



Course Syllabus
ELT 105 – Reading and Writing Skills
Faculty of Education
Department of English Language Teaching
Fall, 2013-2014

Instructor Information

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Course Identification

Course Number : ELT 105
Course Title : Reading and Writing Skills
Credits / ECTS : 6 / 7
Course Location :
Class Times :

Course Description/Overview

The present course is designed to develop reading and writing skills of the freshmen of ELT. The components of a reading process –both the process itself and its background- such as reader, author, text, the action of typing etc. along with the gateways to academic and some other forms of writing will be our foci throughout the semester. Rather than simply analyzing reading materials in terms of grammatical and basic structural elements, we will question each aspect to raise an awareness of reading. An analysis of meticulously selected materials consolidates the fact that language varies in accordance with time, place, gender, society and context. As the authors of *Ways of Reading* have suggested, we will “treat reading as much more than the simple decipherment of words on the page.” Students will be encouraged to question to what degree a hand can successfully convey the intention to the audience by means of pen, or whether putting pen to paper is so simple.

Another focus of attention will be some different forms of writing ranging from academic ones to electronic mail etiquette. The issues kept in perspective while studying reading will be your main assets throughout the process of writing, so as the title of the course clues you in, these two dimensions are firmly interconnected, and feed one another. Beginning with words that are the smallest constituents of writing, we will broaden our scope with sentences, paragraphs etc. We will consolidate the fact that paraphrasing is the key to furthering writing skills. Other than focusing on such technical details of writing process, we will also pay attention to philosophical side of it; to put it another way we discuss various viewpoints of writing by numerous critics e.g. we will brainstorm the hypothesis of materialist criticism that advocates “even a supposedly simple text is nothing but a totality of lines standing as the production of a single hand.” Though to achieve the objectives seem burdensome, the attainments of the course will definitely repay your efforts, so enjoy it!

Course Learning Objectives

Upon the successful completion of the present course, the students should be able to;

- ✓ approach a text from a critical perspective.
- ✓ explain different forms of language variation.
- ✓ ask some questions as a way into reading.
- ✓ penetrate subliminal meanings.
- ✓ enumerate various types of essay and identify their distinctive features.
- ✓ compose a well-developed/well-organized essay in its basic sense.
- ✓ restate a sentence within his/her language proficiency level.

Instructional Methods & Techniques & Strategies

Our classes will be heavily based on debate, discussion; brainstorming and questioning that stimulate in-class participation of the students. As the ways of reading and some gateways to writing that constitute the core of the course are unfamiliar to many –maybe all- of you; I give some lectures on the new concepts, terminology, unorthodox aspects and some other complex issues etc. so as to raise your awareness. But please make sure that I will not bring anything ready-made and let you just listen and repeat or waste your time with typing; rather what I expect you are to do extensive research on the topic beforehand by scanning the databases of the suggested websites or by reading the assigned pages to be informed about the subject matter and to bring your questions to the class. The students themselves construct their own knowledge and perception of “reading” and not to mention “writing.” Above all, you must be aware of the fact that there are no single answers to most of the questions in that course, hence as long as you can provide your thesis with specific evidences or references to the ideas of the authorities, your answer could also be true; the more your ideas/interpretations/answers are original, peculiar to you; definitely the more successful you will be.

Since being in the classroom setting or attending the classes means in-class participation to the fullest extent possible –it goes without saying that this means in-class participation is compulsory independent of the degree of your willingness-, the first and foremost criterion to attend the classes is a close reading of the course materials not in time but on time! If you

have a serious excuse that precludes you from accomplishing your task throughout the process, please let me know it; otherwise you cannot anticipate indulgence & tolerance.

Course Resources

Beneficial Websites to Be Referred

- Purdue University Writing Lab - <http://owl.english.purdue.edu/>
- Research and Citation Resources - <http://owl.english.purdue.edu/owl/section/2/>
- English Reading Comprehension Skills for ESL EFL Learners: [http://esl.about.com/od/englishreadingskills/English Reading Comprehension Skills for ESL EFL Learners.htm](http://esl.about.com/od/englishreadingskills/English_Reading_Comprehension_Skills_for_ESL_EFL_Learners.htm)
- Using English for Academic Purposes: <http://www.uefap.com/reading/readfram.htm>
- Guide to Grammar and Wri.: <http://grammar.ccc.commnet.edu/grammar/index.htm>
- Paradigm Online Writing Assist. : <http://www.powa.org/>
- Guide to Grammar and Style: <http://andromeda.rutgers.edu/~jlynch/Writing/>
- Common Errors in English Usage: <http://public.wsu.edu/~brians/errors/errors.html>
- Oxford Practical Writing: <http://oxforddictionaries.com/words/better-writing>
- Writer's Digest: <http://www.writersdigest.com/>
- The Elements of Style: <http://www.bartleby.com/141/index.html>
- A Guide to Writing Well; Fire and Knowledge by Joshua Sowing: <http://www.fireandknowledge.org/archives/2007/01/08/a-guide-to-writing-well/>
- If you need, please contact me to learn about other numerous websites...

