

T.R.

İZMİR BAKIRÇAY UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

2024-2025 ACADEMIC YEAR FALL TERM WRITING SYLLABUS

LEVEL GROUPS

COURSE BOOK: WRITER 2

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	CHAPTER 1: INTRODUCTION TO WRITING	<ul style="list-style-type: none">- identify simple, compound, and complex sentences.- write short, simple formulaic texts.- write about my daily routine using simple language and time-order signals- write a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or”, “so”, and “because”.	<ul style="list-style-type: none">- A complete sentence- Simple, compound, and complex sentences- Subject-verb agreement- Time order signals	The Portfolio Guideline WRITER 2 (Pages 8 – 12)	*Please inform your students about the steps and procedures of writing tasks and the portfolio system by going over <i>the portfolio guideline</i> .
2	07.10.24- 11.10.24	CONT. CHAPTER 1: INTRODUCTION TO WRITING	<ul style="list-style-type: none">- use full stop at the end of a sentence correctly.- capitalize proper nouns, subject <i>I</i>, and the first word of a sentence appropriately.- Use time-order signals effectively in writing to show the sequence of events.	<ul style="list-style-type: none">- Punctuation and capitalization- Time-Order Signals	WRITER 2 (Pages 13 – 17)	*Chapter 1 Task (p.17) will NOT be put in their portfolio folder.

7	11.11.24-15.11.24	CONT. CHAPTER 3: DESCRIPTIVE PARAGRAPH DESCRIBING A PLACE (MIDTERM)	- write a simple descriptive paragraph of at least 150 words about a house, using basic sentences to describe its location, size, and key features. Include simple adjectives (e.g., "small," "nice," "quiet") to express personal opinion.	- Opinion adjectives for describing a place - Prepositions of place - Writing a concluding sentence	WRITER 2 (Pages 37-42)	*Chapter 3 Task (p.42) <u>will be put in their portfolio folder</u> , so make sure that your students write the task not on the book but on a separate A4 size sheet.
8	18.11.24-22.11.24	WHO 2 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 2	*WHO 2 Task will <u>NOT</u> be put in their portfolio folder.
9	25.11.24-29.11.24	CONT. CHAPTER 4: NARRATIVE PARAGRAPH	- write a short, basic paragraph of at least 150 words about past activities, or personal experiences, for example a recent holiday or an event.	- Writing a narrative paragraph about a real or an imaginary event	WRITER 2 (Pages 43-47)	
10	02.12.24-06.12.24	CONT. CHAPTER 4: NARRATIVE PARAGRAPH		- Writing a narrative paragraph about a real or an imaginary event	WRITER 2 (Pages 48-52)	*Chapter 4 Task (p.52) <u>will be put in their portfolio folder</u> , so make sure that your students write the task not on the book but on a separate A4 size sheet.
11	09.12.24-13.12.24	CHAPTER 5: ACADEMIC PARAGRAPH STRUCTURE	- recognize the parts of an academic paragraph - identify and produce a topic sentence to introduce the topic and use the controlling idea to signal the content of the paragraph	- Parts of an academic paragraph - Identifying topic sentence (topic and controlling idea) and major and minor supporting sentences	WRITER 2 (Pages 53-63)	

			<ul style="list-style-type: none"> - strengthen their main idea by using major supporting sentences - generate a concluding sentence to finish an academic paragraph properly. 	<ul style="list-style-type: none"> - Identifying a concluding sentence 		
12	16.12.24-20.12.24	CONT. CHAPTER 5: ACADEMIC PARAGRAPH STRUCTURE	<ul style="list-style-type: none"> - ensure unity in a paragraph by staying focused on one main idea throughout, without including unrelated information. - organize sentences logically so that each one flows naturally into the next and using linking words. - follow the stages of writing by starting with brainstorming ideas, then organizing them into a clear plan before writing. - draft, revise and edit their paragraphs of at least 150 words using relevant checklists. 	<ul style="list-style-type: none"> - Unity and coherence - Transition words for listing, illustration and conclusion - Stages of writing (prewriting, planning, drafting, revising, and editing) 	WRITER 2 (Pages 64-71)	*Chapter 5 Task (p.70-71) <u>will be put in their portfolio folder</u> , so make sure that your students write the task not on the book but on a separate A4 size sheet. <u>REMEMBER to use the error codes and drafting system.</u>
13	23.12.24-27.12.24	CHAPTER 6: OPINION PARAGRAPH	<ul style="list-style-type: none"> - distinguish facts from opinions -write a topic sentence for an opinion paragraph -write a hook for a paragraph -write supporting sentences for an opinion paragraph 	<ul style="list-style-type: none"> - Identifying between facts and opinions -recognising and making use of a “hook” 	WRITER 2 (Pages 72-79)	
14	30.12.24-03.01.25	CONT. CHAPTER 6: OPINION PARAGRAPH	<ul style="list-style-type: none"> - create a simple outline before writing a paragraph. -write concluding sentences using noun forms, noun phrases and infinitive of purpose to summarize major supporting points. - write a well-built opinion paragraph of 150 words by stating a 	<ul style="list-style-type: none"> - Making an outline - Writing an opinion paragraph 	WRITER 2 (Pages 75-86)	*Chapter 6 Task (p.85-86) will <u>NOT</u> be put in their portfolio folder.

			personal opinion in the topic sentence, providing at least three reasons or examples to support that opinion, and concluding with a summary or final thought.			
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