**Course Title:** English Grammar and Comprehension (English I) For BS-EE Students

**Course Code:** EN101

**Semester:** Fall’ 2013

**Course Instructor:**Razm-ul-Zafar

**Email:** razm.zafar@umt.edu.pk

**COURSE DESCRIPTION FOR ELECTRICAL ENGINEERING**

This course is the first in a series of three required English language courses designed to promote English language proficiency at undergraduate level for students of BS-EE (Electrical Engineering). We will focus on core language skills (reading, listening, writing, and speaking) using variety of texts (short stories, online material, contemporary newspaper and magazine articles, graphic organizers, films, and documentaries) with particular emphasis on grammar and vocabulary (related to Electrical Engineering). Starting with sentence formation and paragraph development we will progressively move on to activities and exercises illustrating the concepts of (a) narration, (b) description, (c) comparison and contrast, and (d) cause and effect (e) audio/visual comprehension. Moreover, the chief purpose of the course is topromote confidence of the participants to speak in public in the target language i.e. English.By the end of the course students will be able to exhibit the improvement of lingual skills within appropriate contexts (academic, social, personal, work related).

**COURSE OBJECTIVES**

**The students of BS-EE will be able to:**

**WRITING**

* Develop English grammar and vocabulary (Correct English)
* Articulate ideas in written English coherently and cohesively (Correct sentence structure and Spelling Bee)
* Compose sentences effectively into paragraphs and paragraphs into essays by using correct parts of speech and tenses (correct English)
* Exhibit a range of vocabulary in descriptive and narrative expressions (Spelling Bee)
* Exhibit a range of vocabulary related to electrical engineering
* Understand the patterns of narrative and descriptive writing styles with attention to grammar, syntax, content and organizational structure
* Comprehending correct punctuation techniques for better display of their ideas
* Write short essays, formal and informal letter (functional English)
* Using professional and technical jargons effectively (list provided by the teacher for BS-EE teacher)
* Build up an essay of five paragraphs (Correct English)

**READING**

* Understand reading comprehension using Visual Strategies for developing Cognitive/critical thinking
* Learning the techniques of reading for reading effectively (Text comprehension and Spelling Bee)
* Critically read and analyze a text
* Locate, extract and synthesize the required information from different types of the written discourse
* Skim and scan the text of short stories, news papers and magazines

**SPEAKING**

* Accelerate in good communication and presentation skills by actively participating in class discussion, formal/informal presentations and role play(Oral communication)
* Respond to written and visual information by answering questions
* Engage in topic relevant discussions with peers
* Role play activity to enhance communication

**LISTENING**

* Comprehend visuals/listening material and drawing meaning (Understanding)
* Development of listening comprehension skills
* To understand the elements of comparison and contrast/ cause and effect via audio/visual comprehension.

**Long Term Objectives**

* Demonstrate proficiency in English grammar and comprehension skills
* Proficiency in producing correct and error free piece of writing
* Active learning through audio/visual comprehensions (listening skills enhancement)
* Become capable learner

**REQUIREMENTS**

**In this course, the students of BS-EE are expected to:**

* Attend all class sessions for requisite number of hours and actively participate in all class activities.
* Complete all assignments in time
* Prepare and appear in all announced/ unannounced quizzes
* Respect and benefit from diverse, often opposing, values and opinions
* Make use of the criticism offered by the instructor and peers positively by revising the work
* Make use of a library, dictionary, highlight the text, take notes, and raise questions in reading assignments
* Fully participate in class discussions and help foster a discourse community by listening to the peers’ views and ideas as well as articulating their own in an effective manner
* Pass midterm and final term exam
* Demonstrate the skills and ability to succeed in the next level of the required English courses
* Maintain personal blogs for assignments

**Course Policies**

* No late work/submission of Assignments.
* Class participation is mandatory. Beware! 10% of your course marks is based on your performance in class
* **Academic honesty** is assumed. All work you submit must be your own.
* **Avoid Plagiarism.** All the cases of plagiarism will be referred to controller’s office. Please click the link given below for university policy on plagiarism. (<http://www.uvas.edu.pk/news/HEC_PLIAGERISM_POLICY.pdf>)
* Students who miss more than five lectures will not be allowed to attend the final examination.
* No talking unless as part of the class discussion
* I reserve the right to make new rules and changes to the course, if required
* Laptops and cell-phones must be switched off during lectures
* No interaction with electronic devices (playing games, sms, e-mail…)
* No retake of class quizzes/exercises.

