



University of Prizren “Ukshin Hoti”

Faculty of Philology

SYLLABUS							
Study cycle	Bachelor	Programme	English Language and Literature		Academic year	2017/18	
COURSE		TESL – Reading and Writing					
Year		Status of the course	O	Code		ECTS	7
Semester							
Study weeks	15	Course classes			Lectures	Practice	
					2	3	
Methodology of teaching	Lectures, research and presentations						
Consultations							
Professor	Dr. Sc. Aida ALLA			e-mail	aida_alla@hotmail.com		
				Tel.			
Assistant	/			e-mail	/		
				Tel.	/		

Course objectives	Student's benefits
<ul style="list-style-type: none"> Present an overview of the concepts and practical skills that are needed for English as a foreign language (EFL) learners to acquire more advanced reading and writing skills in English. Introduce students to methods and strategies for planning, implementing, and assessing reading and writing instruction for all levels of EFL. Introduce specific topics including reading skills, reading fluency, academic literacy, the writing process, error correction, and reading and writing assessment. Encourage team work in order to develop negotiation skills, assessment of peer work and management skills. 	<ul style="list-style-type: none"> Understand and respond to information from reading input. Read in order to develop further their opinions. <ul style="list-style-type: none"> Demonstrate analytical competence in reading different assigned texts. Organize their thoughts and present them clearly in both speaking and writing. <ul style="list-style-type: none"> Write effective argumentative essays, and reports using pre-writing strategies and incorporating information from different sources. Demonstrate awareness about the audience and the purposes of writing. Evaluate their written work and the work of their peers. <ul style="list-style-type: none"> Proofread and revise their own and their peers' work. Demonstrate practical skills in planning and implementing a lesson in teaching reading and writing to all levels of EFL learners.

Teaching methodology:			
Method of delivery of the course will be student-centered, interactive and experiential. Transitions between class work, group work, pair and individual work, will be frequent and will depend on the material to be translated and tasks involved. Therefore, students' active participation and engagement will be an essential component for the fulfillment of course objectives, as well as for the attainment of the learning outcomes.			
Required tools:			
Power point presentations, internet connections, texts, hand-outs.			
Evaluation criteria (in %):			
Attendance 5% Intermediary test 25% Homework assignments 30% Final test 40% Total: 100% Evaluation in % Final grade	Evaluation in %	Final grade	
	Evaluation in % Final grade	Evaluation in % Final grade	
	0 – 49% 5	0 – 49% 5	
	50% – 60% 6	50% – 60% 6	
	61% - 70% 7	61% - 70% 7	
	71% - 80% 8	71% - 80% 8	
	81% - 90% 9	81% - 90% 9	
	91% - 100% 10	91% - 100% 10	
Student obligations:			
Lectures: Students are required to attend 80% of the classes. Classes will be practical and analytical.		Practice:	
Course obligations:			
Activity Hours	Days/weeks	Total:	
Ligjërata	2	15	30
Detyra shtëpie	3	15	45
Tutorime	3	15	45
Projekte/prezantime	10	1	10
Punë e pavarur	2	15	30
Konsulta me studentët	20 min/student	15	5
Koha e harxhuar për korrigjime	3	1	3
Përgatitja për provimin final	7	1	7

Vërejtje: 1 ECTS kredi=25 orë angazhim,p.sh nëse lënda i ka 6 ECTS kredi student duhet të ketë angazhim gjatë semestrit	Ngarkesa totale:	175 orë = 7 ECTS
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Week	Lectures		Practice	
	Topic	Hours	Topic	Hours
1.	Introduction to the course Needs assessment and analysis		Introduction to the course Needs assessment and analysis	
			Practical discussions	
2.	The goals of teaching reading Stages of the reading process - Analyzing the features of a text Finding organizational patterns Anticipation guide Finding signal words Extending vocabulary		The goals of teaching reading Stages of the reading process - Analyzing the features of a text Finding organizational patterns Anticipation guide Finding signal words Extending vocabulary	
			Practical discussions	
3.	The goals of teaching writing Stages of the writing process – Prewriting Planning Drafting Mechanics Revising Editing & proofreading		The goals of teaching writing Stages of the writing process – Prewriting Planning Drafting Mechanics Revising Editing & proofreading	
			Practical discussions	
4.	The principles behind the teaching of reading & writing Stages of the reading process – Previewing Analyzing the features of a text Finding organizational patterns Anticipation Guide Finding signal words Extending vocabulary		The principles behind the teaching of reading & writing Stages of the reading process – Previewing Analyzing the features of a text Finding organizational patterns Anticipation Guide Finding signal words Extending vocabulary	
			Practical discussions	
5.	Reading & writing skills & strategies Stages of the reading process – Using context to find meaning Reading between the lines Most/Least Important idea(s) and information		Reading & writing skills & strategies Stages of the reading process – Using context to find meaning Reading between the lines Most/Least Important idea(s) and information	

