## **İZMİR BAKIRÇAY UNIVERSITY**

## SCHOOL OF FOREIGN LANGUAGES

## 2024-2025 ACADEMIC YEAR FALL TERM WRITING SYLLABUS

## **BASIC GROUPS**

**COURSE BOOK: WRITER 1** 

WEEK	DATE	TOPIC (Module/Unit etc.)	LEARNING OBJECTIVES  At the end of the semester students will be able to	WRITING SKILLS	MATERIALS (Book/Page, URL etc.)	NOTES & ASSIGNMENTS & EXTRA/OPTIONAL SOURCES
1	30.09.24- 04.10.24	WHO 1	<ul> <li>write simple sentences about people and their jobs.</li> <li>use full stop at the end of a sentence correctly.</li> <li>capitalize proper nouns, subject <i>I</i>, and the first word of a sentence appropriately.</li> <li>recognize and apply some basic rules of spelling.</li> </ul>	<ul> <li>Capitalization</li> <li>Proper and common nouns</li> <li>Sentence punctuation (full stop)</li> <li>Spelling         Additional Language Skills     </li> <li>Verb to be</li> <li>Subject verb agreement (Verb be &amp; simple present tense)</li> <li>a / an</li> <li>Singular / plural nouns</li> <li>irregular / regular nouns</li> <li>Vocabulary (jobs)</li> </ul>	The Portfolio Guideline WHO 1	*Please inform your students about the steps and procedures of writing tasks and the portfolio system by going over the portfolio guideline.  *Please note that jobs and job-related vocabulary will be taught in the second week more comprehensively, so the words covered in this handout are a few basic ones to practice writing simple sentences.  *WHO 1 will NOT be put in their portfolio folder.
2	07.10.24- 11.10.24	WHO 2	<ul> <li>use clear referents for pronouns, ensuring that pronouns like "he," "she," or "it" unambiguously refer to specific nouns to avoid repetition.</li> <li>identify simple, compound, and complex sentences.</li> <li>write short, simple formulaic texts.</li> </ul>	- Referencing - Parts of a sentence	WHO 2 WRITER 1	*WHO 2 will <b>NOT</b> be put in their portfolio folder.

		CHAPTER 1: INTRODUCTION TO WRITING	<ul> <li>write about myself using simple language (e.g., information about my family, school, job, hobbies etc.)</li> <li>write a series of simple phrases and sentences linked with simple connectors like "and", "but", "or", "so", and "because".</li> </ul>	<ul><li>Simple, compound, and complex sentences</li><li>Connecting sentences</li></ul>		*Chapter 1 Task (p.16) will <b>NOT</b> be put in their portfolio folder.
3	14.10.24- 18.10.24	WHO 3	<ul> <li>write about my own or another person's daily routines and everyday life in a simple text of at least 120 words.</li> <li>use time linkers appropriately to sequence events or actions in writing, creating a clear chronological flow.</li> </ul>	<ul> <li>Daily routine sentence writing practice</li> <li>Time linkers (before, after, until, next, then, and then, later)</li> </ul>	WHO 3	*WHO 3 will <u>NOT</u> be put in their portfolio folder.
		CHAPTER 2: EDITING YOUR WRITING		<ul><li>Subject-verb agreement</li><li>Punctuation and capitalization</li></ul>	WRITER 1	*Chapter 2 Task (p.22) will <b>NOT</b> be put in their portfolio folder.
4	21.10.24- 25.10.24	CHAPTER 3: DESCRIPTIVE PARAGRAPH DESCRIBING A PERSON	- write a clear and simple descriptive paragraph of at least 150 words about a person, using the present simple tense to describe their appearance, personality, preferences, likes, and hobbies using	- Writing a descriptive paragraph about a person	WRITER 1 (Pages 23-28)	
5	28.10.24- 01.11.24	CONT.  CHAPTER 3: DESCRIPTIVE PARAGRAPH  DESCRIBING A PERSON	appropriate adjectives.	- Writing a descriptive paragraph about a person	WRITER 1 (Pages 29-32)	*Chapter 3 Task (p.32) will be put in their portfolio folder, so make sure that your students write the task not on the book but on a separate A4 size sheet.  REMEMBER to use the error codes and drafting system.

