**Khazar University**

**Division of Graduate Studies and Research**

Course Syllabus

**English for Graduate Students**

**(with Academic Writing)**

ENGL 599

**Spring Semester, 2015**

Instructor: Calvin Tiessen

***Instructor Information***

E-mail: ctiessen@khazar.org

Phone: +994 (12) 421-7916 (ext. 230)

Office hours: 11:00-17:00 weekdays

***Course Description***

This course is an Elementary/Pre-intermediate level English course for graduate students. Special emphasis is given to writing in an academic context

***Course Objectives***

In this course students will:

1. Gain a strong Pre-Intermediate level of English language proficiency;

2. Acquire key academic study skills related to language learning;

3. Learn to write cohesive and effective paragraphs for academic writing;

4. Develop skills relate to reading academically for content and application;

5. Build a foundational academic vocabulary.

***Texts***

Oxford, Rebecca L. and Meredith Pike-Baky. 2000. *Tapestry: Writing 1.* Heinle & Heinle.

Oxford, Rebecca L. and M. E. Sokolik. 2000. *Tapestry: Reading 1.* Heinle & Heinle.

Olson, Amy E. 2010. *Academic Vocabulary*. Pearson Education.

***Course Methodology***

Lessons: Students will meet twice a week for 80 minutes. Attendance at these lessons is mandatory and students’ grades will be heavily dependent on their participation.

Writing Portfolio: Students will write weekly in their writing portfolios. These will be graded for effort.

Written work: Students will submit 4 major pieces of writing during the semester. Then, the student will choose two of them to be graded.

Final Test: There will be one final test in this course. It will be a norm referenced test to assess the students’ achievement in reaching a Pre-Intermediate level of English language proficiency. (CEF A2+)

***Grading***

|  |  |
| --- | --- |
| Participation in Lessons | 30%  |
| Writing Portfolio | 20%  |
| Essays | 20% (10% each) |
| Final Test | 30% |

***Policies***

Attendanceat all classes is mandatory. All students should inform the instructor (barring a serious emergency) if they are unable to take a scheduled test or make a presentation. For each absence the student will lose 2% from their participation grade. More than 8 absences will constitute an immediate failure of the course. Arriving at class more than 30 minutes late will be considered an absence.

Participation is defined as being actively engaged in the classroom and contributing positively to the success of each class period. In addition to arriving on time and being prepared to start learning when a class begins, active participation means paying attention to what is going on in the classroom for the entire class period. This does not mean always being the one to talk or answer questions. It means that the student is always listening attentively and is responding appropriately. Sensitivity to others in the classroom is an important part of participation. Respectfully engaging with other students in the classroom and allowing other students to be equally engaged is an important part of participation.

Academic Dishonesty:Using the words and ideas of others as if they are your own ( that is, without citing the source or without using quotation marks or quoted passages) is *plagiarism,* an offence which will be penalized by a zero on the work presented and may result in a failure of the course.

Civilityshould be the rule of conduct among all students.

Late submission of assignments is not allowed unless permission has been obtained *before-hand* from the instructor.

***Course Content Schedule***

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| --- | --- | --- |
| Date | Topic | Content |
|  | Stories of Success;College Life: Difficult Dreams | **Writing Skills:*** Using freewriting to help write about what you already know and think of new ideas
* Creating a Writer’s Portfolio

**Academic Skills:*** Using graphic organizers to organize your ideas
* Using English dictionaries

**Language Functions and Structures:*** Learning present and past tense verbs

**Vocabulary:*** Keeping a vocabulary log
* Academic Vocabulary (Olson)
 |
|  | Spaces That Work;Water: Our Most Important Resource | **Writing Skills:*** Working in drafts to improve writing
* Using new words as soon as possible

**Academic Skills:*** Scanning for information
* Understanding implied ideas
* Keeping a reading journal

**Language Functions and Structures:*** Count and non-count nouns

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | Never Too Old;Healthy Habits | **Writing Skills:*** Rules of capitalization
* Reading actively to improve writing

**Academic Skills:*** Skimming for main idea

**Language Functions and Structures:*** Parts of speech

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | New York-New York in Las Vegas;Only One Earth | **Writing Skills:*** Learning the difference between facts and opinions to improve writing
* Finding Topic Sentences

**Academic Skills:*** Library skills
* Using background knowledge

**Language Functions and Structures:*** Using strong adjectives for description

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | Teenagers;Trains, Planes and Automobiles | **Writing Skills:*** Learning the difference between general and specific ideas in sentences

**Academic Skills:*** Using a graphic organizer
* Making a timeline

**Language Functions and Structures:*** The past habitual verb tense
* Parts of speech for writing

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | Recipe for Friendship;A World of Fast Food | **Writing Skills:*** Talking before writing to use new language and expand ideas
* Using experience as support

**Academic Skills:*** Reading tables and graphs
* Reading more quickly

**Language Functions and Structures:*** Cause and result expressions

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | Mamas and Papas;Love and Marriage | **Writing Skills:*** Making and using an “Idea File” to increase creativity and store ideas for writing
* Showing what you mean by using specific details when you write

**Academic Skills:*** Managing time carefully in academic tasks
* Identifying arguments in reading

**Language Functions and Structures:*** Using pronouns correctly

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | Finding Your Way;Telling Stories | **Writing Skills:*** Anticipating reader questions in order to include important information for writing

**Academic Skills:*** Taking notes
* Character charts
* Using diagrams to help plan

**Language Functions and Structures:*** Expressions of obligation

**Vocabulary:*** Academic Vocabulary (Olson)
 |
|  | That’s My Type!Buyer Beware | **Writing Skills:*** Writing summaries
* Using reading as writing models
* Surveying to collect information for writing

**Academic Skills:*** Differentiating between fact and opinion

**Language Functions and Structures:*** Word parts

**Vocabulary:*** Learning about word parts to expand vocabulary
* Academic Vocabulary (Olson)
 |
|  | Unintentional Inventions;Space is the Place | **Writing Skills:*** Getting new ideas from old ones
* Comparative forms

**Academic Skills:*** Making outlines

**Language Functions and Structures:*** Passive Voice
* Comparative Forms

**Vocabulary:*** Acronyms
* Learning new words in “families”
* Academic Vocabulary (Olson)
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