**Resource Material**

* CEL Grammar Book
* Specific handouts along with exercises
* Moodle
* Articles from the internet and other sources
* Power point presentations
* Movies/videos
* Video lectures

**Teacher Resource Books (Handouts/worksheet will be provided to the students of BS-EE from these books)**

Wilson, K., &Wauson, J. (2010).*The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.

Howe, D., Kirkpatrick, T., & Kirkpatrick, D. (2006).*English for Undergraduates*. Karachi, Pakistan: Oxford University Press.

Filed, M. (2000).*Improving Your Written English*. Kuala Lumpur: Golden Books Centre SDN.BHD..

Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984).*Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.

Ehrlich, E. (1992). *Theory and Problems of Punctuation, Capitalization and Spelling* (2nded.). Singapore: McGRAW-HILL, INC.

Cunningham, S., & Moor, P. (1999).*Cutting edge*. Harlow: Longman.

**Essential Readings:**

**Novel**

“Animal Farm” by “George Orwell”

“Friend or Fue?” By ‘Steve Barlow” and “Steve Skidmore”

**Extracts from short story**

<http://stemstories.files.wordpress.com/2013/08/my-journey-to-engineering-20130811.pdf>

http://www.engineeringlegacies.com/WhatIs\_Stories.php

**Magazines for BS-EE Students (Extracts from the magazines will be provided to the Students of BS-EE)**

**Reader Digest**

**The Express Tribune (T Magazine)**

**Dawn In-Paper Magazine**

**http://www.connectingindustry.com/ElectricalEngineering/**

[**http://www.ieee.org/publications\_standards/publications/journmag/journals\_magazines.html**](http://www.ieee.org/publications_standards/publications/journmag/journals_magazines.html)

[**http://www.eetimes.com/**](http://www.eetimes.com/)

