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ÇANKAYA UNIVERSITY

**Faculty of Science and Letters**

**Department of English Language and Literature**

**Spring 2018-2019**

**ELL 122 Reading and Oral Interpretation II**

**Course Syllabus**

**Lecturer:** Özge Güvenç, Phd.

**Course Hours:** Thursdays 09:20-12:10

**Office Hours:** Thursdays 13:00-15:00

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**Course Description**

As a continuation of ELL 121 Reading and Oral Interpretation I, which is a prerequisite to ELL 122, this course is designed with the aim of developing freshman students into autonomous learners of English as a foreign language. Proficient reading depends on the reader’s ability to use appropriate skills to comprehend and analyse a variety of reading texts such as essays, articles, narratives etc. To achieve this end, this course adopts a constructivist instruction; it mainly focuses on improving reading skills but also integrates listening/speaking activities and vocabulary building tasks.

**Requirements**

As the course aims to enhance students’ reading skills and oral interpretation abilities, which are necessary in evaluating literature, course activities will be based on pair works, group and class discussions. Therefore, for each class, students are expected to:

1. Read the assigned text(s) for that week

2. Bring the text with them, ready to discuss it in class

3. Bring pen, pencil and paper to be able to take notes

4. Actively involve in integrated-skill based activities

4. Turn off their mobile phones during class

5. Attend all classes. (The students who do not attend the classes regularly may fail the course with NA grade and have to repeat the course. The absenteeism limit for this course is 9 hours.)

**Course Material**

The photocopy of the course handouts will be available in the photocopy room.

**Sources**

Baudoin, E. Margaret et al. *Reader’s Choice: A Reading Skills Textbook for Students of English as a Second Language*. Ann Arbor: University of Michigan Press, 1988.

Gülen, Gonca et al. *The Compass: Route to Academic English I*. Ankara: Nüans Publishing, 2014.

Gülcü, Meriç et al. *The Compass: Route to Academic English II*. Ankara: Nüans Publishing, 2015.

**Objectives**

Upon studying the assigned materials and completing the course successfully, students will be able to:

* read for main ideas and specific information
* preview a text to get a gist
* skim a text for general ideas
* scan a text for specific information
* examine different perspectives
* find the relationship between ideas and make inferences
* identify points of reference
* guess unknown vocabulary and enhance related vocabulary
* identify the writer’s technique

 **Grading**

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| --- | --- | --- |
| **Assessment Tool** | **Quantity** | **Percentage** |
| **Vocabulary Study File** | 1 | 5% |
| **In-class Discussion / Participation in class activities** |  | 5% |
| **After-class Writing and Language Structure Study (with Res. Asst. Ayşe Güneş)** |  | 10% |
| **Midterm Exam**  | 2 | 20x2= 40% |
| **Vocabulary Quizzes** | 2 | 10x2=20% |
| **Final Exam** | 1 | 20% |

