



ENGLISH COMPOSITION & COMPREHENSION SS150

COURSE INSTRUCTOR: NAZIA IMAM

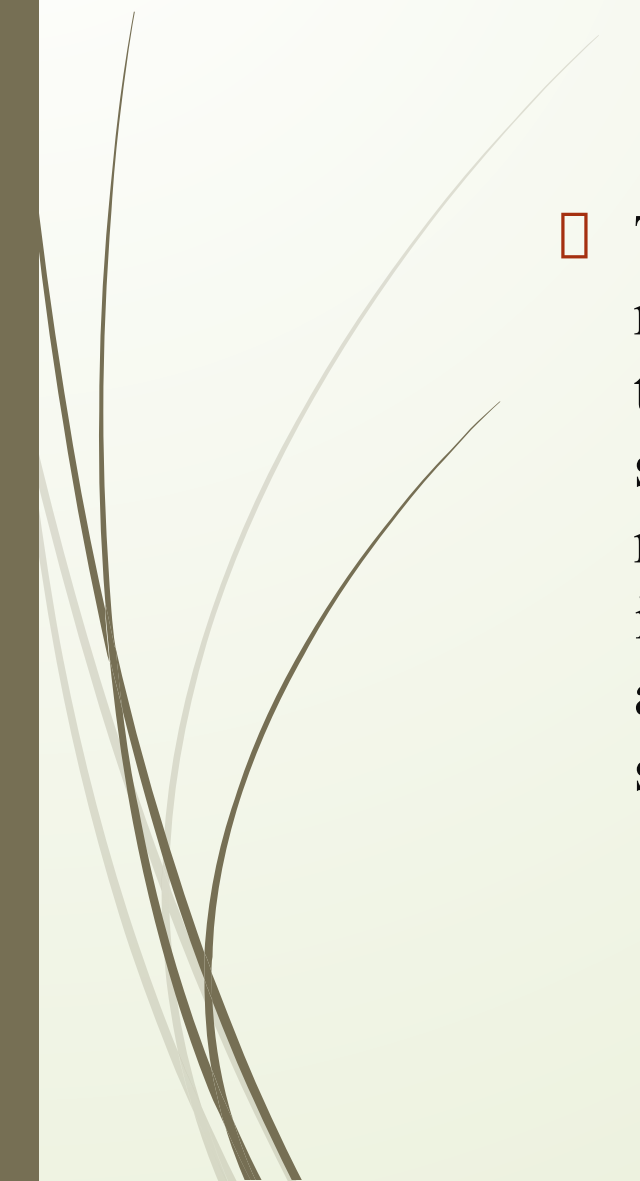
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LECTURER

DEPARTMENT OF SCIENCES AND HUMANITIES




Course Descriptions:

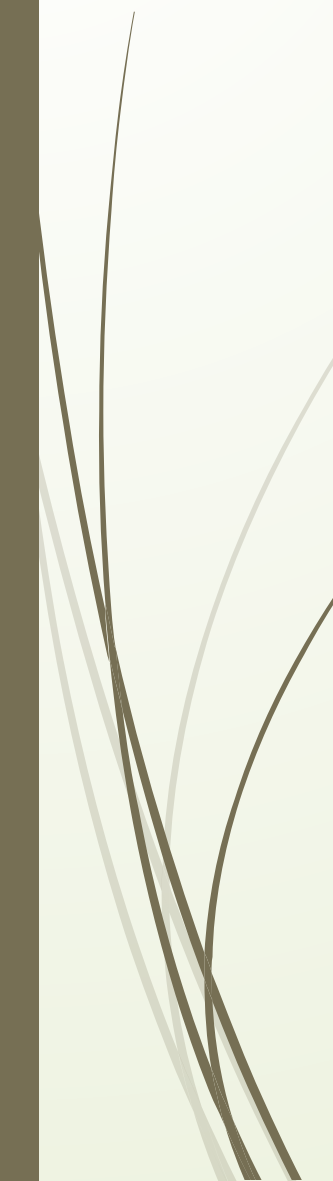

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- This course is designed to develop skills in speaking, listening, reading and writing, and studying communicative functions of the target language. Emphasis is on skill acquisition through the use of select reading material from different banks of 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.





