|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of BIOLOGY EDUCATION, 2020-2021 Fall Course Information for ELT 265 ADVANCED ENGLISH** |  |  |  | | --- | --- | | **Course Name:** | ADVANCED ENGLISH | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Regular Semester** | **Theoretical** | **Practical** | **Credits** | **ECTS** | | ELT 265 | 3 | 3 | - | 3 | 4 | | | | **Name of Lecturer(s)-Academic Title:** | Ghadeer Mashni - | | **Teaching Assistant:** | Not Required | | **Course Language:** | English | | **Course Type:** | Main | | **Office Hours** | Tuesday /Wednesday: 2-4 | | **Contact Email:** | ghadeer\_mashni@hotmail.com  Tel:0750 | | **Teacher's academic profile:** | •PhD candidate in Education Sciences at the Faculty of Education and Professional development, Huddersfield University, Huddersfield, UK. • MA in Methods of English Education, the Faculty of Education, Birzeit University, Palestine. • Teaching Diploma in teaching English. The Faculty of Education, Birzeit University, Palestine. • BA in English Language and literature, Al-Quds University, Jerusalem, Palestine. | | **Course Objectives:** | This course continues the process of developing and enhancing students’ general abilities in the English language. It aims to further expand vocabulary, increase proficiency in speaking, writing, reading and listening, develop greater understanding of grammatical rules and usage, and encourage students to be independent learners in the process of English language learning. Moreover, since culture and language are inseparable, so this course also aims to broaden students’ horizons in the foreign language related cultural issues. | | **Course Description (Course overview):** | The course reinforces academic writing skills. In this course students write different types of essays based on the ideas they are exposed to in the reading selections. The emphasis is on the writing process in which students go through many stages from brainstorming and outlining to producing a complete documented piece of writing. | | **COURSE CONTENT**   |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Hour** | **Date** | **Topic** | | **1** | 3 | 7-8/10/2020 | Introduction Listening & Speaking Book Unit 2 Academic Life Listening – Academic Routines - Predicting - Asking Questions (1) - Giving a Summary Speaking- Talking about the College Environment - Finding out more and speaking for longer - Asking questions (2) Vocabulary Development – Keeping a record - Organizing vocabulary (1) - Organizing vocabulary (2) | | **2** | 3 | 11-15/10/2020 | Unit 1 Student Life Reading & Writing book Reading- How Do You Read? - Ways of Reading- Reading Methods Writing – Describing People - Punctuation (1): Capital Letters, full stops, and question marks - Linking Ideas (1): And & But to join sentences - Rules: Present Simple - Checking your Writing: errors in spelling, Capital letters, punctuation and grammar Writing about people Vocabulary Development – Dictionary Work (1) - Parts | |  |  |  |  | | **3** | 3 | 18-22/10/2020 | Unit 2 Daily Routines Reading & Writing book Reading – Work and Stress - Predicting Content (1): Using pictures in a text - Skimming: Getting the general idea Writing- Routines and procedures - Handwriting: Making handwritten work clear and easy to read - Paragraphs: Blok and indented styles - Linking ideas: sequencing words: first, after, then, finally… Writing about Routine and Procedure Vocabulary Development – Words that go togethe | | **4** | 3 | 25-28/10/2020 | Unit 3 Caring for the Environment Listening & Speaking Book Listening – Working Together - Taking notes (1) - Listening for Numbers - Taking notes (2) Speaking – Talking about numbers - Talking about numbers (1) - Talking about numbers (2) - Word stress in numbers Giving presentation - Presentation (1) -What is Plagiarism and how to avoid it | |  |  |  |  | | **5** | 3 | 1-5/11/2020 | Unit 3 People and the Environment Reading & Writing book Reading – Weather - Scanning – using headings - Meaning from context: guessing the meaning of new words Writing – Describing our lives - Punctuation(2): apostrophes - Rules: Talking about frequency - How to be a good student: study tips Writing about study habits Vocabulary Development – Drawings and Diagrams - Recording vocabulary (2): using pictures to help you remember words -Passive Voice | | **6** | 3 | 8-12/11/2020 | Unit 4 Modern Architecture Listening & Speaking Book Listening- Houses in the Future - Listening for reasons - Making listening easier Speaking- Giving Reasons - Giving reasons - Planning a campus - Presentations (2) Vocabulary Development – Building your Vocabulary - Words that go together - Linking words - Building your vocabulary -Writing CV | |  |  |  |  | | **7** | 3 | 15-19/11/2020 | Unit 4 Architecture Reading & Writing book Reading- Famous Buildings - Making notes (1): notes from study (intensive) reading, labeling diagrams Research - Finding Information (2) - Focusing your search: asking yourself questions Writing – Describing Buildings - Linking ideas (3): expressing reason – because / expressing result - so - Words and phrases (1): Language to describe buildings Writing about Building Vocabulary Developm | | **8** | 3 | 22-26/11/2020 | Midterm Exam | |  |  |  |  | | **9** | 3 | 29/11-3/12/2020 | Unit 5 How We Learn Listening & Speaking Book Listening – Learning Styles - Listening to new information - Knowing your learning style Speaking- Giving opinions - Disagreeing - Taking turns Vocabulary Development – How Strong is your Opinion - Making language stronger -How to write Email | | **10** | 3 | 6-10/12/2020 | Unit 5 Education Reading & Writing book Reading – Universities - Predicting content (2): using the title and the first few sentences - Linking ideas (5): Expressing contrast – however Writing – Formal Letters and Emails - Greetings and endings: dear, yours … - Words and phrases (2): language for letters and