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**Department of Mathematics**

**College of Science**

**University of Salahaddin-Erbil**

**Subject: English for University Students (EUS)**

**Course Book: 1st year students**

**Lecturer's Name: Rozgar Y Omar MA in Linguistics**

**Academic Year: 2020/2021**

**Course Book**

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| **1. Course name** | English for University Students (EUS) | |
| **2. Lecturer in charge** | Rozgar Yousif Omar | |
| **3. Department/ College** | Mathematics, College of Science | |
| **4. Contact** Email:  Tel: | rozgar.omar@su.edu.krd  0750 451 0668 | |
| **5. Time (in hours) per week** | 3 | |
| **6. Office hours** | It depends on the timetable which will be designed soon. | |
| **7. Course code** | SM105 | |
| **8. Teacher's academic profile** | I graduated in Translation Department, College of Languages, Salahaddin University-Erbil. I finished my MA degree in Linguistics at Newcastle University, UK. Now, I am a PhD student at SUE. | |
| **9. Keywords** | English, Translation, Linguistics, Languages, Semantics, Pragmatics, Syntax, Morphology | |
| **10. Course overview:**  EUS comprises five themes, covering a wide range of areas of human knowledge, and they are Education, Psychology & Sociology, Work &Business, Science & Nature, and The Physical World. Within each theme there are four main sections, each dealing with a discrete skill: listening, speaking, reading or writing. A number of related topics is explored within each theme.  The focus in each section is on one specific skill. The Methodology notes in the lessons stress the discrete skills focus and caution against spending too much time on, for example, speaking in a listening section. This is not because the writers dislike integrated skills. Indeed, each theme ends with a section called Portfolio, which provides detailed guidance on integrated skills activities following the completion of a particular theme. The insistence on the target skill is because the writers believe that both the teacher and the students should focus on improvement in a specific skill in a particular lesson, rather than moving constantly between different skills. However, the key word here is *focus.* More than one skill will, of course, be involved in any particular lesson. For example, in listening lessons there is almost always a speaking output, and in writing lessons there is almost always a reading input.  The commonality of theme across the four skill sections means that, by the end of a theme, students have a much deeper knowledge of both the information and vocabulary that it comprises, than is normally achieved in ELT course books. Each skill section contains five lessons, and each lesson has a clear focus and purpose. | | |
| **11. Course objective:**  In this course, students learn to understand the main types of academic spoken language, lectures and tutorials, and the main types of academic written language, journal articles and encyclopedia entries.  They also learn to produce the main kinds of student academic language, oral presentations, contributions to a tutorial, and written assignments. | | |
| **12. Student's obligation:**  In their academic year, students are obliged to take exams, do several quizzes, give presentation, write one assignment. | | |
| **13. Forms of teaching:**  The lectures are taught by using a projector and at times to clarify some points the whiteboard is used too. | | |
| **14. Assessment scheme:**  Works which will be assessed are presentation, projects, writing tasks of the book, listening, dictation, and pronunciation, vocabulary, reading, and general questions: information and grammar.    ‌ | | |
| **15. Student learning outcome:**  This course prepares students to study wholly or partly in English medium at tertiary level, or to join the world of academic English, on the Internet and in print. This book also helps students to improve their English level from (pre-)intermediate to upper-intermediate (or higher). | | |
| **16. Course Reading List and References‌:**  The only source we rely on teaching this module is the EUS book. However and since it is student-cantered, students are supposed to work what is taught in the class and improve themselves on their own by reading/listening to short stories, surfing the Internet, etc. | | |
| **17. The Topics:** | | **Lecturer's name** |
| **Week-by week programme for lectures**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***lesson*** | ***Topic*** | ***Sub-theme*** | ***Skill*** | ***Classroom Lesson*** | | 1 | **Education** | Fresher's week | Listening | **1.1** | | 2 |  | Fresher's week |  | **1.2** | | 3 |  | Fresher's week |  | **1.3** | | 4 |  | Fresher's week |  | **1.4** | | 5 |  | Fresher's week |  | **1.5** | | 6 |  | Systems of Education | Speaking | **1.6** | | 7 |  | Systems of Education |  | **1.7** | | 8 |  | Systems of Education |  | **1.8** | | 9 |  | Systems of Education |  | **1.9** | | 10 |  | Systems of Education |  | **1.10** | | 11 |  | Living & working at university | Reading | **1.11** | | 12 |  | Living & working at university |  | **1.12** | | 13 |  | Living & working at university |  | **1.13** | | 14 |  | Living & working at university |  | **1.14** | | 15 |  | Living & working at university |  | **1.15** | | 16 |  | A personal statement | Writing | **1.16** | | 17 |  | A personal statement |  | **1.17** | | 18 |  | A personal