

**CHƯƠNG TRÌNH ĐÀO TẠO KHÓA 2024 - NGÀNH NGÔN NGỮ ANH**  
**TRÌNH ĐỘ ĐẠI HỌC**  
**(ĐỐI VỚI SINH VIÊN NGƯỜI VIỆT CÓ QUỐC TỊCH VIỆT NAM)**  
(Kèm theo Quyết định số /QĐ-ĐHQG ngày tháng năm 2024  
của Hiệu trưởng trường Đại học Quốc tế)

**1. Thông tin chung**

- Tên ngành đào tạo:
- + Tiếng Việt: Ngôn ngữ Anh
- + Tiếng Anh: English Linguistics and Literature
- Mã ngành đào tạo: 7220201
- Trình độ đào tạo: Cử nhân
- Loại hình đào tạo: Chính quy
- Thời gian đào tạo: 4 năm
- Tên văn bằng sau khi tốt nghiệp:
- + Tiếng Việt: Cử nhân Ngôn Ngữ Anh
- + Tiếng Anh: Bachelor of Arts in English Linguistics and Literature
- Nơi đào tạo: Đại học Quốc tế - Đại học Quốc gia TP. HCM

**2. Thông tin tuyển sinh và kế hoạch đào tạo**

**a) Đối tượng tuyển sinh**

Đối tượng tuyển sinh căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Đề án tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Đề án tuyển sinh của trường Đại học Quốc tế.

**b) Hình thức tuyển sinh**

Trường Đại học Quốc tế thực hiện tuyển sinh theo Quy chế tuyển sinh Đại học ban hành hàng năm bởi Bộ Giáo dục và Đào tạo, căn cứ theo Đề án tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Đề án tuyển sinh của trường Đại học Quốc tế.

**c) Tổ hợp môn xét tuyển**

Căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Đề án tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Đề án tuyển sinh của trường Đại học Quốc tế.

**d) Dự kiến chỉ tiêu tuyển sinh, quy mô đào tạo**

Căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Đề án tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Đề án tuyển sinh của trường Đại học Quốc tế.

### 3. Mục tiêu đào tạo

#### a) Mục tiêu chung

Mục tiêu của Chương trình đào tạo cử nhân Ngôn ngữ Anh của Khoa Ngôn ngữ - Trường Đại học Quốc tế, ĐHQG-HCM là đào tạo ra những nhà chuyên môn trong lĩnh vực Ngôn ngữ Anh, biên – phiên dịch, giảng dạy ngoại ngữ có nghiệp vụ, có phẩm chất chính trị, đạo đức nghề nghiệp; có ý thức phục vụ cộng đồng thông qua việc hoàn thành xuất sắc trách nhiệm của công việc; có khả năng thích ứng cao; có kiến thức tốt về tiếng Anh và sử dụng thành thạo tiếng Anh (ít nhất tương đương mức C1 theo khung tham chiếu Châu Âu); có tính linh hoạt, năng lực cơ bản như khả năng giao tiếp, xác định và giải quyết vấn đề, năng lực giải quyết vấn đề; có những kỹ năng mềm như kỹ năng giao tiếp, tư duy phân tích, tìm tòi, làm việc độc lập hay làm việc nhóm hiệu quả trong môi trường sử dụng tiếng Anh trong khu vực và quốc tế.

Bảng 1. Sự phù hợp của mục tiêu đào tạo với Tầm nhìn, sứ mạng và Mục tiêu giáo dục của Luật giáo dục đại học

