

COURSE OUTLINE

Course ID	Course title	Credits
ANH117DE01	English Reading and Writing 2	03
	Kỹ năng Đọc và Viết tiếng Anh 2	

A. Course Specifications:

Periods				Periods in classroom		
Total periods	Lecture/ Seminar	Activity	Self-study pe- riods	Lecture room	Lab room	Fieldwork
(1)	(2)	(3)	(4)	(5)	(6)	(7)
60	30	30	120	60	XX	XX

B. Other related Subjects:

Other related Subjects	Course ID	Course title
Prerequisites:		
1.	ANH116DE01	Reading and Writing 1
Co-requisites: N/A		
1.		
Other requirements: N/A		

C. Course Description:

As an integrated course, this is designed to prepare students for university level critical reading and academic writing. They will learn to produce logical paragraphs and essays; use comprehension strategies, and begin to analyse, and synthesise text.

The two macro skills are addressed equally in the course with the essays serving as the main vehicles for the integration of reading and writing.

D. Course Objectives:

No.	Course Objectives: Writing
	<i>This course aims to:</i>
1.	Develop learners' awareness of the value of reading and writing as learning tools;
2.	Provide guidance and mentoring as learners undertake the writing process from initial concepts to the development of academic text;

3.	Equip learners with the writing skills to write according to academic conventions; and
4.	Develop learners' ability to write logically and coherently through the use of appropriate discourse markers, and appropriate grammatical and syntactic structures.

No.	Course Objectives: Reading <i>This course aims to:</i>
r1	Provide learners with the skills to incorporate insights gained from text into their own writing;
r2	Develop learners' capacity to skim and scan for main idea and specific details;
r3	Ensure that learners' are aware of and apply an understanding of writer's purpose and intended audience;
r4	Develop learners' meta-cognition as a reader, a writer, and a thinker;
r5	Enrich the learner's academic vocabulary; and
r6	Enable learners to read closely for deeper and fuller understanding.

A. Learning Outcomes:

No.	Course Outcomes: Writing <i>Upon successful completion of this course, the student will be able to:</i>	Linked to PLOs
w1.	Develop organized, logical, and meaningful academic essays;	PLO_9 (I), & PLO_10 (I)
w2.	Write according to academic conventions;	PLO_9 (I), & PLO_10 (I)
w3.	Use text to inform their writing;	PLO_11 (I)
w4	Effectively use outlines and templates to structure their writing; and	PLO_11 (I)
w5	Produce academic essays under time pressure.	PLO_10 (I)

No.	Course Outcomes: Reading <i>Upon successful completion of this course, the student will be able to:</i>	Linked to PLOs
r1	Manage time and apply specific techniques to maximize marks in English proficiency exams	PLO_10 (I), & PLO_11 (I)
r2	Apply skimming and scanning strategies for reading academic texts	PLO_11 (I)
r3	Gain insights into the deeper meaning of texts through close reading.	PLO_9 (I)
r4	Critically analyze text for academic purposes.	PLO_10 (I), & PLO_11 (I)

F. Instructional Modes:

The course uses a wide range of instructional modes including teacher centered transmission modes (e.g. lectures) and student centered activities (e.g. discussions or task based activities). They are designed to promote declarative and procedural knowledge, student engagement, and collaboration in a supportive learning environment.

Generally, each meeting may be conducted in the following way:

1. Lectures (20% of the time): Students will be introduced to new concepts.
2. Discussions or tasks (65% of the time): Students will participate in discussion activities or tasks designed to activate the concepts presented in lectures or by the reading materials.
3. Commentary (15% of the time): The instructor will give comments on the opinions/problems presented in group/class discussion or problems found in the tasks.
4. Instructors are also required to set up classes and assignment in the Turnitin service and use the same to provide feedback to submitted papers.

G. Textbooks and teaching aids:

1. Required Textbooks and Materials:

- Laurie Blass, Mari Vargo (20134). Pathways 3: Reading, Writing and Critical Thinking. Boston: Heinle/Cengage Learning.

