



KOMAR UNIVERSITY OF SCIENCE AND TECHNOLOGY (KUST)

ACADEMIC ENGLISH I SYLLABUS			
Course Title	Academic English I		
Course Code	EGH1310	No. of Credits	3
Department	All departments except the English Department	College	All colleges
Pre-requisites Course Code	Passed English Level 4 at CIEP	Co-requisites Course Code	N/A
Course Coordinator(s)	Kizhan Salar		
Email	kizhan.salar@komar.edu.iq	IP No.	123
Other Course Teacher(s)/Tutor(s)	N/A		
Class Hours	Sundays and Tuesdays (8:00- 9:30 a.m.) Sundays and Tuesdays (2:00 - 3:30 p.m.) Mondays and Wednesdays (12:00 - 1:30 p.m.)		
Office Hours	Mondays: 9:00 a.m. - 10:00 a.m. Thursdays: 2:00 p.m. - 4:00 p.m. (Office No: 239)		
Course Type	University Requirement		
Offer in Academic Year	Spring 2016		
COURSE DESCRIPTION			
<p>This course is intended for students who are willing to develop and improve their skills in expository English writing. It focuses on the writing process which covers organization, structure and development of types of paragraphs. It also focuses on the structure, outline, unity and coherence of essays. At the end of the course, the APA style of writing will be introduced briefly.</p>			
COURSE LEARNING OUTCOMES			
<p>In this course, students will be able to</p> <ol style="list-style-type: none"> 1. <u>Understand</u> the structure and the development of paragraph and essay. (B, C, E) 2. <u>Read</u> academic texts with greater speed, understanding and accuracy. (A, B, C, E) 3. <u>Write</u> effectively in several genres of composition. (B,C,E) 4. <u>Use</u> effective academic vocabulary in their writing. (B, C, E) 5. <u>Develop</u> flexible strategies for generating, revising, editing, and proof-reading. (A, B, C, E) 6. <u>Produce</u> logical, clear and coherent thought in their outline and essays. (B, C, E) <p>Note: the course learning outcomes are linked to the university's five learning outcomes which are:</p> <ul style="list-style-type: none"> A. Critical Thinking B. Communication C. Professionalism (defined by an individual academic program) 			



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D. Ethics
E. Life-Long Learning

GUIDELINES ON GRADING POLICY

Points	Percentage Scores	Grade
A	95–100	4.0
A-	90-94	3.7
B+	87–89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	75–79	2.3
C	70-74	2.0
C-	65-69	1.7
D+	60–64	1.3
D	55-59	1.0
D-	50-54	0.7
F	0–49	0
I	<i>Incomplete Course Work</i>	
W	<i>Official Withdrawal</i>	

COURSE TEACHING AND LEARNING ACTIVITIES

1. Lectures
2. Assignments
3. Reading
4. Quizzes
5. In-class discussion and activities (pair/group work)
6. Peer reviewing

COURSE ASSESSMENT Tools

Assessment Tools	Assessment Weight	CLO
Assignment (5)	20%	No: 1, 3, 4,5,6
Performance and Attendance	10%	No: 1, 2, 3 ,4 , 5,6
Quizzes (4)	10%	No: 1, 2,3,4,5,6



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Midterm Exam	30%	No: 1, 2, 3, 4, 5
Final Exam	30 %	No: 1, 2, 3, 4, 5, 6
Total	100%	
	Passing grade is 60	

ESSENTIAL READINGS: (Journals, textbooks, website addresses etc.)

Textbook: *College Writing From Paragraph to Essay* by Dorothy E. Zemach & Lisa A. Rumisek

References:

1. *Writing Academic English* by Alice Oshma and Ann Hogue
2. *English for Academic Purposes* by Kathy Cox and David Hill
3. *Developing Composition Skills Rhetoric and Grammar* by Mary K. Ruetten
4. *Essay and Letter Writing* by L.G. Alexander
5. *Views and values* by Kari Sayers

COURSE POLICY (including plagiarism, academic honesty, attendance, etc.)

KUST Academic policy

Regular Attendance and Participation: All students are expected to attend every class session, prepared the lesson with necessary materials. You need to carefully read the assigned reading prior to class discussion. You must submit your assignment on time. Participation is based on your contribution in class activities. Your absence, tardiness, passiveness will negatively affect your grade.

Plagiarism: In case of plagiarism the student will get a grade of zero on the assignment.

Cheating in exams: Avoid taking any unauthorized materials including notes/equipment and devices with you. In case of finding any unauthorized materials, it will be assumed as cheating has taken place. The consequence is a grade of zero on the exam.

Communication during exam: You are not allowed to communicate with another student in the exam room.

GUIDELINES FOR SUCCESS

- 1. Do not hesitate to ask questions:** It is encouraged to ask questions with regards to the related subject.
- 2. Participation:** Students are expected to participate in class discussion and activities as participation is valuable and essential.
- 3. Make use of time:** It is crucial to realize that making good use of time can lead a student to become a successful writer.
- 4. Vocabulary development:** Students are highly encouraged to develop their personal vocabulary on



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a

daily/weekly basis.

