

**FINAL INTERNATIONAL UNIVERSITY- FACULTY OF EDUCATION**



**English Language Teaching Program  
Course Outline**

<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Weekly Course Hours</b>			<b>Total Credit</b>	<b>ECTS</b>	<b>Pre-requisite</b>	<b>Language of Instruction</b>
ELTE101	READING AND WRITING-I	Faculty Core	4	0	0	4	6	None	English
<b>Course Description</b>		This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode inter-sentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by students' in their writings. Students also analyze and produce different types of writings (e.g., expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing the organization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.							
<b>General objective of the course</b>		The main aim of this course is to develop ELT students' reading and writing skills. Specifically it intends to consolidate students' awareness, knowledge and skills related to text and essay cohesion and coherence, critical thinking and effective reading and writing. Therefore, the course content is based on students' extensive classroom and home practice, and the assessment is designed accordingly.							
On successful completion of the course, students will have acquired									P. O

<p><b>Knowledge</b></p> <p><b>Skills</b></p> <p><b>Values, Attitudes, and Behaviors</b></p>	<p><i>knowledge of:</i></p> <ul style="list-style-type: none"> <li>• functions and purposes of different text types as procedural text, information and review</li> <li>• recognizing ways to organize information into groups</li> <li>• identifying parts of a paragraph and understanding paragraph form and unity</li> <li>• transitions, signal words, discourse markers in texts (LO1, LO2, LO6, LO10)</li> </ul> <p>On successful completion of the course, students will have developed their <i>skills</i> in:</p> <ul style="list-style-type: none"> <li>• skimming, scanning, and guessing the meaning of new vocabulary from the context</li> <li>• identifying the main idea and specific information in theme based texts</li> <li>• identifying cues and inferring meaning from a variety of texts</li> <li>• preparing and delivering a power point presentation on an academic topic.</li> <li>• producing a cohesive and coherent written text. (LO1, LO2, LO6, LO10)</li> </ul> <p>On successful completion of the course, students will have developed their appreciation of <i>values</i> related to:</p> <ul style="list-style-type: none"> <li>• managing and monitoring their own learning through the weekly homework assignments and classwork</li> <li>• participating in collaborative assignments with peers through pair and group work. (LO1, LO2, LO6)</li> </ul>	<p>PO2, PO2, PO6, PO10</p> <p>PO1, PO2, PO6, PO10</p> <p>PO1, PO2, PO6</p>
<p><b>Textbooks</b></p>	<p>Bixby, J., &amp; Scanlon, J., (2013). <i>Skillful: Reading &amp; Writing Level 3</i> . UK: Macmillan.</p> <p>Blanchard, K., Root, C. (2010). <i>Ready to Write 2: Perfecting Paragraphs</i> . UK: Pearson.</p>	
<p><b>Secondary textbooks and other materials</b></p>	<p>LMS materials and handouts</p>	
<p><b>CONTENT &amp; WEEKLY SCHEDULE</b></p>		
<p><b>WEEK</b></p>	<p><b>Topics</b></p>	
<p><b>Week 1</b> 18-22 Oct.</p>	<p><b>Introduction to the course (Course Description, Requirements and Learning Outcomes)</b>  <b>Identity (Unit 1)</b></p> <ul style="list-style-type: none"> <li>• understood the general content of a range of formal texts and supporting details in text</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>	

<b>Week 2</b> 25-29 Oct.	<b>Identity (Unit 1- Continued)</b> <ul style="list-style-type: none"> <li>• used connecting words to express cause, effect, contrast and wrote a clear, well-structured paragraph</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 1: Getting Organized</b> <ul style="list-style-type: none"> <li>• become familiar with getting organized</li> <li>• completed related written activities</li> </ul> <i>Friday 29 October – National holiday - NO CLASSES (Republic Day of Turkey)</i>
<b>Week 3</b> 1-5 Nov.	<b>Design (Unit 2)</b> <ul style="list-style-type: none"> <li>• scanned through complex texts, recognized connecting words expressing cause, effect, contrast, etc.</li> <li>• used connecting words expressing cause, effect, contrast, etc.</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 2: Understanding Paragraphs</b> <ul style="list-style-type: none"> <li>• demonstrated understanding of paragraphs</li> <li>• completed related written activities</li> </ul> <i>* Choosing the Essay Topic</i>
<b>Week 4</b> 8-12 Nov.	<b>Design (Unit 2- Continued)</b> <ul style="list-style-type: none"> <li>• scanned through complex texts, recognized connecting words expressing cause, effect, contrast, etc.</li> <li>• used connecting words expressing cause, effect, contrast, etc.</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul> <i>*Choosing Graded Books</i>
	<b>Unit 3: Organizing Information by Time Order</b> <ul style="list-style-type: none"> <li>• become familiar with Organizing information by time order</li> <li>• completed related written activities</li> </ul>
<b>Week 5</b> 15-19 Nov.	<b>Thought (Unit 3)</b> <ul style="list-style-type: none"> <li>• skimmed through complex texts to find information relevant to students’ needs, read a range of texts fairly independently</li> <li>• summarized information from a number of sources and text types and used a range of collocations</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 3: Organizing Information by Time Order (continued)</b> <ul style="list-style-type: none"> <li>• become familiar with Organizing information by time order</li> <li>• completed related written activities</li> </ul> <i>* Writing an Outline for the First Draft</i>