**Recommended Movies**

* High Lane
* The Kite Runner
* The Terminator
* I Robot
* Real steal

**Assessment CriteriaFor Electrical Engineering Students**

**It will be mandatory to Pass in Sessional and End-Term Exam separately.**

**Passing Percentage 50%**

Quizzes 05%

Assignments 10%

Presentation 10%

Mid Term 25%

Final Exam 50%

**Course Outline**

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|  | **Topics** | **In Class Activities** | **Home Assignments** | **Learning Outcomes/ Objectives achieved** |
| **1.1** | **Evaluation/Assessment** | Diagnostic Test |  | Assessment to judge students level, their strength and weak areas so that strategies of teaching and course/content can be decided |
| **1.2** | Ice breaker  **Introduction of Course Outline** | Peer Interview  Q/A session regarding course outline  Discussion on Parts of speech |  | Students can openly discuss about the course they will be taught and participate in class discussions  Open up and put forward their point of view |
| **2.1** | **Parts of Speech**   * Introducing all its components * Briefly explaining subject, verb and object   **(Correct English)**  How to make a mind map  The Paragraph Defined (Hand outs)  Basic Paragraph Patterns  Defining the Controlling Idea  Writing the Controlling Idea as a Topic Sentence  **Getting familiar with:**  Topic sentence  3 Supporting ideas  Concluding sentence | **Parts of speech**  <http://www.writingcentre.uottawa.ca/hypergrammar/partsp.html>  **Parts of speech:**  Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.  Brainstorming on any topic for example“ The ways you Use your Compute”  Exercises: Evaluating Topic Sentences  Write Topic Sentence on the same topic you brainstormed. Mark the subject & treatment parts  The Stolen Laptop (Reading comprehension for compound sentences along with exercise)  Paragraphs:  Wilson, K., &Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association. | Reading of hand outs  “How to make an outline”  Search & analyze a sample paragraph and find out topic sentence, supporting details & concluding sentence | Getting familiar with the basic concepts of grammar  Mind map will arouse their creativity and help them to place large information together in short period of time. It will also help them to analyze, synthesis and generate new ideas  Compose sentences effectively into paragraphs and paragraphs into essays by using correct parts of speech and tenses |
| **2.2** | Developing an Outline (Hand outs)  Writing a paragraph  **Introduction to Listening Skills**   * **What is listening?** * **How can you listen better?** * **What to listen for?** * **How to extract information from the audio/visual?** * **Listening Activity**   **Tenses** (Introduction and revision) **(Correct English)**   * Present * Past * Future   **How to make a blog** | Writing process worksheet will be given to the students  Exercise: Write a paragraph on the topic “An Event that was Important to You”  **Introduction to Listening Skills:**  <http://www.skillsyouneed.com/ips/listening-skills.html>  Listening Activity leading to writing:  <http://breakingnewsenglish.com/1308/130808-stem_cell_burgers-1.html>  Ppt and handout  Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.  **How to make personal blogs for submitting assignments and discussion** | Revise & Edit your first draft according to the hand outs given to you.  Assignment 1: Read the handout at home and make three sentences of each tense | It will stimulate their writing skills  Students will be developing listening skill due to the fact it consist 35% of the course outline  Development of listening comprehension skills  Grammar lecture will elevate students’ proficiency to write error free piece of writing  Assignments will be submitted through blog to avoid plagiarism and further discussion. |
| **3.1** | **How to make Sentences**  **Type of sentences**  Simple and Compound Sentences **(Correct sentence structure and Spelling Bee)**   * **Learning to make sentences through bubble diagram**   **Listening activity** | Ppt, handout, exercise  Simple and Compound Sentences:  <http://busyteacher.org/6163-teach-sentence-structure-easy-object-lesson.html>  <http://oxforddictionaries.com/words/sentences>  Watch clips from the movie “High Lane” by Abel Ferry  Discussion on the movie clip and role play on the characters of the movie  (group activity) | Watch the complete movie “High Lane” by Abel Ferry at home and post your write up of about 10lines on the movie on your blog | Learning to make sentences through bubble diagram will help them to put information together correctly  Compound sentences will help them to incorporatevariety of sentences in writing and making their writing interesting  Students will contribute in active listening for fruitful learning with regard to four skills |
