



**East West University**  
**Department of English**  
**BA in English Program**  
**Outcome Based Education Course Outline**

Course Details	
<b>Course Title</b>	Basic English
<b>Course Code</b>	ENG 7101
<b>Prerequisite</b>	None
<b>Course Type</b>	Compulsory General Education Course (GEd)
<b>Academic session</b>	Spring 2023
<b>Credit</b>	3
<b>Total Marks</b>	100
<b>Section</b>	
<b>Class Room</b>	
<b>Class Time</b>	

Instructor Details	
<b>Course Instructor</b>	
<b>Designation</b>	
<b>Office Room No.</b>	
<b>Contact</b>	
<b>Email</b>	
<b>Google classroom link</b>	
<b>Google classroom code</b>	

Administrative contact details	
<b>Program Officer</b>	Md. JasimUddin
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Office Hours	
<b>Sunday</b>	
<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	

## Course Description

This course will provide students with opportunities to review their basic elements of language competency and re-evaluate themselves on their weaknesses and strengths in English. It comprises of all four skills: reading, writing, speaking and listening. Reading emphasizes comprehension and vocabulary; paragraph writing focuses on generating, developing and organizing ideas; and prioritizes grammatical accuracy through contextual practice.

## Rationale of the course

This is a course which aims to prepare the students for meeting the academic as well as the professional needs of communication through practicing grammar in context, learning different types of paragraphs and formal letters, developing academic vocabulary, and nurturing critical and analytical thinking skills. It will also provide students with the opportunities to enhance their speaking skills through classroom interactions. Overall, the course is crucial to develop various types of skills for communicating effectively using grammatically accurate and contextually appropriate expressions in both spoken and written forms.

## Course Objectives

1. To give the students exposure to different types of texts in English in order to make them informed and critical readers.
2. To develop skills in brainstorming and writing well-organized paragraphs and also to teach how to edit and revise their own as well as peer's writing.
3. To demonstrate an ability to prepare and deliver effective spoken responses.
4. To teach grammar and vocabulary in a contextualized way.
5. To teach how to write formal letters for a range of academic purposes.

## Mapping of course learning outcomes (CLOs) with program learning outcomes (PLOs)

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	PLO 1 Discipline knowledge	PLO 2 Proactively	PLO 3 Creativity	PLO 4 Critical Thinking Skills	PLO 5 Responsibility	PLO 6 Collaboration	PLO 7 Information Technology	PLO 8 Articulation	PLO 9 Educational Leadership	PLO 10 Life-long Learning
1. Develop student's reading skills through various reading techniques which will enable them to understand, analyze and evaluate any reading text.			✓		✓					✓
2. Acquire a good command over the structure and techniques of different types of paragraph writing, formal	✓		✓							

letter, CV and Cover letter writing.										
3. Develop academic vocabulary to express themselves through writing and speaking for academic and other purposes	✓			✓				✓		
4. Acquire interpersonal skills through classroom interaction, group discussion, peer feedback, individual or group presentation etc. and be able to initiate, organize, and present thoughts and ideas in English.		✓		✓		✓		✓		✓
5. Learn grammar in context to be able to use grammatically correct and contextually and culturally appropriate language in speaking and writing for effective communication.	✓			✓				✓		✓

## Teaching-learning materials

<b>Primary text</b>	Compilation of Materials for ENG 101 by the Department of English, EWU. (Students need to collect photocopies of the materials from the photovopy center.)
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<b>References</b>	Langan, J.(2001). <i>English Skill</i> (7 <sup>th</sup> ed.) / (Latest Edition). New York: McGraw-Hill Publications.
<b>Other materials</b>	<ol style="list-style-type: none"> <li>1. Langan, J. &amp; Goldstein, J.M. (2003)<i>English Brush up</i> (3<sup>rd</sup> ed.) / (Latest Edition). New York: McGraw-Hill Publications.</li> <li>2. Kirn, E. &amp; Hartmann, P. (2006), <i>Interactions 1(Reading)</i> (5<sup>th</sup>ed.). New York: McGraw-Hill Publications.</li> <li>3. Murphy, R. (2009). <i>Intermediate English Grammar</i> (3<sup>rd</sup> ed.) / (Latest Edition). Cambridge: Cambridge University Press.</li> <li>4. Liz, S. &amp; John S. (2004). <i>New Headway (Intermediate Student's Book)</i>. Oxford: Oxford University Press. / (Latest Edition)</li> </ol>

