


MODULE SYLLABUS

ACADEMIC ENGLISH SKILLS

MODULE CODE	CCS1090d
MODULE TITLE	Academic English Skills
PROGRAMME	BSc (Hons) in Computer Science
DEPARTMENT	Computer Science
CREDITS	10
STAGE OF STUDY	1
SEMESTER/SESSION	Autumn 2021
RE-ASSESSABLE	Yes
COMPENSATABLE	Yes
LOCATION	Thessaloniki
STAFF	Dr Vicky Papachristou
E-MAIL	vpapachristou@york.citycollege.eu
STAFF OFFICE	Leontos Sofou (5 th floor)
ACCREDITATION	The programme is accredited by the British Computer Society (BSC) 

DESCRIPTION
<p>This module instructs students in all aspects of academic communication including writing, reading, speaking and listening as well as offering opportunities for vocabulary enrichment and lexical and structural improvement specific to academic communication. The module also provides space for students to consider how technology is used in the academic communication process. Using a variety of different teaching and learning methods students will be given the opportunity to practice and improve their overall use of academic English so that by the end of the module they are proficient in the specifics of academic discourse appropriate to their field of study. This module acts as a support mechanism to the linguistic demands expected of students in their core subjects i.e. Computer Science. The module seeks to improve overall language use through contemporary issues that relate to the role of the individual in contemporary society, as well as those pertinent to the student's own field of study.</p>

AIMS
<p>This module aims to:</p> <p>A1 Introduce students to all aspects of academic communication, both productive (written, oral) and receptive (listening, reading);</p> <p>A2 Encourage students towards improvement and proficiency in the use of lexical and structural elements of academic communication;</p> <p>A3 Facilitate student understanding and use of the genre specific features of academic communication in their chosen field of study.</p>

LEARNING OUTCOMES		
By the end of the module, a student will be able to:		Link to aims
LO1	Write a well-structured and researched academic paper in a widely accepted format using the latest technological innovations.	A1
LO2	Find their own position and voice within the acceptable discourse of their chosen academic subject.	A3
LO3	Deal efficiently and effectively with a wide range of academic reading texts and academic listening situations.	A2
LO4	Conduct an oral presentation with an awareness both of audience, methods of presenting a convincing spoken argument and familiarity with appropriate presentation tools.	A1, A3
LO5	Demonstrate a general improvement in the level of written and spoken academic English and use of appropriate structure and lexis.	A2

HOW DOES THIS MODULE FIT INTO THE CURRICULUM?
This module aims at helping students improve their receptive and productive skills in the English language as well as enhance 21 st century skills (e.g. communication, cooperation, problem-solving) which are necessary for the completion of tasks during their studies. Also, this module offers a range of practical tasks and official assignments which train students on how to write and speak English at an academic level and how to conduct research in their field, all of which are essential and contribute to performing successfully to further academic tasks during their studies.

TEACHING & LEARNING METHODS	Total Contact Hours:	42
The following teaching & learning methods will be employed:		
Direct teaching, critical close reading, open debate, audio-visual presentation, pair and group in-class writing activities, computer sessions, data-base searches and group workshops.		

ASSESSMENT METHODS				
Type #	Students will be assessed by:	Submission Week	% Contribution	LOs Assessed
C1	Presentation: In-class presentation (Pair)	W8	40%	LO2, LO4, LO5
C2	Essay	W13	60%	LO1, LO2, LO3, LO5
For the successful completion of the module, ALL assessment components must be submitted.				

FEEDBACK PROVISION
The following methods will be used to provide feedback to students:
<ul style="list-style-type: none"> Formative feedback will be provided during the lectures and revision classes in the form of examples, hints, explanation of the correct answer, open discussions, peer feedback, etc. Summative feedback will be provided in written form through Turnitin and orally during individual meetings with the students offering further clarifications/suggestions/comments.
The feedback handbook found at https://goo.gl/Zy2roA aims to give you a better understanding of feedback; what it is for and how to use it.

