

FP048-30 English for Academic Purposes for Arts and Humanities

22/23

Department

Warwick Foundation Studies

Level

Foundation

Module leader

Guy McElveny

Credit value

30

Module duration

25 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

FP-8314 English for Academic Purposes for Arts and Humanities helps students to develop academic listening, reading, speaking and writing skills to succeed in related undergraduate courses in the United Kingdom.

[Module web page](#)

Module aims

1. To develop the academic listening and reading skills required to succeed in the study of the Arts and Humanities.
2. To develop the academic speaking skills required to participate effectively in seminars and presentations within the Arts and Humanities.
3. To develop the academic writing skills required to produce coherent written genres within the Arts and Humanities.
4. To increase range of academic language used within the Arts and Humanities.
5. To introduce academic style and conventions used within the Arts and Humanities.

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:

1. Academic style and register.
2. Producing discipline-specific genres (e.g. a philosophy essay, literary criticism).
3. Structuring and linking.
4. Introductions: stating aims, thesis and critical view.
5. Main body: constructing an argument.
6. Conclusions: restating and expanding on main thesis, drawing on insights from main body.
7. Incorporating sources: paraphrasing and quotation.
8. Reporting verbs (strong, neutral, tentative).
9. Synthesising information from different sources.
10. Citing and referencing sources.

Academic Speaking:

1. Participation and interaction in seminars, using appropriate formal language.
2. Developing strategies to enter a discussion (e.g. interrupting politely and asking questions).
3. Formulating arguments on historical, philosophical, literary and cultural topics.
4. Formulating counterarguments.
5. Referring back to and building on what other speakers have said.
6. Asking for and providing clarification.
7. Structuring and signposting a presentation, using appropriate language.
8. Creating interest and engaging an audience (e.g. through pausing and pacing, repetition etc.).
9. Developing strategies for maintaining fluency.
10. Using intonation and pronunciation features correctly and expressively.

Academic Reading:

1. Developing strategies for dealing with different types of text (e.g. poetry, prose).
2. Analysing extracts from a range of texts (historical, philosophical, literary).
3. Interpreting and evaluating texts in light of specific theories and from different perspectives (e.g. feminist, historicist).
4. Identifying main themes and key concepts.
5. Following complex arguments.
6. Critically evaluating texts (e.g. bias, reliability).
7. Features of prosody (e.g. rhyme, alliteration).
8. Understanding metaphor and symbolism (verbal and visual).
9. Inferring opinion, attitude, tone, voice etc.
10. Making use of a text to build vocabulary and lexical resources.

Academic Listening:

1. Using extensive or intensive listening skills as appropriate.
2. Using listening context to predict content.
3. Following the stages or line of argument in a lecture.
4. Following discussions and exchanges in seminars, identifying speaker's opinion, purpose or attitude.
5. Identifying main points, supporting details and digressions.
6. Recognising features of pronunciation that could reduce comprehension e.g. connected speech.
7. Using the listening context to deduce the meaning of unknown or difficult vocabulary.
8. Understanding different accents.
9. Using an appropriate note-taking strategy e.g. Cornell notes.
10. Using listening notes to produce a written or spoken summary.

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 Arts and Humanities subjects.
- Synthesise relevant information/data to produce discipline-specific written or spoken genres, incorporating own ideas.
- Communicate effectively in written and spoken genres, employing academic conventions relevant to the discipline.

Indicative reading list

Brown, Tom, and James Walters, eds, *Film Moments* (London: BFI, 2010)

Marggraff Turley, Richard, *Writing Essays: A Guide for Students in English and the Humanities* (London: Routledge, 2016)

Rampley, Matthew, ed., *Exploring Visual Culture: Definitions, Concepts, Contexts* (Edinburgh: Edinburgh University Press, 2005)

Storey, William Kelleher, *Writing History: a guide for students* (New York: Oxford University Press, 2016)

Interdisciplinary

Students will have opportunities to draw on knowledge and skills acquired within the different modules on their pathway.

International

The international nature of the student cohort allows for the teaching and learning to be approached from and inclusive of a range of international perspectives.

Subject specific skills

- Academic listening, reading, speaking and writing skills appropriate to Arts and Humanities subjects
- Information literacy skills for the study of Arts and Humanities
- Academic integrity within the Arts and Humanities
- Critical thinking within the Arts and Humanities
- Vocabulary building for the study of Arts and Humanities

Transferable skills

- Listening, reading, speaking and writing skills
- Information literacy skills
- Group work skills
- Independent study skills
- Critical thinking

Study

Study time

Type	Required
Seminars	100 sessions of 1 hour (53%)
Tutorials	3 sessions of 30 minutes (1%)
Online learning (independent)	(0%)
Private study	88 hours 30 minutes (46%)
Total	190 hours

Private study description

- Preparation for seminars
- Independent reading and skills development

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A2

	Weighting	Study time	Eligible for self-certification
Assessment component			
Essay	25%	25 hours	Yes (extension)
Students write an essay on a discipline-specific topic.			

Reassessment component is the same

Assessment component

Student led seminar	25%	25 hours	No
Individual student presentations leading to a group discussion on a topic appropriate to the discipline.			

Reassessment component is the same

Assessment component

Listening Logs	25%	25 hours	No
Students complete 2 logs in-class over the course of the year (awarded best grade of the two).			

Reassessment component is the same

Assessment component

Reading Logs	25%	25 hours	No
Students complete 2 logs in-class over the course of the year (awarded best grade of the two).			

Reassessment component is the same

Feedback on assessment

Written feedback

Availability

Courses

This module is Core for:

- Year 1 of FIOE Warwick International Foundation Programme