

## UNIT 1: ORIENTATION

### Objectives:

- Getting to know students, and students getting to know each other
- Introduction to the course
- Understanding the grading policy
- Reviewing class rules
- Getting to know the Career Advising Office / Academic Advising Center

### Getting to Know Your Classmates

Ask anyone of your classmates for the information below. You can also ask other questions.

- Name: \_\_\_\_\_ Place of birth: \_\_\_\_\_
- Person you stay with: \_\_\_\_\_
- Hobbies: . \_\_\_\_\_
- Major: \_\_\_\_\_ Year: \_\_\_\_\_
- Job: \_\_\_\_\_ Workplace: \_\_\_\_\_
- Expected job after graduation: \_\_\_\_\_
- Expectation from the English for Employment course: \_\_\_\_\_

### *Find Someone Who ...*

Go around the class and ask your classmates. When you have found someone who fits a direction, ask the person to write his/her name on the line. You may ask follow-up questions and have a brief conversation with that person. Do not have the same name on the lines.

Find someone who ...

Name

1. ... comes from the same province/city as you.
2. ... studies the same major as you.
3. ... has a hobby the same as yours.
4. ... has a job.
5. ... has more than 2 siblings.
6. ... can speak more than 2 languages.
7. ... has been to many provinces.
8. ... has never been to Angkor Wat.
9. ... can play a musical instrument.
10. ... likes dancing.
11. ... likes the same color as you.
12. ... likes singing.

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## *Grading Policy*

Final exam grade: 10

Class grade: 90

- Projects, & oral presentations: 70%
- Quizzes & homework: 20%
- Attendance and class participation: 10%

## **Important Class Rules**

### 1) Punctuality:

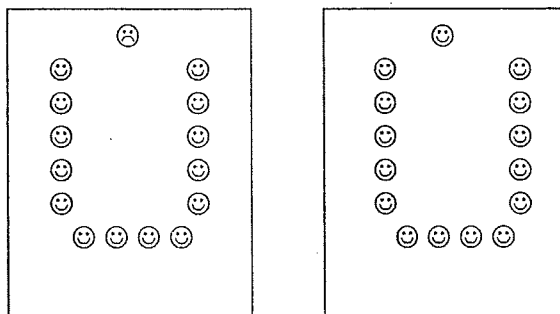
- Come and leave on time.
- Try not to be absent.

### 2) Work:

- Get involved with all class activities.
- Complete all projects on time.

### 3) Good character:

- Always bring your books and journal book.
- Silent your mobile phones.
- Be honest. Never cheat on homework, projects, or tests.
- Keep the classroom clean and tidy.
- Close the windows and turn off the fans before leaving the classroom
- Listen to the teacher as well as your classmates.
- Respect each other. "Fun is fun for everyone."



## ✎ Keeping a Journal

Since not everyone is comfortable or proficient when speaking in groups, it is a good idea to provide for other avenues of expression. Because the journal gives students opportunities to reflect on what they have seen or heard and to define their own views, it is an excellent vehicle for this expression.

Despite the more widespread use and growing currency of the journal as a pedagogical tool, many students are still unfamiliar with it. They either confuse it with a diary thus include all types of extraneous information, or they revert to their more familiar term-paper format. Should you decide to use a journal, you might wish to provide guidelines in order to avoid such confusion and misunderstanding.

The basic idea behind journal entries is that they allow students to express personal reactions and to record impressions of the moment that otherwise are lost. If you are teaching a class, journals with as many as twenty or thirty entries over the period of several months can help students trace their own process of thinking and learning. Even in a shorter seminar or workshop, you might take five or ten minutes at appropriate times to ask students to record their thoughts and impressions. This type of exercise, even if very brief, helps students examine their views and focus their thinking.

Although journals are often deeply personal, they should nonetheless be collected and carefully read. While feedback in the form of nonjudgmental comments is very important, assigning grades seems to me unethical and counterproductive; how could one presume to grade another person's private deliberations and reflections?

I like to read sections from journals aloud to the rest of the group, since all kinds of insights are revealed on paper which simply do not come out in discussion. Of course, the passages have to be carefully selected so as to respect the students' privacy. Even though I ask students to mark sections which they do not wish to be read aloud, before class I ask permission to read unmarked sections if they seem sensitive. I do not identify the writer, but certain clues often reveal the identity of the person, especially once students come to know one another. This has never been a problem; on the contrary, the students rather seem to enjoy the idea that they are becoming better known to each other. Since I usually read short excerpts, I tend to read them myself, but if the passage is a long one, or if the student has written a poem or short story, I might ask a willing student to read.

In addition to providing students ample opportunity to write freely about whatever is on their minds, I also like to make some specific journal assignments. In response to film, students seem to prosper with assignments that are imaginative and personal, rather than those that elicit specific answers. Many creative ideas for journal assignments can come as film spin-offs.