

<b>Course unit title:</b>	English Language II								
<b>Course unit code:</b>	ENG 102								
<b>Type of course unit:</b>	Compulsory								
<b>Level of course unit:</b>	Bachelor (1 <sup>st</sup> Cycle)								
<b>Year of study:</b>	1								
<b>Semester when the unit is delivered:</b>	2								
<b>Number of ECTS credits allocated :</b>	6								
<b>Name of lecturer(s):</b>	Ms Lyda Eleftheriou								
<b>Learning outcomes of the course unit:</b>	<ul style="list-style-type: none"> <li>• Demonstrate a high level of proficiency in regards to their writing skills including their knowledge of grammar and semantics.</li> <li>• Interpret information in long and challenging academic texts.</li> <li>• Interpret the meaning of unknown words in texts and use advance vocabulary in different contexts.</li> <li>• Apply competently their knowledge of written structures to format a variety of texts.</li> <li>• Write different types of essays using primarily formal, but also informal English using self-correction techniques.</li> <li>• Find relevant supplementary material in relation to topics set for assignments.</li> <li>• Illustrate competence in the summarising and paraphrasing of various texts.</li> </ul>								
<b>Mode of delivery:</b>	Face-to-face								
<b>Prerequisites:</b>	None								
<b>Recommended optional program components:</b>	None								
<b>Course contents:</b>	<p>The aim of this course is to provide students with the opportunity to develop their knowledge and skills acquired in English Language I, with heavier emphasis on writing. They thus become engaged in the study and writing of different types of academic essays, which are characterised by unity and coherence. Since academic writing is dependent on the research of others, the course also emphasizes the importance of finding, evaluating and referring to relevant literature. In doing this, students learn how to use the conventions of quotation, citation, summarising and paraphrasing. Students also have the opportunity to interact with a range of texts on multiple levels while working with a range of grammatical structures and new vocabulary.</p>								
<b>Recommended and/or required reading:</b>	<p>Textbook</p> <ul style="list-style-type: none"> <li>• Oshima, A. &amp; Hogue, A. (2006). <u>Writing Academic English</u> (4<sup>th</sup> ed.). NY: Pearson Longman.</li> </ul> <p>Recommended reading(s):</p> <ul style="list-style-type: none"> <li>• Bailey, S. (2006). <u>Academic Writing: A Handbook for International Students</u> (2<sup>nd</sup> ed.). Oxon: Routledge.</li> </ul>								
<b>Planned learning activities and teaching methods:</b>	Through lectures and class discussions students are guided towards becoming confident in all their skills, particularly their writing skills. Group, pair and individual work will be part of the sessions.								
<b>Assessment methods and criteria:</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Midterm Examination</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Continuous Assessment</td> <td style="text-align: right;">5%</td> </tr> <tr> <td>Final Examination</td> <td style="text-align: right;">70%</td> </tr> </table>	Midterm Examination	15%	Written Assignment	10%	Continuous Assessment	5%	Final Examination	70%
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<b>Language of instruction:</b>	English								
<b>Work placement(s):</b>	No								