People' s Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Lamine Debaghine University, Setif 2

Faculty of Letters and Languages

Department of English Language and Literature

Course Plan

Study Skills 1 (TTU 1)

Dr. FADEL Houda

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1- General Information

- Mohamed Lamine Debaghine University, Setif 2.
- Faculty of Letters and Languages.
- Department of English Language and Literature.
- Course ⁄ Module: Study Skills 1 (TTU 1)
- Course teaching unit: Methodology
- Target Level: 1st Year LMD
- Coefficient: 2
- Credits: 4
- Allotted Time: 2 semesters
- Time per week: 1h 30 min
- Evaluation mode: written + continuous
- Instructor: Dr. FADEL Houda
- E-mail: h.fadel@univ-setif2.dz

2- Presentation of the Course

This course is designed to equip first-year students with essential academic, personal and interpersonal skills needed for successful university study. It covers areas such as time management, learning styles and strategies, language skills, task management, group work and research skills. The course fosters student autonomy and professional habits early in their academic career.

3- Content of the Course

The course deals with different points which are related to one another. Each point is clarified with series of tasks and activities to reinforce and simplify understanding. The content is divided into five chapters, each chapter with a set of lessons as follows:

Chapter 1: Management for study

1. The setting of Higher Education
2. Time Management
3. Learning styles
4. Types of intelligence
5. Setting SMART goals

Chapter 2: Academic Skills

1. Language Receptive Skills
2. Language Productive Skills
3. Language Subskills

Chapter 3: Task Management Skills

1. Note-taking and Memory
2. Revision for exams
3. Managing Assignments
4. Presentation Skills

Chapter 4: People Skills

1. Collaborative Study
2. Group Discussions

Chapter 5: Research Skills

1. Research Skills
2. Information-technology and web-based learning

4- Pre-requisites

- High school diploma with strong English language background
- Demonstrated proficiency in English
- Basic familiarity with literary texts and academic discourse
- No prior university-level coursework required

5- Course Placement in the Program

Strategic Position

"Study Skills 1" module is positioned as a foundational first-year course in the English Language and Literature program, establishing critical academic competencies before students engage with more specialized literary and linguistic content in subsequent years.

Foundation Course for English Studies

This course serves as the methodological backbone for English Language and Literature studies, providing students with essential tools for textual analysis, academic writing, and independent research that are fundamental to all subsequent coursework in the discipline.

Pre-requisites

- High school diploma with strong English language background

- Demonstrated proficiency in English
- Basic familiarity with literary texts and academic discourse
- No prior university-level coursework required

Direct Connection to English Courses

This course strategically prepares students for:

- **Introduction to Literary Analysis** - through close reading techniques and textual interpretation skills
- **Academic Writing** - via essay structure, argumentation, and citation methods
- **English Language History** - through research methodology and source evaluation
- **Literary Theory** - by developing critical thinking and analytical frameworks
- **Comparative Literature** - through cross-cultural analysis and synthesis skills

Professional Preparation

The skills developed directly support career paths common to English graduates:

- **Teaching** - Lesson planning, curriculum design, and educational technology
- **Publishing/Editing** - Proofreading, style guides, and project management
- **Graduate Studies** - Thesis research, conference presentations, and academic publishing
- **Professional Writing** - Technical communication, content creation, and media literacy

Integration with Program Learning Outcomes

This course specifically develops the foundational competencies that enable students to achieve the program's core objectives of becoming critical readers, effective writers, and independent scholars in English Language and Literature studies.

6- Objectives of the Course
✓ General Objectives

By the end of the course, students will be able to:

- Set academic goals, apply effective learning strategies, and demonstrate achievement in their courses.
- Demonstrate independent learning skills and apply critical thinking in academic and real-life contexts.

- Develop and apply reading, writing, and research methodology skills effectively.

  ✓ **Specific objectives of each chapter**

Chapter 1: Management for study. Students will be able to:

- **Understand** the structure of higher education.
- **Apply** effective time management strategies.
- **Recognize** personal learning styles and types of intelligence.
- **Set** SMART academic and personal goals

Chapter 2: Language Skills. Students will be able to:

- **Identify** and **develop** receptive (listening and reading) and productive (speaking and writing) language skills.
- **Use** language subskills effectively in academic tasks

Chapter 3: Task Management Skills. Students will be able to:

- **Demonstrate** effective note-taking and memory strategies.
- **Plan** and **implement** revision schedules and assignment timelines.
- **Prepare** and **deliver** clear academic presentations.

Chapter 4: People Skills. Students will be able to:

- **Engage** in collaborative study activities.
- **Participate** effectively in group discussions by **communicating** ideas clearly and **respecting** diverse opinions

Chapter 5: Research Skills. Students will be able to:

- **Apply** basic research skills to academic tasks.
- **Use** information technology and web-based resources to **gather**, **evaluate**, and **integrate** information effectively.