| **3.2** | **Type of sentences**  Complex and Compound-Complex **(Correct sentence structure and Interactive Spelling Bee)**  Vocabulary list for engineering (**Spelling Bee)** | Complex and Compound-Complex Sentences:  <http://oxforddictionaries.com/words/sentences>  Use Vocabulary list and make sentences:  http://www.theinterpretersfriend.org/tech/vocab/vl/engineering.html | Worksheet for practice on type of sentences (simple, compound, complex and compound-complex sentences) | Usage of different type of sentences will help them to incorporate variety of sentences in writing and making their writing interesting and effective  Vocabulary will enable students to write with proficiency and students will possess variety of vocabulary to use in various contexts |
| 4.1 | Quiz I (Type of sentences and Listening)  Narrative Paragraph (Hand outs)  Connectors to express **Time/Sequence**  **Grammar:** Present Tense revision and exercises  Present  Present perfect  Present continuous  Present perfect Continuous  Present indefinite | **Narrative Writing Handout:**  <http://lps.lexingtonma.org/Page/2254>  “The Student Who Brought His Own Chair to Class” (Reading comprehension for connectors to express time/sequence) Text type: Narrative  Tenses: (Hand Outs for home)  Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin. | Read the sample paragraphs for understanding and discuss it on your personal blog:  <http://lps.lexingtonma.org/Page/2254> | Understand the patterns of narrative writing styles with attention to grammar, syntax, content, time, sequence and organizational structure  Grammar lecture will elevate students’ proficiency to write error free text |
| 4.2 | **Narrative paragraph writing**  **Descriptive paragraph** (ppt and handout)  staffwww.fullcoll.edu/sportman/Descri... –  Using Descriptive Language (**precise nouns, action verbs, vivid adjectives/adverbs, sensory words)**  **(Spelling Bee)**  **Listening Activity** | Writing worksheets for narrative writing  **Handout (gardens)**  <http://www.denmans-garden.co.uk/description.asp>  Describe garden near your house/in your house.  Peer critique  **Listening:**  [**http://www.qualitytime-esl.com/spip.php?article276**](http://www.qualitytime-esl.com/spip.php?article276)  **Discussion and worksheet on the video**  **(pair activity)** | Assignment 2   * Narrate the most interesting/embarrassing day of your life. * Which day of the marriage you usually enjoy the most. Describe in details all the celebration of that day in brief. Describe the scenario of the traditional wedding in our society.   (develop one paragraph for each)  Submit it on blog | Understand the patterns of narrative and descriptive writing styles with attention to grammar, syntax, content and organizational structure  Comprehend visuals/listening material and drawing meaning |
| 5.1 | **Reading Comprehension (Text comprehension and Spelling Bee)**   * **What is reading?** * **How to read?** * **Techniques for becoming better readers (skimming and scanning)**   **Narration and Description**  (Descriptive techniques)  **Grammar**   * The use of tense in narration * Switch from present to past or past to present tense   (Narrative techniques) | What is reading? (handout)  <http://www.englishclub.com/reading/what.htm>  Reading:  Howe, D., Kirkpatrick, T., & Kirkpatrick, D. (2006). *English for Undergraduates*. Karachi, Pakistan: Oxford University Press.  **Reading a narrative and descriptive excerpt from** (The Hound of the BaskerVilles by Sir Arther Conan Doyel)  <http://www.literature.org/authors/doyle-arthur-conan/hound/>  Doyel,Conan. (1965).*The Hound of the BaskerVilles*.Airmount Publishing Compney, Inc  Students Practice sheet (based on their reading)  (descriptive language or phrase and Writing techniques: Nouns, adjectives, or action verbs)  http://owl.english.purdue.edu/owl/resource/685/03/  **Grammar:**  <http://www.grammar-quizzes.com/presten5b.html>  http://www.grammar-quizzes.com/modalquiz.html  <http://www.vivquarry.com/wkshts/narrative.html>  <http://owl.english.purdue.edu/owl/resource/685/04/> | **Task: Prepare Informal Presentations and quiz on narrative and descriptive writing** | Learning the techniques of reading for reading effectively  Understand the patterns of narrative and descriptive writing styles with attention to grammar, syntax, content and organizational structure  Grammar lecture will elevate students’ proficiency to write error free piece of writing |
| 5.2 | Quiz 2: Narrative and Descriptive writing  Reading comprehension using Visual Strategies  **(Cognitive/critical thinking)**  **Grammar:**  Past tense revision and practice **(correct English)**  **Past perfect**  **Past continuous**  **Past perfect continuous**  **Past indefinite** | **Informal presentations on narrative and descriptive writing**  Reading comprehension using Visual Strategies:  <http://www.slideshare.net/beemw/reading-comprehension-using-visual-strategies>  <http://www.learnnc.org/lp/pages/677>  Worksheet for arousing critical thinking  Past tense revision and practice:  <http://www.talkeasy.co.uk/link/materials/frames/2frames.html>  <http://www.esl-lounge.com/student/grammar/4g4-past-tenses-exercise.php> |  | Understand reading comprehension using Visual Strategies for developing Cognitive/critical thinking  Grammar lecture will elevate students’ proficiency to write error free text |
