BRAC Institute of Languages (BIL)
ENG 102
ENGLISH COMPOSITION I
Fall 2017
BRAC University Building 2, 14th Floor

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COURSE OUTLINE

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I.   Rationale:

The course ENG 102 (English Composition I) aims to enhance the existing language skills of the students at the advanced level where they are expected to be competent language users, with the ability to organize thoughts with logical reasoning and to reflect the skills of analysing and synthesizing opinions and ideas.

II.   Course Aims and Outcomes:

This course deals with all four language skills, concentrating mainly on reading and writing aspects of the English Language for academic purposes and simultaneously exercising the speaking and listening skills through discussions and presentations. Students are expected to attain skills in reading comprehension, drawing inference, practicing rhetoric, creating compositions, synthesizing, critical thinking, technical awareness and global thinking.

Specific Learning Outcomes:

It is expected that after completing this course, students will be able to:

- Exercise academic reading skills in distinguishing styles with respect to formality, abstraction, word choice and multiple perspectives

- Evaluate articles about social issues using Critical Reading Skills

- Gain first-hand knowledge of research methods

- Investigate and present a problem based project

- Use effective communicative strategies and skills (both in spoken and written form) in different contexts

III.　Format and Procedure:

Classroom activities will include:

- introducing different genres of communication through active learning process
- reading and analyzing, through discussion, different types of texts
- incorporating the techniques used in diverse readings into students' own writing assignments
- reviewing peer work, assessing own performance and following teachers' feedback
- familiarizing students with the concept of flipped classroom, which is a reversal of traditional teaching. Students first gain exposure to new material outside of class, usually via reading or watching lecture videos, and then class time is used to do the harder work of integrating that knowledge through strategies such as problem-solving, discussion or debates. The key purpose of the flipped classroom is to engage students in active learning where there is a greater focus on students' application of conceptual knowledge rather than recalling facts.

The students will have access to, and will be encouraged to use, the following resource centres to further develop their skills:

a. **The Listening Lab:** The lab provides access to a multitude of reading materials, listening tracks and other multimedia resources of all the modern languages offered by BIL, such as, English, Bangla, French, Korean and Chinese, to address students' needs for developing their language skills. The lab also allows students to work on all four language skills together (listening, speaking, reading and writing) or focus on individual skills if they wish to. In addition, the lab offers weekly activities to help students improve their listening skills. Facilitators are always available to address the individual needs of students.

IV. <u>Course Requirements</u>

a. Class attendance and participation policy:

1. Regular attendance is mandatory.

2. 70% attendance is mandatory in both **Speaking and Listening** and **Reading and Writing** classes for Mohakhali. For Savar, the percentage is 90%. Students who would be selected for tutorial sessions must also have 90% attendance in order to sit for the Final Examination. (Attendance will be considered until the 12th week of course in the semester).

3. Students will not be allowed to enter the class 5 minutes after it starts (except only in case of an emergency).

4. Dates for quizzes/exams/submissions will be announced well in advance. Quizzes/Exams cannot be missed without a valid reason. Students must have doctor's slip and parent's phone numbers to get permission for a make-up quiz. For make-up Mid-Term and Final Examination, the university procedure must be followed. The course teacher will only take a make-up exam for the Mid-Term or Final examination if the student completes the necessary paper work provided by the Registrar's office.

b. Course readings:

Students will be required to refer to the ENG 102 course booklet assigned by the institute in the completion of the course although most of the course work will require output from them based on critical thinking.

c. Course policy:

- Students will have to pass in both **Speaking and Listening** and **Reading and Writing classes** to finish the course.

- All assignments must be submitted within or on due date and in the class. **No submissions will be accepted outside the class**. **One mark will be deducted for each day** in case a student fails to submit any given assignment on time.

- Failure to sit for the *Final Examination* will result in students receiving an '**F**' grade.

- The Delivery Plan will be followed, but the teacher may improvise if needed for the course.

- No gifts for teachers will be allowed.

V.   Evaluation Segments and Marks Distribution:

Evaluation will be based on group/individual participation, attendance, class work, alternative assessments, assignments, problem-based project presentation and sit-in examinations.

Mark distribution is as follows:

Attendance and Participation: 5%

Reading and Writing: (65%)

- Flipped Classroom (Assessment): 5%
- Mid-Term Exam: 20%
- Final Term Paper: 10% (6% for the First draft and 4% for the Final Paper)
- Final (sit-in) Exam: 30%

Speaking and Listening: (30%)

- Problem Solving Skills (Assessment): 7%
- Presentation on Critical Reading Skills (Appeals): 7%
- Analysing Features of an Effective Speech: 4%
- Final Presentation: 12 % (7% for the presentation and 5% for preparation)

Grading Pattern:

Grade Percentage	Grade	Grade point
90 – 100	A	4.0 (Excellent)
85 - <90	A-	3.7
80 - <85	B+	3.3
75 - <80	B	3.0 (Good)
70 - <75	B-	2.7
65 - <70	C+	2.3
60 - <65	C	2.0 (Fair)
57 - <60	C-	1.7
55 - <57	D+	1.3
52 - <55	D	1.0 (Poor)
50 - <52	D-	0.7
<50	F	0.0

VI.   <u>Academic Integrity</u>

1. Each student in this course is expected to abide by the BRAC University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

2. You are encouraged to study together and to discuss information and concepts covered in classes with other students. You can give "consulting" help to or receive "consulting" help from other students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or hard copy.

