

**WESTERN SYDNEY**  
UNIVERSITY



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The College

***UNIVERSITY FOUNDATION STUDIES***

**THE STRUCTURE OF ENGLISH**

**900056**

**2019**



**UNIT OUTLINE**

Last amended:	February 2020
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<b>Unit name</b>	THE STRUCTURE OF ENGLISH
<b>Unit number</b>	900056
<b>Coordinator</b>	Maria Charalambous
<b>Session</b>	2020.1
<b>Handbook summary</b>	This unit is designed to improve English proficiency across the four macro skills (reading, writing, speaking and listening) of University Foundation Studies students who wish to progress to university studies. Students need preparation for both understanding the content of Foundation Studies and being able to participate fully in all units. Such preparation includes making clear the way English is used according to purpose, audience and context. Moreover, students need to develop their confidence and competence in using the language in academic contexts. By raising the language awareness of students, they will be able to transfer the learning skills across the unit areas. The unit also seeks to address the particular speaking needs of overseas students.
<b>Credit point value</b>	10
<b>Prerequisite/s</b>	None
<b>Corequisite/s</b>	None
<b>Unit incompatible with and not to be counted for credit with</b>	N/A
<b>Assumed knowledge</b>	N/A
<b>Unit level</b>	Level Z — Non-award preparatory unit
<b>Attendance requirements</b>	Students are expected to attend at least 80% of classes. Educational research consistently demonstrates that this attendance level is associated with a high likelihood of achieving a passing grade.
<b>Enrolment restrictions</b>	None
<b>Learning outcomes</b>	On successful completion of this unit, students should be able to: <ol style="list-style-type: none"> <li>1. communicate information in an appropriate written mode according to purpose, audience and unit</li> <li>2. understand and make meaning from a variety of written academic text types</li> <li>3. communicate information in an appropriate spoken mode according to purpose, audience and unit</li> <li>4. research, interpret, organise and analyse information</li> </ol>

5. understand and make meaning from a variety of spoken academic text types, and
6. work effectively in large and small group learning environments.

<b>Unit content</b>	<p>In this unit students will learn about:</p> <ul style="list-style-type: none"> <li>• listening /note-taking skills</li> <li>• oral presentation skills</li> <li>• speaking skills</li> <li>• academic reading skills</li> <li>• report writing skills</li> <li>• researching for information</li> <li>• academic writing skills, and</li> <li>• paraphrasing and summarising skills.</li> </ul>
<b>Mode of delivery</b>	There will be six hours of face-to-face teaching time consisting of tutorials and workshops per week, plus additional online activities via the unit's vUWS site.
<b>Online learning requirements</b>	None
<b>Essential requirements</b>	<p><b>Essential text</b></p> <ul style="list-style-type: none"> <li>• Western Sydney University The College <i>The Structure of English student workbook</i>, The College, Sydney. [Students will need to purchase this workbook from the Coop Bookshop.]</li> </ul> <p><b>Further resources:</b></p> <ul style="list-style-type: none"> <li>• Blass, L &amp; Gordon, D 2010, <i>Writers at work, from sentence to paragraph</i>, Cambridge University Press, Cambridge. 808.042 63</li> <li>• Butler, E, Hickman, M, McAlexander, PJ &amp; Overby, L 1995, <i>Correct writing</i>, D C Heath, Mass. 428.2 51</li> <li>• de Silva Joyce, H &amp; Burns, A 1999, <i>Focus on grammar</i>, NCELTR, Sydney. 425 5</li> <li>• Dykes, B 1992, <i>Grammar made easy</i>, Hale &amp; Iremonger, Sydney. 428.2.28</li> <li>• Hewings, M 2004, <i>Pronunciation practice activities</i>, Cambridge University Press, Cambridge. 428.34 38</li> <li>• Murphy, R 2004, <i>Essential grammar in use</i>, Cambridge University Press, Cambridge. 425 13</li> <li>• Peck, J &amp; Coyle, M 1999, <i>The student's guide to writing</i>, Macmillan, Basingstoke. 428 29</li> <li>• Olson, J 2000, <i>Grammar essentials</i>, Learning Express, NY. 428.2 25</li> <li>• Sinclair, C 2007, <i>Grammar, a friendly approach</i>, Open University, Maidenhead. 425 47</li> <li>• Swales, John M, 2012 Academic writing for graduate students: essential tasks and skills, 3rd Edn, University of Michigan, Ann Arbor</li> <li>• Ur, P 2009, <i>Grammar practice activities, a practical guide for teachers</i>, Cambridge University Press, Cambridge. 428.007 16 [2009]</li> </ul>

**Essential equipment:**

- Clear form display folder
- Lecture notepad
- Learner's or student dictionary

**ASSESSMENT ITEMS AND WEIGHTING**

Assessment for this unit will be based on the following components

Task	Weighting	Learning outcomes assessed	Mandatory task
1. Writing task consisting of two parts: a. Writing Task 1 (250 words) (15%) b. Writing Task 2 – in-class (250 words) (15%)	30%	1, 2, 3, 4, 6	Yes
2. Mid-term examination — a. Listening test (45 minutes plus five minutes reading time); and b. Reading and writing test (1 hour, 45 minutes)	20%	1, 2, 4, 5	Yes
3. Oral presentation (8-10 minutes)	15%	3, 4	Yes
4. Final exam consisting of two parts: a. Listening test (45 minutes plus five minutes reading time) b. Reading and writing test (2 hours)	35%	1, 2, 4, 5	Yes
TOTAL	100%		

For details of assessment due dates, please refer to the learning guide for this unit.

All marks will be determined in accordance with The College [Assessment Policy](#).

All assessment tasks are mandatory unless otherwise specified. Should a student fail to attempt/submit the first formal assessment task in a unit, they will be deemed to be at risk and will need to follow an intervention plan in order not to receive a Fail Non-Submission (FNS) grade. However, failure to attempt/submit all other mandatory assessment tasks will result in an immediate FNS grade for the unit.

**Note:** There will also be weekly vocabulary tests.