**American International University- Bangladesh (AIUB)**

**Faculty of Arts and Social Sciences**

|  |
| --- |
| **Course Title**: English Reading Skills and Public Speaking |
| **Course code**: ENG 1101 |
| **Pre-requisite**: None |
| **General/ Major course**: General (Core) |
| **Course Description**: |
| The course is designed to improve students’ Academic English skills integrating reading, listening, writing and public speaking skills to prepare the students entering the University for studying through the medium of English. Along with strengthening students’ reading skills, the module will enrich their vocabulary by reading and writing about a variety of adapted and authentic texts in group, pair and individual works. Students will also improve oral communication skills for academic interactions through extensive pronunciation and conversational practices. Oral practices include forming and communicating opinions on contemporary issues, developing formal and informal oral persuasive presentations, giving and following directions, and narrating and giving explanations. At the same time, grammatical items like subject verb agreement and tense will be highlighted in the presentations, discussions and practical exercises. To supplement speaking skills listening activities will be conducted in the classroom within group or, pair activities such as – listening for different purposes like getting specific information, listening to lectures, completing notes, taking part actively in a discussion, listening for main ideas. Similarly, to cope with academic environment and attitudinal transformations students will engage in essential complementary writing activities and tasks such as – free writing, forming questions, writing definitions with examples, dialogues, paragraphs, and summaries, opinions on issues (Gender Inequality, Democracy and Tolerance etc.). |
| **Course Learning Outcomes**: Upon completion of the course, students will be able to:  **Knowledge**: |
| 1. Understanding reading strategies and techniques as well as be familiar with various types of texts and purposes of reading. |
| 2. Developing critical thinking in interpreting the texts. |
| 3.Develop awareness of the process and techniques of public speaking and presentation |
| 4. Understand writer’s purpose, understand various factors of texts, e.g., facts and opinion, generalization and specification, main points, illustrations, evidence etc |
| **Psychomotor Skills**: |
| 1. To develop expressive body language, gesture and facial expressions appropriate for academic presentation style. |
| 2.Engaging in interactive reading |
| **Affective** (Attitude, Behavior) |
| 1. Demonstrate the ability to analyze and interpret texts |
| 2. Exhibit confidence and skills of public speaking and presentation |
| Duration: 1 Semester (4 Months), Class hour: 1.5 hours, Total number of classes: 24 |
| Credit Hour: 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Topics/Units** | **Specific Objective(s)** | **Teaching Activities/Strategies** | **Time frame & Readings** |
| **Pre-Mid Term**  **Understanding a Process: Online Registration process, Describing a process,** Evaluating a Process | * Understand a process * Write about a process | Reading different types of texts to comprehend them  Reading different types of texts and scanning the text for specific information  Students listen to different sample speeches and audio-video content followed by interactive activities. | 1 Class (1.5 hour)  Unit 2: Session 1  Education in Bangladesh.  English Reading Skills and Public Speaking |
| **Reading for Main Ideas** | * Understanding the main ideas of reading text * Being able to discuss about the main idea | Students read a text and underline key words, write the main idea of each paragraph, group discussion about the educational issues of Bangladesh, | 1 Class (1.5 hour)  Unit 2: Session 2  English in Bangladesh.  English Reading Skills and Public Speaking |
| **Reading for Main Ideas and details** | Enabling students   * To relate background knowledge with reading content * Understanding main ideas and details of reading text * To be able to extract main and specific ideas of a listening text | Read text and underline the key words, fill in the blanks in sentences level with key words, tick the main factors appearing in the text.  Students listen to an audio content and accomplish tasks of ticking the main ideas and specific ideas and complete the summary. Giving and receiving information Exploring the internet for specific information | Unit 3: Session 1  Tours and Visits: Benefits of Industrial Visits. English Reading Skills and Public Speaking  Unit 3: Session 2  Schedule for field Trip to Sylhet. English Reading Skills and Public Speaking |
| **Understanding Vocabulary in context** | Understanding vocabulary in context and listening for specific information | Reading specific text and find out the key words with meaning in context, completing summary with specific words, listen to an audio content and complete a table. | Unit 4: Session 1  Communication and Media. English Reading Skills and Public Speaking |
| **Reading and Recalling Specific Information** | Read and listening for specific information, summarizing, listen for main ideas | Reading text, ticking a factors appearing in the text, completing presentation outline, Listening to audio based or class lecture and complete a table as well as fill in the blanks. | Unit 4: Session 2  Mass Communication and Interpersonal Communication  English Reading Skills and Public Speaking |
| **Understanding Cause & Effect relations** | * To relate causes with effects * Writing about Cause and Effect * Discuss about Cause and Effect | Reading cause-effect texts  with follow up activities on cause and effect words and apply those words in writing | Unit 7: Session 1  Nature and Environment: Tropical Cyclones-The Deadliest Disasters of the Bay of Bengal.  English Reading Skills and Public Speaking |
| **Reading and Listening for Gist** |  |  | Unit 7 Session 2  Impact of and Vulnerability to Climate Change  English Reading Skills and Public Speaking |
| **Comparing & Contrasting**  a. Using Comparative Expressions  b. Similarities and Dissimilarities  c. Using Comparative Structures | * To compare & contrast | Reading comparative and contrastive texts with follow up activities on comparison and contrast structure words | Unit 8 Extension  Comparing trends in graphs  Exercise a,b, pg 72 |
|  |  |  |  |
| Planning and Preparing Presentations  a)  b) Debating an Issue  c) Linking ideas in a discussion  d) Recognizing persuasive language  e) Using Methods of Persuasion | •Plan a Presentation   * Structure a Presentation * Understand how to introduce and conclude * Understand how to prepare visual aids for presentation * Understanding the language of Academic Presentation | Reading persuasive/ argumentative texts to comprehend them and analyze the use of rhetoric followed by a debate practice. | Unit 11 Session 1  Unit 11 Session 2 |
| The Art of Presentations  a) Informal oral presentation  b) Formal Presentations | •To overcome the stage fright  •To understand the audience dynamics in public speaking | Teacher discusses the issues and process of presentation; provides guidance and advises for practice.  Students listen to different sample speeches, prepare presentation outlines, do exercise and take part in classrooms presentation or occasionally in the auditorium. | Unit 11 Session 2  Activity 2 Preparing visual Aids  Activity 3 Using Appropriate language  Extension Reviewing visual aids  Unit 12  Finalizing and Practicing Presentations  Activity 2 Delivering a Presentation |
| **Post Mid Term**  **Reading for Detail**   1. Interpreting Graphs 2. Comparing Trends in Graph 3. Writing about Graphs | To be able to analyze graphs and write description of graphs with comparative language | Teacher presents samples of graphs and description of the graphs with focus and language items.  Students follow up with exercises. | Unit 8  Interpreting Graphs  Writing about Graphs |
| **Generalizing & Specifying**   1. Identifying General and Specific Words 2. Recognizing General and Specific Phrases 3. Recognizing General and Specific Sentences 4. Generalizing Carefully/Hedging 5. Using Hedging Words and Phrases | To introduce the ideas of generalization and specification in reading and writing | Teacher introduces texts on generalization and specification and engage students in exercises both in sentence and text levels. | Unit 8 Session 2 Activity 1,2,3,  Extension |
| **Fact and Opinion**   1. Giving and Justifying Opinions 2. Distinguishing between Facts and Opinions | Enabling students to give opinion and giving justification on their opinion | Teacher presents texts and contexts plausible for giving opinion with focuses on language items  Students take part in follow up exercises. | Unit 10  Session 1,Session 2  Activity 2,3 Extension |
| **Making Arguments & Providing Evidence** | To enable students in taking part in argumentative discussion and debate. | Reading argumentative texts to comprehend them and analyze the use of rhetoric followed by a debate practice. | Unit 10 Session 2  Activity 2  Activity 3  Extension |
| **Problem solving** | Enabling students to offer and suggest solution of various problems | Teachers discusses the issues of consideration in suggesting a solution to a problem.  Teachers presents problems and students offers solution in writing both in discrete level and discursive level |  |
| **Collaborative learning** | To build up team effort and promote collaborative learning | Teacher assign students in a group assignment and presentation |  |