emails Writing a Letter or Email Vocabulary Development – Spelling - Rules: spelling rules for plural countable nouns | |  |  |  |  | | **11** | 3 | 13-17/12/2020 | Unit 7 Language and Culture Listening & Speaking Book Listening – Excuse me, do you speak English? - Understanding a situation - Taking notes (4) - Deciding on the main points Speaking – Starting your Presentation - Contractions - Presentations Vocabulary Development – words that go together (2) / synonyms -Turn Taking | | **12** | 3 | 20-24/12/2020 | Unit 7 Food, Drink, and Culture Reading & Writing book Reading- Food from other countries - Topic sentences: Using a topic sentence to help understanding - Writer’s opinion: Identifying the writer’s opinion Writing – punctuation (2): Commas - Linking ideas (6): In addition & and - Using pronouns & synonyms: avoiding repetition Writing about food and drink Vocabulary Development – New Words Word-attack: understanding a word through its different parts | |  |  |  |  | | **13** | 3 | 27-31/12/2020 | Unit 8 & 10 Reading & Writing book Reading- Looking at data - Getting facts from text Writing- comparatives and superlatives - Linking ideas (7) - Writing about cities | | **14** | 3 | 3-7/1/2021 | STUDENTS ORAL PRESENTATIONS | |  |  |  |  | | **15** | 3 | 10-14/1/2021 | Final Exam | | **16** | 3 | 17-21/1/2021 | Final Exam | |  |  |  |  | | | | **COURSE/STUDENT LEARNING OUTCOMES**   |  |  | | --- | --- | |  |  | | **1** | Comprehend longer talks in English better. | | **2** | Grasp the main idea of a complex text in English better. | | **3** | Present or share ideas in oral English more fluently. | | **4** | Produce/ Write paragraphs & essays with grammatically correct sentences and with adequate vocabularies on a wide range of subjects in English. | | **5** | Be familiar with the rules and principles of presentation. | | | | **COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES** (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced )   |  |  |  | | --- | --- | --- | |  | **Program Learning Outcomes** | **Cont.** | | **1** | Apply the core body of knowledge in pure, applied and educational mathematics. |  | | **2** | Apply methods of teaching on elementary number theory and algebra. |  | | **3** | Design their lectures according to a variety of learners in mathematical morality. | P | | **4** | Connect geometry to other strands of mathematics and use it to solve problems. | I | | **5** | Analyze and apply proof methods to answer background of concepts and verify conjectures. |  | | **6** | Apply differential and integral calculus into the applicable content. | I | | **7** | Implement pedagogical content knowledge, technology and perfectible assessment in every level of basic education. | I | | **8** | Use mathematics critically, research scientifically, and become modern and up-to-date. | I | | **9** | Discuss the interrelationship of human development, cognition, and culture and their impact on learning. | I | | **10** | Apply analytical and theoretical skills to model and solve mathematical problems. |  | | **11** | Effectively use a variety of teaching technologies and techniques and classroom strategies to positively influence student learning. |  | | **12** | Implement connections among educators, families, and the larger community to promote equity and access to education for his/her students. |  | | **13** | Analyze and compare alternative assessment and evaluation of student performance and program effectiveness. |  | | | | **Prerequisites (Course Reading List and References):** | https://www2.le.ac.uk/offices/ld/resources/writing/diagnostic/p/pparagraphstructure https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/writing-essays https://www2.le.ac.uk/offices/ld/resources/writing/grammar/grammar-guides/sentence https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing https://www2.le.ac.uk/offices/ld/help-with/reports | | **Student's obligation (Special Requirements):** | As a student, you are expected to abide by and observe the values of academic ethics at all times. The basic principles of academic ethics in the classroom are always to: • Arrive in class on time. • Either turn off your cell phone or put it on silent mood. • Submit your own works on time. • Never cheat on an exam. • Avoid absences. • Never plagiarize others work. • Treat your teachers, peers, and other members of the academic community with respect. • Have the course book with you in class. | | **Course Book/Textbook:** | Headway Academic Skills Level-1, Reading, Writing and Style Skills Headway Academic Skills Level-1, Listening, Speaking and Style Skills | | **Other Course Materials/References:** | Handouts & extra topics based on instructor’s knowledge | | **Teaching Methods (Forms of Teaching):** | Lectures, Excersises, Presentation, Assignments, Essay writing | | **COURSE EVALUATION CRITERIA**   |  |  |  | | --- | --- | --- | | **Method** | **Quantity** | **Percentage (%)** | | Participation | 1 | 5 | | Quiz | 3 | 5 | | Homework | 2 | 5 | | Midterm Exam(s) | 1 | 20 | | Presentation | 1 | 10 | | Final Exam | 1 | 40 | | **Total** | | **100** | | **Examinations:**Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching |  |  | | | | **Extra Notes:** | | | **ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**   |  |  |  |  | | --- | --- | --- | --- | | **Activities** | **Quantity** | **Workload Hours for 1 quantity\*** | **Total Workload** | | Theoretical Hours | 16 | 3 | 48 | | Practical Hours | 16 | 0 | 0 | | Final Exam | 1 | 14 | 14 | | Participation | 1 | 4 | 4 | | Quiz | 3 | 6 | 18 | | Homework | 2 | 10 | 20 | | Midterm Exam(s) | 1 | 10 | 10 | | Presentation | 1 | 6 | 6 | | **Total Workload** | | | **120** | | **ECTS Credit (Total workload/25)** | | | **4.8** | | |   **Peer review**   |  |  |  | | --- | --- | --- | | Signature: | Signature: | Signature: | | Name: | Name: | Name: | | Lecturer | Head of Department | Dean | |