

<b>Identification</b>	<b>Subject (code, title, credits)</b>	<b>ENGL 217 ESL Advanced 3KU/6ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Fall, 2023
	<b>Instructor</b>	Konul Hajiyevea
	<b>E-mail:</b>	<a href="mailto:konul.hajiyevea@khazar.org">konul.hajiyevea@khazar.org</a>
	<b>Classroom/hours</b>	6 hours
	<b>Office hours</b>	As scheduled
<b>Prerequisites</b>	<b>ENGL 206</b>	
<b>Language</b>	<b>English</b>	
<b>Compulsory/Elective</b>	<b>Compulsory</b>	
<b>Required textbooks and course materials</b>	<p>Brook-Hart, G. &amp; Haines, S. (2014). <i>Complete Advanced</i>. Second Edition. Cambridge University Press.</p> <p>Bromberg, M., Liebb, J. &amp; Traiger, A. (2012). <i>504 Absolutely Essential Words</i>. Sixth Edition. Barron's Educational Series, Inc.</p> <p>Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i>. Fifth Edition. Pearson Education, Inc.</p> <p>Ramezane, A. (2020). <i>Vocabulary for IELTS and TOEFL</i>. Rahanama Press.</p>	
<b>Course outline</b>	<p>The course is designed for advanced students to meet academic university requirements of the English language curriculum. It is aimed at further development of language skills and improving students' ability to communicate in university environment. Authentic materials of the course, fostering educational and cultural values, are integrated with other subjects of general education curriculum. Classes are organized within thematic sections making English both linguistic and educational experience. It promotes individualized and cooperative learning by involving students into an argument and research.</p>	
<b>Course objectives</b>	<p><b>I. Reading and Vocabulary Skills</b></p> <p>a) <b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. skimming a text to identify the main idea of individual paragraphs and the entire passage;</li> <li>2. scanning a text for specific information;</li> <li>3. making inferences from implicit information;</li> <li>4. recognizing author's opinion;</li> <li>5. comparing existing knowledge to new information;</li> <li>6. generalizing and making predictions</li> </ol> <p>b) <b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Paraphrasing main ideas from readings;</li> <li>2. Determining the meaning of words in context;</li> <li>3. Mastering key vocabulary for speaking</li> </ol>	

	<p><b>II. <i>Listening Skills:</i></b></p> <ol style="list-style-type: none"> <li>1. Summarizing the main ideas;</li> <li>2. Identifying and extracting specific information to use for discussions;</li> <li>3. Improving comprehension of academic lecturers;</li> <li>4. Recognizing lecturer's opinion</li> </ol> <p><b>III. <i>Speaking Skills:</i></b></p> <ol style="list-style-type: none"> <li>1. Contributing to group and class discussions: a) Giving information b) agreeing/disagreeing c) giving an opinion</li> <li>2. Asking for clarification</li> <li>3. Making a brief oral presentation of literature review</li> <li>4. Creating a dialogue; exchange of impressions and ideas</li> </ol>		
<b>Learning outcomes</b>	<p><b>On completion of the course, students are expected:</b></p> <ol style="list-style-type: none"> <li>1. To feel more comfortable with speaking as members of the English speaking community;</li> <li>2. To demonstrate critical thinking supporting their arguments;</li> <li>3. To demonstrate ability to identify the main idea of reading and summarize it;</li> <li>4. To expand academic vocabulary for sustained discussions of a particular topic;</li> <li>5. To widen general and linguistic outlook;</li> <li>6. To talk on a variety of topics;</li> <li>7. To apply concise grammar in oral tasks;</li> <li>8. To demonstrate ability to identify the main idea of listening and summarize it.</li> </ol>		
<b>Teaching methods</b>	<b>Videos</b>		+
	<b>Book Review</b>		+
	<b>Group Discussion</b>		+
	<b>Speaking and Vocabulary Tests</b>		+
	<b>Presentations</b>		+
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	November	30
	<b>Projects</b>	December	10
	<b>Quizzes</b>	Before Midterm/Final	10
	<b>Speaking Test</b>	December	5
	<b>Participation</b>	During Semester	5
	<b>Activity</b>	During Semester	5
	<b>Final Exam</b>	January	35
	<b>Total</b>		100

## Assessment & Policy

### Assessment

**Class participation and activity** – This course cannot be successful without your regular participation. You are expected and highly encouraged to ask questions, make comments, or disagree with what your fellow students or instructor is saying. Following these rules, you can get maximal **10 points**. (5 points for participation and 5 points for activity).

**Speaking Test** – The exam is held at the end of the course. Face to face interaction in oral language enables students to review the material covered during the course; build confidence to think and respond quickly; apply required vocabulary; encourage further oral proficiency; take part in the constructive exchange of ideas; communicate with two or more people on different topics and the ones related to their specific field of study. If successfully, students will be able to get maximal **5 points**.

**Extensive Reading and Watching a Movie**– Students choose one story book in Advanced level, read and present the story in the classroom, and accordingly evaluated on their fluency, content, creativity, vocabulary, and structure. If successfully, students will be able to get maximal **5 points**. Moreover, students opt for a movie and watch. Then extract words, phrases and idioms and present. Accordingly, students will be able to get maximal **5 points**.

**Quizzes** - Quizzes play an important part in your semester grade. You will write 2 quizzes during the semester (1 before midterm exam, and 1 before final exam). In case you succeed, you can get maximal **10 points**.

