



Note that classes will be managed through Google Classroom - not Cybercampus.
To speed up access to class content, send an email to: paquette@g.ewha.ac.kr

Syllabus (2021-Fall)

Course Title	Advanced English	Course No.	10099-13
Department/ Major	Education / Humanities / Social Studies	Credit	3
Class Time/ Classroom	Tuesday 9:30-10:45 & Friday 8:00-9:15		
Instructor	Name: Jean Paquette	Department: Global Language Education Office	
	E-mail: paquette@g.ewha.ac.kr	Telephone: (02) 3277-2829	
Office Hours/ Office Location	Tuesday: 2:00-2:30; Wednesday & Thursday: 11:00-11:30; 2:00-3:00; Friday: 11:00-11:30 Office: ECC, B-123		

I. Course Overview

1. Course Description

Advanced English has been designed to develop your English language proficiency in an academic setting. Similar to College English, this course will provide instruction in all four skills: reading, writing, speaking and listening, with a particular emphasis on reading and writing:

Listening: Students will listen to English of native speakers via their instructor and other media. They will also listen to English spoken by their peers. They will practice focusing on the speaker's message in order to comprehend and produce a meaningful response.

Speaking: Students will practice speaking in English through class and small group discussions with their peers. Students may also be asked to complete assignments and projects that will require them to use English outside the classroom and present information to the entire class.

Reading: Students will read a variety of texts, including biographical writings, news articles, and research reports. Through these readings, students will develop more advanced reading comprehension and critical thinking skills with guidance from the instructor and through discussions with their peers.

Writing: Students will be given a number of opportunities to write in and outside the classroom. Through these writing tasks, students will continue to practice skills developed in College English and acquire more advanced writing skills necessary for success in courses taught in English. By the end of the semester, students will be able to craft a cohesive multi-paragraph piece of writing that reflects effective use of various writing techniques such as rhetorical strategies and incorporating outside materials.

2. Prerequisites

No prerequisite required.

3. Course Format

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

Explanation of course format: 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.

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	Writing	Oral Exam	Participation ²	Attendance ¹
15%	15%	30%	10%	20%	10%

¹ Attendance: more than 9 classes absent = failure, 3 times late = 1 absence (1 absence = -1 point)

² About participation: You will do well in this category if you:

- Complete all homework assignments on time (prepare for class, peer editing, etc.).
- Share your ideas in class and in group discussions, while **speaking English** to the best of your ability.
- Show interest in the class and have a positive attitude.
- Stay on-task during class.
- Keep your webcam turned on during class (group) discussions.
- Follow the teacher's instructions (ex: submitting assignments as required on Google Classroom, etc.)

II. Course Materials and Additional Readings

1. Required Materials

Eight online articles for reading and discussion will be selected by the instructor. These will include:

- 1- "Covid-19 Could Push Some Universities Over the Brink." *The Economist*, 8 Aug. 2020.
- 2- Del Giudice, Marguerite. "Why It's Crucial to Get More Women Into Science." *National Geographic*, 8 Nov. 2014.
- 3- Sales, Nancy Jo. "How Social Media is Disrupting the Lives of Teenagers." *Time*, 2016.
- 4- To be announced later
- 5- McGinn, Colin. "Memes, Dreams and Themes." *The New York Times*, 2015.
- 6- "Artificial Intelligence and Go - Showdown." *The Economist*, 12 Mar. 2016.
- 7- Ciampaglia, Giovanni Luca, and Filippo Menczer. "Misinformation and Biases Infect Social Media." *88 Open Essays*. Edited By Sarah Wangler and Tina Ulrich. OERCommons, 2019. pp. 117-122.
- 8- To be announced later

A writing textbook is also required:

Soyoung Lee, and Jean Paquette. *Write Now : A Practical Guide for English Language Students*. 2nd ed. Seoul: Ewha Press, 2021.

2. Supplementary Materials

Supplementary materials can be selected and provided by the instructor.

