**GAU, Faculty of Humanities**

**Reading Skills II**

**Course Descriptions**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Unit Title/Ders Adı** | | | | | | Reading Skills II | | | | | | | |
| **Course Unit Code/Ders Kodu** | | | | | | TRA104 | | | | | | | |
| **Type of Course Unit/Ders statüsü** | | | | | | Compulsory/Freshmen | | | | | | | |
| **Level of Course Unit/Ders seviyesi** | | | | | | BA | | | | | | | |
| **National Credits/Ulusal kredi** | | | | | | 3 | | | | | | | |
| **Number of ECTS Credits Allocated/AKTS değeri** | | | | | | 6 ECTS | | | | | | | |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | | | | | | 3 | | | | | | | |
| **Practice (hour/week)/Uygulama durumu** | | | | | | - | | | | | | | |
| **Laboratory (hour/week)/Laboratuvar durumu** | | | | | | - | | | | | | | |
| **Year of Study/ Dersin yılı** | | | | | | 1 | | | | | | | |
| **Semester when the course unit is delivered/Ders dönemi** | | | | | | Spring | | | | | | | |
| **Course Coordinator/Ders koordinatörü** | | | | | | - | | | | | | | |
| **Name of Lecturer (s)/Ders sorumlu öğretim elemanı** | | | | | | - | | | | | | | |
| **Name of Assistant (s)/Asistan adı** | | | | | | - | | | | | | | |
| **Mode of Delivery/Dersin işlenişi** | | | | | | Face to face, Text analysis | | | | | | | |
| **Language of Instruction/Dersin dili** | | | | | | English | | | | | | | |
| **Prerequisities and co-requisities/Dersin ön koşulu** | | | | | | - | | | | | | | |
| **Recommended Optional Programme Components/Önerilen opsiyonel program unsurları** | | | | | | - | | | | | | | |
| **Objectives of the Course/Dersin amacı** | | | | | | | | | | | | | |
| * This course promotes higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information and therefore, in their compositions, react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) that are unified, coherent and organized. In addition to the integration of reading with writing, research-based instruction will be adopted, so that students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing. | | | | | | | | | | | | | |
| **Learning Outcomes/Öğrenme çıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to | | | | | | | | | | | Assesment | | |
| 1 | Possess the reading skills to interpret the writer's message and attitude in a reading text. | | | | | | | | | | 1,2 | | |
| 2 | Understand what is written between the lines in any reading text. | | | | | | | | | | 1,2 | | |
| 3 | Acquire the critical analysis skill and apply it in any reading text. | | | | | | | | | | 1,2 | | |
| 4 | Distinguish between facts and opinions and express students' personal judgment. | | | | | | | | | | 1,2 | | |
| 5 | Identify the topic sentence and the main idea and supporting details of each paragraph and of the entire text. | | | | | | | | | | 1,2 | | |
| 6 | Infer the meaning of specific words in a given reading text and use them in appropriate context. Find the main idea in the reading text. | | | | | | | | | | 1,2 | | |
| 7 | Expand and develop vocabulary through knowledge of affixation and some other processes of lexical derivation. | | | | | | | | | | 1,2 | | |
| 8 | Identify the basic reading skills and sub-skills. | | | | | | | | | | 1,2 | | |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Worak  *Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | | | | | | | | | | |
| **Course’s Contribution to Program/Dersin Programa Katkıları** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | CL/KS | |
| 1 | Have gained an in-depth knowledge of different linguistic components of the English language | | | | | | | | | | | 2 | |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | | | | | | | | | 4 | |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | | | | | | | | | 3 | |
| 4 | Be able to assess English language learners in different language skills; | | | | | | | | | | | 2 | |
| 5 | Be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 2 | |
| 6 | Be able to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 2 | |
