

## The 2023/24 AGU Prep. Student Handbook

### Foreword

Note that the 2023/24 AGU Prep Student Handbook is divided into three parts: Part A,B and C:

Part A is composed of Prep. information that is more general, more introductory, and more constant.

Part B is made up of detailed information about the Prep. Program's practicalities. These details are more likely to change from year to year.

Part C of the handbook consists of information giving up-to-date details of the hybrid education offered since the pandemic. While it is very much hoped that this will not be the case, if it does, during the year, become necessary to implement alternative measures, this section of the student handbook will be replaced by a new, emergency, version.

## The 2023/24 AGU Prep Student Handbook - Part A

### 1. Welcome, and a Fundamental Piece of Advice

A warm welcome to all students in Prep. English in the 2023/24 Academic Year!

You are very fortunate to be entering a very serious, modern, language program where you will learn how to use the world's most international language.

All teachers and administrative staff in the AGU Language School hope that you will benefit from this program significantly. It is our aim both that you will graduate from Prep. to qualify for your faculty programs in the shortest time possible, and that you get a deep sense of satisfaction that you have learned a lot of useful knowledge and skills, both in English and in how to be an effective learner for the future.

To help you in your journey through the Prep. Program, in all its richness and complexity, we have prepared this handbook; you are strongly urged to read it, more than once! Although all instructors in the Prep. Program are friendly and helpful, why would they want to spend their time telling you information that you have already been given? So, please read the handbook now, then put it in a safe place so that you can refer to it again later. If there is something in this handbook that you really do not understand, or if something happens to you which, according to the handbook, should not happen, then please ask a teacher, or one of the administrators, or me. All of us are ready to talk to you and to offer you help should you need it.

The handbook contains a lot of serious, detailed, advice about how to be successful in the Prep. Program, which I am sure that in time you will read and benefit from. But at this early stage, if I can give you one piece of advice about, it is that you completely change your approach to learning, as follows: change from 'school' study mode to university study mode. Now that you are at university, do not think of lessons as the place where you **start** to study, led by a teacher. Instead, you should start, now, to study English by engaging with all the materials and opportunities that are (and will be) available to you, even before you meet your teachers. Think of lessons, and the instructors who run them, as **extra** opportunities, to be benefitted from **in addition to** the study that you have been doing all week by

yourself anyway!

I am sure you know, from your reading of history, that no country ever had independence ‘**given**’– to them - all of them (including Turkey), to be independent, had to fight. Similarly, it is no exaggeration to say that students are not **given** Prep. – they have to struggle to get it. Many students arrive at university thinking that, like in school, everything will be taught to them, but this is not how universities work. Sure, your instructors will help you, but they cannot **learn** for you. Quite soon after you arrive at AGU, you will need to stand up and **learn for yourself** how to pass English Prep. As a 21st Century learner, now it is up to you to learn for yourself, starting with this handbook, how to pass.

On behalf of the whole Department, Good Luck!

Sincerely,

## 2 AGU and its Prep. Program

### 2.1 AGU

Abdullah Gul University (AGU) is a young English-instruction university with high academic and linguistic aspirations.

AGU was founded in 2010 and admitted its first students in September 2013.

Abdullah Gul University places great emphasis on teaching, on helping learners how to learn and, in general, preparing its graduates for the real world of scientific and commercial enterprise in ways that benefit society. Tuition in all the departments is in English, which means that, linguistically, it follows in the great tradition of other Turkish institutions that teach **in** English, such as Bosphorus University and Middle East Technical University.

### 2.2 Aims of the Prep. Program

Thus, the main aim of the Abdullah Gul University Prep. Program is to prepare students for university study in English. Please note that, to do so, you will also learn how to study effectively (with and without teacher supervision), how to manage your own time, work and deadlines, and how to integrate socially into the institution.

In its first year of teaching, 2013/14, the University had 125 students in departments of Electrical and Electronics Engineering, Mechanical Engineering, Civil Engineering, Industrial Engineering, Architecture and Business Administration. This intake has evolved. In 2018/19, the University enrolled 460 new students, having added new departments: Computer Engineering, Molecular Biology & Genetics, and Bio-Engineering.

In 2019/2020, two more departments were added: (Economics, and Political Science & International Relations. and the intake of students was 660. The newest department is now Psychology, opened at the beginning of 2020/21, to contribute to an annual new intake of some 800. Counting the 2021-intake students who will continue in the Prep. Program for at least one more term, international students, and prospective Post-Grad. Students, you should expect to be learning English, from September 2022, with more than one thousand three hundred other students. (And let it be stressed again that in the previous sentence, the key word that needs emphasizing is ‘**learning**’; start **learning**, now, and continue **learning** until you graduate from Prep. – do not wait to be taught.)

### 2.3 Why do today’s young people need to learn English?

The following are reasons why you should be studying English as hard as you can:

1. To get to Faculty

The first aim of the AGU Prep. English is to prepare students in English for study in their chosen departments. (If they study English effectively in Prep., they will both get out of Prep quicker and will, in Faculty, be able to study their other subjects more comfortably.)

2. To be able to access more resources when studying at Faculty

The second important reason is that English is extremely useful for research, for learning and for self-development. English, because of how much it is used and because of how many research articles are written in it, is the world's most important academic language. Even in Prep you will see that you will be able to find and read many current and interesting reports about the real World.

3. To be able to speak to other students.

English is the international language of university exchange programs and European professional placements. Since 2014 some 150 AGU students have spent periods of time in Europe. You can apply for such opportunities (but the entrance exam is in English). Do not forget that there are international students at AGU too. They may know a little Turkish, but you are more likely to have a worthwhile conversation with them in English.

4. English is extremely useful in professional life

English is a useful language outside university. Indeed, an important part of our education philosophy is that we teach English not only as an academic requirement of the university but also as a vitally important tool of communication in today's world. English is widely used in professional life. English is used in everyday life by billions of people; not only by Americans and Australians and by people in other countries where English is the first language, but also by countless people who have learned English (like you) as a second language. If a Swedish company speaks, or writes emails to, a Brazilian supplier it will be in English.

5. English gives you a competitive edge

Because English is the most important language, across the world, for professional communication, being fluent in English is a huge advantage when looking for a job. And do not forget that if all goes to plan, you will be looking for a job less than 5 years from now (<60 months!). When you are applying for positions, and being interviewed by prospective employers, would you prefer to feel the confidence that will come from knowing that your English is good? Or, would you feel comfortable saying that you found English too difficult, and that you did not really try hard to learn it?

