

Fatima College of Health Sciences

COURSE OUTLINE

IELTS Training 1

Academic Organization:	School of Nursing
Faculty:	Fatima College of Health Sciences
Credit Hours:	0
Course Level:	Undergraduate
Campus/Location/Instruction Mode:	Abu Dhabi / Al Ain – UAE
Convenor/s:	To Be Confirmed
This document was last updated:	06 April 2009
Course approved by	Academic & Assessment Committee

BRIEF COURSE DESCRIPTION

This Intermediate level course provides students with the post-foundation language skills needed to achieve the requisite IELTS Academic band 6.0 required by the Griffith Bachelor of Nursing Program. The course is designed to strengthen students' skills in listening, speaking, reading and writing as well as develop the students' repertoire of learning strategies in each of the four skill areas. This course provides students with a generalized background that can be applied to a variety of communicative and academic situations rather than just the IELTS. Nonetheless, IELTS Training 1 remains grounded on providing students with the knowledge and practice opportunities needed to prepare them for the intensive IELTS preparation that awaits them in semester two.

PREREQUISITES

NIL

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

IELTS Training 1 provides students with a solid foundation in English at the intermediate level prior to beginning an intensive period of IELTS exam preparation. As such the course focuses on each of the four skills targeted by the exam along with related sub-skills and learning strategies needed for IELTS preparation, academic learning and general communication.

LEARNING OUTCOMES

At the completion of the course students will have made significant gains towards:

1. Developing a variety of sub-skills in listening, as outlined below, and flexibly apply these according to varying purposes and task demands, commensurate with Band 6.0 Academic IELTS
 - Listening for gist
 - Prediction of content
 - Listening for specific information
 - Identifying detail
 - Following signpost and referencing words
 - Using prosodic features to aid comprehension
 - Inferring underlying meaning
2. Achieving spoken fluency and accuracy at the Band 6.0 Academic IELTS level by demonstrating an ability to
 - talk at length using a range of spoken discourse markers, connectives and cohesive features;
 - use a variety of lexical resources sufficient to talk about a variety of familiar and unfamiliar topics produce a mix of short and complex sentence forms and a variety of structures with some degree of flexibility
 - produces the features of spoken English (intonation, stress, prosodic features) well enough to be understood throughout
3. Developing a variety of sub-skills in reading, as outlined below, and flexibly apply these according to varying purposes and task demands, commensurate with Band 6.0 Academic IELTS
 - Skimming for general meaning
 - Prediction
 - Scanning for specific meaning
 - Intensive reading
 - Deducing meaning of lexis
 - Inferring meaning
4. Achieving written fluency and accuracy at the Band 6.0 Academic IELTS level by demonstrating an ability to
 - adequately address and cover all the requirements of a task or assignment
 - present ideas and information coherently with clear overall progression evident
 - use a variety of discourse markers, connectives and cohesive features to insure a clear overall progression throughout the body of paragraphs, reports and five paragraph essays.
 - use a mix of simple and complex sentence forms with some degree of flexibility whereby errors in grammar and punctuation rarely impede communication.

CONTENT, ORGANIZATION AND TEACHING STRATEGIES

Although a non-credit course, IELTS Training 1 allows teachers to follow a prescribed curriculum while having the necessary flexibility, time and resources to offer enrichment and supplementary support according to the individual differences that invariably arise within and between classes and campuses.

IELTS Training 1 utilizes the New Cutting Edge Intermediate series of resources, including student book, workbook, self-study CD-ROM and on-line support materials. One module is covered every two weeks, which is a sufficient amount of time to allow the teacher to support and extend lesson content with a variety of activities that support other courses within the CORE Program. Enrichment activities include journal writing, project-based learning, IT sessions, self-access learning and library sessions.

In addition IELTS Training 1 also seeks to expand each student's repertoire of learning strategies through critical reflection, teacher demonstration, group discussion and active experimentation. Surveys such as the Beliefs About Language Learning Inventory (BALLI) and the Strategy Inventory for Language Learning (SILL), reflective student journal entries, a group project entitled "Learning How to Learn" and teacher "think aloud" demonstrations will be used to aid this process.

