



## Syllabus (2021-Spring)

Course Title	Essential English (Hybrid - Online and Offline)	Course No.	10901-01
Department/ Major	All Departments/Majors	Credit	3
Class Time/ Classroom	Tuesday 8:00-9:15, Thursday 9:30-10:45/ ECC B159		
Instructor	Name: Brian Ridgeway	Department: Global Language Education Office	
	E-mail: ridgeway3@gmail.com	Telephone: 010.2394.0044	
Office Hours/ Office Location	Online Office Hours - Daily; On-campus Office Hours - To Be Announced/ ECC B125		

### I . Course Overview

#### 1. Course Description

Essential English is the first-level English language course at Ewha. 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 and news reports. Through these readings, students will develop basic 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 practice using proper writing mechanics (including basic grammar), newly acquired vocabulary, and various sentence types. By the end of the semester, students will be able to write a cohesive stand-alone paragraph that includes a clear topic sentence, body explanations, and a concluding statement.

#### 2. Course Format

\*\*\* **Due to Covid-19, this course will be offered as a hybrid model.** Students can choose to participate either online or offline (face-to-face). To accommodate online students, the class will be livestreamed on Zoom. There will be no difference in how students are graded, whether they choose to participate online or offline.

The class will be taught with a mixture of asynchronous classes (recorded videos are uploaded and students can watch them at their convenience - not in real-time) and synchronous classes (real-time classes with Zoom).

Both formats have advantages. For example, some students prefer the asynchronous model because the schedule is more flexible, and they can re-watch lecture videos if they do not understand something. Students who favor a synchronous format, on the other hand, feel that the experience is more interactive and collaborative in nature.

On asynchronous days, reading and writing lectures will be uploaded and the class will not meet in real-time. Students can watch the videos as often as they wish. On synchronous days, the class will meet in real-time on Zoom for group work, discussion activities, and question-and-answer sessions with the instructor. An important part of class will be students' discussion in groups, which will be reflected in participation grading.



The instructor will keep regular office hours on campus for students who would like face-to-face assistance with the readings or writing assignments. For those who would rather not come to campus and receive assistance online, the instructor will be available seven days a week.

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

### 3. Course Objectives

During the class, students will become proficient with the following skills:

- Writing various sentence types
- Writing academic paragraphs
- Identifying and writing topic sentences
- Providing evidence to support opinions
- Making inferences
- Paraphrasing oral and written texts
- Summarizing written texts
- Skimming for main ideas of a text
- Scanning for specific information in a text
- Predicting future moves in a text
- Giving short oral presentations
- Managing group conversations

### 4. Evaluation System

Midterm Exam	Final Exam	Writing	Presentation	Participation	Attendance
20%	20%	20%	10%	20%	10%

\*\*\* **Grading system: Absolute** (students are evaluated based on their accomplishments instead of their relative position within a certain group).

## II. Course Materials and Additional Readings

### 1. Required Materials

Longshaw, R. & Blass, L. (2015). *21<sup>st</sup> Century Reading 1*. Boston: Cengage Learning.

### 2. Supplementary Materials

Additional supplementary materials will be provided by the instructor.

### 3. Writing Assignments

Writing #	Description	Details
1	Stand-alone paragraph.	Logical Division of Ideas (No more than 150 words.)
2	Stand-alone paragraph.	Process Analysis (No more than 150 words.)

## III. Course Policies

Attendance: more than 9 classes absent = failure, 3 times late = 1 absence

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



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

Week	Date		
Week 1	9/2	Class Focus	Introduction and Course Overview <i>Unit 1 Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	
Week 2	9/7 9/9	Class Focus	<i>Unit 1 Lesson A Reading</i> <i>Lesson B Multi-Media (continued)</i>
		Writing	Review of Basic Grammar and Other Writing Mechanics In-class Writing Tasks
Week 3	9/14 9/16	Class Focus	<i>Unit 2 Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	Paragraph Writing (topic sentences, supporting ideas, and concluding sentences)
Week 4	9/21 9/23	Class Focus	<b>Chuseok Holiday (9/21)</b> <i>Unit 2 Lesson A Reading</i> <i>Lesson B Multi-Media (continued)</i>
		Writing	Logical Division of Ideas Paragraphs (organization, transitions, unity, cohesion, and peer review)
Week 5	9/28 9/30	Class Focus	<i>Unit 4: Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	<b>Logical Division of Ideas Paragraph - Revision</b>
Week 6	10/5 10/7	Class Focus	<i>Unit 4: Lesson A Reading</i> <i>Lesson B Multi-Media (continued)</i>
		Writing	
Week 7	10/12 10/14	Class Focus	Review of Class Readings
		Writing	
Week 8	10/19 10/21	Class Focus	<b>Midterm Exam Period (10/20-10/22)</b> <b>Midterm Exam</b>
		Writing	



Week	Date		
Week 9	10/26 10/28	Class Focus	Presentation Structure: A General Overview <i>Unit 5: Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	
Week 10	11/2 11/4	Class Focus	Presentation Delivery <i>Unit 6: Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	
Week 11	11/9 11/11	Class Focus	
		Writing	Process Analysis Paragraphs (organization, transitions, unity, cohesion, and peer review)
Week 12	11/16 11/18	Class Focus	<i>Unit 7: Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	<b>Process Analysis Paragraph - Revision</b>
Week 13	11/23 11/25	Class Focus	<i>Unit 9: Lesson A Reading</i> <i>Lesson B Multi-Media</i>
		Writing	
Week 14	11/30 12/2	Class Focus	<b>Informative Presentations</b>
		Writing	
Week 15	12/7 12/9	Class Focus	Review of Class Readings
		Writing	
Week 16	12/14 12/16	Class Focus	<b>Final Exam</b>

## 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).