6. To be able to follow popular culture

English is extremely important in popular culture: computer games; TV; film; music; comics; fantasy literature. Following stuff in English, even slowly at the beginning, will bring you great pleasure. (And as a bonus, it will help you to learn more English!)

### Part 3: What does an AGU student need to be able to do well in English?

What Abdullah Gul University Prep. students need to learn in English can be considered in two ways:

1. How to learn in English (Learning Skill Objectives);
2. How to use English in the way that English will be used in your faculty classes after you leave Prep (Reading, Writing, Listening, Speaking Skill Objectives).

#### 3.1 Learning in English

In the AGU Prep. Program you will learn English by learning how to learn in English:

Your instructors will speak to you in English;

You should try to use English in class at all times;

You should be open to the idea of learning in ways that are different from how you learned at school – AGU embraces internationally current educational ideas such as:

- **A focus on skills**

We believe, and you should understand, that learning English is **NOT** only about knowledge, which can be learned relatively quickly. In fact, learning English is really about learning skills, which to acquire take a lot more effort and time;

- **The power of self-access, and learner autonomy**

In the Prep. Program there are many opportunities for accessing materials, and knowledge, and skills practice activities by yourself, without a teacher. This is a very powerful element of the program, because it liberates you from the limitations of the classroom, and sets you free to learn much more, at your own pace;

- **Learner responsibility**

You should take responsibility for your own learning. You can see some ways to take responsibility in the following table:

Now that you are at University....	
Do not:	Instead, you must:
think that you are the cleverest person in the class;	think that there are other, cleverer, people around you, and that you really need to study hard;
wait <i>passively</i> to be taught;	see how you can be <b>active</b> in your learning – engage with course materials, engage with other students, engage with discussion forums, engage with your instructors;
wait for a teacher to tell you what to do;	follow each course carefully and deciding for yourself what you need to study;

think that attendance is not important,	think that every single lesson is an opportunity to learn something important;
think that only what the teacher <b>says</b> is important	think that, in addition to listening, you must place a great emphasis on <b>reading</b> ;
make excuses when things do not go well;	own your failings, and try harder to succeed.

### 3.2 Academic English objectives

To decide what students need to know and be able to do, when they leave Prep., the Language School has consulted with the people that you will be using English with after graduating the prep. program – your Departments! After careful discussion with Faculty department heads and teachers, we have compiled the following list of what you need to be able to do in English before you leave the Prep. Program.

#### 3.2.1 Reading

All departments require Prep students upon their entry to the faculty to be able to read in English sufficiently to engage with the following:

1. Lecture notes;
2. Textbooks;
3. Generally related readings.

The first two of these three are self-explanatory, at least in terms of content. The subject matter will be tightly specified by the students' target department itself. However, all departments have expressed the warning that students who do not read sufficiently, and sufficiently well in English will find the coursework not only more difficult but also less interesting. A view shared by departments and by the Language School is that reading in English is absolutely central for the academic development of the student. More and wider reading in English not only broadens students' English vocabulary but also activates English background knowledge that they may already have acquired in their first language. In general, there is a widely shared desire by academic departments for their students to be able to read non-specialist texts about their subject. These texts, while academic in the sense that they are aimed to be read by educated people, are not academic in the narrow sense that they are aimed solely at a specific academic community. These general texts might have as the subject matter construction or design for genetics but are not written in the form of research journals for particular academic disciplines. Of all the items on which lists expressed by the various departments during the most recent round of needs analysis the most widely shared was that students should be able to read more, and better, in English.

So, in Prep, you will be supplied with plenty of reading texts, which you are expected to read. The texts, which will be academic and objective, could be more or less technical, describing problems and successes, and about anything from the environment to social questions. Please remember that part of being a university student is the ability to read and think about questions that not everybody feels comfortable asking. So, do not be surprised to find topics that you did not read about in high school. To be a successful student you need to learn to read about and analyze any problem in a rational manner.

#### 3.2.2 Writing

Before you leave the Prep. Program, you must learn how to write a report. You are not required to write

fiction or any other kind of creative writing. Instead, you will need to learn how to set down facts and opinions in such a way that they can be easily understood by a reader who is trying to understand your explanations and opinions.

- You will learn how to analyse (e.g. Cause / Effect; Problem / Solution)
- You will learn how to argue, i.e. how to put down ideas in a logical sequence to convince your reader.
- You will learn how to incorporate other people's ideas into your writing;
- You will learn how to attribute other people's ideas in your writing, so that the reader does not think that you are writing down these ideas as if they are your own.

### **3.2.3 Listening**

At the end of the Prep program students should be able to listen in order to:

- Follow oral instructions;
- Follow lecture material;
- Listen to and follow class discussion, with sufficient engagement and comprehension to be able to interact;
- Understand student presentations;
- Follow online resources, such as:
  - o open source lectures from other universities
  - o videos available on YouTube which are connected to your subject.

During the Prep. program, as in Reading, you will be supplied with plenty of listening texts, which you are expected to work on both in class and in your own time. The texts, which will be academic and objective, will be on a wide range of issues. You will need to demonstrate that you are capable of answering questions about any text that you have not listened to before.

### **3.2.4 Speaking**

Requirements faced by our students on exit from the Prep program for Speaking are as follows – you should be able to:

- Make short presentations and satisfactorily answer questions on them;
- Take part in group work discussions
- Answer questions in class
- Ask questions in class

- Interact with teachers / administrators outside class

In Prep., you will learn both how to speak and to **want to** speak. What we mean is that Learning correct grammar and words is not enough - you must practice using them: in exercises; in activities and in all communication with your teachers and classmates.

Do not be one of those students who always sits quietly at the back. Speak!

Please note very carefully that many faculty teachers and department heads explain that in their classes they see students who fail to interact orally because of an absence of things to say (irrespective of their English language proficiency). You must always be reading and thinking so that in class you have something to say. Otherwise in your Speaking classes and exams, if you do not speak, it does not matter if it is from the inability to make sentences in English or because you have nothing to say – in both cases you will not get a high score.

### 3.2.5 Vocabulary

Before you get to your department, you will need to be in possession of a general vocabulary that that can be used as a basis for study whatever your chosen subject.

Firstly, this means that you must know a lot of general words. These words are taught in all courses. A good reference list of general words to learn is the New General Service List, which you will need to familiarize yourself with in order to pass LA 1, 2, 3. Note that, in general, the student who reads more in English will know more English words.