| 6.1 | **Grammar:** Rules for Punctuation  **Rules for using punctuation signs correctly**  **(Correct English)**  Formal and informal letter writing (ppt& handout) **(Functional English)**  Types of letters  Difference between letter and application.  **Grammar:** Future tense revision and practice  Future perfect  Future continuous  Future perfect continuous  Future indefinite | Discussion and activity regarding punctuation.  <http://owl.english.purdue.edu/owl/resource/566/01/>  Introduction to formal and informal letter(ppt, handouts)  Wilson, K., &Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.  Taylor, Shirley. (1998). *Model Business Letters and Other Business Documents.* Financial Times Professional Limited.  Sample Letters (on various ongoing concerns)  Write a letter to your parents to inform about the problems you are facing in university.  <http://owl.english.purdue.edu/owl/resource/653/01/>  <http://owl.english.purdue.edu/owl/owlprint/653/>  <http://writing.wisc.edu/Handbook/BusLetter_Block.html> | Search: At least bring two different editorials from ‘*Express Herald Tribune, The New York Times, Wall Street Journal or The Guardian*’ of the same theme ‘Raymond Davis released’. Read the editorials so that you might be ready for the next class discussion.  Worksheet on Future tense. | Comprehending correct punctuation techniques for better display of their ideas  Students will be benefited from learning technical writing through letters for their professional academia  Grammar lecture will elevate students’ proficiency to write error free piece of writing |
| 6.2 | Grammar: Rules for Punctuation  **Rules for using punctuation signs correctly**   * What is letters to the editor? * Why do we write it? * What is the need for a letter to the editor?   **(Functional English)**  **Grammar: Practice and revision of parts of Speech**  **Noun, verb, adverb, adjective etc** | Punctuation Practice sheet:  Ehrlich, E. (1992). *Theory and Problems of Punctuation, Capitalization and Spelling* (2nd ed.). Singapore: McGRAW-HILL, INC.  <http://owl.english.purdue.edu/exercises/3/>  <http://owl.english.purdue.edu/owl/resource/566/01/>  Handout and power point presentation  Letter to the editor:  <http://ctb.ku.edu/en/tablecontents/sub_section_main_1239.aspx>  <http://voices.yahoo.com/sample-letter-editor-local-newspaper-7947546.html>  <http://www.ncconservationnetwork.org/action/letters>  <http://www.scrapthecode.com/volunteer/LetterExamples.htm>  **Letters:**Filed, M. (2000). *Improving Your Written English*. Kuala Lumpur: Golden Books Centre SDN.BHD..  Practice Worksheet (pair actitvity) |  | Comprehending correct punctuation techniques for better display of their ideas  Students of BS-EE will learn to write letters to the editors for addressing various issues in the society or giving awareness regarding certain important issues |
| 7.1 | Quiz 3: Punctuation and Reading  Format for letter to the editor  **(Functional English)** | Introduction to letter to the editor  Activity: Develop a letter to the editor and record your opinion regarding national integrity and release of Raymond Davis.  Discussion and informal presentation on sample letters and the pattern of letters to the editor | Assignment 3: Write a letter to the editor of a local newspaper and try to convince the editor to add a new page in the newspaper regarding the violence against women. Give examples to support your letter. | Students of BS-EE will learn to write letters to the editors with proper format for addressing various issues in the society or giving awareness regarding certain important issues |
| 7.2 | Grammar: Subject and predicate and subject verb agreement   * **Identify subject and predicate and its usage** * **Rules to avoid subject verb agreement errors**   Listening activity  Reading of Magazine | Subject and predicate and subject verb agreement handout and practice:  Wilson, K., &Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.  <http://www.writingcentre.uottawa.ca/hypergrammar/subjpred.html>  <http://www.noslangues-ourlanguages.gc.ca/bien-well/fra-eng/grammaire-grammar/subjctpredct-eng.html>  <http://grammar.ccc.commnet.edu/grammar/sv_agr.htm>  Listening:  <http://www.breakingnewsenglish.com/1307/130703-largest_building.html>  Students Practice sheet regarding the clip  Reading extract from:  **http://www.connectingindustry.com/ElectricalEngineering/** | Write important points of the Extract read and discussed in the class in the form of a paragraph and bring it to the next class | Learning to avoid subject verb agreement errors will help them to construct error free piece of writing  Through the listening clip students will be able to polish their listening skill as well as their listening comprehension  Developing analytical/critical/cognitive skills |
