## Logo

**Institute of Liberal Arts**

**University of Management and Technology**

**Course code: EN 111 (ADVANCED)**

**Course title: English Grammar and Comprehension**

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| Program | BS |
| Credit Hours | 03 |
| Duration | 15 weeks |
| Semester | Spring 2023 |
| Resource Person |  |
| Counseling Hours and Venue |  |
| Email |  |

**UMT’S VISION**

* *Our Vision is Learning*

It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as the present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT’S MISSION**

* *Our Mission is Leading*

We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Vision of the Center for Languages:**

* To be a leading department at UMT, introducing students to foreign languages and enabling them to communicate effectively in the English language through courses in English I, II, and III.

**Mission Statement of the Center for Languages:**

* To stimulate the intellectual abilities of students, and enable them to gain skills in language learning that will open for them opportunities in their personal, educational, and professional lives.

## Course Description

Undergraduates who take this course will be prepared to write and read English effectively. In order to instill in students the confidence to communicate in both written and spoken English outside of the classroom, the course focuses on helping them develop their essential language abilities. Five units make up the course, which uses a PBL (Project-based Learning) methodology. Themes for the units’ center on self-reflection and engaged community participation as they target the development of 21st century skills. Lectures, as well as group, pair, and solo activities, are supported by a number of mandatory assignments—including reading and writing in a wide range of genres—that make up the course activities. Lastly, the course gets students ready for Expository Writing II: Cross-Cultural Communication and Translation Skills, the next course in the program.

## Course Learning Outcomes (CLOs)

By the end of this course, the students will be able to:

**C1:** **Recall** writing process, including brainstorming, mind mapping, free writing, drafting, revision, etc., and active participate intellectually in different phases.

**C2: Draft**, revise, and proofread a brief essay in English.

**C3: Analyze** primary communication techniques and apply them effectively in both written and speech English.

**C4: Evaluate** and review different sorts of texts critically, and summarize them afterwards.

**C5: Use** precise and engaging English to deliver ideas to the entire class in group presentations.

**Assessment Criteria**

* Presentations 10%
* Projects 15%
* Quizzes/activities/ assignments 20% (teachers’ discrete)
* Class participation 5%
* Mid-term examination 20%
* End-term examination 30%

**Mapping of CLOs to Assessments**

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| CLOs | Quizzes | | | | Assignments | | | | Presentation | Project | Mid-term | End-term |
| Q1 | Q2 | Q3 | Q4 | A1 | A2 | A3 | A4 |
| C1 | √ |  |  |  | √ |  |  |  | √ |  | √ | √ |
| C2 |  | √ |  |  |  | √ |  |  | √ |  | √ | √ |
| C3 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| C4 |  |  |  | √ |  |  |  | √ | √ | √ |  | √ |
| C5 |  |  |  |  |  |  |  |  | √ | √ |  |  |