## Mode of teaching

Offline, Interactive/participative, group work and pair work

## Alignment of course topics/content with CLOs

<u>Week</u>	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
<b>Week 1</b>	<b>Lecture 1:</b> <b>Introductory class</b> Discussion on course content, materials, marks distribution, rules, and regulations and semester plan  <b>Lecture2:</b> Discussing the structure of paragraph, writing outline and topic sentence for paragraphs, discussion on linkers	<ul style="list-style-type: none"> <li>• Ice-breaking</li> <li>• Discussion</li> <li>• Participation</li> <li>• Brainstorming</li> <li>• Individual/pair/group work</li> <li>• Question-answer</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken performance</li> <li>• Participation</li> </ul>	2, 4
<b>Week 2</b>	<b>Lecture 3:</b> Descriptive paragraph: sample reading & writing  <b>Lecture 4:</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Individual/</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken performance</li> <li>• Participation</li> <li>• assignment submission</li> </ul>	2, 4

	Narrative paragraph: sample reading & writing	<ul style="list-style-type: none"> <li>pair/group work</li> <li>• Question-answer</li> </ul>		
<b>Week 3</b>	<b>Lecture 5:</b> Grammar: Subject verb agreement  <b>Lecture 6:</b> Grammar: Past and present tense	<ul style="list-style-type: none"> <li>• Individual/ pair/group work</li> <li>• Solving exercise</li> <li>• Discussion</li> <li>• Peer-checking</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken performance</li> <li>• Participation</li> <li>• 2<sup>nd</sup> draft of assignments submission</li> </ul>	3, 5
<b>Week 4</b>	<b>Lecture 7:</b> Vocabulary: word formation, phrasal verbs, academic word list 1  <b>Lecture 8:</b> Quiz 1, Reading comprehension	<ul style="list-style-type: none"> <li>• Individual/ pair/group work</li> <li>• Solving exercise</li> <li>• Discussion</li> <li>• Question-answer</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken performance</li> <li>• Participation</li> <li>• Quiz 1</li> </ul>	1, 5
<b>Week 5</b>	<b>Lecture 9:</b> Cover letter Writing, review class  <b>Lecture 10:</b> 1 <sup>st</sup> Midterm	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Question-answer</li> </ul>	<ul style="list-style-type: none"> <li>• MidTerm 1</li> </ul>	1, 2, 3, 5
<b>Week 6</b>	<b>Lecture 11:</b> Insights on 1 <sup>st</sup> Mid , CV writing  <b>Lecture 12:</b> Reading and writing compare & contrast paragraph	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Individual/ pair/group work</li> <li>• Question-answer</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken performance</li> <li>• Participation</li> <li>• assignment submission</li> </ul>	2, 4
<b>Week 7</b>	<b>Lecture 13:</b> Reading and Writing cause and effect paragraph	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Individual/</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken performance</li> <li>• Participation</li> </ul>	2, 5

