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| **ISHIK UNIVERSITY FACULTY OF SCIENCE Department of INFORMATION TECHNOLOGY,2017-2018 Spring Course Information for ELT 269 ACADEMIC WRITING SKILLS I** |

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| **Course Name:** | ACADEMIC WRITING SKILLS I |
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| --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Course type** | **Regular Semester** | **Theoretical** | **Practical** | **Credits** | **ECTS** |
| ELT 269 | 2 | 3 | 2 | - | 2 |  |

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| **Name of Lecturer(s)-Academic Title:** | Behçet Çelik - MSc |
| **Teaching Assistant:** | - |
| **Course Language:** | English |
| **Course Type:** | Non-area Elective |
| **Office Hours** | 1,3,5 15:00-16:00  |
| **Contact:** | Email:behcet.celik@ishik.edu.iq Tel:07500000000  |
| **Teacher's academic profile:** | Acedemic Profile....  |
| **Course Objectives:** | By the end of the course, students will be able to: 1. Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion; 2. Employ the various stages of the writing process, including pre-writing, writing and re-writing 3. Employ descriptive, narrative and expository modes; 4. Demonstrate ability to write for an academic audience 5. Demonstrate understanding of and apply the principles of effective paragraph structure; 6. Write concise sentences; 7. Employ quotation, paraphrase and summary; 8. Introduce, position and integrate source material into the body of an essay; 9. Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles; 10. Improve academic and idiomatic vocabulary; |
| **Course Description (Course overview):** | This course is designed to help students get familiar with different types of writing. It focuses on the recognition of different kinds of paragraphs and introductory information about essay writing. Then students are asked to produce different types of paragraphs (descriptive, narrative, definition etc.) and essay in an academic way. |
| **COURSE CONTENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Hour** |               **Date**               | **Topic** |
| **1** | 2 | 8-12/10/2017 | Chapter 1: Describing People |
| **2** | 2 | 15-19/10/2017 | Descriptive Adjejtives |
|  |  |  |  |
| **3** | 2 | 22-26/10/2017 | Capitilazation |
| **4** | 2 | 29/10-2/11/2017 | Chapter 2: Listing-Order Paagraphs |
|  |  |  |  |
| **5** | 2 | 5-9/11/2017 | Intensifirers |
| **6** | 2 | 12-16/11/2017 | Sentence Sturucture |
|  |  |  |  |
| **7** | 2 | 19-23/11/2017 | Midterm Exam |
| **8** | 2 | 26-30/11/2017 | Chapter 3: Giving Instructions |
|  |  |  |  |
| **9** | 2 | 3-7/12/2017 | \\\'HOW TO\\\' Paragraphs |
| **10** | 2 | 10-14/12/2017 | Descriptive Adverbs |
|  |  |  |  |
| **11** | 2 | 17-21/12/2017 | Transition Signals |
| **12** | 2 | 24-28/12/2017 | Common Sentence Errors |
|  |  |  |  |
| **13** | 2 | 31/12/2017-4/1/2018 | Punctuation |
| **14** | 2 | 7-11/1/2018 | Revision |
|  |  |  |  |
| **15** | 2 | 14-18/1/2018 | Final Exam |
| **16** | 2 | 21-25/1/2018 | Final Exam |
|  |  |  |  |

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| **COURSE/STUDENT LEARNING OUTCOMES**

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| --- | --- |
|  |  |
| **1** | Learn basic principles of rhetoric and develop an understanding of written texts as arguments generated for particular purposes, audiences, and rhetorical contexts. |
| **2** | Practice analytical reading strategies and hone the ability to summarize, paraphrase, draw evidence from, synthesize, and respond to the scholarship of others. |
| **3** | In addition to the above goals of Academic Writing introduces students to engineering writing genres, such as memos, researched technical reports, collaborative work, and multi-media presentations. |

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| **COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES**(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced )

|  |  |  |
| --- | --- | --- |
|  | **Program Learning Outcomes** | **Cont.** |
| **1** | An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution | I |
| **2** | An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs |  |
| **3** | An ability to function effectively on teams to accomplish a common goal |  |
| **4** | An understanding of professional, ethical, legal, security, social, and economic issues and responsibilities |  |
| **5** | An ability to analyze the local and global impact of computing on individuals, organizations, and society |  |
| **6** | An ability to use current techniques, skills, and tools necessary for computing practice |  |
| **7** | An ability to use and apply current technical concepts and practices in the core information technologies of human computer interaction, information management, programming, networking, web systems and technologies |  |
| **8** | An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems |  |
| **9** | An ability to effectively integrate IT-based solutions into the user environment |  |
| **10** | An ability apply problem solving skills, core IT concepts, best practices and standards to information technologies | P |
| **11** | An ability to identify and evaluate organizational requirements and current and emerging technologies | A |
| **12** | An ability to select, design, integrate and administer IT-based solutions into the organizational environment |  |

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| **Prerequisites (Course Reading List and References):** | Longman Academic Writing Series, Level 2, Ann Houge, Pearson Longman Publications (3rd edition). |
| **Student's obligation (Special Requirements):** | Come to class on time every day. Participate in class activities—Do not do homework for another class. Do not sleep during class. Do not use your phone or other devices during class. Work well with your classmates in groups or as partners. Be prepared for class every day (do homework and bring materials). Use the Library Use English as much as possible. Turn off the sound on your cell phone. Use basic classroom skills, such as copying from the board, organize study materials. Take personal responsibility for learning the material: ask for repetition and clarification, manage your time, utilize study and group-work skills etc. |
| **Course Book/Textbook:** | Longman Academic Writing Series, Level 2, Ann Houge, Pearson Longman Publications (3rd edition). |
| **Other Course Materials/References:** | Some sample writings from internet |
| **Teaching Methods (Forms of Teaching):** | Practical Sessions, Excersises, Presentation, Assignments |
| **COURSE EVALUATION CRITERIA**

|  |  |  |
| --- | --- | --- |
| **Method** | **Quantity** | **Percentage (%)** |
| Attendance | 1 | 5 |
| Participation | 1 | 5 |
| Quiz | 1 | 10 |
| Midterm Exam(s) | 1 | 40 |
| Final Exam | 1 | 40 |
| **Total** | **100** |
| **Examinations:**Essay Questions, True-False, Fill in the Blanks |  |  |

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| **Extra Notes:** |
| **ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Work Load** |
| Course Duration (Including the exam week: 16x Total course hours) |  |  | 0 |
| Hours for off-the-classroom study (Pre-study, practice) |  |  | 0 |
| Assignments Mid-terms |  |  | 0 |
| Final examination |  |  | 0 |
| Other |  |  | 0 |
| **Total Workload** | **0** |
| **ECTS Credit (Total workload/25)** | **0** |

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**Peer review**

|  |  |  |
| --- | --- | --- |
| Signature: | Signature: | Signature: |
| Name: | Name: | Name: |
| Lecturer                                                                       | Head of Department                                                         | Dean |

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