2. Suggested Course Materials:

- Folse, K., (2010) Great Writing 3: From Great Paragraphs to Great Essays, Boston: Heinle/Cengage Learning.
- Daise, D., Norloff C., (2015), Q-Skills for Success: Reading and Writing 4, Oxford University Press, Midison Avenue, New York, NY

3. Websites

- Read Write Think: <http://www.readwritethink.org/classroom-resources/student-interactives/>
- Guide to grammar and writing - <http://grammar.ccc.commnet.edu/grammar/>
- Time 4 writing.com - <https://www.time4writing.com/free-writing-resources/>
- Essay Punch Online - <http://www.essaypunch.com/>
- Citation Machine - <http://www.citationmachine.net/>

4. HSU English Department's Instructors' Toolkit (This is the department's depository of materials and activity ideas we can use to prepare our lessons.)

<https://drive.google.com/drive/folders/13XU90EWLxKlvz7YhMw9t-GE7JekrcZxv>

H. Assessment Methods:

1. Description of assessment tasks

Midterm – Essay writing and Objective questions writing (10%) reading (10%)	
Task description: Students are required to write an essay based on several articles at a set time in class and answer a set of objective questions (grammar and content from readings)	
Task length	80 minutes.
Assessment Criteria	See attached rubric

Assessment 1 – Home reading and writing assignments reading (10%) writing (20%)	
Task description: Students are required to	
1. Pass at least 6 quizzes on graded readers (http://Mreader.org), and no less than 60.000 words in total for the term. (10%)	
2. Write 4 essays similar to ones in the assigned readings. The assignment grades will be the average scores of each activity. All writing is due on the date stated. NO LATE PAPERS WILL BE ACCEPTED. (20%)	
Task length	At least 250 words for each essay
Assessment Criteria	See attached rubric
Assessment 2 – Quizzes (10%)	
Task description: There will be at least four twenty-minute grammar, vocabulary, editing, and/or writing quizzes (related to the chapters) given over the course of the semester. These quizzes cannot be made up or taken later.	
Task length	Each quiz - 20 minutes.
Assessment Criteria	<u>Objective questions</u>
Final exam (40%) – Reading Comprehension (50%) / Writing (50%)	
Task description: Students are required to do an objective & subjective, closed book test including 2 parts: Reading Comprehension (50 %) and Writing (50%) where the students will be required to write an essay (not less than 250 words) as assigned by the lecturer.	
Task length	120 minutes
Assessment Criteria	<i>Part 1: Reading Comprehension</i> Objective questions <i>Part 2: Writing an essay</i>

Notes to Instructors

Instructors are expected to provide students with INPUT before asking them to produce a paragraph, outline or a summary. The input should be related articles selected from the text book or other sources such as newspapers, magazines, or the Internet. Instructors may also use the suggested articles in the course outline. The purpose of this is to help students generate ideas as well as the language that they can use to produce effective final pieces of writing.

Assignments can be randomly-selected or as suggested in the course outline. Make sure each student completes 2 unit quizzes and write 3 paragraphs and a summary based assigned readings.

Notes to Students

- Make-up quizzes or extensions to assignments are not allowed. Instructors, however, can give students a possibility of raising their scores by offering an extra quiz and an extra writing assignment at the end of the semester. These grades can be used to replace a low score or a score of 0 because of an absence.

- All the writing pieces should be recorded in a portfolio or an online media storage such as [turnitin.com](https://www.turnitin.com), Moodle or other learning management system. Feedback from instructors should be looked at to avoid making similar mistakes again.
- Those who miss classes should also be aware of the assignments set as homework.

