

<b>Identification</b>	<b>Subject (code, title, credits)</b>	<b>ENGL309 English Composition 3 KU/6ECTS</b>
	<b>Department</b>	English Language and Literature Department
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Fall, 2024
	<b>Instructor</b>	Sona Rasulova
	<b>E-mail:</b>	Sona.Rasulova@khazar.org
	<b>Classroom/hours</b>	4
	<b>Office hours</b>	As scheduled
<b>Prerequisites</b>	ESL Pre- Advanced, Grammar Pre-Advanced	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	Mandatory: <ul style="list-style-type: none"> <li>• Longman Academic Writing Series 2,3, 4: Paragraphs, From Paragraphs to Essays;</li> <li>• Essays (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</li> <li>• “Writing Academic English”, Fourth Edition Alice Oshima.</li> <li>• “Introduction to Academic Writing” by Alice Oshima and Ann Hogue “Academic Writing: A Handbook for International Students” by Stephen Bailey Suggested:</li> <li>• L.G.Alexander. Longman English Grammar Practice for intermediate students</li> <li>• L.G.Alexander. A First Book in Comprehension Precis and Composition</li> <li>• Silver Burdett &amp; Ginn. World of Language</li> </ul>	
<b>Course outline</b>	The course is intended for intermediate-upper intermediate students developing writing skills to narrate, to explain, to create, to persuade and to describe. Model texts provide conditions for such mental processes as analyzing, generalizing, problem solving, investigating, comparing, experimenting and creating. The course is also aimed at revision of grammatical phenomena frequently used for analytical writing purposes, and covers very important area of the English language	
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• to provide students with guidance in comprehension, précis and composition</li> <li>• to practice critical thinking strategies for narrating, persuading, researching, classifying</li> <li>• to practice creative thinking strategies for informing, creating, describing, imagining</li> <li>• to produce readable and interesting finished products that reflect appropriate academic textual conventions of presentation.</li> </ul>	

<b>Learning outcomes</b>	On completion of the course students are expected to be able to: <ol style="list-style-type: none"> <li>1. explain a point of view;</li> <li>2. understand how characters are developed;</li> <li>3. give reasons for personal preferences;</li> <li>4. express ideas, hypothesize and evaluate the context;</li> <li>5. create texts on the basis of the reading materials;</li> </ol>		
<b>Teaching methods</b>	<b>Lecture</b>	+	
	<b>Group discussion</b>	+	
	<b>Modeled, Shared and Guided Writing</b>	+	
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>		30
	<b>Participation</b>	<b>Till final exam</b>	5
	<b>Activity</b>	<b>Till final exam</b>	5
	<b>Paragraphs</b>	<b>Till final exam</b>	10
	<b>Presentation</b>	<b>Till final exam</b>	5
	<b>Quizzes</b>	<b>October &amp;December</b>	10
	<b>Final</b>		35
	<b>Total</b>		100
<b>Policy</b>	<p><b>Assessment</b></p> <p><b>Participation&amp;Activity:</b> “Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations.” (Maznevski) We grade participation and activity because we want students to be active and therefore learn more.</p> <p><b>Paragraphs:</b> Students learn to write different types of paragraphs. Then the teacher assesses students’ paragraph writing skill by giving various topics.</p> <p><b>Presentation:</b> Students’ oral presentations are evaluated based on their explanation of selected topics dealing with various aspects of composition</p> <p><b>Quiz:</b> Quizzes helps to assess a student's achievement of the course objectives. They also prepare the students for the upcoming midterm and final exams.</p> <p><b>*Grading:</b> All assignments are evaluated for: content and audience, text structure, sentence structure, punctuation, vocabulary, spelling.</p> <p><b>COURSE POLICIES</b></p> <p><b>* Attendance (Lateness):</b> It 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. In case the students is late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent.</p> <p><b>* Class participation:</b> For every three unexcused absences, one point will be deducted from the grade point average. More than 20 % of absences during the course is excessive. Free participation is discouraged.</p> <p><b>* Missed exams or assignments:</b> 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. If you miss a test because due to a sudden illness or personal/family emergency, contact your instructor via email as soon as reasonably possible in order to make alternative arrangements. If you are not able to connect with your instructor, email the department and advise the Administrator or Chair or Director of your inability to attend the exam and the reason for being absent. Make a note of who you spoke to and when and keep copies of your emails. Remember that if you request a make-up exam or test because of medical or compassionate grounds that you will usually be required to present relevant documentation.</p>		

	<p>* <b>Academic Dishonesty:</b> Any plagiarism while studying will be severely penalized (by a non-pass for the course). Reference should be given to the sources used in the work. However, any paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. A one point per day penalty (weekends count as 2 days) will be applied to LATE essays or any other assignments.</p> <p>* <b>In class regulations:</b> 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).</p> <p>* <b>Teacher evaluation:</b> 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.</p>
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**Tentative  
Schedule**

