

## ACADEMIC ENGLISH COURSE

### Assessment specifications<sup>1</sup>

**Introduction.** This course is optional for Semester 5 by 4 hours in a week. There are 4 credits (120 hours) are given to this course:

40%-48 hours			60%-72 hours
Ongoing process	Midterm assessment	Final assessment	Self-studies of all assessments
Various writing tasks and regular engagement with diverse texts and discussions.	<b>Midterm</b> The assessment task requires writing an abstract that summarizes the main focus, methodology, findings, and significance of a research article. Additionally, key points and concepts should be summarized using a note-taking method.	<b>Final</b> Writing a research essay based on a specified topic. Students are expected to perform comprehensive research, evaluate related sources, and construct a well-organized argument. The essay must follow academic writing standards, including appropriate citation and referencing formats.	The course content is divided into 24 topics and for each topic is given independent work, where learner may develop his/her knowledge. The independently studied and created materials by students will be organized in the form of presentations . The results of <b>60%</b> of self-study tasks can be seen in Mid term and Final assessment tasks.
<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>60%</b>

Evaluations	Descriptions	Deadlines	%	Score
<b>Class activities</b>	Your participation will be assessed based on your readiness, contributions to class discussions, and completion of the exercises. Being prepared will also enhance your understanding and ability to contribute meaningfully. You should come to class by comprehending the pre-lesson materials. The course includes itself 24 lessons. In each lesson students will have discussions, debates and exercises to develop their knowledge. All class activities are equal to 48 hours.	Each lesson	<b>10%</b>	<b>20</b>
<b>Midterm</b>	Midterm: Abstract writing and summarizing The assessment task involves composing an abstract that captures the primary focus, methodology, findings, and significance of a research article.	Week 8	<b>15%</b>	<b>20</b>

<sup>1</sup> \*Note: To successfully complete the course, you must achieve at least 69.9% of the total 100% score.

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	Furthermore, students will summarize key points and concepts using a chosen note-taking method to organize and clarify the essential information presented in the article.			
<b>Final examination</b>	<b>Final</b> Writing a research essay based on a specified topic. This task requires students to engage in comprehensive research, critically evaluate relevant sources, and construct a well-organized argument. Topics will be provided in advance to ensure that students can focus their research efforts effectively. Information should be collected from reputable academic sources, including journal articles, books, and credible online resources. An organized outline should be developed to structure the essay logically.	Exam timetable will be shared	<b>15%</b>	<b>60</b>
<b>Self-study materials</b>	The course content divided into logic 18 topics and for each part is given independent work, where learner may develop his/her knowledge. The independent studied and created materials by students will organize the Portfolio. The results of <b>60%</b> of self study tasks can be seen in Mid term and Final assessment tasks.	Deadlines will be given based on the assessment type	<b>60%</b>	
			<b>100%</b>	100 points

**Final work : Research Essay**

The final work will consist of several key components, including:

1. **Introduction:** This section introduces the topic, provides necessary background information, and presents a clear thesis statement that outlines the main argument or purpose of the essay.
2. **Body paragraphs:** It is the main of the essay where the arguments are presented and expanded upon.. Each paragraph should focus on a specific point that supports the thesis, including evidence from research sources, analysis, and discussion.
3. **Conclusion:** This final section summarizes the key points discussed in the essay, restates the thesis in light of the findings, and may suggest implications or areas for future research.

Together, these components will represent your overall learning and achievements through theoretical view into practical , providing a clear picture of your skills and competencies.

### Submission Requirements

The essay must be well-structured and clearly written, featuring an introduction, body, and conclusion. It should provide detailed analysis and strong argumentation supported with evidence from scholarly sources, examples and case studies. Student must address potential counterarguments to the given thesis, demonstrating an understanding of different perspectives and reinforcing the strength of your position. **Word Count:** 400-500 words

**Assessment Specification Document:** Students must follow the provided sample format for the assessment specification, ensuring all components are clearly addressed.

### Assessment criteria: 30 points

Depth of analysis in research essay	Thesis statement and argumentation	Organization and structure	Language and style	Originality and critical thinking	Word count compliance	Total
14 points	14 points	6 points	10 points	10 points	6 points	60 points

### Midterm assessment

**Midterm** assessment will be done according to two tasks. First task (**11 points**) requires students to read given article and write an abstract that will present the primary focus, methodology, findings, and significance of a research article. In the second task (**9 points**) students will summarize key points and concepts using a chosen note-taking method to organize and clarify the essential information presented in the article.

