

**ENGL151 COURSE SPECIFICATIONS SYLLABUS**

**University: LIU School: Education Department: English**

Program(s) on which the course is given: Undergraduate, open to all majors

Major or minor element of programs: Thesis & non-Thesis Programs

Department offering the program: Education/English

Department offering the course: Education/English

Academic year: **2017-2018**

Level number/ Semester: **Fall**

1. **Basic Information**

Title: **Advanced Writing Skills** Code: **ENGL151** Credit Hours: **6 cr.**

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Days: **MTWTH** Section: \_\_\_\_\_\_\_ Room:\_\_\_\_\_

Duration (No. of weeks): **15 Weeks**

**Name of lecturer contributing in the course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Professional Information**
2. **Overall Aims of Course:**

This course instructs students in reading -writing fluency, vocabulary, writing conventions, and academic skills necessary for university level.

1. **Intended Learning Outcomes of Course**

**Supplementary Material: (used during the first two weeks and reviewed along the semester)**

|  |  |
| --- | --- |
| **Chapter 1**  Writing Process | GLO’s   * Understands the five techniques of the writing process. * Uses the prewriting techniques to organize a piece of writing * Shows understanding of writing model to identify the prewriting technique. * Shows understanding of writing process to produce a first written draft paragraph, revise, edit and proofread, and use peer review. |
| **Chapter 2**  Patterns  *Cause/Effect*  *Compare/Contrast* | GLO’s   * Learns about Cause/Effect paragraph writing/essay. * Deepens understanding of process writing by producing a cause and/or effect paragraph. |
| GLO’s   * Learns about comparison and contrast. * Practices writing a compare and/or contrast paragraph. |
| **Chapter 3**  Writing an Essay | GLO’s   * Shows understanding of the essay form. * Understands the two parts of a thesis statement. * Deepens understanding of a thesis statement by supporting it with specific evidence. * Identifies the different methods of introductions for writing an essay. * Knows how to revise an essay for unity, support, coherence and sentence skills. * Uses knowledge to produce a well-organized essay. |
| **Chapter 4**  Sentence Skills  *Fragments*  *Run-ons*  *Types of sentences* | GLO’s   * Understands the specific kinds of sentence fragments. * Learns methods to correct sentence fragments. * Deepens understanding by correcting different kinds of sentence fragments. * Understands run-on sentences. * Learns methods to correct run-ons. * Deepens understanding by correcting different run-on sentences. * Learns about the four traditional sentence patterns. * Uses joining words and dependent words to combine simple sentences into compound sentences, complex sentences, and compound-complex sentences. |

**Theme I: Remembering and Forgetting**

**Listening: Memory**

1. Demonstrate recognition of target vocabulary
2. Attempt to understand a lecture about memory and learning
3. Listen and make notes of the topic, the researcher’s name, and date of sources
4. Use direct and indirect questions/discriminate verb patterns (Grammar)

**Speaking: Learner Style**

1. Show understanding of, and pronounce, target vocabulary
2. Show understanding of different learning styles
3. Use explanation and recommendation
4. Practice using socialization language with others
5. Practice target sub-skills by giving a talk
6. Form/ produce sentences using should/could and so/because (Grammar)

**Reading: Improving your Memory**

1. Recognize and understand target vocabulary
2. Use context to complete missing information in a text
3. Distinguish between fact, prediction, and advice in a written text
4. Read a line graph
5. Show understanding of the SVO/C sentence structure (Grammar)

**Writing: Rehearsal and Prompts**

1. Demonstrate understanding of vocabulary
2. Produce a cause/effect essay

**Theme II: Friends and Family**

**Listening: Making and Keeping Friends**

1. Describe personality (emphasis on character traits used as adjectives)

2. Show understanding of a lecture about making friends

3. Recognize language used to introduce the main points in a lecture

4. Demonstrate understanding of the difference between transitive and intransitive verbs (Grammar)

**Speaking: Apologizing**

1. Change vocabulary words to different parts of speech
2. Listen to identify problems and solutions
3. Identify different components of apology
4. Pronounce the stress in two-syllable nouns, adjectives, and verbs
5. Produce sentences with that using the correct word order (Grammar)

**Reading: Parents, Adults, and Children**

1. Identify part of speech in context using vocabulary words
2. Analyze title of text
3. Predict content from a figure and topic sentences
4. Identify fact and theory/opinion
5. Find subject and verb after introducing prepositional phrases in a sentence (Grammar)

