

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

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**YAHIA FARES UNIVERSITE OF MEDEA**

**Faculty of Arts and Languages**

**Department of Foreign Languages**



**Suggested Courses for the First Semester of the  
Bachelor Degree Course  
in English Language and Literature**

**Field: Literature and Foreign Languages**

**Specialization: English Language**

**ACADEMIC YEAR 2025-2026**

## Contents

<b>Introduction:</b> .....	<b>2</b>
<b>1. Semester I</b> .....	<b>4<sup>2</sup></b>
1.1. Fundamental Teaching Unit .....	5
1.1.1. Subject Title: Written Comprehension and Expression.....	6
1.1.2. Subject Title: Oral Comprehension and Expression.....	9
1.1.3. Subject Title: Grammar.....	12
1.1.4. Subject Title: Linguistics and Phonetics.....	15
1.1.5. Subject Title: Study of Literary Texts .....	19
1.2. Methodological Teaching Unit.....	21
1.2.1. Subject Title: Study Skills .....	22
1.2.2. Subject Title: Reading and Text Analysis .....	24
1.2.3. Subject Title: Information and Communication Technologies and E-learning .....	27
1.3. Discovery Teaching Unit.....	29
1.3.1. Subject Title: Civilization .....	30

## **Introduction:**

The Bachelor Program in English Language and Literature is a general academic program designed to introduce students to the fundamental concepts of the English language, linguistics, literature, and related fields. It offers a comprehensive educational program that equips students with the linguistic competencies necessary for pursuing advanced studies and a variety of professional opportunities related to the English language.

The program is designed to span a period of three years, with each year divided into two semesters. The first-year syllabus is intended to establish a solid foundation in the fundamental areas of language study, while simultaneously introducing students to the academic skills and cultural knowledge essential for success in the field.

The program is comprised of five fundamental teaching units: written comprehension and expression, oral comprehension and expression, grammar, linguistics and phonetics, and the study of literary texts. The objective of this pedagogical approach is to fortify students' linguistic competence, cultivate their critical thinking skills, and foster their capacity to comprehend and generate a range of written and oral texts.

In addition to the core language Subjects, students are introduced to essential academic and methodological skills through three methodological teaching units: study skills, reading and text analysis, and information and communication technologies and e-learning. These Subjects have been meticulously designed to provide students with the necessary support to successfully navigate their academic journey. The Subjects seek to equip students with effective learning strategies and digital literacy skills, thereby facilitating their academic success.

The program also includes one discovery teaching unit focused on the civilization of English-speaking countries, specifically British and American civilization. The objective of this Subject is to facilitate a more profound comprehension of the historical, cultural, and social contexts that have contributed to the evolution of the English language.

Finally, the program includes the one transversal teaching unit, students also study a foreign language (French). This component supports the development of

multilingual proficiency and contributes to the students' overall communicative competence.

## **1. Semester I**

## **1.1. Fundamental Teaching Unit**

- **Written Comprehension and Expression**
- **Oral Comprehension and Expression**
- **Grammar**
- **Linguistics and Phonetics**
- **Study of Literary Texts**

### **1.1.1. Subject Title: Written Comprehension and Expression**

**Hourly volume: 45h**

**Credit: 4**

**Coefficient: 2**

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#### **1.1.1.1. Subject Overview:**

This Subject is designed to equip students with the fundamental competencies in reading comprehension and written expression in English. The primary objective of the Subject is to provide students with the skills necessary to plan, develop, and produce coherent, well-structured texts. Commencing with an understanding of the structural organization of texts, learners will progressively acquire reading and writing strategies that support each stage of the writing process, ranging from planning and outlining to drafting and revising, leading to the creation of a refined final copy.

#### **1.1.1.2. Learning Objectives:**

- Enabling students to approach texts critically and recognize the features and structures that make them coherent.
- Developing and reinforcing reading strategies and writing techniques that learners can apply across different genres.
- Teaching students to manage the full writing cycle:
  - Planning & Outlining: defining purpose, audience, and key ideas
  - Drafting: transforming outlines into initial written form
  - Revising & Editing: improving clarity, logic, and correctness
  - Final Copy: producing a clean, cohesive text

#### **1.1.1.3. Prerequisite:**

- The ability to identify textual features, such as topic sentences, supporting details, and organizational patterns, during reading.
- The aptitude for transferring thoughts and spoken ideas into written English

with basic accuracy.

