FREDERICK UNIVERSITY

ENGLISH LANGUAGE FOUNDATION PROGRAMME

ENG005 – STUDY SKILLS AND COMMUNICATION I

Course Title	**STUDY SKILLS AND COMMUNICATION I**
Course Code	**ENG005**
Course Type	Compulsory
Level	Foundation
Year / Semester	1st term
Teacher's Name	Irene Angastinioti
Credits		Lectures/week	2	Laboratories/weeks	0
Course Purpose	The course is designed to equip pre-degree students with the essential skills and strategies necessary for academic success, effective communication, and personal development. This course explores various aspects of study techniques, information retention, and interpersonal skills, offering students a solid foundation to advance in their academic endeavours. The purpose of this course is to facilitate students' successful transition to tertiary education. The course introduces students to the structure, expectations, and common skills associated with education at university level, and enables them to engage more easily and effectively with the assessment requirements of other courses in their future programmes. Particularly, the aim of this course is to enhance students' academic skills in the English language at a higher education level. It focuses on developing students' note-taking and critical thinking skills, demonstrating academic integrity (use of referencing and citation practices), evaluating sources (academic vs other sources), improving their teamwork and time management skills, understanding the difference between verbal and nonverbal communication, and developing their sociolinguistic competence (formal vs informal language, standard vs non-standard English) at a basic level. Through a combination of theory and practical activities, students will develop the tools and strategies required to navigate the challenges of higher education successfully.
Learning Outcomes	On successful completion of this course, students will be able to: 1. extract organised, comprehensive, and relevant notes from a variety of spoken and written general and academic texts; 2. acquire the ability to find, evaluate, cite, and reference credible academic sources according to the APA referencing system;

	3. develop critical thinking skills, enabling them to evaluate information, arguments, and evidence critically; 4. identify a variety of sources for the purpose of independent study; 5. collaborate as a team member, negotiating, and sharing responsibilities; 6. create and maintain a structured study schedule to maximise productivity and meet academic deadlines; 7. enhance and illustrate an understanding of communication skills suitable for undertaking undergraduate study; 8. distinguish between formal versus informal English.

Prerequisites	Certificate of English Language Proficiency (equivalent to level B1)	Corequisites	AENG001 AENG002 AENG003 AENG004

Course Content	Study and language skills: Practical sessions designed to introduce pre-degree students to tertiary-level education, language, practices, and standards, and introduce tools for effective learning. These sessions draw on: • note-taking from written and aural delivery; • using various reading techniques for research (skimming, scanning, active, and detailed reading); • developing critical thinking for scepticism, examining assumptions, challenging reasoning, and uncovering biases; • using correct referencing and appropriate language for citing academic sources according to the APA system (language for stating the position of others, language for agreeing with the positions of others, language for disagreeing with the positions of others, language for making conclusions based on the work of others); • finding academic sources and understanding the differences among primary, secondary, and tertiary sources. Carrying out library and internet searches in order to find appropriate material and understanding the role of research article abstracts in order to identify how relative they are; • developing teamwork skills by focusing on taking responsibility, encouraging others, being open to suggestions, and the various types of listening. Using appropriate language for making suggestions, negotiating, and aligning roles and responsibilities; • developing time management skills for academia through creating calendars, setting reminders, personalising schedules, etc; • improving non-verbal communication skills through understanding the importance of non-verbal cues (paralanguage, eye contact, body language, etc.);

	- developing sociolinguistic competence through understanding the main differences between formal and informal language with reference to the use of grammar, pronouns, vocabulary, contractions, abbreviations, etc.
Teaching Methodology	The course is delivered in a series of content-based sessions covering the main topics. These input sessions are supported and extended through associated tasks which encourage students to critically apply theory to the context in which they currently practice. Students will undertake both individual and group exercises which aim at developing their academic skills (writing, oral, and aural competencies). Students will undertake formative assessments to motivate and diagnose where specific work is required. Summative assessment maps onto the aforementioned learning outcomes, thereby enabling students to consolidate and develop their study and communication skills. Summative assessment will focus on students demonstrating their functional use of study and communication rather than their knowledge of the skills in theory.
	In particular, students are taught through a combination of textbooks, lectures, seminars, class and forum discussions, group/pair workshops and extensive use of online related applications and practice. Self-assessment quizzes are provided to students through the university's e-Learning platform to reinforce their understanding of course material at their own convenience for further self-improvement. They will typically have 2 contact periods per week, as well as the opportunity to meet with their instructors for tailored advice outside scheduled lecture time, on a regular basis. Students will be required to do extensive study and practice of the language in their free time documenting their work with reports and further assignments.
	Collaborative learning is facilitated through group activities engaging students in peer review and editing sessions. As stated above, the use of technology including online language usage resources, language analysis software, virtual writing tools and interactive quizzes platforms facilitates interactive learning. Self-assessment is also extensively used to foster self-improvement.
Bibliography	**Main textbook:**
	- Cottrell, S. (2019). ***The study skills handbook.*** Bloomsbury.
	Additional material:
	- Streefkerk, R. (2020, December 5). ***How to Create APA Reference Entries (7th edition)***. Scribbr. Retrieved November 3, 2023, from https://www.scribbr.com/apa-style/reference-entry/
	- Parsons, L. (2022. October 14). ***Time management tips for students.*** Harvard Division of Continuing Education. Retrieved November 3, 2023, from https://summer.harvard.edu/blog/8-time-management-tips-

	for-students/

- Dease, J. P. (2022, June 3). ***Verbal and nonverbal communication.*** Study.com
Retrieved November 3, 2023, from
https://study.com/learn/lesson/verbal-nonverbal-messages-communication-types-skills-examples.html

- The London School of English (2020, October 14). ***Differences between formal and informal language.*** The London School of English and Foreign Languages.
Retrieved November 4, 2023, from
https://www.londonschool.com/blog/10-differences-between-formal-and-informal-language/

Academic articles from various disciplines including Psychology, Linguistics, Maritime Studies, Business Communication, Engineering, Computer Science, Sports and Fitness, etc. |
| Assessment | The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the course.

Type	%
Substantial participation on course discussion board (5 forum questions/ tasks)	10
Practical tasks	30
Test	20
Exam	40	
Language	English