

Course title	Introduction to the language expectations of the course and Academic Environment I			
Course type	Required			
Level	Foundation			
Year / Semester	1 st Year / 1 st Semester			
Teacher's name	Angella Marinou			
ECTS	N/A	Lectures / week	2	Laboratories / week N/A
Course purpose and objectives	<p><u>Course Purpose</u></p> <p>In this module, students will become familiar with the language expectations, which include understanding the main ideas of texts, engaging in discussions on a wide range of topics, and expressing feelings and opinions with clarity. They will gain a clear understanding of the language skills they need to achieve and the expected competencies in listening, speaking reading and writing. They will also receive an orientation to Higher Education life and academic culture, including academic integrity, research ethics, and time management. Special emphasis will be placed on developing effective study skills and strategies, note-taking skills, organizing study material and utilizing academic resources available on campus and online.</p> <p><u>Course Objectives</u></p> <ol style="list-style-type: none"> 1. Comprehend and internalize the language expectations necessary for academic success, focusing on extracting main ideas from texts, engaging in diverse discussions, and articulating feelings and opinions clearly. 2. Identify and understand the essential language skills imperative for achieving competency in listening, speaking, reading, and writing. 3. Familiarize students with the nuances of Higher Education life, academic culture, and the expectations prevalent in academic settings, emphasizing academic integrity, research ethics, and time management. 4. Equip students with strategies for effective study skills, including note-taking techniques, organizing study materials, and utilizing various academic resources both on-campus and online. 5. Enable students to navigate and utilize available academic resources efficiently, encompassing libraries, databases, and other online resources conducive to academic growth. 6. Instill effective time management practices tailored for academic success, aiding students in optimizing study schedules and meeting academic requirements. 7. Encourage reflective learning, enabling students to self-assess, identify learning gaps, and set personalized language and academic goals for continuous improvement. 			

	<ol style="list-style-type: none"> 8. Facilitate the integration of acquired language skills, study strategies, and academic knowledge into practical academic tasks, such as essays, presentations, and discussions. 9. Promote peer learning activities and the formation of study groups, fostering collaborative learning environments for mutual academic support. 10. Prepare students comprehensively to navigate the academic environment confidently, ensuring readiness for ongoing success and growth in Higher Education.
Learning outcomes	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the significance of listening, speaking, reading, and writing skills in achieving academic success; 2. Apply techniques to comprehend main ideas in texts, effectively summarize content, and extract key information from academic materials; 3. Identify and describe the expected language competencies in listening, speaking, reading, and writing; 4. Acquire an orientation to Higher Education life, comprehend academic culture, and grasp the expectations in academic settings; 5. Recognize and adhere to the principles of academic integrity, understand research ethics, practice proper citation, and avoid plagiarism. 6. Implement strategies for effective time management, develop study plans, and employ study skills tailored for academic success; 7. Familiarize with various on-campus and online academic resources such as libraries, databases, and research tools, and navigate them effectively for academic purposes.
Course content	<ol style="list-style-type: none"> 1. Understanding Language Expectations <ul style="list-style-type: none"> ▪ Introduction to language expectations, emphasizing the importance of key skills in listening, speaking, reading, and writing for academic success; ▪ Techniques for understanding main ideas in texts, summarizing content, and extracting key information from academic materials; ▪ Practices for active participation in discussions, expressing opinions, and articulating feelings with clarity on diverse topics. ▪ Detailing the expected language competencies in listening, speaking, reading, and writing. 2. Academic Environment Orientation <ul style="list-style-type: none"> ▪ Orientation to Higher Education life, academic culture, and expectations in academic settings. ▪ Understanding the principles of academic integrity, research ethics, citing sources, and avoiding plagiarism. ▪ Strategies for effective time management, study planning, and developing study skills tailored for academic success. ▪ Introduction to various academic resources available both on-campus and online, including libraries, databases, and research tools.
Teaching methodology	<p>The course will prioritize a student-centred approach to learning, thereby enhancing the students' understanding and engagement. Language, techniques and information will be presented to, and practiced by the students concurrently,</p>

	<p>through weekly opportunities for learners to work with each other throughout the course. All students will undergo the Orientation process.</p>
<p>Bibliography</p>	<p><u>Required Textbooks:</u></p> <ul style="list-style-type: none"> ▪ Paul Dummett, <i>Reflect Listening & Speaking 4, 1st Edition</i>, 2022, National Geographic. ▪ Christien Lee, <i>Reflect Reading & Writing 4, 1st Edition</i>, 2022, National Geographic. ▪ Rachel Finnie, <i>World of Grammar and Writing 4, 2nd Edition</i>, 2019, National Geographic. ▪ Online Resources/Activities through the National Geographic website <p><u>Additional Material:</u></p> <ul style="list-style-type: none"> ▪ Peter Hollins, <i>The Study Skills Handbook, How to Ace Tests, Get Straight A's and Succeed in School (Learning how to Learn)</i>, 2021, Pkcs Media, Inc. ▪ Dr. Stella Cottrell, <i>The Study Skills Handbook (Palgrave Study Skills)</i>, 2008, Palgrave Macmillan. ▪ The College's Documentation regarding orientation to Higher Education life and academic culture. ▪ The College's academic resources available on campus and online. ▪ Authentic Academic Material
<p>Assessment</p>	<p>Continuous assessment methods are designed to offer a holistic view of students' language development.</p> <p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ final exam (50 marks) ▪ continuous assessment (50 marks) <p>The 50 marks of the continuous assessment is comprised for example of:</p> <ul style="list-style-type: none"> ▪ quizzes and tests ▪ homework assignments ▪ participation <p>The final written exam carries 50 marks and takes place at the end of each academic semester. This exam tests the whole content of a course taught in the current semester. The final mark for each course is the sum of the continuous assessment mark and the final written exam.</p>
<p>Language</p>	<p>English</p>