2. Summary of assessment

* For main semesters and extra semesters:

<i>Linked to intended LOs</i>	<i>Components</i>	<i>Assessment Forms</i>	<i>Percentage</i>	<i>Schedule</i>
<i>LO 11, 13, 14 & r4</i>	<i>Mid-term</i>	Timed-writing (60') Objective Questions (20')	20%	<i>Week 8</i> <i>Week 4 (extra semester)</i>
<i>LO 11, 12, 13, r3, r4</i>	<i>Assessment 1</i>	<i>Home Reading and Writing assignments</i>	30%	<i>As indicated in the course outline</i>
		1. 4 Essays	20%	
		2. Six (6) quizzes on www.mreader.org	10%	
<i>LO r2, r3 & r4</i>	<i>Assessment 2</i>	<i>Quizzes</i> Objective questions	10%	<i>During the course (in class)</i>
<i>LO 11,12,13,r2, r3,r4</i>	<i>Final exam</i>	<i>Reading Comprehension and Writing</i>	40%	To be scheduled
			100%	

Note: The final scores for reading and writing should be reflected separately. This allows the students to gauge their proficiency in each of the skills. As the University requires only one final grade for the course, the lecturer is tasked to provide the scores for each skill as a percentage.

2. Academic Integrity

Academic integrity is a fundamental value in all matters of academic life. To ensure the maintenance of academic integrity at Hoa Sen University, students are required to:

1. Work independently on individual assignments

Collaborating on individual assignments is considered cheating.

2. Avoid plagiarism

Plagiarism is an act of fraud that involves the use of ideas or words of another person without proper attribution. Students will be considered to have plagiarised if:

- Texts are directly copied without quotation and citation
- Paraphrased and/or translated text is copied without appropriate referencing.

3. Submit original work for all assignments

Resubmission of a writing task which has been used for a previous course is considered to be an act of academic dishonesty which is as serious as plagiarism.

4. Work responsibly within a working group

In cooperative group assignments, all students are required to stay on task and contribute equal-

ly to the projects. Group reports should clearly state the contribution of each group member.

Any act of academic dishonesty will result in a grade of zero for the task at hand and/or immediate failure of the course, depending on the seriousness of the ethical breach. Please consult the Hoa Sen University Policy on Plagiarism at <http://thuvien.hoasen.edu.vn/chinh-sach-phong-tranh-dao-van>. To ensure the maintenance of academic integrity, the university asks that students report cases of academic dishonesty to the teacher and/or the Dean. The names of those students who make reports will be kept anonymous.

I. Teaching Staff:

No.	Professor's name	Email, Phone number, Office location	Office hours	Position
1				

J. Learning Schedule:

* For main-semester:

Week/	Topics	Required Activity	Assignment/ Homework details
1	- Introduction to the Course; syllabus; walk-through of textbook -Unit 1 Lessons A -Identifying main and supporting ideas -Evaluating supporting arguments Lesson B -Understanding related science news reports Critical Thinking -Evaluating supporting arguments	READ: The APE in the office <i>Pathway 3 pages 5-7</i>	Read: Gender in the Wild: Three studies reveal new findings <i>Pathway 3 Pages 12-14</i>
2	-Unit 1 Lessons C Review paragraph writing Writing a comparison paragraph Goal: Writing about similarities and differences Language: Making comparisons Skill: Review paragraph writing	Viewing: Elephant Orphans	Mreader Quiz 1
3	-Unit 3 Lessons A -Identifying reasons -Evaluating sources Lesson B -Reading an interview Critical Thinking -Evaluating Sources	READ: Living on a Urban Planet. <i>Pathway 3 pages 51-53</i>	Read: The Urban Visionary <i>Pathway 3 Pages 59-61</i>

Week/	Topics	Required Activity	Assignment/ Homework details
4	-Unit 3 Lessons C Writing a Thesis Statement -Writing descriptive paragraphs Goal: Write a descriptive paragraph about a city Skill: Writing a thesis statement Language: Using simple past and used to	Viewing: Solar Solutions	Mreader Quiz 2
5	-Unit 4 Lessons A -Organizing your notes -Analyzing and evaluating evidence Lesson B -Interpreting information in a multimodal text Critical Thinking -Analyzing and evaluating evidence	READ: Coping in a World of Risk Pathway 3 pages 73-75	Read: Yellowsonte's Smoking Bomb Pathway 3 Pages 80-84
6	-Unit 4 Lessons C Writing an introductory paragraph Writing opinion paragraph Goal: Writing a opinion paragraph with recommendations Skill: Writing an introductory paragraph Language: Using parallel structure	Viewing: Hurricanes	Mreader Quiz 3
7	-Unit 5 Lessons A -Analyzing causes and effects -Analyzing a writer's argument Lesson B -Reading related travel news reports Critical Thinking -Analyzing a writer's argument	READ: The New Face of Tourism Pathway 3 pages 97-99	Read: Geotourism in Action: Three Success Stories Pathway 3 Pages 104-106
8	- Unit 5 Lessons C Writing well-developed body paragraphs Writing a short cause-effect essay Goal: Writing a short essay about geotourism Skill: Writing well developed body paragraphs Language: Using if...(then)...	Viewing: Galapagos Tourism	Homework 1: Descriptive Essay Writing. Topic to be determined by Lecturer Mreader Quiz 4
9	MID-TERM Paragraph Writing - 60 minutes (Suggestions?)		

