

**Department of Teacher Education
University of Karachi**

B.Ed. Hons. (Elementary) Semester VI

English II:

Part I

Academic Reading and Writing

Course Code: DTE 522

Aims:

To enable the students to ...

- Read the text for:
 - a literal understanding o interpretation &
 - the general assimilation & integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement & supporting details.
- Write argumentative essays and course assignments

Reading and Critical Thinking

1. Read academic texts effectively by:

- Using appropriate strategies for extracting information and salient points according to a given purpose
 - Identifying the main points supporting details, conclusions in a text of intermediate level
 - Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification
 - Interpreting charts and diagrams
 - Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
 - Reading and carrying out instructions for tasks, assignments and examination questions
2. Enhance academic vocabulary using skills learnt in Compulsory English I course.
 3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns.

Writing Academic Texts:

Students will be able to:

1. Plan their writing: Identify audience, purpose and message (content)
2. Collect information in various forms such as mind maps, tables, charts, lists
3. Order information such as:
 - Chronology for a narrative
 - Stages of a process
 - From general to specific and vice versa
 - From most important to least important
 - Advantages and disadvantages
 - Comparison and contrast
 - Problem solution pattern
4. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
 - Write good topic and supporting sentences and effective conclusions
 - Use appropriate cohesive devices such as reference words and signal markers

5. Redraft checking content, structure and language.

6. Edit and proof read

Grammar in Context

- Phrase, clause and sentence structure
- Combining sentences
- Reported Speech

Methodology

In this curriculum, students will be encouraged to become independent and efficient readers using appropriate skills and strategies for reading and comprehending texts at intermediate level. Moreover, writing is approached as a process. The students will be provided opportunities to write clearly in genres appropriate to their disciplines.

Part -2

Advanced Academic Reading and Writing

Aims & Objectives:

To enable the students to:

- Read academic texts critically
- Write well organized academic texts e.g. assignments, examination answers
- Write narrative, descriptive, argumentative essays and reports (assignments)

Contents:

Critical Reading

- Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types e.g. description, argumentation, comparison and contrast.

Advanced Academic Writing

- Advanced writing skills and strategies building on English I & II in semesters I and II, respectively
- Writing summaries of articles
- Report writing

- Analysis and synthesis of academic material in writing
- Presenting an argument in assignments/term-papers and examination answers

Recommended Readings (Part-1):

Eastwood, J. (2004). *English Practice Grammar*. (New edition with tests and answers). Karachi: Oxford University Press.

Fisher, A. (2001). *Critical Thinking*. CUP

Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.

Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's

Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.

Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.

Murphy, R. (2003). *Grammar in Use*. Cambridge: Cambridge University Press.

Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.

Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press. Yorky, R. *Study Skills*.

Recommended Readings (Part-2):

Aaron, J. (2003). *The Compact Reader*. New York: Bedford.

Axelrod, R. B. & Cooper, C. R. (2002). *Reading Critical Writing Well: A Reader and Guide*.

Barnet, S. & Bedau, H. (2004). *Critical Thinking, Reading and Writing: A Brief Guide to Writing*. 6th Ed.

Behrens & Rosen. (2007). *Reading and Writing across the Curriculum*.

Gardner, P. S. 2005. *New Directions: Reading, Writing and Critical Thinking*.

George, D. & Trimburo, J. (2006). *Reading Culture: Context for Critical Reading and Writing*. 6th Ed.

Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.

Grellet, F., *Writing for Advanced Learners of English*. CUP.

Jordan, K. M. & Plakans, L. (2003). *Reading and Writing for Academic Success*.

Jordon, R. R. (1999). *Academic Writing Course*. CUP.

Smith, L. C. (2003). *Issues for Today: An Effective Reading Skills Text*.

Withrow, J., *Effective Writing*. CUP

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B.Ed. Hons. (Elementary)

Semester VII

English III:

Poetry & Drama

Course Code: DTE 611

Aims & Objectives:

This course introduces various forms and styles of the genre of poetry, originally in English or translated. Irrespective of any chronological or historical development or the hierarchy of major and minor or continental and local or classical and popular, the main purpose of these readings is to highlight the variety of poetry worldwide and its possible inter-connection. The readers will find here a combination of elegy, ode, lyric, ballad, free verse, and many other types. In a way the variety of the poetic expression informs about the sub-generic elements of verse. There is lot of scope for further analysis and research into the secrets of versification: tone and mood, metre, rhythm, rhyme, and such technical details, but, above all the function is to aesthetically enrich the readers with various mechanisms of musicality through words placed in poetic order. For some background help, the teachers may introduce