**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course Unit Title/Ders Adı** | Critical Reading & Writing |
| **Course Unit Code/Ders Kodu** |  **ELTA207** |
| **Type of Course Unit/Ders statüsü** | Compulsory |
| **Level of Course Unit/Ders seviyesi** | Undergraduate |
| **National Credits/Ulusal kredi** | 2 |
| **Number of ECTS Credits Allocated/AKTS değeri** | 3 ECTS |
| **Theoretical (hour/week)/Haftalık teorik ders saati** | 2 |
| **Practice (hour/week)/Uygulama durumu** | - |
| **Laboratory (hour/week)/Laboratuvar durumu** | - |
| **Year of Study/ Dersin yılı** | 2 |
| **Semester when the course unit is delivered/Ders dönemi** | Fall |
| **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, presentation |
| **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 presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by the students’ in their writings. Students also analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing the organization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.
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| **Learning Outcomes/Öğrenme çıktıları** |  |
| At the end of the course, students will be able to: | Değerlendirme |
| 1 | describe basic concepts of critical reading and writing in English | 1,2 |
| 2 | read and evaluate publications such as published articles, written news texts, and advertising texts from different sources in English language with a critical perspective | 1,2 |
| 3 | make comparisons between different written texts written in the same subject. | 1,2 |
| 4 | synthesize the information they acquire by taking advantage of different sources on a specific topic and develop the ability to write their own original texts in the synthesis direction | 1,2 |
| 5 | Practice basic reading skills such as “Reading the lines (Plain sense-Literal; Reading between the lines (Deductive-inferential); reading beyond the lines (Projective-evaluative), descriptive wring vs. critical writing,  | 1,2 |
| 6 | Compare different written texts, | 1,2 |
| 7 | Synthesize information on different sources to write original texts. | 1,2 |
| 8 | Write critical essays | 1,2 |
| *Assesment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5 Lab.Work*Değerlendirme Metodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work |
| **Course’s Contribution to Program/Dersin Programa Katkıları** |
| Upon successful completion of their undergraduate studies, ELT students will: | CL/KS |
| 1 | have gained an in-depth knowledge of different linguistic components of the English language; | 4 |
| 2 | be familiar with different theories, methods, and techniques of teaching English as a foreign language; | 3 |
| 3 | be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | 4 |
| 4 | be able to assess English language learners in different language skills; | 4 |
| 5 | be able to create, evaluate, and use English language teaching materials; | 4 |
| 6 | be able to critically evaluate the existing language proficiency exams; | 3 |
| 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 behaviour management decisions in the classroom; | 4 |
| 10 | be able to analyze literary texts to integrate them into their teaching; | 4 |
| 11 | to be able to effectively manage group dynamics, time, space and materials; | 3 |
| 12 | to have gained familiarity with basic principles of guidance and the relevant practical applications; | 3 |
| 13 | be able to conduct and use research and document sources properly; | 4 |
| 14 | be able to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | 4 |
| *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 of the course and course material. Basic terms: Critical thinking, reading, writing, etc. |  |
| 2 |  | Travel & technology  |  |
| 3 |  | Fashion |  |
| 4 |  | Disappearing animals |  |
| 5 |  | Big money |  |
| 6 |  | Celebrations around the world |  |
| 7 |  | It’s a mystery |  |
| 8 |  |  |  **Midterm**  |
| 9 |  | Health & fitness |  |
| 10 |  | Space & flight  |  |
| 11 |  | The changing family |  |
| 12 |  | The future of education |  |
| 13 |  | The mystery of memory |  |
| 14 |  | Comics |  |
| 15 |  |  | **Final** |
| **Recommended Sources/Önerilen kaynaklar** |
| **Textbook/Ders kitabı:**- Pronouncing American English, Gertrude F. Orion, Heinle & Heinle Publishers.**Supplementary Material(s)/Ek Materyal(ler):**- English Phonetics and Phonology, Roach P.; Cambridge University Press- How to teach Pronunciation, Kelly G., Pearson-Longman Education- Active English: Pronunciation and Speech; Bens A. Prentice Hall- Longman Pronunciation Dictionary, Wells J.C, Pearson-Longman Education |
| **Assessment/Değerlendirme** |
| Attendance/Derse devam | 10 % |  |
| Homeworks/Ödevler | 20 % |  |
| Laboratory/Lab.  | 0% | Lab Grade= Lab Performance  Lab Attendance |
| Midterm Exam/Vize sınavı | 30 % |  |
| 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 | 14 | 2 | 28 |
| Labs and Tutorials/ Lab ve ders | - | - | - |
| Assignments/Ödevler | 2 | 8 | 16 |
| E-Learning Activities/E-learning activities | 2 | 8 | 16 |
| Project/Presentation/Report Writing/Proje | - | - |  |
| Quizzes | - | - | - |
| Lab Exams | - | - | - |
| Midterm Examination/Vize | 1 | 1 | 1 |
| Final Examination/Final | 1 | 1 | 1 |
| Self-Study/Bireysel çalışma | 4 | 10 | 40 |
| Total Workload/İş yükü | 100 |
| Total Workload/30 (h) |  100/30 |
| ECTS Credit of the Course/AKTS değeri | 3,4 |