

GRSC6027 Intensive English for Postgraduate Students

Aim:

This course focuses on academic writing and speaking to prepare postgraduate students for more effective academic English communication.

Content:

Writing

Students will analyse and write academic texts focusing on structure, summarizing and paraphrasing, tense, and word formation.

Speaking

Group and class discussion and oral presentation will develop students' oral confidence, fluency, communicative strategies, and pronunciation.

Reading and Listening

Students will bring to class and discuss articles that they are reading, and will listen to a variety of authentic and teaching audio and video materials. The readings and listenings will be discussed in class. Online resources will be recommended for out-of-class learning.

Self-Access

Students will complete and reflect on self-access tasks in three areas: grammar, listening, and pronunciation. These tasks will help students maintain consistent and focused English practice during the course.

Organization:

This 30-hour intensive course (inclusive of 5 hours individual consultation) takes place over one semester. Students are also expected to contribute an additional 60-hour out-of-class learning: 30 hours homework and 30 hours of self-access. Each student will also have two tutorial meetings (a total of 20 minutes) with the teacher outside class.

Enrollment:

Students are identified by their TOEFL or IELTS scores. Those required to take this course will be notified individually by the Graduate School and will be required to pass the course before proceeding to **Introduction to Thesis Writing (The Humanities & Related Disciplines)** or **Introduction to Thesis Writing (The Sciences & Related Disciplines)**. The maximum class size is 15.

Assessment:

Students need to pass at least three of the following four assessments: speaking, writing, proof-reading, and self-access reflection.

Students are encouraged to use inclusive or gender-neutral language in their assignments. Information of inclusive language can be found in resources such as *Nine techniques for achieving gender neutrality* (<https://edwardseducationblog.files.wordpress.com/2013/08/the-chicago-manual-of-style-online-5-225-nine-techniques-for-achieving-gender-neutrality.pdf>) and *Stereotypes and biased language* (<https://owl.english.purdue.edu/owl/resource/608/05/>).

Outcomes:

This course will help students proceed to **Introduction to Thesis Writing (The Humanities & Related Disciplines)** or **Introduction to Thesis Writing (The Sciences & Related Disciplines)**. By the end of the course, successful students will be able to:

- demonstrate awareness of communicative purpose and organization, and linguistic and rhetorical features appropriate to academic writing;
- apply knowledge of audience, purpose and organization and supra-segmental features in an intelligible presentation on their research to a non-specialist audience; and
- demonstrate ability to carry out and reflect on self-access language learning.

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