## Course Outline

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| **Week** | **Unit** | **Content/Activities** | **Learning Objectives** | **Essential Readings** |
| Week 1 | Introduction | *Peer activity*  *Introduction to the course*  Diagnostic test if needed | Learners will be able to know about the peers and course plan | Newspaper article / or any reading material for brainstorming and discussion  **Pg. no. (5) to (7)** |
| Week 2 | Unit 1:  Self- Reflection | *An overview of fundamentals of the process of writing*  *Introduction to the essay-writing process*  *Prewriting exercises that they perform include brainstorming, listing, clustering, and freewriting*  *Students practice developing outlines of the essay* | Students will be able to accomplish by the end of this unit:   1. discuss shared experiences, followed by a teacher-led discussion in which they learn terms and phrases to help them with a writing task; 2. Write a brief essay in which you describe your language-learning and writing experiences; 3. Modify writing after receiving feedback from peers | Organizing an Essay Accessed at:  <https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/organizing-an-essay/>  **Activity** (A-1.1) to (A-1.13)  **Pg. no.** (9) to (22)  **Other Section:**  Process Writing:  (B-1.1)  (B-1.6) |
| Week 3 | Unit 2:  Personalize d Learning | *Students consider how they are learning*  *Focusing on the reading materials handed out to the students, there will be a group discussion about learning styles*  *An overview of personalized learning*  *Students will build a learning plan and practice setting goals.* | Students will be able to accomplish by the end of this unit:   1. write a set of rules that are grammatically parallel and well-organized in collaboration with your peers; 2. showcase oral English fluency in presentations and group discussions; 3. join up with a group and present clear, precise language (English) to express ideas to the entire class | Learning Preferences and Strengths  Accessed at:  [https://opentextbc.ca/studentsuccess/chapter/](https://opentextbc.ca/studentsuccess/chapter/learning-preferences-and-strengths/) [learning-preferences-](https://opentextbc.ca/studentsuccess/chapter/learning-preferences-and-strengths/) [and-strengths/](https://opentextbc.ca/studentsuccess/chapter/learning-preferences-and-strengths/)  Examine Applicable Strategies  Accessed at:  [https://opentextbc.ca/studentsuccess/chapter/examine-applicable-](https://opentextbc.ca/studentsuccess/chapter/examine-applicable-strategies/) [strategies/](https://opentextbc.ca/studentsuccess/chapter/examine-applicable-strategies/)  **Activity** (A-2.1) to (A-2.17)  **Pg. no.** (23) to (31)  **Other Section:**  (B-2.4) |

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| Week 4 | *Oral Presentation*  *skills* | *A description of the format and importance of oral presentations*  *Discussion in class regarding selecting presentation topics and creating the slideshow*  *Peer evaluation via a gallery tour* | Students will be able to accomplish by the end of this week:   1. ensure the appropriate and comprehensive presentation strategy 2. develop the content for presentation 3. outline the presentation with proper timing and structure of content through audio and visual delivery 4. receive teacher and peer’s feedback for improving the presentation for the future | Planning the Presentation  Accessed at:  [https://opentextbc.ca/s](https://opentextbc.ca/studentsuccess/chapter/planning-the-presentation/) [tudentsuccess/chapter/](https://opentextbc.ca/studentsuccess/chapter/planning-the-presentation/) [planning-the-](https://opentextbc.ca/studentsuccess/chapter/planning-the-presentation/) [presentation/](https://opentextbc.ca/studentsuccess/chapter/planning-the-presentation/)  **Activities:**  Group Oral Presentation:  (A-4.22) ~ **Pg. no.** (48)  Effective Oral Presentations:  (A-2.10) & (A-2.11) ~ **Pg. no.** (26)  Learning Plan for class:  (A-2.15) ~ Pg. no. (31)  Oral Presentation Rubric:  **Pg. no.** (27) & (49)  **Other Section:**  Good vs Bad Presentation:  (B-2.14) |
| Week 5 | Unit 3:  Critical Reading Skills | *Introduce real life reading (the DAWN newspaper and general academic works)*  *Conduct reading exercises in the classroom while including SQ3R, previewing, annotating, detailed reading, and note-taking techniques (TOEFL and IELTS)*  *Assign each student with a set of books, articles, or reports to complete at home (model of review reports and annotated bibliographies will be shared)* | Students will be able to accomplish by the end of this unit:   1. examine thoughtfully numerous documents (books, articles, journals, and reports) 2. employ HOTS techniques to improve students' reading comprehension 3. recognize the value of critical reading and thinking as study skills 4. understand the key reading strategies (skimming, scanning, SQ3R, annotating and previewing) and employ them to improve writing abilities (preparing assignments) | 1.Oh, U. L. (May 26,  2020). Talking to kids about xenophobia.  National Geographic. Retrieved from: https:/[/www.n](http://www.nationalgeographic.com/family/2020/05/talking-to-kids-)a[tional](http://www.nationalgeographic.com/family/2020/05/talking-to-kids-) [geographic.com/fam](http://www.nationalgeographic.com/family/2020/05/talking-to-kids-) [ily/2020/05/talking-](http://www.nationalgeographic.com/family/2020/05/talking-to-kids-) [to-kids-](http://www.nationalgeographic.com/family/2020/05/talking-to-kids-)about- xenophobia-coronavirus/  2.  [https://writing](https://writingcenter.unc.edu/tips-and-tools/book-reviews/)center.unc.edu[/tips-and-](https://writingcenter.unc.edu/tips-and-tools/book-reviews/) [tools/book-](https://writingcenter.unc.edu/tips-and-tools/book-reviews/) [reviews/](https://writingcenter.unc.edu/tips-and-tools/book-reviews/)  **Activity** (A-3.1) to (A-3.5)  **Pg. no.** (32) to (35)  **Other Section:**  (B-3.3) |

