



Syllabus (2016 Summer)

Course Title	College English	Course No.	
Department/ Major	English Program Office	Credit	3
Instructor	Name: 문혜원		

I. Course Overview

1. Course Description

College English is designed to develop your English language proficiency in an academic setting. It places a primary emphasis on reading and writing, and a secondary emphasis on speaking and listening. This course includes the study of (1) reading skills and strategies required to understand challenging texts; (2) advanced paragraph writing and basic essay convention; and (3) speaking skills to further extend oral competence. You are expected to actively engage with the instructor and other students to practice the skills necessary for success in Advanced English courses.

2. Prerequisites

Essential English

3. Course Format

Lecture	Discussion	Writing	Other
30 %	30 %	30 %	10 %

(Instructor can change to match the actual format of the class.)

Explanation of course format:

4. Course Objectives



Students are expected to actively engage with the instructor and other students to practice the English language skills necessary for success in Advanced English courses.

5. Evaluation System

Midterm Exam	Final Exam	Oral Exam	Writing Assignments (2)	Participation	Attendance
15 %	15 %	10 %	30 %	20 %	10 %

II. Course Materials and Additional Readings

1. Required Materials

Gamer, Margot F & Colin S.Ward.

Q: Skills for Success Level 3, Reading and Writing. Oxford University Press, 2011.

2. Supplementary Materials

Supplementary materials will be supplied by the instructor.

3. Writing Assignments

Writing #	Type	Objectives
1	Paragraph+Rewrite	Students will write and revise a stand-alone paragraph. Instructors will assess student writing proficiency and offer guidance for student revision of organization, ideas, sentence fluency and mechanics.



2	4-5 Paragraph Essay+Rewrite	Students will write and revise an essay with an introduction, body and conclusion based on a specific pattern of organization, such as cause and effect, comparison and contrast, problem and solution, or persuasive.
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III. Course Policies

Requirements for Class:

- a) **Be there.** You will lose five points per absence, and if you miss three classes, you will automatically fail the course. Two times late to class equals one absence, and more than one hour late is considered an absence. The EPO has very strict guidelines about missing class—excuses such as doctor’s prescriptions, job interviews, and seminars attended will not be accepted. An absence will only be excused if it involves a serious illness or injury requiring an overnight hospital stay, an official university activity, or the death of a family member. Official and complete documentation is required in all such cases.
- b) **Be prepared.** Your homework, even if there is no official assignment, is to preview and think about the material for next class so that you can be prepared with interesting ideas and be an active speaker and listener during class time.
- c) **Participate.** You will receive a high score in this category if you:
 - *Complete all homework assignments on time.*
 - *Speak English only in class.*
 - *Share your ideas in pair, group, and class discussions.*
 - *Show interest in the class and have a positive attitude.*
 - *Are respectful of the instructor and other students.*
 - *Perform all class activities.*
 - *Keep your cell phones off.*

IV. Course Schedule (At least 15 credit hours must be completed.)

Week	Date				
				Reading Skills and Speaking Activities	Writing Skills & Assignments



Week	Date				
Day 1 (June 22)		Topics & Class Format	Introductions "How to Make a Strong First Impressions" (Unit 1:1, pp. 6-7)		
		Materials & Assignments	Textbook		
Day 2 (June 23)		Topics & Class Format	-Writing Introduction -Writing 1 - "How to Make a Strong First Impression" Cont' d (Unit 1:1, pp. 6-7) Writing 1: Paragraph		
		Materials & Assignments	Textbook		
Day 3 (June 27)		Topics & Class Format	"Knowing Your Tastes" (Unit 2:1, pp.27-29)		
		Materials & Assignments	Textbook		
Day 4 (June 28)		Topics & Class Format	"Practice Makes Pain" (Unit 3:2, pp. 54-56)		
		Materials & Assignments	Textbook		
Day 5 (June 29)		Topics & Class Format	-Essay Writing Introduction "Practice Makes Pain" Cont' d (Unit 3:2, pp. 54-56)		
		Materials & Assignments	Textbook		
Day 6 (June 30)		Topics & Class Format	- Writing 2: 4-5 Par. Essay "A Question of Numbers" (Unit 5:1, pp. 93-94)		
		Materials & Assignments	Textbook		
Day 7 (July 4)		Topics & Class Format	"A Question of Numbers" Cont' d (Unit 5:1, pp. 93-94) Review		
		Materials & Assignments	Textbook		

- Planning and outlining
- Topic sentence development
- Supporting ideas and relevance
- Introductions, using "hooks" and thesis statements
- Supporting paragraphs (body), using topic sentences
- Conclusions
- Revisions
- Organization and cohesion-
- Fluency, using transitions
- Subject, audience



Week	Date			
Day 8 (July 5)		Topics & Class Format	Midterm Exam Review	and purpose -Patterns of organization Writing 1: Paragraph Writing 2: 4-5 Par. Essay
		Materials & Assignments	Midterm Exam	
Day 9 (July 6)		Topics & Class Format	“Happiness is in the Shoes You Wear” (Unit 6:1, pp. 117-118)	
		Materials & Assignments	-Writing#1 Revision Due	
Day 10 (July 7)		Topics & Class Format	“Happiness is in the Shoes You Wear” (Unit 6:1, pp. 117-118)	
		Materials & Assignments	Textbook	
Day 11 (July 11)		Topics & Class Format	“In Defense of Advertising” (Unit 6:2, pp.121-122)	
		Materials & Assignments	Textbook	
Day 12 (July 12)		Topics & Class Format	“In Defense of Advertising” Cont’ d. (Unit 6:2, pp.121-122)	
		Materials & Assignments	Textbook	
Day 13 (July 13)		Topics & Class Format	“How an Ugandan Girl Got an Education” (Unit 9:1, pp.183-184)	
		Materials & Assignments	Textbook	
Day 14 (July 14)		Topics & Class Format	“Living Outside the Box” (Unit 4:2, pp. 76-77)	
		Materials & Assignments	Textbook	
Day 15 (July 18)		Topics & Class Format	Oral Exam	
		Materials & Assignments	Final Exam	



V. Special Accommodations

* According to the University regulation #57, students with disabilities can request special accommodation related to attendance, lectures, assignments, and/or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' requests, students can receive support for such accommodations from the course professor and/or from the Support Center for Students with Disabilities (SCSD).

* The contents of this syllabus are not final—they may be updated.