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| 1. College: ARTS | | | | | | |
| 1. Department: English Language and Literature | | | | | | |
| 1. Program: BSc | | | | | | |
| 1. Course code: ENGL101 | | | | | | |
| 1. Course title: Communication Skills | | | | | | |
| 1. Course credits: 3 | | | | | | |
| 1. Pre-requisites: None | | | | | | |
| 1. Course web-page: None | | | | | | |
| 1. Course coordinator: Dr Martin Parker | | | | | | |
| 1. Academic year: 2016-2017 | | | | | | |
| 1. Semester: | X | **First** |  | **Second** |  | **Summer** |
| 1. Textbook(s):   *Engaging Writing 1: Essential Skills for Academic Writing, Mary Fitzpatrick. Pearson Education ESL* | | | | | | |
| 1. References: | | | | | | |
| 1. Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):   Selected readings and Internet-derived resources at the discretion of the individual instructors | | | | | | |
| 1. Course description (from the catalog):   This course focuses on the development of basic composition and reading skills.  The writing component stresses the organization as well as the mechanics of expository writing. Reading materials are drawn from both literary and technical sources. | | | | | | |

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| 1. Course Intended Learning Outcomes (CILOs): | | | | | | | | | | | |
|  | *Mapping to PILOs* | | | | | | | | | | |
| *CILOs* | a | b | c | d | e | f | g | h | i | j | k |
| 1. Apply reading strategies to better comprehend intermediate/upper-intermediate level texts |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize the concepts of Subject, Purpose and Audience in relation to texts |  |  |  |  |  |  |  |  |  |  |  |
| 1. Write properly structured paragraphs |  |  |  |  |  |  |  |  |  |  |  |
| 1. Write a properly structured process essay |  |  |  |  |  |  |  |  |  |  |  |
| 1. Write a properly structured description essay |  |  |  |  |  |  |  |  |  |  |  |
| 1. Write a properly structured reason essay |  |  |  |  |  |  |  |  |  |  |  |
| 1. Write a properly structured contrast essay |  |  |  |  |  |  |  |  |  |  |  |
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| 1. Course assessment: | | |
| *Assessment Type* | *Number* | *Weight* |
| Quizzes | **3** | 10% |
| Midterms | **1** | 30% |
| In-class Test | **1** | 20 % |
| Assignments |  | % |
| Projects/Case Studies |  | % |
| Final | **1** | 40% |
| Total |  | 100% |

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| 1. Course Weekly Breakdown: | | | | | |
| *Week* | *Date* | *Topics covered* | *PILOs* | *Teaching Method* | *Assessment* |
| *1* |  | Introduction to comprehending a text (Subject, Purpose, Audience; Skimming and Scanning; Main ideas and Details; Inferencing; Drawing Conclusions; Predicting etc.) |  |  |  |
| *2* |  | Subject, Purpose, Audience;  Paragraph Format: Organization  Capitalization |  |  |  |
| *3* |  | Sentence structure |  |  |  |
| *4* |  | The Writing Process(1) |  |  |  |
| *5* |  | Paragraph Structure: Parts of a paragraph (1) - The topic sentence |  |  |  |
| *6* |  | Parts of a paragraph (2) - Supporting sentences |  |  |  |
| *7* |  | Parts of a paragraph (3) - The concluding sentence  Parts of a paragraph (4) - Writing a process paragraph |  |  |  |
| *8* |  | Grammar and punctuation - some common errors |  |  |  |
| *9* |  | Writing a description paragraph |  |  |  |
| *10* |  | Logical Division of Ideas(1): Organization |  |  |  |
| *11* |  | Logical Division of Ideas(2): Sentence Structure; Review |  |  |  |
| *12* |  | Writing a reason paragraph |  |  |  |
| *13* |  | Essay Organization(1): Organization |  |  |  |
| *14* |  | Essay Organization(2): Planning and Review |  |  |  |
| *15* |  | Practical application |  |  |  |
| *16* |  | Revision and consolidation |  |  |  |
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