



SALAHADDIN UNIVERSITY - ERBIL

Ministry of Higher Education and

Scientific Research

Kurdistan Region – Iraq



Translation Department

College of Languages

Subject: Reading and Writing

Course Book: 1st Year (1st & 2nd Semester)

Lecturer's Name: Binin Mustafa Saeed

Academic Year: 2022-2023

Course Book

2022-2023

Course Name	Reading and Writing
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General Information

Code	College/Department	Semester	Stage	Theoretical (hour/week)	Practical (hour/week)
LE1305	Translation	1st and 2nd	First	3	-

1-Module Language	English
2- Module Level	Undergraduate
3- Stage	1st stage
4- Lecturer	Binin Mustafa Saeed
5- Contact	Email: binin.saeed@su.edu.krd Mobile No.: 009647507758899
6- Teachers academic profile	BA. 2014, MA. 2019 in English Language and Linguistics College of Languages, Salahaddin University-Erbil.
7- Office hours	N/A 24 hours of lecturing every week. Full-time
8- Keywords	Reading and Writing

9- Course Overview	<p>Students will strengthen their essay-writing, reading and critical thinking skills. The extended writing process is a central component of this course and students will plan, draft and redraft their work. The work done in the areas of reading and writing skills is closely inter-related. Individual tutorial sessions are included in the writing classes to discuss feedback and address particular problem areas.</p> <p>weekly live interactive classes are supplemented with guided independent tasks.</p>
10- Course Objectives	<ul style="list-style-type: none"> - Understand the expectations for reading and writing assignments in college courses. - Understand and apply general strategies to complete college-level reading assignments efficiently and effectively. - Recognize specific types of writing assignments frequently included in college courses. - Understand and apply general strategies for managing college-level writing assignments. - Determine specific reading and writing strategies that work best for you individually.

READING:

Upon successful completion of this course, students will be able to:

- Correctly identify definitions in a monolingual dictionary of target words used in high-intermediate level ESL academic textbooks by using grammar, word parts, context clues, and the dictionary's sample sentences.
- Determine the meaning of vocabulary assigned from high-intermediate level texts using word parts, grammar, punctuation and context clues.
- Expand targeted vocabulary assigned from high-intermediate level texts and academic passages.
- Use pre-reading skills to activate schemata and predict content of high-intermediate texts.
- Annotate effectively for active reading and increased comprehension and retention.
- Determine the meanings of pronouns in contexts.
- Articulate main ideas, both stated and inferred, and important details in academic, journalistic, and literary prose at the high-intermediate level.
- Recognize transition signals to determine patterns of organization and use them to predict test questions.
- Distinguish fact from opinion in reading passages from a high-intermediate level ESL textbook.
- Write a summary of an academic multiple-paragraph reading passage from a high-intermediate level reading that is approximately one third the length of the original in which the main ideas and major details are accurately paraphrased.
- Be able to identify the setting, main events, climax, resolution and theme of an ESL reader at the high-intermediate level and summarize the novel in writing.
- Respond thoughtfully and critically, verbally and in writing, to high-intermediate texts by drawing connections between personal experiences, world knowledge and/or other readings to the assigned text.

WRITING:

Upon successful completion of this course, students will be able to:

- This course is a general guide and will introduce you to the principles of good practice that can be applied to all writing.
- If you work on developing your writing skills, you will have strong basic (or 'core') skills to apply in any writing situation. For assistance with specific aspects of any course you are to study, always refer to any guidance notes or handbooks that have been provided.
- This course won't solve all your difficulties immediately; developing your writing skills is an ongoing process, and one that involves frequent reflection on the way you tackle assignments.
- By the time you have come to the end of the course, however, we hope that you will be able to break down the task of paragraph or essay writing into separate elements, identify which of these elements you want to work on, and develop an action plan to enable you to manage your own improvement.
- Understand what writing an assignment involves
- Identify strengths and weaknesses