Marks Distribution:




Particulars	% Marks
1. Quiz	6%
2. Classroom Assignments	4 %
3. Homework Assignments	4 %
4. Final Project	4 %
5. Class Performance	2 %
6. Mid-Terms	30 %
7. Final Exam	50 %
Total:-	100



Weeks	Contents/Topics
1	Introduction. Ice-breaking activities. Introduction to Reading; Skimming and Scanning. Reading Assignment.
2	Activity on Academic Writing Style. Inferential Reading: Fables. Reading and Vocabulary Assignment Topic: Formal and Informal
3	Exercise on Sentence Structures. Inferential Reading: Prediction, Author's Purpose. Activity & Assignment. Reading and Vocabulary Assignment Topic: Finance
4	Activities on Writing Topic Sentences and creating essay outline. Inferential Reading: Tone of the text. Reading Assignment and Vocabulary Practice Topic: Education
5	Exercise on writing Body Paragraph. Critical Reading of the texts: Winston Churchill's Prep School; How to Study. Reading and Vocabulary Activity Topic: Politics
6	Mid 1
7	Evaluative Reading. Reading and Vocabulary Activity Topic: Weather.
8	Activities on Writing Introduction and Conclusion Paragraph. Critical Reading: Fact or Opinion? Reading and Vocabulary Activity Topic: Food.
9	Critical Thinking: Identifying Underlying Assumptions. Reading and Vocabulary Activity. Reading and Vocabulary Activity Topic: Leisure.



10	Activities on Revision and Editing. Critical Reading: Drawing Conclusions; Implications. Reading and Vocabulary Activity: Logic-Love is a Fallacy.
11	Vocabulary and Reading Practice for Argumentative and Persuasive Essays.
12	Mid II
13	Vocabulary and Reading Practice for Descriptive Essays. Reading and Vocabulary Activity Topic: Transport.
14	Vocabulary and Reading Practice for Compare and Contrast Essays. Reading and Vocabulary Activity Topic: Social Concerns
15	Reading and Vocabulary Activity Topic: Tourism
16	Revision Lab: Final Exam of Lab

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- ☐ Attendance
 - ☐ Class timing
 - ☐ Lab work
 - ☐ Class activities


