

Course Book

1. Course name	Communication 2 (Reading and Writing)
2. Lecturer in charge	Asst. Lect. Muhammad Abdulwahab Aziz Lecturer.....
3. Department/ College	English/ Education
4. Contact	e-mail: Muhammad.aziz@su.edu.krd Tel: (optional)
5. Time (in hours) per week	Theory: 2 Practical: 2
6. Office hours	30 hours
7. Course code	EdE221
8. Teacher's academic profile	I have been teaching English at Salahaddin University Erbil since 2013, after I finished my postgraduate degree (MEd in TESOL) in the UK. My research areas of interest include teacher development, critical thinking, assessment and curriculum and syllabus design.
9. Keywords	Coherence, outside source, plagiarism, topic sentence, unity
10. Course overview:	<p>This course is especially designed for English as a foreign language (EFL) university sophomore students, focusing on one two fundamental skills of English which are reading and writing.</p> <p>Students in the writing part of this course will review basic elements and types of paragraphs and study new types of paragraphs that have not been offered to them. This course prepares the students to face the challenges they face in their 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-developed language. To this end, this module equips the learners with the tools and techniques necessary to be effective writers of the target language. In this course apart from learning academic writing, sentence structure will also receive attention and will be practiced. The students will be encouraged</p>

and motivated to engage in self and peer evaluation to improve their works. They will also have the opportunity to read and do research online and in the library in order to enrich their writing.

In the reading part of this module,

11. Course objective:

The mission of this course is to develop and enhance the EFL students' reading writing skills. The writing part of this module aims at offering the students the skills they need to write academic paragraphs for this module's assignments and other modules. The students will also be encouraged to read, summarize and paraphrase articles and use them with citation in their writings. Good readers make good writers; excessive reading inspires the students to write more effectively. The writing part of this course, on the other hand, aims at helping the students brainstorm for ideas, organize their ideas and put them in sentences and paragraphs. Learning different types of sentences and sentences structure in general are also topics to be covered in this module. Students are also taught to revise and evaluate their and their peers' writings.

The reading part of this module aims at

12. Student's obligation

Students have to attend all the lectures and take part in weekly quizzes, mid-term exam in the middle of the course and the final examinations at the end of the course. Additionally, students have to write paragraphs as well as carry out poster presentations. Students in the reading part have to.....

13. Forms of teaching

Course books for learning writing paragraphs and the reading skills are used along with other materials from other sources and internet. Data projector will be used to present power point presentations and other materials. Whiteboard is also used for clarifying examples.

14. Assessment scheme

The (100) score will be divided into (50) for the term workload and the mid-term exams and (50) for the final examination. The first (50) will be on one mid-term exam (30%) and on the students' tasks including weekly writings, quizzes and poster presentations (20%). In the writing part, the 10% is as follows:

- Attendance 2%
- Two quizzes 2%
- Three assignment 3%

- One poster presentation 3%

The reading part of this module

15. Student learning outcome:

Students will be able to write academic paragraphs with features of unity and coherence. Students will also master and learn different types of sentence structure and important paragraph features. Peer and self-assessment techniques will be enhanced among the students so that the students will be able to assess their future students' writings as well as their own when they apply for a job or a course during their life at university or outside when they graduate. Writing good and convincing essays and CVs are now crucial for being appointed by the employers. Writing reports and other forms of written communication are also increasingly important in the workplaces. This course, in turn, empowers the students with skills necessary a good writer needs.

Reading skills of this module, on the other hand, will.....

16. Course Reading List and References:

- Alexander, L. (2002). *Longman English Grammar*. England: Pearson Education Limited.
- Eastwood, J. (2005). *Oxford Learner's Grammar: Grammar Finder*. Oxford: OUP.
- Hacker, D. & Sommers, N. (2012). *Rules for Writers (seventh edition)*. New York.
- Hill, L. (1988). *Steps to Understanding*. Oxford: Oxford University Press.
- Hogue, A. (2008). *First Steps in Academic Writing*. New York: Pearson Education. Inc.
- Lee, L. & Gundersen, E. (2011). *Select Readings*. New York: Oxford University Press. Intermediate
- Lynn, A. (2011). *Q: Skills for Success Reading and Writing*. New York: Oxford University Press.
- Meyers, A. (2009). *Writing with Confidence (ninth edition)*. United States: Pearson Education. Inc.
- Oshima, A. & Hogue, A. (2007). *Introduction to Academic Writing (third edition)*. New York: Pearson Education. Inc.
- Oshima, A. & Hogue, A. (2014). *Longman Academic Writing Series 3 (fourth edition)*. New York: Pearson Education. Inc.
- Strunk, W & White, E.B. (2000). *The Elements of Style (fourth edition)*. United States: Pearson Education Company
- Zemach, Z. & Islam, C. (2006). *Writing in Paragraphs*. Oxford: Macmillan Education.
- Zemach, D. & Rumisek, L. (2003). *College Writing from Paragraph to Essay*. Oxford:

17. The Topics:	Lecturer's name
<p>Outline:</p> <p>Week 1, Writing: Introduction, Why Write? And The Writing Process along with a quick review of paragraph structure (topic sentence, supporting sentences and the concluding sentence)</p> <p>Week 2 Unity and Coherence</p> <p>Week 3 Joining Sentences Through Subordination</p> <p>Week 5 Joining sentences with pronouns</p> <p>Week 6 Repairing Run-ons and correcting comma splices</p> <p>Week 7 Being consistent</p>	<p>Asst. Lecturer Muhammad Abdulwahab Aziz</p>

<p>Week 8 Mid-Term Exams</p> <p>Week 9 Writing concretely and concisely</p> <p>Week 10 Writing a report</p> <p>Week 12 Writing about causes and effects</p> <p>Week 13 classifying information</p> <p>Week 14 Summarizing and responding</p>	
<p>18. Practical Topics (If there is any)</p>	
<p>In this section, the lecturer shall write titles of all practical topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture</p>	<p>Lecturer's name ex: (3-4 hrs) ex: 14/10/2015</p>
<p>19. Examinations:</p> <p>1. Compositional:</p> <p>1. Writers should consider the subject, readership and the purpose of their writing before they start writing. How far you agree with this statement. Give reasons for your answer and provide examples where relevant.</p> <p>2. Thesis statement in an essay only states the writers' opinion. Do you agree or disagree with this statement: give reasons for your answer.</p> <p>3. Draw comparison between life in small towns and large cities.</p> <p>2. True or false type of exams</p> <p>1. <i>Coherence can only be achieved by using the transitional signals.</i></p> <p>2. <i>Topic sentences are the most specific sentences in a paragraph.</i></p> <p>3. <i>Supporting sentences can only include examples.</i></p> <p>3. Multiple choices:</p> <p>In this type of exam there will be a number of phrases next or below a statement, students will match the correct phrase. Examples should be provided.</p>	
<p>20. Extra notes:</p> <p>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.</p>	

21. Peer review

پیداچونہوی ہاوہل

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).

نہم کورسبووکہ دہبیت لہ لایہن ہاوہلئیکی ئەکادیمیہوہ سہیر بکریت و ناوہرۆکی بابہتہکانی کورسہکە پەسەند بکات و جەند ووشەیک بنوسیت لەسەر شیاوی ناوہرۆکی کورسہکە و واژووی لەسەر بکات.
ہاوہل ئەو کەسہیہ کە زانیاری ہەبیت لەسەر کورسہکە و دہبیت پلہی زانستی لہ ماموستا کەمتر نہبیت.