**FAST - NATIONAL UNIVERSITY OF COMPUTER & EMERGING SCIENCES**

**CS- FALL 2018**

|  |  |
| --- | --- |
| **COURSE CODE** | **SS** |
| **COURSE TITLE** | **English Composition and Comprehension** |
| **CREDIT HOURS** | **2** |
| **COURSE DESCRIPTION** | This course aims to develop the proficiency in the four major communicative skills: Reading, Writing, Listening and Speaking. Students get an opportunity to study English language in a wide range of academic contexts: essays, short stories, and articles from several media sources. They also learn to understand and write informational, argumentative, comparison and contrast and expository essays; consequently students cultivate their power of argument and analytical skills. Each student will be required to complete individual and group assignments. |
| **MODE OF INSTRUCTIONS** | * Classroom Lecture and Discussion * Collaborative learning * Education technologies, including word processing, the internet and electronic presentation. |
| **COURSE OBJECTIVES** | 1. Reading and basic analysis of a set text. 2. To be able to recognize author’s main idea and supporting details. 3. Identify logical relationships (illustrations, cause and effect, time sequence, comparison and contrast), style and tone of the text. 4. To be able to organize and develop ideas effectively in, with logical and well supported arguments. ƒ 5. Development of the students’ ability to write for academic purposes (paragraphs/essays) through well supported arguments. 6. ƒ Development of the students’ ability to organize and structure ideas 7. Preparation of students for academic listening tasks. 8. Introduction to spoken language used in general or academic environments (e.g. question forms   and expressing opinions). |
| **TEXT BOOKS** | * Models for Writers \_ Twelfth Edition. (Alfred Rosa and Paul Eschholz) * The Writer’s Reference (Diana Hacker) * The Business of Writing and Speaking * Reading Package * Short Stories\* |
| **GRADING CRITERIA** | * Mid-Terms (2) 20 * Quizzes 10 * Assignments 10 * Class Participation 10 * Final Exam 50 |
| **CLASSROOM COURTESIES** | * Dress code: Formal * Cases of plagiarism shall be sent to the Disciplinary Committee * Deadlines must be observed * Attendance is compulsory |
| **PLAGIARISM / ACADEMIC DISHONESTY** | * All work submitted must be the student’s own work. Cases of plagiarism shall be sent to the Disciplinary Committee. Research format is expected to follow standard documentation APA guidelines. |

**CS -English Language (week 1- 15)**

|  |  |  |
| --- | --- | --- |
| **Class** | **Topic** | **Assignment** |
| Week 1  **Reading Composition** | Diagnostic Test  Course Introduction Course description Grading policy  Reading strategies  Identifying the author's thesis and purpose (to inform, persuade or entertain)  Identifying Main Idea (Stated)  Identifying the Supporting details   (major & Minor) | Reading Package  Reading for week 2  In class practice activity |
| Week 2  **Reading Composition** | Identifying Implied Idea & drawing Inferences  Identifying the Supporting details  (major & Minor)  Feedback | In class practice activity  Week 2 reading analysis  Reading for week 3 |
| Week 3  **Literary Devices** | Literary devices (humor, satire and irony), style and tone used in a text  Rhetorical patterns of organization  Feedback | In class practice activities  Week 3 Reading analysis  Assigning Short stories  Reading for week 4 |
| Week 4 **Literary Devices** | Rhetorical patterns of organization  Paraphrase  Revision Techniques and Editing  Feedback  **QUIZ 1** | In class practice activities  In class assignment of the reading analysis  Reading for week 5 |
| Week 5  **Writing Process** | Writing Process (development, organization, coherence, length, conclusion)  Narrow down  Feedback | Reading analysis  In class practice activity  Reading for week 6 |

|  |  |  |
| --- | --- | --- |
| Week 6  **Writing Process** | Paragraph Writing: Paragraph writing :structure of a paragraph – topic sentence, body, concluding sentence  Introduction to Thesis Statement  Feedback | In class practice activity  In class practice activity  In class assignment  Reading analysis  Reading for week 7 |
| Week 7  **Writing Process** | Narrow Down a broad topic  Thesis Statement: topic + controlling idea + reason  Feedback | In class practice activity  Reading analysis  In class practice activity  In class assignment activity  Reading for week 8 |
| Week 8  **Introductory to five paragraph and conclusion** | Introduction to Five paragraph Essay Structure: Introduction, Main Body, Conclusion  Essay Writing (continued) cohesion& transitional hooks  Feedback | In class practice activity    Developing an Outline  Reading for week 9 |
| Week 9  Expository Essay | Five paragraph Expository Essay Structure: Introduction, Main Body, Conclusion (continued)  Feedback  **QUIZ II** | In class practice activity  Reading for week 10 |
| Week 10  Comparison and Contrast | Five paragraph Comparison and contrast Essay Structure: Introduction, Main Body, Conclusion | In class writing activity  Reading analysis  Reading for week 11 |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Week 11  Argumentative Essay | Five paragraph Argumentative Essay Structure: Introduction, Main Body, Conclusion | In class writing activity  Reading analysis  Reading for week 12 |
| Week 12  Critical Analysis and interpretation | Critical Analysis and Interpretation of texts  Applying critical inquiry skills to reading materials, including racial, gender, socioeconomics, and environmental preservation issues  Feedback | In class writing activity  Reading analysis |
| Week 13  Presentation | Presentation on Short Stories |  |
| Week 14  Review Writing | Review Writing  **QUIZ III** | In class writing activity  Reading analysis |
| Week 15 | * Practice |  |