Secondly, students learn words that are commonly used to describe and explain the world we live in. As well as being taught in Reading, Writing, Listening and Speaking courses, these words are focused in two dedicated vocabulary learning courses:

- a. *The World Around Us* (which also teaches very useful strategies for learning new words).
- b. The Environment (which is a self-taught course where students are expected to use their new vocabulary learning strategies to learn further words. (Especially about the environment, which will help you engage with global issues, in Prep. , in Faculty, and in real life.)

Thirdly, students are also expected know words of an academic nature that are used routinely across disciplines. Students at every level in every Reading, Writing, Listening and Speaking course are exposed to words such as: *analyze; develop; structure; claim; involve; transport, classify,* (and many more) which are used in all areas of academic work, whatever your future department. To help up learn these words In LA 4, you are expected to take explicit notice of the Academic Word List, which will help guide your study.

Fourthly, it is useful for students in particular departments to learn extra technical words that will help them when they begin faculty classes. These words are taught through the Elective Courses. So, for example, if a student from the department of Molecular Biology and Genetics, takes the English for Biology elective they will be expected to learn words specific to Biology. Note that in this elective (and other similar electives) students are **not** taught **new** scientific concepts, but instead are supplied with the English words for the concepts that they have already studied, at school, in Turkish.

Thus, to develop your vocabulary, you need to:

- a. Read as much as you can in English;
- b. Work hard to pass the Vocabulary Learning Courses;
- c. Learn the 2800 words of the NGSL (New General Service List)
- d. Learn the 10 sub-lists of the NAWL (New Academic Word List)
- e. Study hard to learn the subject-specific vocabulary in the electives that you choose.

### 3.2.6 Grammar

There is no general grammar examination at the end of Prep., but of course you need a good knowledge of grammar in all your other lessons, both to understand, and to write and speak. The best way to obtain all the grammatical knowledge you need is to complete all levels of Language Awareness. (Language Awareness courses teach not only grammar, but also vocabulary, text organisation (for Reading) and academic writing conventions (for Writing). When you finish Level 4 of LA, you will be able to:

1. Read with awareness of textual cohesion: logical; lexical; and grammatical (substitution, reference and ellipsis);
2. Read with awareness of clause complexity, being able to skim for main clauses/ideas and to understand where (sometimes rank shifted) clauses are present for adjectival elaboration;
3. Write task appropriate and grammatically correct sentences: simple; compound and complex;
4. Combine simple sentences to make complex ones, as used in argumentation;
5. Paraphrase by finding alternative ways of expressing similar meaning through using various grammatical forms.
6. Paraphrase a paragraph by summarizing its essence into one sentence.
7. Write authoritatively by means of:
  - a) Limiting the scope of claims (hedging);
  - b) Decreasing vagueness by increasing the amount of specific, fact and detail;
  - c) Establishing the credibility of claims by means of appropriately attributed supporting data, facts and opinions sourced from other writers.

## 4 Autonomous and Blended/Hybrid learning

In the Abdullah Gul University Prep. Program there has been, since the inception of the program in 2013, a *strong emphasis on autonomous and blended learning*. Note that after the 2019 virus pandemic which caused campuses to close and forced universities to offer distance learning in March 2020, the expression '*blended learning*' has become less current; instead the term '*hybrid learning*' is much more widely used.

**Autonomy** means that the student can study by themselves without being told to start. When we say that the format of English learning at Abdullah Gul University is *blended*, or *hybrid*, we mean that there



is a mixture of direct face-to-face learner-teacher contact and of learning that occurs at a distance using technology.

In order to attain the language performance levels described in this handbook which are necessary to pass Prep., every student needs their own laptop computer that they can bring to campus, to use in class, and to use in between lessons. It may be possible to manage without a computer at prep. programs at other universities, but at AGU this is practically impossible. Please take steps to acquire a laptop as soon as possible. Note that a tablet is barely sufficient; a telephone is absolutely insufficient. If you have any technical difficulties with your laptop, seek professional help without delay.

### **The Canvas LMS**

So, in class, and outside class, via your computer, you will be exposed to a blend of direct traditional teaching and learning and self-study manifested as self-access in both real and virtual contexts. To achieve this, the Language School uses a Learning Management System (LMS), an online platform, called Canvas. Canvas is the backbone of your learning English at Abdullah Gul University. You will use it to receive information, to submit assignments, to check your grades, to check your attendance and to communicate with your instructors

So, how to use Canvas is one of the first things you must learn at Abdullah Gul University. From Day 1, you need to learn:

*How to log in;*

*How to access your courses;*

*How to find materials;*

*How to find class announcements from your teachers;*

*How to access general announcements for **all** students;*

*How to send messages;*

*How to upload assignments;*

*How to take part in discussion forums.*

### **Other requirements for class**

In addition to your laptop, you will need to bring to every class:

1. Textbooks (not a photocopy) for Foundation level LA, and for Listening.
2. A charger to keep your laptop useable;
3. Texts (including course materials) for each lesson – these should be downloaded (from Schoology) before the lesson (in case there is a temporary connection problem).
4. Pen and paper are useful for making notes, even if you are working online
5. A **good**, paper dictionary can help you, even if you are working online.

### **The Library**

Our Learning Management System is not the only Learning Platform at Abdullah Gul University. The University is proud of its library, which contains many useful resources for learning English. There are simplified readers, with recordings. There are thousands of other books – just look at some of these to see how important English is in the world. There are reference materials including dictionaries and grammar books. There are films. There are places where you can sit and study. Start visiting the library regularly – soon!

### **How to Learn**

Because we appreciate that not all students who come to our university prep program know how to learn a foreign language effectively, we get our learners started on their journey of credit accumulation by means of a significant amount of learning how to learn. The first credits you earn, for the course known as UT (*University Transition*), will be the most important ones. After that, in all courses you will

be helped to learn better.

To be autonomous, remember that you are a university student; study and learn without being told to. Learn how to study and learn more independently. Find a place to sit down and read in English. Think of time between lessons not as an empty space but as an opportunity to do some work and to learn. Use the library; use the Internet; use Canvas; learn how to use dictionaries efficiently.

## 5 Assessment

To decide whether or not you will be able to pass a particular course, your level of ability will be carefully assessed. Read this section carefully to learn details of the assessment process

### 5.1 Use and performance

So that learning and its assessment can be seen to mirror closely the requirement on students, after they graduate from the Prep. Program, to perform in English, all student learning will be based on activity and all student activity will be assessed according to performance related criteria. This means that you will have to USE English.