ACCESS TO MODULE MATERIAL (Notes, handouts, announcements etc.)
All material used in this module's classes are available in electronic form through Google Classroom with class code meaj6ng

LIST OF REFERENCES / RECOMMENDED READING
[1] M. R. Colonna and J. E. Gilbert, <i>Strategies for success in Academic writing</i> . Oxford: Oxford University Press, 2006.
[2] B. Greetham, <i>How to write better essays</i> . New York: Palgrave, 2001.
[3] R. Weissberg and S. Buker, <i>Writing up research: experimental research report writing for students of English</i> . New Jersey: Prentice-Hall, 1990.

OUTLINE	
WEEK/ SESSION	
#1	Session One: Introduction to Academic English <ul style="list-style-type: none"> What is academic English? Outline of the module (Introduction to syllabus, assessment workload map, Google classroom, materials, etc.) Introduction to the process of drafting/outlining/writing Session Two: Introduction to Academic Writing and concept of referencing <ul style="list-style-type: none"> How does plagiarism work across the disciplines Introduction to referencing (Part I)
#2	Session one: Introduction to the concept of referencing <ul style="list-style-type: none"> Introduction to referencing (Part II) Identifying examples of plagiarism

	<ul style="list-style-type: none"> Practicing paraphrasing
	Session two: Avoiding plagiarism <ul style="list-style-type: none"> Avoiding plagiarism in written and oral work: paraphrasing & direct quotation Incorporating sources
#3	Session one: Computer Lab - Identifying sources for projects <ul style="list-style-type: none"> Identifying sources for assignments – academic database search Assessing the quality of e-sources: using the web appropriately Further practice on citation and the creation of the list of references Session two: Audio-visual in-class task 1 <ul style="list-style-type: none"> TED Talk 1: Mark Raibert – Meet Spot, the robot dog that can run, hop, https://www.ted.com/playlists/560/pets_of_the_future Listening comprehension practice Discussion based on TED Talk 1 “Introduction to ICT systems”
#4	Session one: <ul style="list-style-type: none"> Developing critical thinking “ICT in the workplace” Session two: <ul style="list-style-type: none"> TED Talk: why videos go viral?
#5	Session one: In class Presentation ASSIGNED & Introduction to Presentation - Part 1 <ul style="list-style-type: none"> Introduction to Assignment I – Exploring the topic Types of oral presentations/talks Purpose of delivering an oral presentation Different ways of giving presentations: Styles and Trends Discussing evaluation criteria (two categories of criteria: organization and content, and delivery) Discussing the organization and content of a successful oral presentation Session two: Introduction to Presentation - Part 2 <ul style="list-style-type: none"> Oral presentation delivery: do’s and don’ts Managing “stage fright”
#6	Consolidation Week
#7	Session one: Computer Lab Session <ul style="list-style-type: none"> Preparatory Workshop on In-class Presentations Session two: Audio-visual in-class task 2 <ul style="list-style-type: none"> TED Talk 2: Joy Buolamwini – How I’m fighting bias in algorithms https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms Discussion based on TED Talk 2 Listening skills (locating key information) Writing skills (taking notes, summarizing, topic sentences etc.) Speaking skills (expressing opinion, reflecting etc.) Reading skills (additional reading) “Computing and ethics”
#8	Session one: In-class Presentations Session two: In-class Presentations
#9	Session one: In-class Presentations Session two: Introduction to Assignment II: ESSAY <ul style="list-style-type: none"> Introduction to Assignment II – exploring the topic Do’s and Don’ts in Essay Writing
#10	Session one: Academic Writing <ul style="list-style-type: none"> Thesis statement How to write an introduction and a conclusion

Session two: Audio-visual in-class task 3

- TED Talk 3: Jane McGonigal – Gaming can make a better world
http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world
- Discussion based on TED Talk 3
- Listening skills (locating key information)
- Writing skills (taking notes, summarizing, topic sentences etc.)
- Speaking skills (expressing opinion, reflecting etc.)
- Reading skills (additional reading)

#11 Session one: Presentation Feedback & Academic English Practice

- Discussing strengths and common pitfalls observed in the oral presentations
- “E-commerce and e-government”

Session two: Reviewing Draft of Assignment II

- Tutor assistance on final draft of Assignment II
- “ICT in the future”

#12 Session one: Revision

EMPLOYABILITY PROFILE

This module contributes to your employability profile by enhancing the following Graduate Attributes:

