Pathways and Academic Learning Support Centre

EPHUMA 171: Academic Literacies and Language Enhancement for Culturally and Linguistically Diverse Students

Callaghan

Semester 1 - 2024

The Pathways and Academic Learning Support Centre recognises and respects the unique history and culture of Aboriginal and Torres Strait Islander peoples and their unbroken relationship with the lands and the waters of Australia over millennia. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education. The Centre is committed to providing a culturally safe and inclusive environment for all.

OVERVIEW

Course Description	This course has been designed for students from a culturally and linguistically diverse background, who would benefit from focused language and academic literacy development, to support their discipline based study.
	Students will develop institutional, digital, social and cultural, critical, language and academic literacies skills which are required for success in their enabling and undergraduate degree studies.
	Students will use and interact with University software, systems and processes. Academic literacies will be analysed, practised and applied in a forum that is discipline specific.
Academic Progress Requirements	Nil
Requisites	If you are enrolled in or have successfully completed EPHUMA172 you cannot enrol in this course.
Assumed Knowledge	This course is designed for students from Culturally and Linguistically Diverse (CALD) backgrounds. This course is not suitable for students who are native English speakers.
Contact Hours	**Lecture** Face to Face On Campus 1 hour(s) per week(s) for 13 week(s) starting Week 1 **Tutorial** Face to Face On Campus 2 hour(s) per week(s) for 13 week(s) starting Week 1 **Workshop** Face to Face On Campus 1 hour(s) per week(s) for 13 week(s) starting Week 1
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Mr Scott Rappeneker** Scott.Rappeneker@newcastle.edu.au Consultation: Please email to schedule an appointment.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.

School Office	**Callaghan** Ground Floor, General Purpose Building (GP) Ph: 02 4921 5558 enabling@newcastle.edu.au	**Ourimbah** HO 168, Humanities Building Ph: 02 4348 4076 enabling@newcastle.edu.au

SYLLABUS

Course Content

To develop academic literacies and language skills for success in their degree studies students will undertake:
- activities to develop academic vocabulary and grammar;
- development of quoting, paraphrasing, summarising and synthesising skills;
- analysis of a range of authentic written texts, including journal articles, essays and /or research-reports and reflective tasks;
- discussion of academic integrity and practising common referencing systems relevant to disciplines;
- the production of authentic written text aligning with specific disciplines;
- development of oral skills/practices to enable students to speak more confidently in group/tutorial settings;
- exposure to, and practice of, using Learning Management Systems, and searching for and evaluating source material, academic integrity and the principles of referencing.

Course Learning Outcomes

On successful completion of this course, students will be able to:
1. Apply critical reading techniques to academic texts.
2. Critically analyse information from academic texts in order to evidence an argument.
3. Apply academic vocabulary, grammar and skills, and feedback to produce authentic text types.
4. Apply effective speaking skills to discuss course issues and engage an audience to demonstrate an understanding of academic vocabulary and grammar.
5. Demonstrate an understanding of institutional and digital literacies including adherence to the principles of academic integrity and referencing.

Course Materials

All course materials will be provided on the course Canvas site. Students are not required to purchase a textbook.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	- Course Orientation - Introduction to vocabulary - Academic word list	- Welcome & overview of content, assessments & other key data - Practise using Canvas - In class informal language quiz - **Focus on English language tests**	- **Portfolio entry 1** (Career goals) 11:59pm Fri 1st March
2	4 Mar	- Politics of Knowledge - Academic integrity/ plagiarism	- Revision of lecture content - Engaging with academic word lists - Review details of coming language test on Canvas - **Focus on reading & speaking**	- **Portfolio entry 2** (Politics of knowledge) 11:59pm Fri 8th March
3	11 Mar	- Introduce essay and report structure - Writing strong paragraphs for essays and reports	- Practise writing paragraphs - *Language Test 1 in-class speaking assessment* - **Focus on writing & writing tests**	- **Portfolio entry 3** (Body paragraph) 11:59pm Fri 15th March - **Language Test 1** by 11:59pm Fri 15th March
4	18 Mar	- Unpacking the assignment question - Library skills - Scanning & skimming in the context of selecting sources	- Library visit with librarian - Beginning to research using databases and selecting sources - Practise unpacking questions - **Focus on reading**	- **Portfolio entry 4** (Analyse question & demonstrate research) 11:59pm Fri 22nd March
5	25 Mar	- Summarising & paraphrasing in the context of academic reading	- Practice summarising and paraphrasing - **Focus on reading tests & speaking**	- **Portfolio entry 5** (Summarising & paraphrasing) 11:59pm Frid 29th March
6	1 Apr	- Brainstorming and mind mapping - Thesis statement development - Linear planning (for both essay and report)	- Developing essay/report plans and thesis statements - **Focus on writing, speaking & listening**	- **Portfolio entry 6** (Developing a thesis statement & argument) 11:59pm Fri 5th April
7	8 Apr	- Writing introductions for essays and reports	- Analyse and practise drafting an introduction paragraph for essay/ report - **Focus on speaking & writing**	- **Portfolio entry 7** (Introductions) 11:59pm Fri 12th April
			Recess	
			Recess	

