EFL-207 Reading for Academic Purposes

Trimester__/____

Date(s) _____ Time _____ Venue _____

Instructors	Office: **Academic Building # 1**	Telephone	E-mail
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Note *Course coordinator

I. Course Objectives

The course objectives, as detailed below, include the following 3 foci: (1) the review of the basic English sentence structures, (2) the development of the paragraph reading skills and (3) the training on some basic strategies for the reading efficiency.

For all included lessons, learners will be engaged in the review of basic English sentence structures. They will be intensely trained on the ability to identify the core elements of English sentences for the elementary sentence-level understanding.

Regarding the paragraph reading skills, learners will be trained on the abilities to identify the following aspects of a paragraph: the topic, the main idea, opinions and unnecessary information.

Practices that are included to promote learners' advanced reading skills involve the following efficient reading strategies: skimming, scanning, locating cause and effect information and deriving inferences.

II. Course Material

Browne, Charles., Culligan, Brent., and Phillips, Joseph. (2014). In Focus Student's Book 1. Singapore: Cambridge University Press.

III.   Planned Lessons

As listed below, the selected course workbook includes 12 units.

Units   Title
  1   The Effects of Advertising
  2   Extreme Sports
  3   Our Aging Population
  4   Robots in the Home
  5   Animals: Our Research Partners?
  6   The Online Information Debate
  7   Online Advertising: Making Our Lives Better?
  8   Winning at Any Cost
  9   Do You Want to Live Forever?
  10   I Lost my Job to a Machine!
  11   Treatment of Animals
  12   Who Owns the News?

The course contents, as displayed in the schedule of the class activities below, include 10 units: Units 1-5 and Units 7-11. Units 6 and 12 will be included in the mid-term and the final tests respectively.

Schedule of Class Activities

No	Day	Month	Date	Unit	Page	Title
1	Th	Oct.	19	1	2	1. Course introduction 2. Illustration – Sentence reading – Advertising & Consumerism (Page 2 (In Focus 1) – See Attachment #1)
					4	3. Assignment – Sentence reading – You Are What You Buy
2	M		30	1	4	The Effects of Advertising – You Are What You Buy
3	Th	Nov.	2	2	10	Extreme Sports – Extreme Athletes
4	M		6	2	12	Extreme Sports – Extreme Sports, Extreme Risks
5	Th		9	3	18	Our Aging Population – Time to Relax
6	M		13	3	20	Our Aging Population – Growing Old
7	Th		16	4	26	Robots in the Home – Living with Robots
8	M		20	4	28	Robots in the Home – A New Member of the Family
9	Th		24	5	34	Animals: Our Research Partners? – Animal Testing
10	M		27	5	36	Animals: Our Research Partners? – Is Animal Research Necessary?

Schedule of Class Activities

No	Day	Month	Date	Unit	Page	Title
11	Th	Nov.	30	7	50	Online Advertising: Making Our Lives Better? – Advertising Techniques
12	M	Dec.	4	7	52	Online Advertising: Making Our Lives Better? – How Advertisers Use the Internet
13	Th		7	8	58	Winning at Any cost – How to Do Better
						Two-hour Mid-term examination (Including **Unit 6** *The Online Information Debate*)
14	M		11			Holiday – Substitution for Constitution Day
15	Th		14	8	60	Winning at Any cost – Drugs in Sport
16	M		18	9	66	Do you Want to Live Forever? – Living Longer
17	Th		21	9	68	Do you Want to Live Forever? – Can We Afford to Live Longer?
18	M		26	10	74	I Lost my Job to a Machine! – Technology and Society
19	Th		28	10	76	I Lost my Job to a Machine! – The New Luddites
20	M	Jan.	2	11	82	Treatment of Animals – Standing Up for Animals
21	Th		4	11	84	Treatment of Animals – People for Animal Rights
						Two-hour Final examination (Including **Unit 12** *Who Owns the News?*)

Each of the 10 units will take 2 two-hour class sessions to cover the listed activities below.