**Writing: Decisions in Families**

1. Show understanding of vocabulary in context
2. Produce a compare/contrast

**Theme III: Managing to be Successful**

**Listening: Managing Time and Self**

1. Show understanding of theme vocabulary
2. Summarize part of a lecture
3. Recognize signpost words and phrases
4. Listen to identify infinitive/listen to identify object with transitive verbs ( Grammar)

**Speaking: The Time Thieves**

1. Use vocabulary words in different parts of speech
2. Listen to identify problems and solutions
3. Pronounce target phrases for reacting to contributors
4. Make tense agreement in short responses ( Grammar)
5. Express agreement or disagreement

**Reading: Decisions, decisions, decisions**

1. Predict prepositions in context
2. Show understanding of target verb and prepositions
3. Predict content from topic sentences
4. Show understanding of non-text markers
5. Omit subjects and verbs if already mentioned (using and, but, or)
6. Analyze title of text

**Writing: For and against**

1. Produce sentences using theme vocabulary words
2. Analyze the discourse of a *for and against* report
3. Follow a plan for a *for and against* essay
4. Compare two places using adjectives and nouns
5. Discriminate between past simple, present perfect, and present continuous to describe information given in a draft (Grammar)
6. Produce a *for and against* essay using a plan (purpose of essay, background, points for, points against, and recommendation)

**Theme V: Customs: Origins and Effects**

**Listening: Cultural Diversity**

* + - 1. Demonstrate understanding of key target vocabulary for listening section
      2. Relate spoken vocabulary to its written form
      3. Use existing skills in order to complete notes on a lecture about anthropology
      4. Recognize target vocabulary in context
      5. Recognize common endings for adjectives
      6. Discriminate between question words and relative pronouns (Grammar)
      7. Predict information following a relative pronoun (Grammar)

**Speaking: Wedding Customs**

Pronounce target vocabulary

Take part in conversations using suggestions and responses

Pronounce words with consonant clusters

Use phrases for checking, explaining and asking to wait, at appropriate points in conversation

Talk about past customs, beliefs and habits with used to/didn’t use to (Grammar)

Produce correct sentences, negative and question forms for used to (Grammar)

**Reading: The Price of Happiness**

1. Demonstrate understating of new vocabulary from the reading section
2. Use topic sentences to predict information in a text
3. Recognize the writer’s stance in a text ( implied or stated opinion)
4. Use and identify conditional sentences (Grammar: zero, first, and second conditionals)
5. Demonstrate understanding of cultural and social issues in a text

**Writing: Cultural Change**

1. Demonstrate understanding and spell target vocabulary from the writing section
2. Show understanding of the organization of a Discussion essay
3. Practice identifying the thesis for an essay
4. Produce point *for* and *against*  thesis of various essay titles
5. Produce sentences with long subject noun phrases using *also* (Grammar)
6. Use target vocabulary, language, and discourse from the writing section in order to produce a Discussion essay about cultural change.
7. **Content: Tentative Teaching Schedule**

**First two weeks of the semester will serve as a revision period.**

**Theme 1: Remembering and Forgetting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill** | **Lis.cb/w.b** | **Sp.cb/w.b** | **Rea.cb/w.b** | **Wr.cb/w.b** |
| 1.Vocabulary | 1.1 Types of memory A,B,C, & D  Pg.: 11 | 1.6 Types of Learner A, B, C & D  Pg.: 17 | 1.11 Internal and external factors A, B, & C  Pg.: 23 | Cause/Effect Essay Writing **(from supplementary material)** |
| 2.Real Time | 1.2 Memory Models A,B, C & D  Pgs.: 12-13 | 1.7 The Visual Learner  A, B, C, & D  Pgs.: 18-19 | 1.12 Remembering Learned Info  A, B, C D, & E  Pgs.: 24-25 | Cause/Effect Essay Writing |
| 3.Learn New Skill | 1.3 Recording Sources  A,B, C, & D  Pg: 14 | 1.8 Giving a short talk  A, B, C, & D  Pg: 20 | 1.13  Dealing with Research Texts  A,B, & C  Pg: 26 | Cause/Effect Essay Writing |
| 4.Grammar | 1.4 Indirect Questions; verb patterns  A, B, & C  Pg: 15 | 1.9 should/could/so/because  A, B, & C  Pg: 21 | 1.14 The complex noun phrase  A, & B  Pg: 27 | Cause/Effect Essay Writing |
| 5.Apply New Skill | 1.5 Moving info into long term memory  A, B, C & D  Pg: 16 | 1.10 The Aural Learner  A, B, C, & D  Pg: 22 | 1.15 Studying for a test  A, B, C, D, & E  Pgs:28-29 | Cause/Effect Essay Writing |
| Work Book | P 6-8 | 9-11 | 12-14 |  |