8	29 Apr	- Analyse structural components & functions of essays and reports	- Class feedback on draft introduction for essay/report - Scaffold Essays & Reports - **Focus on listening speaking & writing**	- **Portfolio entry 8** (Structures of Essays and Reports) 11:59pm Fri 3rd May
9	6 May	- Why referencing is important - How to put it into writing to strengthen argument / provide evidence - Different styles of referencing - Using Turnitin	- Practising referencing skills - Review Written Assignment details & rubric - **Focus on listening**	- **Portfolio entry 9** (Referencing) 11:59pm Fri 10th May
10	13 May	- Digital literacies and oral presentation techniques - Analyse oral texts	- Review & practise oral presentation skills - **Focus on listening & reading**	- **Written Assignment 2** (essay or report) 11:59pm Wed 15th May - **Portfolio entry 10** (Features of Oral Communication) 11:59pm Fri 17th May -
11	20 May	- Critical Thinking - Group feedback on written assessment	- Common writing issues - Review & practise for Language test 2 & Oral Presentations - **Focus on Full IELTS practice test (time permitting)**	- **Portfolio entry 11** (Lessons from Oral Presentations) 11:59pm Fri 24th May
12	27 May	- Course overview	- Revision of key learning outcomes - *Language Test 2 in-class speaking assessment*	- **Portfolio entry 12** (Reflect on Undergraduate Journey) 11:59pm Fri 31st May - **Language Test 2 completed** 11:59pm Sat 1st June
13	3 Jun	- **No Lecture**	- **Oral presentation**	- **Oral presentation** in tutorial
		Examination Period		
		Examination Period		

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Writing Portfolio (weekly journal entries)	Fridays 11:59pm Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Individual	20%	1, 2, 3, 5
2	Written Task (essay or report)	Wednesday 15th May 11:59pm	Individual	30%	1, 2, 3, 5
3	Oral Reflection Task	Week 13 tutorial	Individual	30%	1, 2, 3, 4, 5
4	In-class Language Test (x 2)	Test 1: Friday 15th March 11:59pm Test 2: Saturday 1st June 11:59pm	Individual	20%	1, 2, 3, 4, 5

Late Submissions   The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 5% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

EPHUMA 171: Academic Literacies and Language Enhancement for Culturally and Linguistically Diverse Students
Callaghan Semester 1 - 2024

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Assessment 1 - Writing Portfolio (weekly journal entries)

Assessment Type	Written Assignment
Description	From Week 1 until Week 12 (inclusive) students will be asked to submit a short journal entry (100-150 words per entry) that responds to a prompt, question, or topic. A full schedule and list of topics is provided on Canvas. Time will be set aside to do these tasks in Workshops; however, students are responsible for ensuring that their entries are complete and submitted on time. This assessment will allow students to practice their academic writing skills and receive feedback to continue to improve their writing. This will also help to prepare students for other assessment tasks in this course. **Important: do not use Chat GPT or any other AI text generating software for this assessment, or any other assessment in the course.**
Weighting	20%
Due Date	Fridays 11:59pm Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Submission Method	Online
Assessment Criteria	Rubric provided in Canvas
Return Method	Online
Feedback Provided	Online

Assessment 2 - Written Task (essay or report)

Assessment Type	Written Assignment
Description	Write an essay (1000 words), that responds to one of the questions or prompts listed on Canvas. (Though essays are the preferred option, a report is also acceptable, you can discuss this with your course coordinator.) You are also permitted to devise your own question in consultation with your course coordinator. Your work will be assessed based on the language and academic practices demonstrated in the response. No marks will be given based on the content of the essay. A full rubric is provided on Canvas. Please review the rubric to understand how your essay or report will be assessed. Your essay or report cannot be work you have submitted in another class as this is an issue of academic integrity. This task is designed to allow students to practice writing a sustained piece of work using the conventions of the most common text types required at university (essay or report). These conventions include using appropriate structure and organisation of ideas, referencing, argumentation, research, and writing according to discipline conventions. **Important: do not use Chat GPT or any other AI text generating software for this assessment, or any other assessment in the course.**
Weighting	30%
Due Date	Wednesday 15th May 11:59pm
Submission Method	Online
Assessment Criteria	Rubric provided in Canvas
Return Method	Online
Feedback Provided	Online

Assessment 3 - Oral Reflection Task

Assessment Type	Presentation
Description	Students are to give an oral presentation of 3-4 minutes that reflects on and analyses the enabling courses they enrolled in, including EPHUMA171, in terms of their own learning and future aspirations. For example, areas that could be addressed in EPHUMA171 include, but are not limited to the areas of the course that assisted their language development and academic skills, and how. Also consider if there were any areas that were not helpful. In all their enabling courses consider the areas that did or did not assist in preparing them for their undergraduate degree. Also reflect on your own study skills like planning, time management and revising notes. Include areas of growth and/or struggle. Students are permitted to use visual aids such as slides or objects to aid delivery. **Important: do not use Chat GPT or any other AI text generating software for this assessment, or any other assessment in the course.**
Weighting	30%
Due Date	Week 13 tutorial
Submission Method	In class
Assessment Criteria	Rubric provided in Canvas
Return Method	Online
Feedback Provided	Online

