences and drawing conclusions - Note completion - Table and Diagram completion - Summarising - Listening for specific information in news report - Listen to understand context in a news report - Summarising information from articles - Identifying adverbs in articles	CLO1	0	6	0	0	0	0	0	0	14	
2	<b>Speaking Skills</b>  - Speaking with confidence and without unnecessary hesitation - Knowledge of discourse, cohesion and coherence and text types - Using language appropriate for the intended purpose and audience - Using grammatical correct language in report - Using correct pronunciation, stress and intonation for a news report - Using varied sentence structures for a news report - Using passive and active sentences in a news report - Using appropriate verbal phrases for a group discussion. (participial phrase) - Using persuasive devices in a group discussion. (flattery, hyperbole, imperative command, rhetorical question)	CLO1	0	6	0	0	0	0	0	0	16	
3	<b>Writing Skills</b> - Discursive Writing - Argumentative Essay - Persuasive language in Writing - Proofreading essays or articles - Using cohesive devices in email writing - Organising and developing ideas for email writing - Apply appropriate English expressions in formal emails and letters - Using reported speech in writing minutes of meeting. - Choosing appropriate reported verb and tense in writing minutes of meeting - Using appropriate verbal phrases in writing minutes of meeting (gerund phrase) - Gathering information for minutes of meeting - Introducing reflective writing (Analytical practice where the writer describes an event/scene/thought and adds a personal reflection on its meaning)	CLO3	0	12	0	0	0	0	0	0	34	
4	<b>Grammar</b> - Prepositions - Adjectives - Adverbs - Transition markers - Direct & Indirect speech - Sentence Structures	CLO2	0	2	0	0	0	0	0	0	6	
5	<b>Reading and Vocabulary Skills</b> - Identifying details and examples to support an argument - Identifying the purpose of a paragraph or text - Interpreting text for author's, intention, attitudes and style - Deducing meaning from context	CLO2	0	2	0	0	0	0	0	0	3	
SUB-TOTAL SLT:												10
Continous Assessment		%	Face-to-Face (F2F)				NF2F Independent Learning for Assessment (Asynchronous)					
			Physical		Online/ Technology-mediated (Synchronous)							
1	Speaking Assessment	30	0.5		0		5					
2	Grammar Project	30	0.5		0		5					
3	Writing Portfolio	40	0.5		0		8.5					
4												
5												
SUB-TOTAL SLT:												2
			Face-to-Face (F2F)				NF2F					

Final Assessment		%	Physical	Online/ Technology-mediated (Synchronous)	Independent Learning for Assessment (Asynchronous)
1	Nil				
2					
3					
4					
5					
<b>SUB-TOTAL SLT:</b>					<b>0</b>
SLT for Assessment:					20
<b>GRAND TOTAL SLT:</b>					<b>121</b>
<b>A</b>	% SLT for F2F Physical Component: $\frac{[Total\ F2F\ Physical]}{[Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning]} \times 100$				24.38
<b>B</b>	% SLT for Online & Independent Learning Component: $\frac{[Total\ F2F\ Online + Total\ Independent\ Learning]}{[Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning]} \times 100$				75.62
<b>C</b>	% SLT for All Practical Component: $\frac{[%\ F2F\ Physical\ Practical + \% \ F2F\ Online\ Practical]}{[%\ F2F\ Physical\ Practical + \% \ F2F\ Online\ Practical]} \times 100$				0.00
<b>C1</b>	% SLT for F2F Physical Practical Component: $\frac{[Total\ F2F\ Physical\ Practical]}{[Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning]} \times 100$				0.00
<b>C2</b>	% SLT for F2F Online Practical Component: $\frac{[Total\ F2F\ Online\ Practical]}{[Total\ F2F\ Physical + Total\ F2F\ Online + Total\ Independent\ Learning]} \times 100$				0.00

Please tick (v) if this course is **Industrial Training/ Clinical Placement/ Practicum** using 50% of Effective Learning Time (ELT)

Note:

\* Indicate the CLO based on the CLO's numbering in Item 8

\*\* For ODL programme: Courses with mandatory practical requirements imposed by the programme standards or any related standards can be exempted from complying to the minimum 80% ODL delivery rule in the SLT.

11	Identify special requirement or resources to deliver the course (e.g., software, nursery, computer lab, simulation room etc)	NIL
12	References (include required and further readings, and should be the most current)	1. Barker, A., (2019), <i>Improve Your Communication Skills</i> , (5th ed.), Kogan Page, London. 2. Langan, J., (2023), <i>College Writing Skills with Readings</i> , (11th ed.), McGraw-Hill, New York. 3. Stephenson, H., Dummett, P. & Hughes, J., (2019), <i>Life: Intermediate</i> , (2nd ed.), Cengage Learning, Singapore. 4. Theobald, T., (2019), <i>Develop your Presentation Skills</i> , (4th ed.), Kogan Page, London. 5. Hendra, LA., Ibbotson, M., O'Dell, K., Flores, CC., Lewis, M., Barksdale, JL., Farmer, J., Paramour, A., (2020), <i>Evolve Level 5 Full Contact</i> , Cambridge University Press, Cambridge.
13	Other additional information (if applicable)	N/A

Note: Number of PLO indicated is purely for illustration purposes only and the number is subjected to the curriculum design.