#### **1.1.1.4. Subject contents:**

##### **a. Paragraph Organization**

**Topic Sentences:** introducing the main idea.

**Supporting Sentences:** developing evidence and examples.

**Concluding Sentences:** summarizing and transitioning.

##### **b. Mechanics of Writing**

**Capitalization:** proper use of uppercase letters.

**Punctuation:** periods, commas, semicolons, quotation marks, etc.

**Other Conventions:** spelling, hyphenation, and paragraph indentation.

#### **1.1.1.5. Types of Paragraphs**

**Descriptive:** painting a picture with words.

**Narrative:** recounting events in sequence.

**Descriptive-Narrative:** blending vivid detail with storytelling.

**Expository:** explaining or informing, using various patterns, such as division, definition, cause and effect, comparison and contrast

#### **1.1.1.6. Basic Essay Structure**

**Introduction:** hook, context, and thesis statement.

**Body (Development):** organized paragraphs that support the thesis.

**Conclusion:** restatement of main ideas and final reflection.

#### **1.1.1.7. Assessment:**

The assessment for this Subject is divided equally between continuous assessment and a final written exam, each contributing 50% to the final mark. The continuous assessment spans the entire semester and includes class participation, in-class writing activities, homework assignments. It aims to monitor students' progress and provide ongoing feedback. The written exam, administered at the end of the semester, evaluates students' overall understanding of the Subject content and their



ability to apply reading and writing strategies in a structured and coherent manner.

#### **1.1.1.8. Sources and References:**

- Culham, R. (2018). *Teach writing well: How to Assess Writing, Invigorate Instruction, and Rethink Revision*.
- Ezza, E. Y., & Drid, T. (2019). *Teaching Academic Writing as a Discipline-Specific Skill in Higher Education*. IGI Global.
- Guptill, A., & Brockport, S. (2016). *Writing in College: From competence to excellence: Personal Writing in the Classroom*. Open SUNY.  
<https://knightscholar.geneseo.edu/cgi/viewcontent.cgi?article=1008&context=oe-r-ost>
- Horkoff, T., Horkoff, & Tara. (2015). *Writing for Success - 1st Canadian Edition*. In BCcampus eBooks.  
<https://ecampusontario.pressbooks.pub/writingsuccesscdn/>
- McCarthy, T. (2009). *100 writing lessons: Narrative, Descriptive, Expository, Persuasive: Ready-to-use Lessons to Help Students Become Strong Writers and Succeed on the Tests*. Teaching Resources.
- Murray, R., & Moore, S. (2006). *The Handbook of Academic Writing: A Fresh Approach*. McGraw-Hill Education (UK).
- Paraskevas, C. C., & Rossen-Knill, D. F. (2024). *Guidebook to Academic Writing: Communicating in the Disciplines*.
- Petelin, R. (2016). *How Writing Works: A field guide to effective writing*.  
<https://espace.library.uq.edu.au/view/UQ:372574>
- Strongman, L. (2014). *Academic writing*. Cambridge Scholars Publishing.
- Strunk, W., Jr. (1972). *The elements of style: The Original Edition*.
- Tang, R. (2012). *Academic writing in a second or foreign language: Issues and Challenges Facing ESL/EFL Academic Writers in Higher Education Contexts*. A&C Black.

### **1.1.2. Subject Title: Oral Comprehension and Expression**

**Hourly volume: 45h**

**Credit: 4**

**Coefficient: 2**

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#### **1.1.2.1. Subject Overview:**

This Subject is designed to develop students' oral communication skills in English through focused practice in both listening and speaking. It provides students with the tools needed to understand spoken English in various real-life contexts—such as conversations, TV programs, and interviews—and to express themselves effectively and appropriately in spoken interactions. Emphasis is placed on developing both receptive (listening) and productive (speaking) oral skills, with attention to pronunciation, intonation, fluency, and clarity.

