

University of Cyprus
Department of English Studies
ENG 101 — ENGLISH FOR ACADEMIC PURPOSES (COURSE SYLLABUS)
EUROPEAN STUDIES (SECTION 3)
(5 ECTS)

Instructor: Tziovanis Georgakis (PhD)
Email: georgakis.tziovanis@ucy.ac.cy
Course Days and Time: Mondays and Thursdays: 16:30–18:00
Course Venue: ΧΩΔ01 107
Office Hours: Mondays and Thursdays from 12:30–14:30
Office Hours Venue: M105A

Course Description

This course aims to familiarize students with academic communication in English. It is divided into the following four components: academic listening, academic reading, academic writing, and developing seminar skills. Each course component will equally help students overcome some of the linguistic difficulties involved in studying English in academic contexts. Throughout the course, students will be able to follow a university lecture, discussion, or demonstration in English at degree level and take adequate notes; comprehend more fully the material of the kind they may be required to read at university and, thus, receive more benefit from a course; produce coherent and appropriate formal academic writing; be more aware of what is involved in seminar activity and understand some of the interactional language that is at use. The delivery of the course material is complemented with the assignment of a variety of academic tasks such as taking notes, peer reviewing classroom presentations, composing reflective essays, and presenting multimedia group projects. The practice of obtaining academic communication skills is supported by readings in literature and in-class discussions.

Core Objectives

By the end of the semester, students will:

- develop an effective method of comprehending university lectures, grasping important information, and taking effective lecture notes.
- be able to deduce meaning from complex texts.
- learn how to survey in detail, skim, and scan academic texts.
- be able to evaluate and construct valid arguments.
- learn the components of a formal academic essay and follow stylistic and formatting conventions.
- collaborate with other students and learn how to present and support ideas in public.
- foster the necessary critical and analytical skills that each university student needs to utilize in every academic setting.

Bibliography

Required Reading (to be purchased by students):

Huxley, Aldous. *Brave New World*. London: Vintage Books, 2007. Print.
Orwell, George. *Animal Farm*. New York: Harcourt Brace & Company, 2003. Print.

Items Reserved in the Library's Short Loan Collection:

- Fulwiler, Toby, and Alan R. Hayakawa. *The Blair Handbook*. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2007. Print. [PE1408.F78 2009]
- Cottrell, Stella. *The Study Skills Handbook*. London: Palgrave Macmillan, 2008. Print. [LB2395.C677 2008]
- Godfrey, Jeanne. *How to Use Your Reading in Your Essays*. London: Palgrave Macmillan, 2009. Print. [P301.5.A27 2009]
- Kennedy, X. J., and Dana Gioia. *An Introduction to Poetry*. 9th ed. New York, NY: Longman, 1998. Print. [PN1042.K39 1998]
- Orwell, George. *Animal Farm*. New York: Harcourt Brace & Company, 2003. Print. [PR6029.R8A63 2003]
- van Emden, Joan, and Lucinda Becker. *Presentation Skills for Students*. London: Palgrave Macmillan, 2004. Print. [P95.3.V3 2004]

Supplementary Reading:

- Montgomery, Martin, et al. *Ways of Reading: Advanced Reading Skills for Students of English Literature*. London: Routledge, 2007. Print.
- Salehzadeh, Julia. *Academic Listening Strategies: A Guide to Understanding Lectures*. Ann Arbor, MI: The University of Michigan Press, 2006. Print.
- Sorenson, Sharon. *Webster's New World Student Writing Handbook*. 5th ed. Hoboken, NJ: Wiley, 2010. Print.
- Sprague, Jo, and Douglas Stuart. *The Speaker's Compact Handbook*. 3rd ed. Boston, MA: Wadsworth, 2011. Print.
- Wong, Linda. *Essential Study Skills*. 6th ed. Boston, MA: Houghton Mifflin Company, 2009. Print.