On-going assessment and continuous feedback to students will be provided on a bi-weekly basis through module quizzes, Learning Cycle exams (every 6 weeks), journal comments, project marks and end-of-semester exams. Although grades are awarded to students at the end of each semester, the grades are only intended as feedback to students. As a non-credit course, students will receive a pass or fail based solely on their performance in the externally based Academic IELTS exam at the end of semester 2.

CONTENT SUMMARY

A summary of course content is provided below on a bi-weekly basis according to the language content covered within the New Cutting Edge texts. This represents what students in all classes on both campuses will follow together at the same time. Teachers will, however, develop extension activities according to the specific needs of their students.

ASSESSMENT

The assessment protocol detailed below is merely for student feedback purposes in order to give students an idea about how they will probably perform on the actual IELTS exam. Students will receive a P/F based solely on whether they receive a band 6.0 on the actual, external exam.

Classwork & Self-Study including journal and workbook assignments = 10%
Compiled at the end of each six-week learning cycle

Projects = 20%
Compiled at the end of each six-week learning cycle

Bi-weekly Quizzes = 20%
Compiled at the end of each six-week learning cycle

Learning Cycle Exams = 20%
Compiled at the end of each six-week learning cycle

End-of-Semester Exam = 30%
Week 16

TEACHING TEAM

Course Convenors

Convenor Details	
Campus Convenor	TBC
Email	
Phone	
Office Hours	Sunday - Thursday: 0700 - 0300 pm

Required Texts:

Cunningham, Sarah & Moor, Peter. New Cutting Edge: Intermediate: Student's Book: Pre-intermediate with Mini-dictionary and Self-Study CD-ROM. (Longman Pearson, 2008)

Cunningham, Sarah & Moor, Peter. New Cutting Edge Intermediate: Workbook (Longman Pearson, 2008)

Interactive materials are available on the

<http://www.pearsonlongman.com/newcuttingedge/intermediate> website to supplement and enhance the main texts learning for each module:

Weeks 1 & 2 -- Module 1

Language Focus:

Asking and answering questions
Pronunciation: Auxiliary verbs
Present simple and continuous

Vocabulary:

Everyday activities People around you
Wordspot: have (and have got)

Reading and Speaking:

How we really spend our time

Writing:

E-mail an old friend

Study Tip:

Using English in class

Project 1: Learning How to Learn

Weeks 3 & 4 -- Module 2

Language Focus:

Simple Past and continuous
Pronunciation: Past simple -ed endings
Used to

Vocabulary:

Remembering & Forgetting

Listening & Speaking:

First meetings

Reading:

Improving Memory

Real Life Communication:

Showing Interest

Study Tip:

Using the dictionary

Weeks 5 & 6 -- Module 3

Language Focus:

Comparatives & Superlatives
Phrases for comparing
Stress & schwa sounds

Vocab & Writing:

Describing towns and cities

Reading:

The top 100 places to visit

Real Life Communication:

Booking a flight

Study Tip:

Keeping notes

Pronunciation /l/ & /i:/

Project Presentation & Submission

LC Exam

Learning Cycle 2 (Weeks 7 to 12)

Weeks 7 & 8 Module 4

Language Focus:

Present perfect simple
Strong & weak forms of have

for, since & ago + Present perfect continuous

Pronunciation: linking

Vocabulary

Describing life events
Positive characteristics
Wordspot: *take*

Reading: Parallel Lives

Writing: A Curriculum Vitae

Modules 1 to 4 Consolidation

Project 2: Health Promotion

Weeks 9 & 10 -- Module 5

Language Focus:

Future forms

Future clauses with *if, when, etc.*

Vocabulary

Work

Reading: Have you got what it takes?