This means that in the prep. Program from Level 1, students learn to use English in the four skills, in dedicated courses, and are tested on their ability to do so by means of dedicated assessments. None of the Prep examinations are about English; they all expect you to show that you can do things in English – that you can read, that you can write, that you can listen and that you can speak. It is all about performance, and the only way you can improve performance is by practising.

### 5.2 Types of assessment

#### **Summative assessment**

You will be assessed summatively (for grades) in a variety of ways. There will be both written and (for Speaking) oral assessments. For the Speaking exams, special procedures apply; you will learn these during Speaking lessons. Note that all Speaking examinations are recorded.

In addition to examinations, there will be, for various but not all subjects: projects, written assignments, homework tasks and quizzes.

Many of the assessment tasks will measure your performance of particular tasks. For these assessments, your work will be evaluated according to an assessment rubric. For example, when you take the Writing 2 examination, the teachers will use the Writing 2 rubric to give your work a grade. When you are preparing for tasks/exams that have a rubric it is a very good idea to study the rubric carefully so you can see exactly what is required; what will gain you points; and what will lose you points.

#### **Formative assessment**

Distinct from the (summative) assessments above, at AGU there is also emphasis on assessment that is formative. Formative assessment is assessment that it improves your learning, but for which you receive no grade that counts towards your PASS/FAIL status. In Writing, the formative assessment is provided on the writing tasks that you complete during the term; when your teacher returns your writing assignment to you, they will highlight what is good and what needs to improve in your writing. They will also give you

a point score (out of a hundred).

For many subjects, especially the electives, and the short courses such as The World Around Us, The Environment and English for Maths, Canvas quizzes are a great source of formative guidance. If you do a Canvas practice quiz, and your grade is lower than 70%, clearly this means that you are not studying hard enough.

What you need to understand these 'formative' grades are these three ideas:

1. These formative grades are awarded for guidance purposes only. Whatever this point score is, it will not count towards your PASS/FAIL status – you will see in your grade book, but it will have zero course value;
2. Even though it gives you no course value, this score gives you important information – it tells you that you are doing OK, or not OK, and perhaps that you need to start working harder or to start doing something differently. (In this way it can have a formative effect on your studies)
3. There is no guarantee that the final grade you receive for your course will be similar to your formative grades. If you receive low formative grades, take action; if you receive high formative grades, do not stop studying!

### 5.3 Results and studying answer papers

Results of assessments are posted on Canvas. They should normally be published within a week of the examination. After results are published, you have the right to ask to see your graded paper **with an instructor** who was responsible for the grading of your exam, **on campus**. While looking at the exam. paper together, if the two of you (you and the instructor) see that some points have been missed, a procedure will be followed to have your exam result corrected. (There is no need for any separate 'Appeal' application.)

## 6 Academic Integrity

As an AGU Prep student, you will learn about how to study, and be assessed, honestly i.e. with **integrity**. So, you will need to know about the university's policy on academic **integrity**, which it encourages and teaches; but you will also need to be aware of the AGU policy on academic **dishonesty**, which it does not tolerate.

### 6.1 What is Academic Integrity?

The term Academic **Integrity** means that academic work is completed by the student themselves without making inappropriate use of others or their work.

In contrast to academic honesty, **academic dishonesty** is any attempt on the part of any individual to complete any academic work with inappropriate contributions from others.

The University considers that any attempt to behave in any way which is academically dishonest is in fact fraud perpetrated against the university; such fraud has the result of devaluing the university's prestige, the worth of its academic qualifications and the efforts of all its community members who are academically scrupulous. As such, academic dishonesty constitutes, for Abdullah Gul University, a serious disciplinary offence, to be investigated with necessary consequences implemented.

## 6.2 Details of types of academic dishonesty

Academic dishonesty can take a variety of forms. A place to start is the list below. While the university considers all of these items definitely to be forms of academic dishonesty, it warns that such a list can never be complete. Therefore, the university has the right to take legal and disciplinary action against any kind of academic practice that can be argued to be dishonest even if it is not explicitly named on this list. At the very least, make sure that you do not:

1. Make any attempt to obtain inappropriate information relating to an examination or other assessment before that assessment;
2. Cheat during an examination;
3. Help another student cheat in an examination (even by merely turning a blind eye – if it is clear that a student is reading your answers, and you take no steps to prevent this from happening, you are guilty);
4. Accept inappropriate help from somebody else in assignments prepared outside class – somebody can show you how to write an assignment, but you must write it yourself;
5. Supply inappropriate help to a student for an assignment prepared outside class – you can show somebody how to write an assignment, but they must write it themselves. Note that if you give another student a copy of your assignment and they use to cheat, you, as the **'facilitator'**, will face disciplinary proceedings in just the same way as the recipient of your work, the person whose cheating you have **facilitated**;
6. Benefit unfairly from other students' work in group reports, group presentations and so on – do not be a parasite - make sure that all the work is divided equally;
7. Allow other students to benefit unfairly from your work in group reports, group presentations and so on - do not be a sucker - make sure that all the work is divided equally;
8. Sell or distribute lecture notes or recordings;
9. Receive or buy lecture notes or recordings;
10. Use sentences written by other writers, without making it clear that it is a quotation;
11. Use information from another writer, downloaded or printed, without providing accurate acknowledgment of the source of that information (you will learn how to do this in Writing and LA classes);
12. Make inappropriate use of Google Translate-type translation applications;
13. Pretend you are present in class when you are absent.

## 6.3 Procedures for the investigation and punishment of academic dishonesty

Academic Dishonesty is a violation of the University's code of conduct and is liable to University disciplinary procedures, within the disciplinary framework of YÖK. (As such, the consequences can be very serious.)

The key details are these:

### 6.3.1 Final submissions and examinations

If you are suspected of academic dishonesty in any final submission of work or in any examination, a formal investigation will be started immediately. You will be investigated by three teachers, who will decide whether you are not guilty or guilty.

If you are found guilty you will receive a formal university punishment that will remain on your university record. This punishment is most likely to be, in the first case 'Official Warning' (on your record), but infractions can result in suspension from school. (This **has** happened.)

