ENGLISH COMPOSITION & COMPREHENSION SL1004

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COURSE DESCRIPTIONS

• This course is designed to develop skills in reading and writing, and studying communicative functions of the target language. Emphasis is on skill acquisition through the use of select reading material from different banks of authentic and non-authentic texts. Through understanding the global, inter relational nature of skills, students are enabled to retain and apply what they have learnt. It will also orient students to the semantic and socio/psycho-linguistic dynamics of language.

COURSE OBJECTIVE

• The course will acquaint students with more concise, lucid, and correct expression of English; to provide model forms of communication skills. The aims are to: achieve proficiency in language use, develop skills in comprehension, improve reading efficiency, use conventions of standard written English with skill and assurance, buildup vocabulary, and summarize clearly and accurately the ideas of others etc. It will illustrate the force and effectiveness of simple and direct English. The course is intended to be interesting in itself.

MARKS DISTRIBUTION:

Particulars	% Marks
1.Assignments	10 %
2. Project	10 %
3. Mid-Term	30 %
4. Final Exam	50 %
Total:-	100

Weeks	Contents/Topics	CLOs
1	Orientation. Ice-breaking activities. Introduction to Academic Reading; Skimming and Scanning. Reading Activities.	1,2,3
2	Practice Speech and Writing. The SQ4R Method of Reading	1,2,3
3	Formal and Informal English (Practice Activities) Critical Reading: Identifying Text Structure and Text Types in academic and technical communication	1,2,3
4	Exercise on Clauses, Conjunctions, and Sentence Structures. Critical Reading 101: Identifying the author's purpose and tone	1,2,3
5	Writing Process (Practice) Critical Reading: Reading to Write	1,2,3
6	Midterm 1	
7	Subject Verb Agreement. Critical Reading: Reading between the lines/ Inferential Reading.	1,2,3
8	Punctuation Marks Critical Reading: Inference, evaluation, and drawing conclusions	1,2,3
9	Punctuation Marks Critical Reading: Inference and Evaluation	1,2,3
10	Run-On Critical Think 101: Infer, Evaluate, Analyze, Compare and Contrast	1,2,3

11	Interpreting and describing graphs-Types of graphs, reading graphs, writing	1,2,3
	the description. Technical Description: Line Graphs	
	Critical Reading: Inference and drawing conclusions	
	Online Assignment on Editing.	
12	Midterm 2	
13	Interpreting and Describing Graphs-Vocabulary for graph description.	1,2,3
	Technical Description: Bar Charts and Pie Charts	
	Critical Reading-Identifying author's biases	
	Vocabulary and Reading Practice for Descriptive Essays.	
14	Identifying Facts and Opinions	1,2,3
	Analyzing and Evaluating Arguments	
	Identifying fallacious arguments	
	Technical Descriptive Writing (Project; Deadline: week 16)	
15	Revision	1,2,3
	Critical Reading: Analyzing and evaluating arguments	
16	Revision	

- Attendance
- Class timing
- Lab work
- Class activities
- Resources for class: Merriam-Webster



CLASS RESOURCES

- www. https://classroom.google.com/
- English Composition & Comprehension, Fall 2021

Section: Group Code

BCS-1G wndlslw

BCS-1K r62cf6r

PROJECT DETAILS

- Create your account on Blogger.com
- Write a blog on weekly basis
- Details for the weekly blog activity will be shared accordingly
- Share your blog link on the Google Classroom
- Plagiarism Policy

ICE BREAKING ACTIVITY

- Prepare short speech
- You can describe yourself.
- Why do you think reading is important?
- Describe Reading habits.
- How much do you read?
- Any technique to read the book?



WHAT IS READING?

- Reading is a process.
- On the simplest level, it is the act of recognizing and understanding written or printed verbal symbols (that is, receiving and sorting out information from the printed word.)

Making meaning

- At this level, reading is
- Decoding
- (Word Perception)
- Comprehension
- Knowledge of
- Vocabulary
- Sentence structure
- Subject matter

INTRODUCTION TO ACADEMIC READING

- At a more complex and active level, reading involves Reacting to the ideas presented by the author (based on your feelings and past experiences)
- Integrating new ideas into your personal perspective
- Applying these ideas to daily activities

INTRODUCTION TO ACADEMIC READING

- Requires: Active engagement, critical thinking
- Purpose of reading determines interpretation and use of information
- It helps in: asking question, and draw connections to existing knowledge

ACADEMIC READING STRATEGIES

- Skimming
- Scanning
- SQ4R
- Critical Reading

SKIMMING

- A quick hunt for the gist"
- Skimming refers to reading a text quickly to get the essence, the basic overall idea, rather than concentrating on absorbing all the details. Skimming is done at a speed three to four times faster the normal reading.
- People often skim when
- They have lots of material to read in a limited amount of time.
- They want to see if an article, book, etc. may be of interest in their research.
- They are buying books, magazines.

