

# FINAL INTERNATIONAL UNIVERSITY- FACULTY OF EDUCATIONAL SCIENCES



## English Language Teaching Program Course Outline 2024-2025 Spring Semester

Course Code	Course Title	Course Type	Weekly Course Hours	Total Credit	ECTS	Pre-requisite	Language of Instruction
ELTE 102	Reading & Writing Skills II	Faculty Core	4    0    0	4	6	None	English

<b>Instructor</b>	Senior Instructor: Ece Işılçay ŞİK	<b>Assistant</b>	None
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<b>Office No.</b>	AS 123A	<b>Office No.</b>	.....
<b>Office Telephone No.</b>		<b>Office Telephone No.</b>	.....
<b>Office hours</b>	Friday 13:30-15:30	<b>Office hours</b>	.....
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<b>Course Description</b>	<p>ELTE 102 is a second-semester, first-year reading and writing course designed to further develop students' academic and professional communication skills in English. Building on foundational skills acquired in ELTE 101, students will engage with more complex texts and refine their ability to read critically and write effectively. The course focuses on advanced skills such as synthesizing information from multiple sources, analyzing arguments, constructing research-based essays, and mastering advanced vocabulary and grammar structures. Students will also explore various text types and rhetorical styles, enhancing their ability to adapt their writing to different academic contexts. The course continues to emphasize the writing process—brainstorming, drafting, revising, and editing—while integrating technology platforms, such as LMS, to facilitate collaborative learning and feedback.</p>
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<b>General objective of the course</b>	<p>The primary objective of this course is to empower students with advanced reading and writing skills essential for success in academic and professional environments. Students will strengthen their critical thinking abilities, enabling them to evaluate and synthesize ideas from diverse texts effectively. The course also aims to cultivate students' skills in writing well-structured, coherent, and persuasive essays, with an emphasis on research integration and citation practices. By building on their understanding of grammar and vocabulary, students will enhance the precision and clarity of their written communication. Additionally, the course will foster students' capacity to analyze complex texts, develop logical arguments, and engage in academic discussions, equipping them with the tools necessary for lifelong learning and effective communication.</p>
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### LEARNING OUTCOMES

More specifically, on successful completion of this course the students will be able to		Program Objectives	
<b>Knowledge</b>	<b>Expand Vocabulary:</b> Understand and apply a broader range of academic and professional vocabulary effectively in both reading and writing.	LO1	
	<b>Apply Grammar and Punctuation Rules:</b> Demonstrate the correct application of essential grammar and punctuation rules to enhance the accuracy and clarity of their writing.	LO1	
	<b>Analyze Texts:</b> Gain an understanding of how to critically evaluate the structure, purpose, and content of texts from different genres and perspectives.	LO1 , LO5	
<b>Skills</b>	<b>Read Critically:</b> Demonstrate the ability to read and comprehend a variety of texts, analyzing and interpreting complex ideas with greater fluency.	LO5	
	<b>Summarize and Paraphrase:</b> Accurately summarize and paraphrase texts while capturing key ideas	LO7	
	<b>Use Technology for Learning:</b> Effectively use digital tools, such as Learning Management Systems (LMS), for reading, writing, and course-related activities.	LO10	
<b>Values, Attitudes and Behaviors</b>	<b>Think Critically:</b> Develop an attitude of critical thinking by synthesizing information from multiple sources to support arguments and ideas.	LO5 , LO6	
	<b>Managing and monitoring:</b> Managing and monitoring their own learning through the homework assignments and classwork.	LO3 , LO4	

