

<b>Identification</b>	<b>Subject</b>	<b>ENGL216- ESP 3KU/6ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program</b>	Undergraduate
	<b>Term</b>	Spring, 20223
	<b>Instructor</b>	Aysel Gurbanli
	<b>E-mail:</b>	aysel.nasirli@khazar.org
	<b>Classroom/hours</b>	Monday/Wednesday/Friday
<b>Prerequisites</b>	ENGL103 Academic English	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	1. Psychology, Timothy Gilliland and Jenny Dooley, Express Publishing, 2015 2. English Psychology for Higher Education Studies, Jane Short, 2010 3. Muchamad Adam Basori&Rizka Yanuarti, (2016). English for Psychology 4. Psychology, Saundra K. Ciccarelli, J. Noland White 5. Effective Academic Writing 2, Alice Savage, Patricia Mayer, 2005	
<b>Course outline</b>	The course is designed for the undergraduate students whose major is Psychology. The main aims of the course are to empower the students to be able to read materials relevant to their major subjects in English and to focus on 4 essential language skills (listening, speaking, reading and writing) and contributes to their development in an integrated way. The course aims to achieve this goal through raising and discussing the key issues related to psychology.	
<b>Course objectives</b>	Explain the students what psychology is, its importance to our society and its essential role in the 21 <sup>st</sup> century; Encourage the students to read and listen to the materials related to psychology; Deliver interesting lectures that raise the key issues in psychology; Explain the students the necessity and importance of self-evaluation and professional development.	
<b>Learning outcomes</b>	At the end of the course students are expected to:  1. be able to read and comprehend the materials from psychology resources that are relevant to their major subjects; 2. be able to use effective teaching skills and classroom management that lead to a productive lesson; 3. be able to make presentations related to their major subject in English;  4. be able to select the materials from various resources, implement the gained knowledge in their future career.	
<b>Teaching methods</b>	<b>Lecture</b>	
	<b>Group discussion</b>	+
	<b>Book review</b>	+
	<b>Speaking and Vocabulary tests</b>	+
	<b>Online research &amp; presentations</b>	+

	Videos	+	
	Others		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	April	30
	Participation	Till the final exam	5
	Activity	Till the final exam	5
	Extensive Reading (quiz)	Before midterm/before final	10
	Writing	Till the final exam	5
	Presentation	Till the final exam	5
	Final exam	June	35
	Total		100
Assessment&Policy	<b>Class participation and activity</b> Students are expected to contribute to discussions in each class and to do all home assignments given by the instructor. 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 <b>10 points</b> . (5 points for participation and 5 points for activity). <b>Extensive Reading</b> Students choose essential topics related to their major, read and present the topic in the classroom, and accordingly evaluated on their fluency, content, creativity, vocabulary and structure. <b>Writing portfolio</b> is assessed on grammar, vocabulary, content and structure. During each term students will be claimed to write 5 essays on various topics related to their majors. COURSE POLICIES <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. <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. <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.		
	Tentative Schedule		
	Weeks (tentative)	Topics	Textbook/Assignments/Reading
	Week 1	Introduction to the course. Ice breaking activities  <b>Unit 1</b> <b>What is psychology?</b> <ul style="list-style-type: none"><li>• Definition of psychology</li><li>• Introduction to branches of psychology</li></ul> <b>Writing:</b> Develop a paragraph: topic sentence, supporting sentences, and concluding sentence Write an analysis paragraph	English for Psychology in Higher Education Studies, Unit 1
	Week 2	<b>Unit 2</b> <b>Branches of psychology</b> <ul style="list-style-type: none"><li>• Pure and applied science</li><li>• Process and person approaches</li><li>• Developmental/educational, occupational, biological, forensic</li></ul> <b>Writing :</b> Write a descriptive essay	English for Psychology in Higher Education Studies , Unit 2

<b>Week 3</b>	<b>Unit 3</b> <b>Psychology in practice</b> <ul style="list-style-type: none"> <li>Professional practice: Occupational and clinical psychology</li> <li>Phobias</li> <li>Mental disorders</li> </ul>	English for Psychology in Higher Education Studies , Unit 3
<b>Week 4</b>	<b>Unit 4</b> <b>Psychology and computers</b> <ul style="list-style-type: none"> <li>Using computers for research</li> <li>Using computers to develop cognitive models</li> <li>Computers and diagnosis of mental illness</li> <li>Virtual reality</li> </ul> <b>Writing:</b> Write a five-paragraph problem and solution essay	English for Psychology in Higher Education Studies , Unit 4
<b>Week 5</b>	<b>Unit 5</b> <b>Dreams and personality</b> <ul style="list-style-type: none"> <li>Approaches to dreams</li> <li>Freud</li> <li>Jung</li> <li>Models of consciousness and personality</li> </ul>	English for Psychology in Higher Education Studies , Unit 5
<b>Week 6</b>	<b>Unit 6</b> <b>Vygotsky and Piaget: thought and language</b> <ul style="list-style-type: none"> <li>Vygotsky</li> <li>Development of thought and language across cultures</li> <li>Piaget</li> <li>Cognitive development and education</li> </ul> <b>Writing:</b> Write a five-paragraph compare and contrast essay	English for Psychology in Higher Education Studies , Unit 6
<b>Week 7</b>	Review session Quizzes, presentations and evaluation	
<b>Week 7</b>	Midterm exam	
<b>Week 9</b>	<b>Unit 7</b> <b>Memory</b> <ul style="list-style-type: none"> <li>Models of memory</li> <li>Input-transfer-storage</li> <li>Short-term and long-term memory</li> <li>Theories about forgetting</li> <li>Memory and hypnosis</li> </ul> <b>Writing :</b> Write a five-paragraph cause and effect essay	English for Psychology in Higher Education Studies , Unit 7
<b>Week 10</b>	<b>Unit 8</b> <b>Mental disorders: popular myths</b> <ul style="list-style-type: none"> <li>Common myths about mental illness</li> <li>The media and stereotypes of mental illness</li> </ul>	English for Psychology in Higher Education Studies , Unit 8

<b>Week 11</b>	<b>Unit 9</b> <b>Personality</b> <ul style="list-style-type: none"> <li>• Trait theory</li> <li>• Genetics and personality</li> <li>• Measuring traits</li> <li>• Leadership</li> </ul>	English for Psychology in Higher Education Studies , Unit 9
<b>Week 12</b>	<b>Unit 10</b> <b>Modern addictions</b> <ul style="list-style-type: none"> <li>• Internet addiction</li> <li>• Body image and eating disorders</li> </ul> <b>Writing: Write a five-paragraph persuasive essay</b>	English for Psychology in Higher Education Studies , Unit 10
<b>Week 13</b>	<b>Unit 11</b> <b>Parapsychology</b> <ul style="list-style-type: none"> <li>• Parapsychology</li> <li>• Mind over matter</li> <li>• Altered states of mind</li> </ul>	English for Psychology in Higher Education Studies , Unit 11
<b>Week 14</b>	<b>Unit 12</b> <b>With the future in mind</b> <ul style="list-style-type: none"> <li>• Virtual relationships</li> <li>• Violence and video games</li> <li>• Case study: cyberbullying</li> </ul>	English for Psychology in Higher Education Studies , Unit 12
<b>Week 15</b>	Quizzes, presentations Review session	
<b>Week 16</b>	<b>Speaking Exam</b>  <b>Evaluations</b>	
<b>Week 17</b>	<b>Final Exam</b>	