FP023-30 English for Academic Purposes for Maths and Economics

22/23

Department
Warwick Foundation Studies
Level
Foundation
Module leader
Sanchia Rodrigues
Credit value
30
Module duration
25 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

FP023-30 English for Academic Purposes for Maths and Economics is designed to enhance student academic performance within higher education.

Module web page

Module aims

The core purpose of the EAP for Maths and Economics module is to enhance students' achievement in their academic subjects. We aim to:

- introduce students to a variety of techniques for analysing texts appropriately, within the field of Maths and Economics.
- develop students' ability to organise their writing, signal their main points, and cite the sources used to support their main arguments, within the field of Maths and Economics.
- develop students' ability to stage effective, engaging presentations, skilfully express their opinions, respond to others in group seminar discussions, in addition to lead such seminars, within the field of Maths and Economics.
- make students aware of how to listen to lectures strategically to identify key points, take

notes and review learning, within the field of Maths and Economics.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

ACADEMIC WRITING
+. Writing in a formal and impersonal academic style
+. Interpreting assignment titles and using grading guidelines
+. Organising subject-specific written genres (essay or report)
+. Writing introductions (including writing a thesis statement)
+. Writing a literature review
+. Making observations and writing topic sentences
+. Citing sources (including integral and non-integral citations)
+. Paraphrasing
+. Summarising
+. Synthesising ideas
+. Describing methodology
+. Describing results
+. Discussion: analysing reasons (expressing cause and effect)
+. Discussion: evaluating ideas / data / results
+.Discussion: expressing caution (hedging)
+. Drawing conclusions
+. Conceding limitations and making recommendations
+. Writing a reference list
+. Classifying information
+. Describing problems and solutions

ACADEMIC READING
+. Reading textbooks
+. Reading research reports
+. Evaluating reading materials
+. Surveying a text and formulating focus questions
+.Using grammatical cohesive markers to understand a text
+.Using lexical cohesive markers to understand the text
+. Note-making: Concept mapping
+. Note making: Using logical connectors to make linear notes
+. Recounting a text
+. Making general observations from multiple sources

ACADEMIC PRESENTATIONS
+. Structuring a presentation
+. Formulating a thesis for a presentation
+. Using attention-getters
+. Supporting your main points with explanation, evidence and examples
+. Referring to sources and including a reference list
+. Using basic techniques: pausing and pacing

+. Using emphasis
+. Using repetition
+. Creating PowerPoint slides
+. Asking and answering questions

SEMINAR DISCUSSIONS
+. Identifying the qualities a good seminar participant
+. Interrupting appropriately
+. Making arguments
+. Making refutations and rebuttals
+. Considering different perspectives
+. Clarifying and confirming understanding
+. Referring to what other speakers have said
+. Behaviours that negatively affect seminars: monopolisation and alpha pairs
+. Using written sources

ACADEMIC LISTENING
+. Consider factors influencing the ability to understand lectures
+. Identifying and using the overall organization of lectures
+. Using the main features of an introduction to increase comprehension
+. Note-taking (using abbreviations and symbols)
+. Note-taking (the Cornell system)
+. Summarising notes
+. Recognising main ideas
+. Following argument
+. Dealing with digressions
+. Using the main features of conclusions to increase comprehension

Learning outcomes

By the end of the module, students should be able to:

- Analyse, interpret and evaluate spoken and written discourse for the study of Maths and Economics
- Synthesise relevant information/data to produce discipline specific written and spoken genres, incorporating ones own ideas
- Communicate effectively in written and spoken genres, employing academic conventions relevant to the discipline.

Indicative reading list

Roberts & Phillips (2012) English for Economics (Garnet)
Fitzgerald, McCullagh and Tabor (2011) English for ICT Studies (Garnet)

Subject specific skills

+. Strategies to read discipline specific genres effectively, appropriate to Maths and Economics.
+. Strategies to listen to discipline specific genres effectively, appropriate to to Maths and

Economics.
+. Techniques to produce coherent discipline-specific written genres, appropriate to Maths and Economics.
+. Techniques to deliver an effective and engaging presentation, appropriate to Maths and Economics.
+. Strategies to participate effectively in and lead a seminar discussion, appropriate to Maths and Economics.

Transferable skills

+.Study skills
+.Academic integrity skills
+. Independent study skills
+.Information technology skills: library skills, research skills
+. Research methodology
+.Critical and innovative thinking
+.Report writing skills
+.Group work skills

Study

Study time

Type	Required
Seminars	100 sessions of 1 hour (53%)
Tutorials	3 sessions of 30 minutes (1%)
Private study	88 hours 30 minutes (46%)
Total	190 hours

Private study description

Reading preparation and review of skills covered in class.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A3

	Weighting	Study time
Student-led seminar	25%	25 hours
Individual student presentations leading to a group discussion on a topic appropriate to the discipline.		
Essay	25%	25 hours
Students write an essay on a discipline specific topic		
Listening Log	25%	25 hours
Students complete two logs in class over the course of the year (awarded best grade of the two).		
Reading Log	25%	25 hours
Students complete two logs in class over the course of the year (awarded best grade of the two).		

Feedback on assessment

Written feedback

Availability

Courses

This module is Core for:

- FIOE Warwick International Foundation Programme
  - Year 1 of FP18 Warwick International Foundation Programme - Computer Science
  - Year 1 of FP17 Warwick International Foundation Programme - Economics
  - Year 1 of FP16 Warwick International Foundation Programme - Mathematics and Statistics

This module is Core optional for:

- Year 1 of FIOE Warwick International Foundation Programme