	<b>Demonstrate Academic Integrity:</b> Develop respect for ethical writing practices, including proper citation and avoidance of plagiarism.	LO7	
<b>Course book(s) and Supplementary Materials</b>			
Macintyre, P & Bohlke, D. (2020). Reading Explorer 4. National Geographic Learning. Examples from different sources/Lectures' notes. PowerPoint Presentations			
*All lecture materials will be available via FIU LMS (lms4.fiu.edu.tr)			
<b>CONTENT &amp; WEEKLY SCHEDULE</b>			
WEEK	Topics	L.O.	Assessment
Week 1	Introduction to the course: aim, classroom procedures, weekly instructional plan, requirements, resources, evaluation and learning outcomes) <b>Unit 7: Group Behavior</b> -Reading 1 : A Crowd in Harmony <b>Understanding Words from Context</b>	LO1 , LO2	In-Class Activities Midterm Exam
Week 2	<b>Unit 7: Group Behavior</b> - Reading 2 : Our Online Behavior - Reading strategy: Understanding Word Roots and Affixes - Writing: Sentence Structure / Writing Activity	LO1 , LO7 , LO10	In-Class Activities Midterm Exam
Week 3	<b>Unit 8: Investigation</b> - Reading 1: Who killed Emperor? - Reading strategy: Evaluating Evidence - Reading strategy: Collocations with dispute -Writing: How to Write a Pros and Cons Essay	LO1 , LO7	In-Class Activities Midterm Exam
Week 4	<b>Unit 8: Investigation</b> - Reading 2: In the Crime Lab strategy: Understanding Idiomatic Expressions - Reading strategy: Collocations with dispute - Word root leg Writing: <b>Choosing the Essay Topics</b>	LO5 , LO6	In-Class Activities Assignment Midterm Exam
Week 5	<b>Unit 9: Rediscovering the Past</b> - Reading 1: Virtually Immortal - Reading strategy: Recognizing Ellipsis - Collocations with virtual  Writing: <b>Brainstorming</b>	LO3 , LO5	In-Class Activities Midterm Exam
Week 6	<b>Unit 9: Rediscovering the Past</b> - Reading 2: Lure of the Lost City - Reading strategy: Word usage: legend vs. Myth vs. folktale - Scanning for Information -Summary Completion Writing: <b>Writing the DRAFTS in the classroom</b>	LO4 , LO7	In-Class Activities Assignment Midterm Exam
Week 7	<b>REVISION / FEEDBACK / READING &amp; WRITING ACTIVITIES</b>	LO4	In-Class Activities Midterm Exam
Weeks 8	<b>MIDTERM</b>	LO1 , LO7	In-Class Activities Midterm Exam
Weeks 9	<b>Unit 10: Healthy Living</b> - Reading 1: Living Longer strategy: Scanning for Information <b>Writing the FIRST DRAFTS in the classroom</b>	- Reading - Reading Activities LO5	In-Class Activities Final Exam
Week 10	<b>Unit 10: Healthy Living</b> - Reading 2: In Search Of Longevity - Reading strategy: Understanding Quantitative and Qualitative Data <b>Writing: FEEDBACK</b>	LO3 , LO7	In-Class Activities Assignment Final Exam

Week 11	<b>Unit 11: Green Solutions</b> - Reading 1: Saving Water / Reading 2: Technology as Trash - Reading strategy: Identifying Sources of Information Collocations with extent Evaluating Sources - Evaluating Solutions - <b>Reading Activities</b>	LO4 , LO6	In-Class Activites Final Exam
Week 12	<b>Unit 12: Earth and Beyond</b> - Reading 1: Planet Hunters A: Recognizing Cause and Effect Relationships - Justifying an Opinion - <b>Presentation Guide / Writing the FINAL DRAFTS in the classroom</b>	- Reading strategy: LO2 , LO5 , LO7	In-Class Activites Final Exam
Week 13	<b>PRESENTATIONS</b>	LO5 , LO6 , LO8	Presentation Final Exam
Week 14	<b>PRESENTATIONS</b>	LO1 , LO8 , LO10	Presentation Final Exam
Week 15	<b>FINALS</b>	LO1 , LO8 ,	Final Exam

**TEACHING -  
LEARNING  
APPROACH**

This course is based on classroom practice (discussion, pair-work, group-work, projects) facilitated by instructor input as well as classroom observations and micro-teaching by students.

**REQUIREMENTS**

- This is a 6 ECTS course. Students should expect to be studying inside and outside the classroom for an average of 6 hours per week.
- You are expected to come to class prepared to demonstrate effective participation in class discussions.
- Students should take the mid-term examination and the final examination at the specified date and time and complete any given assignments promptly.
- There is a strong continuous assessment dimension to this course. Students are strongly advised to attend all classes. 70% attendance is a requirement for a passing grade.
- Students should avoid plagiarism, which is intentionally failing to give credit to sources used in writing (or speaking) regardless of whether they are published or unpublished. Plagiarism (which also includes any kind of cheating in exams) is a disciplinary offence.
- All references should be formatted using the APA System.

**TIME SPENT FOR THE COURSE AND ECTS CREDIT CALCULATION**

Activity	Number	Time (hour)	Total time (hour)	
Lecture time : 14xperiods per week)		12	4	48
Out of class Study time (14xstudy time per week)		12	3	36
Time spent studying for midterm	1	12	12	12
Time spent for Assignment	3	12	36	36
Time spent preparing and delivering presentations	2	5	10	10
Time spent studying for Final	1	15	15	15
Total time spent				157
Total time spent / 25(hours)				

6.28 ECTS )(I

ECTS Credits

6

**METHODS OF ASSESSMENT**

Student success will be evaluated as the following:

Type of assessment	Number	Weight (%)	Total (%)	L.O.
Midterm Exam	1	25	25	1,5, 7
Assignments (Outline- First Draft- Final Essay)	3	20	20	2,4,6,7
Classwork	1	10	10	1.3.8
Presentation	1	10	10	1,8.10
Final Exam	1	35	35	1,5,7,9
<b>Grand Total</b>			100	