5. Assignment: Students are required to finish their assignments within the allocated time.

Note:

*A few of the above are directly extracted and taken as guidelines for this course syllabus from Ryan Butcher, *ENGL-101 Course Syllabus for English Composition I* from this website: http://www.coffeyville.edu/academics/documents/engcompi_rbutcher.pdf, the course syllabus from BCC Burlington County College; <http://www.bcc.edu/pdf/files/crsoutlines/eng%20pdf/eng101.pdf> and the course syllabus from *University of Toronto School of Continuing Studies*; <http://2learn.utoronto.ca/uoft/search/publicCourseSearchDetails.do?method=load&courseId=106599>

*This syllabus is subject to change under required circumstances. The instructor will notify students about any change that take place.

Course calendar: Please check the academic calendar for 2015/2016 on KUST’s website

Week	Beg/End Dates	Topics (Chapters)	Assessment Tools	Objectives	CLO
1	28 Feb- 3 March	<ul style="list-style-type: none"> - Orientation - Introduction: Process Writing 	In class performance	<ul style="list-style-type: none"> - Introducing the course syllabus - Understanding process writing, the writing method used in most English-speaking university classes 	1,2,3,4
2	6- 10 March	Pre-Writing : Getting Ready to Write	- In class performance	<ul style="list-style-type: none"> - Choosing and narrowing a topic - Gathering ideas - Editing ideas 	1,2,3,4,5
3	13-17 March	The Structure of a Paragraph	<ul style="list-style-type: none"> - In class performance - Assignment # 1 	<ul style="list-style-type: none"> - The definition of a paragraph - The parts of a paragraph - Identifying and writing topic sentences 	1,2,3,4,5
	20- 24 March		Newroz Holiday		



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4	27-31 March	The Development of a Paragraph	<ul style="list-style-type: none"> - In class performance - Quiz # 1 	<ul style="list-style-type: none"> - Paragraph support and development - Writing concluding sentences - Peer editing 	1,2,3,4,5
5	3-7 April	Descriptive and Process Paragraphs	<ul style="list-style-type: none"> - In class performance - Assignment # 2 	<ul style="list-style-type: none"> - Descriptive paragraphs and reasons for writing them - Organizing on writing descriptive paragraphs using adjective and prepositions - Process paragraphs and reasons for writing them - Using transition words to write a process paragraph - Short story # 1 	1,2,3,4,5, 6
6	10-14 April	Opinion Paragraphs	<ul style="list-style-type: none"> - In class performance - Assignment # 3 	<ul style="list-style-type: none"> - Distinguishing between fact and opinion - Organizing and writing paragraphs expressing opinions and arguments - Using transition words to express causality - Using model expression to make recommendations 	1,2,3,4,5, 6
7	17-21 April	Comparison / Contrast Paragraphs	<ul style="list-style-type: none"> - In class performance - Quiz # 2 	<ul style="list-style-type: none"> - Comparison / contrast paragraphs and reasons for writing them - Organizing comparison / contrast paragraphs - Connecting words used for comparing and contrasting topics - Writing about the advantages and disadvantages of a topic 	1,2,3,4,5 ,6
	24-28 April		Mid-term Exam		
8	2-5 May	Problem/ Solution Paragraphs	<ul style="list-style-type: none"> - In class performance - Assignment # 4 	<ul style="list-style-type: none"> - Writing about problems and solutions - Using real conditionals - Writing a two-paragraphs paper with linking phrases 	1,2,3,4,5, 6



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9	8- 12 May	The Structure of an Essay	<ul style="list-style-type: none"> - In class performance - Quiz # 3 	<ul style="list-style-type: none"> - The definition of an essay - Formatting an essay - Writing a thesis statement - Short story # 2 	1,2,3,4,5,6
10	15- 19 May	Outlining an Essay	<ul style="list-style-type: none"> - In class performance - Assignment # 5 	<ul style="list-style-type: none"> - The purpose of an outline - Writing an outline 	1,2,3,4,5,6
11	22-26 May	Introduction and Conclusions	<ul style="list-style-type: none"> - In class performance 	<ul style="list-style-type: none"> - The purpose of writing an introduction - Types of information in introductions - The purpose of a conclusion - Writing conclusions 	1,2,3,4,5,6
12	29 May- 2 June	Unity and Coherence	<ul style="list-style-type: none"> - In class performance - Quiz # 4 	<ul style="list-style-type: none"> - The importance of unity in essay writing - Editing and essay for unity - The importance of coherence in essay writing - Creating coherence 	1,2,3,4,5
13	5-9 June	Essay for Examination	<ul style="list-style-type: none"> - In class performance 	<ul style="list-style-type: none"> - Common instructions for essay tests - Writing timed essays and managing time 	1,2,3,4,5
14	12-16 June	Introduction to APA Style		<ul style="list-style-type: none"> - APA Format 	1,2
15	19-23 June	Review			
	26- 30 June		Final Exam		