Week/	Topics	Required Activity	Assignment/ Homework details
10	-Unit 6 Lessons A -Understanding referencing and cohesion -Understanding figurative language Lesson B Interpreting a travel narrative and a novel extract Critical Thinking -Understanding figurative language	READ: The Poet of the Outback Pathway 3 pages 119-121	Read: Retracing the Mother Road Pages 126-129 Mreader Quiz 5
11	-Unit 6 Lessons C Writing a concluding paragraph. Writing and explanatory essay Goal: Writing an explanatory essay about literature Skill: Writing a concluding paragraph Language: Adding information with appositive phrases	Viewing: Rock Artists of Australia	Homework 2: Expository Essay Writing. Topic to be determined by Lecturer
12	-Unit 7 Lessons A Interpreting visual information Inferring a writer's tone and purpose Lesson B Understanding an environmental report Critical Thinking -Inferring a writer's tone and purpose	READ: Straining our Resources Pathway 3 pages 143-145	READ: Eight Steps toward a Sustainable Future Pathway 3 pages 151-154 Mreader Quiz 6
13	-Unit 7 Lessons C Writing an outline to plan an essay Writing a persuasive essay Goal: Writing a persuasive essay Skill: Using an outline to plan an essay Language: Using adjective clauses to add information	Viewing: The Green-ex	Homework 3: Persuasive Essay Writing. Topic to be determined by Lecturer
14	-Unit 8 Lessons A Finding subjects in complex sentences Making inferences Lesson B Understanding an article on technology Critical Thinking -Making inferences	READ: The Healer of Córdoba Pathway 3 pages 167-169	Read: Pioneers of Medicine Pages 175-178

Week/	Topics	Required Activity	Assignment/ Homework details
15	-Unit 8 Lessons C Researching information for an essay Writing a research-based essay Goal: Writing a research-based essay about an innovator Skill: Researching information for an essay Language: Referring sources using quotes and paraphrases	Viewing: Healthcare Innovator	Homework 4: Narrative Essay Writing. Topic to be determined by Lecturer

K. Rubric for Marking

Academic Essay Marking Rubric	
Criteria:	Marks
Academic Register	30
There are no contractions	Marks awarded:
There are no personal pronouns	
There are no phrasal verbs or idioms	
Passive forms are skillfully used	
Nominalisation is skillfully used	
Sophisticated/academic vocabulary is used	
Structure, Cohesion and Coherence	30
Has a clear introduction, body and conclusion The introduction clearly states the topic/thesis and outlines primary elements of the body. Where relevant it provides definitions and/or background information The body has clear paragraphs with topic sentences The conclusion contains no new ideas, opinions or information The organisation of the ideas and the paragraphs is appropriate for the essay genre-argument/information/discussion	Marks awarded:
Sentence structure is varied: simple, compound, complex, compound complex, parallel, cleft There are no fragments or run- on sentences	
Each paragraph contains no off- topic information/ideas	
Appropriate discourse markers are used throughout	
Grammar	30
Consistent and appropriate tense and aspect are used	Marks awarded:
Noun tracking is skillfully managed	
Prepositions and articles are used correctly	

Task Achievement	10
There are sufficient paragraphs to fully explore the question/idea/argument	Marks awarded:
The essay achieves the purpose of the genre-inform/persuade	
TOTAL MARKS	100