6	04.11.24- 08.11.24	CHAPTER 4: DESCRIPTIVE PARAGRAPH DESCRIBING A PLACE	- write a simple descriptive paragraph of at least 150 words about a room, using basic sentences to describe its location, size, furniture and key features including simple adjectives (e.g., "small," "nice," "quiet").	- Writing a descriptive paragraph about a place	WRITER 1 (Pages 33-43)	
7	11.11.24- 15.11.24	CONT.  CHAPTER 4: DESCRIPTIVE PARAGRAPH  DESCRIBING A PLACE  (MIDTERM)		- Writing a descriptive paragraph about a place	WRITER 1 (Pages 33-43)	
8	18.11.24- 22.11.24	CONT.  CHAPTER 4: DESCRIPTIVE PARAGRAPH  DESCRIBING A PLACE		- Writing a descriptive paragraph about a place	WRITER 1 (Pages 33-43)	*Chapter 4 Task (p.42-43) will be put in their portfolio folder, so make sure that your students write the task not on the book but on a separate A4 size sheet.  REMEMBER to use the error codes and drafting system.
9	25.11.24- 29.11.24	WHO 4 WRITING A BIOGRAPHY	- write a simple biography of a person, using basic sentences to describe key life events and important facts using past simple tense, basic linking words, time expressions and prepositions of time.	- Time linkers - Prepositions of time	WHO 4	*WHO 4 Task will <u>NOT</u> be put in their portfolio folder.

11	02.12.24- 06.12.24 09.12.24- 13.12.24	CHAPTER 5: NARRATIVE PARAGRAPH CHAPTER 5: NARRATIVE PARAGRAPH	- write very short, basic descriptions of past activities, and personal experiences, for example a recent holiday or an event in a paragraph of at least 150 words.	<ul> <li>Writing a narrative paragraph about a real or an imaginary event.</li> <li>Writing a narrative paragraph about a real or an imaginary event.</li> </ul>	WRITER 1 (PAGES:44-53) WRITER 1 (PAGES:44-53)	*Chapter 5 Task (p.53) will be put in their portfolio folder, so make sure that your students write the task not on the book but on a separate A4 size sheet.
						REMEMBER to use the <u>error codes</u> and <u>drafting system.</u>
12	16.12.24- 20.12.24	CHAPTER 6: ACADEMIC PARAGRAPH STRUCTURE	<ul> <li>recognize the parts of an academic paragraph</li> <li>identify and produce a topic sentence to introduce the topic and use the controlling idea to signal the content of the paragraph.</li> <li>strengthen their main idea by using major supporting sentences.</li> <li>generate a concluding sentence to finish an academic paragraph properly.</li> </ul>	<ul> <li>Identifying parts of an academic paragraph</li> <li>Identifying topic sentence and supporting sentences</li> <li>Identifying concluding sentence</li> </ul>	WRITER 1 (PAGES:54-63)	
13	23.12.24- 27.12.24	CHAPTER 6: ACADEMIC PARAGRAPH STRUCTURE	<ul> <li>ensure unity in a paragraph by staying focused on one main idea throughout, without including unrelated information.</li> <li>organize sentences logically so that each one flows naturally into the next and using linking words.</li> <li>follow the stages of writing by starting with brainstorming ideas, then organizing them into a clear plan before writing.</li> </ul>	<ul> <li>Unity and coherence in a paragraph</li> <li>Stages of writing (prewriting, planning, drafting, revising, and editing)</li> </ul>	WRITER 1 (PAGES:64-70)	*Chapter 6 Task (p.69-70) will be put in their portfolio folder, so make sure that your students write the task not on the book but on a separate A4 size sheet.  REMEMBER to use the error codes and drafting system.

			- draft, revise and edit their paragraphs of at least 150 words			
			using relevant checklists.			
14	30.12.24-	WHO 5	- write a clear and simple process	- Writing a process paragraph	WHO 5	*WHO 5 Task will <u>NOT</u> be put in their
	03.01.25	DDOCECC	paragraph of at least 150 words by			portfolio folder.
		PROCESS	describing the steps to complete a			***************************************
		PARAGRAPH	specific task or procedure. Use basic			*Please note that this paragraph type
			transition words (e.g., "first," "next,"			will be taught only at recognition level,
			"then," "finally") to show the order			and it will NOT be tested.
			of steps.			