

<b>Identification</b>	<b>Subject(code, title, credits)</b>	<b>ENGL 216 ESP 3KU/ 6ECTS</b>
	<b>Program(undergraduate, graduate)</b>	Undergraduate
	<b>Department</b>	English Language and Literature
	<b>Term</b>	Spring, 2022
	<b>Instructor, title</b>	Leyla Almammadova
	<b>E-mail:</b>	Leyla.almammadova@khazar.org
	<b>Classroom/hours</b>	6 hours
	<b>Office hours</b>	Monday-Saturday
<b>Prerequisites</b>	ENGL-103	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<p>1.Cambridge English for Scientists, Tamzen Armer, 2011</p> <p>2.Science, Career Path, Virginia Evans, Jenny Dooley, Elizabeth Norton, Express Publishing, 2015 (English for Specific Purposes)</p> <p>3. Inside Listening and Speaking 2, The Academic Word List in Context, Daniel Hamlin, Linda-Marie Koza, Oxford Press 2016.</p> <p>4. Macmillan Grammar in Context, Intermediate, Simon Klarke, 2008</p> <p>5.Professional English Vocabulary in Use (Intermediate), Michael McCarthy. Felicity O'Del</p> <p>6.Unlock 4, Johanna Stirling, 2014, Cambridge Press</p> <p>7. Inside Reading 2, The Academic Word List in Context, Daniel Hamlin, Linda-Marie Koza, Oxford Press 2016.</p>	
<b>Course website</b>	<p>-Ello, Tall Tales, ESL.worksheets.com, ESL Galaxy, Breaking News English</p> <p>-Waygook.org / Academic English café / Online Writing Lab (OWL),The University of NEWCASTLE Australia youtube.com, amritacreate youtube.com</p>	
<b>Course outline</b>	<p>The course focuses on 4 essential language skills and contributes to their development in an integrated way. Students learn to communicate both in spoken and written forms on a variety of topics. It also seeks to improve their reading strategies, understanding of English clause structure and connectors encountered in academic types of reading, and the development of reading fluency. This course assumes the students have obtained a reasonable level of English in their previous studies. The course provides students with extensive, systematic and well-integrated practice in the productive and receptive skills necessary for successful communication in both oral and written forms of the language. English proficiency level of CEFR B1 is achieved.</p>	

<b>Course objectives</b>	To enable the students to : <ul style="list-style-type: none"> <li>• Think critically, recognizing attitudes and proposing solutions</li> <li>• Paraphrase and analyze texts on various topics</li> <li>• Speak out and write on topics introduced via video and audio resources</li> <li>• Enrich their vocabulary through current topics as well as topics related to science, history, education, environment etc.</li> <li>• Broaden English grammar so that they can speak and write coherently</li> <li>• Build writing portfolios</li> <li>• Give individual or group presentations</li> </ul>		
<b>Learning outcomes</b>	By the end of this course students should be able to: <ul style="list-style-type: none"> <li>• Demonstrate reading, listening, speaking and writing skills in English on various topics</li> <li>• Demonstrate critical thinking supporting their arguments</li> <li>• Manage to summarize and paraphrase texts and books they have read ( Informational and narratives)</li> <li>• Attain literacy and communication skills while paraphrasing relevant texts and narratives</li> <li>• Remember and apply vocabulary and word definitions gained during the course</li> <li>• Apply concise grammar in written and oral tasks</li> <li>• Be able to make presentations on related or supplementary topics</li> <li>• Achieve coherent writing skills supplemented by drafting, revisions and edition</li> </ul>		
<b>Teaching methods</b>	<b>Lecture</b>		
	<b>Group discussion</b>		+
	<b>Experiential exercise</b>		
	<b>Case analysis</b>		
	<b>Simulation</b>		+
	<b>Course paper</b>		+
	<b>Others</b>		+
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm exam</b>	<b>April</b>	30
	<b>Extensive Reading</b>	<b>Till final exam</b>	5
	<b>Participation/Activity</b>	<b>Till final exam</b>	10
	<b>Quiz</b>	<b>Till final exam</b>	10
	<b>Writing</b>	<b>Till final exam</b>	5
	<b>Presentation</b>	<b>Till final exam</b>	5
	<b>Final Exam</b>	<b>June</b>	35
<b>Policy/ Assessment</b>	<b>Course policies</b> <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		