Google Classroom

Class code for Section A: **veufwxx**

Section E: **ayczyms**



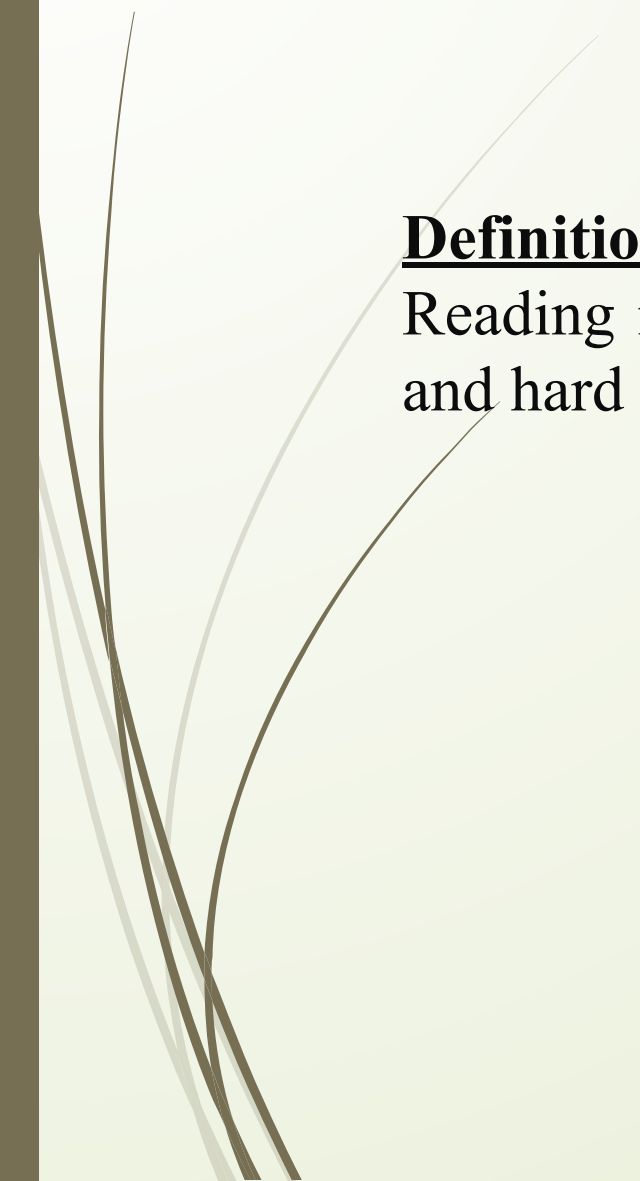
ACTIVITY TIME

- You have 10 minutes. Find three other students you share something in common with — though not anything obvious or visible, such as hair color.
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Introduction to Reading

Definition: Mental activity performed to get messages from written language. Reading is associated with understanding and comprehension. It demands effort and hard work.



THE PROCESS OF READING:

The process of reading has the following steps:

- ❑ **Pre-reading Stage:** Before reading something you must consider the following questions:
 - ❑ Have I read anything on the given topic before? If yes, what did I read? Recall the previous information.
 - ❑ If you have never read anything on the given topic, think of ideas and information you currently have on the given topic.
 - ❑ How important and relevant is the topic to real life?
 - ❑ Does it interest you?
 - ❑ For a book, research journal/paper, etc, analyse the title, the writer, year of publication, publication institute, content page, etc.

THE PROCESS OF READING:



- For articles, analyse the topic, the writer, the year of publication, in what book/magazine/newspaper is it published in, etc.
- Pre-reading stage should prepare you for reading. It systematizes reception of new information and broadens your thinking.
- While-reading Stage: In this stage, actual reading takes place. Read the lines as well as in between the lines. Connect the new information with the previously held information and ideas.
- Post-reading Stage: In this stage, you evaluate the text and form an opinion about it on the basis of sound criteria.



LEVELS OF READING


□ Comprehension in reading happens at the following levels. In fact, writers organize messages in written texts at the given levels:

1. literal comprehension
2. inferential level
3. evaluation

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- **Literal comprehension: (the surface level):** This level deals with messages given in a **direct and straightforward fashion**. Literal items **cover facts and details and relationship between ideas** (such as comparison, contrast, sequence of events, or cause and effect) that are **stated explicitly in the passage**. In order to be able to uncover messages on other levels, clear understanding of messages at the literal level is a must.
 - **Inferential level: (in between the lines):** In many cases, writers state ideas indirectly. They many consciously or unconsciously imply certain ideas. Smart readers uncover the hidden messages as well as without inference, one can not achieve complete understanding of a text.
 - **Evaluation: (beyond the lines)** Evaluation refers to judging the content and the writer on the basis of authentic criteria. Think about what you have read.



ADVANCED READING SKILLS

- Effective and efficient readers use many styles and strategies of reading for different purposes. Advanced reading skills include the following methods and styles of reading:
 - Skimming
 - Scanning
 - Critical Reading
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The SQ3R method (survey, question, read, recall, review)

In essence, the process works like this:

1. Survey the text in advance.
2. Form questions before you start reading.
3. Read the text.
4. Recite and/or record important points during and after reading.
5. Review and reflect on the text after you read.