****

**Department of ……English……….**

**College of ……Education………….**

**University of Sallahddin……….**

**Subject: …Research Writing**

**Course Book – *For example* (Year 3)**

**Lecturer's name: Dr.Arev M. Astifo**

**Academic Year: *For example* 2021/2022**

**Course Book**

|  |  |
| --- | --- |
| **1. Course name** | **Arev M. Astifo** |
| **2. Lecturer in charge** | **Assistant teacher** |
| **3. Department/ College** | **College of Education** |
| **4. Contact** | **e-mail:** [**arev.astifo@su.edu.krd**](mailto:arev.astifo@su.edu.krd)  **Tel: (optional)** |
| **5. Time (in hours) per week** | **For example Theory: 1**  **Practical: 2** |
| **6. Office hours** | **30 hrs** |
| **7. Course code** |  |
| **8. Teacher's academic profile** | Teaching English as a second language (TESL) or teaching English as an additional language (TEAL) may also be terms that are used but they generally all refer to the same thing - teaching English to someone whose native language is not English.  Teachers of English as a foreign language can work in a variety of settings with different age ranges. This can include commercial language schools, schools and institutions of further and higher education. Some may also teach in industry, while others are self-employed. Classes are usually taught in English, even with beginners. |
| **9. Keywords** | **Methods of Teaching Research** |
| **10. Course overview: This course is especially designed for English as a foreign language (EFL) university fresher focusing on two fundamental skills of English (reading and writing). Students in this course will learn the basic elements of these two skills and will be prepared to face the challenges they face in their reading and writing required in their subsequent modules. Students in their college career and even afterwards have not only to do research and read plenty of resources, but also write in a well develop language. To this end, this module equips the learners with the tools and techniques necessary to be effective readers and writers of the target language. In this course apart from these two skills the two important areas of the language: grammar and vocabulary will be explained. The students will be encouraged and motivated to engage in self and peer evaluation to improve their works. They will also have the opportunity to read extensively in addition to intensive readings during the sessions.** | |
| **11. Course objective**  The mission of this course is to develop and enhance the EFL students’ reading and writing skills of English language. It aims at offering the students the skills they need to read academic essays and books as well as to write academic essays for this module’s assignments and other modules. The reading part of this course aims at helping the students to understand long pieces of texts and be able to summarize, discuss and search for specific information. Reading exposes the students to a wide range of text types and genres that help them to develop more effective reading skills. Good readers make good writers, excessive reading inspire the students to write more effectively. This module also aims at introducing the students to reading skills. | |
| **12. Student's obligation**  The learner and observer perspectives helped the teacher and the observer understand the significant role of classroom observation in the development of future teachers. They were able to sensitize themselves to various perspectives on classroom aims and events, thus opening up new vistas for their approach to classroom learning and teaching. If teacher educators create the conditions necessary for teachers to engage in research as a valued and valuable professional activity, then teachers will eventually become teacher-scholars. Classroom observation can often help expose teachers to new methods of teaching that might not have occurred to them beforehand. It may be threatening to be subject to peer observation since teachers might feel territorial and defensive in their classroom and protective of their resources and ideas. However, when it is done in a considerate and respectful fashion, observation can be beneficial for both the observing teacher and the teacher being observed. Below are some benefits of observation in the classroom. | |
| **13. Forms of teaching:**  Week 1 Introduction   |  |  | | --- | --- | | October | * What is research writing * Why do we conduct research paper? * What are the benefit of conducting a research paper? * How do we write a research paper? * Techniques for narrowing the topics. | | November | APA Frequently Asked Questions (FAQ)  The elements of research paper  Outline | | December | * Monthly exam * Research plan * Preliminary research * The introductory reading   Using the Library (Index, Title, Author, Subject) | | January | * The content of card index * Types of Libraries * Monthly exam | | February , | Classification of Library  Cataloguing a book  Taking notes  Citation  Places of Citation | | March | Monthly exam | | April | Kinds of taking notes.  When to Use a Quotation, Paragraph, or Summary?  Why we use a Quotation, Paragraph, or Summary?  Footnote form.  Footnote number.  Abbreviation. | | May | * Bibliography. * Using the Internet. * Using italics and underlining * Plagiarism. * Monthly exam (optional ) |  |  |  | | --- | --- | | **14. Assessment scheme and examination:**‌ presents seminars in the class and exams | | | **15. Student learning outcome:** **Students will examine ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.**  **2. Students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.**  **3. Students will effectively develop, interpret and express ideas through written, oral and visual communication. (THECB Competency: Communication)**  **4. Students will relate choices, actions, and consequences to ethical decision-making.**  **5. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (THECB Competence: Social Responsibility)**  The aim of this to motivate and encourage our students to become good English language teaching. | | | **16. Course Reading List and References‌:**  ▪ Key references:  ▪ Useful references:  ▪ Magazines and review (internet). | | | **17. The Topics:** | **Lecturer's name** | | Discussing lectures with presenting seminars | Lecturer's name  ex: (3 hrs) | | **18. Practical Topics (If there is any)** |  | | presenting and discussing them | Lecturer's name  ex: (3hrs) | | **19. Examinations:**  **Two exams** | | | **20. Extra notes:**  Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. | | | |
| **20. Extra notes:**  Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. | |
| **21. Peer review پێداچوونه‌وه‌ی هاوه‌ڵ**  This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.  *(A peer is person who has enough knowledge about the subject you are teaching; he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).*  ئه‌م کۆرسبووکه‌ ده‌بێت له‌لایه‌ن هاوه‌ڵێکی ئه‌کادیمیه‌وه‌ سه‌یر بکرێت و ناوه‌ڕۆکی بابه‌ته‌کانی کۆرسه‌که‌ په‌سه‌ند بکات و جه‌ند ووشه‌یه‌ک بنووسێت له‌سه‌ر شیاوی ناوه‌ڕۆکی کۆرسه‌که و واژووی له‌سه‌ر بکات.  هاوه‌ڵ ئه‌و که‌سه‌یه‌ که‌ زانیاری هه‌بێت له‌سه‌ر کۆرسه‌که‌ و ده‌بیت پله‌ی زانستی له‌ مامۆستا که‌متر نه‌بێت.‌‌ | |