Sessions	Minutes	Selected unit sections	Focused activities
1	30	1. Critical cartoons	• Warm up • Schema building • Real world connection
	30	2. Core vocabulary	• Vocabulary development • Reading • Speaking
	50	3. Sentence meaning – Teacher-guided learning	• Core meaning of the primary elements in the subject and the predicate
2	30	4. Reading skills	• Sentence meaning – Student-led learning
	50	5. Reading skills	• Reading • Reading skills Speaking
	30	6. Critical thinking	• Critical thinking skills • Writing • Discussion

IV.   Graded tasks:

Graded tasks	Types of work	Due Dates	Time	Scores
Class participation*	individuals, pairs, or groups	Unscheduled	Weekly class meetings	10
Two-hour mid-term examination	Individuals	See the class schedule above.		40
Two-hour final examination	Individual			50
			Total	**100**

* Class participation   (10 points)

Students are expected to attend every class during the trimester; in case of any necessary absence, students have to hand in to the instructor an official record of business/sick leave request, signed by the right authority.

Students will be divided into 18 groups; each group will be assigned take around 30 minutes to present each reading to the class at the start of each class meeting. The presentation covers the illustration of sentence components as displayed in Attachment #1 below.

Should the presenters make 5 or more mistakes for the assigned presentation on a reading piece, 1 point will be deducted off the total 10.

Those students who participated in the class activities throughout the trimester less than 50% of the total activities will lose 1 point from the total 10.

Each mysterious missing for each class meeting, regardless of the excuse, however reasonable it sounds, clarified afterwards, will lead to 2 points off the total score of 10.

All students are expected to register to study the textbook "In Focus" (Browne, Culligan, and Phillips, 2014) online. Follow the instruction about the registration of the online lessons, given by the instructor. Those who do not participated in the online lesson will lose 5 points off the total of 10.

Those students who do not have the assigned textbook by the deadline, announced by the instructor, will not be eligible for the class participation of 10.

*Final examination

Should you miss the class meeting more than 80% of the class attendance check, you will not be qualified to sit for the final exam.

V.   Evaluation

The grades to be awarded in this course will be of 8 levels: A, B+, B, C+, C, D+, D and F. To get an A, the total raw score of at least and over 80 is required while the score range for the other grade levels will be determined by one of the following techniques that would best reflect the students' overall performance:
1. the standard deviation score divided by 2,
2. the difference between the maximum score and the minimum score divided by 8 (the number of the total grade levels), or
3. the score range proposed by CES' computerized system.

Attachment 1

EFL-207 Reading for Academic Purposes
English Program
School of Liberal Arts

กลุ่มที่ _____ ลำดับที่ _____ รหัส _____ชื่อ-นามสกุล _____

Browne, Charles., Culligan, Brent., and Phillips, Joseph. (2014). <u>In Focus Student's Book 1</u>.
Singapore: Cambridge University Press.

Unit 1 The Effects of Advertising

1   **Advertising & Consumerism**

2   Advertising **is used** in many ways. Health **experts** **use** advertising **to warn** the public
3   against bad things. For example, they **want** **to prevent** young people from **starting to smoke**.
4   They **assume** that young people **won't' start** if they **know** how bad **smoking** **is**.
5   Sometimes, health **organizations** **may want** **to change** people's behavior
6   – **getting** them **to exercise** more, for example.

7   However, **advertising** **is** more often **used** by industry **to sell** things. A company's **income** **depends**
8   on how much money it **makes** by **selling** its products and services.
9   These days, the trend **is** for companies **to advertise** their brand. A brand **is** a mark, a name,
10 or a label that **stands** for a company's products or services. In the past, a clothing **company**
11 **would advertise** a coat or clothing. Nowadays, a company **might advertise** how people **feel**
12 when they **wear** its label. In this way, the company **develops** "brand loyalty."
13 That **is** when people **like** **to buy** only the products from one brand. Then the company **can charge**
14 more money for its products. **Investors** in companies **like** brand loyalty very much
15 because **the price** of their stock **goes up** when a company **has** a strong brand.

Marking description

Sentence elements	Marking	Illustration
Subject(s)	yellow highlight	Advertising
Finite verb(s) in the predicate	**underlined bold red characters**	**is used**
Non finite verb(s)	**Bold blue characters**	**to advertise**
Conjunction(s)	green highlight	that
Missing conjunction(s)	Vertical line	People **buy** things | they **do not need**