

# COURSE SYLLABUS

**Course Title: English/Writing  
(Grade 11, TOEFL Beginner)**  
The Asian International School

## I. INSTRUCTIONAL RESOURCES

### 1.1 Text: No specific text chosen for the course

### 1.2 Main References

- (1) Adam, W., Lark, B., & Eric, W. (2007). *Building Skills for the TOEFL iBT* (Beginner). First News, Vietnam Ed.
- (2) Paul, E., & Nancie, M. (2007). *Developing Skills for the TOEFL iBT* (Intermediate). First News, Tri Viet.

### 1.3 Other References

Teacher selected materials, both print and online sources, appropriate to all the activities of writing.

## II. COURSE PREREQUISITES

1. Students must have completed *English Language Arts (ELA)*, 10<sup>th</sup> grade, **OR**;
2. Students must take an English Skills Assessment test offered by the AIS and achieve a score deemed sufficient by authority to demonstrate advanced level proficiency in all English skills.

## III. COURSE DESCRIPTION

This college preparatory course will be offered for students in grade 11. In this course, students will engage in a variety of academic writing tasks that will ultimately help them establish the foundation of academic and other related skills necessary in the classroom in higher education and beyond. To be proficient in writing with academic topics and other academic matters, students are involved in improving higher order thinking skills, including analyzing, synthesizing, and evaluating. To do so, sometimes students will conduct some other activities requiring other skills, such as research and discussion. Through those activities, students will learn how to address issues and opinions in a formal way abiding by academic integrity in writing. Students will also develop effective interpersonal and social skills allowing for comfortable relationships in a variety of social settings, which are necessary to become global citizens.

## IV. COURSE GOALS

*(The course goals were established based on the AERO ELA Standards 2015)*

At the end of this course, students will be able to:

1. Write various texts: (1) write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, (2) write informative explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, (3) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event

- sequences, and (4) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Work on writing process: (1) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, and (2) use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  3. Demonstrate the ability to conduct research projects: (1) conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation, (2) gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism, (3) draw evidence from literary or informational texts to support analysis, reflection, and research, and (4) write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## V. COURSE OBJECTIVES

*(The course objectives were established based on the AERO ELA Standards 2015)*

1. Writing various texts
  - (1) Write arguments: **a)** introduce precise, knowledgeable claim(S), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence, **b)** develop claim(S) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases, **c)** use words, phrases, and clauses as well as varied syntax, **d)** establish and maintain a formal style and objective tone, **e)** provide a concluding statement or section that follows from and supports the argument presented.
  - (2) Write informative explanatory texts: **a)** introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension, **b)** develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, **c)** use appropriate and varied transitions and syntax, **d)** use precise language, domain-specific vocabulary, and techniques, **e)** establish and maintain a formal style and objective tone, **f)** provide a concluding statement or section that follows from and supports the information or explanation presented.
  - (3) Write narratives: **a)** engage and orient the reader by setting out a problem situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events, **b)** use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or character, **c)** use a variety of techniques to sequence events, **d)** use precise words and phrases, telling details, and sensory language, **e)**
  - (4) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
  - (5) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Writing process

- (1) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - (2) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
3. Conducting research projects
- (1) Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - (2) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format of citation.
  - (3) Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

## VI. COURSE REQUIREMENTS

To help students make progress in listening and speaking in the most effective way that this course was designed to, the course requires students to be active participants in all class activities. In particular, student progress made during the coursework will be measured as below.

### 6.1 Assessments

The progress made by the students is measured in two ways during the course: (1) formative assessment and (2) summative assessment. Summative assessments include two achievement tests, mid-term (30%) and final (30%) in each semester, accounting for the assigned percentage of the overall course grades. The remaining percentage (40%) of students' grades will come under formative assessment and will come from assignments, class activities (e.g., debating, analyzing, and synthesizing), power point presentation, project work, and class performance (e.g., participation and attendance). In-class assessments will cover the course materials assigned. The summary of the assessment is as follows:

#### (1) Summative Assessments **(60%)**

- Midterm Exam (30%)
- Final Exam (30%)

#### (2) Formative Assessments **(40%)**

- Assignments, class activities, and class performance (e.g., participation and attendance) (20%)
- Writing Projects (20%): Teacher developed course projects (TBA)
  - Writing project 1 (5%), Semester 1
  - Writing project 2 (5%), Semester 1
  - Writing project 3 (5%), Semester 2
  - Writing project 4 (5%), Semester 2

### 6.2 Other

Other class activities, such as club activities, may also be the tools through which student progress will be measured on using their skills and strategies of writing.