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| Week 6 | Unit 4:  Community Engagement | *Students will be shown documentaries on global issues related to environment*  *Brainstorming by students on regional versus global concerns*  *Teacher will introduce the unit assignment (using assignment sheet)*  *Readings from local news articles, letters to the editor, and op-eds (or other input sources like videos and social media platforms) on potential community issues*  *Identifying problem of the study or research problem*  *Begin formulating research questions based on the problems noticed.* | Upon successful completion of this unit, each student will be able to:   1. identify community issues 2. Investigate problems or difficulties unique to the immediate community applying higher order thinking skills (HOTS) 3. analyse issues and offer workable solutions | Community Engagement Toolkit for Planning (2017) Guiding principles [pp 7-24] <https://dilgpprd.blob.core.windows.net/general/Communityengagementtoolkit.pdf>  Developing Community Engagement Plan [pp 13-29].  Video about Community service  <https://www.youtube.com/watch?v=Eqwxife716M>  **Activity** (A-4.1) to  (A-4.26)  **Pg. no.** (36) to (53)  **Other Section:**  (B-4.3) and (B-4.6) |

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| Week 7 | Report writing | *Helping students*  *formulate research questions in groups*  *For community research, create interview or survey questions (in English or L1)*  *Mock interviews (role-plays) with community members in class*  *Encouraging student learners to read critically and reflect on the problems that exist in various communities* | Students will be able to accomplish by the end of this week:   1. formulate questions for community-based research 2. collaborate cooperatively on group tasks 3. Participate in discussions with others 4. Develop good questions for survey or interview | [https://examples.yourd](https://examples.yourdictionary.com/examples-of-good-and-bad-researchquestions.html) [ictionary.com/example](https://examples.yourdictionary.com/examples-of-good-and-bad-researchquestions.html) [s-of-good-and-bad-](https://examples.yourdictionary.com/examples-of-good-and-bad-researchquestions.html) [researchquestions.html](https://examples.yourdictionary.com/examples-of-good-and-bad-researchquestions.html)  **Activities:**  Writing final report: online (A-4.21)~Pg. (48)  Drafting the report:  (A-4.23) ~ Pg. (49)  Peer Review:  (A-4.24) ~ Pg. no. (50)  Final Editing and Submission & Rubric:  (A-4.25) ~ Pg. no. (51)  **Other Sections:**  Writing a Report: ~  (B-4.23) |
| Week 8 | Research plan | *Work in class on comprehending and present interview and survey data*  *Groups will refine the research questions, design a thorough research plan, assign duties, and decide when the project will be finished.*  *Exposure to interview procedures and interview questions to have a thorough understanding of the problems*  *Group work on the report's outline continues* | Students will be able to accomplish by the end of this week:   1. Understand presenting information collected through interviews and survey 2. Aligning research question and research plan in the same direction 3. Managing the tasks within a certain timeframe with group coordination | **Activities:**  Community Development Reading and Research:  (A-4.9) ~ Pg. no. (41)  Writing Research Questions:  (A-4.10) ~ Pg. no. (42)  Plan to collect information:  (A-4.11) ~ Pg. no. (43)  Presenting the research proposal:  (A-4.12) ~ Pg. no. (43)  Check-List and Revision:  Pg. no. (44)  Rubric for Assessing Research Report:  Pg. no. (51) |