Task 1 Clarity and conciseness	Task 1 Coverage of key elements	Task 1. Academic style and grammar	Task 2 Identification of key points	Task 2 Organization and note-taking method	Task 2 Clarity and precision	Total
4 points	4 points	3 points	4 points	2 points	3 points	20 points

### Class activities

Students can enhance their academic English skills in class through various interactive activities as regularly reading academic texts, such as journal articles and research papers, which introduces them to formal language, vocabulary, and writing styles, and improves their understanding and ability to express complex ideas. Engaging in discussions helps students articulate their thoughts and develop critical thinking by learning to respond to different viewpoints using appropriate academic language. Students write essays, reports, and summaries to improve their organization and communication skills. Students receive feedback from peers and instructors helping students recognize areas for improvement in their writing. Student should collaboratively explore topics and present arguments, act out scenarios like academic presentations, interviews, or discussions, find, summarize and discuss scholarly articles or sources, prepare and deliver oral presentations on assigned topics. Within the lessons students complete activities that reinforce academic language use, deal with problem-solving task as working in teams to solve case studies or academic challenges.

**Assessment criterias: 20 points (10% is given for being active in class activities)**

<b>Pre-class preparation</b>	<b>Class participation in discussions</b>	<b>Group activities</b>	<b>In-class exercises</b>	<b>Contribution to peer feedback</b>	<b>Total</b>
5 points	4 points	4 points	4 points	3 points	20 ponts

**Self-study (72 hours=60%)**

1. Practicing effective questioning techniques in discussions. (2 hours)
2. Active listening strategies in academic discussions. (2 hours)
3. Preparing and delivering a group presentation. (2 hours)
4. Analyzing and responding to different speaking styles in academic contexts. (2 hours)
5. Constructing logical arguments. (2 hours)
6. Using rhetorical strategies to strengthen oral and written arguments. (2 hours)
7. Developing persuasive speech techniques. (2 hours)
8. Researching and structuring a debate. (2 hours)
9. Evaluating debate performances: analyzing strengths and weaknesses. (2 hours)
10. Practicing non-verbal communication in debates and presentations. (2 hours)
11. Critical reading: analyzing author's purpose and perspective. (2 hours)
12. Writing with clarity: techniques for effective academic writing. (2 hours)
13. Strategies for reading dense academic texts. (2 hours)
14. Revising and editing your writing: focusing on clarity and precision. (2 hours)
15. Evaluating the credibility of speakers in academic settings. (2 hours)
16. Practicing critical listening with TED Talks or academic lectures. (2 hours)
17. Facilitating group discussions: roles and responsibilities. (2 hours)
18. Adapting communication styles to different academic situations. (2 hours)
19. Practicing active participation in online academic forums. (2 hours)
20. Analyzing the structure of discursive essays. (2 hours)
21. Writing a discursive essay on a current academic issue. (2 hours)
22. Strategies for introducing new ideas in academic discussions. (2 hours)
23. Managing interruptions and maintaining flow in discussions. (2 hours)
24. Effective note-taking techniques during lectures. (2 hours)
25. Summarizing complex academic articles. (2 hours)
26. Using concept maps to summarize and organize ideas. (2 hours)
27. Designing and conducting effective surveys. (2 hours)
28. Comparing and contrasting research findings. (2 hours)
29. Practicing paraphrasing to avoid plagiarism. (2 hours)
30. Creating a reference list using different citation styles. (2 hours)
31. Organizing information for a research report. (2 hours)
32. Writing a literature review: synthesizing multiple sources. (2 hours)
33. Describing and interpreting data in research papers. (2 hours)
34. Developing a research proposal: identifying a research gap. (2 hours)
35. Designing and conducting a small-scale research study. (2 hours)
36. Creating a literature review for a research project. (2 hours)

Independent work outcomes can be presented in several formats, including essays to demonstrate critical thinking and academic writing skills, presentations to demonstrate effective communication and public speaking abilities, presenting annotated bibliographies that is summarizing and evaluating sources related to a specific research topic, working out posters or infographics to concisely present complex information.

These formats help students apply their knowledge and develop essential academic and professional skills.

Works for reference:

- ◆ Edward de Chazal and Sam McCarter (2012) English for Academic Purposes. Oxford University Press
- ◆ Bailey S. (2011) Academic Writing: A Handbook for International Students. Routledge
- ◆ Harrison R. (2008) Study Skills for Academic Writing. Garnet Education
- ◆ Bunting John D. (2012) Grammar and Beyond Level 4 . Cambridge University Press
- ◆ Cavage C and Berman M. (2017) University Success Writing. Pearson Education
- ◆ Strunk Jr. W and White E.B. (2000) The Elements of Style. Longman
- ◆ Michael McCarthy and Felicity O'Dell (2008) Academic Vocabulary in Use. Cambridge University Press
- ◆ Cottrell S. (2005) Critical Thinking Skills: Developing Effective Analysis and Argument. Palgrave Macmillan
- ◆ Hyland K.(2006) English for academic purposes: an advanced resource book. Routledge
- ◆ Cox K. (2004) English for academic purposes. SB. Level 4. Pearson Education Australia