### 6.3.2 Drafts

If you are suspected of academic dishonesty in any submitted draft, you will be warned, informally but sternly, by your instructor. If you do not fix a problem of academic dishonesty in your draft and persist with it in your final submission, you are of course liable to formal investigation (as in 5.3.1 above). Note that if an instructor does not notice academic dishonesty in your draft, but does notice it in your final submission, you will be liable to formal investigation (i.e. it is not the instructor's responsibility to find instances of plagiarism; it is your responsibility not to commit plagiarism in the first place. For this reason, if you are not sure whether what you have written is acceptable or not, the best thing to do is to **ask your instructor**.

### Summary of Academic Integrity / Dishonesty

<b>Academic Integrity / Dishonesty</b>			
<p>For all academic work in Prep to be counted as honest, it must meet two criteria:</p> <ol style="list-style-type: none"> <li>1. That any source used be authorised;</li> <li>2. That any authorised source be exploited in a way that is appropriate.</li> </ol> <p><i>Note that a % similarity rating in applications such as Turnitin may indicate where student work needs further investigation, but it is not per se an absolute criterion for adjudicating on honesty/dishonesty.</i></p>			
<b>Criterion 1:</b>		<b>Criterion 2:</b>	
The use of any source material must be authorised.		Ideas, facts, information, details taken from authorised sources must be incorporated into the student's work in an appropriate way	
<p>Authorised Source Type 1</p> <p>Authorised Source Type 2</p>	<p><b>a. In examinations:</b> Only dictionaries, downloaded course materials, and the resources that are supplied in the exam are authorised; (any resources <b>not</b> supplied with the exam question are <b>un</b>authorised).</p> <p><b>b. For any non-exam assessment or task:</b> Using all external resources that are</p>	<p>APPROPRIATE USE of SOURCE MATERIAL (according to the conventions of Academic Writing).</p> <ol style="list-style-type: none"> <li>1. INTEXT Attribution of all sources;</li> <li>2. Any verbatim citation must be clearly signalled as such.</li> <li>3. Any (non-verbatim) ideas taken from a source must be incorporated into the student's own writing/argumentation by means of intext</li> </ol>	<p>This is Academic Honesty <b>AND</b> The student will receive a grade based on the merit of the work.</p>

	<p>published, is authorised <b>unless</b> the authorised source materials are explicitly limited by the task/assignment</p>	<p>citations (Tolerance in Writing 1 &amp; 2, where students can use direct quotations.), then:</p>	
		<p><b>INAPPROPRIATE USE of SOURCE MATERIAL</b> (according to the conventions of Academic Writing).</p> <p>1. If there are sources used but not attributed <b>OR</b>  2. If there is any verbatim citation which is not clearly signalled as such <b>OR</b>  3. If any other ideas taken from a source are not incorporated into the student's own writing/argumentation by means of in-text citations (Tolerance in Writing 1 &amp; 2), then</p>	<p>This is Academic Dishonesty <b>AND</b>  2. There will be an Automatic Zero Grade <b>AND</b>  3. The student will be liable for referral for disciplinary investigation</p>
<p>Examples of Unauthorised Source Types</p>	<p>If for any examination, a student uses any external resources, then -</p> <p>For any assessment or task using any external resources if you are explicitly told not to use external sources</p>	<p>1. This is automatically Academic Dishonesty (how appropriately or not the sources have been used is irrelevant). <b>AND</b>  2. There will be an Automatic Zero Grade <b>AND</b></p>	
<p>Example</p>		<p><b>AND</b></p>	

es of Unauthorised Source Types	Other people (friends, classmates, people you ask to help you in exams or assignments/tasks)	3. The student will be liable for referral for disciplinary investigation
	Other people's answers or assignments or other university work.	

## 7 Tips for success

Now that you have read Part A of the Handbook, you should know a lot more about the Prep. Program than you did an hour ago. And now it is up to you to act on the knowledge that you have just acquired.

Good luck with your studies in Prep. – here is some final advice to help you on your way. Unfortunately many students think that they do not need advice, that somehow for them, Prep. *'will be easy'*. (If only that were the case....)

Since 2013 when the Prep. Program began, the statistics below have been recorded. They are stated here to help you form a realistic assessment of how seriously you will need to approach Prep study. The reality is that:

- a. No more than 10% of students complete the Prep. Program in half an academic year (Including the small number of students who are exempted in the exemption exam and go straight to faculty.)
- b. The number of students who reach the faculty after their first year in the Prep. Program is never much higher than 50%. Note carefully (**now**, not in June next year) that this has serious consequences for any scholarship that you may benefit from as a first-year Prep. student.
- c. Between 25% and 40% of Prep. students take 1½ academic years to reach the faculty.
- d. Between 10% and 25% of students either take the full two years to complete Prep. or do not complete the program and leave the University, which results in a lot of unhappiness, and a lot of stress.

So, in light of the statistics you may wish to consider the following advice which will help you complete the program in the most successful fashion:

1. Read this handbook again!
2. Set yourself the target of reaching 60 or more credits (not just 52).
3. Do **not underestimate** the amount of work you will need to do to complete the Prep program (even if you start with some English knowledge already).
4. Study regularly every day – do not postpone studying until the time of the examinations.

5. Be a self-starter; study, learn, practice, prepare, and work hard without waiting to be told to by an instructor. (This is not a primary school but a university.) In particular, make sure that you study for a lesson before the lesson – do not go into class without knowing anything about it.
6. Do sufficient individual study. Finding study buddies for mutual support can be helpful, but you must also work by yourself. Note that at the end of any semester it is your performance in the assessments that will decide whether or not you leave the Prep. program (not the performance of your friends).
7. For lower level courses, for every class hour spend at least one hour on individual study; for main courses that have two class periods a week, you should be studying at least 6 hours in your own time.
8. Learn how to learn: start with *University Transition*; continue with the self-access vocabulary learning strategies lesson - *The World Around Us*.
9. Attend as many lessons as you can – do not think that you have a ‘right’ to only attend 80% of the course. (It is true that you have the right to risk academic failure by missing 20% of your lessons, but what sane person would do that?)
10. Remember **why** you are studying English – to get to your department. It is a very good idea to get to know other Prep. students from your department as soon as you can. Support each other, and set a goal of all getting to Faculty in the shortest possible time.
11. Like a swimmer preparing for a race has to practice regularly, Prep. Students need to practice English: read it, speak it, listen to it, write it whenever you can.
12. Do not wait to be taught – learn!
13. Do not get other people to do your work! This is a waste of time, because ***nobody else can learn for you.***
14. Study all course documents (syllabus, assignments, rubrics) very carefully.
15. Find out where all the classrooms are and how to get to them on time.
16. In any course, even if your grade, or your class performance, seems low, continue attending, and trying to learn, until the end of the term! (Otherwise, you will be in an even weaker position when in the next term you have to repeat but have started to forget.);
17. When using English do not be afraid of making mistakes – in class be active!
18. Make full use of all the materials on Canvas.
19. Buy a good dictionary.
20. Make use of the **millions** of resources in English on the Internet.
21. Learn more words. Write them down. Use them!
22. Remember that the answers to many questions are in this handbook, but ***in addition*** do not be afraid to ask for guidance and help;
23. Find yourself a desk to study at in the library or in the Warehouse Building.
24. Do not hesitate to ask your teachers for help – early in the term is better.