## **VII. GRADING**

The following grading scale will be operated separately in each semester. The scale is operated to translate letter grades into point values, and vice versa, when calculating student final grades.

<b>Letter</b>	<b>Range</b>	<b>Percentages</b>
A	90-100	90%
B	80-89	80%
C	65-79	65%
D	50-64	50%
F	0-49	Below 50%

## **VIII. POLICIES**

### **8.1 Foreign Teachers' Responsibilities**

- All foreign teachers are expected to write school report at the end of each SEMESTER giving comments to each student with respect to their progress, achievements, classroom performances, and all other significant matters in their academic learning and development.
- All foreign teachers are expected to write school reports at the end of an ACADEMIC YEAR in regards to student progress, achievements, classroom performances, and all other significant activities during the entire academic year that have crucially contributed to students' academic achievements and their improvement in writing skills.
- All foreign teachers who teach this course are responsible for facilitating special class activities, including club activities. Foreign teachers in charge of this course are also responsible for reporting the results of student activities to school.

### **8.2 Students Responsibilities**

- Students must respect instructors and all other students at school. This includes respecting alternative opinions and different points of view, listening to instructors and peers when speaking to the class, and refraining from insulting body language and gestures.
- Students must be alert on needs and requirements in the classroom setting. This includes arriving on time and participating in the entire class period (or letting the instructor be notified in advance if this is not possible), turning off cell phones and similar devices during class, staying away from doing other activities, including reading comic books, passing notes, chatting with friends, and causing any other potentially disruptive activities.
- Students are responsible for participating in other class activities, including club activities, and for meeting the requirements set for those activities.
- Failure in abiding by these policies will result in consequences based on school policies and regulations.

### **8.3 Writing Assignments and Policies**

- For all writing assignments prepared outside of class, students will be trained throughout the academic year to document all information that is not their original thought, interpretation, analysis, or synthesis. This includes both direct quotes (phrases or sentences taken from another source, surrounded by quotation marks) and paraphrases (rewordings

and summaries of ideas or analyses that are not theirs). Among **the systems of citation (i.e., University of Chicago, Modern Language Association, American Psychological Association, etc.)**, students should learn very basic required citations. All research papers should utilize footnotes, endnotes, or citations within the text, and should include references at the end.

- Failure in observing the academic integrity with respect to writing assignments will result in consequences based on school policies and regulations.

## IX. COURSE SCHEDULE

MONTH	WEEKS	TOPIC	CONTENT	NOTES
<b>SEMESTER 1</b>		<b>18 WEEKS</b>		
<b>AUG.</b>	4	1. Introduction to academic writing <ul style="list-style-type: none"> <li>• Basic skills</li> <li>• Citations of APA</li> </ul> 2. Integrated writing: <ul style="list-style-type: none"> <li>• Culture</li> </ul>	1. Citations of APA: APA Formatting and Style Guide ( <i>online sources</i> ). Students will understand: <ul style="list-style-type: none"> <li>• APA Formatting and Style Guide: General format, in-text citations, footnotes and endnotes, and reference list</li> <li>• Teacher selected materials (TBA)</li> </ul> 2. Integrated writing: <ul style="list-style-type: none"> <li>• TOEFL-B, Ch1, Skill A, Organizing Information</li> <li>• Teacher selected materials (TBA)</li> </ul>	<b>Main Reference from Aug. until Mar.:</b> <u><b>Building Skills for the TOEFL iBT (Beginner)</b></u>  *Computer lab activity
<b>SEPT.</b>	4	1. Integrated writing: <ul style="list-style-type: none"> <li>• History</li> <li>• Health</li> </ul>	1. Integrated writing: <ul style="list-style-type: none"> <li>• TOEFL-B, Ch1, Skill A, Organizing Information</li> <li>• TOEFL-B, Ch1, Skill B, Paraphrasing</li> <li>• Teacher selected materials (TBA)</li> </ul>	<b>*Writing Project 1 due by the end of the month</b>  *Computer lab activity
<b>OCT.</b>	4	1. Independent writing: <ul style="list-style-type: none"> <li>• Experience</li> </ul>	1. Independent writing: <ul style="list-style-type: none"> <li>• TOEFL-B, Ch1, Skill C, Brainstorming</li> <li>• Teacher selected materials (TBA)</li> </ul>	<b>Mid-term Exam</b>  *Computer lab activity

