



## Course Syllabus Academic English 1 (ENG30204)

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### 1. Course Identification

Department:	Foreign Language Department
Subject:	Academic English 1 (ENG30204)
Credit:	2
Time:	4 periods / week
Grade:	Grade 11 (M5)
Semester:	2
Academic Year:	2015

### 2. Course Description

Study scientific terms, technology, academic journals or literature.

Learn words and phrases, expressing the author's feelings and objectives of both non-fiction and fiction articles, emphasizing on reading for information and pleasure.

Develop students' listening comprehension from short academic lectures and conversations for note taking skills.

Develop students' writing skill, using complicated structures.

Study key elements of academic writing such as abstracts, experiment reports, project presentations, and speeches.

Study the patterns and contents of standardized tests, and practice taking the tests.

### 3. Learning Outcomes

After the completion of this course, students should be able to

1. effectively identify and apply words and phrases, expressing the author's feelings and objectives of both non-fiction and fiction articles.

2. efficiently comprehend short academic lectures and conversations and take note of the spoken texts.

3. proficiently present their experimental projects and give speeches on specified topics.

4. appropriately use various sentence structures to write abstracts and experimental reports.

5. gain satisfactory scores from standardized tests.

#### 4. Course Contents

Topical areas of study will include:

Language (Grammar)	Listening	Speaking	Reading (Communications)	Writing (Structure/ Paragraph/ Essay)
<b>Phrases (w 2-4)</b> -The Adjective Phrase - The Adverb Phrase - The Participle/ participial Phrase - Gerund/ gerund Phrase - The Infinitive/ Infinitive Phrase -Appositive Phrase - Absolute Phrase -Verbal Phrase <b>Clauses (5-6)</b> -The adjective clause -The noun clause -The adverb clause <b>Sentences</b> -Simple, compound, complex and compound-complex sentence	<b>1. Short conversations</b> (w 2-4) <b>2. Note-taking, academic articles</b> (w 5-8)	<b>1. short conversation</b> (w 2-4) <b>2. Abstract presentation</b> (w 13-14) <b>3. Speech</b> (w 17)	-My Antonia (w 7) -The Civil War below and the blue sky above (w 8) - Who was Charles Lindberg? (w 9) - Mobiles Phone use spells danger for drivers (w 12) - Let's face it, we need the money! (w 13) - Never Cry Wolf (w 18)	<b>1. compare-contrast essay</b> (w 7-8) <b>2. Abstracts</b> (w 9-13) <b>3. Experimental Report</b> (w 14-16) <b>4. Opinion essay</b> (w 18-19)

#### 5. Required Texts and Supplies

Elements of Language sets used for this teaching plan

1. Hard Cover (HC) book for teacher (Chapter 5– 8)
2. Grammar, Usage, and Mechanics (GUM)
3. Chapter Test (CT) / (Chapter 5 – 8)
4. Chapter Test in Standardized Test Format (CTSTF) / (Chapter 5 – 8)
5. Vocabulary Workshop Tests (VWT)
6. Sentences, Paragraphs, and Compositions (SPC)
7. Combining Sentence (CS)
8. Developmental Language Skills (DLS)

#### 6. Course Policies

**1. Attend regularly.** The importance of attending regularly cannot be overestimated. Please arrive at class on time and expect to remain until the class is over. Your attendance and participation will figure into your final grade in the form of points assigned for in-class exercises. These exercises cannot be made up. If you arrive late and miss an in-class exercise, you will not be permitted to complete it. If you leave early and miss an in-class exercise, you will not be permitted to complete it (the mentioned will be accepted only if you have a permission letter from the assigned authority.)

**2. Come prepared.** Please bring your textbooks or handouts with you to class—fail to do so may affect to your score. Have all assignments ready to turn in at the beginning of class on the day they are due.

**3. Keep up if you miss class.** It is your responsibility to keep up with assignments if you miss class. “I wasn’t here last week” is never an acceptable excuse for coming to class unprepared. If you miss class, check the syllabus and contact the instructor or another student to collect your assignments.

**4. Papers must be neatly typed or written.** All assignments (including drafts) should be typed or neatly written.

**5. Save your work.** It is your responsibility to keep an extra copy of all assignments that you turn in.

**6. Submit your work on time.** (1) In-class exercises and drafts may not be submitted late. (2) Final versions of some papers may be submitted late, but for each week they are late, your grade will be reduced.

## 7. Student Behavior Statement

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. Disruptive behavior, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated. At the instructor’s discretion, a student causing problems may be asked to leave the class for the session.

