Course Name : Academic Language Skills I									
Course Code	Course Type	Regular Semester	Lecture (hours/we ek)	Seminar (hours/we ek)	Lab. (hours/we ek)	Credits	ECTS		
ELL 111	В	Fall	4.00	0.00	0.00	4.00	6.00		
	Lecturer Enriketa Sogutlu, Prof. Asoc. Dr.								
	Assistant	Albana Cekrezi, PhD							
Cour	se language	English							
Course level		Bachelor							
	Description	This comprehensive course offers students systematic practise of four skills at advanced level. It encourages enhancement of students' reading skills through a wide range of contemporary diverse texts, articles, speeches, etc. Through language focus sections students will be able to acquire complex grammar structures, while vocabulary spots will help them increase their word store. Students are expected to become competent and fluent in spoken and written English.							
Through this course, students will be able to reinforce their understand grammatical structures with the help of a variety of exercises. They wil use listening tasks such as controlled speaking activities that lead them free speaking abilities. As concerns, the reading skill: students will be a practice reading skills such as skimming, scanning, intensive reading for purpose, understanding text structures, and so on. In the writing section will be able to improve and develop their writing skills and produce letter proposals, essays, reports, narratives, and reviews.						I be able to n to attain able to or a specific on, students			
Core Concepts		Reading, Listening, speaking, writing, informal/semi-formal letters, proposal, formal style, linkers, future and hypothetical constructions, essay based on prompts, future, degree of certainty, infinitives, modals, stative verbs, past tenses, synonym/antonym.							
<b>Course Outlin</b>	ie								
Week				Topic					
1	Module 1. Vocabulary, relationship, family life, personality, qualities, idioms, prepositions, phrasal verbs, word formation. Students discuss their favorite movies and characters. They try to make use of the given words: single, sibling, widow, guardian, nephew, and complete the text. Students discuss the topic of family and how it links us to our past and future.								
2	Different but the same. The reading part introduces the case of two twins similar but at the same time different from each other. Students will try to comprehend the text, work with vocabulary, conduct text analysis. In the end, they write the entry of a blog on how siblings can get along despite differences.								
3	Vocabulary, relationship adjectives, idioms related to relationship, personality, qualities, word formation, grammar in use, used to, would, get used to. A variety of exercises is offered to students on vocabulary on the correct use of words such as stare, image, glimmer. Other exercises are on relationship adjectives such as tight-knit, distant, dysfunctional, insincere, strong. In addition to this, idioms on relationship: your side of the story, the center of attention are given in an exercise to be filled in by students. In the end, grammar in use introduces past tenses and exercises on used to, would.								
4	Writing informal letters/emails. Informal letters/emails are sent to people we know well such as friends, relatives. They can describe an experience, give news, make invitations, accept or refuse invitations, ask for/give advice, explain, thank, suggest, express preference. They usually contain more than one topic.								

5	Development of speaking skills through free speaking activities.						
4		Development of reading skills while practicing skills such as skimming, scanning, intensive reading etc.					
3	Reinforcemen	Reinforcement of students understanding of grammatical structures.					
2	Development of writing skills through writing activities based on realistic types and styles of writing.						
1	Development	of listening skills through a variety of tasks.					
Course Outc	ome						
	References	VOA Special English Oxford dictionary, www.oup.com/elt/headway					
	Literature	Cohen , R., Miller J.(2014) Northstar Reading and Writing Advanced. Pearson Longman. On screen Virgina Evans C1					
	Prerequisites	The student must attend the course at a minimum rate of 75%.					
16	Final Exam						
15	Students revis	Revision, vocabulary, writing, grammar. Review of the vocabulary of modules 3, 4, and 5. Students revise the vocabulary and grammar of modules 3, 4, and 5. In the end, they focus on writing semi-formal essays, letters, essays based on prompts and reports.					
14	Review of the	Revision, vocabulary, writing, grammar. Review of the vocabulary of the first two modules. Review of the writing skills with a focus on informal letters and emails. Students revise how to write a proposal.					
13		Students read various report examples, identify the correct style, match beginnings to endings, expand paragraphs and finally write a report.					
12		Passive, causative, writing reports. The grammar in use section includes exercises on passive structures, causatives. The writing section deals with how to write a report.					
11	vocabulary? S a global citize	Module 5. What is your social consciousness IQ, environmental crime investigator, text analysis, vocabulary? Students brainstorm on the idea of social consciousness IQ and what it means to be a global citizen. The reading text deals with environmental crime investigators and text analysis exercises that help students comprehend it.					
10	exercises is gi absence of ne	Modal Verbs, phrases that express modality, writing an essay based on prompts. A variety of exercises is given to students to practice with modal verbs that express possibility, necessity, or absence of necessity and obligation. In the writing session, students are instructed to write an essay based on prompts.					
9	Module 4. Emotional Health, inner well-being, what`s in a smile, vocabulary. Students brainstorm on emotional health and inner well-being. The reading section deals with what is hidden behind a smile. The example of Mona Lisa and the smile in her portrait is given as examples to be discussed. The session ends with exercises on vocabulary: mysterious, mischievous, therapeutic, infectious.						
8	Midterm Exam						
7	are invited to continue with	Module 3. Widen your horizon, young entrepreneurs, vocabulary, semi-formal letters. Students are invited to brainstorm on how they can widen their horizons and what is job satisfaction. They continue with the reading section and conduct exercises related to it such as vocabulary focus, text analysis. The writing section deals with semi-formal letters.					
6	Vocabulary, research, technology, gadgets, collocations, idioms, word formation. Students are given different exercises to complete. First, they have to practice vocabulary exercises and words like mind-boggling, intuitive, pertinent, self-regulating, etc. Technology exercises follow and the section ends with idioms related to technology and word formation.						
5	Module 2. Pushing boundaries, a look into the future, how to build a bionic man, text analysis. The main theme of the chapter is the future, technological developments, pushing boundaries. The relationship between humans and technology is controversial. The way technology is used is at the same time beneficial and profitable. The text on building a bionic man describes how close technology is to catching up with and exceeding the abilities of the human body.						

Course Evaluation							
In-term Studies	Quantity	Percentage					
Midterms		1	30				
Quizzes		0	0				
Projects		0	0				
Term Projects		1	30				
Laboratory		0	0				
Class Participation		1	10				
Total in-term evaluation percent							
Final exam percent							
Total							
ECTS Workload (Based on Student Workload)							
Activities	Quantity	Duration (hours)	Total (hours)				
Course duration (Including the exam week: 16x Total hours of the course)	16	4	64				
Study hours outside the classroom (Preparation, Practice, etc.)	14	0	0				
Duties	1	0	0				
Midterms	1	25	25				
Final Exam	1	30	30				
Other	1	35	35				
Total Work Load							
Total Work Load / 25 (hours)							
ECTS							