<b>Week 6</b> 22- 26 Nov.	<b>Thought (Unit 3- Continued)</b> <ul style="list-style-type: none"> <li>• skimmed through more complex texts to find information relevant to students’ needs, read a range of texts fairly independently</li> <li>• summarized information from a number of sources and text types and used a range of collocations</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 4: Organizing Information by Order of Importance</b> <ul style="list-style-type: none"> <li>• become familiar with Organizing information by time order</li> <li>• completed related written activities</li> </ul> * <i>Outline Submission</i>
<b>Week 7</b> 29 Nov. -3 Dec.	<b>Unit 5: Organizing Information by Spatial Order</b> <ul style="list-style-type: none"> <li>• demonstrated an ability to Organize information by spatial order</li> <li>• completed related written activities</li> </ul> * <i>1st Presentations</i>
<b>Week 8</b>	<b>Mid-term Examinations (4 – 12 Dec.)</b>
<b>Week 9</b> 13- 17 Dec.	<b>Movement (Unit 5)</b> <ul style="list-style-type: none"> <li>• used a range of grammatical structures to create variety in writing on formal and informal topics</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 6: Understanding the Writing Process</b> <ul style="list-style-type: none"> <li>• demonstrated Understanding of the writing process</li> <li>• completed related written activities</li> </ul>
<b>Week 10</b> 20- 24 Dec.	<b>Movement (Unit 5- Continued)</b> <ul style="list-style-type: none"> <li>• used a range of grammatical structures in their writing</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 7: Supporting the Main Idea</b> <ul style="list-style-type: none"> <li>• become familiar with supporting the main idea in paragraph writing</li> <li>• completed related written activities</li> </ul> * <i>Writing the First Draft</i>
<b>Week 11</b> 27- 31 Dec.	<b>Survival (Unit 7)</b> <ul style="list-style-type: none"> <li>• used the third or unreal conditional conditional sentences</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>
	<b>Unit 9: Writing Descriptions</b> <ul style="list-style-type: none"> <li>• become familiar with Writing Descriptions</li> <li>• completed related written activities</li> </ul> * <i>First Draft Submission</i>
<b>Week 12</b>	<b>Survival (Unit 7- Continued)</b> <ul style="list-style-type: none"> <li>• used mixed conditional sentences in their writing</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>

3- 7 Jan.	<b>Unit 10: Expressing Your Opinion</b> <ul style="list-style-type: none"> <li>• demonstrated an understanding of Expressing opinion</li> <li>• completed related written activities</li> </ul>			
<b>Week 13</b> 10- 14 Jan.	<b>Tomorrow (Unit 10)</b> <ul style="list-style-type: none"> <li>• understood much of what is being said in an extended discussion on an academic topic</li> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>			
	<b>Unit 11: Comparing and Contrasting</b> <ul style="list-style-type: none"> <li>• Practiced Comparing and contrasting</li> <li>• Completed related written activities</li> </ul>			
<b>Week 14</b> 17- 21 Jan.	<b>Tomorrow (Unit 10- Continued)</b> <ul style="list-style-type: none"> <li>• actively and constructively participated in related pair work, group work and class discussions</li> </ul>			
	<b>Unit 13: Writing Personal Letters and Business Letters</b> <ul style="list-style-type: none"> <li>• become familiar with writing personal letters</li> <li>• completed related written activities</li> </ul>			
<b>Week 15</b> 24-28 Jan.	<b>Unit 14: Writing Summaries</b> <ul style="list-style-type: none"> <li>• demonstrated an awareness of writing summaries</li> <li>• completed related written activities</li> </ul> <p>* <i>Deadline for the Revised Final Draft</i></p> <p>*<i>2nd Presentations</i></p>			
<b>Week 16</b>	<b>FINAL EXAMINATION PERIOD (29 Jan. - 06 Feb.)</b>			
<b>TEACHING - LEARNING APPROACH</b>	This course is based on classroom practice (individual, pair and group work activities/tasks, discussions and presentations) facilitated by instructor input as well as home practice (paragraph, essay and report writing as well as story reading, extension and review).			
<b>REQUIREMENTS FOR SUCCESS</b>	<ul style="list-style-type: none"> <li>• This is a 6 ECTS course. Students are expected to be studying inside and outside the classroom for an average of 8-9 hours per week.</li> <li>• There is a strong continuous assessment dimension to this course. Students are strongly advised to attend all classes. 75% attendance is a requirement for a pass grade.</li> <li>• The medium of teaching and learning is English only.</li> <li>• Textbooks and written assignments should be brought to all classes.</li> <li>• Mobile phones, tablets etc. may be used for learning purposes only, and should be in silent mode at all times.</li> </ul>			
<b>TIME SPENT FOR THE COURSE AND ECTS CREDIT CALCULATION</b>				
	<b>Activity</b>	<b>Number</b>	<b>Time (hour)</b>	<b>Total time (hour)</b>

Lecture time (14 X periods per week)	14	4	56
Out of class Study time (14 X periods per week)	14	2	28
Writing assignments	3	10	30
Time spent studying for the portfolio	1	2	2
Time spent preparing and delivering presentations	2	5	10
Time spent studying for the midterm exam (including Exam time)	1	10	10
Time spent studying for the final exam (including Exam time)	1	14	14
Total time spent			150
Total time spent / 25 (hours)			6
ECTS Credits			6

### METHODS OF ASSESSMENT

Student success will be evaluated as the following:

Type of assessment	Number	Weight (%)	Total (%)
HW Assignments	2	5	10
Classwork	1	10	10
Presentations	2	5	10
Portfolio	1	5	5
Midterm Exam	1	20	20
Process writing	1	15	15
Final Exam	1	30	30
Grand Total			100