

**BRAC Institute of Languages (BIL)**  
**ENG 101**  
**ENGLISH FUNDAMENTALS**  
**Fall 2017**

**BRAC University Building 2, 14<sup>th</sup> Floor**  
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**I. Rationale:**

The English Fundamentals (ENG 101) course covers all four skills of English language required for students' basic academic and professional needs. Classroom tasks aim at promoting specific language skills (e.g. analyzing reading texts, writing academic papers, delivering PowerPoint presentations, etc.). The core objectives are integrated through different lessons. Speaking classes help students improve their Communication Skills. The Reading & Writing classes have a good number of selected reading materials covering a wide range of topics to help students develop Global Thinking and basic Quantitative Skills. Two different types of essays - Argumentative Essay and Response Essay, and presentations such as, Poster presentation, Advertisement Presentation, Debate on Climate Change, and Argumentative Presentation, aim at improving Critical Thinking in students.

## **II. Course Aims and Outcomes:**

Upon Successful completion of the course, students will be able to:

- Apply reading skills such as skimming and scanning
- Enhance vocabulary stock (from reading materials and discussion) and analyze their contextual meanings
- Comprehend and analyze critically on selected topics and express opinions with proper examples and evidence in both writing and speaking tasks
- Write well-organized academic essays maintaining coherence and unity
- Prepare and deliver formal speeches individually or in group by maintaining appropriate art of speaking with correct pronunciation, pitch, stress, intonation, etc
- Demonstrate improvement in group effectiveness: sharing the floor, sharing tasks, acknowledging the contributions of others, giving and receiving constructive feedback

## **III. Format and Procedures:**

- Students will maintain a portfolio for the course where they will preserve their class-work and homework for the whole semester.
- For the two group presentations average marks will be taken. Marks will be given individually for the group presentations.
- There will be no make-up exam for the quizzes. Average of two quizzes will be counted for the final marks.
- Marks will be deducted for late submission of all given assignments. No change will be permitted in the Final Presentation schedule.
- If any student fails to sit for Final Exam, she/he will get “F” in the final grade.

## **IV. Course Requirements:**

### **a) Class attendance and participation policy:**

- Students have to maintain 90% attendance in each component of the course i.e. Reading & Writing and Speaking & Listening, including tutorials (when a student is assigned with). Attendance will be counted till the last class of the 9<sup>th</sup> week.

- Students are not allowed to enter the class after 05 minutes.
- If any student fails to attend classes due to physical illness or any unavoidable circumstances, then she/he must submit an application immediately to the course teacher stating the situation with medical reports approved by BRACU medical officer and a guardian's signature. However, this application is not taken for excusing the absence; it is for keeping record.
- Active participation is encouraged as it contains 5% of the total marks

**b) Course readings:**

ENG 101 Booklet along with a good number of Handouts

**c) Course Policy:**

- **Quizzes/ Exams** cannot be missed without a valid reason. You must have your doctor'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 if the student completes the necessary paperwork with the Registrar's office.
- 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 assignments on time. **No change will be permitted in the Final presentation schedule.**
- For the two group presentations average marks will be taken. Marks will be given individually for the group presentations.
- Plagiarism- **If a student's paper is found with plagiarized information, she/he will definitely be penalized and receive an "F" grade.**
- Students will be asked to create **a portfolio** in their Writing and Speaking classes where they will preserve their class-work and homework for the whole semester. **Teachers will check the portfolio in the revision class before the Midterm and the Final Examination.** Students will hand in the portfolio, in the last class, with an introduction reflecting on their progress.

- Marks will be deducted for **late submission** of all given assignments.
- **If any student fails to sit for Final Exam, she/he will get an “F” in the final grade.**

**d) Grading Procedures:**

<b>Distribution of Marks</b>		<b>Grading</b>
<b>Reading and Writing-</b>	<b>65%</b>	
<ul style="list-style-type: none"> <li>• Reflective Journal Writing (Quiz 1 &amp; 2)</li> <li>• Assignment –</li> <li>• Mid Term Exam -</li> <li>• Final Exam –</li> </ul>	10% 5% 20% 30%	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)
<b>Speaking &amp; Listening –</b>	<b>25%</b>	
<ul style="list-style-type: none"> <li>• Midterm (Speaking Test) -</li> <li>• Group Presentation (Average)-</li> <li>• Listening Quiz-</li> <li>• Final Presentation (Individual) -</li> </ul>	6 % 6 % 5 % 8 %	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) Fail
<b>Attendance, Participation &amp; Portfolio -</b>	<b>5%</b>	
<b>Attendance in ELA -</b>	<b>5%</b>	
<b>Attendance</b>		<b>Marks</b>
90% and above		5
85% to less than 90%		4
80% to less than 85%		3
75% to less than 80%		2
70% to less than 75%		1
Less than 70%		0