Required Course Text

- Montgomery, Martin and Alan Durant, N. Fabb, T. Furniss, S. Mills. Ways of Reading. London and New York: Routledge, Taylor & Francis Group, 2007. Print.
- Meyers, Alan. Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays. The United States of America: Longman, 2003. Print.
- Other documents compiled by the instructor.

Notes on the Required Texts

- First of all, please make sure you have the same version to the one indicated above! As we do close reading in the classroom, it's very important that all the students look at the same version of the text, otherwise it would be challenging and distracting.
- No photocopies will be accepted other than the papers compiled by me!
- Some different ways might be possible to obtain the materials.
- Obtain all the required course materials by the end of the first week of the semester.
- Please make sure that the related text/s is/are with you throughout the class time!

Grading Scheme

Grading System

Letter Grade	Percentage	Grade points/credit	Rating
AA	90% & above	4.00	Excellent
BA	85% - 89%	3.50	Very good
BB	80% - 84%	3.00	Good
CB	75% - 79%	2.50	Above average
CC	65% - 74%	2.00	Average
DC	58% - 64%	1.50	Below average
DD	50% - 57%	1.00	Inferior
FF	49,99% and below	0.00	Failure
GR	Given those not taking the final test without a formal excuse.		
DZ	Given those who do not maintain regular attendance. For the present course, those who miss more than 25% of the class hours will be graded a DZ, and they do not have a right to take the make-up examination at the end of the semester; that is to say a DZ means absolute failure!		

Grading Policy

Grades will be based on the following:

Midterm	20%
Assignments	2 x 10%
Performance/In-Class Participation	10%
Final	50%
Total	100%

Late Assignments

Due dates are absolute and no extension is provided, so any late assignments will not be accepted under any circumstances! The student who does not hand in the assignment on time gets zero for the particular task.

Announcement Intervals

Under normal circumstances, I will announce your score on a task within two weeks following its due date. You can learn your grade through OBIS for each work. I also hand your papers back to you to allow you to have feedback on what you have done. Furthermore, if you need to analyze your paper in depth, you'll always be welcome during the office hours, so do not hesitate to visit me for consultation.

Course Requirements

Assignments

A student is supposed to submit two assignments, each of which carries 10%. Your assignment is to be typed in compliance with the codes of MLA Formatting and Style. Your task will be specified two weeks prior to its deadline.

Midterm

The midterm carries 20% and depending on the process and your performance, it might be either take-home or sit-on. It's made up of open-ended questions that allow you to produce your own original answers and the test items encourage you to use your knowledge of reading & writing to comment on certain issues.

Performance Work / In-Class Participation

After each class session, I will assign you either a plus or a minus based on your in-class participation. Through the end of the semester, the number of plusses and minuses you have will settle your performance score that constitutes 10% of the overall arithmetic mean.

Final

The final-term exam covers all the subject matters discussed throughout the semester. Similar to the midterm test, it's composed of open-ended questions and encourages you to think, question and expects you to prove that you are able to approach a textual material from a critical perspective & express your ideas in a well-developed/organized essay. It carries 50% and could be repeated at the end of the semester as a make-up test if you fail.

Notes on the Submission of the Papers

Firstly, as stressed above, each assignment is submitted on the due date. You will print out your assignment and submit it *in class*. Also I expect you send me the soft copy of it. ***Solely emailed papers and papers under my office door are not accepted!***

Course Policies

Attendance

The very first criterion to do well in that course is to maintain a regular attendance, so attendance is **mandatory!** A student missing more than 25% of the all class hours –for the present course 20 hours; it is equal to 10 class sessions since each session lasts two hours– will lose the chance of taking the final and be graded a DZ. Those graded a DZ cannot take the make-up exam at the end of the semester for the failed students, therefore as indicated above it means absolute failure!

Plus, just sitting in the classroom does not mean that you maintain attendance. To get information on that, please refer to the section, “Instructional Methods & Techniques & Strategies” on the second page.

A student attending the first half of a class session is supposed to remain for the second half too; otherwise s/he will be considered absent from the whole session. But if you have an excuse, please see me during the break to inform about it and ask for permission.

Lateness

A student can attend the class if s/he is not late more than 10 minutes. But if you exceed the limit, please wait for the break to attend the class. Please bear it in mind that repeated lateness will also count towards the attendance limit.

