

**Course description**

**Descriptif du cours**

**Department : English**

**Instructor (s): Salma Chérif, Hajer Ghaffari, Ines Gharbi, Mariem Gharbi**

**Academic year: 2021-2022**

**Level: First Year Preparatory Cycle**

**Course title: Language (Reading, Writing, Grammar)**

	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
<b>Course outline</b>	1- Understanding reading- Introduction 2- What is critical reading? 2.1- Determining an author's purpose and Intended audience. 2.2- Determining an author's point of view, tone and intended meaning. 3- Making inferences 4- Distinguishing between deductive and inductive reasoning 5- Identifying propaganda devices 6- The paragraph structure 7- Paraphrasing and summarizing 8- Plagiarism 9- Citing the sources of information 10- Selected texts for study	1- Capitalization 2- Commas and other punctuation marks 3- Sentence types 4- Sentence problems 5- Topic sentence 6- Paragraph structure: supporting sentences concluding sentence 7- Types of paragraphs 8- Plagiarism 9- Emphatic structures and inversion 10- Aspects of Cohesion 11- Features of discourse	Unit 1: Noun Phrase Unit 2: Adjectives and adverbs Unit 3: -ing forms and infinitives Unit 4: Tenses Unit 5: Questions Unit 6: Reported speech Unit 7: Modal Verbs and related structures Unit 8: The passive voice Unit 9: Reported speech Unit 10: Questions
<b>Course objectives</b>	<ul style="list-style-type: none"><li>- skim for main idea(s)</li><li>- scan for details</li><li>- distinguish main ideas from specific details</li><li>- develop reading speed</li><li>- build academic vocabulary</li></ul>	<ul style="list-style-type: none"><li>- reflect on and evaluate learning and performance, and set goals for progress</li><li>- demonstrate behavior and attitudes appropriate to a university</li></ul>	This course is meant to introduce students to specific grammar points in English grammar and sharpen their skills in recognizing and using grammatical structures.

	<ul style="list-style-type: none"> <li>- make use of contextual clues to infer meanings of unfamiliar words from context</li> <li>- summarize and paraphrase information in a text</li> <li>- distinguish facts from opinions</li> <li>- make inferences and predictions based on comprehension of a text</li> <li>- identify author's purpose and tone</li> <li>- think and read critically</li> </ul>	<p>environment (work collaboratively, manage time, be prepared, comply with academic integrity rules)</p> <ul style="list-style-type: none"> <li>- write effective and coherent paragraphs</li> <li>- write an effective topic sentence</li> <li>- develop coherent content and support with relevant details</li> <li>- write an effective concluding sentence</li> <li>- use pre-writing strategies to plan writing</li> <li>- generate ideas from sources to develop content</li> <li>- give critical peer feedback</li> <li>- use peer and teacher feedback to edit writing</li> <li>- build academic vocabulary</li> <li>- use a variety of accurate sentence structures</li> <li>- write different types of paragraphs</li> <li>- write a five-paragraph academic essay</li> </ul>	<p>The emphasis is placed on both grammatical rules and context. Students are encouraged to be more autonomous and responsible for their own learning.</p>
<b>Course methodology</b>	<p>The above objectives will be achieved through the study of selected texts from different sources compiled in a booklet. In the classroom, students will be exposed to different texts and answers will be discussed to seek common grounds of understanding and interpretation with reference to the text. Students will also be given various group activities to enhance collaborative learning and reinforce the course objectives.</p>	<p>The present course is intended for first year preparatory students and designed to help them understand and apply the conventions of academic writing in English. It is meant to build on the students' prior knowledge of writing skills and develop them into the advanced writing skills that include identifying sentence problems and correcting them, knowing the difference between sentence types and being able to write an academic paragraph and essay.</p>	<p>Students will be given grammatical structures in context and be led to identify them and deduce the rules of their use. Teaching grammar rules through context will help learners perceive the structures of English effectively. Students will then tackle different grammatical activities to practice and master the structures and rules they have learnt.</p>
<b>Method of evaluation</b>	<p>Students will be assessed mainly on the basis of one progress test and one final exam in each semester.</p>	<p>Students will be assessed mainly on the basis of one progress test and one final exam in each semester.</p>	<p>Students will be assessed mainly on the basis of one progress test and one final exam in each semester.</p>

**References:**

Hewings, M. (2005). *Advanced grammar in use: a reference and practice book for advanced learners of English*. Cambridge, England, Cambridge University Press.

Mark Foley & Diane Hall (2003). *Advanced Learner's Grammar. A Self-study Reference and Practice Book with Answers*, Longman.

Richard Side & Guy Wellman (2000). *Grammar and Vocabulary for Cambridge Advanced and Proficiency*. Pearson Education Limited.