**Theme 2: Friends and Family**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.Vocabulary | 2.1 Describing Personality  A, B, C, & D  Pg: 43 | 2.6  Sorry is the hardest word  A,B, & C  Pg: 49 | 2.11 Stimulus and response  AA, B, & C  Pg: 55 | Compare/  Contrast  Essay  **(from supplementary material)** |
| 2.Real Time | 2.2 Making Friends  A, B, C, & D  Pgs: 44-45 | 2.7 Components of apologizing  A, B, C, D, & E  Pgs: 50-51 | 2.12 Games people play: predicting content  A, B, C, D, & E  Pgs: 56-57 | Compare/  Contrast Essay |
| 3.Learn New Skill | 2.3 Main Idea  A, B, & C  Pg: 46 | 2.8 Starting and ending a turn  A, B, C, & D  Pg: 52 | 2.13  Facts or Theories  A, B, & C  Pg: 58 | Compare/  Contrast Essay |
| 4.Grammar | 2.4 Transitive and Intransitive Verbs  A, B, & C  Pg: 47 | 2.9 Uses of That  A  Pg: 53 | 2.14 Prepositional Phrases; past and present  Pg: 59 | Compare/  Contrast Essay |
| 5.Apply New Skill | 2.5 Understanding Lectures  A, B, C, D, & E  Pg: 48 | 2.10 Components of Apologizing  A, B, & C  Pg: 54 | 2.15 Fact and Opinion  A,B, C, D, & E  Pgs: 60-61 | Compare/  Contrast Essay |
| Work Book | P 20-22 | 23-25 | 26-29 |  |

**Theme 3: Managing to be Successful**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.Vocabulary | 3.1 Important vs. urgent  A, B, C, & D  Pg: 75 | 3.6 Wasting time  A, B, & C  Pg: 81 | 3.11 Problems and solutions  A, B, & C  Pg: 87 | 3.16 For & Against City & Town  A, B, & C  Pg: 95 |
| 2.Real Time | 3.2 Notes/List/ Summary for a lecture  A, B, C, D, & E  Pg: 76-77 | 3.7 Model  A, B, C, & D  Pg: 82 | 3.12 Organizational Questions  A, B, C, & D  Pg: 88 | 3.I7 Relocation- for & against  A, B, C, & D  Pgs: 96-97 |
| 3.Learn New Skill | 3.3 Signpost words and phrases  A, B, C, & D  Pg: 78 | 3.8 Tutorial Skills  A, B, C  Pg: 84 | 3.13  Brackets, italics, dashes  A, B, C, & D  Pg: 90 | 3.18  The For and against essay  A, B, C, D & E  Pg: 98 |
| 4.Grammar | 3.4 Verb & Infinitive  A, B, & C  Pg: 79 | 3.9 Tense agreement in short responses  A, B, C & D  Pg: 85 | 3.14 Identifying Missing subjects and verbs  A, B  Pg: 91 | 3.19 Describing Trends  A, B, & C  Pg: 99 |
| 5.Apply New Skill | 3.5 Understanding Lectures  A, B, C, D, & E  Pg: 80 | 3.10 Phrases  Clustering  A, B, & C  Pg: 86 | 3.15 Annotating Titles; understanding texts  A, B, C, D, & E  Pg: 92-93 | 3.20 Process of writing a for and against Essay  A, B, C, D, & E  Pg: 100 |
| Work Book | 34-36 | 37-39 | 40-44 | 45-47 |