All above mentioned make 35 points maximal. The rest 65 points you can get at **midterm (30 points)** and **final exams (35 points)**.

### COURSE POLICY

- **Attendance (Lateness):** Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (class participation) and complexity of the subject. In case the students is late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent.
- **Class participation:** For every three unexcused absences, one (1) point will be deducted from the grade point average. More than 20% of absences during the course is excessive. Free participation is discouraged.
- **Missed exams or assignments:** A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary.
- **Academic Dishonesty:** Any plagiarism while studying will be severely penalized (by a non-pass for the course). Cheating during the tests will be penalized likewise.
- **In class regulations:** With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given specific assignment).
- **Teacher evaluation:** In the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate their teacher's work and encouraged to take it seriously as their evaluation can help with further developments in the given subject.

## Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments/Reading
1		<b>Unit 1. Our People</b> <i>My early career</i> <i>Key word transformation</i> <i>Unusual occupations</i>  <b>Chapter 1. U.S. History: Challenges Faced</b> <b>Chapter 2. Composition: The Midterm</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .
2		<b>Unit 2. Mastering Languages</b> <i>Endangered languages</i> <i>The naming of products</i> <i>Language learning, spelling reform, job interviews</i>  <b>Chapter 4. Biology: The Natural World</b> <b>Chapter 5. Word Parts 1</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
3		<b>Unit 3. All in the Mind</b> <i>The next step in brain evolution</i> <i>Nature vs Nurture, Where do my talents come from?</i> <i>"Face-blindness" - a psychological condition</i>  <b>Chapter 6. Review: Focus on Chapters</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
4		<b>Unit 4. Just the Job!</b> <i>Graduate jobs: advice from an expert</i> <i>Friends benefit firms</i> <i>The co-operative movement</i>  <b>Chapter 7. Sociology: The Importance of Hello</b> <b>Chapter 8. Speech: Tips for Any Occasion</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
5		<b>Unit 5. Dramatic Events</b> <i>A walk in the woods</i> <i>Key word transformation</i> <i>Dramatic past experiences</i>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .

		<b>Chapter 9. Foreign Languages: Welcome Additions</b> <b>Chapter 10. Geography: The Frozen Continent</b>  <b>Matching Game</b>	Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
6		<b>Unit 6. Picture Yourself</b> <i>Teenage self-portraits</i> <i>Art for offices; Graffiti: art or vandalism?</i> <i>An interview with a portrait artist and his sitter</i>  <b>Chapter 11. Word Parts 2</b> <b>Chapter 12. Review: Focus on Chapters</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
7		<b>Unit 7. Leisure and Entertainment</b> <i>Your guide to virtual worlds</i> <i>The changing face of Bollywood</i> <i>Talking about music</i>  <b>Chapter 13. World History: Mongolia Explored</b> <b>Chapter 14. Art History: Always Something New</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
8		<b>REVIEW</b> <b>QUIZ 1</b> <b>MIDTERM EXAM</b>	
9		<b>Unit 8. Media Matters</b> <i>The ethics of reality TV</i> <i>Broadcasters must find ways to regain public trust</i> <i>An interview about news reporting</i>  <b>Chapter 15. Anthropology: Societies and Customs</b> <b>Chapter 16. Word Parts 3</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for IELTS and TOEFL</i> .
10		<b>Unit 9. At Top Speed</b> <i>Bugatti Veyron</i> <i>Key word transformation</i> <i>Rail travel, Olympic records, space travel</i>  <b>Chapter 17. Review: Focus on Chapters</b> <b>Chapter 18. Political Science: Searching for the Ideal</b> <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced</i> .  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words</i> .  Ramezane, A. <i>Vocabulary for</i>

			<i>IELTS and TOEFL.</i>
11		<b>Unit 10. A Lifelong Process</b> Choosing a University Why do we need lifelong learning? Studying Arabic in Abu Dhabi  <b>Chapter 19. Literature: Look Deep</b> <b>Chapter 20. Computer Science: Concerns to Consider</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced.</i>  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words.</i>  Ramezane, A. <i>Vocabulary for IELTS and TOEFL.</i>
12		<b>Unit 11. Being Somewhere Else</b> <i>Disappearing into Africa</i> <i>Island wanted; Paradise found</i> <i>Travelling on a river, a sponsored walk, a conversation between travelers</i>  <b>Chapter 21. Geology Above and Below</b> <b>Chapter 22. Review: Focus on Chapters</b> <b>Chapter 23. Education: What's Your Personality</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced.</i>  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words.</i>  Ramezane, A. <i>Vocabulary for IELTS and TOEFL.</i>
13		<b>Unit 12. The Living World</b> <i>Alex the African Grey</i> <i>Species loss accelerating</i> <i>Climate change and the Inuit</i>  <b>Chapter 24. Film: Well Worth Watching</b> <b>Chapter 25. Business: Shopping Made Easier</b> <b>Chapter 27. Review: Focus on Chapters</b>  <b>Matching Game</b>	Brook-Hart, G. & Haines, S. (2014). <i>Complete Advanced.</i>  Olsen, A. E. (2013). <i>Academic Vocabulary: Academic Words.</i>  Ramezane, A. <i>Vocabulary for IELTS and TOEFL.</i>
14		<b>REVIEW</b> <b>QUIZ 2</b> <b>PROJECT PRESENTATION</b>	
15		<b>PROJECT PRESENTATION</b> <b>SPEAKING EXAM</b>	
16		<b>FINAL EXAMINATION</b>	