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**Department of English**

**College of Basic Education**

**Salahaddin University-Erbil**

**Subject: *[Advanced Speaking]***

**Coursebook: *[3rd Stage]***

***Mr. Bukhari Abdullah Rasool***

**Academic Year: *[2023-2024]***

**Course Book**

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| **1. Course name** | Advanced Speaking |
| **2. Lecturer in charge** | Bukhari Abdullah Rasool |
| **3. Department/ College** | English- Basic Education |
| **4. Contact** | e-mail : [bukhari.rasool@su.edu.krd](mailto:bukhari.rasool@su.edu.krd)  Tel: (optional): 07501353519 |
| **5. Time (in hours) per week** | 4 hours |
| **6. Office hours** | Sunday & Thursday |
| **7. Course code** | / |
| **8. Teacher's academic profile** | Bukhari Abdullah Rasool was born on 9th March, 1990 in Erbil. In 2012, he graduated in English Department, in the College of Languages, in Salahaddin University. He has taught English language in more than 8 institutions and language centers. At his college life, he presented many seminars and activities. His current M.A. Thesis is entitled:  **Illusion and Reality in Sophocles' Oedipus Rex and Albee's Who's Afraid of Virginia Woolf?**  Supervised by Prof. Dr. Tara Dabbagh.  Obtained Phd in English Literature/novel. The dissertation is under the title of:  **Meaning and Memory: Existential Psychotherapy in Selected Modern and Postmodern Novels**  Supervised by Prof. Dr. Juan Abdullah Ibrahim.  Writer of *Think Out of the Box* |
| **9. Course overview**  This academic course is principally intended to make the students get familiarized with the prominent speaking skills by leading them speak fluently, confidently and efficiently about various to-be-discussed topics. | |
| **10. Course objective**  The main objectives of this course are:  Empowering upper-intermediate and advanced (c1-c2) fluency skills.  Enlarging the range of advanced academic English vocabularies.  Encouraging the students gain limitless confidence and belief in their personal potentials while speaking and thinking.  Exposing various up-to-date conversational techniques.  Training the students craft their problem-solving skills.  Broadening the students’ minds with critical thinking and thinking-twice tools via inspiring them think outside the box.  Providing noticeable chances of social and co-work engagements through classroom group discussions and project-based learning.  Generating an atmosphere of creativity and idea-making through the sense of personal achievement and contribution. | |
| **11. Student's obligation**  **Attendance** is obligatory. If a student skips a class, they have to inform the instructor in advance (at least two hours ahead of the class and NOT in the classroom). Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.45 or else they will be deprived from the lecture. Student's attendance and etiquettes will be considered in scoring their overall performance in the course. The classes last for 90 minutes. Students should avoid hammering on the instructor to leave unless he chooses to dismiss the class earlier than the scheduled time.    **Preparation for class:** Students should prepare themselves for each lecture beforehand according to the schedule that comes with this guide. There is a blog hat is designed for the students’ needs and the texts are going to be put in it so that they will read before coming to the class. We have created a Facebook group to achieve this.  They are expected to collect necessary vocabulary and information needed to launch a hot debate and discussion in the class. The students are required to bring with themselves writing tools to note down the new information.  **Students will be asked at least two different articles related to the topic, students should report them briefly via group work in the class.**  **Students will be asked to read a book. Every week students should summarise 15 pages in the class and at the end of the year they have to prepare a presentation.**  **Students will be practically trained and then asked to record (a video or sound) a typical interview (12-15 minutes) at the end of the year.**  **Seminars and homework**: Students must present one seminar throughout the course and also bring with them the assignments that the instructor may ask them during the course. The students should take the homework seriously and make sure they present their seminars on time or they will lose marks. | |
