

# THE UNIVERSITY OF LAHORE

## Course Outline

### ENG05103|11 English Composition and Comprehension Spring-2022

<b>Credit Hours</b>	(3)
<b>Weekly tuition pattern</b>	2 session lectures (90 min each)
<b>Prerequisites:</b>	N/A
<b>Course Instructor</b>	Mehak Sohail, Faiza Liaqat
<b>Syllabus Designed By</b>	Syed Ali Anwar, Mehak Sohail

#### 1- Course Description

The course is designed to develop English language proficiency of a student and to build his confidence in reading, writing, speaking and listening to the English language in professional setups. Course lays special emphasis on executive interaction, the accurate use of sentence structures and development of active vocabulary in descriptive, narrative, and instructional texts.

#### 2- Objectives

Upon successful completion of the course, a student should be:

- Communicate effectively on with society at large, such as being able to comprehend and write effective reports and designs documentation, make effective presentations and give and receive clear instructions.
- Compose a clear, coherent, unified essay organized around a single central idea and using a variety of techniques for support
- Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

#### 3- Course Learning Outcomes (CLOs)

At the end of the course the students will be able to:	Domain	BT Level*	Graduating Attributes (GAs) of PLOs
1. Describe and recognize basic grammatical rules of language to reproduce English language effectively.	C	1	GA7, GA10
2. Interpret structural and grammatical rules of English	C	3	GA7

language in order to establish and write a proper sentence, paragraph and official documents.			
3. Write in appropriate written medium and compose the ideas to explain engineering and non-engineering content in oral medium.	C	6	GA7, GA10
* BT= Bloom's Taxonomy, C= Cognitive domain, P= Psychomotor domain, A= Affective domain			
<b>4- Course Contents</b>			
<ul style="list-style-type: none"> <li>Grammar: Sentence structure Analysis of phrase, clause and sentence structure. Punctuation and capitalization.</li> <li>Vocabulary</li> <li>Comprehension (Reading and Listening): Answers to questions on a given text.</li> <li>Answering questions about carefully selected conversations, documentaries, commentaries, interviews and movie clips.</li> </ul>			
<b>5- Teaching Methodology / Course Structure</b>			
Lectures, Written Assignments, Discussions, Presentations			
<b>6- Course Assessment</b>			
Sessional Exam, Home Assignments, Quizzes, Presentations, Final Exam			
<b>7- Reference Materials</b>			
<ul style="list-style-type: none"> <li>Practical English Grammar Exercises 1 by A. J. Thomson and A. V. Martinet. Third edition. Oxford University Press. ISBN 978-0-19-431349-0.</li> <li>Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.</li> <li>Intermediate Listening Comprehension: Understanding and Recalling Spoken English by Patricia Dunkel and Phyllis L. Lim, Third Edition. ISBN 1 4130 1257 4.</li> <li>High School English Grammar &amp; Composition by P.C.Wren &amp; H.Martin</li> <li>Exploring the World of English by Saadat Ali Shah. Ilmi Kitab Khana</li> </ul>			
<b>8- Course Duration</b>			
This course will be held twice a week of 1 hour 30 minutes duration			
<b>9- Course style</b>			
The course will be delivered in a classroom environment.			
<b>10- Additional Course Requirement</b>			
In addition to the objectives of this course, students are expected to gain skills to model and verify the real time case studies of the concurrent systems using automatic model checking tools.			
<b>11- Course Outline</b>			
The lecturers are supposed to complete the following topics/sub-topics before the mid/final term examination as prescribed in the course outline below:			

<b>WEEK:</b>	<b>COURSE CONTENTS</b>
<b>1</b>	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Noun, Pronoun, Verb</li> <li>• Practice Exercises</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Adjective, Adverb, Preposition</li> <li>• Preposition, Conjunction, Interjection</li> <li>• Practice Exercises</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Phrases and Types</li> <li>• Clauses and Types</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Tenses: Meaning and Usage</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Introduction to Sentences</li> <li>• Parts of Sentences</li> <li>• Different Sentence Patterns</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Types of Sentences based on Function</li> <li>• Types of Sentences based on Structure</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Synthesis of Sentences</li> <li>• Vocabulary, Collection of words, Synonyms</li> <li>• Homonyms, Homophones and Homographs</li> </ul>
<b>8</b>	<b>Revision of Course</b>
<b>9</b>	<b>Mid-Term Examination</b>
<b>10</b>	<b>Introduction to Reading:</b> <ul style="list-style-type: none"> <li>• Components of Reading</li> <li>• Process and Stages of Reading</li> <li>• Skimming and Scanning</li> <li>• Extensive and Intensive Reading</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>• Change of Voice: Active to Passive/Passive to Active</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>• Change of Narration: Direct &amp; Indirect Speech</li> </ul>
<b>13</b>	<b>Oral Communication Skills (Listening and Speaking)</b> <ul style="list-style-type: none"> <li>• Express ideas/opinions on topics related to students' lives and experiences</li> <li>• Participate in classroom discussions on contemporary issues</li> <li>• Listening Skill</li> <li>• Dictogloss</li> </ul>

