



## Syllabus (2016 Summer)

Course Title	Advanced English	Course No.	
Department/ Major	Global Language Education Office	Credit	3
Class Time/ Classroom			
Instructor	Name: YANG, Sojung		
Office Hours/ Office Location			

### I. Course Overview

#### 1. Course Description

Advanced English is designed to enhance students' English language proficiency in an academic setting. Advanced English is an integrated-skills course with a primary emphasis on teaching reading strategies and academic writing. This course includes the study of (1) reading comprehension skills and strategies, (2) advanced essay composition, (3) and discussion skills to further extend oral competence. Active participants in Advanced English will be able to apply the skills learned in this course to other English-based courses at Ewha.

#### 2. Prerequisites

College English

#### 3. Course Format

Lecture	Discussion/Presentation	Writing	Other
30 %	30 %	30 %	10 %

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

Explanation of course format:

#### 4. Course Objectives



Upon completion of this course, students will be ready to advance to the university's upper-level English language course.

## 5. Evaluation System

Midterm Exam	Final Exam	Writing	Oral Exam	Participation	Attendance
20%	20%	30%	10%	10%	10%

\* Explanation of evaluation system: Students will take 2 written exams (20% each) in this course. They will also be taking one or two oral exams in the form of 1:1 speech or class presentation which will be graded for their oral exam score (10%) and their essays (1<sup>st</sup> drafts + revisions) will be marked to take up 30% of their final grade. Missing more than 3 classes will disqualify the student from completing this course and each absence will affect the student's attendance grade. Also, please keep in mind that active participation in group as well as class discussions are highly recommended for a full participation score.

## II. Course Materials and Additional Readings

### 1. Required Materials

Smith, Lorraine C. *Longman Academic Reading Series 5*. White Plains, N.Y.: Pearson Education, 2014.

### 2. Supplementary Materials

Additional supplementary materials will be provided by the instructor.

### 3. Writing Assignments

**\*Writing Assignment Format:** A4, Normal Margins, Times New Roman, 12 point, double spaced, your name & student ID at the upper left corner, title in the middle, align text left, indented paragraphs, and pages numbered.

Writing #	Purpose	Objectives of Writing Assignment
1	Writing 1 (diagnostic essay) + Revision	Writing review and writing diagnostic. May be in-class writing (5 paragraphs). Assess student writing proficiency and offer guidance for student revision of organization, ideas, sentence fluency and mechanics.
2	Writing 2 (word-processed essay) + Revision	Students write an academic essay (5 paragraphs) as a word-processed paper following a specific organizational pattern (for example, compare-and-contrast, cause-and-effect, sequential, classification of ideas, or argumentative) assigned by the instructor. Paper will be revised by students for formatting, organization, and ideas and for sentence fluency and mechanics.



### III. Course Policies

- a) **Be there.** You lose two points per absence, down to a maximum of -10 for five absences. If you miss more than five classes, you automatically fail the course. Three times late to class equals one absence, and more than 30 minutes late is considered an absence. Global Language Education Office (GLEO) has very strict guidelines about missing class—excuses such as doctor’s prescriptions and seminars attended will **not** be accepted. An absence will only be excused if it involves an overnight hospital stay, an official university activity, or the death of an immediate family member. Documentation is required in all such cases.  
**(1absence=-4 points, 2 late=1absence, 3absences=Fail)**
- b) **Be prepared.** Finish all homework before class and be ready to discuss it within a group or in the general class.
- c) **Participate.** You will receive a full score in this category if you:
- *Complete* all homework assignments on time.
  - *Speak English* in class to the best of your ability.
  - *Share your ideas* in class and in group discussions.
  - *Show interest* in the class and have a positive attitude.
  - *Are respectful* of the instructor and other students.
  - *Stay on-task* in class.
  - Keep cell phone sound and vibration mode *turned off* and *phone put away* unless required by the instructor for class work.

