

Course Syllabus

1. **Course code:** 5504-111
2. **Number of credits:** 3 credits
3. **Course title:** Fundamental Academic English for Politics and Global Studies
4. **Faculty/Department:** Chulalongkorn University Language Institute (CULI) /
Department of Academic Affairs
5. **Semester:** First Semester
6. **Academic year:** 2025
7. **Names of instructors:**
 - Section 1 Dr. Patharaorn Patharakorn (Patharaorn.p@chula.ac.th)
 - Section 2 Dr. Nattawaj Kijratanakoson
 - Section 3 Ajarn Rhys Tyers
8. **Condition:** -
9. **Status:** Required
10. **Curriculum:** English
11. **Degree:** Undergraduate
12. **Hours/Week:** 3 Hours/Week
 - Section 1 Tuesday 9:00 a.m. – 12:00 p.m.
 - Section 2 Wednesday 9:00 a.m. – 12:00 p.m.
 - Section 3 Friday 13:00 p.m. – 16:00 p.m.
13. **Course Description:** Practice in using reading strategies in identifying main ideas, major details and minor details of semi-academic articles on politics and global issues; making inferences; paraphrasing and summarizing; writing descriptive and argumentative essays on political and global issues.

14. Course Outline:

14.1 Course Objectives:

By the end of the course, students should be able to do the following:

1. Read semi-academic texts related to politics and global issues from various sources
2. Identify main ideas, major details, minor details of semi-academic texts on politics and global issues
3. Make inferences based on the reading texts
4. Paraphrase and summarize texts on politics and global issues
5. Write descriptive and argumentative essays on political and global issues

14.2 Learning Contents:

Topic 1: Morality

Topic 2: Race and violence

Topic 3: State and education

Mid-term Examination

Topic 4: Poverty

Topic 5: Human rights

Final Examination

14.3 Class Management / Instruction

- 14.3.1 Brainstorming and discussion
- 14.3.2 Lecture
- 14.3.3 Group / pair / individual work
- 14.3.4 In-class and homework assignments
- 14.3.5 Searching the Internet and other sources / media for information

14.4 Instructional Media:

- 14.4.1 For each unit, students will be supplied with a set of materials which will be matched and supplemented by a corresponding set for in-class activities.
- 14.4.2 Supplementary multimedia, audio / video clips etc.

14.5 Evaluation:

The final grade will be based on the following components:

1. Mid-term examination	30%
2. Final examination	30%
3. Classwork portfolio	15%
4. Reading Quiz	5%
5. Group Project Paper & Presentations	20%
Total	100%

14.6 Assessment:

The criterion-referenced grading system is used in this course. A final grade of an eight-letter grade system is assigned to each student based on their performance and their accomplishment of the outcomes of the course. **Students who attend less than 80% of classes OR do not complete 80% of the classwork tasks may not sit the final exam.**

85% and above	A	65 – 69%	C
80 – 84%	B+	60 – 64%	D+
75 – 79%	B	55 – 59%	D
70 – 74%	C+	54% and below	F

15. Recommended Materials for Further Practice:

- Cohen, R. F. & Miller, J. L. (2017). *Longman Academic Reading Series: Reading Skills for College 4*. Hoboken, NJ: Pearson Education.
- Smith, L. C. (2017). *Longman Academic Reading Series: Reading Skills for College 5*. Hoboken, NJ: Pearson Education.
- Fitzpatrick, M. (2011). *Engaging writing 2: Essential skills for academic writing* (2nd Edition ed.). Pearson Education.
- The Learning Network. (2020, March 1, 2023). Argumentative Writing Unit. The New York Times. Retrieved 6 July from <https://www.nytimes.com/2020/02/12/learning/argumentative-writing-unit.html>

16. Cheating and Plagiarism Policy

- Any work submitted by students must be their own work.
- Students are not allowed to copy someone else's work or paraphrase another student's writing and submit it as their own. That means his/her answers should not be at all similar to those of any other students.
- Any student found in violation of this policy will be given a zero on the piece of work as minimum penalty.
- **The use of artificial intelligence (AI):** Students may use AI tools to help prepare for assignments and projects (e.g., to help with brainstorming, concept development,

iterations of an idea, etc.). Note that students are responsible for the accuracy of the generated content. Therefore, please always double check the source and content generated by AI, as some of them may be inaccurate. When submitting a final product for grading, students must submit their own work. This course assumes that all work submitted by a student will be generated by the student or as part of an assigned group. Any substantive portion of an assignment done by someone else, including AI-generated content, is not allowed, and will be treated as academic misconduct. The software Turnitin will be used to detect plagiarism and possibility of AI-generated content. Any detection of more than 20% of AI work can result in the score of zero (0) on that assignment.

17. Course Evaluation:

17.1 Teaching-Learning Evaluation:

Students are required to do an online evaluation to evaluate the teacher support and their learning during the course. They are also required to reflect on and assess their involvement and active participation as well as giving comments and suggestions on how to improve the course.