25. Learning English at this University is challenging but beneficial. Do not give up.

#### A Final Word

We like all Prep Students, and we like seeing you in our courses. BUT the sooner you leave Prep. by qualifying for faculty courses the happier you will be and the happier we will be to see you succeed!

Onwards!

## The 2022/23 AGU Prep Student Handbook - Part B

### ORGANISATION OF THE PROGRAM

(Part B is made up of detailed information about the Prep. Program's practicalities and regulations. These details are more likely to change from year to year.)

#### 1 EXEMPTION AND GRADUATION FROM THE PREP. PROGRAM.

A student studies in the prep program only for as many terms as are required for that student to meet the program exit requirements. the program exit requirements are that a student must attain a certain level according to the following rules:

1. When they arrive, new students may be exempted from the need to take the Prep. Program:

a. By external criterion, such as a good TOEFL result;

**OR**

b. By a strong performance in the English Placement and Exemption Examination (EPEE). A student who passes all Level 3 main courses **AND** at least two Level 4 main courses in the EPEE are directly exempted from the Prep. Program and may enrol for Faculty undergraduate courses.

2. Students who do not go directly to Faculty are placed in Prep. according to their performance in the Placement and Exemption Exam. Students are placed in the main courses (*Reading / Writing / Listening / Speaking / Language Awareness*) at one of four levels: Levels 1 - 4. Note that it is common to be placed in different courses at different levels.

3. Main courses are compulsory up to the end of Level 3. There are five other compulsory courses: *University Transition, English for Maths, The World Around Us, Presentation Skills*, and one departmental *English for Specific Purposes* course (e.g. *English for Politics, or English for IT*).

4. Elective courses are in three groups: Main Courses at Level 4; other *English for Specific Purposes* courses; other electives (Summarising/The Environment).

5. To pass Prep. there are two routes: A ("60 ECTS") & B ("EPEE 5 + 2").

6. To pass Prep. by Route A, a student must pass all 20 compulsory courses, **and** 8 elective courses;

7. To pass Prep. by Route B, a student must pass all Level 3 main courses **AND** at least two Level 4 main courses. This can happen either at the English Placement and Exemption Examination, or at any time during the year.

#### **Note on Strategization**

Because there are two different routes by which a student can leave Prep., it will be natural for students

to think about strategizing, for them to make plans to complete Prep. in the shortest possible time. When you do your own strategizing, you should bear in mind these points:

1. Level 3 subjects are significantly more challenging than Level 2 subjects, and Level 4 subjects are significantly more challenging than Level 3.
2. To do well at Level 3, it is not enough to study Level 2 subjects only. You need to study more; this is why we have courses like *University Transition*, *The World Around Us*, *English for Maths*, *Departmental ESP*, and all the electives. Together, they make up a very rich educational program.
3. The Exemption Examination (with its “5 + 2” score system) is not an education program; it is a means of measurement only. If you are trying to make a cow grow fatter, it is not enough to measure how much the cow weighs, you have to feed it. In the Prep. Program the ‘food’ is **all** the courses, which you need to consume - just being measured by the exams in Level 3 and Level 4, without consuming the ‘food’ available in all the other courses, will probably be a poor strategy which leaves you undernourished and unsuccessful.

## 1.2.TERMS AND LESSON TIMES

The school year is made up of 4 half-semester terms of 35 teaching days, each followed by one week of assessment, so a total of around 8 school weeks. The fifth ‘term’ of the year, Summer School, is half as long (18 days plus assessment) and twice as intense. Note these important facts about Summer School:

1. Summer School is optional and requires the payment of tuition fees;
2. Within Summer School, only a small number of courses will be offered, at the higher levels.

Prep. Program terms are numbered sequentially, and historically. So, it all started with the very first term of AGU Prep.: 2013-2014, which we now refer to as **Term 1**). The most recent term was Term 50 (2022-2023 Summer School Term). The first term of 2023/24 will be Term 51, and so on.

All lessons are 45 minutes long, with (except Friday) 15-minute intervals. Prep. classes start at 08:00; classes after 1700 are uncommon, but may happen if lessons are missed, and need to be made up.

## 1.3 CLASSROOM AND OFFICE INFORMATION

### Offices

The Language School Administrative Office is in the steel building (A block) room A002. For administrative and academic problems, you may also ask the Assistant Principals, whose offices can be found in A003. Instructor offices are in A001, A004, and A006 - for academic problems that you may have, please ask your instructors first. Help with Canvas and other IT issues can be sought from our IT office in A005. The office of the Prep. Academic Director is also in A005.

### Classrooms

Classrooms which begin with the code B can be found in the steel building Block B on the second floor. Classrooms which begin with the code BA can be found on the ground floor of the warehouse building, which is parallel to (and immediately east of the steel building) . Classrooms which begin with the code

LB can be found in the Laboratory Building, in the north-east of the campus. Classrooms which begin with the code F can be found in the Main Factory Building, in the central/eastern area of campus.

## 1.4 COURSES

The Prep. Program is organised around a number of compulsory and elective courses. (Note that individual students may be exempted from particular compulsory courses depending on their performance at initial placement.)

### 1.4.1 Compulsory Courses

#### a. Compulsory Main Courses

The compulsory main courses are: Reading; Writing; Listening; Speaking; and Language Awareness (LA), from Levels 1 to 3.

