**Khazar University**

**Division of Graduate Studies and Research**

Course Syllabus

**English for Graduate Students**

**(with Academic Writing)**

ENGL 599

**Fall Semester, 2016**

Instructor: Mohammad Jahangiri

**Instructor Information**

Mohammad Jahangiri, PhD

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[Feel free to stop by during office hours (Thursday & Friday 10-11:30 am) or call or email me to arrange a time to meet.]

**Required Texts**

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

(All other course material is supplied by the teacher).

**Course Description**

English for Graduate Studies provides a foundation for graduate students serving as an intensive introduction to “writing and speaking in an academic context”. We will read and discuss the texts presenting the gist of the material in written and spoken forms. Students’ thoughtful comments, their ability to foster discussion, and their responsiveness to comments in class and writings on the board all contribute to your finalized mark. Sentences should be substantive and contribute to the discussion conveying clearly the problem taken up and student’s position.

**Course Objectives**:

ENGL 599 is designed to help students develop the following academic skills:

Upon completion of the 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 coherent paragraphs for academic writing;

4. Develop academic reading skills necessary for higher education;

5. Build a foundational academic vocabulary.

6. Succinctly and accurately summarize a text

7. Make conversation about a text and get involved in a scholarly argument that advances that conversation

8. Understand the structure of academic writing;

9. Apply process writing (prewriting, drafting, revising, editing, and preparation for publication).

***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 Tasks: In addition to in-class writing activities and exercises, students will write one semester paper which follows the rules of composition. The paper will be typed, word-processed, double-spaced having 1-inch margins, and using 12-point standard typeface. The term paper will be due by one week before the end of the semester. Late papers will not be accepted. These will be graded for effort.

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&Assessment***

Grades are awarded on the basis of active class participation, completed writing assignments, quizzes and exams. The grading scale is:

|  |  |
| --- | --- |
| Class Participation | 30% |
| Writing Quizzes | 20% |
| Semester Paper | 20% |
| Final Test | 30% |

***Policies***

Attendanceat all classes is mandatory, but I recognize that the unexpected will happen. Students will not be penalized for their first absence. All students should inform the instructor (barring a serious emergency) if they are unable to take a scheduled test or make a presentation. Nevertheless, subsequent absences substantially lower the final course grade with excessive absences (six or more) resulting in course failure. Although your offering explanations for absences is appreciated, the only way to excuse an absence is to provide me with an official letter from the Graduate School or a doctor’s official notice of illness. For each absence the student will lose 2% from their participation grade (with the exception of the first absence). Excessive absenteeism results in a low grade or dismissal from the course. 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. Given the learning outcomes intended for ENGL 599, classes will foreground discussion. As a result, class participation is expected and will count for part of your final grade which includes your contributions to discussions (in large and small groups). You should aim at being an active presence in class completing the reading assigned for each class session, and be prepared to share your ideas. 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. Commission of acts of academic dishonesty will result in 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***

|  |  |  |
| --- | --- | --- |
| Date | Topic | Content |
|  | US History | **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) |
|  | Composition | **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) |
|  | Mathematics: work it out | **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) |
|  | Biology | **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) |
|  | Word Parts I | **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) |
|  | Sociology: the importance of hello | **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) |
|  | Music: changing sounds | **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) |
|  | Foreign Languages | **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) |
|  | Geography | **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) |
|  | Word Parts II | **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) |