	<b>Lecture 14:</b> Grammar: Fragment	pair/group work • Question-answer • Peer-checking	• 2 <sup>nd</sup> draft of assignments submission	
<b>Week 8</b>	<b>Lecture 15:</b> Grammar: Run-ons, future tense  <b>Lecture 16:</b> Vocabulary: Confusing word pairs, phrasal verbs, academic word list	• Lecture • Demonstration • Solving exercise • Discussion • Brainstorming • Individual/ pair/group work • Question-answer • Peer-checking	• Spoken performance • Participation • 2 <sup>nd</sup> draft of assignments Submission	3, 4,5
<b>Week 9</b>	<b>Lecture 17:</b> <b>QUIZ 2,</b> Reading comprehension  <b>Lecture 18:</b> <b>2<sup>nd</sup> Mid Term</b>	• Individual/ pair/group work • Solving exercise • Discussion • Question-answer	• <b>Quiz 2</b> • <b>Mid Term2</b>	1,2, 3, 5
<b>Week 10</b>	<b>Lecture 19:</b> Insights on 2 <sup>nd</sup> Mid, Reading and writing process analysis paragraph with outline  <b>Lecture 20:</b> Reading and writing argumentative with outline	• Lecture • Demonstration • Discussion • Brainstorming • Individual/ pair/group work • Question-answer	• Spoken performance • Participation • assignment submission	2, 4
<b>Week 11</b>	<b>Lecture 21:</b> Grammar: parallelism  <b>Lecture 22:</b> Grammar: modifiers	• Lecture • Demonstration • Discussion • Solving exercise • Individual/ pair/group work • Question-answer • Peer-checking	• Spoken performance • Participation • 2 <sup>nd</sup> draft of assignments submission	4, 5
<b>Week 12</b>	<b>Holiday on account of Shab-E-Qadr, Jumat-UI-</b>			

	<b>Wida &amp; Eid-UI-Fitr</b>			
<b>Week 13</b>	<b>Lecture 23:</b>  Vocabulary: phrasal verbs, academic word list 3  <b>Lecture 24:</b>  <b>QUIZ 3</b>  Practice on reading comprehension,	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Solving exercise</li> <li>• Individual/ pair/group work</li> <li>• Question-answer</li> <li>• Peer-checking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 3</b></li> <li>• Spoken performance</li> <li>• Participation</li> </ul>	1, 3, 4
<b>Week 14</b>	<b>Lecture 25: Last class</b>  <b>Final Examination(14 September, 2022)</b>		<b>Final Examination</b>	1, 2, 3, 5

## Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Mid I	<b>20% (40 marks)</b>	Summative	1, 2, 3, 5
Mid II	<b>20%(40 marks)</b>	Summative	1, 2, 3, 5
Final	<b>30% (30 marks)</b>	Summative	1, 2, 3, 5
Quiz	<b>10%</b>	Formative	5
Attendance & Class performance (will be assessed based on spoken English performance)	<b>10% (5+5)</b>	Formative	4
Assignments & portfolio	<b>10%</b>	Formative	2, 4
Total:	<b>100%</b>		

**Exam Schedule:** According to the Academic Calendar of Spring 2023-

**Mid Term 1:**

**Mid Term 2:**

**Semester Final:**

## Grading policy

Marks (%)	Letter Grade	GPA
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97-100	A+	4.00
90-96	A	4.00
87-89	A-	3.70
83-86	B+	3.30
80-82	B	3.00
77-79	B-	2.70
73-76	C+	2.30
70-72	C	2.00
67-69	C-	1.70
63-66	D+	1.30
60-62	D	1.00
00-59	F	0.00

### General rules for the course:

- **Portfolio:** Students will keep the record of their class-work and homework that will be checked by the faculty at the end of the semester.
- **Quiz:** There will be no makeup quizzes. Three quizzes in three terms will be taken and score of all the quizzes will be averaged.
- **Assignment:** Paragraphs will be given as written assignments. Students should submit assignments on due dates. For each day late, 0.5 marks will be deducted.
- **Late coming to class:** Coming to class more than 15 minutes late will be marked as 'L'. Two Ls will be counted as one absent.
- **Joining the class:** Students must join the class within the first ten minutes of the beginning of the class. Attendance will be taken right after the first ten minutes.
- **Attendance policy:** Students have to maintain an attendance record of 80% throughout the semester. Students who have more than four unauthorized absences from classes will be asked to withdraw from the course.
- **Zero tolerance:** The university will show 'zero tolerance' to a student adopting any unfair means (copying in the exam, plagiarism in preparing assignments, etc.).
- **Make-up Procedures:** Students will not be allowed to sit for any make up exam except for emergency/medical grounds. Applications in this connection must be supported by medical certificates and diagnosis reports to sit for make-up midterm exams.