#### **1.1.2.2. Learning Objectives:**

- Improve students' ability to speak English fluently and clearly in everyday and academic situations.
- Train students to recognize and differentiate sounds, intonation patterns, and speech rhythms in English.
- Enable students to comprehend spoken English in diverse contexts and respond appropriately.
- Raise awareness of formality levels, social functions, and language registers in spoken English.

#### **1.1.2.3. Prerequisite:**

Students should be familiar with basic sound distinctions in English and understand their importance for accurate speech production and comprehension. They should also begin to recognize varying levels of formality and be aware of how spoken

language differs depending on context and audience.

#### **1.1.2.4. Subject Contents:**

##### **a. Listening Comprehension**

- Identifying main ideas and important details in spoken texts (e.g., dialogues, monologues, conversations).
- Understanding the speaker's purpose, attitude, and tone.
- Recognizing intonation patterns and their meanings.
- Making predictions, inferences, and generalizations based on audio cues.
- Noticing appropriate uses of collocations and idiomatic expressions.
- Identifying topics and key points.
- Understanding and evaluating personal opinions.
- Summarizing and paraphrasing spoken content.

##### **b. Oral Expression**

- Introducing oneself and others in formal and informal contexts.
- Explaining personal motivations (e.g., reasons for studying English).
- Expressing ideas, preferences, and opinions clearly and confidently.
- Using appropriate language for various social and academic functions (e.g., greetings, requests, apologies).
- Participating in formal discussions such as meetings, job interviews, and discussion groups and debates.
- Performing various communicative functions such as describing, comparing, explaining, requesting, asking for and giving information, etc.

#### **1.1.2.5. Assessment:**

The assessment is divided into two equal components: continuous assessment (50%) and a final oral exam (50%). Continuous assessment takes place throughout the semester and includes class participation, individual or group speaking tasks,

listening exercises, and short oral presentations. The final exam evaluates students' listening comprehension and oral performance through structured speaking tasks and audio-based exercises, measuring their ability to communicate effectively and understand spoken English in various contexts.

#### **1.1.2.6. Sources and References:**

- Abrahams, D. J. (2017). *Communication beginnings: An Introductory Listening and Speaking Text for English Language Learners*.  
<https://pdxscholar.library.pdx.edu/pdxopen/18/>
- Folse, K. S. (2006). *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom*. <http://ci.nii.ac.jp/ncid/BA77276052>
- Gilbert, J. B. (2012). *Clear Speech Student's book: Pronunciation and Listening Comprehension in North American English*. Cambridge University Press.
- Graham, E. R., & Folse, K. S. (1997). *Discussion Starters: Speaking Fluency activities for Advanced ESL/EFL students*. *Modern Language Journal*, 81(1), 124. <https://doi.org/10.2307/329177>
- Newton, J. M., & Nation, I. (2020). *Teaching ESL/EFL listening and speaking*. In Routledge eBooks. <https://doi.org/10.4324/9780429203114>
- Rooks, G. (1981). *The non-stop discussion workbook: Problems for intermediate and advanced students of English*.  
<http://ci.nii.ac.jp/ncid/BA11384881>
- Roth, E. H., & Aberson, T. (2007). *Compelling Conversations: questions and quotations on timeless topics- an engaging ESL textbook for advanced students*.  
<https://ci.nii.ac.jp/ncid/BB00902063>
- Wallwork, A. (1997). *Discussions A-Z*. Cambridge University Press.

### **1.1.3. Subject Title: Grammar**

**Hourly volume: 45h**

**Credit: 4**

**Coefficient: 2**

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#### **1.1.3.1. Subject Overview:**

The Grammar Subject imparts students with the fundamental knowledge of the structural components of the English language, thereby providing a foundational support for their development in both written and oral communication. By focusing on key grammatical concepts, such as sentence structure, word classes, and common usage patterns, this course helps students understand how language works, which is crucial for achieving clarity and precision in expression.

