# **Syllabus (2021-Fall)**

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| Course Title | **Advanced English** | | Course No. | 10099-36 |
| Department/ Major | College of Education / Natural Sciences 1 | | Credit | 3 |
| Class Time/ Classroom | 15:30-16:45, MON / 14:00-15:15, WED **[(Live & Video) ONLINE CLASSES]** | | | |
| Instructor | Name: Keunyoung KO | Department: Global Language Education Office | | |
| E-mail: [shente7@naver.com](mailto:shente7@naver.com) | Telephone: NA | | |
| Office Hours/ Office Location | By appointment | | | |

**I. Course Overview**

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| 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 prerequisites required. | | | |
| 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 |
| During the class, students will become more proficient with some of the following skills:   |  |  | | --- | --- | | * Writing academic paragraphs and essays * Writing introductions and conclusions * 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 | |
| 5. Evaluation System |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Midterm Exam | Final Exam | Writing | Oral Exam | Participation | Attendance | | 20% | 20% | 30% | 10% | 10% | 10% |   \* Explanation of evaluation system:  a. Oral Exam(s): 1x1 presentation (5 min.)  b. Attendance: more than 9 classes absent = failure, 3 times late = 1 absence  c. Participation: You are expected to take an active part in group and class discussions. |

**II. Course Materials and Additional Readings**

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| 1. Required Materials |
| **Cohen, R.F. & Miller, J.L. (2014). *Longman Academic Reading Series 4.* White Plains, N.Y.: Pearson Education** |
| 2. Supplementary Materials |
| |  |  | | --- | --- | | Four specialized readings from major publications (*subject to change*) | | | **Article 2** | When One Body Can Save Another (*Time* (JUN. 24, 2001)) | | **Article 4** | Where Virtual Reality Takes Us (THE NEW YORK TIMES (JAN. 21, 2016)) | | **Article 6** | How Reliable Is Eyewitness Testimony? (*American Psychological Association* (APR. 2006)) | | **Article 8** | Love in the Age of Reality Television (*The Atlantic* (OCT. 12, 2015)) | |

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| 3. Writing Assignments |
| |  |  |  | | --- | --- | --- | | **Writing #** | **Purpose** | **Objectives of Writing Assignment** | | **1** | Essay (4-5 paragraphs + Revision) | Students will write and revise an essay with an introduction, body and conclusion based on a specific pattern of organization, such as cause and effect, comparison and contrast, problem and solution, or persuasive. | | **2** | Essay (4-5 paragraphs + Revision) | Students will write and revise an essay with an introduction, body and conclusion based on a specific pattern of organization, such as cause and effect, comparison and contrast, problem and solution, or persuasive. | |

**III. Course Policies**

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| **a) Be there.** **You will lose one point per absence. 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.  **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** *(subject to change)*

Readings for Advanced English are taken from the second 5 chapters of *Longman Academic Reading Series 4.*

| Week | Date | Topics & Class Materials, Assignments | |
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| Class Focus | Writing & Speaking |
| **Week 1** | Sept. 1  **(the fall semester starts on Wednesday)** | **Introductions** |  |
| **Week 2** | Sept. 6/8 | **Article 1: Textbook Reading,** “Speaking to the Relatives” (Ch. 5, pp. 149-150): pre-reading discussion (p. 149), comprehend main ideas (p. 151), paraphrase/summarize (Close Reading) (p. 151), guess meaning of words from context (p. 153), and critical thinking (p. 157) |  |
| **Week 3** | Sept.13/15 | **Article 2: Specialized Reading** | **Writing 1: First Draft** |
| **Week 4** | Sept. 20/22 | Chuseok Holiday (09/20 -09/22: No classes) | Makeup class schedule will be discussed and updated |
| **Week 5** | Sept. 27/29 | **Article 3: Textbook Reading,** “Two Cheers for Democracy” (Ch. 7, pp. 186-187): pre-reading discussion (p. 185), think about the title and predict content (p. 185), comprehend main ideas (p. 187), paraphrase/summarize (p. 188), synonyms (p. 189), and critical thinking (p. 192). |  |
| **Week 6** | Oct. 4/6 | **Article 4: Specialized Reading**  Hangeul Proclamation Day  (10/04: Make-up Class) (substitute holiday) | **Writing 1: Revision**  Makeup class schedule will be discussed and updated |
| **Week 7** | Oct. 11/13 | **Article 4 Continued/**  **Exam Review**  (10/11: Make-up Class) (substitute holiday) | Makeup class schedule will be discussed and updated |
| **Week 8** | Oct. 18/20 | **Midterm Examination**  Midterm Exam  (14:00-15:00, 10/20(WED)) | Tentative!!! (Exam date and time will be announced during the semester) |
| **Week 9** | Oct. 25/27 | **Article 5: Textbook Reading,** “Reflections on Natural History” (Ch. 8, pp. 203-204): understand the most important idea from first and last paragraphs (p. 202), comprehend main ideas (p. 204), paraphrase/summarize (p. 205), guess from context (p. 206), synonyms (p. 208), identify the author’s assertions and explanations (p. 209), and critical thinking (p. 209) |  |
| **Week 10** | Nov. 1/3 | **Article 6: Specialized Reading** | **Writing 2: First Draft** |
| **Week 11** | Nov. 8/10 | **Article 6 Continued** |  |
| **Week 12** | Nov. 15/17 | **Article 7: Textbook Reading,** “Three Ways to Meet Oppression” (Ch. 9, pp. 242-243):pre-reading discussion (p. 241), predict content from title (p. 241), comprehend main ideas (p. 244), paraphrase/summarize (p. 244), guess from context (p.245), synonyms (p. 246-247), identify main points of author’s argument (p. 248), and critical thinking (p. 249) |  |
| **Week 13** | Nov. 22/24 | **Article 8: Specialized Reading** | **Writing 2: Revision** |
| **Week 14** | Nov. 29/ Dec.1 | **Article 8 Continued** |  |
| **Week 15** | Dec. 6/8 | **Exam Review** | **Oral Exam** |
| **Week 16** | Dec.13/15 | **Final Examination**  (12/21: Last Day of Semester) | Tentative!!! (Exam date and time will be announced during the semester) |

*\* Make-up class schedule will be added after class discussion.*

**V. Special Accommodations**

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| \* According to the University regulation section #57, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students’ request, students can receive support for such accommodations from the course professor 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 | | ․ Visual impairment: braille, enlarged  reading materials  ․ Hearing impairment: note-taking  Assistant  ․ Physical impairment: access to classroom,  note-taking assistant | Extra days for submission,  alternative assignments | ․ 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 |   - Actual support may vary depending on the course. |

\* The contents of this syllabus are not final and may be updated.