3. Writing Assignments

#	Purpose	Objectives of Writing Assignment
1	Writing 1 (diagnostic essay + revision)	This will start as an in-class writing (diagnostic), which will assess student writing proficiency and offer guidance for student revision of organization, ideas, sentence fluency and mechanics. Then a revision will be done.
2	Writing 2 (outline, draft, revision)	Students will write an argumentative academic essay (5 paragraphs) as a word-processed paper; this essay will include citations. Papers will be revised by students for structure, content, formatting, and language.



III. Course Policies

Requirements for Class:

- a) **Be there.** You lose **one point per absence**, down to a maximum of -9 for nine absences. If you miss more than nine classes, you automatically fail the course. **Three times late** to class equals one absence, and more than 30 minutes late is considered an absence. 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, and it should be submitted to the teacher.
- b) **Be prepared.** Finish all homework before class and be ready to discuss it in group or with the class.
- c) **Participate.** See details in "Evaluation System."

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

Week	Date	Topics & Class Materials, Assignments	
		Class Focus	Writing & Speaking
Week 1	(09/01)	Introductions	
	(09/03)	Article 1: "Covid-19 Could Push . . ." / academic writing (essay & paragraph writing)	
Week 2	(09/08)	Article 1: continued	
	(09/10)		
Week 3	(09/15)	Article 2: "Why It's Crucial . . ."	
	(09/17)		
Week 4	(09/22)	Chuseok Holiday (no class)	Writing 1: first draft
	(09/24)	In-class Writing	
Week 5	(09/29)	Article 3: To be announced later (National Foundation Day: no class lost)	
	(10/01)		
Week 6	(10/06)	Article 3: continued	Writing 1: peer editing
	(10/08)		
Week 7	(10/13)	Article 4: To be announced later	Writing 1: final draft
	(10/15)		
Week 8	(10/20)	Mid-term Exam Week (pre-recorded classes)	
	(10/22)	Exam Review	
Week 9	(10/27)	Mid-term Exam (Oct. 27, 9:30 – to be confirmed)	
	(10/29)	Article 5: "Memes, Dreams and Themes"	
Week 10	(11/03)	Article 5: continued	
	(11/05)		



Week	Date	Topics & Class Materials, Assignments	
		Class Focus	Writing & Speaking
Week 11	(11/10)	Article 6: "Artificial Intelligence and Go - Showdown"	Writing-2: outline
	(11/12)		
Week 12	(11/17)	Article 6 continued	
	(11/19)		
Week 13	(11/24)	Article 7: "Misinformation and Biases Infect Social Media"	Writing 2: first draft
	(11/26)		
Week 14	(12/01)	Article 7: continued	
	(12/03)		
Week 15	(12/08)	Article 8: To be announced later Exam Review	Oral Presentations Writing 2: final draft
	(12/10)		
Week 16	(12/15)	Final Exam (Dec. 15 th , 9:30 – to be confirmed)	

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). Please refer to the below examples of the types of support available in the lectures, assignments, and evaluations.

Lecture	Assignments	Evaluation
<ul style="list-style-type: none"> Visual impairment: braille, enlarged reading materials Hearing impairment: note-taking Assistant Physical impairment: access to classroom, note-taking assistant 	<ul style="list-style-type: none"> Extra days for submission, alternative assignments 	<ul style="list-style-type: none"> Visual impairment: braille examination paper, examination with voice support, longer examination hours, note-taking assistant Hearing impairment: written examination instead of oral Physical impairment: longer examination hours, note-taking assistant

* **Note regarding the grades:** Final grades follow an **absolute grading system** (A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59 and lower); **note that students can get a failing grade (F) for too many absences or for a total score below 60%**. Furthermore, final grades are *final*; they cannot be changed except in the case of clerical errors. In case of disagreements with scores for individual assignments (exams, writing assignments, etc.), students should meet with the teacher to discuss these issues *before* the final grades are entered in the system. Lastly, when attributing final grades, no preferential treatment will be given to any student unless a valid reason has been provided from the beginning of the semester. This means, for example, that grades will not be modified for students who are expecting a scholarship, are graduating, or have started a job during the semester.

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