## 8. Assessment and Assignment

### Evaluation:

1. <b>Midterm</b> (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
2. <b>Final Examination</b> (Integrated Test: Reading-Speaking-Writing-Usage) <sup>1</sup>	= 20 %
3. <b>Behavior and Participation</b> <sup>2*</sup>	= 10 % (5%:5%)
4. <b>Creative Speaking</b> <sup>3</sup>	= 10%
4.1 Adapting a scene from a novel and role-playing on it (5 %)	
(Before midterm test)(Group work)	
4.2 Delivering a persuasive speech (5%)	
(After midterm test)(Individual work)	
5. <b>In-class Activities</b> (Speaking Activities) <sup>3</sup>	= 5%
6. <b>Writing Activities</b> <sup>3</sup>	= 10 %
6.1 Historical Research Essay (5%)	
(Before midterm test: 3 drafts)	
6.2 Book Review Essay (5%)	
(After midterm test: 3 drafts)	
7. <b>Listening Activities</b> <sup>4</sup>	= 10 %
7.1 Short Conversation and Lecture (5%)	
(Before midterm test)	
7.2 Dictation, Note-taking and Lecture (5%)	
(After midterm test)	
8. <b>Reading Activities</b> <sup>4</sup>	= 10 %
9. <b>In-class Activities</b> (Language Usage) <sup>4</sup>	= 5 %
 Total	 = <u>100 %</u>

### Note:

- Both teachers
- Both teachers (5 points from a Thai teacher and another 5 from a Native-speaking teacher)
- For a native-speaking teacher
- For a Thai teacher

### Note (For teacher): Score-submitting

<b>1. Both teachers:</b>	Midterm = 20	Final = 20
<b>2. Native-teacher:</b>	Before midterm = 10 (5/5)	After midterm = 15 (5/5/5)
<b>3. Thai teacher:</b>	Before midterm = 10 (5/5)	After midterm = 15 (5/10)

## Note for Note Behavior and Participation\*

Details	Scores (5/5)	Received Scores
1. Attendance	2/2	
2. Class Activities	2/2	
3. Responsibility	1/2	

### Assessment Criteria:

The final assessment is criterion-referenced. All the raw scores will be assessed as followings:

100 - 80 →	grade 4	64 – 60 →	grade 2
79 - 75 →	grade 3.5	59 – 55 →	grade 1.5
74 - 70 →	grade 3	54 – 50 →	grade 1
69 - 65 →	grade 2.5	49 – 0 →	grade 0

## 9. Test Guidelines

### 9.1 Midterm (Integrated Test: Reading-Speaking-Writing-Grammar) /20 points.

#### Mid-term Examination Structure

**Point: 20 Points**

**Time: 120 minutes**

**Date: -**

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b> It is an Reading Pattern and In-class Reading Patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (3 points)</b> -8 multiple choice questions on one reading passage--containing of ~200-250 words in length <b>(Items 1-9)</b></p> <p><b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage (seen or unseen passage), containing of ~200-250 words in length)<b>(Items 10-11)</b></p>	(1/3) for the 1 <sup>st</sup> passage, and 1 point each for the 2 <sup>nd</sup> passage. <b>(5 points)</b>
<p><b>Part Two: Developmental Language Skills</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p><b>Section One: Grammatical Structures</b> -There are 8 items questions, and each question contains of ~30-60 words. Follow the directions and choose the best answer. <b>(Items 12-19)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 8 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 20-27)</b></p>	(1/4) <b>4 points</b>
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word-choice and so on.</p>	There are 12 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one grammatical incorrect. <b>(Items 28-39)</b>	(1/2) <b>5 points</b>
<p><b>Part Four: Academic Writing (Compare-contrast)</b> support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	Students can choose to write a compare-contrast essay, depending on the topics provided: 200-250 words in length. <b>(Items 40)</b>	<b>6 points</b>

