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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



ANALYTICAL READING (BA LEVEL)

Prepared by the MultiEd team

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“Analytical Reading”, BA	
V.O.Sukhomlynskyi National University of Mykolaiv	
Master/bachelor level	Bachelor level
Branch of knowledge	014 Secondary Education
Specialization	014.021 "English Language and Literature"
Qualifications	Teacher of foreign languages
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	Practical Course of the English Language, Grammatical Categories and Practical Grammar of the English Language, English Phonetics, Lexicology of the English Language.
Semester of the course	Year 4, semester 7
Course Volume	3 ECTS 90 hours 60 hours of class work 30 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Shcherbakova Olena, PhD, V.O.Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	
<p>The course “Analytical Reading” is intended for students doing a Bachelor degree. The aim of this course is to help students develop reading skills that enable them to decipher implicit and explicit messages from text, build a strong reading vocabulary, learn to identify specific ideological viewpoints presented in the text, establish a positive attitude about reading. This course focuses on improving reading comprehension and creating passion for reading and thinking. The educational purpose of the course is to develop the general cultural outlook of students, their self-consciousness and social activity.</p> <p>Method of instruction: The teaching of this discipline is based on a combination practical classes and various forms of independent work of students on the basis of blended learning, students’ active participation (individually, in small groups, and in class discussions), creating student-chosen vocabulary lists, providing general summaries, answering reading comprehension questions that focus on both explicit and implicit information, analyzing text for theme, synthesizing texts, evaluating main ideas through both essays and discussion boards.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before</p>	

each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

<p>A. Assessment and Feedback Approach</p> <p>B. Course Quality Monitoring</p> <p>C. Teaching and Learning Methods</p> <p>D. Literature and References</p>	
A. Key Terms and Notions	
Linguistic training, reading comprehension, pre-reading strategies, types of reading, language analysis, semantics of vocabulary, figurative language.	
B. Course Aim	
The course is aimed at expanding the philological knowledge of students and forming educational and communicative competence, both oral and written within the literary language.	
C. Competencies	
Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	distinguishing between abstract and concrete ideas and identifying the ways they are presented in texts; becoming familiar with multiple reading strategies, such as paraphrasing, summarizing, and annotating
D. Learning Outcomes	
AR 1	to be able to analyze texts, including drawing connections and comparisons within and across texts;
AR 2	to be able to use context clues to determine meaning;
AR 3	to comprehend basic terms and notions;
AR 4	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means;
AR 5	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement;
AR 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities.

Assessment and feedback approach
Semester 1
Teacher-based approach

Type of work, activity, task	Max points	Extra information
The student's participation in: <ul style="list-style-type: none"> – class and/or online discussions; – independent work – individual work – work in Moodle 	Total 15 (5*3)	Feedback is given regularly during the classes
Test	Total 25 (5*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Summary	30 (3x10)	*1 during the semester (Module 1,3,5) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*1 during the course (Module 2,4) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total:	100	

Assessment and feedback approach Semester 2		
Teacher-based approach		
Type of work, activity, task	Max points	Extra information
The student's participation in: <ul style="list-style-type: none"> – class and/or online discussions; – independent work – individual work – work in Moodle 	Total 15 (5*3)	Feedback is given regularly during the classes
Test	Total 25 (5*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.

Peer assessment		
Summary	30 (3x10)	*1 during the semester (Module 6,8,10) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*1 during the course (Module 7,9) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
Total:	100	

Assessment criteria for Summary (max. score – 10)					
Criteria/ Points	Descriptors				
	5	4	3	2	
Content	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.	
Language	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes	
Structure	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural improvements possible.	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.	
*1 – the work does not reach a standard described by any of the descriptors given above					
*0 – the work does not reach a standard described by any of the descriptors given above					

Assessment criteria for Presentation (max. score – 10)					
Criteria/ Points	Descriptors				
	5	4	3	2	
Content	The content fully meets the objectives of the task. The conclusions are clearly stated.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated.	The content of the presentation does not fully cover the task, though it is relevant to the main goal.	The presentation is not coherent, the goals and conclusions are missing.	
Language	The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words).	Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes.	Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes.	Students use simple grammatical structures, vocabulary and make gross mistakes.	
Structure	Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed.	The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes.	The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately.	The information is poorly structured. Charts, audio, video and visuals are not employed.	
Research	The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity.	The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity..	The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity.	The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity.	
*1 – the work does not reach a standard described by any of the descriptors given above					
*0 – the work has not been done					
Course Quality Monitoring					
1. Syllabus feedback from internal and external (peer-)reviewers					
2. Feedback from enrolled students					
3. Students' performance in the course					