3. Should copying occur, the student who copied work from another student and the student who gave material to be copied, will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and university disciplinary action.

4. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behaviour during the examinations will result in failure of the exam, and may lead to failure of the course and university disciplinary action.

5. Plagiarism – the use of materials produced by others without acknowledging the source – is a serious academic offence. Teachers will provide guidelines for citing different types of sources and the students are required to follow them throughout the course. **If a student's paper is found with plagiarized information, he/she will definitely be penalized with an "F" grade.**

Inclusivity Statement

A. Learner-Centred Teaching:

- Fosters student autonomy
- Promotes students' responsibility
- Supports students' decision making in the classroom
- Focuses on student talk rather than teacher talk
- Applies advanced questioning techniques asking students to analyze, speculate, and express feelings
- Employs use of communicative language teaching

B. Critical Thinking:

- Integrates the following skills in the curriculum: to analyze, evaluate, investigate, and think critically using own evaluative skills and explore new ideas and points of view
- Encourages idea generation; not memorization
- Develops all four skills of language in academic form

C. Collaborative Learning:

- Promotes student engagement – a combination of motivation and interaction
- Encourages students to build their own knowledge
- Initiates collaborative group work
- Employs peer review techniques
- Applies inductive methods
- Includes alternative assessments
- Ensures Task Based Learning

D. Positive Learning Environment:

- Supports constructive feedback to reinforce analytical thinking, not just right answers
- Guarantees students' comfort in taking risks
- Incorporates flexible syllabus

E. Teacher and Student Reflection:

- Ensures teachers reflect on their classes daily and weekly with their colleagues in module meetings
- Encourages students to reflect pre and post activities

Collaborative Group Work: Roles of Group Members

Roles	Responsibilities
Facilitator (1/2 person/s)	- Moderates team discussion - Keeps the group on task - Distributes work - Keeps time - Checks to make sure all group members understand the concepts and the conclusions reached by the group
Recorder (1/2 person/s)	- Takes notes summarizing team discussions and decisions - Keeps all necessary records
Reporter (1/2 person/s)	- Serves as group spokesperson to the class or instructor - Summarizes the group's activities and/or conclusions
Skeptic/Thinker (2 persons)	- Raises counter-arguments and (constructive) objections - Introduces alternative explanations and solutions

VII. Course Delivery Plan

Speaking and Listening Strand

Week 1	S/L	**Introduction to the Course** **Responding to Quotes**
Week 2	**S/L**	**Listening Comprehension**
Week 3	**S/L**	**Critical Thinking**
Week 4	**S/L**	**Problem Solving Skills** *(Assessment)*
Week 5	**S/L**	**Introduction to Critical Reading Skills: Analyzing texts for logic, emotion and credibility**
Week 6	**S/L**	**Presentation on Critical Reading Skills**
Week 7	**S/L**	**MIDTERM WEEK**
Week 8	**S/L**	**Analysing Features of an Effective Speech**
Week 9	**S/L**	**Analysing Features of an Effective Speech** *(Presentation)*
Week 10	**S/L**	**Final Presentation** *(Problem Based Project)*
Week 11	**S/L**	**Final Presentation** *(Problem Based Project)*
Week 12	**S/L**	**Final Presentation** *(Problem Based Project)*

Reading and Writing Strand

Week 1	R/W 1	**Introduction to the Course** **Basic Reading Skills: Skimming, Scanning and Annotating** *(Writing Assessment)*
	R/W 2	**Inference**
Week 2	R/W 1	**Paragraph Writing: Analysis of its characteristics, practice topic sentence and proper usage of transitions**
	R/W 2	**Paragraph Writing: Analysis of its characteristics, practice topic sentence and proper usage of transitions** *(continues)*
Week 3	R/W 1	**APA Citation Style and Plagiarism**
	R/W 2	**APA Citation Style and Plagiarism** *(continues)*
Week 4	R/W 1	**Summarizing and Providing Peer Feedback**
	R/W 2	**Paraphrasing and Providing Peer Feedback**
Week 5	R/W 1	**Angles of Vision: Learning to be Empathetic**
	R/W 2	**Introduction to Problem-based Project Through Angles of Vision**
Week 6	R/W 1	**Library Session**
	R/W 2	**Revision**

Week 7	R/W	MIDTERM WEEK
Week 8	R/W 1	**Continuation of Problem-based Project** *(Work on Articles)*
	R/W 2	**Logical Argumentation**
Week 9	R/W 1	**Discussion on the Final Paper: Select topic and discuss models and structure following logical argumentation**
	R/W 2	**Quiz** **Reporting on the Progress of Problem-based Project**
Week 10	R/W 1	**Drafting of Final Paper: Outline and Introduction**
	R/W 2	**Data Log for the Findings from the Articles for the Term Paper**
Week 11	R/W 1	**Drafting of Final Paper: Body Paragraphs**
	R/W 2	**Drafting of Final Paper: Conclusion** *(submission of first draft)*
Week 12	R/W 1	**Course Revision**
	R/W 2	**Course Revision** **Submission of Final Paper** *(in class)*