| 8.1 | *Quiz 4: Write a letter to the Editor and listening*  Reading comprehension  **(Critical thinking)**  Grammar: Revision  Parts of speech\  Tenses | Reading comprehension (Domestic violence: [Four in five women in Pakistan face some form of domestic abuse: Report](http://tribune.com.pk/story/125993/four-in-five-women-in-pakistan-face-some-form-of-domestic-abuse-report/)) *Published in The Express Tribune, March 2nd, 2011.*  <http://tribune.com.pk/story/125993/four-in-five-women-in-pakistan-face-some-form-of-domestic-abuse-report/>  Or  **http://www.connectingindustry.com/ElectricalEngineering/**  Activity 1: discussion  Activity 2: Write a letter to the Editor regarding the issue of Domestics violence , explain the causes and suggest some ways to prevent this in the light of your reading the article  Tenses:  <http://www.englishtenseswithcartoons.com/> | Best of luck for the midterm exam. | Students of BS-EE will learn to critically read and analyze a text |
| 8.2 | **Mid Term** | **Mid Term Paper** |  |  |
| 9.1 | Listening activity  Presentations skills **(Oral Communication and Correct English)**  **Rules for making/delivering good presentations** | Clips from the movie “I Robot” by “ Alex Proyas”  (Practice sheet based on the trailer and clips)  Handout and power point presentation on presentation skills:  <http://www.wikihow.com/Do-a-Presentation-in-Class>  <http://www.rogerdarlington.me.uk/Presentation.html>  <http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation>  Assigning topics for formal presentations in groups |  | Through movie clip students will be able to polish their listening skill as well as their writing skills  They will gain confidence and learn to speak proficiently |
| 9.2 | Grammar: Revision and practice of subject verb agreement  **Application of the rules learned**  **Comparison and Contrast**   * Pattern * Language * Tone * expression   Grammar: Adjectives for similarities and differences  **(Spelling Bee)**  **Reading Comprehension** | Worksheets:  <http://owl.english.purdue.edu/exercises/5/13/34>  Wilson, K., &Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.  Steps to develop comparison and contrast paragraph(handout):  <http://lrs.ed.uiuc.edu/students/fwalters/compcont.html>  Sample paragraphs:  <http://www.essaystart.com/Kinds_of_Essays/Essay_Samples/comparison_Essay_Sample.htm>  <http://www.shvoong.com/social-sciences/714545-compare-contrast-small-town-life/>  <http://www.worksheetlibrary.com/subjects/languagearts/writing/compareandcontrast/lawritingcomparecontrastparagraphseta46.pdf>  Short story extracts from:  <http://stemstories.files.wordpress.com/2013/08/my-journey-to-engineering-20130811.pdf>  Cunningham, S., & Moor, P. (1999). *Cutting edge*. Harlow: Longman. | Bring samples of compare and contrast paragraphs | Learn to avoid subject verb agreement error and produce error free text  Students of BS-EE will learn comparative thinking. It will enhance their analytical skills. Students will be able to think through complex processes and make decisions  Reading comprehension will help to foster their critical thinking skills |
| 10.1 | Comparison and Contrast  Reading samples  Review students writing  **(Spelling Bee)**  Vocabulary list for engineering (**Spelling Bee)** | Worksheet for writing compare and contrast:  <http://educationextras.com/loc%20pdfs/attachments_2009_12_17%20part%202/compcon_organizer.pdf>  Use Vocabulary list for making sentences or prepare a role play by using the vocabulary:  http://www.theinterpretersfriend.org/tech/vocab/vl/engineering.html | Assignment 4: Write an essay on any on the following:   * Compare and contrast big University campus with a small one.   Or   * Make sentences by using vocabulary list and also develop a paragraph using it.   Submit on Blog | Vocabulary will enable students to write with proficiency and students will posses variety of vocabulary to use in various contexts |
| 10.2 | Cause and Effect   * Pattern * Language * Tone * Graphic organizer   **(Spelling Bee)**  Listening activity | What is meant by cause and effect in paragraph writing?  <http://lrs.ed.uiuc.edu/students/fwalters/cause.html>  www.jc-schools.net/dynamic/la/ppt/cause-effect.ppt‎  Article: Fear and self-loathing in Pakistan  [SaadHafeez](http://blogs.tribune.com.pk/author/473/saad-hafeez/) April 10, 2011  http://blogs.tribune.com.pk/story/5270/fear-and-self-loathing-in-pakistan/  Classroom discussion: Who is responsible for this change?  Listening clip:  <http://video.nationalgeographic.com/video/specials/nat-geo-live-specials/engineers-robot-bonus2-nglive/>  Discussion and Short Quiz |  | Cause and effects methods will help students to see how things are caused by the effects of other things or vice versa. It will also help them to see why things happen. It will enhance analytical and critical thinking skills of the students  Development of listening comprehension skills  Students will contribute in active listening for fruitful learning with regard to four skills |