## 9.2 Final Exam

(Integrated Test: Reading-Speaking-Writing-Grammar) /20 points

### Final Examination Structure

**Point: 20 Points**      **Time: 120 minutes**      **Date: -**

Content	Type of Questions/ number and time frame	Points
<p><b>Part One: Reading Comprehension</b> It is an Reading Pattern and In-class Reading Patterns: covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions (multiple choices and short-answer questions)</p>	<p><b>Passage One (2 points)</b> -8 multiple choice questions on one reading passage--containing of ~200-250 words in length <b>(Items 1-9)</b></p> <p><b>Passage Two (2 points)</b> -It is two short-answer questions on one reading passage (seen or unseen passage), containing of ~200-250 words in length)<b>(Items 10-11)</b></p>	<p>(1/3) for the 1<sup>st</sup> passage, and 1 point each for the 2<sup>nd</sup> passage. <b>(5 points)</b></p>
<p><b>Part Two: Developmental Language Skills</b> To complete the sentence, the students need to understand the grammatical basic rules, and to complete the gap-filling, the students require, besides recognizing the grammatical structures, the reading techniques—finding topic sentence or main idea.</p>	<p><b>Section One: Grammatical Structures</b> -There are 8 items questions, and each question contains of ~30-60 words. Follow the directions and choose the best answer. <b>(Items 12-19)</b></p> <p><b>Section Two: Sentence Completion: (2 points)</b> -There are 8 multiple choice questions and each question contains of ~ 30 - 60 words. One grammatical part of the sentence will be deleted. <b>(Items 20-27)</b></p>	<p>(1/4) <b>4 points</b></p>
<p><b>Part Three: Error Identification</b> To solve these questions, the students need to understand many different grammatical usages like part of speeches, subject verb agreement, and word-choice and so on.</p>	<p>There are 12 multiple choice questions, containing of ~60 – 120 words in length, and each question contains one grammatical incorrect. <b>(Items 28-39)</b></p>	<p>(1/2) <b>5 points</b></p>
<p><b>Part Four: Academic Writing (Giving Opinion)</b> support opinions on the provided issue by using explanation, convincing reasons, examples, details and related information.</p>	<p>Students can choose to write a Giving Opinion, depending on the topics provided: 200-250 words in length. <b>(Items 40)</b></p>	<p><b>6 points</b></p>

### Remark:

**Writing Criteria for Midterm and Final Exam (6 points)**

**Organization 1 point**

**Content (idea presentation) 2 points**

**Grammatical structure, punctuation (3 points)**

## 10. Teaching Calendar

**Academic English 1 (ENG30204)**  
**(Second Semester: Academic Year 2015)**  
**(Intermediate Level)**

W	Date/ Periods	Core-Contents	Learning outcomes/Indicators
1	(1 <sup>st</sup> – 4 <sup>th</sup> periods)	<b>Syllabus Orientation</b> 1. Introducing the course syllabus 2. Approaches and ways to learn 3. Books and materials used 4. Expectations/grading 5. Grammar reviewing	1. The students understand the scope of the course syllabus, assessment, development of their own learning objectives and expectations for class activities.
2 – 4	(5 <sup>th</sup> -16 <sup>th</sup> periods)	<b>(Chapter 16, p534 – 552)</b> The Phrases: prepositional, adjective, adverb, verbal, participial, absolute, gerund, infinitive, appositive	4. appropriately use various sentence structures to write abstracts and experimental reports. 5. gain satisfactory scores from standardized tests. (1.1.3, 1.2.3, 1.2.4, 1.3.3, 2.2.1)
		<b>Academic lectures and conversations</b> Listening and note taking: short conversations	2. efficiently comprehend short academic lectures and conversations and take note of the spoken texts. (1.2.1, 1.2.5, 2.2.1, 4.1.1)
5 – 6	(17 <sup>th</sup> – 24 <sup>th</sup> periods)	<b>Chapter 17, p556 – 572</b> <b>The Clause</b> Clauses: Independent, subordinate, adjective, noun, adverb, the elliptical	4. appropriately use various sentence structures to write abstracts and experimental reports. 5. gain satisfactory scores from standardized tests. (1.1.3, 1.2.3, 1.2.4,1.3.3,2.2.1, )
		<b>Academic lectures and conversations</b> Listening and note taking: short conversations	2. efficiently comprehend short academic lectures and conversations and take note of the spoken texts. (1.1.4,1.2.1,1.2.5, 2.2.1, 4.1.1)
7	(25 <sup>th</sup> – 28 <sup>th</sup> periods)	<b>Reading 1:</b> <b>The character of Jim Burden and Antonia Shimerda in the Novel <i>My Antonia</i></b> CD: p20-22	1. effectively identify and apply words and phrases, expressing the author’s feelings and objectives of both non-fiction and fiction articles. 4. appropriately use various sentence structures to write abstracts and experimental reports. (1.1.2, 1.1.4)
		<b>Academic lectures and conversations</b> Listening and note taking: short conversations	2. efficiently comprehend short academic lectures and conversations and take note of the spoken texts. (1.1.4,1.2.4,1.2.5, 1.3.3, 4.1.1)
		<b>Writing : compare-contrast</b>	4. appropriately use various sentence structures to write abstracts and experimental reports. (2.2.1, 3.1.1, 4.2.1)
8	(29 <sup>th</sup> -32 <sup>nd</sup> periods)	<b>Reading 2 : The Civil War below and the blue sky above</b> CD: P25 – 28	1. effectively identify and apply words and phrases, expressing the author’s feelings and objectives of both non-fiction and fiction articles. (1.1.2, 1.1.4)
		<b>Academic articles and conversations</b> Listening and note taking: short conversations	2. efficiently comprehend short academic lectures and conversations and take note of the spoken texts.