| **12. Forms of teaching**  The above-mentioned targets are aimed to be achieved through pedagogic methodologies of Reflective Teaching, Learner Centered - Curriculum, and Direct method, learning through Doing or perhaps more. Students share unbounded roles of participation, collaboration, team-working, and project running. The teaching techniques of this class are innumerable and various as they are put forth to make the students learn and enjoy; “didactic ad delight” as Aristotle, the philosopher, long ago put it in wording.  A student-centered environment and a workshop style class will be created where the students are responsible for learning. The role of the teacher is mainly that of a facilitator, communicator, moderator, prompter and an assessor. That means the teacher will spend a little time talking and the students will spend a lot of time speaking or working. | |
| **13. Assessment scheme**  There will be two exams and two quizzes. The mid-term exam and final exam will be speaking tests. Each quiz will review the material studied in class and help prepare you for the exams. There will be an oral presentation. Scores for the class will be as follows:  1- Daily participation ticks 10 marks  2- Game project or a competition (optional) 10 marks  3- Debate Challenge. 10 marks  4- Oral midterm project (fieldtrip) 10marks  5- Oral Final exam (face to face, recorded video, short story presentation) 40 marks  **Note: The division of grades might possibly change.**  The following rubric helps the teacher to assess the oral skill of the students:  Rubric for the Assessment of Speaking This is a Rubric for one of the most important skill that children have to develope ... | |
| **14. Student learning outcome**  By the end of the course, and through quite a lot of activities, the students are highly expected to be:  Fluent.  Self-expressive about different ideas.  Self-taught.  Critical thinkers.  Public speakers.  Verbally potential for marketing & labor sectors.  The course contributes to make a superb learning environment available for all the students of the Department of English, and it enhances in the progression of their cognitive and linguistic skills. It leads them shine with confidence and self-awareness. Meanwhile the course, the department will harvest the intellectual and speaking growth of the students, and it will invest in their fluency for the benefits of the other wider educational objectives. | |
| **15. Course Reading List and References‌**  Advanced Vocabulary in Use (book) | |
| **16. The Topics** | |
| **A: On-Passage Discussion topics:**  **War and peace**  **Marriage**  **Political Terminologies**  **Culture**  **A page in history**  **Sports**  **News**  **Creativity**  **Hobbies**  **History**  **Volunteer**  **Travel**  **Happiness**  **Job and interview**  **TV and its impacts**  **Social media and its impacts**  **Reading books**  **Art and movies**  **Forgiveness**  **Past memory**  **Science**  **Trust**  **Personality**  **Health**  **Music**  **Leadership and management**  **Spirituality**  **Futurism**  **Values**  **Nature**  **Responsibility**  **lie**  **B: “What if” topics**  **1- "Money is a good slave, a bad master"**  **Does money make us happy?**  **2- "Readers of today, leaders of tomorrow"**  **Does reading books bring any good to my life?**  **3- Who is responsible for environment pollutions?**  **4- Imagine one day life without water!**  **5- Imagine one day life without all technology!**  **If there were no technology at all, how would you have spent your time?**  **6- Imagine one day life without family, friends, relatives, and people!**  **Why do we need others?**  **7- Imagine one day life without poverty!**  **How can we help the poor?**  **8- Imagine one day life without anger!**  **Why do we become angry in life?**  **9- Imagine one day life without illness!**  **How do you keep your body fit and healthy?**  **10- Imagine one day life without the evil!**  **What Does Make People to Be Morally Evil?**  **11- Does love at first sight work successfully?**  **12- Imagine one day life as a boss!**  **What is your dream company?**  **13- Imagine one day life as a teacher!**  **Who is a 'good' teacher? & who is a 'bad' teacher?**  **14- Imagine what would life be without science?**  **Has Science made humans happy?** | |

**17- Course Policies:**

1-The classroom should have a collaborative environment, the students should help each other for the projects in shape of team work. No impolite language or harsh attitude is allowed.

Students are expected to observe politeness and interaction principles. They should refrain from mocking classmates or cutting them off repeatedly.

2- Also, the **use of electronic devices** is strictly prohibited because they will distract the students.

3- The language of the classroom is English. Kurdish in some necessary situations are limitedly allowed when the teachers permits.

**4- Plagiarism** has severe consequences.

**5- Attendance** is obligatory. If a student skips a class, they have to inform the instructor in advance.

**7-** Students are expected to prepare themselves for each lecture in advance.