Listening & Speaking:

Doing something different

Real Life Communication:

A formal telephone call

Writing: Writing a cover letter

Study Tip:

Improving your spoken fluency

Weeks 11 & 12 -- Module 6

Language Focus:

-ed & -ing adjectives

Passive

Vocabulary

Extreme adjectives

Pronunciation: Word stress

Reading: News stories

Listening: TV & radio

Writing: A consumer review

Study Tip: English outside the classroom 1 --

Using the media

Project Presentation & Submission

LC Exam

Weeks 13 & 14 -- Module 7

Language Focus:

Polite requests

will for offers & instant decisions

Making generalizations

Vocabulary

Social behaviour

Wordspot: *go*

Reading:

The great international night out

Listening: Social customs in Thailand

Real Life Communication:

Making a social arrangement

Study Tip: Using revision techniques

Weeks 15 & 16 -- Module 8

Language Focus

Relative clauses

Quantifiers

Vocabulary

Describing everyday objects

How machines work

Pronunciation: Stress in compound nouns

Reading: Machines behaving badly

Real Life Communication: Buying things

Writing: Saying thank you

Study Tip: English outside the classroom 2 --

Using the Internet

Review & Consolidation

Course Evaluation

End of Semester Exam

SECTION B - ADDITIONAL COURSE INFORMATION

Please refer to FCHS policy manual for additional information.

Important Policies:

- FCHS Assessment Policy
- Assessment and academic misconduct policy.

Academic misconduct – Plagiarism

- Plagiarism is taking someone's thoughts, ideas or work and claiming it as your own. It is an offence against the Moral Rights section of the Copyright Act to use material from any source without indicating the true author or creator of the content. Taking material from the Internet is very easily detected, and could result in disciplinary action. You must sign the Declaration on the Assignment Cover sheet before submission. FCHS has very clear policies in relation to plagiarism see the 'Assessment and academic misconduct policy' which can be found in the [Policy Library](#).
- The School may also undertake a random audit of student's work using plagiarism-checking software. Therefore in addition to a paper copy, students can be required to submit an electronic copy (on a floppy disc) of written assignments. Discs should only contain the final copy of the work submitted. Students are advised to retain an electronic copy of all their written assignments for this purpose.
- A percentage of assessments submitted may be selected for 'Referencing and Source Audit' where an audit of references cited and the originality of the work be conducted. If selected you must provide an electronic copy of your assignment, and a hard and/or electronic copy of all references cited in your assignment to the Examiner for inspection.

SECTION C- KEY COLLEGE INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the College honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct, for which the FCHS may penalize a student. Specifically it is academic misconduct for a student to: present copied, falsified or improperly obtained data as if it were the result of laboratory work, fieldtrips or other investigatory work; include in the student's individual work material that is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work; assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work; cheat; (Cheating is dishonest conduct in assessment); Plagiarize (Plagiarism is knowingly presenting the work or property of another person as if it were their own. Visit the FCHS Policy on Academic Misconduct for further details.

PLAGIARISM DETECTION SOFTWARE

The FCHS is piloting the use of plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this course is included in the pilot your Course Convenor will provide more detailed information about how the detection software will be used.

KEY STUDENT-RELATED POLICIES

All FCHS policy documents are accessible to students via the College's Policy Library:
Policies you may find helpful are in the Student Handbook, which is mentioned below:

[Student Charter](#)

[Admissions](#)

[Admission Policy](#)

[Admission Requirements](#)

[Student Administration](#)

[Student Records](#)

[Rules and Regulations](#)

[On Campus Behaviour and Academic Performance](#)

[Process of dealing with misconduct](#)

[Privacy and Confidentiality](#)

COLLEGE SUPPORT RESOURCES

The FCHS provides many facilities and support services to assist students in their studies. Links to information about College support resources available to students are included below for easy reference:

- Student Welfare Officer
- Student counselor
- Web based resources

Additional academic skill training including; computing skills; library skills; and academic skills. The study skills resources on the website include self-help\tasks focusing on critical thinking, exam skills, note taking, preparing presentations, r