

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	School of Liberal Arts
Programme:	General Education Programme
FHEQ Level:	3
Course Title:	Fundamentals of Academic Language and Oracy
Course Code:	EAP 3275
Total Hours:	120
Timetabled Hours:	45
Guided Learning Hours:	0
Independent Learning Hours:	75
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

How do you feel about speaking up and speaking out? How closely do others listen to your views, and you to theirs? This course is founded on the belief that good spoken communication in a range of contexts is essential to individual, community and cross-cultural development and understanding. It gives students the opportunity to think, listen and talk with confidence and clarity.

A minimum grade of C- on this course and EAP 3270 Fundamentals of Research and Writing is required for students to progress to GEP 3180, Research and Writing I.

Prerequisites:

None. Placement in the course via Orientation English Placement Test

Aims and Objectives:

This course aims to empower students through the fundamentals of formal and semi-formal spoken communication as required in academic life. Its objective is to provide students with strategies for extracting key points from lectures, participating in academic conversations, surveys, interviews, seminars, debates and presentations, and for developing self-

confidence. The course uses a range of spoken resources, combined with written sources, for research purposes.

Programme Outcomes:

Ai, A2, A8, B1, B3, B10

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate understanding of key points from a variety of oral inputs given at normal speed
- Demonstrate the ability to access a range of audio sources in order to carry out research
- Demonstrate successful participation in a range of formal and semi-formal interactions, dealing effectively with problems of communication
- Demonstrate the ability to communicate effectively in formal discussions and presentations
- Demonstrate the ability to combine aural and written research for project work

Indicative Content:

- Guided note-taking from audio-visual sources
- Accessing a range of audio sources for research purposes
- Vocabulary and formal spoken grammar: learning strategies
- Active participation in group discussions
- Active participation in formally structured presentations.
- Giving effective peer feedback
- Role play and informal performance
- Oracy through social media

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and are located at <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course meets twice a week. Materials will be used which develop cross-cultural and cross linguistic awareness and sensitivity and offer students opportunities to share experiences and understandings based on their home cultures and languages. Models of a range of communicative activities will be analysed; some classroom activities will be filmed; appropriate language will be regularly studied and practised, with opportunities for supportive practice, including role play and informal performance techniques. Peer feedback will be integral to classroom learning. Opportunities for cross-campus

communication with peers, staff and faculty, and outside agencies will be provided. One session per week will take place via Blackboard Visual Learning Environment (VLE) to enable guided practice.

Indicative Text(s):

Required resources will be provided in class

- Bell, D., 2014. *Passport to academic presentations: student's book*. 2nd ed. Reading: Garnet.
- Cottrell, S., 2019. *The study skills handbook*. 5th ed. London, New York: Bloomsbury Academic.
- Long, E., 2021. An experiment in how to teach strategies for effective classroom interaction: are we getting it right? In: D. Dippold and M. Heron, eds. *Meaningful teaching interaction at the internationalised university: Moving from research to impact*. Abingdon: Routledge.
- McCarthy, M. and O'Dell, F., 2016. *Academic vocabulary in Use*. 2nd ed. Cambridge: Cambridge University Press.
- Mercer, N., 2018. *Oracy Cambridge: The power of talk*. [video online] Available at: < <https://www.youtube.com/watch?v=u9DdfTmT29E> > [Accessed 28 March 2023].
- Rundell, M and Fox, G., 2007. *MacMillan English dictionary for advanced Learners*. 2nd ed. Macmillan ELT.
- Wallwork, A., 2022. *Giving an academic presentation in English – Intermediate level*. Springer International Publishing.
- Yule, G., 2019. *Oxford practice grammar – Advanced*. Updated ed. Oxford: OUP.

Journals

The journal of the *British Association of Lecturers of English for Academic Purposes (BALEAP)*:

- Nesi, N. and Hu, G. eds. *Journal of English for academic purposes*. London, New York: Elsevier. Available at: <<https://www.sciencedirect.com/search?pub=Journal%20of%20English%20for%20Academic%20Purposes&cid=272636>>.

Web Sites

- *EAPfoundation.com* <https://www.eapfoundation.com/>
- *Macmillan Dictionary*. Available at: < <https://www.macmillandictionary.com/> >.
- *Oracy Cambridge*. Available at: <<https://oracycambridge.org/>>
- *Oxford practice grammar advanced resources*. Available at: <<https://elt.oup.com/student/practicegrammar/advanced/?cc=gb&sellLanguage=en>>
- *Using English for academic purposes for students in Higher Education*. Available at: <<http://www.uefap.com/>>

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry
Major change: EAP assessment norms changed to atypical assessment norms	9/6/17 AB	
Major change: 3hrs to remain as class hours but 1.4hrs to be conducted online	March 2023	
Corresponding amendment to Teaching Methodology	March 2023	
Minor amendment to Learning Outcomes and Indicative Content (debates now omitted)	March 2023	
Revision of Indicative texts, addition of Journals and Websites	March 2023	
Update to wording of Pre-Req	March 2023	
Revision – annual update	May 2023	
Total Hours Updated	April 2024	