

Course Name : Academic Language Skills I							
Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
ELL 111	B	Fall	4.00	0.00	0.00	4.00	6.00
Lecturer		Enriketa Sogutlu, Prof. Assoc. Dr.					
Assistant		Albana Cekrezi, PhD					
Course 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.					
Objectives		Through this course, students will be able to reinforce their understanding of grammatical structures with the help of a variety of exercises. They will be able to use listening tasks such as controlled speaking activities that lead them to attain free speaking abilities. As concerns, the reading skill: students will be able to practice reading skills such as skimming, scanning, intensive reading for a specific purpose, understanding text structures, and so on. In the writing section, students will be able to improve and develop their writing skills and produce letters, emails, proposals, essays, reports, narratives, and reviews.					
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.					
Course Outline							
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	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.
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.
7	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.
8	Midterm Exam
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.
10	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.
11	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.
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.
13	Students read various report examples, identify the correct style, match beginnings to endings, expand paragraphs and finally write a report.
14	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.
15	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.
16	Final Exam
Prerequisites	
The student must attend the course at a minimum rate of 75%.	
Literature	
• Cohen , R., Miller J.(2014) Northstar Reading and Writing Advanced. Pearson Longman. • On screen Virgina Evans C1	
References	
• VOA Special English • Oxford dictionary, www.oup.com/elt/headway	
Course Outcome	
1	Development of listening skills through a variety of tasks.
2	Development of writing skills through writing activities based on realistic types and styles of writing.
3	Reinforcement of students understanding of grammatical structures.
4	Development of reading skills while practicing skills such as skimming, scanning, intensive reading etc.
5	Development of speaking skills through free speaking activities.

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			70
Final exam percent			30
Total			100
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			154
Total Work Load / 25 (hours)			6.16
ECTS			6.00