<p>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.</p> <p>Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p> <p><b>Assessment</b></p> <p><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.</p> <p><b>Writing Projects</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.</p> <p><b>Group discussion</b> – Students' activity during classes will be evaluated on the basis of their participation in discussions on various topics during the lesson. The instructor will make notes after each discussion and will evaluate students' activities before the final exam.</p> <p><b>Class participation and activity</b> – 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).</p> <p>All above mentioned make 35 points maximal. The rest 65 points you can get at <b>midterm (30 points) and final exams (35 points)</b>.</p>			
<b>Tentative Schedule</b>			
<b>Week</b>	<b>Date/Day (tentative)</b>	<b>Topics</b>	<b>Textbook/Assignments /Reading</b>
1		<ul style="list-style-type: none"> <li>• <b>Introduction to the course. Ice breaking activities</b></li> <li>• Getting started in research</li> <li>• Planning a career in science</li> <li>• Writing up a resume or CV</li> <li>• <b>Listening:</b> A researcher discusses her career options</li> <li>• A supervisor gives advice on writing a CV</li> </ul> <p><b>Reading:</b> Going Underground: Engineering (Inside Reading) Coober Pedy Really Down Under Globalization</p>	<p>Cambridge English for Scientists, Unit 1</p> <p>Inside Listening and Speaking 2, Unit 1</p> <p>Unlock 4 , Unit 1 Inside Reading, Unit 1</p>

2		<ul style="list-style-type: none"> <li>• The scientific community</li> <li>• <b>Listening:</b> A student asks for advice on writing a critical review A student discusses published research with his supervisor</li> <li>• Inside Reading / Inside Listening</li> <li>• Education: Preparing for success; Distance or face-to-face learning</li> <li>• <b>Writing emails:</b> Analyzing an essay question</li> </ul>	<p>Cambridge English for Scientists, Unit 2</p> <p>Inside Listening and Speaking 2, Unit 2</p> <p>Unlock 4 , Unit 2</p>
3		<ul style="list-style-type: none"> <li>• <b>Cambridge English for Scientists:</b> Finding a direction for your research</li> <li>• <b>Listening session:</b> a student explains a new idea to her supervisor</li> <li>• Four scientists describe their problems with team meetings in English</li> <li>• A monthly research meeting</li> <li>• <b>Inside Reading:</b> Who are you, Really?</li> <li>• <b>Writing:</b> Write an introduction to an essay</li> </ul>	<p>Cambridge English for Scientists, Unit 3</p> <p>Inside Listening and Speaking 2, Unit 3</p> <p>Unlock 4, Unit 3</p> <p>Inside Reading 2, Unit 3</p>
4		<p><b>Cambridge English for Scientists: Describing an experiment</b></p> <ul style="list-style-type: none"> <li>• Describing approaches to data collection</li> <li>• Making predictions of experimental results</li> <li>• <b>Listening:</b> a researcher discusses procedure with her supervisor</li> <li>• A researcher describes her experimental set-up to a colleague</li> <li>• A researcher makes predictions about her experiment</li> <li>• <b>Reading:</b> Medicine -Medical vocabulary (Unlock 4)</li> <li>• <b>Writing:</b> Topic sentences in body paragraphs</li> </ul> <p>Cambridge English For Scientists Unit 1-4 Review</p> <p>Professional Vocabulary in use Unit 1-10 Review</p>	<p>Cambridge English for Scientists, Unit 4</p> <p>Inside Listening and Speaking 2, Unit 4</p> <p>Unlock 4, Unit 4</p>
5		<ul style="list-style-type: none"> <li>• <b>Cambridge English for Scientists: Describing an experiment</b></li> <li>• Describing a process</li> <li>• Evaluating the results of an experiment</li> <li>• <b>Listening:</b> a researcher asks a colleague to comment on his paper</li> </ul>	<p>Cambridge English for Scientists, Unit 5</p> <p>Inside Listening and Speaking 2, Unit 5</p>