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

Week	Date		
Week 1	6/22 (Wed)	Class Focus	A warm-up activity (p. 19). Reading strategy: Use the headings to create an outline of important points and create questions to prepare for the reading (p. 19). Article: "Agents of Socialization" (Ch. 1, pp. 20-22).
		Writing & Speaking	
Week 2	6/23 (Thurs)	Class Focus	Article: "Agents of Socialization" (continued). Comprehension: Identify the main ideas of a text and understand the details (pp. 22-23). Note-taking: Create a chart to summarize information from a text (p. 27). Critical thinking (p. 27).
		Writing & Speaking	Writing 1
Week 3	6/27 (Mon)	Class Focus	Pre-reading discussion (p.61). Reading strategy: Create a concept map (p. 62). Article: "The Challenge of Defining Culture" (Ch. 3, pp. 63-64).
		Writing & Speaking	
Week 4	6/28 (Tues)	Class Focus	Article: "The Challenge of Defining Culture" (continued). Comprehension: Identify the main ideas of a text and paraphrase to aid comprehension (pp. 64-65). Note-taking: Write notes using headings and subheadings (p. 68). Critical thinking (p. 68).



Week	Date		
		Writing & Speaking	
Week 5	6/29 (Wed)	Class Focus	Article: "Abstract Expressionism" (Ch. 2, pp.48-49). Comprehension: Identify the main ideas of a text and understand the details (pp. 49-51). Critical thinking (p. 56).
		Writing & Speaking	
Week 6	6/30 (Thurs)	Class Focus	Pre-reading discussion (p. 89). Article: "A Great Human Endeavor: Building the Gothic Cathedrals" (Ch. 4, pp. 90-92).
		Writing & Speaking	
Week 7	7/4 (Mon)	Class Focus	Article: "A Great Human Endeavor: Building the Gothic Cathedrals" (continued). Comprehension: Identify the main ideas of a text and understand the details (p. 93).
		Writing & Speaking	Oral Exam 1
Week 8	7/5 (Tues)	Class Focus	Mid-term Examination
		Writing & Speaking	
Week 9	7/6 (Wed)	Class Focus	A warm-up activity (p. 168). Reading strategy: Draw inferences (pp. 168-169). Article: "The Discovery of a Miracle Drug" (Ch. 6, pp. 169-170).
		Writing & Speaking	Writing 2
Week 10	7/7 (Thurs)	Class Focus	Article: "The Discovery of a Miracle Drug" (continued). Comprehension: Identify the main ideas of a text and understand the details (p. 171). Critical thinking (p. 173).
		Writing & Speaking	
Week 11	7/11 (Mon)	Class Focus	A warm-up activity (p. 268). Reading strategy: Skim for the main idea by reading topic sentences (p. 269). Article: "Human Migration" (Ch. 10, pp. 269-270). Comprehension: Identify the main ideas of a text and understand the details (pp. 270-271).
		Writing & Speaking	
Week 12	7/12 (Tue)	Class Focus	Reading strategy: Summarize to remember the main points of a text (p. 229). Article: "West Africa at the Time of European Exploration" (Ch. 8, pp. 230-231).
		Writing & Speaking	



Week	Date		
Week 13	7/13 (Wed)	Class Focus	Article: "West Africa at the Time of European Exploration" (continued). Comprehension: Identify the main ideas of a text and understand the details (pp. 231-232). Critical thinking (p. 236).
		Writing & Speaking	
Week 14	7/14 (Thurs)	Class Focus	A warm-up activity (p. 249). Reading strategy: Predict answers to questions (p. 249). Article: "Ethical Reasoning" (Ch. 9, pp. 250-252). Comprehension: Identify the main ideas of a text and understand the details (pp. 252-253). Note-taking: Summarize the argument (p. 255). Critical thinking (p. 256).
		Writing & Speaking	Oral Exam 2
Week 15	7/18 (Mon)	Class Focus	Final Examination
		Writing & Speaking	

### 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.