

**Course Code:**

UINF106

**Session:**

2017/18

**1. Course Title:**

Foundation Skills: English

**2. Academic Session:**

2015-16

**3. Level:**

SCQF Level 7

**4. Credits:**

20

**5. Lead School/Board of Studies**

School of Fine Art Board of Studies

**6. Course Contact:**

Conor Kelly

**7. Course Aims:**

The course aims to enable students to develop their English language resource, building the grammatical and lexical range necessary to engage with academic study in the fields of Art and Design. Students will develop their English language skills of speaking, listening, reading and writing to a level necessary for this academic study.

**8. Intended Learning Outcomes of Course:**

After full participation in and successful completion of the programme, students should be able to:

1. Use English language to express viewpoints and develop arguments in the fields of Art and Design as well as to document the creative process through the use of sketchbooks, presentations, reflective writing and contribution to critiques.
2. Recognise and use a range of grammatical structures with grammatical control, such that errors do not impede communication or lead to misunderstanding.
3. Recognise, note and recall the main points of complex speech on concrete and abstract

topics, including discussions in the fields of Art and Design.

4. Read with a degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
5. Produce generally clear, coherent written texts on a variety of subjects related to the fields of Art and Design, synthesising and evaluating information and arguments from a number of sources.
6. Use a sufficient range of English with a degree of fluency and sociolinguistic appropriateness to give descriptions, presentations and actively engage in formal and informal discussions on a range of subjects related to areas of interest and specialisation.
7. Demonstrate an awareness of personal English language level through interpreting tutor feedback, identifying strengths and weaknesses and developing skills through directed and independent study.

### 9. Indicative Content:

Delivered through a series of projects and academic skills programmes the course focuses on the development of the four language skills of reading, writing, speaking and listening as well as the development of general communication and academic skills. The projects, both individual and group, work through a process of research, documentation, decision making, response to feedback and presentation of work. The English language syllabus is delivered through context-specific projects and teaching and learning activities. The course supports students to develop the appropriate academic study skills required at Higher Education level. This involves developing skills for research and reading, listening to lectures and tutor comments, speaking in presentations and seminars and writing extensively at an academic level. The content is delivered through a visual arts based context at GSA Year 1 (SCQF Level 7).

### 10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Reading and Writing in English	Written Text (with citations)	50	End of Term 3
2	Speaking and Listening in English	Formal Presentation (with Q&A)	50	End of Term 3

Students' English language will be assessed according to the four language skills of speaking, listening, reading and writing. Each skill will be equally weighted and a final overall grade given.

#### 10.1 Please describe the Summative Assessment arrangements:

Summative assessment will take place in the final term. Each skill will be assessed separately.

Students will receive an assessment grade for each of the four skills, and an overall grade.

**11. Formative Assessment:**

Students will be assessed formatively on the four language skills of speaking, listening, reading and writing.

Speaking assessment will consist of several parts, such as: an interview, a long turn speaking task, a collaborative task and a discussion. The speaking assessment will assess ability to describe situations and experiences, compare and contrast, express opinions, discuss options, make judgements, agree and disagree, and take turns effectively in discussion.

Listening assessment will require students to listen to a range of material of an appropriate level, such as lectures, project introductions or briefings, and discussions or dialogues. Questions will assess students' ability to identify and understand main ideas and specific details of complex speech, follow lines of argument, and identify opinion and attitude of speakers.

Reading assessment will require students to read a range of texts of an appropriate level, around 2,000 words in total. Questions on the reading texts will assess students' overall understanding of the texts in terms of coherence and structure, the ability to identify key points in texts and differences between texts, ability to identify opinion and attitude of writer.

Writing assessment will require students to produce written texts at a level appropriate to academic study in an arts based higher education institution. Writing will be assessed in terms of the expression and development of ideas, the language range and accuracy, the organisation and coherence of the text, and the appropriate register and format.

Feedback from formative assessment tasks will identify areas of strength and weakness, and will be used to enable students to develop particular areas of their English language skills.

**11.1 Please describe the Formative Assessment arrangements:**

Formative assessment tasks will take place at various points throughout Terms 1 and 2, with students given an overall formative assessment of all four skills at the end of Terms 1 and 2.

**12. Collaborative:**

No

**12.1 Teaching Institutions:**

[Click here to enter text.](#)

**13. Requirements of Entry:**

N/A

**14. Co-requisites:**

This course should normally be taken in conjunction with the Cross School Course and the

Foundation Studio Course.

**15. Associated Programmes:**

International Foundation Programme

**16. When Taught:**

Throughout the academic year

**17. Timetable:**

1 day per week

**18. Available to Visiting Students:**

No

**19. Distance Learning:**

No

**20. Placement:**

No

**21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture	45	60
Studio	0	0
Seminar/Presentation	20	20
Tutorial	10	10
Workshop	10	10
Laboratory work	0	0
Project work	0	20
Professional Practice	0	0
E-Learning / Distance Learning	0	0
Placement	0	0
Examination	10	10
Essay	10	50
Independent Study	0	20
Field Trip	0	0
<b>TOTAL</b>	<b>105</b>	<b>200</b>

**22. Description of "Other" Teaching and Learning Methods:**

Through the immersion into an English taught studio environment with other learners, some of which may already have a fluency in English, students will continue their language development beyond the formal contact hours. The GSA strongly encourages peer learning, guided and assisted by academic staff. Throughout the International Foundation this is facilitated through a number of specific activities such as, recording and evaluating activities and presentations, peer and self-assessment, collaborative working and encouraging an analytical approach to learning from one another.

**23. Additional Relevant Information:**

[Click here to enter text.](#)

**24. Indicative Bibliography:**

- Bailey, S. (2011). Academic writing: a handbook for international students. 3rd ed. Routledge
- Barnet, S. (2008) "A Short Guide to Writing About Art", Pearson: Australia
- Cotton, D., Falvey D. and Kent, S. "Language Leader: Intermediate Pearson Education Limited: Harlow
- Cottrell, S. (2013). The study skills handbook, 4th ed. Palgrave Macmillan
- Haines, S and Stewart, B. (2008) "First Certificate Masterclass", Oxford University Press: Oxford
- Julier, G. (2008) "The Culture of Design" Sage Publications: London
- Murphy, R. (2004) "English Grammar in Use", Cambridge University Press: Cambridge
- Pallant, A. (2004) "English for Academic Study: Writing", Garnet Education: Reading
- Swan, M. (2005) "Practical English Usage, Oxford University Press: Oxford
- Thomas, B and Matthews, L. (2008) "Cambridge Vocabulary for First Certificate" Cambridge University Press: Cambridge
- Vince, M. (2007) "English Grammar in Context" Macmillan: Oxford
- Zemach, D E. (2003). Academic writing: from paragraph to essay. Macmillan

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