	<p>Sorting ideas using a concept map</p> <p>Visualizing</p> <p>Taking notes</p>		<p>Sorting ideas using a concept map</p> <p>Visualizing</p> <p>Taking notes</p>	
			<p>Practical discussions</p>	
6.	<p>Reading & writing skills & strategies</p> <p>Responding to text</p> <p>Drawing Conclusions</p> <p>Making judgments</p> <p>Microskills for writing</p> <p>Graphemes & orthographic patterns</p> <p>Efficient speed rate, and matching the purpose and acceptable grammatical system</p> <p>Particular meaning expressed by different grammatical form</p>		<p>Reading & writing skills & strategies</p> <p>Responding to text</p> <p>Drawing Conclusions</p> <p>Making judgments</p> <p>Microskills for writing</p> <p>Graphemes & orthographic patterns</p> <p>Efficient speed rate, and matching the purpose and acceptable grammatical system</p> <p>Particular meaning expressed by different grammatical form</p>	
			<p>Practical discussions</p>	
7.	<p>Types & tasks of reading</p> <p>Informational texts</p> <p>Graphical texts</p> <p>Literary texts</p> <p>Instruction manuals</p>		<p>Types & tasks of reading</p> <p>Informational texts</p> <p>Graphical texts</p> <p>Literary texts</p> <p>Instruction manuals</p>	
			<p>Practical discussions</p>	
8.	<p>Types & tasks of writing</p> <p>Imitative, or writing down</p> <p>Intensive/ controlled/ guided</p> <p>Self writing</p> <p>Display writing</p> <p>Real writing</p> <p>(academic/vocational/personal)</p>		<p>Types & tasks of writing</p> <p>Imitative, or writing down</p> <p>Intensive/ controlled/ guided</p> <p>Self writing</p> <p>Display writing</p> <p>Real writing</p> <p>(academic/vocational/personal)</p>	
			<p>Practical discussions</p>	
9.	<p>Integrating reading & writing</p> <p>Reading for learning</p> <p>Reading for research</p> <p>SQ3R</p>		<p>Integrating reading & writing</p> <p>Reading for learning</p> <p>Reading for research</p> <p>SQ3R</p>	
10.	<p>Integrating reading & writing</p> <p>Common types of essay</p>		<p>Integrating reading & writing</p> <p>Common types of essay</p>	

			Practical discussions	
11.	Macroskills for writing Use of cohesive devices Accomplishment of communicative function based on form & purpose Literal and implied meaning Cultural specific references Audience		Macroskills for writing Use of cohesive devices Accomplishment of communicative function based on form & purpose Literal and implied meaning Cultural specific references Audience	
			Practical discussions	
12.	Revisiting the reading & writing process & product Checklist of assesment & grading Criteria		Revisiting the reading & writing process & product Checklist of assesment & grading Criteria	
			Practical discussions	
13.	Focusing on the product of writing Revision (self/ peer/tutor) Editing & proof-reading		Focusing on the product of writing Revision (self/ peer/tutor) Editing & proof-reading	
			Practical discussions	
14.	Wrap up, course evaluation & preparation for the final test		Wrap up, course evaluation & preparation for the final test	
			Practical discussions	
15.	Final Test		Final Test	

LITERATURE

Harmmer, Jeremy. (2015). The Practice of English Language Teaching. Longman
 Scrivener, Jim. (2011). The Essential Guide to Teaching English. Macmillan
 Hopper, V.F., Gale C. & Griffith B.W. (2000). Essentials of Writing. Barron's Educational Series, INC
 Hedge, Tricia, Teaching and learning. http://www.oup.hu/THedge_TeachingandLearning.pdf
 Think literacy: Cross-curricular approaches, Grades 7 -12
http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath10_12.pdf
 Teaching writing
<https://methodologyshumenextramurals.files.wordpress.com/2013/02/brownwriting.pdf>

REMARKS

Remarks to the student:
Students must comply with the institutional code of ethics in the course of instruction and other learning and assessment and evaluation activities.