**GAU, Faculty of Humanities**

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| **Course Unit Title** | | Development of Reading Skills | | |
| **Course Unit Code** | | EGL 101 | | |
| **Type of Course Unit** | | Compulsory, all psychology students | | |
| **Level of Course Unit** | | First year, Bachelors Degree | | |
| **National Credits** | | 3 | | |
| **Number of ECTS Credits Allocated** | | 3 ECTS | | |
| **Theoretical (hour/week)** | | 2 | | |
| **Practice (hour/week)** | | 1 | | |
| **Laboratory (hour/week)** | | - | | |
| **Year of Study** | | 1 | | |
| **Semester when the course unit is delivered** | | 1 | | |
| **Mode of Delivery** | | Face to Face, E-Learning activities | | |
| **Language of Instruction** | | English | | |
| **Prerequisities and co-requisities** | | None | | |
| **Recommended Optional Programme Components** | | None | | |
| **Objectives of the Course:** | | | | |
| * To apply their knowlerdge of contextual clues to read and understand new texts without the aid of a dictionary. * They will have enough vocabularly to be able to express themselves on topics such as family, hobbies, interests, work, travel and current affairs. * They will be able to formulate complex sentences, will be able to write topic sentences, simple introductions and conclusions. | | | | |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should be able to | | | Assesment. | |
| 1 | Can read a range of straightforward factual texts on subjects related to his field of interest with a satisfactory level of comprehension. | | 1,2 | |
| 2 | Can understand the main points of clear standard speech included in work, university, lectures | | 1 | |
| 3 | Can use simple language to express personal opinion and exchange information on familiar topics related to personal interest and everyday topics encountered in the class. | | 1 | |
| 4 | Can write short compositions to convey simple information of immediate relevance at the same time getting across the relevant points clearly. | | 1,2 | |
| 5 | Can convey information and ideas on both concrete and abstract subjects. | | 2 | |
| 6 | Can write straightforward coherent, connected texts on familiar subjects. | | 1 | |
| Assesment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work | | | | |
| **Course’s Contribution to Program** | | | | |
|  |  | | | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | | | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | | | 5 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | | | 2 |
| 4 | Ability to apply psychological content and skills to career goals. | | | 3 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | | | 3 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | | | 3 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | | | 3 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | | | 3 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | | | 3 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | | | 4 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | | | 3 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) | | | | |

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| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | The Writing Process | | | | | |  |
| 2 |  | Audience. Purpose.Tone | | | | | |  |
| 3 |  | Select and Narrow Topics | | | | | |  |
| 4 |  | Brainstorming/ Outlining | | | | | |  |
| 5 |  | Complex Sentences | | | | | |  |
| 6 |  | Proofreading | | | | | |  |
| 7 |  | Revisions | | | | | | Quiz |
| 8 |  |  | | | | | | Mid Term |
| 9 |  | Descriptive Writing | | | | | |  |
| 10 |  | Unity & Coherence | | | | | |  |
| 11 |  | Reading | | | | | |  |
| 12 |  | Oral/Aural Skills | | | | | |  |
| 13 |  | Strategies for communicating difficult ideas | | | | | |  |
| 14 |  | Revisions | | | | | | Quiz |
| 15 |  |  | | | | | | Final |
| **Recommended Sources** | | | | | | | | |
| **Textbook:** Balanchard, K. & Root, C. Ready to Write More. Longman  Costa, G. American Short Story. Thomson  Judy L. Miller & Robert F. Cohen. Reason to Write. Oxford  **Supplementary Material (s):** | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | | 10% |  | | | | |
| Laboratory | | | % |  | | | | |
| Midterm Exam (Written) | | | 30% |  | | | | |
| Quiz (Written) | | | 10% |  | | | | |
| Final Exam (Written) | | | 50% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 15 | 3 | 45 | |
| Labs and Tutorials | | | | |  |  |  | |
| Assignments | | | | | 1 | 2 | 2 | |
| Project/Presentation/Report Writing | | | | |  |  |  | |
| E-learning Activities | | | | |  |  |  | |
| Quizzes | | | | | 1 | 7 | 7 | |
| Midterm Examination | | | | | 1 | 14 | 14 | |
| Final Examination | | | | | 1 | 28 | 28 | |
| Self Study | | | | | 6 | 1 | 6 | |
| Total Workload | | | | | | | 102 | |
| Total Workload/30 (h) | | | | | | | 3.4 | |
| ECTS Credit of the Course | | | | | | | 3 | |