## Module Title
Academic Reading

## School
SML

## On or Off-Campus
On

## Module Co-ordinator
Olwyn Alexander

## SCQF Level
7

## Module Code
C47CR1

## Semester
1 + 2

## Credits
15

### 1. Pre-requisites
Entry level equivalent to intermediate – upper intermediate proficiency in English

### 2. Linked Modules
(specify if synoptic)
C48PP2

### 3. Excluded Modules

### 4. Replacement Module
Code: C41CR1/
C42BR2
Date Of Replacement: 10/05/08

### 5. Availability as an Elective
Yes [ ] No [√]

### 6. Degrees for which this is a core module
Certificate of Foundation English for graduate purposes

### 7. Aims
- to raise students’ awareness of the overall purposes and intended audience of descriptive and expository texts
- to enable students to recognise the multifunctional nature of texts
- to enable students to read efficiently according to a stated purpose
- to enable students to research and record general academic vocabulary
- to raise awareness of the overall purposes and intended audience of persuasive texts
- to develop the ability to think critically about sources of information

### 8. Syllabus

**Global skills**
identify overall purpose and intended audience, identify viewpoint (if present) of descriptive and expository texts, identify viewpoint and relate to purpose of text

**Comprehension**
outline and topic development for note-taking, use research tools to find meaning of unknown vocabulary, understand what makes a text difficult, summarise persuasive texts, analyse exam questions

**Interpretive skills**
recognise a variety of functions in single text, recognise meaning relations across sentences, evaluate effectiveness of text in terms of stated or implied purpose, draw inferences beyond the text

**Text types**
descriptive and expository texts, written commentary on data in tables and graphs; academic genres such as text books or articles in professional magazines, persuasive texts: problems and solutions, evidence and conclusions, arguments, academic genres such as journal articles

**Reading skills**
select a reading purpose for efficient reading, paraphrase texts using notes and outlines, referencing and acknowledging sources of information
9. Learning Outcomes (HWU Core Skills: Employability and Professional Career Readiness)

### Subject Mastery

**Understanding, Knowledge and Cognitive Skills**  
Scholarship, Enquiry and Research (Research-Informed Learning)

The learners will be able to:
- Identify the overall purpose and intended audience of descriptive and expository texts from a variety of sources
- Identify the viewpoint of the author (if present) in expository texts
- Identify a variety of rhetorical functions in a single text and understand how these contribute to the overall purpose of the text
- Analyse the development of topics in descriptive and expository texts in order to take notes and produce an outline of the text
- Identify important relations in meaning (such as contrast) across sentences and paragraphs, which are signalled by signpost expressions.
- Identify the overall purpose and intended audience of persuasive texts from a variety of sources
- Identify the implicit signalling of rhetorical functions such as problems and solutions or arguments in a text and summarise the text using a more explicit outline
- Identify and use the academic conventions for acknowledging a variety of sources of information

### Personal Abilities

**Industrial, Commercial & Professional Practice**  
Autonomy, Accountability & Working with Others  
Communication, Numeracy & ICT

The learners will be able to:
- Select a purpose for reading and read efficiently for that purpose using an appropriate reading strategy
- Rewrite and paraphrase descriptive and expository texts using notes and outlines
- Analyse written commentary on numerical information and reproduce it in graphs and tables
- Evaluate the effectiveness of descriptive and expository texts according to their stated or implied purposes
- Use research tools such as dictionaries and concordance software to research general academic vocabulary
- Select texts which they find difficult to read and recognise what makes them difficult
- Use their knowledge of organisation, rhetorical function, vocabulary and grammar to decode densely written texts
- Read a persuasive text and draw inferences and conclusions from it, thinking beyond the original material
- Analyse assignment topics and examination questions in order to be able to answer them effectively

### 10. Assessment Methods

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<th>Duration of Exam (if applicable)</th>
<th>Weighting (%)</th>
<th>Synoptic modules?</th>
<th>Method</th>
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### 11. Re-assessment Methods

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### 12. Date and Version

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