



## Course Descriptor

### ENGL 121 Academic Reading & Writing 1

<b>Proposed Academic Year</b>	FALL 2021-22	<b>Last Reviewed Academic Year</b>	
<b>Course Code</b>	ENGL 121	<b>Course Title</b>	Academic Reading & Writing 1
<b>Credit hours</b>	3	<b>Level of study</b>	Undergraduate
<b>College / Centre</b>	College of Arts and Humanities	<b>Department</b>	Education Department
<b>Co-requisites</b>	None	<b>Pre-requisites</b>	None

#### 1. COURSE OUTLINE

This course offers the essential writing skills required by undergraduates in a university to help them function effectively in an academic environment and beyond. The course introduces students to the basic principles of critical reading and writing skills, such as summarizing, paraphrasing, quoting and synthesizing information from different texts, critically evaluating information for use in project papers, selecting and incorporating information from other sources in a text as well as accurately documenting such information within and at the end of a text following referencing conventions. These skills are generic and transferable to other disciplines and students can apply them immediately in their class work, assignments, project papers and examinations.

#### 2. AIMS

The course aims to:

- Familiarize students with key concepts and principles underlying academic writing and presentation skills.
- Enable students to analyze information critically.
- Empower students' skills to write summaries, paraphrases and quotes of texts in response to a given task.
- Enable students to synthesize information from various sources in their writing in response to a given task.
- Empower students with necessary knowledge to apply persuasive argumentative writing strategies in response to a given task.
- Acquaint students with the principles of citing sources in their writing using the proper citation and referencing style.

#### 3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS



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<b>Learning Outcomes</b> <i>(Definitive)</i>  Upon successful completion of this course, students will be able to:	<b>Teaching and Learning methods</b> <i>(Indicative)</i>	<b>Assessment</b> <i>(Indicative)</i>
1. Demonstrate an understanding of the key concepts and principles underlying academic writing and presentation skills.	Lectures, Class Activity & Assignment	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> <li>• Presentations</li> <li>• Groups</li> <li>• Teacher evaluation</li> </ul>
2. Evaluate information critically from various sources to respond to a task.	Lectures, Class Activity	<ul style="list-style-type: none"> <li>• Exam + participation</li> <li>• Classroom discussion</li> <li>• Presentations</li> <li>• Groups</li> <li>• Teacher evaluation</li> </ul>
3. Write summaries, paraphrases and quotes of texts in response to a given task.	Lectures, Class Activity	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> <li>• Presentations</li> <li>• Groups</li> <li>• Teacher evaluation</li> </ul>
4. Use process writing to develop a rhetorical structure of an essay & apply persuasive argumentative writing strategies in response to a given task.	Lectures, Class Activity	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> <li>• Presentations</li> <li>• Teacher evaluation</li> </ul>
5. Write for an audience by understanding their attributes, needs and expectations.	Lectures, Class Activity & Assignment	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> <li>• Groups</li> </ul>



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		<ul style="list-style-type: none"> <li>• Teacher evaluation</li> </ul>
6. Cite sources in their writing using the proper citation and referencing style.	Lectures, Class Activity	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> <li>• View tutorials</li> <li>• Groups</li> <li>• Teacher evaluation</li> </ul>
	All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19 pandemic and will continue to be used after the pandemic if online classes are scheduled.	<ul style="list-style-type: none"> <li>•</li> </ul>

#### 4. ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
Reading assignment	10
Writing assignment	10
Classroom discussion	10
Participation	10
Midterm	20
Final Exam	40
<b>TOTAL</b>	<b>100%</b>

#### 5. ACHIEVING A PASS



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Students will achieve **3** credit hours for this course by passing **ALL** of the course assessments [*alternatively, list the compulsory pass assessments\**] and achieving a **minimum overall score of 50%**

