



# University "Ukshin Hoti" Prizren

## Faculty of Philology

<b>Syllabus</b>							
<b>Study cycle</b>	Bachelor	<b>Programme</b>	English language and literature	<b>Academic year</b>	2019/20		
<b>COURSE</b>		English for Academic Purposes I					
<b>Year</b>		<b>Status of the course</b>	Obligatory	<b>Code</b>		<b>ECTS</b>	6
<b>Semester</b>							
<b>Study weeks</b>	15		Course classes		Lectures	Practice	
					3	2	
<b>Teaching methodology</b>	Lectures, presentations, assignments						
<b>Consultations</b>	As required						
<b>Professor</b>	Prof.ast.dr. Sejdi Sejdiu			e-mail	sejdi.sejdiu@uni-prizren.com		
				Tel.			
<b>Assistant</b>	Ast. Dorinë Rakaj			e-mail	dorine.rakaj@uni-prizren.com		
				Tel.			
<b>Course objectives</b>				<b>Student's benefits</b>			
<p>English for Academic Purposes is an integrated skills course, which means that students will develop their abilities in reading, writing, listening and speaking in an academic context. The course includes topics and texts that will be of interest to students from all disciplines. Students will be presented with various reading, listening and understanding ways. The B2 level according to the Common European Framework of Reference (CEFR) is aimed at undergraduate students who are independent users of English and that are also required to present work in English. The vocabulary focused on in the course has been selected for being of particular importance in academic writing, reading, lectures and seminars. The course consists of ten integrated skills units that develop academic language and critical thinking skills essential in academic contexts.</p> <p>This course is for students whose first language is not English and whose experience with academic written communication in English is limited. This course focuses on a number of aspects of effective academic written communication to help the student write as clearly as possible.</p>				<p>Students will benefit from the opportunity to practise language at an academic level. The textbook chosen provides students with academic skills and language needed for university study. Students will analyse characteristics of written and spoken academic texts, develop awareness of academic culture and learn to avoid plagiarism. From essay organisation, taking notes, group discussion to writing references and paraphrasing texts, the students are presented with a wealth of practice opportunities to enhance all academic skills.</p> <p>In general, students are expected to:</p> <ul style="list-style-type: none"> <li>-Apply strategies used in the three main stages of the Writing Process. Spiral strategies include brain storming, outlining, drafting, proofreading, rewriting and editing.</li> <li>-Formulate an effective main idea/thesis statement.</li> <li>-Support opinions with concrete supporting</li> </ul>			

	<p>details.</p> <ul style="list-style-type: none"> <li>-Connect ideas and parts in writing with appropriate transition devices.</li> <li>-Avoid errors including fragments, run-on or comma-splice sentences, dangling modifiers and other errors that interfere with clear communication.</li> <li>-Avoid errors in tenses and agreements.</li> <li>-Correctly incorporate quotations, summaries, and paraphrases when citing outside sources.</li> <li>-Correctly apply required parenthetical documentation and bibliographical documentation format.</li> <li>-Apply fundamental speech delivery skills for a short oral presentation or other oral activities in class.</li> </ul>
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<b>Teaching methodology:</b>		
Lectures, presentations, projects, assignments		
<b>Required tools:</b>		
Textbook, notebook, classroom, board, lap-top, projector, sound system		
<b>Evaluation criteria (in %)</b>		
	<b>Evaluation in %</b>	<b>Final grade</b>
Attendance & participation	0-50	5
Assignments	51-60	6
Mid-term test	61-70	7
End-term test	71-80	8
Final exam	81-90	9
	91-100	10
<b>Student obligations:</b>		
<b>Lectures:</b> Students are required to attend lectures regularly in order to acquire knowledge in the field of course. They are also required to participate actively during class discussions on course topics. Completion of assignments is mandatory as they are part of evaluation.	<b>Practice:</b> During the practical part, students will deliver presentations and submit written work as part of assignments.	