Grammar is closely linked to the Subjects of written and oral comprehension and expression. It functions as the underlying framework that enables students to construct coherent, accurate, and well-formed utterances. Regardless of the task, whether it is composing a paragraph, articulating an opinion, or engaging in a discussion, students stand to benefit from a solid foundation in grammatical proficiency. Such proficiency is essential for avoiding common grammatical errors and facilitating more effective communication.

It is important to note that grammar in this Subject is not approached as a series of abstract rules; rather, it is taught in meaningful, communicative contexts. The objective of these lessons is to illustrate the practical application of grammatical rules in authentic real-life scenarios, within the context of academic discourse, and in everyday interactions. This pedagogical approach guarantees that students will not only identify grammatical forms but also discern when and how to utilize them in a manner that is both confident and accurate.

#### **1.1.3.2. Learning Objective:**

- Strengthen students' understanding of English language structure to improve

their overall language competence and accuracy in both speech and writing.

#### **1.1.3.3. Subject Contents:**

##### **a. Basic Concepts in Grammar:**

- Introduction to the sentence, clause, and phrase (definitions and identification).
- Introduction to the parts of speech (basic definitions and usage).

##### **b. Word Classes and Functions:**

- Nouns and pronouns (types, forms, and functions in sentence construction).
- Adjectives and adverbs (usage, position, and degree).
- Quantifiers (basic use and structure).
- Prepositions (types, meaning, and common patterns).

***NOTE:** It should be noted that the contents of the Subject may be adapted or expanded in accordance with the students' language proficiency and particular requirements.*

#### **1.1.3.4. Assessment:**

The assessment for this Subject is divided equally between continuous assessment, which accounts for 50% of the total grade, and a final written examination, which accounts for the remaining 50%. Continuous assessment encompasses a variety of instructional activities, including classroom exercises, homework assignments, quizzes, and class participation. The final written examination is designed to assess students' proficiency of the grammatical structures and concepts that have been covered throughout the semester. This evaluation is conducted through a variety of tasks, including sentence analysis, error correction, and grammar application.

#### **1.1.3.5. Sources and References:**

- Broussard, K. M., Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (2000a). *Longman Grammar of spoken and Written English*. TESOL Quarterly, 34(4), 787. <https://doi.org/10.2307/3587792>
- Eastwood, J. (2020). *Oxford guide to English grammar*.

<http://ci.nii.ac.jp/ncid/BA23702204>

- Murphy, R. (1985). *English grammar in use*.  
<http://archives.umc.edu.dz/handle/123456789/112319>
- Murphy, R. (2016). *English grammar in use: a self-study reference and practice book for intermediate students*. Cambridge University Press eBooks, 1.  
<http://ci.nii.ac.jp/ncid/BA2309616X>
- Nassaji, H., & Fotos, S. S. (2011). *Teaching grammar in second language classrooms*. In Routledge eBooks. <https://doi.org/10.4324/9780203850961>

#### **1.1.4. Subject Title: Linguistics and Phonetics**

**Hourly volume: 45h**

**Credit: 4**

**Coefficient: 2**

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##### **1.1.4.1. Subject Overview:**

Mastery of a language demands more than mere usage; it necessitates an examination of its underlying mechanisms. This Subject is designed to introduce students to the fundamental principles of linguistics and phonetics, two essential areas of study for any students pursuing an academic course of English. A study of linguistics provides students with the opportunity to develop an understanding of the mechanisms of language in real contexts and to cultivate the capacity for objective description, in contrast to prescriptive approaches that prioritize rules and correctness. This descriptive, analytical perspective encourages learners to explore language as a structured and evolving system shaped by use and context.

The study of phonetics serves to complement this by enhancing students' awareness of English sounds, thereby enabling them to improve their pronunciation, listening skills, and oral fluency. In sum, the present Subject furnishes students with a scientific foundation for language analysis, which directly contributes to their development in oral and written communication. More importantly, it establishes the foundation for subsequent theoretical and methodological exploration throughout the Bachelor program, ultimately preparing students for conducting scientific research in advanced studies at the master's and doctoral levels.

