

<b>Identification</b>	<b>Subject</b>	<b>ENGL103- Academic English 4 KU/8ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program</b>	Undergraduate
	<b>Term</b>	Fall, 2021
	<b>Instructor</b>	Khayala Fatullayeva
	<b>E-mail:</b>	<a href="mailto:khpanahova@khazar.org">khpanahova@khazar.org</a>
	<b>Classroom/hours</b>	Monday/Wednesday
<b>Prerequisites</b>	ENGL-102 English Foundations 2	
<b>Language</b>	Compulsory	
<b>Compulsory/Elective</b>	<ul style="list-style-type: none"> <li>- <b>New Total English Intermediate Students' Book</b> by Richard Acklam , Crace, Antonia Clare with JJ Wilson with Active Book plus Vocabulary trainer. Pearson Education Limited 2013</li> <li>- <b>New Total English Intermediate Workbook</b> by Antonia Clare and JJ Wilson with Anthony Cosgrove,. Pearson Education Limited 2013</li> <li>- College Writing, Dorothy E. Zemach &amp; Carlos Islam, 2011</li> <li>- Academic Writing, Dorothy E. Zemach, Lisa A. Rumisek, 2011</li> <li>Longman English Grammar Practice, L. G. Alexander, 1995</li> </ul>	
<b>Required textbooks and course materials</b>	The course focuses on 4 essential language skills (listening, speaking, reading and writing) and contributes to their development in an integrated way. Students learn to communicate both in spoken and written forms on a variety of topics. English proficiency level of CEFR B1 is <ul style="list-style-type: none"> <li>- achieved.</li> </ul>	
<b>Course outline</b>	<ol style="list-style-type: none"> <li>1. Reading passages on various topics and understanding their meanings</li> <li>2. Listening to real-life dialogues and acting them out</li> <li>3. Learning new vocabulary in context</li> <li>4. Developing writing skills writing short paragraphs and essays on various topics</li> </ol>	
<b>Course objectives</b>	After finishing the course, the students will be able to: <ul style="list-style-type: none"> <li>• be confident in communicating in English</li> <li>• express their opinions both in written and spoken forms</li> <li>• talk on a variety of topics</li> <li>• apply the grammar rules learned both in spoken and written English</li> </ul>	
<b>Learning outcomes</b>	<b>Lecture</b>	
<b>Teaching methods</b>	<b>Group discussion</b>	Group discussion
	<b>Experiential exercise</b>	
	<b>Case analysis</b>	
	<b>Simulation</b>	Simulation

	<b>Course paper</b>		
	<b>Others</b>		
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	<i>November</i>	<b>30</b>
	<b>Participation</b>	<i>December 29<sup>th</sup></i>	<b>5</b>
	<b>Poster</b>	<i>December 15<sup>th</sup></i>	<b>5</b>
	<b>Speaking Videos</b>	<i>October 29<sup>th</sup> / December 10<sup>th</sup></i>	<b>8</b>
	<b>Extensive reading</b>	<i>October 18<sup>th</sup> / December 1<sup>st</sup> / December 22<sup>nd</sup></i>	<b>7</b>
	<b>Writing Projects</b>	<i>December 27<sup>th</sup></i>	<b>10</b>
	<b>Final exam</b>	<i>January</i>	<b>35</b>
	<b>Total</b>	<i>December 30<sup>th</sup></i>	<b>100</b>

<b>Policy</b>	<p><b>Assessment</b>  <b>Poster Design</b> – practical English learning process.  In this activity a group of 3 to 5 students are selected and one topic is given to them to prepare a poster. The teamwork in preparation and designing poster about some specific topics is the main purpose of this stage.</p> <p><b>Extensive Reading.</b>  Short stories and staged simplified novels are selected and assigned to be read by the students. A continual observance of reading progress is recommended.</p> <p><b>Self-video Recording.</b>  Students record a video narration of the read short stories or any other subject of their own choice relevant to their disciplines, in their mobile phones for five minutes. The recorded works can be displayed in the classroom and accordingly evaluated on their fluency, content, creativity, vocabulary and structure.</p> <p><b>Extended Project.</b>  Every student is given an opportunity to conduct independent investigation on a topic, preferably in their own field of study that interests her/him the most. For the selection of the topics, students can consult their relevant teachers at their own departments. The length of the project, depending on the level of her/his English, will be about 1500 words.</p> <p><b>Attendance (Lateness):</b> Attendance is important. Absences can be detrimental to one’s grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged.</p> <p><b>Missed exams or assignments:</b> Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p><b>Academic Dishonesty:</b> Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one’s work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either.  Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p>
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<b>Tentative Schedule</b>			
<b>Week</b>	<b>Date/Day</b>	<b>Topics</b>	<b>Textbook/Assignments/Reading</b>