<b>NOV.</b>	4	1. Independent writing: <ul style="list-style-type: none"> <li>Opinion</li> </ul>	1. Independent writing: <ul style="list-style-type: none"> <li>TOEFL-B, Ch1, Skill D, Writing thesis statements and topic sentences</li> <li>Teacher selected materials (TBA)</li> </ul>	<b>*Writing Project 2 due by the end of the month</b>  <b>*Club</b>  *Computer lab activity
<b>DEC.</b>	2	<b>Review</b> 1. Integrated writing 2. Independent writing	Teacher prepared comprehensive review and extended practice, meeting Skills 1 and 4, on: <ul style="list-style-type: none"> <li>Integrated writing</li> <li>Independent writing</li> </ul> Teacher selected materials used.	Final Exam & Vietnamese Exam
<b>SEMESTER 2</b>		<b>18 WEEKS</b>		
<b>JAN.</b>	4	1. Integrated writing: <ul style="list-style-type: none"> <li>Health</li> <li>Biology</li> </ul>	1. Integrated writing: <ul style="list-style-type: none"> <li>TOEFL-B, Ch2, Skill A, Making Connections</li> <li>Teacher selected materials (TBA)</li> </ul>	*Computer lab activity
<b>FEB.</b>	2	1. Integrated writing: <ul style="list-style-type: none"> <li>Sociology</li> <li>History</li> </ul> 2. Independent writing: <ul style="list-style-type: none"> <li>Opinion</li> </ul>	1. Integrated writing: <ul style="list-style-type: none"> <li>TOEFL-B, Ch2, Skill A, Making Connections (cont.)</li> <li>Teacher selected materials (TBA)</li> </ul> 2. Independent writing: <ul style="list-style-type: none"> <li>TOEFL-B, Ch2, Skill B, Making Ideas Flow</li> <li>Teacher selected materials (TBA)</li> </ul>	<b>*Writing Project 3 due set by the teacher</b>  <b>TET Holiday</b>  *Computer lab activity
<b>MAR.</b>	4	1. Independent writing: <ul style="list-style-type: none"> <li>Opinion</li> </ul>	1. Independent writing: <ul style="list-style-type: none"> <li>TOEFL-B, Ch2, Skill B, Making Ideas Flow (cont.)</li> <li>Teacher selected materials (TBA)</li> </ul>	<b>Midterm Exam</b>  *Computer lab activity
<b>APR.</b>	4	1. Integrated writing: <ul style="list-style-type: none"> <li>Ecology</li> <li>Biology</li> </ul>	1. Integrated writing: <ul style="list-style-type: none"> <li>TOEFL-I, Ch1, Skill A, Organizing Information</li> </ul>	<b>Main Reference from Apr. to May: <i>Developing</i></b>

			<ul style="list-style-type: none"> <li>Teacher selected materials (TBA)</li> </ul>	<p><b><u>Skills for the TOEFL iBT (Intermediate)</u></b></p> <p><b>*Writing Project 4 due by the end of the month</b></p> <p><b>*Club</b></p> <p>*Computer lab activity</p>
<b>MAY</b>	4	<p>1. Integrated Writing:</p> <ul style="list-style-type: none"> <li>Health</li> <li>Social Science</li> </ul>	<p>1. Integrated writing:</p> <ul style="list-style-type: none"> <li>TOEFL-I, Ch1, Skill B, Paraphrasing</li> <li>Teacher selected materials (TBA)</li> </ul>	<p><b>Final Exam</b></p> <p>*Computer lab activity</p>
<b>36 WEEKS</b>				

**LIST OF ONLINE SOURCES**

- [Academic Writing](#)
- [American Psychological Association \(APA\) Style](#)
- [Genres of writing](#)
- [How to do research](#)
- [Rhetorical analysis](#)
- [Skills needed to write a research paper](#)
- [Steps in writing a research paper](#)
- [Steps to writing a research paper](#)
- [Types of writing](#)
- [Writing a rhetorical analysis](#)

**WRITING ACTIVITIES**

<https://www.teachingenglish.org.uk/article/writing-activities>