Class Preparation and Participation

The class will be run seminar-style, by which the class instructor will do some lecturing. At the same time, students are expected to participate actively in class discussions. This format will not work unless all students are well-prepared for the class. It is very important that students engage discussions and readings so that the whole classroom participates in a dialectic exchange of thoughts and ideas. If students are having difficulty understanding parts of the class material, they should inform the instructor. In general, the instructor will not summarize the readings for the students' sake. The readings are for the students to discuss during the discussion portion of the class. The instructor will merely supplement the assigned readings. Part of class preparation also includes taking detailed notes, noting down pressing questions, understanding and evaluating arguments, responding to complex arguments, forming new arguments, and thinking critically about one's own positions. This class will thrive only if all students take responsibility to participate. In addition, the instructor expects that all seminar members will treat each other with the respect necessary for a fruitful discussion. Students should be courteous to the other students in the classroom and avoid disrupting their right to a positive learning environment. To this end, students should not arrive late to class or leave early, engage in side conversations, or pack their belongings before class has concluded. Students should not leave their mobile phones on, use text messaging on their phones, or surf the Internet during class. If students are using a laptop in class, they must sit near the front so as not to distract other students. If students anticipate arriving late to class or need to leave early from class, or are expecting a call (if they need to be reachable for an emergency), they should let the instructor know before class begins.

Attendance Policy

Attending class is extremely important. Missing any class, coming in late, or leaving early will detract from the final grade. If students miss a class, they are still responsible for finding out what was delivered in class that day and if there were any assignments given by the course instructor. Class success is determined by the students' active presence and by how much work they are willing to put in. Students are urged to make a commitment to the coursework for themselves and for their colleagues.

Course Assignment and Assessment

Academic listening in-class assignment: 15%
Academic reading in-class assignment: 15%
Academic writing in-class assignment: 15%
Developing seminar skills in-class assignment: 15%
Final examination: 35%
Attendance and participation: 5%

Academic Integrity

Academic dishonesty includes but is not limited to the following: cheating, fabrication, plagiarism, bribes, examination by proxy, grade tampering, and submission of non-original works. Academic dishonesty will not be tolerated and will result in an automatic grade of 0. Information about plagiarism and citation rules will be provided during the semester. If students have any questions or are unsure of what constitutes academic dishonesty, they should ask the course instructor.

Office Hours and Availability

If students have any questions or wish to discuss course progression, course material, general literature questions, or just to talk, the course instructor is available to them on Mondays and Thursdays from 12:30–14:30 in office M105A. If deemed necessary, they can schedule an appointment. The instructor strongly encourages all students to stop by and introduce themselves. Before students send an email with a query, they can come to office hours first. If they are unable to attend the designated office hours, they can email the instructor at georgakis.tziovanis@ucy.ac.cy. The instructor will do everything possible to respond to any questions, comments, or issues within 24 hours on weekdays and 48 hours on the weekends.

Course Schedule

A. LISTENING IN ACADEMIC CONTEXT

Week 1: The Lecture Culture

Weekly reading: *Academic Listening Strategies* (1-26)

Topics to be covered: the unique challenges of lecture listening; assumptions students might have about the lecture culture; open lecture style; lecturer's professional behavior; listeners' behavior; office hours.

Week 2: Characteristics of Spoken English and Strategies for Coping

Weekly reading: *Academic Listening Strategies* (27-122)

Topics to be covered: comparing and contrasting written texts and lectures, the messy elements of spoken language; making use of redundancy; the importance of background; making use of introductions and summaries; recognizing topic change; formal vs. informal lecturing style; digressions and anecdotes; signals inviting interaction; humor.

Week 3: Listening and Taking Lecture Notes

Weekly reading: *Essential Study Skills* (282-309)

Topics to be covered: the Cornell Notetaking System; the Two-Column Notetaking System; the Three-Column Notetaking System; the Outline Notetaking System; the Book Note System; speaking, thinking, and writing rates; handling rate discrepancies; strategies to organize information; instructor clues; working with your notes.

