Course Outline

Foundations of English Language

Reading & Writing I

Credit Hours	-			
Lecture(s)	Nbr of Lec(s) Per Week	2	Duration	1.5hrs (6.00 pm — 7.30pm) Online

Instructor	Mashail Imran
Room No.	Online
Office Hours	-
Email	Mashail.imran@lums.edu.pk
Telephone	-
Secretary/TA	-
TA Office Hours	-
Course URL (if any)	-

COURSE PREREQUISITE(S)

None

COURSE DESCRIPTION

This course will introduce participants to the basics of English reading and writing. They will learn techniques to scan and skim texts, extract main ideas, and annotate and summarize passages. They will also be familiarized with the preliminary grammar and mechanics of writing and will learn to develop sentences and paragraphs. Participants will learn, practice and use language rules and simple communication skills through hands on activities. Assessment will be in the form of quizzes, in session tasks, and oral presentations. Bearing in mind the online learning context, the course is geared towards making the learning of the individuals as interactive as possible by actively engaging them in their learning process and by providing individual and group feedback.

Benefits of Learning Online

Despite the onset of COVID, it is important to understand that the process of learning should not be stifled. Although the impact of a real class setting cannot be matched, this online course is designed in a way that makes the learners be active participants as opposed to passive absorbers of a lecture. As an instructor, I will ensure that an interactive learning environment is created for this course where participants engage with one another through hands on activities and are fully committed to giving and receiving feedback from each other as well as the instructor.

Feedback is an essential component of a lesson. Pre-recorded lectures do not take into account the importance of giving feedback. Feedback is the backbone of any lecture and allows participants to strengthen their existing set of skills and knowledge and act on them as well.

All lectures will be offered in real time setting with a focus on delivering all learning outcomes.

CLASS RULES & POLICIES: Breaks, Attendance, Deadlines, Etc

This is a Pass/Fail course.
Attendance has to be a minimum of 80% in order to receive a certificate of completion.
The class will begin and end on time so please make sure that you arrive to class **6.10pm maximum**.
Students who are more than 10 minutes late will be marked absent.
No breaks

LEARNING OUTCOMES

At the successful completion of the course students will be able to:

- Apply different reading techniques
- Communicate in written and oral English with peers and teachers
- Rely less on their first languages and increase their use of English in formal and informal situations
- Identify and apply correct English grammar in multiple contexts

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ACADEMIC HONESTY

The principles of truth and honesty are recognized as fundamental to a community of teachers and students. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Any instances of academic dishonesty in this course (intentional or unintentional) will be dealt with swiftly and severely. Potential penalties include receiving a failing grade on the assignment in question or in the course overall. For further information, students should make themselves familiar with the relevant section of the LUMS student handbook.

Assessments

Both Instructors and Student Teachers are encouraged to respond through pair and group work and active learning strategies, such as role play, debates, presentations, and brainstorming. Instructors and Student Teachers are encouraged to use online.

Breakdown:
Attendance: 10%
Submissions: 40%
Assessments: 20%
Presentations and Roleplays: 30%

Examples of In-Class Student Activities: *[Choose a variety of assessments…]*

• Assignments • Projects • One Minute Paper • Discussion • Group work	• Presentation • Peer Review • Lecture • Quizzes • Readings	• Current Events • Videos • Readings • Peer Teaching • Debates

Course Schedule:

Week 1:	

Topic:
 	
Making introductions
   1. Making effective self and peer introductions
   2. Taking useful introductory notes
	In the first week, students will be given opportunities to interact with one another in oral and written forms. This will serve to introduce them and help them develop conversations through suggesting simple words and phrases to describe people, preferences, and other conversation topics in a logical sequence.

In class teaching:	▪ Verbal, hands-on activities, some lecture based teaching
In class student activities:	▪ Brainstorming ▪ Getting to Know Questionnaire
Assessments	▪ Getting to Know Questionnaire ▪ Brainstorming Activity

Week 2:	

Topic:
 	
   1. Learning reading techniques including:
       • Skimming for main ideas
       • Scanning for specific information
       • Identifying themes and predicting conclusions.
   2. Identifying and practicing models for grammar, writing, and pronunciation.
	Reading techniques such as skimming and scanning have proved to be very effective for honing reading skills. This week will focus on introducing students to these techniques and helping them differentiate between different parts of a reading. The focus will be on correct pronunciation and gauging student understanding of different types of writing.

In class teaching:	▪ Verbal, hands-on activities, some lecture based teaching
In class student activities:	▪ Group Activities ▪ Think, pair-share
Assessments	▪ TBD

Week 3:	
Topic: 1. Grammar and mechanics: • Parts of speech • adjectives + nouns & adverbs + verbs • prepositions (of time, place, objects, direction) • pronoun agreements (in number and first/second person) and relative pronouns • articles (definite, indefinite, exceptions) • conjunctions	This week will build on existing grammar skills and focus on improving common grammatical mistakes and developing writing skills with an emphasis on using correct grammar rules. Basics of grammar will be touched upon.
In class teaching:	▪ Verbal, hands-on activities, some lecture based teaching
In class student activities:	▪ Brainstorming ▪ Group discussion
Assessments	▪ TBD

Week 4:	
Topic: • Verb tenses • Participles, gerunds, infinitives • Subject complements • Active/passive voice • Transition devices	More grammar rules and their application will be explored this week. A focus on complex rules and their usage to be discussed in greater detail.
In class teaching:	▪ Verbal, hands-on activities, some lecture based teaching
In class student activities:	▪ Exercises ▪ Think, pair-share

Assessments	▪ TBD

Week 5:	
Topic: 1. Structure and components • subject, object, predicate, modifier • phrases and clauses 2. Types of sentences • simple, compound, and complex 3. Basic punctuation • punctuation marks, commas, semicolon, period	The structure and components of a simple sentence will be discussed, followed by developing basic sentences, improving them and understanding their correct application.
In class teaching:	▪ Verbal, hands-on activities, some lecture based teaching
In class student activities:	▪ Individual/Group Work
Assessments	▪ TBD

Week 6:	
Topic: Sentence clarity • Fixing fragments, run-ons, comma splices • Parallel structures (gerund, colons, clauses) • Dangling or misplaced modifiers	This week will focus on developing more complex and longer sentences, correcting them and understanding their application and usage.
In class teaching:	▪ Verbal, hands-on activities, some lecture based teaching
In class student activities:	▪ Individual/pair/group tasks

Assessments	▪ TBD