	<div>- Understand the functions of paragraphs and essays and demonstrate writing skills.</div>																							
12- Teaching methods	<div>Teaching methods used in this course include lecturing, questioning, collaborating and learning by teaching.</div> <div>Lecturing is teaching by giving a discourse on a specific subject, usually given in the classroom while in questioning the teacher may ask a series of questions to collect information of what students have learned and what needs to be taught.</div> <div>Collaborating is working in groups and it allows students to talk among each other and listen to all viewpoints of discussion or assignment.</div> <div>In learning by teaching the student takes the teacher's role.</div> <div>When we decide what teaching method to use, we will need to consider students' background knowledge, environment and learning goals. Sometimes we may need to use a blend of two or more teaching methods.</div> <div>A model lesson plan may be as follows:</div> <div>1. Reviewing the previous lecture</div> <div>2. Presenting the new topic</div> <div>3. Summarizing the main points of the new topic</div> <div>4. Language objectives and content objectives</div> <div>5. Assigning homework</div> <div>The teaching aids used in the classroom include the whiteboard, data show projector, computer and other types of teaching aids.</div>																							
13- Assessment Tools	<table><tr><td>Method</td><td>Quantity</td><td>Percentage (%)</td></tr><tr><td>Participation (individual – group work – class discussion)</td><td>-</td><td>5 + 5 = 10</td></tr><tr><td>+ Assignments</td><td></td><td></td></tr><tr><td>Quiz</td><td>1</td><td>10</td></tr><tr><td>Midterm Exam(s)</td><td>1</td><td>20</td></tr><tr><td>Final Exam</td><td>1</td><td>60</td></tr><tr><td>Total</td><td></td><td>100</td></tr></table>			Method	Quantity	Percentage (%)	Participation (individual – group work – class discussion)	-	5 + 5 = 10	+ Assignments			Quiz	1	10	Midterm Exam(s)	1	20	Final Exam	1	60	Total		100
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14- Students ‘ obligation	<p>This course is built upon discourse and the analysis thereof. Attendance and participation are essential in this course because it blends theory and practice.</p> <p>Class discussions are an important aspect of this course, especially in an environment of mutual respect. You are likely to enhance your learning and enjoyment by both speaking up and listening carefully to the ideas of your classmates. Attendance is vital, 10% of the marks will be tied to in-class activities, class participation, and assignments.</p> <p>The students are assigned homework almost every lecture and they are also required to carry out weekly or biweekly assignments which are mainly about making comparisons and giving their opinions on certain topics.</p> <p>The teacher marks their assignments and gets them back to his students so that they learn from their mistakes.</p> <p>They are also required to take at least one monthly exam and do certain activities such as holding seminars and writing about the topics they study during the semester.</p> <ul style="list-style-type: none"> - Some reading assignments may be very long. You will be expected to come to class with a basic understanding of the material. - Reviewing for exams is primarily your responsibility. - Your grade may depend on just a few major assessments. Most assessments are writing based. - Outside of creative writing courses, most writing assignments are expository. - Although teachers want their students to succeed, they may not always realize when students are struggling. They also expect you to be proactive and take steps to help yourself. “Second chances” are less common.
15- Course Book/Textbook	<p>Skills for Success – Reading and Writing – OXFORD (Second Edition) – Colin S. Ward, Margot F. Gramer</p>

16- Course contents		The module comprises of 13 weeks of 3 hours theoretical as following:
Theoretical		
No. of Week	Hours	Topic
Week 1	3	Unit 1: How do you make a good first impression <ul style="list-style-type: none"> - Reading 1: Small talk: A Gig Deal - Writing: Organizing and Developing a Paragraph
Week 2	3	<ul style="list-style-type: none"> - Reading 2: Job Interviews 101 - Unit Assignment: Write a “how to” paragraph
Week 3	3	Unit 2: what makes food taste good? <ul style="list-style-type: none"> - Reading 1: Knowing Your Tastes - Writing: Write what you think
Week 4	3	<ul style="list-style-type: none"> - Reading 2: Finding Balance in Food - Writing: Using descriptive adjectives
Week 5	3	Unit 3: How has technology affected our lives? <ul style="list-style-type: none"> - Reading 1: Cars That Think - Writing: Writing a summary and a personal response

Week 6	3	- Reading 2: Living Outside the Box
Week 7	3	Unit 4: Does advertising help or harm us? - Reading 1: Food Advertising Tricks You Should Know About - Writing: Writing an opinion essay
Week 8	3	- Reading 2: In Defense of Advertising
Week 9	3	Unit 5: Why do people take risks? - Reading 1: Fear Factor: Success and Risk in Extreme Sports. - Writing: Writing a Narrative Essay
Week 10	3	- Reading 2: The Climb of my Life
Week 11	3	Unit 6: Why do people help each other? - Reading 1: A Question of Numbers - Writing: Stating reasons and giving examples
Week 12	3	- Reading 2: The Biology of Altruism
Week 13	3	<u>FINAL EXAM</u>
17 - Examinations: types of questions		Paragaphs Essays Matching Multiple choice Finding main ideas True and False Short/long answers Discussions Vocabulary/meanings

