



**Department of Translation**

**College of Languages**

**University of Salahaddin**

**Subject: Reading and Writing 2**

**Course Book – 1<sup>st</sup> Year**

**Lecturer's name: DR. HEWA ALI FAQERASOOL**

**Academic Year: 2023-2024**

## **Coursebook**

<b>1. Course name</b>	<b>English Reading and Writing 2</b>
<b>2. Lecturer in charge</b>	<b>Hewa Faqerasool</b>
<b>3. Department/ College</b>	<b>Languages</b>
<b>4. Contact</b>	<b>e-mail: hewa.faqerasool@su.edu.krd Tel: (optional)</b>
<b>5. Time (in hours) per week</b>	<b>2 hrs Practical: 1</b>
<b>6. Office hours</b>	<b>3 hrs per week</b>
<b>7. Course code</b>	<b>N/A</b>
<b>8. Teacher's academic profile</b>	I am a lecturer in English language and creative writing. I have taught English language (academic and general English) since 2012. I have successfully completed a teaching methodology course and passed teacher title examination at Salahaddin University-Erbil. I hold BA English language with 86 % average from Salahaddin University-Erbil and MA Creative Writing (with High Merit) from University of Birmingham and PhD at SUE and UoB with distinction.
<b>9. Keywords</b>	<b>Academic Writing, Paragraph Writing</b>
<b>10. Course overview:</b>	This course is designed for the 1st year students of the Translation Department. It will improve writing skills particularly sentence and paragraph writing.
<b>11. Course objective:</b>	The aim of the course is for the students to will be able to write sentences and paragraphs; they will enhance grammar, mechanics, vocabulary, sentence structure and paragraph organization as well as the writing process. Moreover, the students will improve extensive reading skills such as skimming, scanning, previewing and predicting along with building vocabulary and note taking and peer feedback skills.  For the award of credit points, it is necessary to pass the module written exam, do assignments, and collect a writing portfolio. Student's attendance and collaboration are also required in all classes.
<b>13. Forms of teaching</b>	<p><b><u>Class activities:</u></b></p> <p>Throughout this year we focus on Student-Centered Learning approach.</p> <p>What is Student-Centered Learning?</p> <p>It is an educational approach that its main concern is the student's needs, abilities, interests and learning methods.</p> <p>Student-centered learning, that is, putting students first, is in contrast to teacher-centered learning. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Teacher-centered learning has the</p>

teacher at its centre in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning.

The main principles of student-centered learning are:

- The learner has full responsibility for her/his learning
- Involvement and participation are necessary for learning
- The relationship between learners is more equal, promoting growth, development
- The teacher becomes a facilitator and resource person
- The learner experiences confluence in his education
- The learner sees himself/herself differently as a result of the learning experience.

#### 14. Assessment scheme

Students are evaluated according to a number of criteria listed as follows:

- 1- Exams 15 + 60
- 2- Tasks and Assignments 10
- 3- Quiz 5
- 4- Participation & Collaboration 5
- 5- Portfolio 5

#### 15. Student learning outcome:

At the end of the course, the students will be able to write sentences and paragraphs; they will enhance grammar, mechanics, vocabulary, sentence structure and paragraph organization as well as the writing process. Moreover, the students will improve extensive reading skills such as skimming, scanning, previewing and predicting along with building vocabulary and note taking and peer feedback skills.

#### 16. Course Reading List and References:

- Butler, L. (2014) Longman Academic Series 1: Sentences to Paragraphs
- Lee, L., Gunderson E. and Bernard, J. (2015) Select Readings: Elementary.

#### 17. The Topics:

#### Lecturer's name

Writing:

Content: Use topic sentences in paragraphs; identify noun and pronoun subjects of sentences; identify correct and incomplete sentences; use negative forms of simple present verbs; use adjectives to describe people, places, things and ideas; write, revise and edit a paragraph about a person; Use time order and time-order words in paragraphs; recognize two types of simple sentences; use adverbs of frequency in sentences, use prepositional phrases to show time, apply rules for using capital letters

Reading: Scanning and taking notes, understanding synonyms, using synonyms, previewing, understanding suffixes, scanning, learning word forms, using a dictionary, using adjectives and adverbs, using objects,

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predicting, understanding prefixes, predicting, indefinite pronouns and using context clues.