**Weekly Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Content** | **Skills** | **Target Vocabulary** | **Reminder** |
| **11-15 Feb.** **1** | *Reader’s Choice*\* Course Introduction (ELL 122)\* Revision of the reading skills learnt and practised in the first semester\* Sentence Study: Comprehension / Restatement and Inference\* Paragraph Reading: Main Idea / Restatement and Inference\* Watching a video about the mystery of Bermuda Triangle <https://www.youtube.com/watch?v=q_5n7URd2Gk>\* Reading a Magazine Article: “Graveyard of the Atlantic” | - Skimming for the general idea- Scanning for specific information- Reading for thorough comprehension- Guessing vocabulary from context- Dealing with sentences and paragraphs  | Unique (adj)Treacherous (adj)Freak (adj)Impassable (adj)Vanish (v)Malfunction (n)Attribute (v)Extraterrestrial (adj)Eerie (adj) | **Assignment of the Vocabulary Study File****Students are supposed to keep a vocabulary study file throughout the semester. They will write the target vocabulary learnt in the lessons, use them in sentences, note their synonyms, antonyms and collocations.** |
| **18-22 Feb.****2** | *The Compass I*\* Dealing with Long Sentences\* Identifying points of reference\* Finding the relationship between ideas: “Quotes on Change” \* Reading news excerpts from the field of technology and science \* Watching a video about “Posthuman: An Introduction to Transhumanism” <https://www.youtube.com/watch?v=bTMS9y8OVuY>\*Reading Text:“Transhumanism”\*Listening:“Transhumanism and the Authentic Self” (optional)\* Speaking: “Genetic Engineering” (optional) | - Expressing an opinion- Skimming through the text to find the relationship between ideas- Scanning the text to find particular information- Building text-related vocabulary and collocations- Dealing with long sentences in the reading text- Reading for comprehension- Idetifying points of reference- Listening for main idea and specific information- Practicing useful expressions: debate language | Contentious (adj)Lucrative (adj)Disparity (n)Transplant (v)Blur (v)**Collocations**To be obsessed with sth/sbTo be different from sth/sbTo be familiar with sth/sbTo identify with sth/sbTo dedicate oneself to sth/sbTo emerge from sthTo remind someone of sthTo be engaged in sth |  |
| **25 Feb.-1 Mar.****3** | *The Compass I*\* Watching a video about the Impact of Media Evolution on Politics<https://www.youtube.com/watch?v=vyIMg4F5axw>\* Reading Text: “Social Media: The New Power of the Public Sphere”\* Speaking: “Advantages and disadvantages of using fake identities in the social media” (optional)\* Dictionary study | - Previewing the text- Building vocabulary- Dealing with long sentences- Reading for main idea and specific information- Identifying points of reference- Working on collocations- Focusing on using dictionaries to find the correct meaning of the word- Practicing useful expressions: debate language | Noteworthy (adj)Indispensable (adj)Ultimate (adj)Merge (v)Consolidate (v)Quest (n)Credential (n)Illegitimate (adj)Hinder (v)Manipulate (v)Exert (v)**Collocations**Participate in sthInteract with someoneDelve into sthConsist of sthHave thirst for sthHave impact on sthBe contrary to sthBe based on sthBe relevant to sthBe capable/incapable of doing sthBe dominated by someoneBe available to someone | **Submission of the Vocabulary Study Files (Weeks 1-2) to the lecturer. The lecturer will check the files and give feedback to the students.** |
| **4-8 March****4** |  *The Compass I*\* Watching a video about “A Reading Revolution”<https://www.youtube.com/watch?v=sKkevp6CRes>\*Speaking: Books and Print Technology – In favour of / Against traditional books\* Reading Text: “The Future of Reading in Online Revolution”\* Listening: “Radio Poll on Reading Devices and Books” (optional) | - Previewing the text- Building vocabulary- Reading for main idea and specific information- Identifying points of reference- Working on collocations- Identifying points of reference- Understanding figurative language (simile, metaphor, personification, hyperbole)- Making inferences- Listening for specific information  | Literacy (n)Demise (n)Perpetually (adv)Engulf (v)Under siege (phr.)Supplant (v)**Collocations**To compete with sb/sthTo take pleasure in sthTo associate sth with sthTo stand for sb/sthTo be sceptical of sth | **VOCABULARY** **QUIZ I****(weeks 1-2-3)****(20 mins)** |
| **11-15 March****5** | *The Compass I*\* Speaking about the differences between generations\* Watching a video about “Generation Boomerang” <https://www.youtube.com/watch?v=0EzueJM1tJI>\* Reading Text: “Boomerang Kids Rely on their Parents: Is it a Positive Trend?”\* Listening: “Changing Families and Gender Roles” | - Identifying the writer’s technique- Skimming and scanning the text- Reading for main ideas- Identifying points of reference- Reading between the lines and making inferences- Listening for main idea and specific information | Full-fledged (adj)Self-reliance (n)Reluctance (n)Be Entitled to (v)Take for granted (phr.)Accelerate (v)**Collocations**To rely on sthTo yearn for sthTo long for sth/sbTo wrestle with sthDivision of labourSustain a familyConfide in sbInvest in |  |