14	<b>What is writing?</b> <ul style="list-style-type: none"> <li>• Process of writing</li> <li>• Types of Writing</li> <li>• Paragraph Writing</li> <li>• Identification of common errors in writing</li> </ul>
15	<ul style="list-style-type: none"> <li>• <b>Presentation Week</b></li> <li>• <b>Review of Course</b></li> </ul>
16	<b>Final-Term Examination</b>

12- Assessment Criteria			
	ASSESSMENT CRITERIA		
	No.	Assessment	Percentage
	1.	Quiz	10%
	2.	Assignment	15%
	3.	Midterm	25%
	4.	Final	50%
	Total		100%
13- Attendance Requirements			
<p>Students are encouraged and expected to attend all lectures or any other activity related to the course. Moreover, students are responsible for their attendance and they must meet the minimum attendance requirement policy of the Department for appearing in final term exam.</p> <p><b>Note: Minimum of 75% Attendance</b> in lectures/lab sessions/seminars (if any) are required for a student to sit in the Final-Term examination.</p>			
14- Submission and Collection of Assignment			
<p>All assignments should be submitted on SLATE on or before the due date. Late submissions will not be considered</p>			
15- General Information			
<p>Students are required to be familiar with the university code conduct, and to abide by its terms and conditions.</p> <p><b>15.1 Copying of Copyright Material by Student</b></p> <p>A condition of acceptance as a student is the obligation to abide by the University’s policy on the copying of copyright material. This obligation covers photocopying of any material using the University’s photocopying machines, and the recording off air, and making subsequent copies, of radio or television broadcasts, and photocopying textbooks. Students who flagrantly disregard University policy and copyright requirements will be liable to disciplinary action under the Code of Conduct.</p> <p><b>15.2 Academic Misconduct</b></p> <p>Please refer to the Code of Conduct for definitions and penalties for Academic</p>			

Misconduct, plagiarism, collusion, and other specific acts of academic dishonesty. Academic honesty is crucial to a student's credibility and self-esteem, and ultimately reflects the values and morals of the University as a whole. A student may work together with one or a group of students discussing assignment content, identifying relevant references, and debating issues relevant to the subject. Academic investigation is not limited to the views and opinions of one individual, but is built by forming opinion based on past and present work in the field. It is legitimate and appropriate to synthesize the work of others, provided that such work is clearly and accurately referenced. Plagiarism occurs when the work (including such things as text, figures, ideas, or conceptual structure, whether verbatim or not) created by another person or persons is used and presented as one's own creation, unless the source of each quotation or piece of borrowed material is acknowledged with an appropriate citation. Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties. To prevent Academic Misconduct occurring, students are expected to familiarize themselves with the University policy, the Subject Outline statements, and specific assignment guidelines. Students should also seek advice from Subject Leaders on acceptable academic conduct.

### **15.3 Guidelines to Avoid Plagiarism**

Whenever you copy more than a few words from any source, you must acknowledge that source by putting the quote in quotation marks and providing the name of the author. Full details must be provided in your bibliography. If you copy a diagram, statistical table, map, etc., you must acknowledge the source. The recommended way is to show this under the diagram. If you quote any statistics in your text, the source should be acknowledged. Again full details must be provided in your bibliography. Whenever you use the ideas of any other author you should acknowledge those, using the APA (American Psychological Association) style of referencing.

Students are encouraged to co-operate, but collusion is a form of cheating. Students may use any sources (acknowledged of course) other than the assignments of fellow students. Unless your Subject Leader informs you otherwise, the following guideline should be used: Students may work together in obtaining references, discussing the content of the references and discussing the assignment, but when they write, they must write alone

### **15.4 Referencing For Written Work**

Referencing is necessary to acknowledge others' ideas, avoid plagiarism, and allow readers to access those others' ideas. Referencing should:

1. Acknowledge others' ideas
2. Allow readers to find the source
3. Be consistent in format and
4. Acknowledge the source of the referencing format

To attain these qualities, the school recommends use of either the Harvard or American Psychological Association style of referencing, both of which use the author/date.

### **15.5 Referencing Standards**

APA style referencing

## **16- Approval**

	<p>Designed by,</p> <p>Syed Ali Anwar Mehak Sohail</p>	<p>Approved by,</p>	
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