HOW TO SKIMP

- Read the title.
- Quickly study the pictures or any other graphic illustrations (diagrams, etc.) used by the writer.
- Read the subtitles and headings if present.
- Read the introduction paragraph (central idea)
- Read the first and the last sentence of the body paragraphs (main ideas)
- Use connectors as guiding sign posts
- Read the conclusion paragraph.

SCANNING

- "A quick hunt for a specific detail"
- Scanning refers to quickly going through a text to find a specific or particular detail. For example, looking up a word in a telephone book or a dictionary. You are looking for key words or ideas.
- People use scanning when
- To check if a resource would answer their questions
- To get to the desired answer quickly
- To concentrate on finding a particular answer

HOW TO SCANP

- scan a book, article, passage, brochure, tables, charts, etc. for specific details, guidelines below:
- Move your eyes quickly focusing on certain connectors
- Look for the author's organizers, such as, numbers, letters, steps, headings, and subheadings.
- Look for words that are boldfaced, italics, or in different font, size, style, or color.
- Sometimes authors put key ideas in the margin

• Exercises (See page 6)

- First read the following questions and then use the TV Schedule to find the answers.
- 1. Jack has a video can he watch both documentaries without having to make a video?
- 2. Is there a show about making good investments?
- 3. You are thinking about traveling to the USA for a vacation.
- 4. Which show should you watch? Your friend doesn't have a TV, but would like to watch a film starring Tom Cruise. Which film should you record on your video?
- 5. Peter is interested in wild animals which show should he watch?
- 6. Which sport can you watch that takes place outside?
- 7. Which sport can you watch that takes place inside?
- 8. You like modern art. Which documentary should you watch?
- 9. How often can you watch the news?
- 10. Is there a horror film on this evening?

• Choose the correct answer from the text. The answers may be in any order and chosen more than once.

SEASIDE RESORTS

Which seaside resort would you go to if you

- 01. liked seeing a lot of people
- 02, had breathing problems
- 03. were interested in architecture
- 04. wanted to go fishing
- 05. were interested in fish
- 06. were interested in rocks
- 07. liked drinking British beer
- 08. preferred a warm climate
- 09. wanted to go sailing
- 10. were interested in English poetry

Complete the exercise on page 8 & 9.

PRE-READING ACTIVITY

ACTIVITY:01

- Responding: these are what traditionally has been called pre-reading
- Think with a partner of a situation where you felt sad, or even desolated.
- Deducing from the title. What do you think the poem is about? Work in groups a war, an epidemic that killed many, destruction of fields or crops by the enemy, abandonment of the family, poverty.

POEM

- Everything changed in the blink of an eye
- Forced to leave school without saying goodbye
 - Now confined to my 4 by 4 room
 - My only social interaction is through Zoom
 - No longer a desk, but work in bed
- In my comfy pajamas with the books that I've read
 - I light my candle for a pleasant smell
 - Enjoying the quiet sound of no bell
 - But life at home isn't as great as it seems to be
 - I miss the times when we were all free
 - I think of all the workers that sacrifice their lives
- And put our needs before theirs so we may survive
 - · We need to be strong for one another and unite
 - For we are alone together in this fight

WHILE READING ACTIVITIES

- What is the poem about? Where is it set? What is the central theme of the poem?
- All the class, think of some expressions or adjectives that define the feelings that the poem provokes in you.
- Try to find, with the use of a dictionary, the opposites of the words you used to define the feelings you got when reading the poem.
- Think with a partner of things that make you feel sad and that make you frightened. Write them down in a list and write simple sentences with those words or expressions.

POST READING

- Write a short poem/ a paragraph, only 05 lines/ 100 words, where you express your fears and sadness.
- Use the sentences and the words listed with your partner.
- Choose five words from the poem that have to do with hope for the future and use them to write a short text with them with the title Hope for the future.