**Theme 5: Customs: Origins and Effect**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.Vocabulary | 5.1 Canada  A, B, & C  Pg: 139 | 5.6 wedding customs  A, B, & C  Pg: 145 | 5.11 How to research  A& B  Pg: 151 | 5.16 Defining Culture  A & B  Pg: 159 |
| \*2.Real Time | 5.2 Completing & reconstructing notes  A, B, C, & D  Pg: 140 | 5.7 Understanding, studying, and producing a model.  A, B, C, & D  Pg: 146 | 5.12 Main point and topic sentences.  A, B, C, D, E & F  Pg: 152-153 | 5.17 Process of writing discussion Essay  A, B, C, D  Pgs: 160-161 |
| \*3.Learn New Skill | 5.3 Notes/Graphic Organizers  A, B, & C  Pg: 142 | 5.8 Checking and explaining  A, B, C  Pg: 148 | 5.13 Writer’s Point of view/ bias  A, B, & C  Pg: 154 | 5.18 The Discussion Essay  A, B, C  Pg: 162 |
| \*4.Grammar | 5.4 Understanding Info after Relative Pronouns  A, B, C  Pg: 143 | 5.9 Used to  A, B, C  Pg: 149 | 5.1 4 Conditionals  A, B, C  Pg: 155 | 5.19 Long subject noun phrases: also  Pg: 163 |
| \*5.Apply New Skill | 5.5 Understanding Facts, Ideas  A,B,C,D,E, & F  Pg: 144 | 5.10 Speaking “Wedding customs”  A, B, C  Pg: 150 | 5.15 Process of Reading  A, B, C, D, & E  Pg: 156- 157 | 5.20 Process of writing/Brainstorming  A, B, C, & D  Pg: 164 |
| Work Book | 62-64 | 65-67 | 68-70 | 71-73 |

1. **Teaching and Learning Methods:**

4.1 Lectures/cooperative learning

4.2 Presentations

4.3 Discussions

4.4 Writings (portfolios, group activities, homework assignments, essays)

**5- Student Assessment Methods and Weighting:**

|  |  |
| --- | --- |
| Remedial Mark Distribution | |
| Midterm (November 23) | 25% |
| Final | 30% |
| Portfolio (5% for PPP) | 20% |
| Quizzes (3 including one listening) | 15% |
| Classwork/Participation | 10% |

**Deadlines**

Assessment must be handed in on or before the due date, unless you have previously been given an extension by your instructor. **Assessment which is handed in after the due date and has not already been given an extension will be penalized by deducting grades.**

**Handling assignments:**

You need to be prepared to participate in class discussions and activities. Outside of class, you will need to complete various types of homework assignments and activities.

**Attendance:**

Attendance is vital to class participation and overall performance in the course, so it will be taken and used in determining part of the marks.

**In class conduct:**

Turn off (or place on vibrate) cell phones during class. Food and beverages are requested to be outside the class except for water. During exams, the use of cell phones or any other electronic devices is strictly prohibited.

Lateness is distracting to the instructor and other students. Allow ample time for transportation/ parking, *etc.*, If, despite your best efforts, you arrive late, please enter quietly to minimize the disruption to your classmates and check with the instructor at the end of class to ensure that you’re marked as late rather than absent.

**6-List of References**

**6.1- Essential books (text books):**

Progressive Skills in English, level 3 Course Book and Work Book.PUBLISHER: GARNET PUBLISHING Ltd: 2010. **No photocopied books are allowed in class.**

**7- Facilities required for teaching and learning:**

**Teaching:** Computer, LCD projector, books, and handouts

**Learning:** Required textbook, work book, copybook, and school utensils.

**8- Plagiarism**  
  
The definition of Plagiarism is as follows:

* Plagiarism is the action or practice of taking and using as one's own the thoughts or writings of another, without acknowledgment. The following practices constitute acts of plagiarism and are a major infringement of the University's academic values:
* Where paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly, and are not enclosed in quotation marks and appropriately footnoted;
* Where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper; and
* Where an idea which appears elsewhere in printed, electronic or audio-visual material is used or developed without reference being made to the author or the source of that material.

**What happens when work is identified as plagiarized?**  
  
If there is a demonstrable intention to deceive involved in the plagiarism, you may be charged with misconduct.

**Students are instructed to monitor their daily attendance log or they may lose their rights to lodge any claim of right.**

Course Coordinator: Ms. Dina Shouman

EMAIL: [dina.shouman@liu.edu.lb](mailto:dina.shouman@liu.edu.lb)

**Dean of Education: Dr. Anwar Kawtharani**

Date: October 2nd, 2017