

*Nina Stedman*

## **OBJECTIVES CHECKLIST FOR ENGLISH LANGUAGE COURSES**

### **OVERALL AIM**

The ability to produce near-native English written and oral academic discourse, cf. module descriptions.

### **ASPECTS**

Style and register, vocabulary choice:

word choices and overall style must meet the requirements for idiomatic discourse (formal, professional, and academic); students should decide on British or American English and be consistent in pronunciation and spelling;

models: English academic publications, e.g. Oxford University Press, and quality journalism

#### **Vocabulary range:**

the ability to avoid simplistic and repetitive word choices and expressions;

tools: dictionary and thesaurus; student's portfolio based on close reading

#### **Grammatical correctness:**

use of irregular verbs

use of tenses

(particularly simple past and present perfect, and simple and continuous forms)

adjective and adverb formation

use of possessives (use of apostrophe)

use of irregular nouns (plurals)

#### **Grammatical complexity:**

the ability to construct complex sentences showing subordination;

the ability to express logical connections

#### **Organization:**

the ability to construct, sustain and conclude an argument within a limited time frame or space (number of words)

#### **Spelling and correctness:**

the ability to use a dictionary that is fit for purpose, e.g. to check the use of prepositions;

the ability to avoid common spelling errors;

a firm grasp of English capitalization conventions

#### **Punctuation and paragraphing:**

the ability and willingness to use English punctuation and paragraphing conventions to reflect grammatical complexity and the organization of the argument

#### **Citation:**

the appropriate use of secondary sources; the correct citation of printed and online publications; models: MLA Handbook and IAA style sheet