1		<p>Introduction to the course. Ice breaking activities</p> <p><b>Friends</b>  <b>Grammar:</b> Auxiliary verbs (do, be, have) Present simple, Present Continuous,  <b>Course content:</b> How many friends should you have? Brotherly love? Not in my culture...  <b>Write</b> a semi-formal email, introduce yourself (<b>How to...</b> write informal/semi-formal emails)</p>	<p>New Total English, Unit 1, Workbook, Unit 1</p>
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2		<p><b>Media</b>  <i>Grammar:</i> Defining relative clauses. Past simple, Past Continuous. Passive voice.  <i>Course content:</i> Media, news, silver screen.  <b>Write</b> a description of an event (<b>How to ...</b> sequence a narrative)</p>	New Total English, Unit 2 Workbook, Unit 2
3		<p><b>Lifestyle</b>  <i>Grammar:</i> Comparative and superlative degrees of adjective (Adjective describing place) Compound nouns  <i>Course content:</i> Describe hopes, dreams and ambitions <b>Write</b> an email of complaint (<b>How to...</b> complain)</p>	New Total English, Unit 3 Workbook, Unit 3
4		<p><b>Wealth</b>  <i>Grammar:</i> Question tags. Modal verbs of obligation and prohibition. Zero and first conditionals with if/when/unless/as soon as  <i>Course content:</i> Getting rich quick. Good with money.  <b>Write</b> a report on factual information (<b>How to...</b> use formal linkers)</p>	New Total English, Unit 4 Workbook, Unit 4
5		<p><b>Free time</b>  <i>Grammar:</i> Present Perfect Continuous and Present Perfect Simple. Verb patterns with – ‘ing’ and infinitive.  <i>Course Content:</i> Are you creative? Three ways to become more creative.   holiday <b>Write</b> a detailed description of an object (<b>How to...</b> to describe an object)</p>	New Total English, Unit 5 Workbook, Unit 5
6		<p><b>Free time</b>  <b>Write a detailed description of an object (How to... to describe an object)</b>  <i>Grammar:</i> Countable and uncountable nouns. Quantifiers.  <i>Course Content:</i> Free time activities: theatre, books, films. Memorable meals</p>	New Total English, Unit 5 Workbook, Unit 5
7		Review session Quizzes, presentations and evaluation	
8		Midterm exam	
9		<p><b>Holidays</b>  <i>Grammar:</i> Past Perfect Simple. Articles. Uses of like. <i>Course content:</i> Across Africa. Travelers’ tales. Strange things happen when you travel...  <b>Write</b> a detailed description of a place (<b>How to ...</b> write a description of a place)</p>	New Total English, Unit 6 Workbook, Unit 6
10		<p><b>Learning</b>  <i>Grammar:</i> Subject and object questions. Used to and would. Modals of ability, past and present.  <i>Course content:</i> Learning from experience. Mistakes that work... Great teachers. Some methods for memorization. <b>Write</b> about a time when you did/did not learn from your mistakes.</p>	New Total English, Unit 7 Workbook, Unit 7
11		<p><b>Change</b>  <i>Grammar:</i> Present simple passive, prepositions of time, past continuous and past simple  <i>Course content:</i> The forbidden apple. Change the world. Making the right decisions.  <b>Write</b> a formal email/letter of application.</p>	New Total English, Unit 8 Workbook, Unit 8

12		<p><b>Jobs</b>  <i>Grammar: Reported speech (statements). Past obligation/permission</i>  <i>Course content:</i> New on the job.  <b>Write</b> A job you would like to do in the future.</p>	New Total English, Unit 9 Workbook, Unit 9
13		<p><b>Jobs</b>  <i>Grammar: Reported speech (interrogative). Make, let, allow.</i>  <i>Course content:</i> Freedom at work. Skills and experience.  <b>Write</b> a formal email/letter of application.</p>	New Total English, Unit 9 Workbook, Unit 9
14		<p><b>Memories</b>  <i>Grammar: I wish if only</i>  <i>Course content:</i> Childhood memories. Memorable people. Saying goodbye. Memory blockbusters.  <b>Write</b> a simple essay. (<b>How to ...</b> write a simple essay)</p>	New Total English, Unit 10 Workbook, Unit 10
15		<p>Quizzes, presentations  Review session</p>	
16		<p><b>Speaking Exam</b></p> <p><b>Evaluations</b></p>	
		<p><b>Final Exam</b></p>	