		<ul style="list-style-type: none"> <li>• A researcher discusses the progress of his research with a colleague</li> </ul> <p><b>Inside Reading / Inside Listening</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Weather warnings</li> <li>• <b>Listening:</b> Creative solutions</li> <li>• <b>Writing:</b> Adding detail to your writing</li> </ul>	Inside Reading, Unit 5
6		<ul style="list-style-type: none"> <li>• <b>Cambridge English for Scientists: Writing up research 1: materials and methods</b></li> <li>• Describing states and processes/ Describing data; numbers/numerical values</li> <li>• <b>Listening:</b> a student gets advice on the first draft of a paper</li> <li>• Researchers discuss experimental data</li> <li>• <b>Reading: Extracts from a researcher's lab notebook</b></li> </ul> <p><b>Inside Reading / Inside Listening</b></p> <ul style="list-style-type: none"> <li>• <b>Reading: Brain food</b></li> <li><b>Listening: What to eat</b></li> </ul>	<p>Cambridge English for Scientists, Unit 6</p> <p>Inside Listening and Speaking 2, Unit 6</p> <p>Unlock 4, Unit 6</p> <p>Inside Reading Unit 6</p>
7		<p><b>Cambridge English for Scientists: Writing up research 2: presenting data</b></p> <p>Analyzing data (statistical analysis)</p> <p>Summarizing data in visual form</p> <p><b>Listening:</b> a student describes his research</p> <p>A supervisor asks a student to make corrections to a figure</p> <p><b>Reading:</b> Extracts from a researcher's lab notepad</p> <p>A table of experimental data</p> <p><b>Inside Reading / Inside Listening</b></p> <p><b>Reading: Roving continents</b></p> <p><b>Listening: working in the field</b></p> <p>Writing: Ordering information</p> <p>Projects Submissions</p> <p>Professional Vocabulary in use Unit 11-20 Review</p> <p>Cambridge English For scientists Unit 5-7 Review</p>	<p>Cambridge English for Scientists, Unit 7</p> <p>Inside Listening and Speaking 2, Unit 7</p> <p>Unlock 4, Unit 7</p> <p>Inside Reading Unit 7</p>
8		<p><b>Cambridge English for Scientists: Writing up research 3: results and discussion</b></p> <p>Organising the results and discussion sections</p> <p>Preparing and writing the results section</p> <p>Preparing and writing the discussion section</p> <p><b>Listening:</b> A student explains his research to a</p>	<p>Cambridge English for Scientists, Unit 8</p> <p>Inside Listening and Speaking 2, Unit 8</p>

		colleague A student gets advice on the first draft of a paper <b>Inside Reading / Inside Listening</b> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Clicks and Cliques</li> <li>• <b>Listening:</b> The Happiness Formula</li> </ul> <b>Writing:</b> Editing language, write a problem solution essay	Unlock 4, Unit 8  Inside Reading Unit 8
9		<b>Cambridge English for Scientists: Writing up research 4: introduction and abstract</b> Writing the introduction Writing the abstract Contracting journals Inside Reading / Inside Listening <ul style="list-style-type: none"> <li>• <b>Reading:</b> True and False</li> <li>• <b>Listening:</b> Stop the Presses</li> </ul> <b>Writing:</b> Coherence	Cambridge English for Scientists, Unit 9  Inside Listening and Speaking 2, Unit 9  Unlock 4, Unit 9  Inside Reading Unit 9
10		<b>Cambridge English for Scientists: Presenting research at a conference</b> <ul style="list-style-type: none"> <li>• Giving a paper at a conference</li> <li>• Socializing at a conference</li> <li>• Presenting a poster</li> </ul> <b>Inside Reading / Inside Listening</b> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Bites and Stings</li> <li>• <b>Listening:</b> Artificial Retina</li> <li>• <b>Writing:</b> Interpreting graphs and charts</li> </ul>	Cambridge English for Scientists, Unit 10  Inside Listening and Speaking 2, Unit 10  Unlock 4, Unit 10  Inside Reading Unit 10
11		<b>Projects Submissions (Writing)</b>  <b>Professional Vocabulary in use Unit 11-20 Review</b>  <b>Cambridge English For Scientists Unit 7-10 Review</b>  <b>Review Quiz</b>	
12		<b>Cambridge English for Scientists: Presenting research at a conference</b> <ul style="list-style-type: none"> <li>• Giving a paper at a conference</li> <li>• Socializing at a conference</li> <li>• Presenting a poster</li> </ul>	Cambridge English for Scientists  Inside Listening and Speaking 2

		<b>Inside Reading / Inside Listening</b> <ul style="list-style-type: none"> <li>• <b>Reading: You wouldn't know it if it bit you</b></li> <li>• <b>Listening: Artificial Retina</b></li> </ul> Writing: Interpreting graphs and charts	Professional Vocabulary in Use
13		<b>Project submission Second Extensive Reading</b>  <b>Mock exam</b>	
14		<b>Final Exam</b>	