<b>Reading 1</b>	<b>Writing 1</b>	<b>Listening 1</b>	<b>Speaking 1</b>	<b>LA 1</b>
<b>Reading 2</b>	<b>Writing 2</b>	<b>Listening 2</b>	<b>Speaking 2</b>	<b>LA 2</b>
<b>Reading 3</b>	<b>Writing 3</b>	<b>Listening 3</b>	<b>Speaking 3</b>	<b>LA 3</b>

#### Notes:

- i. A student's level in one main course can be independent of his/her level in the other main courses. So a student could be, for example, at Reading 3 / Writing 2 / Listening 2 / Speaking 2 / LA 3.
- ii. No main course can be taken before its previous level has been passed (or exempted during the Exemption & Placement process).
- iii. You cannot leave Prep. before you pass **every** Level 3 course

#### b. Compulsory Other Courses

In addition to the compulsory main courses, there are 5 other compulsory courses: *University Transition*, *English for Maths*, *The World Around Us*, *Presentation Skills*, and one departmental *English for Specific Purposes* course (e.g. *English for Politics*, or *English for IT*). Note that, except by Exemption points, you cannot leave Prep. before you pass **every** one of these courses.

### 1.4.2 Elective Courses

The full list of Elective courses is:

- a. *Main Courses at Level 4:*
  1. Reading 4
  2. Writing 4
  3. Listening 4
  4. Speaking 4
  5. Language Awareness 4;

b. *English for Specific Purposes* courses:

1. English for Art & Design
2. Organisations
3. English for Chemistry
4. Manufacturing
5. English for Biology (Compulsory for MBG and Bioengineering students)
6. English for Physics (Compulsory for all engineering students except for Computer Engineering)
7. English for Politics (Compulsory for Political Science and International Relations students)
8. English for Psychology (Compulsory for Psychology students)
9. English for IT (Compulsory for Computer Engineering students)
10. The World of Money (Compulsory for Business Administration, and for Economics students)
11. Notable Structures (Compulsory for Architecture students)

c. *(other electives)*:

1. Summarising
2. The Environment

### **Elective Course Rules**

1. To take an elective course, you must have registered for it in good time. This includes Level 4 courses; just because you have passed, say, Reading 3 does not mean that you will be enrolled in Reading 4 automatically - you need to **choose** it.
2. If you fail an elective course and want to take it again, you must enrol again; there is an automatic placement into any electives. (There are more details on placement after failure in 1.5.5 below.)

## **1.5 PLACEMENT IN CLASSES**

### **1.5.1 ECTS Rules**

A fundamental part of the AGU Prep. Program is the concept of 'ECTS value'. The ECTS system has been developed between universities to regulate the amount of student work necessary to pass a university program. A student who starts AGU Prep. at Level 1 for all courses must complete courses with a combined ECTS value of 60. A student who starts AGU Prep. with some course exemptions, does **not** have to take courses worth 60 ECTS; they only take the difference between 60 and the ECTS value of the courses they were exempted from. An example:

If a student is placed after the Placement & Exemption Examination in Reading 2, Writing 2, Listening 3, Speaking 2, and LA 2, it means that they were exempted from Reading 1 (3 ECTS), Writing 1 (3 ECTS), Listening 2 (2 ECTS), Speaking 1 (3 ECTS), and LA 1 (3 ECTS). This student is counted as having passed course with a total ECTS value of 11, so for the remainder of Prep., they need to pass courses worth not 60 but 49 ECTS.

However, at one time a student is **not** allowed to take an unlimited number of courses. In one term a student may normally take no more courses than a total value of 16 ECTS. The exception to this is that students who pass courses worth 14+ ECTS in one term may take courses up to 20 ECTS in the next.

### 1.5.2 Automatic enrolment into main courses (Levels 1, 2 & 3)

At the beginning of the Program, all Prep. students who are not exempted from Level 3 are placed automatically in a class at the correct level for each Main Course subject. Then, at the end of each following term, for each Main Course subject that you pass at Level 1 or Level 2 you will be automatically placed in a **new** class at the next level. [Putting students into new groups every 2 months makes our department very dynamic and energetic, and will allow you to meet many students very quickly.]

Please note that it is not possible for a student to choose which section they are placed in. This is done at random, and impersonally. We do not allow students to ask to be placed in a different class (because they want to be with particular students, or because they do not like the teacher of the class they have been placed in). The only situation where you are allowed to make a request about classes is if:

- a. You have (in the same term) the same teacher for 3 or more different subjects;
- b. You have the same teacher for the same **course** as you failed with in a previous term.

For example, if your teacher for Writing 3 in Term 53 is Daryl York and you fail but in Term 54 find yourself repeating Writing 3 again with Daryl York as your teacher, you may ask (or not, if you prefer) to be placed in a different class. (However, note that the timetable does not always allow this change to be made.)

### 1.5.3 Automatic enrolment into other compulsory courses

All students are enrolled automatically in other compulsory courses as follows:

- i. Enrolments for other compulsory courses happen after compulsory main course enrolments.
- ii. Enrolments for other compulsory courses happen before elective course enrolments.
- iii. Within ECTS rules, and with regard to Prerequisite courses, students will be enrolled in other compulsory courses in this order: *University Transition; The World Around Us; English for Maths; Departmental ESP Course; Presentation Skills.*

### 1.5.4 Enrolment into elective courses

To enrol for elective courses, students must register at the end of one term ready for the upcoming new term. Note that at the beginning of the Program, after EPEE placement results, some students will be asked to register for electives for Term 51, but only those who are placed at least at Level 4 (average for all Main Courses).

### 1.5.5 Enrolment after failing a course

If you do not pass a course the first time you take it, you will be re-enrolled automatically in that same course.

For all courses, except for Levels 1-4 of Speaking, if you are enrolled in a course after failing it **twice or more**, you will be enrolled with non-attending status, which means that you are not expected to attend classes, but that you will be allowed to take the examination. Note that in all Speaking courses, even after multiple failures, attendance is compulsory.

Details of attendance requirements are below in Sections 1.6 & 1.7.

#### **Note about enrolment:**

After failure at Level 1, 2, or 3 of main courses, and for all other compulsory courses (UT, TWAU, English

for Maths, Departmental ESP, Presentation Skills) you will be enrolled automatically in a section of the same course. However, note carefully that and for all elective courses, including Level 4 subjects, if after failure you want to take that course again next term., you will need to register again. (This **does apply** to Reading 4, Writing 4, Listening 4, Speaking 4 and LA 4 - remember that, because these subjects are elective, from Level 3 there is no automatic enrolment, or re-enrolment.