7- Assessment and Evaluation Mode

Evaluation Methods

- **Continuous Assessment (25% - 5 points):**
    - Participation in class discussions and activities
    - Regular attendance and punctuality
    - Demonstration of discipline and academic behavior
- **Written Assessment (75% - 15 points):**

       o End-of-semester written examination
       o Practical application tasks and scenario-based questions
       o Knowledge comprehension and skill demonstration activities

Assessment Schedule

- **Continuous Assessment:** Ongoing throughout each semester
- **Written Examination:** End of Semester 1 and Semester 2
- **Assignment Submissions:** As specified during course progression

Evaluation Criteria

- **Knowledge Comprehension:** Understanding of study skills concepts and methodologies
- **Practical Application:** Ability to apply learned strategies in academic contexts
- **Critical Thinking:** Demonstration of analytical and problem-solving skills
- **Communication Skills:** Effective participation in discussions and presentations
- **Professional Development:** Evidence of improved study habits and academic autonomy

8- Teaching-Learning Activities

In order to attain the objectives of the course, students must attend the sessions and take notes about the discussed topics. Also, students are asked to participate in all the activities and collaborate with one another in order to develop their critical thinking skills and problem-solving strategies.

Likewise, they should take part in the group discussions and share opinions about the suggested topics and concepts. Finally, they are invited to ask questions, and give constructive feedback and criticism during and after presentations.

This course employs diverse pedagogical approaches to accommodate different learning styles and maximize student engagement:

Interactive Learning Methods

- **Group Work:** Collaborative exercises to develop teamwork and communication skills
- **Case Study Analysis:** Real-world scenarios to practice problem-solving strategies
- **Peer Learning:** Student-to-student knowledge sharing and peer tutoring sessions
- **Brainstorming Sessions:** Creative thinking activities to generate study solutions

Practical Application Activities

- **Skills Workshops:** Hands-on practice of note-taking, time management, and research techniques
- **Simulation Exercises:** Mock exam situations and presentation practice
- **Reflection Journals:** Personal learning experience documentation and self-assessment
- **Technology Integration:** Use of digital tools for research and web-based learning

Assessment-Integrated Learning

- **Formative Assessments:** Regular check-ins to monitor progress and adjust learning strategies
- **Self-Assessment Tools:** Questionnaires and checklists for personal skill evaluation
- **Portfolio Development:** Collection of work demonstrating skill progression over time
- **Peer Evaluation:** Structured feedback sessions among students

These activities are designed to be appropriate for first-year university students and align with the course objectives of developing independent learning skills and academic autonomy.

9- Pedagogical Alignment

This section demonstrates the coherence between learning objectives, teaching methods, and assessment strategies in the Study Skills 1 course:

Chapter 01: Management for Study

Learning Objectives: Understand higher education structure, apply time management, recognize learning styles, set SMART goals

- **Teaching Activities:** Interactive workshops on goal-setting, learning style assessments, time management simulations
- **Assessment Methods:** Practical application of SMART goals, time management plans evaluation, learning style identification tasks

Chapter 02: Academic Skills

Learning Objectives: Develop receptive and productive language skills, use language subskills effectively

- **Teaching Activities:** Language skills workshops, listening and reading comprehension exercises, speaking and writing practice sessions
- **Assessment Methods:** Language skill demonstration tasks, comprehension tests, communication assessments.

Chapter 03: Task-Management Skills

Learning Objectives: Master note-taking, revision strategies, assignment management, presentation skills

- **Teaching Activities:** Note-taking practice sessions, revision technique workshops, presentation skill development exercises
- **Assessment Methods:** Note-taking quality evaluation, revision plan assessments, presentation performance evaluation

Chapter 04: People Skills

Learning Objectives: Engage in collaborative study, participate effectively in group discussions

- **Teaching Activities:** Group discussion facilitation, collaborative study sessions, communication skills practice
- **Assessment Methods:** Group work participation evaluation, discussion contribution assessment, teamwork skills observation

Chapter 05: Research Skills

Learning Objectives: Apply research skills, use information technology effectively

- **Teaching Activities:** Research methodology workshops, web-based learning exercises, information evaluation practice
- **Assessment Methods:** Research project evaluation, digital literacy assessments, information synthesis tasks

Alignment Justification

The course maintains strong pedagogical alignment by ensuring that:

- All teaching activities directly support the stated learning objectives
- Assessment methods accurately measure the intended learning outcomes
- The progression from basic to advanced skills follows a logical sequence
- Both theoretical knowledge and practical application are balanced throughout the course
- Student autonomy and critical thinking are consistently developed across all chapters

10-   Work Method

The session is divided into four phases:

1) **Warming-up:** Students review the previous lesson.
2) **Lead-in:** the teacher tries to involve the students in an activity that introduces the main concepts that will be discussed in the lesson, through group work,

where students are asked to answer questions, classify items, relate concepts, brainstorm ideas, or reflect on experiences or stories….

3) **Discussion and explanation:** the teacher explains the elements of the lesson and discusses them with the students who take and make notes.

4) **Practice and Reflection:** students apply what they learnt through solving a set of tailored tasks, scenarios and activities.

11-   Resources

- Bain, K. (2012). *What the best college students do.* Cambridge, MA: Harvard

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking-Advanced. Macmillan Heinemann.

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- Dawson, C. (2011). *The complete study skills guide: A practical guide for all students who want to know how to learn.*Oxford, UK: How To Books.

- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.

- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.

- Forsyth, P., & Connelly, J. (2010). *The study skills guide: Essential strategies for smart students.*London, UK: Kogan Page.

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- Walmsley, B. (2010). *Improve your study skills*. London, UK: Teach Yourself