

## UNL11 Academic Literacy Skills

### About the Course

This unit prepares you for writing assignments at a tertiary level. The unit focuses on developing your communication and written skills that are necessary to be successful in the university environment. The unit helps you develop the necessary skills you need for essay writing and research reports, summarising readings, editing your work, citing works and referencing of articles, journals and internet resources.

This unit includes individual tutorial support with an experienced high school English teacher. Tutorial support is via email, phone and an online classroom with discussion forums. There is also a Unilearn Student Support Officer available to help you throughout your study.

The unit has flexible enrolment dates to meet your needs. Start your study when you want and complete the unit any time within the 12 month enrolment window. This unit is equivalent to year 11/12 English Communication. This unit requires a minimum of 220 hours or 13 weeks to complete. The 13-week option is only available to you if you complete the unit in the online classroom.

### Aim

The course materials comprise of a study guide or “workbook”. It has been prepared for people who have not previously written essays at a tertiary level.

The Academic Literacy Skills course addresses five main questions:

- What is academic writing, and what makes it different from other kinds of writing?
- What are the main ideas, why are they important, and how can they be recognised?
- How to organise ideas and communicate them clearly?
- How to summarise and note down accurately the information required?
- How to research, write, reference and present essays?

## Structure

UNL11 Academic Literacy Skills course consists of 1 Module. Questions and Exercises are included within the module so that the learner can work through them to develop experience in problem solving.

Assignments are also provided at appropriate points in the course. Students are required to successfully complete Five (5) of these assignments. Tutorial Support is available from the UNL11 Academic Literacy Skills Teacher. This support, which can be accessed by the online classroom, mobile phone or email, is designed to help students clarify understanding of concepts, to provide details of solutions to exercises, and to answer other relevant queries.

## Hours of Study

In general the course should be completed in a minimum of 220 hours of study. The actual time required by an individual student to receive a successful result, however, will depend on the background, time available and needs of the learner.

## Grading Scheme

Students are required to complete all required materials (progress tests and lab activities) with a score of 60% or above on each in order to be eligible to sit the final exam. A student's final grade is an accumulation of all required content and will be weighted as follows:

- Assignment 2 - 10%
- Assignment 3 - 25%
- Assignment 4 - 15%
- Assignment 5 - 50%

The final grading scale is as follows:

- Pass (P) - 50-64%
- Credit (C) - 65-74%
- Distinction (D) - 75-84%
- High Distinction (HD) - 85% and above

## Content

### Acknowledgements

#### Introduction

- The purpose of Academic Literacy Skills
- How to use this book
- Finding your way around

#### Unit 1 - First Principles

- The requirements of academic essays
- The purpose of this chapter
- Quality & convention
- Organisation & structure
- Language & style
- Understanding & purpose
- Word & dictionaries

#### Where to next?

Feedback

#### Language builder Section 1: Unit 1

- The basic sentence
- Objectives
- Sentence fragments
- Subjects & verb groups
- Main units of meaning (MUMs)
- Commas in MUMs: Lists
- Agreement between subjects & verbs
- Answers to progress checks

|   |   |
|---|---|
| Unit 2 - The importance of main ideas   | Contrast & concession                           |
| The purpose of this chapter   | Time-order                                      |
| Structure   | Addition  |
| Main ideas  | Replacing                                       |
| Topic sentences: What are they?   | Transitions                                     |
| Supporting information  | Another pattern for supporting units of meaning |
| Feedback  | Final practice                                  |
| Language builder Section 1: Unit 2  | Answers to progress checks                      |
| Main units of meaning in combination  | Unit 5 - Analysing E1 summarising text Part 1   |
| Objective   | The purpose of this chapter                     |
| Joining main units of meaning   | Previewing & overviewing                        |
| Answers to progress checks  | Making a paragraph summary                      |
| Unit 3 - Ways of organising text Part 1   | Feedback  |
| The purpose of this chapter   | Language builder Section 2: Unit 1              |
| The thesis  | Style   |
| Definitions   | Objectives                                      |
| Classification  | Conciseness                                     |
| Classification in longer texts  | Precision                                       |
| Classification used to advance a point of view                                      | Avoiding general terms                          |
| Feedback  | Clichés   |
| Language builder Section 1: Unit 3  | Jargon  |
| Adding supporting units of meaning (SUMs)   | Parallel constructions                          |
| Objectives  | Answers to progress checks                      |
| Distinguishing between supporting units of meaning & main units of meaning          | Unit 6 - Analysing & summarising text Part 2    |
| Joining SUMs & MUMs   | The purpose of this chapter                     |
| Fragments often confused  | Two summaries compared                          |
| Units of meaning that name  | So—what makes a good summary?                   |
| Supporting units of meaning that describe or explain                                | How to write a summary                          |
| Supporting units of meaning that indicate special relationships                     | Feedback  |
| Answers to progress checks  | Language builder Section 2: Unit 2              |
| Unit 4 - Ways of organising text Part 2   | Style   |
| The purpose of this chapter   | Objectives                                      |
| Compare & contrast  | Mixed constructions                             |
| Writing your own compare/contrast paragraphs  | Shifts  |
| Comparison & contrast in longer sections of text                                    | Consistency of tone                             |
| Comparison/contrast & the thesis  | Sentence variety                                |
| Cause & effect  | Emphasis in SUMs & MUMs                         |
| Cause & effect & the thesis   | Answers to progress checks                      |
| Feedback  | Unit 7 - Writing your own essay Part 1          |
| Language builder Section 1: Unit 4  | Analysing the questions                         |
| Review: Indicating relationships by using the various combinations of MUMs and SUMS | The purpose of this chapter                     |
| Objective   | The characteristics of a good essay             |
| Cause, effect, reason, result   | The six stages in essay writing                 |
|   | Analysing the question                          |
|   | Feedback  |
|   | Unit 8 - Writing your own essay Part 2          |
|   | Researching your topic                          |
|   | Section 1: Reading with purpose                 |
|   | Section 2: reading techniques                   |
|   | Technique 1: Previewing                         |

Technique 2: Skimming

Technique 3: Scanning

Section 3: Note-taking

Feedback

Unit 9 - Writing your own essay Part 3

Planning & drafting

The purpose of this chapter

Getting organised

The components of your essay

Feedback

Unit 10 - Writing your own essay Part 4

The purpose of this chapter

Editing

Quotations & references to the ideas of  
other writers

How to reference