**Course Policies**

**Class Attendance**: Students must attend at least 80% of classes to pass the course. Students are expected to come to class having completed the readings assigned for each lecture to qualify participation marks.

**Class Participation**: Students will get mark for their timely attendance. Participation marks will be assigned based on a student’s active participation during the class, such as responding to questions asked by the instructor, raising discussion questions, contributing to discussion and active learning activities.

**Use of Electronic Devices**: The use of mobile phones, laptops and similar devices in the classroom is a distraction from teaching purpose, and thus is not permitted unless the class requires it.

**Student Counselling**: Office hour is listed on the door of the faculty room. Alternatively, students may also try to arrange an appointment via email for a time. Students are expected to check their VUES accounts regularly.

**Assignment Submission Policy:** All submission should contain a cover page with providing the following information a) course code and name, b) name of the instructor, c) type of assignment, d) name of the student(s) e) student ID, f) date. Unless pre-approved, all submissions should be made both in print. Written assignments handed in late without prior notification and valid excuse will be penalized.

**Academic Integrity**: The consequences of cheating, plagiarism, and other forms of academic dishonesty are serious.

**Marks Distribution for English Reading Skills and Public Speaking**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quizzes | Assignment (Reading 2 Academic Texts/Articles & Submitting Outlines) | Attendance | Performance | Term Assessment (Presentation+ presentation Outline+ PPT file+ Presentation Script) | TOTAL |
| 15+15=  30 | 10+10=  20 | 10 | 10 | 15+5+5+5  =30 | 100 |

**Textbook/ Reference Materials**

* **Reading and Study Skills**, 7e / *John Langan, Mcgraw-Hill College, NY, 2013.*
* **The Art of Public Speaking**/ *Stephen Lucas, McGraw-Hill Education, NY, 2015.*
* **Handouts**

**Prepared by:** **Department of English**.