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| Week 9 | Information Analysis | *Group practice on information analysis in the classroom followed by a lecture*  *Discussion built around data translation from the source language to the target language (English)*  *Oral presentations about fieldwork experiences in class* | Students will be able to accomplish by the end of this week:   1. Understand the process to analyze 2. Translate the information from source language to English 3. Discuss their experiences while working in the field into past tense | **Activities:**  Finding and evaluating reliable and trust worthy website:  (A-3.3) ~ Pg. no. (34)  Practice Fieldwork:  (A-4.8) ~ Pg. no. (40)  Themes from Fieldwork:  (A-4.18) ~ Pg. No. (46)  Field Work Readings:  (A-4.19) ~ Pg. No. (46) |
| MID-TERM | | | | |
| Week 10 | Project Presentations **/** Structured Writings | *The teacher will provide feedback on outline of report (globally to entire class and individually to groups as needed)*  *Revisions of oral reports will be made in groups*  *The teacher will engage students in individual structured reflective writing based on their experience of working on the project*  *The learners will share their reflective writing to learn about each other’s points of view* | Students will be able to accomplish by the end of this week:   1. present reports orally 2. experience structured writing 3. collaborate within groups and peers in learning process 4. understanding and valuing peer’s opinions | **Activities:**  Group Oral Presentation:  (A-4.22) ~ **Pg. no.** (48)  Peer Review:  (A-4.24) ~ **Pg. no**. (50)  Final editing and report submission:  (A-4.25) ~ **Pg. no**. (51)  Reflective thinking and writing:  (A-4.20) ~ **Pg. no**. (47) |

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| Week 11 | Converting Report to a Letter to the Editor | *Think-pair-share the findings (group similar issues)*  *Individual writing of reflection on the community engagement project and their role in the group*  *Brainstorm using creativity for dissemination - cartoons, advertisements for university magazine or beyond, creating posts for FB*  *Summarizing/ converting the report to a letter to the editor to highlight the*  *problems explored and their possible solutions (homework*  *- connecting activity for week 11 - Unit 5)* | Students will be able to accomplish by the end of this week:   1. *Discuss their creative ideas in different ways reflecting creativity* 2. *Summarize/ convert the report to a letter* 3. *write a letter to the editor to highlight the*   *problems explored and their possible solutions* | **Activities:**  Making a Reverse Outline of a Published Letter to the Editor:  (A-5.5) ~ Pg. No. (56)  Outline Your Own LTE:  (A-5.6) ~ Pg. No. (57) |

