

## Module (Course Syllabus) Catalogue 2022-2023

College/ Institute	Erbil Administration Technical College
Department	Department of International Marketing and Language
Module Name	Academic Skills/2
Module Code	ACS 102
Degree	Bachelor
Semester	Second Semester
Qualification	Ph.D.
Scientific Title	Lecturer
ECTS (Credits)	5

Module type	Request	
	<input type="checkbox"/>	<input type="checkbox"/>
Weekly hours	3 Hours	
Weekly hours (Theory)	1.5 hours	125 Workload
Weekly hours (tutorial )	1.5 hours	125 Workload
Number of Weeks	15	
Lecturer (Theory)	Dr. Dashne Azad Sedeeq	
E-Mail & Mobile NO.	dashne.sedeeq@epu.edu.iq	
Lecturer (Practical)		
E-Mail & Mobile NO.		
Websites		

# Course Book

<b>Course Description</b>	<p>This is an undergraduate course over two 15-weeks semesters throughout one academic year. It focuses on the acquisition of English Language skills needed in the local across several disciplines as every day English, marketing and management. The curriculum is arranged into two skills, reading and writing skills. It aims to help students improve their reading and writing skills, take efficient notes in an academic context. The course is designed to cover techniques applicable to various forms of academic writing, such as essays, reviews, research papers. Participants will practice these techniques by composing a research article with the aid of their peers and the instructor.</p>
<b>Course objectives</b>	<p>The object of this course is: English language skills in terms of what the students need when they are studying English as a second or foreign language.</p> <p>This module offers two main objectives:</p> <p>First, for reading comprehension is that it can identify the main idea of the given text and it also can summarize or paraphrase the meaning of the written text.</p> <p>Second, the object of this course is to prepare the student of English for academic skills. The course gives students a cautiously structured approaches that helps them to develop basic writing skills and build a solid basis for becoming independent writers and understanding writing as process. Also, it aims to teach rhetoric and sentence structure in straightforward manner, using a gradually method, high interested models, and varied training type.</p> <p>The content also takes into consideration the CEFR (English Language Levels) of the content. It is to commence at A2 (intermediate level) and gradually rise to B1 (upper intermediate level).</p>

<b>Student's obligation</b>	<p>Students have to fulfilled their fundamental role in both the class or electronic platforms, according to the university rules as:</p> <p>Attendance: Students should make every effort to maintain good attendance in their classes or checking their platforms account.</p> <p>Participation: Each student should participate in their classes (face to face class/ electronic one). Discussing relevant subjects at appropriate times can spark new conversations and produce valuable debates, also each student should contribute to the</p>	
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	<p>assignment. Students who are shy do not have to take a leadership role, but they can offer to take notes and add a few ideas.</p> <p>Questions: Asking questions about unclear material is an important part of the classroom experience. It is not uncommon for students to have similar difficulties, so speaking up will help everyone understand the discussed information. As a teacher, I can also benefit from a student's questions. By finding out what subjects are hard to understand, based on that I can adjust my lectures to clear up confusing topics.</p> <p>Respect: is another point that the students should take into consideration. Students need to respect the ideas and opinions of their classmates in and outside of the classroom. They should not ridicule someone for having a different viewpoint, and they should be willing to listen to alternative perspectives.</p> <p>Preparation: Students should present four presentations within this academic semester. In addition to, they have to do their weekly assignments before their attendance to the class.</p>				
<b>Required Learning Materials</b>	<p>The methods of teaching and learning used in this course are crucial to its success. A passive lecture-type method of teaching will not work here. The method has to be Task-based, with student activities and participation a frequent element throughout the course such as group work and discussion, presentations etc. Audio-visual learning tools are important here, as a central computer system, smartboard or projector with interactive programs are all complementary to the learning process.</p>				
<b>Evaluation</b>	Task		Weight (Marks)	Due Week	Relevant Learning Outcome
	Paper Review				
	Assignments	Homework	10 %	Almost weekly	The paper will be marked.
		Class Activity	2 %	Weekly, almost within the class	The students will get their feedbacks within the class.
		Report			
		Seminar	8 %	From week 4 and backward weekly presentations will	The students will be able to

				hold.	<ul style="list-style-type: none"><li>• practice the techniques of presentation</li><li>• know their strengths and weaknesses in an academic speaking environment.</li><li>• Giving feedbacks</li></ul>
		Essay			
		Project	8 %		
	Quiz		8 %	Week 3, 7,10 and 13	- To evaluate students weakness and strengths
	Lab.				
	Midterm Exam		24 %		
	Final Exam		40%		
	Total		100%		
<b>Specific learning outcome:</b>	<p>By the end of the course the student will be able to:</p> <ul style="list-style-type: none"><li>- Develop different techniques of language skills reading and writing.</li><li>- Understand and be perceptive in an English Language speaking in an academic environment.</li><li>-- analysis and write the types of paragraphs that commonly occur in their discipline, media.</li><li>- practice to writing topic sentence and concluding sentences.</li><li>- organizing the paragraph coherently and using appropriate and <b>technical vocabularies</b>), grammar, and transitional words in the paragraphs.</li><li>- apply what they have learned about paragraphs to essay writing.</li><li>- writing effective introduction and conclusion to their essays.</li><li>- familiar with the academic techniques and characteristics of presentation.</li></ul>				

## Course

## References:

- <https://learnenglish.britishcouncil.org/>
- <https://www.bbc.co.uk/learningenglish/>