<b>Course obligations:</b>			
<b>Activities:</b>	<b>Hours</b>	<b>Days/weeks</b>	<b>Total:</b>
Lectures	3	15	45
Practice & class discussion	2	15	30
Assignments	1	15	15
Tutorials	1	15	15
Independent research study	1	15	15
Consultations	1	15	15
Mid-term & End term test	10	1	10
Final test preparation and marking	5	1	5
<b>Remarks: 1 ECTS = 25 hours, i.e. if the course has 6 ECTS, the student has to have 150 hours of lectures attended during a semester</b>			<b>Total:</b> 150

Week	Lectures	Practice
1.	<b>Topic</b> Academic orientation -Assessing academic skills -Thinking about academic culture - Thinking creatively - Avoiding plagiarism -Recognising variation across academic subjects - Focusing on academic vocabulary	<b>Hours</b> <b>Topic</b> Academic orientation - Discussion about academic skills - Academic cultural differences - Critical thinking skills - Ways to avoid plagiarism - Academic journal articles reading
2.	Choices and implications - Researching texts for essays - Skimming and scanning - Identifying the sequence of ideas - Understanding implicit meanings - Inferring the meaning of words - Vocabulary building: adjectives - Introducing presentations and clarifying terms - Understanding essay organisation - Drafting an essay introduction - Common knowledge	Choices and implications - Selecting essay sources - Skimming and scanning texts - Following the writer's argument - The importance of context - Listening activity -Main parts of an essay - The statement of writer's position - Verb- noun collocations
3.	Risks and hazards - Selecting and prioritising what you read - Thinking about what you already know - Inferring the meaning of words - Vocabulary building: collocation, and cause-effect markers - Retelling what you have read - Preparing slides and presenting charts - Pronunciation: numbers, and inserts	Risks and hazards - Text selection and essay outline - Reading activity - Vocabulary building exercises - Paraphrase the reading text - Computer skills needed - Pronunciation exercises - Essay planning - Complex noun phrases

	<ul style="list-style-type: none"> <li>- Using claims to plan essays</li> <li>- Supporting claims with evidence</li> </ul>		<ul style="list-style-type: none"> <li>- Countability of nouns</li> </ul>	
4.	<p>Language and communication</p> <ul style="list-style-type: none"> <li>- Predicting the content of a text</li> <li>- Reading for detail</li> <li>- Scanning for information</li> <li>- Understanding implicit meanings</li> <li>- Vocabulary building: imagines</li> <li>- Thinking about ways of taking notes</li> <li>- Making suggestions in group work</li> <li>- Referring to other people's work</li> </ul>	2	<p>Language and communication</p> <ul style="list-style-type: none"> <li>- Topic and content prediction</li> <li>- Different reading activities</li> <li>- The relationship between sentences</li> <li>- Vocabulary exercises</li> <li>- Note types discussion</li> <li>- Impersonal if- clauses</li> </ul>	2
5.	<p>Difference and diversity</p> <ul style="list-style-type: none"> <li>- Thinking about what you already know</li> <li>- Reading in detail and taking notes</li> <li>- Vocabulary building</li> <li>- Collecting information for an essay</li> <li>- Taking notes for essay writing</li> <li>- Working with colleagues: generating ideas and reporting</li> <li>- Comparing and contrasting</li> <li>- Reporting what you read</li> </ul>	2	<p>Difference and diversity</p> <ul style="list-style-type: none"> <li>- Reading about different cultures</li> <li>- Reasons for taking notes</li> <li>- Adjective- noun collocations</li> <li>- Tips for collecting information</li> <li>- Group working, sharing ideas</li> <li>- Dividing speech into units</li> <li>- Word families</li> </ul>	
6.	<p>The world we live in</p> <ul style="list-style-type: none"> <li>- Recognising plagiarism</li> <li>- Identifying the main ideas in a text</li> <li>- Summarising what you have read</li> <li>- Vocabulary building</li> <li>- Reaching a consensus in group work</li> <li>- Using paragraphs</li> <li>- Including quotations in writing</li> </ul>		<p>The world we live in</p> <ul style="list-style-type: none"> <li>- Plagiarism consequences</li> <li>- Skimming different texts</li> <li>- Single- word verbs and multi- word verbs</li> <li>- Hedging adverbs</li> <li>- Writing activity</li> </ul>	2
7.	Mid-term test		<p>Lecture skills A</p> <p>Lecture skills B</p> <p>Lecture skills C</p>	
8.	<p>Behaving the way we do</p> <ul style="list-style-type: none"> <li>- Organising information for an essay</li> <li>- Skimming and scanning texts</li> <li>- Taking notes and explaining what you have read</li> </ul>		<p>Behaving the way we do</p> <ul style="list-style-type: none"> <li>- Essay types, ways of taking notes</li> <li>- Reading and discussing activity</li> <li>- Collocations</li> </ul>	