17.2 Course Revision:

Teachers and students are required to give comments and suggestions regarding the learning methods, course description, course contents, learning materials, and time allotment so that the course can be revised to meet students' needs.

Tentative Schedule

Class #	Date	Topic	Objectives / main task	Assessment activity
1	Aug 5 – Aug 8	Orientation	Course overview & Ice-breaking activity	
2	Aug 12* – Aug 15	Morality	Identify main ideas, major details, minor details	
3	Aug 19 – Aug 22	Morality	Identify main ideas, major details, minor details	
4	Aug 25 – Aug 29	Race and Violence	Make inferences	
5	Sep 2 – Sep 5	Race and Violence	Make inferences	Reading Quiz
6	Sep 9 – Sep 12	State and education	Paraphrasing and Summarizing	
7	Sep 16 – Sep 19	State and education	Paraphrasing and Summarizing	
Midterm Exam 23 September 9:00 – 11:30				
8	Sep 30 – Oct 3*	Poverty	Descriptive writing	
9	Oct 7 – Oct 10	Poverty	Descriptive writing	
10	Oct 14 – Oct 17	Human rights	Writing argumentative essay	Photo Voice
11	Oct 21 – Oct 24	Human rights (Women's rights)	Writing argumentative essay	
12	Oct 28 – Oct 31	Human rights (Free speech)	Writing argumentative essay	
13	Nov 4 – Nov 7	Human rights (LGBTQ+)	Writing argumentative essay	
14	Nov 11 – Nov 14	TBD	Student-led sessions	Presentations
15	Nov 18 – Nov 21	TBD	Student-led sessions	Presentations
Final Exam 25 November 9:00 – 11:30				

Remarks Teachers must organize make up classes for the following dates:

August 12

Mother's Day

September 29 – October 1

Chula Commencement Ceremony

Midterm Exam (30%)

Time 2:30 hours

Part	Task	Points
1	Vocabulary 10 gap-filling questions in which students will have to choose the correct word from wordlists provided (0.5 points each). All the words that will be tested will be selected from the highlighted vocabulary in the textbook.	5
2	Reading comprehension Read a passage (700-800 words) on a topic related to the first 3 topics of the course (morality, race and violence, state and education), and answer short answer questions regarding the main ideas, major detail, reference, and inference from the text.	10
3	Paraphrasing Paraphrase 3 quotes from the text using the specified techniques.	6
4	Summarizing Write a summary of a short paragraph (200-250 words). The summary should include all necessary information about the passage and is no longer than one-third of the original text.	9

Final Exam (30%)

Time 2:30 hours

Part	Task	Points
1	Vocabulary 10 gap-filling questions in which students will have to choose the correct word from wordlists provided (0.5 points each). All the words that will be tested will be selected from the highlighted vocabulary in the textbook.	5
2	Descriptive Writing Choose ONE of the three given pictures and write a 200-word paragraph to depict your chosen situation using the required techniques.	10
3	Argumentative Writing <u>Counterargument and refutation</u> 1. Write FOUR refutations from provided position statements and counterarguments. Each entry is worth 1 point. (4 points) <u>Write an argumentative paragraph</u> 2. You will be provided a thesis statement and two articles on the same topic. Write a pro argument paragraph which supports the given thesis statement. Your paragraph will be evaluated on the following criteria: 2.1. Clarity and effectiveness of topic sentence (2 points) 2.2. Clarity and effectiveness of supporting evidence (Must include one from each article) (4 points) 2.3. Effective use of cohesion devices (3 points) <u>Writing conclusion</u> 4. Write a complete concluding paragraph to the essay. The conclusion should be no more than four sentences. (2 points)	15

Classwork Portfolio (15%)

Throughout the semester, group and individual **writing** and **discussion** tasks will be assigned for students to complete **during the class time**. **At the end of the semester, each student will select 5 pieces of writing or discussions that showcase their best work from this course and compile them into an online portfolio** by uploading their chosen works onto Google Classroom (as assigned by your section's instructor). The portfolio must include a 1-page cover letter which include the student's reflection on their learning experience in this course and a brief explanation of their choices of the tasks (writing assignments or discussion recordings) which they have included for the portfolio.

A complete and timely submission of the portfolio will worth 15% of your grade.

Reading Quiz (5%)

To monitor students' achievements on the required reading skills, **there will be a reading quiz on week 5**. The quiz will take place at the last hour of the class time. All three sections will receive the same version to ensure the difficulty level is the same for every student. Therefore, it is in your best interest to not discuss the content of the quiz to anyone until Week 5 is over.

The format of the quiz is as follow:

Read a passage (700-800 words) on a topic related to the first 3 topics of the course (morality, race and violence, state and education), and answer short answer questions regarding the main ideas, major detail, reference, and inference from the text. (10 points)

Group Project Paper & Presentations (20%)

Objectives: This group project aims to develop your descriptive, narrative, and argumentative writing skills while encouraging reflection on meaningful social issues from your everyday lives. **Working in groups of three, you will explore a topic of personal relevance, supported by research, and present your findings through visual storytelling and academic writing.**

Part 1 Photo Voice (5%)

Objectives: To raise awareness of social contradictions and connect lived experience with academic inquiry through photos, discussion, and reflection.

