

Course Syllabus

1. **Course Number** 5500 520
2. **Number of Credit** 3 credits
3. **Course Title** Consolidating Skills for Science Graduates
4. **Faculty/Department** Chulalongkorn University Language Institute (CULI)/
Academic Administration Department
5. **Semester:** First Semester
6. **Academic Year:** 2006
7. **Names of Instructors:** CULI Academic Staff
8. **Condition:** None
9. **Status:** Optional
10. **Curriculum:** English
11. **Degree:** Postgraduate and Undergraduate (fourth year)
12. **Hours/Week** 3 hours
13. **Course Description**

Practice in the four language skills in real context with an emphasis on summary writing, descriptive and argumentative writing; discussions and presentations of articles related to engineering and science.

14. **Course Design**

This course is designed for engineering and science students who have a fairly good command of English.

The aim is to develop in students an ability to handle the kind of spoken and written English that they will be concerned with as an integral part of their specialist subject.

The approach is based on the belief that learning a language is not merely a matter of learning sentence patterns and vocabulary but must also involve an understanding of how people use these linguistic forms to communicate. The course is thus structured in such a way that students will be aware of the way English is used in written communication, thereby helping them develop techniques of reading and providing them with a guide for their own writing. The skills of listening and speaking are, from the beginning, integrated into each lesson and subsequently form a major component of the course, preparing students for taking part in academic discussion and presentation.

An important feature of the course is that it is not designed to teach the subject-matter, but to develop in students an understanding of how their specialist subject is expressed through English. The students are encouraged to exploit their background knowledge to gain new information. The course thus combines the use of language and subject-matter in a meaningful context.

14.1 Course Objectives

It is hoped that by the end of the course students will be able to :

1. read, interpret and analyze their scientific and technical material efficiently;
2. write a summary of what is read;
3. express ideas and views through argumentative discourse;
4. understand statements and short lectures in English;
5. give a short presentation on scientific and technical matters in English.

14.2 Course Organization

This course consists of 10 units as follows:

First Half

- Unit I: Exploring Text Structures
- Unit II: Establishing Textual Cohesion
- Unit III: Vocabulary Building
- Unit IV: Interpreting and Constructing Precise Statements
- Unit V: Summary Writing

Second Half

- Unit VI: Processing and Producing Complex Structures
- Unit VII: Discovering Communicative Functions
- Unit VIII: Developing Basic Types and Patterns of Arguments
- Unit IX: Listening and Note-Taking
- Unit X: Oral Presentation

It takes one week to cover each unit. But Units 9 and 10 require two weeks each.

14.3 Class management/Learning Method

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|---|-----|
| - Lecture and small group discussion | 35% |
| - Brainstorming and discussion | 10% |
| - Pair/Group work | 10% |
| - Individual work | 20% |
| - Listening practice | 10% |
| - Speaking practice and oral presentation | 10% |
| - Information search on the Internet and from other sources | 5% |

15. Evaluation

The final assessment is based on both **formative informal evaluation** (involving assignments and classroom participation) and **summative achievement tests**. The criteria and weighting of various forms of assessment are as follows:

Mid-Term (Units I-V)	30%
Final (Units VI-X)	30%
Classwork	30%
Attendance	10%
TOTAL	100%

Scores of 60% and above are considered satisfactory (S).

16. Recommended Texts

FOR READING AND WRITING

1. Arnaudet, M.L & M.E. Barrett. 1984. **Approaches to Academic Reading & Writing**. Prentice Hall.
2. Huckin, T.N. and Olsen, L.A. 1991. **English for Science and Technology: A Handbook for Non-native Speakers**. Auckland : McGraw-Hill International.
3. Langan, J. 1987. **English Skills**. McGraw-Hill.
4. Master, P.A. 1986. **Science, Medicine, and Technology : English Grammar and Technical Writing**. Prentice Hall.
5. Swales, J. 1975. **Writing Scientific English**. Nelson.
6. Zimmerman, F. 1989. **English for Science**. Prentice Hall Inc.

FOR LISTENING AND NOTE-TAKING

7. Gilbert, J. 1984. **Clear Speech**. Cambridge University Press. (to be accompanied by cassette tapes No 19-24)

All texts are in CULI Language Library.
Some are available at CU Book Store.

17. Course Evaluation:

17.1 Teaching-Learning Evaluation

Students are required to complete a questionnaire (kaw. saw. 3) to evaluate the teacher's instruction and their learning during the course. Students are also required to complete a questionnaire in which to rate the materials they have learnt as well as give comments and suggestions on how the course materials should be improved.

17.2 Course Revision

As part of the course development, the course has been revised in terms of selection of topics, texts and activities on the basis of the evaluation up to the year 2004. Schedule adjustments have also been made to improve the teaching process.

17.3 Discussion Promoting Desirable Attributes of CU Graduates

In-class and outside of class activities lead to the promotion of collaborative work as well as development of the four skills of English. Students are also encouraged to learn to become more independent learners through the assignment of self-study tasks and group project. All the skills and strategies acquired are expected to continue to grow after this course and to help the students become competent users of the language.