##### **1.1.4.2. Subject Objectives:**

- Introduce students to the scientific study of language through the basic principles of linguistics and phonetics.
- Develop students' ability to describe and analyze language objectively rather than prescriptively.
- Familiarize students with key linguistic concepts such as language structure,



functions, and variation.

- Explore foundational concepts in linguistic theory.
- Build awareness of how language operates in context and how it evolves over time.
- Enhance students' understanding of the sound system of English through the study of phonetics and phonology.
- Improve pronunciation, listening comprehension, and oral fluency.
- Prepare students for advanced theoretical study and research methods in language sciences.

#### **1.1.4.3. Subject Contents:**

##### **a. Linguistics:**

1) **Definition of Linguistics:** Introduction to linguistics as the scientific study of language and its functions.

- **Historical Overview:** Provide a brief historical overview of linguistic thought (from antiquity, the Middle Ages, the Renaissance, and the contributions of Arabic linguistic studies, to the 19th and 20th centuries, leading to the emergence of modern linguistics).
- **Linguistics as a Science:** Characteristics and objectives of linguistic inquiry.
- **Scope of Linguistics:** Exploration of macro (e.g., sociolinguistics, psycholinguistics) and micro (e.g., phonology, morphology) branches.

##### **2) Foundational Concepts in Modern Linguistic Theory:**

- **Linguistic Relativism:** Language as a cultural and social phenomenon.
- **Structuralism:** foundational concepts and dichotomies (Langue and parole, signifier and signified, syntagmatic and paradigmatic relations, diachronic and synchronic linguistics.)

**NOTE:** *Each unit is supported by a curated selection of readings. Students are*

*required to engage in reflection and compose concise analytical essays. The pedagogical approach is characterized by its emphasis on discussion, as opposed to a more conventional lecture or dictation-based style.*

**a. Phonetics:**

- **Definition of Phonetics and Phonology:** Basic definitions and differences between the two disciplines.
- **Organs of Speech:** introduction to speech mechanism (processes of speech production), the anatomy of speech apparatus (active and passive articulators).
- **English Consonants:** Classification based on place and manner of articulation.
- **English Vowels:** Introduction of the concept of cardinal vowels. Classification and description of vowel sounds and patterns (monophthongs, diphthongs, short and long vowels, etc.).
- **Diphthongs and Triphthongs:** Description and practice of complex vowel sounds.

**1.1.4.4. Learning Tools:**

The integration of multimedia resources, including video and audio, is instrumental in elucidating complex concepts and enhancing pronunciation proficiency.

**1.1.4.5. Assessment:**

Assessment is divided equally between continuous evaluation and a written exam. The continuous assessment (50%) reflects students' engagement in class discussions, short analytical tasks, and phonetic transcription. The written exam (50%) is designed to evaluate the students' comprehension of the foundational principles of linguistics and phonetics, their ability to apply theoretical knowledge to practical analysis, and their critical reflection on the studied concepts.

**1.1.4.6. Sources and References:**

**a. Linguistics:**

- Allan, K. (2015). *The Routledge Handbook of Linguistics*. Routledge.
- Bauer, L. (2007). *The Linguistics Student's Handbook*. Oxford University

Press, USA.

- Crystal, D. (1992). *Introducing linguistics*.
- Fasold, R., & Connor-Linton, J. (2006). *An introduction to language and linguistics*. Cambridge University Press.
- Genetti, C. (2014). *How languages work: An Introduction to Language and Linguistics*. Cambridge University Press.
- Hayes, B., Curtiss, S., Szabolcsi, A., Stowell, T., Stabler, E., Sportiche, D., Koopman, H., Keating, P., Munro, P., Hyams, N., & Steriade, D. (2000). *Linguistics: An Introduction to Linguistic Theory*. Wiley-Blackwell.
- Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.
- Malmkjaer, K. (2003). *Linguistics Encyclopedia*. Routledge.