Forged Signature

Heaven forbid that I should ever detect a forged signature on the attendance sheet! Honesty is above everything, so if I see you doing that, my impression of you will be deeply affected and trust I put in you will be annihilated. The first time I will warn you; if you persist in repeating your action, I will deliberately inform the administration on your illegal behavior.

Use of Technological Devices

Throughout the class time, no student is allowed to use mobile phone or any other technological devices including laptops, netbooks, tablets, iPods etc. This prohibition includes utilizing your mobile phone as a dictionary. Each student is supposed to bring a comprehensive dictionary with him/her, so an electronic one is not necessary. That rule will be strictly applied since the aforementioned tools are driving you to distraction.

ALL THESE POLICIES WILL BE STRICTLY ENFORCED!!!

Collaboration/Plagiarism Rules & Academic Dishonesty

Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Gaining a familiarity of these rules, however, is critically important, as inadvertent mistakes can lead to charges of **plagiarism**, which is the uncredited use (both intentional and unintentional) of somebody else's words or ideas.

While some rhetorical traditions may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American academic rhetorical tradition do. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing. (Purdue University)

Penalties of plagiarism vary from failure of the assignment to failure of the course to university reprimand, so cite work using the MLA style. You can refer to the following websites to learn about the cases considered plagiarism and some basic tips to avoid it. If you cannot make sure whether you plagiarize or not, please consult me during the office hours *before the due date of the assignment*.

Links to be referred about plagiarism and academic dishonesty:

https://docs.google.com/viewer?a=v&q=cache:3oSxBLRvG78J:www.wadsworth.com/english_d/special_features/plagiarism/WPAplagiarism.pdf+wpa+best+practices&hl=en&gl=us&pid=bl&srcid=ADGEESgada7GOZkdp0heMYBqABCq4z04p6ZeSlbV7LaSqjQNct5iKxgOf11CCrXZnhsFHvhBGb4yAI03Sq3g6zHe2dAQJ4HPWFqKF6EafaVHHA1VxUsHvkrLz0-_7ms84eDdx4kEQb6S&sig=AHIEtbQj6bsPCMWj2L2GBf296bnMzYOnaA

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

<http://owl.english.purdue.edu/owl/resource/589/01/>

University Policies

For the issues determined by the administration of Sakarya University, please refer to the following websites to have information of the related issues. As the lecturer, I assume that you are aware of the items of the regulations, so I do not take the responsibility of informing you about them.

- Regulations for the Issues of Education, Instruction and Examination

http://www.hukuk.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_lisans

- Disciplinary Regulations

http://www.ogrisl.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_disiplin

Tentative Schedule

Week 1

Introduction & Revision of the Syllabus and Discussion of the Course Policies

A general discussion on the concepts of reading & writing: "What are we reading while we are in the expectation of reading?"

Discussion and Brainstorming are continued.

Week 2

E-mail Etiquette

Asking questions as a way into reading: Comprehension and Interpretive Variation & Types of Meaning

How to get started in ways of reading: Discussion of the different types of questions

Week 3

Exemplification of the ways of utilizing the questions: Analysis of extracts from different genres and brainstorming on textual notions.

Week 4

No Classes. Religious Festival.

Week 5

Authorship and Intention: An historical overview of the term “author”

Author for various schools: Death of the author for the sake of the birth of the scriptor

Week 6

Intention and Inferencing: Different interpretations of the notion of intention

Ways of Reading Authorship: Narrator, implied author, poetic speaker, authorial irony etc.

Ways of reading authorial games: Does the identity of the author matter?

Week 7

Positioning the Reader or Spectator: The terms “reader” and “spectator”

The implied reader & Different forms of addressing & Dominant readings

Gender and Positioning, the resisting reader, various exemplifications

Week 8

Language Variation: Language and context/register

Language Variation: Language and gender

Language Variation: Language and Society

Week 9

Midterms Week

Week 10

The writing process: Differences and similarities between speaking and writing

The writing process: Writing well in six steps

Week 11

Planning and drafting a paragraph: What is a paragraph? Focusing the subject.

Developing the topic sentence

Planning the body

Week 12

Revising and editing a paragraph: Definition of revising and its differences from editing

Different motives behind revising and editing & proofreading

Discussion on students' own writing tasks

Week 13

Different modes of writing: Writing narration

Different modes of writing: Describing a scene

Different modes of writing: Writing a report

Week 14

Different modes of writing: Describing a process

Different modes of writing: Writing about causes and effects

Different modes of writing: Classifying information

Week 15

Different modes of writing: Making comparisons and contrasts

Different modes of writing: Persuading an audience

Different modes of writing: Summarizing and responding

Revision

Finals Week

Jan. 6 – 18 2014

Make-Up Tests

Jan. 27 – Feb. 1 2014