Assessment 4 - In-class Language Test (x 2)

Assessment Type	In Term Test
Description	Students will complete two language tests. Both tests will use the same question types, giving students an opportunity to reflect on their progress. Test scores will be based on completion and depth and quality of self-evaluation. The tests will include reading, listening, speaking, and writing sections with question types based on a range of international English Language tests such as OET, PTE and IELTS. **Important: do not use Chat GPT or any other AI text generating software for this assessment, or any other assessment in the course.**
Weighting	20%
Due Date	Test 1: Friday 15th March 11:59pm
	Test 2: Saturday 1st June 11:59pm
Submission Method	The Language Tests contain multiple parts. Every part except the speaking component can be completed online. The speaking component will be conducted in tutorials. If you cannot attend the tutorial, please contact your course coordinator to schedule an online meeting to conduct the speaking component.
Assessment Criteria	Rubric provided in Canvas
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme   This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

Communication Methods

Email is the principal form of communication at the university and within this course. Always use your student email (NUmail), rather than a private email address, and check this regularly. As Course Coordinator I will try to respond to your email within three (3) working days. I will not normally respond to emails over the weekends. Please be courteous in your email communication and in the online space.

Canvas is used to distribute course material, announcements and other information. It is also used for online quizzes and to allow students to track their individual progressive assessment results throughout the semester via Grades.

Discussions forums in Canvas can be used to ask questions about minor issues. Students are strongly encouraged to use these to communicate with each other, discuss issues relating to the course, and solve minor problems.

EPHUMA 171: Academic Literacies and Language Enhancement for Culturally and Linguistically Diverse Students
Callaghan Semester 1 - 2024

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

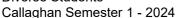| **Attendance and Engagement**	In addition to face-to-face hours in class, out-of-class study and related work will require an additional commitment of up to 10 hours per week of reading, preparation, and study time over the semester. Students are required to spend on average 120-140 hours of effort (contact and non-contact hours including assessment) per semester per 10 unit course.
	To maximise your learning opportunities, you should read all relevant material prior to attending class.
	It is strongly recommended that you attend your classes every week. Our data shows that you will get better results if you attend class with your peers. If you do have to miss a class, you should catch up on any missed work by accessing lecture recordings if you are enrolled face-to-face. While online tutorials are recorded, on-campus tutorials are not, so you should view other resources available on your Canvas site and contact your course coordinator if you would like advice on how to best catch up on any material that was missed. **If you are unable to attend classes regularly you should reach out to your course coordinator as soon as possible to discuss ways that you can continue to engage with the learning material.**
	A plan of regular revision throughout the semester is also strongly recommended to help you manage your time, consolidate information and retain that knowledge for the duration of the course and beyond.
	Assessment items have been designed to reinforce and revise the course material, and ensure you are up to date with course content. You are required to submit all assessable items by the due dates unless prior arrangements have been made.
Additional Contact Details	If you have any questions about your course, please speak with your course coordinator, lecturer or tutor first. For general enquiries, please contact the Pathways and Academic Learning Support Centre Office or your Student Liaison Officer. Contact details for both the office and Student Liaison Officers can be found here.
	Yapug students can also contact your Indigenous Enabling Learning Advisor Hannah Pipe or your Program Convenor Dan Collins.
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for Adverse Circumstances must be lodged via the online Adverse Circumstances system for all individual assessment items worth 30% or greater **by 11:00pm on the day the assessment is due**. For assessment items less than 30%, you will need to contact your Course Coordinator by 11:00pm on the due date of the assessment item.
	Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure and the Adverse Circumstances Affecting Assessment Items Policy.
	Please note that students must submit their adverse circumstances application via the online Adverse Circumstances system by 11:00pm on the due date of the assessment item, even if you are using a Reasonable Adjustment Plan (RAP) as your supporting documentation.
Written Assessment Word Limits	If this course includes written assessments, the word limit listed will include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices and footnotes. You will not receive a penalty for exceeding the word limit (there is a tolerance of up to 10%), but any work after the maximum word limit may not be included within the allocation of marks.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please refer to the Student Academic Integrity Policy.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the

material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Workplace Health and Safety Requirements	There are no specific WH&S requirements for this course.
Software	Free Microsoft Office software is available to enrolled students here and includes 5 TB of free cloud storage with OneDrive.
Timetable	Your timetable for this course is available via the myUni Student Portal and can also be found here.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures that support a safe and respectful environment at the University.

This course outline was approved by the Director, PALS. No alteration of this course outline is permitted without Director approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.
© 2024 The University of Newcastle, Australia