**b. Phonetics and Phonology:**

- Brown, A. (2014). *Pronunciation and phonetics: A Practical Guide for English Language Teachers*. Routledge.
- Cruttenden, A. (2014). *Gimson's pronunciation of English*. Routledge.
- Roach, P. (2009). *English Phonetics and Phonology: A Practical Course*. Cambridge University Press.
- Skandera, P., & Burleigh, P. (2022). *A Manual of English Phonetics and Phonology: Twelve Lessons with an Integrated Course in Phonetic Transcription*. Narr Francke Attempto Verlag.

### **1.1.5. Subject Title: Study of Literary Texts**

**Hourly volume: 22h30**

**Credit: 2**

**Coefficient: 1**

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#### **1.1.5.1. Subject Overview:**

This Subject is intended to provide students with an introduction to the foundational concepts of literary studies. It focuses on the nature of literary discourse and how it differs from other forms of communication. The exploration of the three primary literary genres (poetry, narrative, and drama) facilitates the acquisition of fundamental analytical tools necessary for the interpretation of literary texts.

#### **1.1.5.2. Subject Objectives:**

- To distinguish literary discourse from other types of discourse.
- To identify and describe the three major literary genres: poetic, narrative, and dramatic, along with their subcategories.
- To introduce students to the basic techniques of literary analysis.
- To develop awareness of the key formal and thematic elements that shape

literary texts.

**1.1.5.3. Prerequisite:**

- A general knowledge of literature, its genres, and its discourse.

**1.1.5.4. Subject Contents:**

- What is literature?
- Literary genres: poetry, prose narrative (fiction and non-fiction), and drama.
- Poetic types.
- Prosody, rhyme, and rhythm.
- Figures of speech.
- Method of poem analysis.

**1.1.5.5. Assessment:**

The evaluation of students in this Subject is divided equally between continuous assessment and a final written examination. Continuous assessment (50%) is conducted throughout the semester and includes class participation, regular assignments, and short written tasks that encourage consistent engagement with the course material. The written exam (50%) is administered at the end of the semester and is designed to assess students' ability to apply the analytical tools and literary concepts studied in class to selected poetic texts and genres.

**1.1.5.6. Sources and references**

- Campbell, J. (2014). *Introduction to literature: Excellence in Literature: Reading and Writing Through the Classics*.
- Klarer, M. (1999). *An introduction to literary studies*. Psychology Press.
- Myers, L. (2008). *Windows to the world: An Introduction to Literary Analysis*.
- Stobaugh, J. P. (2013). *Handbook for Literary Analysis Book I: How to Evaluate Prose Fiction, Drama, and Poetry*.
- Toolan, M. (2014). *Language in literature*. Routledge.

## **1.2. Methodological Teaching Unit**

- **Study Skills.**
- **Reading and Text Analysis.**
- **Information and Communication Technologies and E-learning**

### **1.2.1. Subject Title: Study Skills**

**Hourly volume: 45h**

**Credit: 4**

**Coefficient: 2**

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#### **1.2.1.1. Subject Overview:**

The Study Skills Subject helps first-year students transition into university life by equipping them with academic strategies. It focuses on developing effective study habits, time management, organization, and research skills. Students learn to use dictionaries and libraries efficiently, set academic goals, and work collaboratively in study groups. The Subject encourages independence, critical thinking, and lifelong learning, laying a strong foundation for academic success.

#### **1.2.1.2. Subject Objectives:**

- Enable students to accomplish their academic goals and succeed in their university courses.
- Help students develop into independent, life-long learners and critical thinkers.
- Enhance students' reading, writing, and research methodology skills to support their overall academic development.

#### **1.2.1.3. Prerequisite:**

- Students should have a basic command of English and be familiar with fundamental techniques for using the language in academic contexts.

#### **1.2.1.4. Subject Contents:**

The Study Skills Subject plays a crucial role in facilitating the transition of first-year university students into higher education. The main objective is to provide students with the necessary tools and strategies to achieve academic success and cultivate a mindset of autonomy and lifelong learning. The Subject begins with an introductory session and a diagnostic evaluation to assist students in comprehending the nature of study skills, the significance of these skills, and their correlation to the LMD

(Licence–Master–Doctorat) system.