| 11.1 | **Quiz 5: Compare and contrast**  **Cause and effect**  **Thesis statement**  How to develop thesis statement  Placement and importance of thesis statement  **Body paragraphs**  How to develop body paragraphs  What are the elements of a good body paragraph | Thesis statement: A PowerPoint presentation and handout:  <http://www.unc.edu/depts/wcweb/handouts/thesis.html>  <http://owl.english.purdue.edu/owl/resource/724/02/>  <http://www.custom-essays.org/structure/>Essay\_Body \_paragraphs.html  Worksheet for thesis statement  Sample: Thesis statement  (The important of thesis statement for an essay writing) | Develop a thesis statement for any three of the following topics  My favorite movie  The secret of good student  An unforgettable incident  Internet addiction  Bring the home work in class for discussion | Learn the importance of thesis statement and its placement  Students will learn to expand their ideas by writing effective body paragraphs |
| 11.2 | Discussion on the homework  Introduction to Essay writing  **Thesis statement**  **Body paragraphs**  **Concluding paragraphs**  **(Correct English)** | Introduction to essay writing:  <http://lrs.ed.uiuc.edu/students/fwalters/essaybasic.html>  Essay writing (ppt)  www.worldofteaching.com/powerpoints/.../Basic%20Guide%20to%20Writing%20an%20Essay%5B1%5D.ppt  Essay writing(handout) http://owl.english.purdue.edu/owl/resource/685/1/  Sample essays | Assignment 5: Share your experience and write an essay on whatever you have learned in this course? | Students will learn to expand and express their ideas by producing essay of about five paragraphs |
| 12.1 | Review/discussion on Student’s and sample essays  **Genre’ of essay**  Mind map (Graphic organizers)  Narrative  Descriptive  Expository  Cause and effect  Compare and contrast  Persuasive etc  Listening activity | Discussion on the homework  Presentation guidelines (Handouts and prompts)  Ppt and handout  <http://owl.english.purdue.edu/owl/owlprint/685/>  Listening:  Clips from the movie “The terminator” by James Cameron  Worksheet regarding the clip | Reading of Extract from short stories: <http://stemstories.files.wordpress.com/2013/08/my-journey-to-engineering-20130811.pdf> | Discussion on homework and sample essays will help student and teacher to identify their weakness and strength  Students will learn different genres of essay. Their critical/analytical thinking will be enhanced.  They will learn to produce essay of about five paragraphs effectively  Students will learn to expand their ideascoherently and cohesively.  Development of listening comprehension skills |
| 12.2 | **Reading of magazine**  Listening activity | Discussion and worksheet on the reading extract from:  [**http://www.eetimes.com/**](http://www.eetimes.com/)  Listening:<http://breakingnewsenglish.com/1211/121101-hurricane_sandy.html>  Worksheet regarding the audio  (group work and role play)  Activity: Share your experience and write an essay on whatever you have lost in life? |  | Learning the techniques of reading for reading effectively  Critical/cognitive skills will be enhanced  Comprehend visuals/listening material and drawing meaning  Students will contribute in active listening for fruitful learning |
| 13.1 | Presentation skills  Grammar: Parts of Speech and type of sentences  **(Correct sentence structure and Interactive Spelling Bee)** | Presentation guidelines (Handout)  Worksheet and handout  Wilson, K., &Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association. |  | Proper guideline for presentations will help students to present in a proper way/manner  Grammar lecture will elevate students’ proficiency to produce error free piece of text by using variety of sentence structures |
| 13.2 | **Presentation** | Day 1 |  | This piece of assessment gives participants the opportunity to persuasively communicate meaning through verbal and non verbal communication.  Students of BS-EE will gain confidence |
| 14.1 | **Presentation** | Day 2 |  | This piece of assessment gives participants the opportunity to persuasively communicate meaning through verbal and non verbal communication.  Students of BS-EE will gain confidence |
| 14.2 | **Grammar: Revision**  Parts of Speech  Tenses  Subject verb agreement  Punctuation  **Reading of Novel**  Grammar based activities | Informal presentations on Grammar Part  **Reading of Novel and Written activity**  Animal farm or Friend or Fue? |  | Grammar lecture will elevate students’ proficiency to produce error free piece of text by using variety of sentence structures  Critical/cognitive skills will be enhanced |
| 15.1 | **Revision and Preparation**  **Portfolio Perusal** | Preparation for the final exam | Preparatory worksheets |  |
| 15.2 | **Final Exam** |  |  |  |