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| **ATILIM UNIVERSITY****SCHOOL OF FOREIGN LANGUAGESDEPARTMENT OF MODERN LANGUAGES****2021-2022 FALLCOURSE DESCRIPTION AND PRACTICE** |
| **Course Name** | **Code** | **Term** | **L+P Hour** | **Credits** | **ECTS** |
|  **English for Academic Purposes III** | **ENG201** | **3** | **3+0** | **3** | **3** |

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| **Pre-requisite Courses** | ENG101, ENG102 |

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| **Language of the Course** | English |
| **Course Type** | Compulsory |
| **Course Degree** | Undergraduate |
| **Course Coordinator** | DML |
| **Instructors** | Instructors of the DML |
| **Assistants** | None |
| **Mode of Delivery (face to face, distance learning)**  | Face-to-face |
| **Learning and Teaching Strategies**  | Eclectic |
| **Course Aim** | The aim of this course is to help the students to further improve their academic reading and writing skills. The students who have successfully completed this course are expected to be Independent Users at level B2\* according to Common European Framework of Reference. |
| **Learning Outcomes of the Course** | By the end of this course, students will be able to:**Reading:*** identify and apply different reading strategies,
* find out the purpose and spot the main idea(s) of a text,
* find the details that support the main idea(s),
* make connections between ideas,
* infer information given in a text,
* evaluate the author’s thesis in a critical way to develop arguments for and against it,

**Writing:*** write a well-organized argumentative essay with;
* an introductory paragraph,
* body paragraphs,
* a concluding paragraph,
* clear and logical transitions between the ideas/paragraphs,
* structural and lexical variety and level-appropriate word choice.

**Listening:*** follow lecture videos on Moodle effectively in order to fulfill the requirements of the course,
* watch unit videos of their course books.

**Speaking:*** exchange opinions in classroom discussions and state their ideas clearly and strongly with sufficient support and appropriate language.

**Use of Technology*** take responsibility of their own learning by using the necessary technological

 facilities in a timely manner. |
| **Content of the Course** | The course consists of activities like applying critical reading skills and strategies, identifying the organization and main idea(s) of a reading text, the author’s main purpose, outlining and writing an argumentative essay that will help students to further improve their academic reading and writing skills. Some parts of the input are in flipped learning mode. |

***\*B2 Level Description***

*Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*

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| **SOURCES** |
| **Course book** | *- Prism Reading 3* by Alan S. Kennedy, Chris Sowton – Cambridge University Press, 2018. |
| **Other Sources** | *- ENG201 Supplementary Pack* prepared by the DML instructors*-* Lecture Videos on Moodleshot bythe DML instructors |

**WEEKLY SCHEDULE AND PRE-STUDY PAGES**

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| **WEEK** | **TOPICS** | **PRE-STUDY PAGES** |
| **1** | Orientation & Meeting New StudentsIntroduction to the Course Material and Syllabus |  |
| **2** | Unit 1*–* Text Analysis and Discussion **(“Changing Eating Habits in Italy”)** | Coursebook pp. 14, 22-31 |
| **3** | Unit 2*–* Text Analysis and Discussion **(“Distance vs. Face-to-Face Learning”)** | Coursebook pp. 32, 40-49 |
| **4** | Unit 3*–* Text Analysis and Discussion **(“The Homeopathy Debate”)** | Coursebook pp. 50-57, 64-67 |
| **5** | Unit 4*–* Text Analysis and Discussion **(“Combatting Drought in Rural Africa”)** | Coursebook pp. 68, 76-85 |
| **6** | Unit 5*–* Text Analysis and Discussion **(“Form, Function, or Both?”)** | Coursebook pp. 86, 94-103 |
| **7** | Video 1 – Introduction to Argumentative Essay and OutlineVideo 2 – Argumentative Essay: Introductory Paragraph Writing Practice (Outline & Introduction) | Supp. Pack |
| **8** | Video 3 – Argumentative Essay: Body ParagraphsVideo 4 – Argumentative Essay: Concluding ParagraphWriting Practice (Body & Conclusion) ***MIDTERM*** | Supp. Pack |
| **9** | Writing Practice (Full Essay) |  |
| **10** | Writing Quiz ***WRITING QUIZ*** |  |
| **11** | Unit 6 – Text Analysis and Discussion **(“Reduce, Reuse, Recycle”)**  | Coursebook pp. 104, 112 & 118-121 |
| **12** | Unit 7 - Text Analysis and Discussion **(“Photography as Art”)** | Coursebook pp. 122, 130-139 |
| **13** | Unit 8 - Text Analysis and Discussion **(“The Social and Economic Impact of Aging”)** | Coursebook pp. 140-147 & 154-157 |
| **14** | Extra Reading & Revision |  |
| **15** | Revision |  |
| **16** | ***Final Exam*** |  |

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| **EVALUATION SYSTEM** |
| **IN-TERM STUDIES** | **QUANTITY** | **PERCENTAGE** |
| Midterm Exam | 1 | 30 |
| Writing Exam | 1 | 10 |
| IT Assignment | 1 | 10 |
| FLP (Flipped Learning Performance) | 1 | 10 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 40 |
| **TOTAL** |  | 100 |

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| **COURSE CATEGORY** |
| Supplementary Courses | X |
| Basic Occupational Courses |  |
| Expertise/Field Courses |   |
| Courses on Communication and Management Skills |   |
| Transferable Skills Courses |   |

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| **TABLE OF ECTS / WORKLOAD** |
| **ACTIVITIES** | **QUANTITY** | **DURATION(HOUR)** | **TOTAL WORKLOAD** |
| Course Duration  | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 1 | 16 |
| Writing Quiz | 1 | 4 | 4 |
| IT Assignment | 1 | 4 | 4 |
| FLP (Flipped Learning Performance) | 1 | 2 | 2 |
| Midterm Exam | 1 | 3 | 3 |
| Final Exam | 1 | 4 | 4 |
| **Total Workload** |  |  | 75 |
| **Total Workload / 25** |  |  | 3 |
| **ECTS Credit of the Course** |  |  | 3 |