# TSL720 ACADEMIC LITERACY FOR TESOL T326 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.
Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

## 1. General Information

### 1.1 Administrative Details

| Associated HE Award(s) | Duration | Level | Subject Coordinator |
|---|---|---|---|
| Graduate Certificate TESOL<br>Graduate Diploma TESOL<br>Master of Arts TESOL<br>Master of Arts TESOL (Professional) | 1 trimester | Postgraduate | Ellie Young<br>ellie.young@koi.edu.au<br>P: +61 (2) 9283 3583<br>L: Level 7-11 York St.<br>Consultation: via Moodle or by appointment |

### 1.2 Core / Elective

This is a core subject for the above courses.

### 1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

| Subject Credit Points | Total Course Credit Points |
|---|---|
| 4 | GC TESOL 16; GD TESOL 32; MA TESOL 48; MATESOL PRO 64 |

### 1.4 Student Workload

Indicated below is the expected student workload per week for this subject

| No. Timetabled Hours/Week* | No. Personal Study Hours/Week** | Total Workload Hours/Week*** |
|---|---|---|
| 3 hours/week plus supplementary online material | 7 hours/week | 10 hours/week |

* Total time spent per week at lectures and tutorials
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** Combination of timetable hours and personal study.

**1.5 Mode of Delivery** Face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

**1.6 Pre-requisite** Nil

### 1.7 General Study and Resource Requirements:

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

*Resource requirements specific to this subject:* There are no specific resources for this subject.


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### 1.8 Academic Advising:

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

# 2. Academic Details

### 2.1 Overview of the Subject

This core subject introduces students to the academic expectations of post-graduate study in TESOL in Australian context. Students will develop their academic literacy, including critical reading and writing skills, academic integrity, referencing and research skills, as well as general study skills in order to succeed in their postgraduate studies. Students will also explore core concepts in Applied Linguistics such as morphology and syntax, pragmatics, discourse analysis and sociolinguistics in order to build strong foundations for their TESOL studies. Students will set their own academic goals at the beginning of the trimester and reflect on their progress throughout the course, thus fostering learner autonomy and professional learning skills.

### 2.2 Graduate Attributes for Postgraduate Courses

Graduates of the *Graduate Certificate of TESOL,* the *Graduate Diploma of TESOL* and the *Master of Arts (TESOL)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body on knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

| | **KOI Master's Degree Graduate Attributes** | **Detailed Description** |
|---|---|---|
|  | Knowledge | Current, comprehensive and coherent knowledge, including recent developments and applied research methods |
|  | Critical Thinking | Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice |
|  | Communication | Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences |

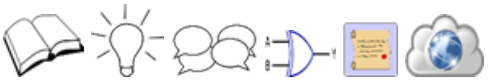
| | | |
|---|---|---|
|  | Research and Information Literacy | Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions |
|  | Creative Problem Solving Skills | Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice |
|  | Ethical and Cultural Sensitivity | Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally |
|  | Leadership and Strategy | Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles<br>Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty |
|  | Professional Skills | High level personal autonomy, judgement, decision-making and accountability required to begin professional practice |

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation –** Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate –** Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

### 2.3 Subject Learning Outcomes

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

| Subject Learning Outcomes | Contribution to Graduate Attributes |
|---|---|
| a. Demonstrate academic literacy at postgraduate level. |  |
| b. Integrate knowledge of key concepts from the field of Applied Linguistics. |  |
| c. Engage in professional communication with colleagues by interpreting and synthesising applied knowledge from the field of applied linguistics. |  |
| d. Apply professional learning by setting goals and critically reflecting on progress. |  |

### 2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

*Weekly Planner:*

| Week (beginning) | Topic covered in each week's lecture | Reading(s) | Expected work as listed in Moodle |
|---|---|---|---|
| Week 1<br>26 October | Introduction to postgraduate studies in Australia & Academic Literacy in Higher Education | Beekman, L., Dube, C., Potgieter, H. and Underhill, J.,, 2023. *Academic Literacy,* 4th ed. Juta & Company, Limited, Cape Town. Available from: ProQuest Ebook Central.<br>Ch. 1 | |
| Week 2<br>02 November | Critical Academic Reading | (B) Ch. 3 | |
| Week 3<br>09 November | Avoiding Plagiarism: Paraphrasing and Summarising<br>Generative AI in Academic Context | (B) Ch. 5 | **SMART Goal Formulation** |
| Week 4<br>16 November | Referencing & Research Skills | (B) Ch. 7 p. 139-151 | |
| Week 5<br>23 November | Paragraph Writing | (B) Ch. 6 | **Assessment 1: AI Review Summary** |
| Week 6<br>30 November | Assignment Writing | (B) Ch. 7 p. 123-140 | |
| Week 7<br>07 December | Describing language and introduction to applied linguistics | (SR) Schmitt, N. & Rodgers, M.P.H., eds., 2020. *An Introduction to Applied Linguistics*. Ch. 2 | **Assessment 2: Research Matrix (600 words +/- 10%)** |
| Week 8<br>14 December | Discourse Analysis | (SR) Ch. 4 | **Assessment 2: Part B: In-class Discussion**<br><br>**Assessment 4: Part B: Progress Reflection** |
| Week 9<br>04 January | Pragmatics | (SR) Ch. 5 | |
| Week 10<br>11 January | Sociolinguistics<br>Language Variation & Change | (SR) Ch. 9 | **Assessment 3 due: Core Concepts Quiz** |
| Week 11 | Developing Academic Vocabulary<br>Word Formation | (B) Ch. 2 | **Assessment 4: Part C due: In-class Professional discussion** |

| | | | |
|---|---|---|---|
| 18 January | | | |
| Week 12<br>25 January | Developing further Study Skills and career development for TESOL | (B) Ch. 8 & 9 | |
| Week 13<br>01 February | Study review week and Final Exam Week | | |
| Week 14<br>08 February | - Final Exam Week<br>- Continuing students - enrolments for T127 open | | Please see the exam timetable for the exam date, time and location |
| Week 15<br>15 February | - Student Vacation begins<br>- New students - enrolments for T127 open | | |
| Week 16<br>22 February | • Results Released<br>• Review of Grade Day for T326 – see Sections 2.6 and 3.2 below for relevant information.<br>• Certification of Grades<br><br>NOTE: More information about the dates will be provided at a later date through Moodle/KOI email. | | |
| **T127 01 March 2027** | | | |
| Week 1<br>01 March | Week 1 of classes for T127 | | |

