

HW0001**Introduction to Academic Communication**

Study Year	NTU Undergraduates
Academic units (AUs)	NIL (Pass\Fail)
Pre-requisite	NIL
Tutorial hours	22 hours (weekly tutorials of 2 hours)

CONTENT

HW0001 Introduction to Academic Communication is a one-semester pass-fail course for Nanyang Technological University undergraduates who do not pass the Qualifying English Test (QET).

The aim of this course is to help you develop your language and communication skills in both written and spoken modes within the academic context of the university.

LEARNING OBJECTIVES

This course aims to help students master the important elements of language and communication, including:

1. basic grammar rules and principles of communication (Purpose, Audience, Context);
2. critical reading;
3. paraphrasing and summarising;
4. essay writing; and
5. oral presentation skills.

LEARNING OUTCOMES

Upon successful completion of the course, students should be able to:

1. identify and apply basic grammar rules;
2. identify and apply principles of communication (Purpose, Audience, Context);
3. identify and apply coherence and cohesive strategies;
4. analyse a text critically;
5. paraphrase and summarise effectively;
6. construct a response to a text; and
7. design an effective presentation

COURSE SCHEDULE

The schedule below sets out a week-by-week course plan including the assignments.

Week	Tutorial	Topic	Reading/ Activities
1	No tutorial		
2	No tutorial		
3	Tutorial 1	Unit 1: Communication: Purpose, Audience, Context and Grammar	
4	Tutorial 2	Unit 2: Paraphrasing	
5	Tutorial 3	Unit 3: Coherence and Cohesion 1	Assignment 1: Paraphrasing
6	Tutorial 4	Unit 3: Coherence and Cohesion 2	
7	Tutorial 5	Unit 4: Critical Reading, Summary and Response Essay 1	
Recess Week			
8	Tutorial 6	Unit 4: Critical Reading, Summary and Response Essay 2	
9	Tutorial 7	Introduction to Assignment 3	Assignment 2: Critical Reading, Summary and Response Essay
10	Tutorial 8	Unit 5: Oral Presentation Skills	Submit choice of article for Assignment 3
11	Tutorial 9	Unit 5: Oral Presentation Skills	
12	Tutorial 10	Presentations	Assignment 3: Oral Presentation
13	Tutorial 11	Presentations	Assignment 3: Oral Presentation

STUDENT ASSESSMENT

Students will be assessed by 100% continuous assessment based on the following components.

Assessment	Weighting
Written assignments	
Assignment 1 Students will be given an academic text and asked to paraphrase 1-2 paragraphs in class.	15%
Assignment 2 Students will be given an academic text to read in class. Afterwards, students will respond to a list of critical reading questions, write a coherent and cohesive summary and craft a response essay.	40%
Oral presentations Students will be given a list of simplified research articles by BBC Media Action and asked to choose one of the research articles to present in class. It will be a 3-minute presentation based on a given purpose, audience and context.	30%
Class participation	15%

TEXTBOOKS/REFERENCES

The course pack has been designed by the Language and Communication Centre and will be available to students in NTULearn.

Carter, C. E. (2013). *Mindscapes: Critical Reading Skills and Strategies*. Cengage Learning.

Daneš, F. (1974). Functional sentence perspective and the organization of the text. In F. Daneš (Ed.), *Papers on functional sentence perspective* (pp. 106–128). De Gruyter Mouton. <https://doi.org/10.1515/9783111676524.106>

Goodall, H. L. Jr, & Waagen, C. L. (1986). *The persuasive presentation: A practical guide to professional communication in organisations*. New York, NY: Harper & Row.

Green, G. M. (1996). *Pragmatics and natural language understanding* (2nd ed.). Lawrence Erlbaum Associates.

Lee, I. (2002). Teaching coherence to ESL students: A classroom inquiry. *Journal of Second Language Writing*, 11(2), 135–159. [https://doi.org/10.1016/S1060-3743\(02\)00065-6](https://doi.org/10.1016/S1060-3743(02)00065-6)

Price, D. (2012). *Well said! Presentations and conversations that get results*. American Management Association.

Spears, D. M. (1998). *Developing Critical Reading Skills* (Fifth Edition). McGraw-Hill College.

Swales, J. M., & Feak, C. B. (1994). *Academic Writing for Graduate Students: Essential Tasks and Skills: A Course for Nonnative Speakers of English*. University of Michigan Press.

NOTE: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.