**e) Academic Integrity:**

Students must avoid PLAGIARISM, copying any kind of written or oral words and ideas of others without proper acknowledgement. Students found guilty of plagiarism either in any assignments or examination scripts will face serious consequences, which includes failure in the course as well as University disciplinary actions.

## **Teaching Strategies of BIL**

### A. Learner Centered Teaching

- Fostering student autonomy
- Promoting student responsibility
- Supporting student decision making in the classroom
- Focusing on student talk rather than teacher talk
- Employing Advanced questioning techniques to get students to analyze, speculate, express feelings
- Using communicative language teaching

### B. Critical Thinking:

- Integrating the following skills in the curriculum: to analyze, evaluate, investigate, thinking independently and explore new ideas and points of view
- Encouraging idea generation, instead of memorization
- Developing all four skills of language in academic form

### C. Collaborative Learning:

- Student engagement through combining motivation and interaction
- Own knowledge building
- Collaborative group work
- Peer review
- Inductive methods
- Alternative assessments
- Task based activities

### D. Positive Learning Environment

- Constructive feedback- reinforce good thinking not just right answers
- Risk-taking by transcending comfort zone
- Syllabus flexibility

### E. Teacher and Student Reflection

- Daily and weekly teacher reflection – individual and in module/ with colleagues
- Pre and post activity Students' reflection

## COURSE DELIVERY PLAN

WEEK	Class	Speaking & Listening	Reading & Writing
1	1	Ice Breaker + Assessment	Ice Breaker + Needs Assessment
	2	Art of Questioning	Reading Comprehension (strategies of reading)
2	3	Active Listening and Note Taking	Paragraph Writing & Sentence Variation
	4	Narrow down Topic & Practice Listening Quiz	Summary
3	5	Listening Quiz & Debatable and Non-debatable Statements	Summary
	6	Music as Social Conscience (Discussion)	Paraphrase
4	7	Listening to Speech (Summarizing)	Paraphrase
	8	Music as Social Conscience (Group Presentation)	Midterm Assessment 1
5	9	Understanding Empathy (Discussion)	Midterm Assessment 2 (Midterm Assessment 3 will take place in an afternoon slot)
	10	Understanding Empathy (Drama)	Introduction to Argument Essay
6	11	Practice Speaking Test	Argument Essay
	12	<b>MIDTERM SPEAKING TEST</b>	Introduction to Response Essay
7	13	<b>MIDTERM SPEAKING TEST (Cont.)</b>	Response Essay – Article Annotation & Source Evaluation
	14	<b>MIDTERM BREAK</b>	<b>MIDTERM BREAK</b>

8	15	<b>MIDTERM SPEAKING TEST (Cont.)</b>	Response Essay – Outline & First Draft
	16	Advertisement (Discussion) <b>N.B. Students will be asked to submit two argumentative topics for final individual presentation in the 9<sup>th</sup> week.</b>	Response Essay – First Draft & Peer Review
9	17	Introduction to Argumentative Presentation	Response Essay – Final Draft
	18	Advertisement (Group Presentation) <b>N. B. Submission of two argumentative topics for final Presentation</b>	Response Essay – Teacher’s Feedback & Revision
10	19	Preparation on Argumentative Presentation	Final Assessment – Article Annotation
	20	<b>FINAL ARGUMENTATIVE PRESENTATION (Individual)</b>	Final Assessment – Outline
11	21	Continuation of Final Argumentative Presentation (Individual)	Final Assessment – First Draft
	22	Continuation of Final Argumentative Presentation (Individual)	Final Assessment – First Draft
12	23	Continuation of Final Argumentative Presentation (Individual)	Final Assessment – Peer Review
	24	Continuation of Final Argumentative Presentation (Individual)	