Course topic		
Course topics (Theory)	Weeks	Learning Outcome
Introduction / course Syllabus	1	
<b>Topic 1: Reading skills</b> <ul style="list-style-type: none"> <li>What makes texts difficult to understand?</li> <li>The goal of reading</li> <li>Types of reading</li> <li>Reading techniques</li> <li>General strategies for reading comprehension</li> <li>Theoretical models of reading process</li> </ul>	2	<p>By the end of this session, students will be able to:</p> <ul style="list-style-type: none"> <li><b>Think actively</b> about what is happening in a text while reading in order to generate questions.</li> <li>Use <b>reading strategies</b>, which make them understand the material and direct their attention to the details.</li> <li><b>Enhance students learning</b> and help them prepare for an essay or report submission or even for a test.</li> <li>Use <b>different techniques of connecting ideas</b>, background knowledge and further research</li> </ul>
<b>Topic 2: Writing skill</b> <ul style="list-style-type: none"> <li>What is an academic language?</li> <li>Characteristics of academic writing</li> <li>Common types of academic writing</li> </ul>	3	<p>In this week the students will:</p> <ul style="list-style-type: none"> <li>know why/where and how students need to use academic language.</li> </ul>
<ul style="list-style-type: none"> <li><b>Topic 3: Writing as a process</b></li> </ul> <b>Process of writing</b> <ul style="list-style-type: none"> <li>Pre-writing</li> <li>Choosing a narrowing topic</li> <li>Gathering idea.</li> <li>Practicing: <i>how to gather information to</i></li> </ul>	4	<p>In this week the students will be:</p> <ul style="list-style-type: none"> <li>familiar how to write in a process.</li> <li>focus on how the student choose their title according to their field of study.</li> <li>ways to gather their idea.</li> </ul>



<p><i>write a report for a newspaper</i> (The topic should be chosen by students)</p> <ul style="list-style-type: none"> <li>What are its techniques?</li> </ul>		
<p><b>Topic 4: Paragraph structure</b></p> <ul style="list-style-type: none"> <li>Parts of paragraph</li> <li>Developing a paragraph</li> <li>Linking words</li> </ul>	5	<p>In this week the students will be:</p> <ul style="list-style-type: none"> <li>Define a paragraph</li> <li>Identify the main parts of paragraph.</li> <li>Distinguish between topic and controlling idea.</li> <li>Write and develop a paragraph</li> <li>write introducing and concluding sentence within the paragraph.</li> </ul>
<p><b>Topic 5: Types of sentence</b></p> <ul style="list-style-type: none"> <li>Presentation by students on:</li> <li>Different types of sentence.</li> <li>Sentence structure and mechanics</li> <li>Types of sentence</li> </ul>	6	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>deliver an academic presentation</li> <li>write different types of sentence.</li> </ul>
<p><b>Topic 6: Different type of paragraph</b></p> <ul style="list-style-type: none"> <li>Types of paragraph</li> <li>Descriptive and process paragraphs</li> <li>The opinion paragraph</li> <li>Distinguish between fact and opinion</li> <li>comparison and contrast paragraph</li> </ul>	7	
<p><b>Topic 7: Punctuation</b></p> <ul style="list-style-type: none"> <li>Punctuation</li> <li>Techniques of peer reviewing</li> </ul>	8	

<ul style="list-style-type: none"> <li>• Writer's self-check worksheets</li> <li>• Homework (find descriptive and process paragraph and analysis its part)</li> </ul>		
<b>Topic 8: Using outside sources</b> <ul style="list-style-type: none"> <li>• analyzing a model</li> <li>• using cited sources</li> <li>• plagiarism and correct citations</li> <li>• practicing: analyzing a text.</li> <li>• Homework: write a paragraph by using comparison and contrast connecting words.</li> </ul>	9	<p>In this week the students will be able to:</p> <ul style="list-style-type: none"> <li>• organize comparison and contrast paragraph.</li> <li>• Familiarize with the connecting words used for this type of paragraph.</li> <li>• Cite sources of outside information used for reference.</li> <li>• Understand what is plagiarism and how to avoid it.</li> </ul>
<b>Topic 9:</b> <ul style="list-style-type: none"> <li>• quotation</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• practicing: analyzing a text.</li> <li>• Homework: write either quotation, paraphrasing or summarizing paragraph.</li> </ul>	10	
<b>Topic 10: Essay</b> <ul style="list-style-type: none"> <li>• the structure of essay</li> <li>• the definition of an essay</li> <li>• types of essay</li> <li>• formatting of essay</li> <li>• Writing thesis statement</li> </ul>	11	<p>In this week the students will be able to:</p> <ul style="list-style-type: none"> <li>• define an essay</li> <li>• know about the different types of essay and their structures.</li> <li>• define and write thesis statement.</li> </ul>

<b>Topic 11: Unity and coherence of essay</b> <ul style="list-style-type: none"> <li>• Unity and coherence of essay</li> <li>• The purpose of writing introduction for an essay</li> <li>• The purpose of conclusions</li> </ul>	12	<b>In this week the students will be able to:</b> <ul style="list-style-type: none"> <li>• edit an essay for unity.</li> <li>• know about the purpose of writing introduction and conclusion paragraph and their techniques.</li> </ul>
Mid-term exam	14	
Final exam	15	Final exam

**Writing/ SD**

Q.A. write a cause and effect paragraph on one of the following topics: (Note: please show the early stage of writing process, brainstorming.)

Q.B. Write a short essay about the advantages and disadvantages of one of the following topics:

Q.C. Write a suitable topic sentence for each paragraph with topic and controlling idea

**Labelling/ SD**

Q. A. Read each sentences. Identify the topic and the controlling idea.

Q.B. Identify 4 types of supporting sentence from the given paragraph:

**Answering question/SD**

Q. A. Which supporting sentences in the above paragraph contain these details? Write the sentences.

Example: ....., a statistics....., a quotation....., fact.....

Q.B. What is a plagiarism and how to avoid it within your writing.

**Define / SD**

Q. define the following terms

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Extra notes:

External Evaluator