Instructions:

1. In groups of three, choose a theme or social issue that your group members care about.
2. Each member will **take photographs of things they have experienced in their daily lives which makes them question "Why is it done this way?" or "Why is it different?"** The pictures can be from any meaningful aspects of their lives (e.g., home, neighborhood, routines).
3. On week 10, your group will give a presentation (10-12 minutes) based on your chosen pictures.
 - i. Each member will **describe the pictures and the context in which they were taken.**
 - ii. Each member will **explain why each picture was selected and describes the moments of emotional or social contradiction that they noticed or experienced.**
 - iii. **As a group, connect the pictures to a broader social issue that needs more public attention.**

Assessment criteria for Photo Voice presentation (5 points):

1. **Presentation Content (3 points):** Students show thoughtful insight in explaining why each image was chosen and how it connects to broader themes. Students express personal reactions or emotional responses and begin to identify contradictions, values, or assumptions behind the issue.
2. **Clarity and Coherence (2 points):** Each group member clearly describes the photo and provides a coherent narrative of the moment or experience. The presentation is organized and easy to follow. All group members participate equally, show coordination, and contribute meaningfully to the discussion.

Part 2 Proposed an Alternative Perspective (15%)

Objectives: To build an argumentative essay proposing solutions or explanations for the chosen issue, using logical reasoning, research, and persuasive writing.

Instructions:

1. **Based on Part 1**, students will work together to **develop a clear statement which explain a social problem they think should receive more attention from the public.**
2. **Research existing solutions on the issue OR the existing explanations on what causes the issue.** Consider: What are the common beliefs or narratives? What has already been suggested or tried?
3. **Write an argumentative essay (one essay per group) to propose an alternative solution or an alternative explanation for the issue.** Give **2 strong reasons** why your alternative perspective is more effective or compelling.

Steps:

1. Submit your **first draft** of the argumentative essay on **week 13**.
 - Your first draft must be 500-600 words in length.
 - include the following: an introduction, counterargument and refutation, 2 pro arguments, a conclusion.
2. Submit your final version of the argumentative essay on **24 November 2025 at 5:00 pm**.
3. Give a presentation of your group's work (which include items 1-3 steps above) in **weeks 14-15**.

Presentation Guidelines:

1. Presentation (10 minutes):
 - Begin with a clear introduction to the problem, stating why it is significant and relevant.
 - Use insights and visuals from Part 1 to illustrate the seriousness of the issue.
 - Present key research findings. Include existing solutions on the issue OR the existing explanations on what causes the issue. Explain the pros and cons of each existing solutions or explanations.
2. Discussion Facilitation (15-20 minutes):
 - Prepare 2-3 open-ended questions to stimulate thoughts and discussions among your peers.
 - Encourage your classmates to reflect on their own experience and think about how they would react to or perceive the situation. What solutions or explanations would they find most convincing?
 - Students may opt for designing their own activity (other than a discussion) to help engage their classmates with the topic.
3. Your Group's arguments and proposals (10 minutes):
 - Wrap up your presentation by summarizing your classmates' contribution during the discussion.
 - Conclude with your group's final argument and proposal, supported by evidence.

Assessment criteria for the presentation (5 points):

3. **Presentation Content (3 points):** The presentation shows quality and depth of research on the chosen issue. All the arguments for and arguments against are sound, clearly stated, and sufficiently well-supported.
4. **Discussion Effectiveness and Time Management (2 points):** Thoughtful and engaging discussion questions / activity. The presentation runs for 35-40 minutes, and the group manages time between tasks well.

Argumentative Essay Guidelines:

1. You will have to select the sources on your own to support your ideas/arguments. All the sources used in the essay must be properly acknowledged in the essay. However, the APA reference list is not required.
2. For task, please bear in mind the following.
 - Please try to be concise. The word limit (600 words maximum) will be STRICTLY observed. The instructors scoring your writing will read and assess only the first 600 words of the essays and ignore all other words that go beyond this word limit.
 - Verbatim use of source materials is strongly discouraged. You must paraphrase the sources you use to compose your essays. **Turnitin, a plagiarism-detecting software, will be used to spot instances of academic dishonesty including the use of AIs like ChatGPT, Quillbot, or Google Translate.**

Assessment criteria for the essay (10 points):

1. **Content (5 points):** The presence of the main components of an argumentative essay and the effectiveness and soundness of the introduction, arguments for and against, supporting details, and conclusion.
2. **Paraphrasing (3 points):** All sources are sufficiently paraphrased with accurate grammatical usage, sentence structure, and word choices.
3. **Cohesion & Coherence (1 point):** Appropriate use of transitional markers, sentence connectors, and other cohesive devices.
4. **References (1 point):** The students provide full acknowledgements of the sources used as supporting evidence in the essay.