| 7 | Be able to participate and be sufficiently understood in academic discourse; | | | | | | | | | | | 3 | |
| 8 | Be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | | | | | | | | | 3 | |
| 9 | Be able to make efficient and appropriate behavior management decisions in the classroom; | | | | | | | | | | | 2 | |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 3 | |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 2 | |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | | | | | | | | | | | 2 | |
| 13 | Be able to conduct and use research and document sources properly; | | | | | | | | | | | 3 | |
| 14 | Be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | | | | | | | | | 3 | |
| *CL (Contribution Level)*: 1.Very Low, 2.Low, 3.Moderate, 4.High, 5.Very High  *Katkı seviyesi(KS)*: 1. Çok düşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çok yüksek | | | | | | | | | | | | | |
| **Course Contents/Ders İçeriği** | | | | | | | | | | | | |
| Week/**Hafta** | |  |  | | | | | | | Exam**s/ Sınavlar** | | |
| 1 | |  | Introduction to the course, Planning and Organization | | | | | | |  | | |
| 2 | |  | Chapter 7: Private Lives | | | | | | |  | | |
| 3 | |  | Chapter 7: Private Lives  Supporting Main Ideas; Extensive Reading: Short Story | | | | | | |  | | |
| 4 | |  | Chapter 8: Future Talk | | | | | | |  | | |
| 5 | |  | Chapter 8: Future Talk  Using Context Extensive Reading: A Short Story | | | | | | |  | | |
| 6 | |  | Chapter 9: Letters of Application  Reading Instructional Materials; Extensive Reading:A Short Play | | | | | | |  | | |
| 7 | |  | Chapter 9: Letters of Application  Reading Instructional Materials; Extensive Reading:A Short Play | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Mid-term** | | |
| 9 | |  | Chapter 10: Out to Lunch  Finding details; Word forms | | | | | | |  | | |
| 10 | |  | Chapter 11: Public Attitudes towards Science  Main Ideas; Extensive Reading: A Short Play | | | | | | |  | | |
| 11 | |  | Chapter 12:John’s Taiwanese Wedding  (adjectives and adverbs ) | | | | | | |  | | |
| 12 | |  | Chapter 13: The Art of Genius  Using Examples; Extensive Reading: A Short Play | | | | | | |  | | |
| 13 | |  | Chapter 14: Conversational Ball Games  Patterns of Organization | | | | | | |  | | |
| 14 | |  | Chapter 14: Conversational Ball Games  Patterns of Organization | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **Recommended Sources/Önerilen kaynaklar** | | | | | | | | | | | | |
| **Textbook/Ders kitabı:**  Select Reading, Intermediate by Linda Lee and Erik Gundersen, Oxford University Press. | | | | | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | | | | | |
| Attendance/Derse devam | | | | 5% |  | | | | | | | |
| Homeworks/Ödevler | | | | 20% |  | | | | | | | |
| Midterm Exam/Vize sınavı | | | | 35% |  | | | | | | | |
| Final Exam/Final sınavı | | | | 40% |  | | | | | | | |
| Total | | | | 100% |  | | | | | | | |
| **ECTS Allocated Based on the Student Workload/ Öğrenci ders yüküne göre AKTS değerleri** | | | | | | | | | | | | |
| ActivitiesEtkinlik | | | | | | | Number/Sayısı | Duration (hour)/Süresi | Total Workload(hour)/Toplam yük | | | |
| Course duration in class (including the Exam week)/Sınıf içi etkinlikler | | | | | | | 15 | 2 | 30 | | | |
| Labs and Tutorials/ Lab ve ders | | | | | | | - | - | - | | | |
| Assignments/Ödevler | | | | | | | 8 | 3 | 24 | | | |
| E-Learning Activities/E-learning activities | | | | | | | 3 | 17 | 51 | | | |
| Project/Presentation/Report Writing/Proje | | | | | | | 5 | 3 | 15 | | | |
| Quizzes | | | | | | | - | - | - | | | |
| Lab Exams | | | | | | | - | - | - | | | |
| Midterm Examination/Vize | | | | | | | 1 | 1 | 2 | | | |
| Final Examination/Final  Examination Preparation | | | | | | | 1 | 18 | 18 | | | |
| Self-Study/Bireysel çalışma | | | | | | | 20 | 2 | 40 | | | |
| Total Workload/İş yükü | | | | | | | | | 180 | | | |
| Total Workload/30 (h) | | | | | | | | | 180/30 | | | |
| ECTS Credit of the Course/AKTS değeri (ECTS) | | | | | | | | | 6 | | | |