	<ul style="list-style-type: none"> <li>- Vocabulary building</li> <li>- Referring backwards and forwards in presentations</li> <li>- Writing conclusions in essays</li> <li>- Giving references</li> </ul>		<ul style="list-style-type: none"> <li>- Organizing your presentations</li> <li>- Conclusion paragraph writing</li> <li>- Giving references rules</li> </ul>	
9.	<ul style="list-style-type: none"> <li>Bringing about change</li> <li>- Reading critically</li> <li>- Finding information and taking notes</li> <li>- Vocabulary building</li> <li>- Retelling what you have read</li> <li>- Concluding your presentation</li> <li>- Writing: using an academic style</li> </ul>		<ul style="list-style-type: none"> <li>Bringing about change</li> <li>- Stages to help you read critically</li> <li>- Research for materials</li> <li>- Inferring the meaning of words</li> <li>- Ways to conclude your presentation</li> <li>- Writing activity</li> </ul>	
10.	<ul style="list-style-type: none"> <li>Work and equality</li> <li>- Understanding figures and tables</li> <li>- Scanning and taking notes</li> <li>- Understanding the significance of references</li> <li>- Vocabulary in context: avoiding repetition</li> <li>- Taking part in tutorials and joining in discussions</li> <li>- The structure and content of reports</li> <li>- Describing events in a time sequence</li> <li>- Cause and effect</li> </ul>		<ul style="list-style-type: none"> <li>Work and equality</li> <li>- Develop understanding skills</li> <li>- Reading activity</li> <li>- References discussion</li> <li>- Avoiding repetition in writing</li> <li>- Pronounsiation: stress in compound nouns</li> <li>- Text types and report discussion</li> <li>- Cause- effect expressions</li> </ul>	
11.	<ul style="list-style-type: none"> <li>Controversies</li> <li>- Understanding the writer's opinion</li> <li>- Identifying main ideas and supporting information</li> <li>- Recognising general nouns</li> <li>- Understanding hedges</li> <li>- Tutorials: asking and giving more information</li> <li>- Describing information in figures and tables</li> <li>- Referring to figures and tables</li> <li>- Referring backwards and forwards</li> </ul>		<ul style="list-style-type: none"> <li>Controversies</li> <li>- Writer's point of view</li> <li>- Understanding and argumentation</li> <li>- General nouns exercises</li> <li>- Vocabulary building: formal and informal verbs</li> <li>- Stages for describing information in tables and figures</li> <li>- Writing practice</li> </ul>	
12.	<ul style="list-style-type: none"> <li>Health</li> <li>- Reading for evidence</li> <li>- Thinking about what you already know</li> <li>- Preparing for essay writing</li> <li>- Vocabulary in context: inferring meaning</li> <li>- Understanding connections in texts</li> <li>- Developing hedging skills</li> <li>- Summarising what has been said</li> <li>-Evaluating visual aids</li> </ul>		<ul style="list-style-type: none"> <li>Health</li> <li>- Developing evidence arguments</li> <li>- Reading activity</li> <li>- Essay writing activity</li> <li>- This/ These</li> <li>- Introducing summary</li> <li>- The advantages and disadvantages of visual aids</li> <li>- Pronounsiation</li> </ul>	

	- Contrasting information - Taking a stance: expressing disagreement		- Writing practice	
13.	Essay assignment Student presentation		Essay review Student presentation	
14.	Student presentation		Review of the course Student presentation	
15.	End-term test		Lecture skills E	

<b>LITERATURE:</b>
A number of texts will be provided in PDF form or via links to online sources.
Cambridge Academic English, Upper Intermediate B2, Martin Hewings, 2012, Cambridge University Press English Grammar in Use. (4th edition), by R. Murphy (2012) Ostrowska, S. (2014). <i>Unlock: Listening &amp; Speaking Skills 3</i> . Cambridge, UK: Cambridge University Press. Gaetz, L. & Phadke, S. 2017. <i>Writer's World, The: Paragraphs and Essays with Enhanced Reading Strategies</i> , 5th edition. Pearson 2017
<b>Remarks:</b>
Plagiarism is cheating. In this class, using another person's words or ideas as your own without giving credit, producing a memorized piece (either your own or someone else's), or having someone do any portion of your work is cheating. You are expected to complete your own, original work.
<b>Note to the students:</b>
Students are obliged to comply with the code and conduct of the University of Prizren. Any suspected violation of the Code shall be referred to the University officials for further proceeding.