***NB \*Ensure that ALL learning outcomes are taken into account***

<b>6. COURSE CONTENT (Indicative)</b>	
<b>LECTURE TOPIC</b>	<b>TIME (HOURS)</b>
<p>Week 1</p> <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Outline of Course Requirements and Assessment.</li> <li>• introduction to Learning Styles</li> <li>• Identifying one's own learning style.</li> </ul>	3
<p>Week 2: Vocabulary Learning Strategies</p> <ul style="list-style-type: none"> <li>• Using Dictionaries and principles of spelling</li> <li>• Strategies for remembering/recording vocabulary e.g. mnemonics, diagrams, trees, maps</li> <li>• Word building &amp; formation e.g. suffixes, prefixes, roots</li> <li>• Pronunciation: sounds and stress</li> <li>• Register</li> </ul>	3
<p>Week 3: Grammatical Structure</p> <ul style="list-style-type: none"> <li>• Form, meaning, use, pronunciation</li> <li>• Sentence structure</li> <li>• Error analysis and correction</li> <li>• Introduction to proofreading and editing strategies.</li> </ul>	3
<p>Week 4: Text Analysis (1) Introduction to Reading Skills</p> <ul style="list-style-type: none"> <li>• Introduction to reading strategies e.g. skimming, scanning etc</li> <li>• Analysis of a range of text types including authentic texts: genre, topic, purpose, audience etc</li> <li>• Awareness of text organization and location of information</li> <li>• Awareness of role of non-verbal support in texts e.g. cartoons, diagrams, photos, graphs etc</li> </ul>	6
<p>Week 5: Text Analysis (2) Introduction to Writing Skills</p> <ul style="list-style-type: none"> <li>• Analysis of a range of text types including authentic texts: genre, topic, purpose, audience etc</li> <li>• Identifying overall text structure &amp; organisation, cohesive devices, discourse markers etc</li> <li>• Analysing vocabulary with reference to genre, purpose, audience etc</li> </ul>	6



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<p>Week 6</p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Part 2: Applying the skills and strategies: Reading and Writing Cycle</li> <li>• Extensive &amp; Intensive Reading/ Developing Reading Skills</li> <li>• Identifying genre and purpose</li> <li>• Developing sub-skills e.g. gist, skimming, scanning, inference, fact, opinion</li> <li>• Vocabulary Skills</li> <li>• Developing topic specific vocabulary, lexical chains &amp; groups</li> <li>• Word building, formation, spelling</li> <li>• Register/ appropriacy</li> <li>• Deducing meaning from context</li> </ul>	3
<p>Week 7: [Descriptive genre]</p> <ul style="list-style-type: none"> <li>• Developing appropriate reading and vocabulary skills with selected genre</li> <li>• Reading strategies for exam purposes</li> <li>• Analyzing exam question types</li> </ul>	3
<p>Week 8: [Expository essay genre]</p> <ul style="list-style-type: none"> <li>• Developing appropriate reading and vocabulary skills with selected genre</li> <li>• Reading strategies for exam purposes</li> <li>• Analyzing exam question types</li> </ul>	3
<p>Week 9: [Comparison and contrast essay genre]</p> <ul style="list-style-type: none"> <li>• Developing appropriate reading and vocabulary skills with selected genre</li> <li>• Reading strategies for exam purposes</li> <li>• Analyzing exam question types</li> </ul>	3
<p>Week 10: [Comparison and contrast essay genre]</p> <ul style="list-style-type: none"> <li>• Developing appropriate reading and vocabulary skills with selected genre</li> <li>• Reading strategies for exam purposes</li> <li>• Analyzing exam question types</li> </ul>	3
<p>Week 11:[cause &amp; effect essay genre]</p> <ul style="list-style-type: none"> <li>• Developing appropriate reading and vocabulary skills with selected genre</li> <li>• Reading strategies for exam purposes</li> <li>• Analyzing exam question types</li> </ul>	3
<p>Week 12: [cause &amp; effect essay genre]</p> <ul style="list-style-type: none"> <li>• Developing appropriate reading and vocabulary skills with selected genre</li> <li>• Reading strategies for exam purposes</li> <li>• Analyzing exam question types</li> </ul>	3
<p>Week 13: Timed Reading and Writing Cycle [previously introduced genre]</p>	3
<p>Week 14: Timed Reading and Writing Cycle [previously introduced genre]</p>	3
<p>Week 13 Course Review</p>	3
<p><b>TOTAL HOURS</b></p>	<b>45</b>



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Plus <b>RECOMMENDED INDEPENDENT STUDY HOURS</b>	<b>90</b>
<b>TOTAL COURSE HOURS</b>	<b>144</b>

**7. RECOMMENDED READING**

**Core text/s:**

Stephen Bailey. (2011). Academic Writing: A Handbook for International Students. Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN (3rd edition)

**Library + online resources:**



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