FIRST IN-CLASS ASSIGNMENT: 15%

B. READING IN ACADEMIC CONTEXT

Week 4: Developing Efficient Reading Skills

Weekly reading: *Animal Farm* (1-42)

Essential Study Skills (182-209)

Topics to be covered: understanding the various levels of reading; surveying the textbook; surveying a chapter/article using first sentences of paragraphs; surveying a chapter/article using first and last paragraphs; skimming to get gist and general impression; scanning to locate specifically required information; learning to read quickly.

Week 5: Asking Questions as a Way of Reading

Weekly reading: *Animal Farm* (43-97)

Ways of Reading (7-19)

Topics to be covered: comprehension and interpretive variation; types of meaning: intended, individual and social; textual and contextual questions; questions of language, reference, and convention; questions of emotional effect, identification, and representation.

Week 6: Authorship and Intention

Weekly reading: *Brave New World* (1-91)

Ways of Reading (168-114)

Topics to be covered: a brief history of the author; authorial intention vs. the text itself; inferencing and the attribution of meaning; narrator, implied author and poetic speaker; authorial irony and the implied author; ways of reading authorial games; the significance and insignificance of an author's identity.

SECOND IN-CLASS ASSIGNMENT: 15%

C. WRITING IN ACADEMIC CONTEXT

Week 7: Writing a Synopsis and a Paraphrase

Weekly reading: *Brave New World* (92-182)

Webster's New World Student Writing Handbook (47-124)

Topics to be covered: (a) developing a synopsis: prewriting—reading the material; writing—preparing the synopsis; revising—improving the content; proofreading—checking the details; (b) developing a paraphrase: prewriting—reading the material; writing—drafting the first paraphrase; revising—checking for accuracy; proofreading—correcting the mechanics.

Week 8: Writing a Description and a Narration

Weekly reading: *Brave New World* (183-229)

Webster's New World Student Writing Handbook (284-289; 342-370)

Topics to be covered: (a) developing a description: prewriting—choosing a topic; prewriting—narrowing the topic; prewriting—determining the purpose; prewriting—selecting the details; prewriting—organizing the details; : prewriting—developing the topic or thesis sentence; writing—following the plan; revising—improving the content; proofreading—checking the details; (b) developing a narration: prewriting—planning the narration; prewriting—planning the details; writing—following the plan; revising—polishing the content; proofreading—checking the details.

Week 9: Developing an Opinion Paper

Weekly reading: *The Blair Handbook* (49-57; 136-163)

Topics to be covered: developing an opinion paper: prewriting—thinking about the subject; prewriting—stating the subject; prewriting—determining your audience; prewriting—selecting details; prewriting—organizing the details; writing—following the plan; revising—improving the content; revising—improving the content; proofreading—checking the details.

THIRD IN-CLASS ASSIGNMENT: 15%

D. DEVELOPING SEMINAR SKILLS FOR ACADEMIC PURPOSES

Week 10: Understanding Public Speaking / Forming a Presentation Group

Weekly reading: *The Speaker's Compact Handbook* (2-8; 175-178)

Topics to be covered: the meaning of a public speaker; public speaking and jointly-created meaning; familiar communicative resources; advantages of group presentation; agreeing on a presented topic; limiting a topic; considering the group image; considering the presentation venue; rehearsing the presentation; answering questions; getting assessed.

Week 11: Delivering a Presentation

Weekly reading: *The Speaker's Compact Handbook* (11-13; 200-215)

Topics to be covered: crafting a speech by considering modes of delivery, language and style, capturing attention and interest, introductions and conclusions, polishing and practicing the speech; presenting a speech by considering vocal delivery, physical delivery, the speech situation, and questions and answers.

Week 12 / Week 13: Student Group Presentations

FOURTH IN-CLASS ASSIGNMENT: 15%

Exam Week: Passing the Final Exam

IN-CLASS FINAL EXAMINATION: 35%