

Course Syllabus

1. Course Number	2202217
2. Course Credit	3
3. Course Title	English Reading Skills
4. Faculty / Department	Faculty of Arts/Department of English
5. Semester	First
6. Academic Year	2015
7. Instructor / Academic Staff	Group 1. Aj. Somjit Jirananthiporn Group 2 Aj. Puckpan Tipayamontri Group 3. Aj. Dr. Tapanat Khunpakdee Group 4. Aj. Nipaporn Tangtorrith Group 5. Asst. Prof. Dr. Raksangob Wijitsopon Group 7. Aj. Andrew Lobb
8. Condition	
8.1 Prerequisite	2202112
8.2 Corequisite	None
8.3 Concurrent	None
9. Status (Required / Elective)	Required for English Majors
10. Curriculum	Bachelor of Arts
11. Degree	Undergraduate
12. Hours / Week	3 hours/week
13. Course Description	Reading comprehension of various text types; use of reading strategies; summary writing; analysis of structure and language of the materials.

14. Course Outline

14.1 Learning Objectives / Behavioral Objectives

- 1) To expose the students to various types, styles and themes of reading materials.
- 2) To enable the students to analyze ideas presented in the reading materials, through discussion and writing, by applying reading techniques and strategies.
- 3) To enable the students to analyze the language and structure used in the reading materials.

14.2 Learning Contents

Weeks 1-3	Introduction and Theme 1 (The Power of Books)
Weeks 4-6	Theme 2 (The Gender Gap)
Weeks 7-9	Theme 3 (Cultures in a Globalized World); Reading Test I
Weeks 10-12	Theme 4 (The Urban Environment)
Weeks 13-15	Theme 5 (We Are What We Eat); Reading Test II; External Reading Test (<i>We Are All Completely Beside Ourselves</i> by Karen Joy Fowler)
Week 16	Oral Presentation

14.3 Method

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|--|------------|
| - Lecture and discussion | 20 percent |
| - Brainstorming and discussion of various reading topics so that students learn to analyze and solve problems. | 60 percent |
| - Making a summary of the main points and group presentation. | 20 percent |

The whole semester will be devoted to reading and analyzing various types and styles of materials on various themes with the application of reading techniques. Structure and language are drawn out from the reading materials. Apart from writing summaries, students will give their analyses and present their ideas by means of discussion and/or writing.

Activities will be done by individuals or in pairs or in groups. Teachers will give guidelines to improve the students' reading skills.

14.4 Media

- Visualizer
- PowerPoint media (optional)
- Course Blackboard : <http://blackboard.it.chula.ac.th>

14.5 Assignment through Network System: N/A

14.6 Evaluation

14.6.1 Assessment of academic knowledge 85 %

- 1) 2 Reading Tests 50 points (25 %)
- 2) 1 External Reading Test 20 points (10 %)
- 3) 3 unannounced quizzes 15 points (7.5 %)
- 4) 2 vocabulary quizzes 15 points (7.5 %)
- 5) Oral Presentation 10 points (5 %)
- 6) Final Exam 60 points (30 %)

Exam Date: 3 December 2014 8:30–11:30 a.m.

14.6.2 Assessment of work or classroom activities 5 %

Participation and classroom attendance (80%) 10 points

14.6.3 Assessment of the assigned tasks 10 %

3 writing assignments 20 points

Throughout the semester, students are required to complete 3 writing assignments, based primarily on reading articles related to the topics taught: two summaries (5 points each) done individually, and one textual analysis including summary (10 points) done in pairs.

Grading Policy: In addition to group distribution, students' final grades for the course will be based on the following **tentative** scale:

83 % and above	A	61–65%	C
78–82%	B+	56–60%	D+
73–77 %	B	50–55%	D
66–72%	C+	49% and below	F

15. Reading List

15.1 Required Text: Course materials and *We Are All Completely Beside Ourselves* a novel by Karen Joy Fowler.

15.2 Supplementary Texts:

- 1) Burgmeier, Arline, Kent Richmond, Bruce Rubin, and Lawrence J. Zwier. *Inside Reading 4: Student Pack*. London: Oxford University Press, 2007.
- 2) Elder, Janet. *Exercise Your College Reading Skills: Developing More Powerful Comprehension*. New York City: McGraw-Hill Humanities/Social Sciences/Languages, 2007.
- 3) Jeffries, Linda, and Beatrice S. Mikulecky. *Advanced Reading Power*. Upper Saddle River: Pearson ESL, 2007.
- 4) Lester, Lanny, and Judith Resnick. *Text and Thought, Second Edition (Student Book)*. Upper Saddle River: Pearson ESL, 2002.
- 5) McWhorter, Kathleen T. *Efficient and flexible reading*. New York: Longman, 2002.
- 6) Pasternak, Mindy, and Elisaveta Wrangell. *Well Read 4: Skills and Strategies for Reading, Student's Book*. New York: Oxford University Press, USA, 2007.

16. Teacher Evaluation

16.1 Online evaluation in the CU-CAS system.

16.2 Changes made in accordance with the previous evaluation: Reading materials are updated to reflect students' interest and level of ability.

16.3 Discussion or analysis which creates desirable qualities of Chulalongkorn University graduates: Students are exposed to readings about current issues which raise their social awareness, broaden their intellectual framework and promote cultural sensitivities.