### 2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (1 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

### 2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

| Assessment Type | When Assessed | Weighting | Learning Outcomes Assessed |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **Assessment 1:** AI Review & Summary (1300+/-10% words) | Week 5 | 20% | a |
| **Assessment 2:** Part A: Research Matrix (600 words +/- 10%)<br>Part B: In class discussion (10 min:15%) | Part A: Week 7<br>Part B: Week 8 | 25% | a, b, c |
| **Assessment 3:**<br>Core Concepts Quiz | Week 10 | 15% | b |
| **Assessment 4:**<br>• Part A: SMART Goal Formulation (10%)<br>• Part B: Progress Reflection (10%) \| Due: End of Week 8<br>• Part C: In-Class Discussion (20%) | • Week 3<br>• Week 8<br>• Week 11 | 40% | a, b, c & d |

*Requirements to Pass the Subject:*

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

**2.7 Prescribed and Recommended Readings**

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

***Prescribed Text:***

(B) Beekman, L., Dube, C., Potgieter, H. and Underhill, J.,, 2023. *Academic Literacy*. 4th ed Cape Town: Juta & Company, Limited. Available through: ProQuest Ebook Central. [Accessed 19 December 2025].

(SR) Schmitt, N. & Rodgers, M.P.H., eds., 2020. *An Introduction to Applied Linguistics*. 3rd ed. London: Routledge. Available through: ProQuest Ebook Central. [Accessed 3 January 2023].

***Recommended Readings:***

Feri, Z.O., Ashadi, A., Margana, M & Windianto, N.E. 2024, Clarity and coherence in academic writing: using languageas a Resource, *TESOL Journal,* [e-journal] 15(4), pp. 1–3. https://doi.org/10.1002/tesj.860

Paesani, K., & Menke, M., 2023. *Literacies in Language Education: A Guide for Teachers and Teacher Educators*. Georgetown University Press. Available through: ProQuest Ebook Central https://doi.org/10.2307/j.ctv31jm8v4 [Accessed 29 November 2025].

Richards, J.C. 2022, *A List of Academic Writing Principles, Literacy Practice & Research*, [e-journal] 47(4), pp. 1–3, viewed 28 November 2025, https://digitalcommons.fiu.edu/lpr/vol47/iss4/3 [Accessed 29 November 2025].

Savova, L. & Azarnoosh, M. 2024, Who do learners of English as a lingua franca want to sound like? English speaker role models and envisioned selves in imagined communities, *TESOL Journal*, [e-journal] 15(4), pp1-23. https://doi.org/10.1002/tesj.809.

Taye, T. & Mengesha, M. 2024, Identifying and analyzing common English writing challenges among regular

undergraduate students. *Heliyon,* [e-journal] 10(17) p e01017. https://doi.org/10.1016/j.heliyon.2024.e36876

Taye, T. & Teshome, G. 2025, The impact of extensive reading on academic writing proficiency in EFL undergraduate students, *Discover Education,* [e-journal] 4(264) pp1-20. https://doi.org/10.1007/s44217-025-00679-0

Van Viegen, S. & Lau, S.M.C. 2022, Becoming Critical Sociolinguists in TESOL through Translanguaging and Embodied Practice, *TESL Canada Journal,* [e-journal] 38(2) pp. 199–213. [Accessed 26 November 2025].

Zadakhanova, A. A., E., Janserkeyeva, E., Montgomery, D. P. & Baissydyk, I. B. 2025, *AI-Assisted Scholarly Writing in Applied Linguistics and Language Education in Kazakhstan: A Scoping Review, Pedagogical Sciences*, [e-journal] 78(3) pp. 150–168, https://research.ebsco.com/linkprocessor/plink?id=cd5b0fc7-cc18-3402-8350-61f193e63c3f [Accessed 29 November 2025].

**Useful Websites:**

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require academic peer reviewed journal articles as sources, you need to access such sources using the Library database, EBSCOhost, or Google Scholar. Please ask in the Library if you are unsure how to access EBSCOhost. Instructions can also be found in Moodle.

http://www.uefap.com

https://owl.purdue.edu/

http://lsc.cornell.edu/study-skills/cornell-note-taking-system/

https://www.academic-englishuk.com/

https://www.eapfoundation.com

https://www.phrasebank.manchester.ac.uk/

https://www.tesol.org/tesol-connections/

**Suggested Conference/ Journal Articles:**

Eybers, O., & Muller, A. (2024) Left, Right then Left Again: Educators at the Intersection of Global Citizenship Education, Technology and Academic Literacies, Journal of Creative Communications, 19(1), 94-106. https://doi.org/10.1177/09732586231199549

Yang, L., & Duan, M. (2023) The role of emotional intelligence in EFL learners' academic literacy development, Heliyon, 9(1). https://doi.org/10.1016/j.heliyon.2023.e13110

**Setting SMART Goals:**

https://www.purdueglobal.edu/blog/student-life/smart-goals-for-students/