Throughout the course, students explore a range of practical topics, including the development of effective study habits, the creation of a productive learning environment, and the management of time and academic responsibilities in an efficient manner. A particular emphasis is placed on the establishment of attainable objectives and the identification of pertinent priorities. This process involves the utilization of academic resources, such as dictionaries, and the execution of research in both library and online settings. Furthermore, students are introduced to the benefits of collaborative learning through study groups, which enhance communication and deepen understanding.

Upon completion of the Subject, students will possess a more precise understanding of their individual learning strengths and weaknesses. They will also be better prepared to approach their university studies with a sense of confidence, organization, and academic discipline.

#### **1.2.1.5. Assessment:**

Assessment is divided equally between continuous evaluation and a written exam. The continuous assessment (50%) is based on in-class activities, assignments, and participation, while the written exam (50%) evaluates students' understanding of study strategies, research techniques, and their application in academic contexts.

#### **1.2.1.6. Sources and references**

- Cottrell, S. (2019). *The Study Skills Handbook*. Bloomsbury Publishing.
- Moore, S., Neville, C., Murphy, M., & Connolly, C. (2010). *The Ultimate Study Skills Handbook*. McGraw-Hill Education (UK).
- Pauk, W. (1997). *How to study in College*. Houghton Mifflin.
- Williams, J. (2007). *Academic Encounters: American Studies Student's book: Reading, Study Skills, and Writing*. Cambridge University Press.
- Wong, L. (2005). *Essential study skills*.



### **1.2.2. Subject Title: Reading and Text Analysis**

**Hourly volume: 45h**

**Credit: 4**

**Coefficient: 2**

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#### **1.2.2.1. Subject Overview:**

The Reading and Text Analysis Subject is designed to assist first-year students in enhancing their reading and comprehension abilities while cultivating a more profound understanding of written texts. This Subject introduces students to a variety of reading strategies and techniques that support active, critical, and purposeful reading. It aims to encourage learners to engage with different types of written discourse, interpret meaning beyond the surface level, and develop the analytical skills needed for academic success.

#### **1.2.2.2. Subject Objectives:**

The objective of the Reading and Text Analysis Subject is to cultivate students' aptitude for understanding and analyzing written texts, to refine their reading skills to discern specific information and broader meaning. It also promotes students' interpretation abilities and critical thinking across texts types. By engaging with diverse reading strategies and applying them to a range of written materials, students will enhance comprehension and analytical skills, which are critical tools for academic success and lifelong learning.

#### **1.2.2.3. Prerequisite:**

- Students are expected to have at least a lower-intermediate level in English in

order to benefit from the Subject and fully engage with the activities.

#### **1.2.2.4. Subject Contents:**

- Reading skills and strategies
- Scanning for specific information.
- Previewing and predicting content.
- Making inferences from context.
- Understanding paragraphs (identifying topics and main ideas).
- Skimming for general understanding.
- Distinguishing between literal and implied meanings.
- Vocabulary analysis (prefixes, suffixes, word parts, collocations).
- Recognizing coherence and cohesion in texts.

#### **1.2.2.5. Assessment:**

Assessment in this Subject is based entirely on continuous evaluation. Students are assessed through active class participation, completion of assignments, and engagement in reading activities.

#### **1.2.2.6. Sources and references**

- Burgmeier, A., Rubin, B., Zwier, L. J., & Richmond, K. (2012c). *Inside Reading Second Edition: 3: Student Book*. OUP Oxford.
- Burgmeier, A., Zwier, L. J., Richmond, K., & Rubin, B. (2012b). *Inside Reading Second Edition: 4: Student Book*. OUP Oxford.
- Burgmeier, A., Zwier, L. J., Rubin, B., & Richmond, K. (2012a). *Inside Reading Second Edition: 2: Student Book*. OUP Oxford.
- Dixon, S. (2019). *Fifty Ways to Teach Reading: Tips for ESL/EFL Teachers*.
- Folse, K. S. (2004). *Intermediate reading practices: Building Reading and Vocabulary Skills*. University of Michigan Press ELT.
- Hintsala, C. (2020). *Awesome reading comprehension: Level 1*. Independently

Published.

- Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. Taylor & Francis.
- Of, D. W. (2021). *Learn English through stories: 16 Stories to Improve Your English Grammar and English Vocabulary*.

**1.2.3. Subject Title: Information and Communication  
Technologies and E-learning**

**Hourly volume: 15h**

**Credit: 1**

**Coefficient: 1**

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**1.2.3.1. Subject Overview:**

This Subject is designed to introduce students to the fundamental tools of digital literacy required in academic settings. The objective of the program is to assist first-year university students in developing the essential skills necessary to effectively use information and communication technologies for academic, research, and practical purposes.

**1.2.3.2. Prerequisite:**

No advanced digital skills are required, but basic familiarity with computers and the internet is recommended.

**1.2.3.3. Course Objectives:**

Upon completion of this course, students will be expected to develop essential digital competencies that support their academic learning and communication. Students will acquire the skills to navigate and effectively use basic office software, as well as digital communication tools such as word processors, spreadsheets, presentation programs, and email platforms. These competencies will empower them to manage, present, and disseminate academic work in a structured and professional manner, integrating ICT as an integral component of their university experience.

**1.2.3.4. Subject Contents:**

The subject content of this Subject focuses on introducing students to essential Information and Communication Technology tools that support academic tasks and communication. It covers the basics of word processing and presentation software, including Microsoft Word, PowerPoint, and the process of converting documents into the most common formats (PDF, Doc, Docx, etc.). Students are also introduced to Google Workspace applications such as Google Docs, Sheets, and Slides, which are widely used in collaborative academic environments. In addition, the Subject

includes practical training in creating and managing email accounts, fundamental techniques of electronic correspondence, which will assist students in developing appropriate digital communication skills.

**1.2.3.5. Assessment:**

Despite the theoretical nature of the course, which is supported by digital presentations (e.g., via projectors), all evaluations are conducted on computers to ensure students' hands-on engagement with the digital tools covered. Student evaluation is based entirely on continuous assessment (100%), conducted through practical tasks on computers.

### **1.3. Discovery Teaching Unit**

- **Civilization**

### **1.3.1. Subject Title: Civilization**

**Hourly volume: 45h**

**Credit: 2**

**Coefficient: 2**

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#### **1.3.1.1. Subject Overview:**

The Subject is designed to enhance students' understanding of the English language by situating it within the historical and cultural context of British civilization. By exploring significant periods and events in British history, students develop an understanding of the evolution of the English language and British society over time. The Subject fosters the development of language skills through exposure to historical content and cultural references, thereby cultivating a profound appreciation for the socio-political and cultural foundations of modern Britain.

#### **1.3.1.2. Prerequisite:**

A general knowledge of different civilizations and cultures is expected as a foundation for engaging with this Subject.

#### **1.3.1.3. Subject Contents:**

The subject contents of this Subject provide students with a chronological overview of major historical periods that have shaped British civilization. The course begins with an introduction to the United Kingdom as a political and cultural entity, followed by a study of the earliest settlers of Britain. It explores the influence of the Iberians, Celts, and Romans, before moving on to the Nordic invasions and the impact of the Anglo-Saxons and Vikings. The Norman Conquest marks a turning point in British history and is examined in detail, leading into an exploration of the Middle Ages. The Subject concludes with the study of the Tudor and Stuart dynasties, highlighting their roles in shaping modern Britain.

#### **1.3.1.4. Assessment:**

Student evaluation is based on both continuous assessment and written examinations, each accounting for 50% of the final grade. This balanced approach ensures ongoing engagement with the course content and the ability to demonstrate

historical understanding in a structured academic format.

#### **1.3.1.5. Sources and references**

- Christopher, D. (2002). *British culture: An Introduction*. Routledge.
- MacKenzie, J. M. (2022). *A cultural history of the British Empire*. Yale University Press.
- Oakland, J. (2010). *British civilization: An Introduction*. Routledge.