Week	Topics	Textbook/Assignments/Reading
<b>Week 1</b>	<p><b>Chapter 1.</b> Introduction to the subject: The purpose of academic writing, journal writing.</p> <p><b>Chapter 1.</b> Word order and sentence structure; types of sentences: simple, sentences; phrases and fragments; s/v agreement.</p>	<p>“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 2</b>	<p><b>Chapter 2.</b> Introduction to paragraph writing: Narrative paragraphs; time-order signals.</p> <p><b>Chapter 2.</b> Sentence Structure: compound sentences; coordinating conjunctions; three comma rules.</p>	<p>“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 3</b>	<p><b>Chapter 3.</b> Basic Paragraph Structure: the topic sentence</p> <p><b>Chapter 3.</b> Basic Paragraph Structure: the topic sentence; general and specific; showing and telling.</p>	<p>“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 4</b>	<p><b>Chapter 4.</b> Logical Division of Ideas: unity in support sentences.</p>	<p>“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima,</p>

	<p><b>Chapter 4.</b></p> <p>Sentence Structure: parallelizm,run-ons and comma splices; dangling and misplaced modifiers;</p>	Ann Hoque, 2014
<b>Week 5</b>	<p><b>Chapter 5.</b></p> <p>Process Paragraph: topic sentence, supporting sentences and a concluding sentence using time order.</p> <p><b>Quiz 1</b></p>	“ Longman Academic Writing Series -3:Paragraphs, From Paragraphs to Essays;Essays. (5 <sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014
<b>Week 6</b>	<p><b>Chapter 5.</b></p> <p>Sentence Structure: Clauses and complex sentences</p> <p><b>Chapter 5.</b></p> <p>Process Paragraph; writing of a paragraph. Outlining</p>	“ Longman Academic Writing Series -3:Paragraphs, From Paragraphs to Essays;Essays. (5 <sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014
<b>Week 7</b>	<p><b>Revision</b></p>	“ Longman Academic Writing Series -3:Paragraphs, From Paragraphs to Essays;Essays. (5 <sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014
<b>Week 8</b>	<p><b>Midterm exam</b></p>	
<b>Week 9</b>	<p><b>Chapter 6.</b></p> <p>Definition Paragraphs. Sentence Structure: appositives, complex sentences with adj. clauses.</p> <p><b>Chapter 6.</b></p> <p>Preparation for Writing. Clustering</p>	“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays;Essays. (5 <sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014
<b>Week 10</b>	<p><b>Chapter 7.</b></p> <p>Cause and Effect Paragraphs:topic sentence, supporting and concluding</p>	“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays; Essays. (5 <sup>nd</sup> edition) by Alice Oshima,

	<p>sentences</p> <p><b>Chapter 7.</b> Sentence Structure: cause and effect transition signals (sentence connectors, coordinating. and subodinating.conjunctions);</p>	Ann Hoque, 2014
<b>Week 11</b>	<p><b>Chapter 8.</b> Comparison / Contrast Paragraphs: topic sentence, supporting and concluding sentences; outlining.</p> <p><b>Chapter 8.</b> Sentence Structure: transition signals for comparison; sentenceconnectors</p>	<p>“ Longman Academic Writing Series -3:Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 12</b>	<p><b>Chapter 8.</b> Sentence Structure: transition signals for contrast; Chapter 8. Comparison / Contrast Paragraphs: writing a paragraph</p> <p><b>Quiz 2</b></p>	<p>“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 12</b>	<p><b>Chapter 9.</b> Essay Organization. Introductory , Body, ConcludingParagraph.</p> <p><b>Chapter 9.</b> Essay Outlining. Transitions between paragraphs</p>	<p>“ Longman Academic Writing Series -3: Paragraphs, From Paragraphs to Essays;Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 13</b>	<p><b>Chapter 10.</b> Introductory, Body andConcluding paragraphs in Opinion Essay</p> <p><b>Chapter 10.</b> Quotations. Statistics</p>	<p>“ Longman Academic Writing Series -3:Paragraphs, From Paragraphs to Essays; Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>
<b>Week 14</b>	<p>Grading. Units’ Review Analysis &amp; Summary</p> <p>Students’ Presentations</p>	<p>“ Longman Academic Writing Series -3:Paragraphs, From Paragraphs to Essays;Essays. (5<sup>nd</sup> edition) by Alice Oshima, Ann Hoque, 2014</p>

<b>Week 15</b>	Students' Presentations	
<b>Week 16</b>	<b>Final Exam</b>	