### 1.6 UPWARD MOVEMENT THROUGH THE LEVELS

To pass a course, a student must normally:

- a. Meet **attendance\*** requirement of attending 80% of all lessons:
- b. Gain an overall course score of 70+%

Please read the following section about **attendance** very carefully:

### 1.7 ATTENDANCE

Appropriate attendance is a very important element of the university's English program. You need to attend regularly, and to keep a careful track of your non-attendance to classes. Otherwise, you will risk negative consequences. If you miss any single lesson then:

- a) you will have missed important content that was covered in class;
- b) you will have difficulty understanding the content of subsequent classes;
- c) these two consequences may lead to a reduction in your motivation for that subject.

Because AGU believes that attendance is such an important part of learning English, the University has formalised a strict attendance policy. Non-adherence to this policy can lead to students failing a course, which will impact the rate at which they passed through the Prep. Program and thus their future academic success. Some students think that they have a '*right*' not to attend. Legally, this is true (see below for the details), **but** this is not an approach that will help you to learn! What is much more useful is to think that you have **a right to attend all lessons**, and that you have **a right to** learn more by not missing classes – that is a very precious '*right*'.

Please note very carefully that, **apart from the negative academic impact of poor attendance**, to pass any course a precondition is that you have a satisfactory attendance record for that course. An appropriate attendance record means either: a) that you have attended the requisite percentage of lessons for that course over the course of the term or b) that you have convinced the Vice-Rector of the University responsible for the English program that your absence was for a justifiable reason.

Note that a medical certificate is not always a sufficient excuse. The percentage of absences that you are allowed is designed to include occasional days of illness; note that for class absences, medical reports for shorter than a period of 5 days are not accepted. Also note that you will be marked absent if you arrive to class more than 5 minutes late (10 minutes for the first period of the day (0810) only).

To work on an example, Speaking 2 is a course that meets for four periods per week. Over a seven week term that makes 28 lessons. 80% of 28 is 22.4, so to reach the minimum 80%, you must attend at least 23 lessons.; if you are absent for one or two or three, or four, or five lessons for Speaking 2 in one particular term then your attendance record is appropriate. However if you are absent (whether completely absent or whether late) for six or more lessons for Speaking 2 in one particular term, your attendance record will be unsatisfactory and you will be failed automatically with the grade NA (which means 'Failed on Attendance').

Similarly, for all courses where there are 14 lessons (an ESP elective course) you must attend at least

twelve times; if you miss three lessons, you will have only attended 78% and therefore will fail. To avoid this you can miss no more than two lessons.

If at the end of term you have failed a subject automatically with the grade NA, even though you received  $\geq 70\%$  in the examination, and you believe that you have a good reason to appeal your attendance failure, you should complete an online attendance petition to the English Department, which will be read and adjudicated by the Vice-Rector.

## Appendix

## Tabulated Course Information

### 2023/2024 Prep. Courses

#### TABLE 1 Overview and Compulsory Courses

	Classroom Hours / Week	ECTS	Pre-requisite
<b>First Quarter Courses</b>			
Listening 1	4	3	None
Speaking 1	5	3	None
Reading 1	4	3	None
Writing 1	4	3	None
LA 1	5	3	None
University Transition	1	1	None
<b>Total</b>		<b>16</b>	
<b>Second Quarter Courses</b>			
Listening 2	3	2	Listening 1
Speaking 2	4	2	Speaking 1
Reading 2	3	2	Reading 1
Writing 2	3	2	Writing 1
LA 2	3	2	LA 1
English for Maths	2	2	Reading 1
The World Around Us	1	2	None
<b>Total</b>		<b>14</b>	
<b>Third Quarter Courses</b>			
Listening 3	3	2	Listening 2
Speaking 3	4	2	Speaking 2
Reading 3	3	2	Reading 2
Writing 3	3	2	Writing 2
LA 3	3	2	LA 2

Departmental Compulsory ESP Elective*	2	2	<i>Reading 2</i>
Elective 1	2	2	<i>Elective-specific</i>
Elective 2	2	2	<i>Elective-specific</i>
<b>Total</b>		<b>16</b>	

**Fourth Quarter Courses**

Elective 3	2	2	<i>Elective-specific</i>
Elective 4	2	2	<i>Elective-specific</i>
Elective 5	2	2	<i>Elective-specific</i>
Elective 6	2	2	<i>Elective-specific</i>
Elective 7	2	2	<i>Elective-specific</i>
Elective 8	2	2	<i>Elective-specific</i>
Presentation Skills	2	2	<i>Speaking 3</i>

**TABLE 2 \*Compulsory ESP Elective Courses**

<b>Department</b>	<b>Compulsory ESP Elective</b>	<b>Prerequisite</b>
Electrical & Electronics Engineering	<i>English for Physics</i>	Reading 2
Industrial Engineering	<i>English for Physics</i>	Reading 2
Civil Engineering	<i>English for Physics</i>	Reading 2
Mechanical Engineering	<i>English for Physics</i>	Reading 2
Computer Engineering	<i>English for IT</i>	Reading 2
Architecture	<i>Notable Structures</i>	Reading 2
Business Administration	<i>The World of Money</i>	Reading 2
Economics	<i>The World of Money</i>	Reading 2
Molecular Biology & Genetics	<i>English for Biology</i>	Reading 2
Bioengineering	<i>English for Biology</i>	Reading 2
Politics and Int. Relations	<i>English for Politics</i>	Reading 2
Psychology	<i>English for Psychology</i>	Reading 2

**TABLE 3 Elective Courses**



	<b>Electives</b>	<b>Pre-requisite</b>
<b>A. Level 4 Main Courses</b>	Listening 4	Listening 3
	Speaking 4	Speaking 3
	Reading 4	Reading 3
	LA 4	LA 3
	Writing 4	Writing 3
<b>B. ESP Electives</b>	<b>Electives</b>	<b>Pre-requisite</b>
	English for Chemistry	<i>Reading 2</i>
	English for Manufacturing	<i>Reading 2</i>
	English for Organisations	<i>Reading 2</i>
	English for Physics	<i>Reading 2</i>
	English for IT	<i>Reading 2</i>
	Notable Structures	<i>Reading 2</i>
	The World of Money	<i>Reading 2</i>
	English for Biology	<i>Reading 2</i>
	English for Politics	<i>Reading 2</i>
	English for Psychology	<i>Reading 2</i>
English for Art & Design	<i>Reading 2</i>	
<b>C. Other electives</b>	Summarising	<i>Reading 3</i>
	The Environment	<i>The World Around us</i>