



COURSE HANDOUT (PART- II)

Date: 13 January 2021

In addition to part I (General Handout for all courses appended to the Time table) this portion gives further specific details regarding the course.

Course No : HSS F224
Course Title : *English Skills for Academics*
Instructor-in-Charge : Chintalapalli Vijayakumar

1. Course Description:

Nature and scope of English for specific academic purposes; common core academic genres: description, narration, cause-effect, problem solution, and argumentative; writing for specific purposes: paragraphs, essays, critiques, summaries and research writing; academic lexis: AWL, AFL and AVL; lexical cohesion: adverbials, collocations; publication of word lists for English for Specific Purposes (ESP): corpus-based study (through corpus analysis tools); discourse patterns: argument & counter argument, self-referencing, adverbials; language use: word, phrase, clause and text level aspects of discipline specific texts

2. Scope and Objective:

This course will enable you to process and produce texts in English in a manner appropriate to the higher educational academic contexts. In this course, we will analyze key academic genres (description, argumentation, problem-solution) to understand the macro and micro aspects of language use. In addition, we will also be producing texts that conform to the conventions of academic language use. Initially, our focus will be on university registers from social sciences and humanities and comparable non-academic registers, especially from newspapers and magazines, and their typical lexico-grammatical features. Subsequently, we will explore discipline-specific texts of your choice and produce word lists. Although spoken academic genres (academic lectures) are equally important in academic contexts, this course will focus intensively on the written language in use for reading and writing purposes.

- correct and improve their writing independently;
- create discipline specific word lists for academic purposes;
- use language corpora in their academic writing;
- analyze different academic genres;
- discover language use patterns of vocabulary and grammar in texts;
- offer constructive feedback to peers (peer-feedback)

Classroom methodology:

You will be participating in hands-on Data Driven Learning (DDL) sessions producing specific-purpose word lists and studying typical language patterns. To achieve the objectives, we will work together on some freely available technology tools as well



3. Text Book:

Liss, R., & Davis, J. (2014). *Effective Academic Writing Second Edition: 3*. Oxford: Oxford University Press.

4. Reference Books:

1. Biber, D., Conrad, S., & Leech, G. (2010). *Longman Student Grammar of Spoken and Written English*. New Delhi: Pearson Education Limited.
2. Charles, M., & Pecorari, D. (2016). *Introducing English for Academic Purposes*. New York: Routledge.
3. Chazal, E. d., & Moore, J. (2013). *Oxford EAP: A Course in English for Academic Purposes/ Advanced C1*. Oxford: OUP.
4. McCormack, J., & Slaght, J. (2009). *English for Academic Study: Extended Writing & Research Skills (American Edition)*. Reading, UK: Garnet Education.
5. Oxford University Press. (2014). *Oxford Learner's Dictionary of Academic English*. Oxford: Oxford University Press.
6. Sowton, C. (2016). *Contemporary Academic Writing: A Comprehensive Course for Students in Higher Education*. Reading: Garnet Education.
7. Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students*. Michigan ELT: Michigan University.

5. Course Plan

Module No.	Lecture Session	Learning Out comes	Reference Chap/Sec.
1 - 2	Introduction to Handout & English for Academic Purposes	Understand the nature, purposes, and scope of EAP in higher education;	Class notes RB2 – CH 7 RB3 - U1
3 - 4	Introduction to Academic Genres	Compare and Contrast & Cause-and-Effect; (non-academic & academic genres) Analyze and produce simple, complex, compound sentences	TB – U 2,3
5 - 6	General to Specific; Specific to General Texts	Definitions: Common ways to define in academic writing; extended definitions	RB - 7



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7 - 8	Theme – Rheme; Paragraph Writing	Paragraph: Understanding a paragraph (thesis statement & supporting details; Theme & Rheme)	TB – U 1 Class notes
9 - 10	Analyzing academic genres	Problem-solution and argumentative genres (academic genres in use)	TB – U 4 Class notes; RB 6 – U7 RB 7 – U 3
11 - 12	Student Production of a five paragraph essay	Write an Essay	TB – U 1 Class notes
13 - 14	Writing Summaries	Plagiarism; summarizing and paraphrasing	TB – U 5 RB 7 – U 5
15 - 16	Writing Critiques	Stating Opinions and Book reviews	RB 7 – U 6
17	Practice	-	-
18 - 19	Academic vocabulary and Word lists (introduction)	Understand language use across academic disciplines : University registers Academic Vocabulary (AWL, AVL)	Class notes RB 2 – Ch. 8 RB 6– U7
20	Practice Test: On Academic Vocabulary in Use	Use academic lexis Understand the nature and use of collocations	Assignment 1
21 - 22	Academic Vocabulary in Use	Understand form, meaning and use relations Use Dictionaries for language learning (academic reading and writing)	Class notes TB – U3 RB 2 – Ch. 8 RB 5
23 - 24	Introduction to <i>AntConc</i>	Apply Lexical Analysis Software	Class notes
25 - 26	Publication of a wordlist	Apply Lexical Analysis software (student task)	<i>AntConc tools</i> (software)
27 - 28	Discourse Conventions	Study lexical bundles in academic texts	Class notes
29 -30	Non-academic vs Academic registers	Study non-academic and academic registers Submission of Word List (Task specific) Assignment 2	Student compiled corpora
31 - 32	Introduction to BAWE	Use <i>online tools</i> to study academic language	BAWE Corpus
33	Writing Task	focus on coherence (register & genre) and cohesion (lexical) (Text analysis)	Class notes
34	Problem-solving Hands-on Concordancing	Notice the grammar and vocabulary patterns of English	Online corpus tools



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		Edit grammar and vocabulary in student examples	
35-36	Referring to literature	Investigate database in a manner similar to expert's referring to literature	Class notes
37-38	Making and countering arguments	Find the functions of linking adverbials in specific registers/disciplines (argument structures)	Class notes
39 - 40	Making and modifying claims, suggestions and proposals	Study frequency, range and dispersion	Class notes
41-42	Practice & Revision		Class notes

6. Evaluation Scheme:

Component	Duration	Weight (%)	Date & Time	Remarks
Comprehensive Examination	3 hrs.	40%	To be announced by AUGSD	Open Book
Midterm Examination	90 min	20%	"	Close Book
Assignment 1	50 min	10%	-	Close Book
Assignment 2: Publication of an academic word list	Toward the end of the third quarter of the semester	30 %	To be submitted towards the end of the third quarter of the course	Open Book / Take Home Three different constituents each graded for 10 %

7. Chamber Consultation Hour: Appointment can be sought by email:

c.vijayakumar@pilani.bits-pilani.ac.in

8. Notices: All announcements will be made during the class hours. Email intimations may also be sent.

9. Make-up Policy: Make up- subject to prior permission from the IC. No make-ups are generally possible for assignments.

10. Closed Book Test: No reference materials of any kind will be permitted inside the exam hall.

Open Book Exam: Use of any printed / written reference material (books and notebooks) and access to online/ ad-hoc corpora will be permitted inside the examination hall. However, plagiarism checks will be performed on the submitted content.

Instructor-in-charge
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