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| Week 12 | Unit 5: Project /  Letter to the Editor | *Teacher-directed instruction on genres (types) of writing focusing on letter-writing*  *Model-practice- reflect: Introduce types of letters comparing the use of formal and informal vocabulary and phrases in each type*  *Introduce the format and purpose of the letter-to-editor explaining with the help of an actual letter from a local newspaper*  *Group reading of sample letters-to- editor selecting ones that deal with issues familiar to the students* | Students will be able to accomplish by the end of this week:   1. Identify features of the “letter to the editor” genre 2. Work collaboratively and cooperatively on group tasks 3. Read critically to identify strength and weaknesses of model letters 4. Provide meaningful peer feedback on outlines and drafts 5. Draft a solution-focused letter using supporting evidence 6. Demonstrate problem- solving skills through letter writing | [https://www.ayoa.co](https://www.ayoa.com/ourblog/what-is-mind-mapping-and-how-can-you-use-it/) [m/ourblog/what-is-](https://www.ayoa.com/ourblog/what-is-mind-mapping-and-how-can-you-use-it/) [mind-mapping-and-](https://www.ayoa.com/ourblog/what-is-mind-mapping-and-how-can-you-use-it/) [how-can-you-use-it/](https://www.ayoa.com/ourblog/what-is-mind-mapping-and-how-can-you-use-it/)  Hall, Hellen (2012) Reverse Outlines  Reverse Outlines: Take A Part Your Paper to Put It Back Together Right. Accessed at:  [https://www.semantic](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2) [scholar.org/paper/Rev](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2) [erse-Outline-s-Reverse-Outlines-](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2)  [%3A-Take-Apart-to-](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2) [Hall/c0373e42616395](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2) [ea9edf5d5bd5cbe6eb](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2) [1bb923e2](https://www.semanticscholar.org/paper/Reverse-Outline-s-Reverse-Outlines-%3A-Take-Apart-to-Hall/c0373e42616395ea9edf5d5bd5cbe6eb1bb923e2)  **Activity** (A-5.1) to  (A-5.13)  **Pg. no.** (54) to (59)  **Other Sources:**  Internet sources:  (B-5.1) |
| Week 13 | Knowledge Sharing Activity / | *Invite a guest*  *lecturer (local newspaper editor or faculty from journalism) to talk*  *about what issues are currently raised in letters-to-editors and what are editors’ criteria to accept letters for publication*  *Work in groups to continue reviewing letter samples, analyzing the structure of letters*  *Each group identifies an issue they want to write about and give a brief oral presentation to the class* | Students will be able to accomplish by the end of this week:   1. interact with real world source and participate in knowledge sharing activity 2. know the current trends of writing letters to editors and the publication process 3. analyze the structure of letters 4. communicate orally while discussing their proposals | **Activities:**  Guest Lecture:  (A-5.4) ~ Pg. no. (56) |

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| Week 14 | Letter Drafts / Peer Collaboration | *Submit the first draft of letters (to the teacher and peer- review group)*  *In-class peer review of drafts using a checklist focusing on content and structure*  *DUE: First draft of letter (to teacher and peer review group)* | Students will be able to accomplish by the end of this week:   1. review of drafts using a checklist focusing on content and structure; 2. collaborate with peers; 3. confront their fear of writing a letter to editor for the first time; 4. highlight social problems | **Activities:**  Peer review of report draft:  (A-4.24) ~ Pg. No. (50)  Peer Review of Outlines:  (A-5.7) ~ Pg. no. (57)  Draft the LTE:  (A-5.8) ~ Pg. no. (57)  Peer Review of LTE Drafts:  (A-5.9) ~ Pg. no. (58) |
| Week 15 | Revising 1st Draft  Revising 2nd Draft / Finalizing the Letter | *Groups revise first draft of letter*  *Differentiate among revision, proofreading and evaluation (as substages of finalizing documents)*  *Discuss critically the draft-letter and implement the ‘revision’ phase of writing*  *Reading of (DAWN) newspaper and sharing important letters (to editors) on local issues*  *Groups revise second draft of letter*  *Explicit instruction (paragraph structure, syntax, diction, grammar, and mechanics)*  *Classroom discussion/debrief of activity*  *Discuss critically and finalize the draft- letter as the last phase of writing* (Group presentations - graded) | Criticize the letters of peers based on their prior knowledge;  Discuss the issues identified in their own draft  Proofread their draft to meet the standards;  Report the social issues critically  Draft flawless letter to editor  Present orally  Exhibit good oral communication skills | **Activities:**  Revise the LTE Draft:  (A-5.10) ~ Pg. no. (58)  Peer Review of Revisions:  (A-5.11) ~ Pg. no. (59)  Second Revision of LTE Drafts:  (A-5.12) ~ Pg. No. (59)  Submission of the Final Drafts of the LTEs:  (A-5.13) ~ Pg. No. (59) |