			(1.1.3, 1.2.4, 1.2.5, 1.3.3, 4.1.1)
9	(33 <sup>rd</sup> – 36 <sup>th</sup> periods)	<b>Reading 3: Who was Charles Lindberg?</b> CD: p25 – 26	1. effectively identify and apply words and phrases, expressing the author’s feelings and objectives of both non-fiction and fiction articles. (1.1.2, 1.1.4)
		<b>Abstract Writing 1</b>	4. appropriately use various sentence structures to write abstracts and experimental reports.  (2.2.1, 3.1.1, 4.2.1)
10	(37 <sup>th</sup> -40 <sup>th</sup> Periods)	<b>Midterm Exam (Reading + Writing + Language Usage (20 points))</b>	<b>Based on the general standard test styles by using seen and unseen passages, the paper test consists of reading, writing and grammar: 120 minutes.</b>
11	(41 <sup>st</sup> – 44 <sup>th</sup> periods)	<b>Chapter 18, p576-602</b> <b>Agreement:</b> subject and verbs, pronoun and antecedent	4. appropriately use various sentence structures to write abstracts and experimental reports. (1.1.3, 1.2.3, 1.2.4, 1.3.3,)
		<b>Abstract Writing 2</b>	4. appropriately use various sentence structures to write abstracts and experimental reports. (2.2.1, 3.1.1, 4.2.1)
12	(45 <sup>st</sup> – 48 <sup>nd</sup> periods)	<b>Reading 4</b> <b>Mobiles Phone use spells danger for drivers</b> <b>CD: p30 – 32</b>	1. effectively identify and apply words and phrases, expressing the author’s feelings and objectives of both non-fiction and fiction articles. 4. appropriately use various sentence structures to write abstracts and experimental reports. (1.1.2, 1.1.4)
		<b>Abstract Writing 3</b>	4. appropriately use various sentence structures to write abstracts and experimental reports.  (2.2.1, 3.1.1, 4.2.1)
13	(49 <sup>th</sup> – 52 <sup>nd</sup> periods)	<b>Reading 5</b> <b>Let’s face it, we need the money!</b> <b>CD: p33 – 35</b>	1. effectively identify and apply words and phrases, expressing the author’s feelings and objectives of both non-fiction and fiction articles. 4. appropriately use various sentence structures to write abstracts and experimental reports. (1.1.2, 1.1.4)
		<b>Abstract Presentation</b>	3. proficiently present their projects and give speeches on specified topics. (3.1.1, 4.2.1)
14 - 16	(53 <sup>rd</sup> – 64 <sup>th</sup> periods)	<b>Standardized Tests:</b> Sentence Completion, Error Identification, Sentence Comprehension	5. gain satisfactory scores from standardized tests.
		<b>Writing Experimental Report</b>	4. appropriately use various sentence structures to write abstracts and experimental reports. (2.2.1, 3.1.1, 4.2.1)
		<b>Chapter 22</b>	4. appropriately use various sentence

17	(65 <sup>th</sup> - 68 <sup>th</sup> periods)	Exercise 1 p694 Exercise 2 p697 Exercise 4 p702 – 703	structures to write abstracts and experimental reports. 5. gain satisfactory scores from standardized tests.
		<b>Giving a speech 1</b>	3. proficiently present their projects and give speeches on specified topics. (3.1.1)
18	(69 <sup>th</sup> - 72 <sup>nd</sup> periods)	<b>Reading 6 : Never Cry Wolf</b> <b>CD: p35 – 37</b>	1. effectively identify and apply words and phrases, expressing the author’s feelings and objectives of both non-fiction and fiction articles. 4. appropriately use various sentence structures to write abstracts and experimental reports.
		<b>Giving a speech 2</b>	3. proficiently present their projects and give speeches on specified topics. (3.1.1)
19	(73 <sup>rd</sup> - 76 <sup>th</sup> periods)	<b>Speech Competition</b>	3. proficiently present their projects and give speeches on specified topics. (3.1.1)
		<b>Speech Competition</b>	3. proficiently present their projects and give speeches on specified topics. (3.1.1)
20	(77 <sup>th</sup> - 80 <sup>th</sup> Periods)	<b>Final Examination</b> <b>(Reading + Writing + Language Usage)</b> <b>(20 points)</b>	<b>Based on the general standard test styles by using seen and unseen passages, the paper test consists of reading, writing and grammar: 1200 minutes.</b>