| **18-22 March****6** | *The Compass II*\* Speaking about the relationship between power and the individual\* Watching a video about the qualities of an effective leader.<https://www.youtube.com/watch?v=dtnZYe8fYN4>\* Reading Text: “Mustafa Kemal Atatürk: A Commander and An Effective Leader”\* Listening: Leadership Qualities and Types (optional)\* Discussion: “Are leaders born or made?” | - Listening for specific information- Reading for main idea and details- Dealing with long sentences- Guessing unknown vocabulary and building collocations- Identifying points of reference- Making connections between the ideas- Practicing useful expressions: debate language- Identifying the writer’s technique | Tailor (v) Unleash (v) Reverence (n) Boldness (n)Mainstream (n) Dissuade (v)Judiciously (adv) Embrace (v)Enduring (adj) Encompass (v)Infallible (adj) Command (v)Disposition (n) Renowned (adj)**Collocations**To play a role in sthTo stick to sthTo have faith in sth/sbTo be loyal to sth/sbTo be distracted by sth/sbTo result from sthTo prepare the ground for sth | **Submission of the Vocabulary Study Files (weeks 1-2-3-4-5) to the lecturer. The lecturer will check the files and give feedback to the students.** |
| **25-29 March****7** | *The Compass II*\* Making connections and Synthesizing war-power related ideas in the excerpts\* Listening: “Oppression” \* Reading Text: “The Changing Face of Power” |  - Previewing, skimming and scanning the text- Identifying points of reference- Guessing unknown vocabulary- Reading between the lines- Identifying main ideas- Identifying the writer’s technique | Doom (n) Preeminence (n)Empower (v) Confront (v)Subordinate (adj)(v) Conquest (n)Degradation (n) Intangible (adj) Privilege (n) (v) Credibility (n)Segregation (n) Coerce (v)Oppressed (adj) Jeopardize (v)Embody (v) Territory (n) Constraint (n) Prosperity (n)**Collocations**To undergo major changesTo give priority to sthTo set an example/the agendaTo put emphasis on sthTo be consistent with sthIn response to sthTo have the possession of sth |  |
| **1-5 April****8** | **MIDTERM I****(based on reading skills)** | **MIDTERM I** | **MIDTERM I** | **MIDTERM I** |
| **8-12 April****9** | *The Compass II*\* Watching a video about the media ownership<https://www.youtube.com/watch?v=awRRPPE3V5Q&t=21s>\* Speaking about the relationship between power and the media\* Reading Text: “The Media: Voices of the Powerful”\* Listening: “Interview on Media Literacy” | - Reading for comprehension- Guessing unknown vocabulary- Dealing with long sentences- Reading between the lines- Identifying main ideas- Identifying the writer’s technique- Making connections between ideas- Evaluating different viewpoints- Identifying points of reference- Listening and note-taking | Discreet (adj)Abolish (v)Disenfranchised (adj)Fiercely (adv)Status quo (n)Advance (v)Propagate (v)Coverage (n)Appraise (v)Decree (n) | **Students are supposed to read the short story “The Lottery” by Shirley Jackson before they go to class next week.****VOCABULARY** **QUIZ II** **(weeks 4-5-6-7)****(20 mins)** |
| **15-19 April** **10** | *Reader’s Choice*\* Watching a short film based on “The Lottery” by Shirley Jackson <https://www.youtube.com/watch?v=vQQoMCaUz5Y>\* Speaking about the meaning of the lottery\* Reading a short story: “The Lottery”for comprehension, main ideas, specific details and inferences\* Analysis of the story based on characters, setting and theme | - Skimming for general comprehension- Scanning for specific information- Drawing inferences- Reading between the lines- Identifying main ideas- Guessing vocabulary from context- Identifying contexual clues to determine the meaning of unfamiliar vocabulary | Ritual (adj)Gravely (adv)Soberly (adv)Murmur (n)Discard (v)Disengage (v)Boisterous (adj)Reprimand (n)Interminably (adv)Fade off (phr.v)Shabby (adj)Lapse (v)Consult (v) |  |
| **22-26 April****11** | *Reader’s Choice*\* Watching a video about why we laugh<https://www.youtube.com/watch?v=ib5ITvzBHzo>\* Speaking about the types of laughter, reasons of laughter and the effects of laughter\* Reading a Magazine Article: “Why we Laugh” | - Skimming for general comprehension- Scanning for specific information- Drawing inferences- Identifying main ideas- Guessing vocabulary from context- Identifying contexual clues to determine the meaning of unfamiliar vocabulary | Anxiety (n)Conscious (adj)Tension (n)Disguise (v) (n)Master (v)Suppress (v)Repress (v)Drive (v) Discharge (v)Trigger (v)Cue (n)Integral (adj)Intersperse (v)Avert (v)Inhibit (v)Foible (n)Ogle (v)Dowdy (adj) | **Submission of the Vocabulary Study Files (weeks 1-2-3-4-5-6-7-9-10) to the lecturer. The lecturer will check the files and give feedback to the students.** |
| **29 Apr-3 May****12** | **MIDTERM II****(based on reading skills)** | **MIDTERM II** | **MIDTERM II** | **MIDTERM II** |
| **6-10 May****13** | *Reader’s Choice*\* Watching a video about Jane Goodall’s documentray show <https://www.youtube.com/watch?v=fGOrzJNKD6E>\* Speaking about the evolution of man and the similarities/differences between man and chimps\* Reading a chapter from *In the Shadow of Man* by Jane van Lawick-Goodall (about anthropology) | - Skimming for general comprehension- Scanning for specific information- Drawing inferences- Reading between the lines- Identifying main ideas- Guessing vocabulary from context | Dissimilar (adj)Prehistoric (adj)Insoluble (adj)Reassure (v)Unburden (v)Endearment (n)Submissive (adj)Altrusim (n)Inevitable (adj)Probe (n)Innate (adj)Derive (v)  |  |
| **13-17 May****14** | **REVISION**\* Revision of reading skills \* Sentence Study: Comprehension\* Paragraph Study: Main Idea\* Reading a Text for comprehension and inferences |  |  | **Final Submission of the Vocabulary Study Files (weeks 1-2-3-4-5-6-7-9-10-11-13) to the lecturer.** |

**☺ HAVE A GOOD SEMESTER ☺**