statement |  | **1.18** | | 19 |  | A personal statement |  | **1.19** | | 20 |  | A personal statement |  | **1.20** | | 21 |  | *Portfolio theme 1* | *Integrated* | ***Portfolio theme 1*** | | 22 | **Psychology and Sociology** | Concepts | Listening | **2.1** | | 23 |  | Concepts |  | **2.2** | | 24 |  | Concepts |  | **2.3** | | 25 |  | Concepts |  | **2.5** | | 26 |  | human behaviour | Speaking | **2.6** | | 27 |  | human behaviour |  | **2.7** | | 28 |  | human behaviour |  | **2.8** | | 29 |  | human behaviour |  | **2.10** | | 30 |  | personality and behaviour | Reading | **2.11** | | 31 |  | personality and behaviour |  | **2.12** | | 32 |  | personality and behaviour |  | **2.13** | | 33 |  | personality and behaviour |  | **2.15** | | 34 |  |  |  | **2.16** | | 35 |  | extroverts and introverts | Writing | **2.17** | | 36 |  | extroverts and introverts |  | **2.18** | | 37 |  | extroverts and introverts |  | **2.20** | | 38 |  | *Portfolio theme 2* | *Integrated* | ***Portfolio theme 2*** | | 39 | **Work and business** | how to be a good employee | Listening | **3.1** | | 40 |  | how to be a good employee |  | **3.2** | | 41 |  | how to be a good employee |  | **3.3** | | 42 |  | how to be a good employee |  | **3.5** | | 43 |  | summer jobs | Speaking | **3.6** | | 44 |  | summer jobs |  | **3.7** | | 45 |  | summer jobs |  | **3.8** | | 46 |  | summer jobs |  | **3.10** | | 47 |  | choosing a career | Reading | **3.11** | | 48 |  | choosing a career |  | **3.12** | | 49 |  | choosing a career |  | **3.13** | | 50 |  | choosing a career |  | **3.15** | | 51 |  | the interview process | Writing | **3.16** | | 52 |  | the interview process |  | **3.17** | | 53 |  | the interview process |  | **3.18** | | 54 |  | the interview process |  | **3.20** | | 55 |  | *Portfolio theme 3* | *Integrated* | ***Portfolio theme 3*** | | 56 | **Science and Nature** | the scientific method | Listening | **4.1** | | 57 |  | the scientific method |  | **4.2** | | 58 |  | the scientific method |  | **4.3** | | 59 |  | the scientific method |  | **4.5** | | 60 |  | diagrams and explanations | Speaking | **4.6** | | 61 |  | diagrams and explanations |  | **4.7** | | 62 |  | diagrams and explanations |  | **4.8** | | 63 |  | diagrams and explanations |  | **4.10** | | 64 |  | temperature and time | Reading | **4.11** | | 65 |  | temperature and time |  | **4.12** | | 66 |  | temperature and time |  | **4.13** | | 67 |  | temperature and time |  | **4.15** | | 68 |  | a laboratory report | Writing | **4.16** | | 69 |  | a laboratory report |  | **4.17** | | 70 |  | a laboratory report |  | **4.18** | | 71 |  | a laboratory report |  | **4.20** | | 72 |  | *Portfolio theme 4* | *Integrated* | ***Portfolio theme 4*** | | 73 | **The Physical World** | geographical location | Listening | **5.1** | | 74 |  | geographical location |  | **5.2** | | 75 |  | geographical location |  | **5.3** | | 76 |  | geographical location |  | **5.5** | | 77 |  | location and physical features | Speaking | **5.6** | | 78 |  | location and physical features |  | **5.7** | | 79 |  | location and physical features |  | **5.8** | | 80 |  | location and physical features |  | **5.10** | | 81 |  | encyclopedia research | Reading | **5.11** | | 82 |  | encyclopedia research |  | **5.12** | | 83 |  | encyclopedia research |  | **5.13** | | 84 |  | encyclopedia research |  | **5.15** | | 85 |  | advantages and disadvantages | Writing | **5.16** | | 86 |  | advantages and disadvantages |  | **5.17** | | 87 |  | advantages and disadvantages |  | **5.18** | | 88 |  | advantages and disadvantages |  | **5.20** | | 89 |  | *Portfolio theme 5* | *Integrated* | ***Portfolio theme 5*** | | | Rozgar Yousif Omar  (3hrs/week for each class) |
| **18. Practical Topics (If there is any)** | |  |
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| **19. Examinations:**  ***1. Compositional:***  **Rewrite the sentence with the same meaning. Begin with the word given. Name the process which is undertaken.**  - The researchers gave some of the plants water.  - Some……  Answer: *Some of the plants were given water by the researchers.*  ***2.True or false type of exams:***  This text is about a man. His name is William Raskin. He was born on February 11th, 1910. He is from St Petersburg in Russia. In 1920, he moved to England. In 1930, he got a degree from Cambridge University. He then got a Master degree in 1932. In the same year, he married Frances Russell. Two years later, he got a PhD from Oxford University. He taught Biology for 15 years at King Alfred’s College. He became famous in the 1960s. He did some important experiments in psychology. He died in 2006.  1. Raskin was English.  2. Raskin was 20 when he moved to the UK.  3. His first degree was from Cambridge University.  4. He got married in 1933.  ***3. Multiple choices:***  **Choose the best answer.**  **1.** Recently, the nursery school …… for only young children.  a. has b. are c. is d. was e. be f. not-given g. does  **2.** The Central Exam …… evaluate students.  a. have b. is c. has d. is to e. be f. not-given g. must be  **3.** When Bill came in, Mary …… studying alone.  a. is to b. has c. be d. was e. be to f. being g. not-given  **4.** Attending lectures must not ……. compulsory.  a. is to b. has c. have d. will e. be to f. not-given g. do | | |
| **20. Extra notes:** | | |
| **21. Peer reviewپێداچوونه‌وه‌ی 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.‌‌ | | |