



## Syllabus(2016 Summer)

Course Title	Advanced English	Course No.	
Department/ Major	Global Language Education Program	Credit	3
Class Time/ Classroom			
Instructor	Name: Sangmin Lee	Department: Global Language Education Office	
		Telephone:	
Office Hours/ Office Location	TBA		

### 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 %

Explanation of course format:

- a. Be prepared to share your ideas in group/class discussions.
- b. Actively participate in all class activities.



#### 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
15%	15%	30%	10%	20%	10%

\* Explanation of evaluation system:

- a. Attendance: more than 5 class periods absent (2 class periods per day) = failure, 3 times late = 1 absence
- b. Late submissions policy: Late or incomplete work will not be accepted or evaluated.

## 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

(Instructors can assign two or three writings according to their schedule.)

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.
- 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

Week	Date		
Week 1	June 22 (Wed.)	Class Focus	Introductions 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). <b>Article: “Agents of Socialization” (Ch. 1, pp. 20-22).</b>
		Writing& Speaking	
Week 2	June 23 (Thur.)	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	June 27 (Mon.)	Class Focus	Pre-reading discussion (p.61). Reading strategy: Create a concept map (p. 62). <b>Article: “The Challenge of Defining Culture” (Ch. 3, pp. 63-64).</b>
		Writing& Speaking	
Week 4	June 28 (Tue.)	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).
		Writing& Speaking	



Week	Date		
Week 5	June 29 (Wed.)	Class Focus	<b>Article: "Abstract Expressionism" (Ch. 2, pp.48-49).</b> Comprehension: Identify the main ideas of a text and understand the details (pp. 49-51). Critical thinking (p. 56).
		Writing& Speaking	
Week 6	June 30 (Thur.)	Class Focus	Pre-reading discussion (p. 89). <b>Article: "A Great Human Endeavor: Building the Gothic Cathedrals" (Ch. 4, pp. 90-92).</b> Comprehension: Identify the main ideas of a text and understand the details (p. 93).
		Writing& Speaking	
Week 7	July 4 (Mon.)	Class Focus	Exam Review
		Writing& Speaking	Oral Exam 1
Week 8	July 5 (Tue.)	Class Focus	Mid-term Examination
		Writing& Speaking	Writing Workshop
Week 9	July 6 (Wed.)	Class Focus	A warm-up activity (p. 168). Reading strategy: Draw inferences (pp. 168-169). <b>Article: "The Discovery of a Miracle Drug" (Ch. 6, pp. 169-170).</b>
		Writing& Speaking	Writing 2
Week 10	July 7 (Thur.)	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	July 11 (Mon.)	Class Focus	A warm-up activity (p. 268). Reading strategy: Skim for the main idea by reading topic sentences (p. 269). <b>Article: "Human Migration" (Ch. 10, pp. 269-270).</b> Comprehension: Identify the main ideas and understand the details (pp. 260-261).
		Writing& Speaking	
Week 12	July 12 (Tue.)	Class Focus	A warm-up activity (p. 249). Reading strategy: Predict answers to questions (p. 249). <b>Article: "Ethical Reasoning" (Ch. 9, pp. 250-252).</b> 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	
Week 13	July 13 (Wed.)	Class Focus	A warm-up activity (p. 257). Reading strategy: Scanning (p. 258). <b>Article: "Should Mary Buy Her Bonus?" (Ch. 9, pp. 258-259).</b> Comprehension: Identify the main ideas of a text and understand the details (pp. 270-271). "Critical thinking (p. 264).



Week	Date		
Week 14	July 14 (Thur.)	Writing& Speaking	
		Class Focus	Final Exam Review
Week 15	July 18 (Mon.)	Writing& Speaking	Oral Exam 2
		Class Focus	Final Examination
Makeup Classes		Writing& Speaking	Writing Feedback
		Class Focus	
		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.