



1. GENERAL INFORMATION			
1.1. Course teacher	Ass. Prof. Jasna Šego, PhD.	1.6. Year of the study programme	1 st
1.2. Name of the course	English Language for Academic Purposes 1 and 2	1.7. Credits (ECTS)	4
1.3. Associate teachers	Emanuel Maloča, prof.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 hours lectures + 30 hours exercises +0+0
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Study Programme in Church Music	1.9. Expected enrolment in the course	55
1.5. Status of the course	obligatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	In this course students will deal with texts, which they will analyse in various ways, such as: general and detail understanding of texts, coherency of a text, search for information in a text, search for meaning of a text, differentiation between the basic idea of a text and details with which the ideas is substantiated, full, quick and selective reading of a text, etc. Apart from that, students will learn about linguistic relations such as: expression of contrariety, conditions, causes, and effects. Terms such as registry, kinds of texts, synonyms, collocation, etc. will be covered. Students will learn the skill of academic communication and discussion, listening and interrupting a collocutor in the appropriate moment, as well as expressing agreement or disagreement with ideas of a collocutor. The course will cover various forms of essays and students will start mastering the skill of writing paragraphs, essays and oral expression.		
2.2. Course enrolment requirements and entry competences required for the course	Knowledge of A2 level of English.		
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Development of the skill of advanced reading, writing, listening, and grammar knowledge needed for academic purposes. Students will develop understanding, critical thinking, note taking, and vocabulary, as well as skills of speaking, writing essays, presentation skills, further understanding of English grammar and ability to communicate on topics related to their area of academic interest.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	First semester: <ol style="list-style-type: none"> 1. Register. Planning essays. Discourse markers of time sequence. 2. Skimming. Scanning. English-medium tertiary education. 3. Cohesion. Markers to indicate main ideas. 4. Finding meaning from context. Collocations. 5. Argument essays. Addition and contrast. Main and supporting ideas. 		



	<p>6. Differentiating between weak and strong evidence. Predicting focus. Definite articles. 7. Discussion essays. Avoiding the repetition of words. Contrast, deduction, example, addition and summation. 8. Interrupting, suggesting, accepting and rejecting ideas. Positive and negative aspects of technology. 9. Topic sentences. Cause and effect. Ellipsis and substitution. 10. Text types. Listening for pleasure and non-linguistic cues. Tutorial participation skills. 11. Oral presentation skills. Oral discourse markers. Compiling bibliographies. 12. Pronominal referencing and participant tracking. Review of perfect tenses. 13. Distinguishing between fact and opinion. Identifying bias and attempts to influence. Becoming a critical reader. 14. Repetition. Research reports. Mini-research project. 15. Using visual aids in presentations. Distinguishing between fact and opinion. Reporting verbs in citing and paraphrasing. Future predictions. 16. Preliminary exam 1.</p> <p>Second semester:</p> <p>1. Campus vocabulary. Academic requests and replies. 2. Examining texts from different points of view. Giving constructive criticism. 3. Various discussion techniques. Hypothesizing and speculating. Conditionals. 4. Comparing and contrasting essays. Cause and effect. Exposition schema: discussion and argument. 5. Nominalization: moving towards more academic writing. 6. Listening to predict main focus. Vocabulary and scanning. 7. Language of persuasion. 8. Dissecting essay questions for meaning. Expositions revisited and expanded. 9. Finding implied meaning. 10. Genre overview. Reviewing academic writing. Cross-cultural communication. Peer review of extended essays. 11. Precis, abstracts, introduction, conclusions and summaries. Interpreting and describing information from charts and graphs. 12. Repetition. 13. Preliminary exam 2.</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line in complete</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes	<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedia and net <input type="checkbox"/> laboratory <input type="checkbox"/> mentor work <input type="checkbox"/> (enter other)	2.7. Comments:		
2.8. Student responsibilities	Participation in classes, writing of essays and homework.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total	Class attendance	2	Research		Practical training
	Experimental work		Report		Homework
	Essay	1,50	Seminar essay		(other)



number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Preliminary exam at the end of a semester, written and oral exam at the end of a year.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Cox, C.; Hill, D.: EAP Now!: English for Academic Purposes; Pearson/Longman, Australia, 2004					
	Jordan, R.R.: Academic Writing Course; Collins, London & Glasgow, 2004					
	Bailey, S.: Academic Writing; Routledge, London, 2006					
	Murphy, R.: English Grammar In Use; Cambridge University Press, 2004					
2.12. Optional literature (at the time of submission of study programme proposal)	Mikulić, G.; Krvavac. A.: English for the Arts and Humanities. Zagreb, Školska knjiga, 1988. Internet articles and resources.					
2.13. Quality assurance methods that ensure the acquisition of exit competences						
2.14. Other (as the proposer wishes to add)						