Mục tiêu đào tạo của CTĐT	Tầm nhìn	Sứ mạng	Luật giáo dục
Mục tiêu của Chương trình đào tạo cử nhân Ngôn ngữ Anh chất lượng cao của Khoa Ngôn ngữ - Trường Đại học Quốc tế, ĐHQG-HCM là đào tạo ra những nhà chuyên môn trong lĩnh vực Ngôn ngữ Anh, biên – phiên dịch, giảng dạy ngoại ngữ có nghiệp vụ, có phẩm chất chính trị, đạo đức nghề nghiệp; có ý thức phục vụ cộng đồng thông qua việc hoàn thành xuất sắc trách nhiệm của công việc; có khả năng thích ứng cao; có kiến thức tốt về tiếng Anh và sử dụng thành thạo tiếng Anh (ít nhất tương đương mức C1 theo khung tham chiếu Châu Âu); có tính linh hoạt, năng lực cơ bản như khả năng giao tiếp, xác định và giải quyết vấn đề; có những kỹ năng mềm như kỹ năng giao tiếp,	Trường ĐHQG là trường đại học nghiên cứu thuộc top đầu tại châu Á; là cơ sở giáo dục quốc tế, tự chủ, sáng tạo; là nơi vun đắp và phát triển nguồn nhân lực chất lượng cao cho thị trường lao động trong nước và quốc tế.	<p>Là cơ sở giáo dục quốc tế, mang bản sắc văn hóa Việt Nam.</p> <p>Cơ sở giáo dục đại học đi tiên phong trong đổi mới cơ chế quản trị đại học theo mô hình tự chủ và tiên tiến.</p> <p><b>Đào tạo chất lượng cao đa ngành – đa lĩnh vực.</b> Đạt chuẩn kiểm định chất lượng giáo dục theo tiêu chuẩn quốc tế/khu vực cho tất cả các chương trình đào tạo.</p> <p><b>Giảng dạy và nghiên cứu thực hiện bằng tiếng Anh</b> là điểm khác biệt nâng tầm quốc tế của nhà trường. <b>Người học được đào tạo và rèn luyện để trở thành công dân toàn cầu và có trách nhiệm với xã hội, dẫn dắt xã hội trong tương lai.</b></p>	Mục tiêu giáo dục nhằm phát triển toàn diện con người Việt Nam có đạo đức, tri thức, văn hóa, sức khỏe, thẩm mỹ và nghề nghiệp; có phẩm chất, năng lực và ý thức công dân; có lòng yêu nước, tinh thần dân tộc, trung thành với lý tưởng độc lập dân tộc và chủ nghĩa xã hội; phát huy tiềm năng, khả năng sáng tạo của mỗi cá nhân; nâng cao dân trí, phát triển nguồn nhân lực, bồi dưỡng nhân tài, đáp ứng yêu cầu của sự nghiệp xây dựng, bảo vệ Tổ quốc và hội nhập quốc tế.

<b>Mục tiêu đào tạo của CTĐT</b>	<b>Tầm nhìn</b>	<b>Sứ mạng</b>	<b>Luật giáo dục</b>
tư duy phân tích, tìm tòi, làm việc độc lập hay làm việc nhóm hiệu quả trong môi trường sử dụng Tiếng Anh trong khu vực và quốc tế.		<b>Nghiên cứu cơ bản với hàm lượng tri thức lớn</b> song hành với nghiên cứu ứng dụng, đáp ứng yêu cầu đổi mới sáng tạo và phát triển bền vững của doanh nghiệp, địa phương và xã hội; quan tâm, thúc đẩy các hoạt động kết nối và phục vụ cộng đồng.	

#### b) Mục tiêu cụ thể (Program Objectives - POs)

Mục tiêu cụ thể của CTĐT được xác định từ mục tiêu chung, bao gồm 4 mục tiêu, trong đó có 1 mục tiêu về kiến thức, 2 mục tiêu về kỹ năng và 1 mục tiêu về tự chủ và trách nhiệm, được trình bày như sau:

**Kiến thức:**

PO1. Cung cấp cho sinh viên kiến thức nền tảng về lịch sử, chính trị, văn hóa, văn học, xã hội; kiến thức chuyên sâu về Ngôn ngữ Anh.

**Kỹ năng:**

PO2. Rèn luyện và phát triển các kỹ năng Tiếng Anh ở mức độ thành thạo trong các tình huống xã hội và môi trường chuyên môn.

PO3. Đảm bảo cho sinh viên đạt được trình độ nghiệp vụ đủ để hoạt động và công tác có hiệu quả, phục vụ cho nền kinh tế, xã hội đặc biệt trong các lĩnh vực chuyên môn như công tác biên – phiên dịch, nghiên cứu ngôn ngữ học và giảng dạy ngoại ngữ.

**Tự chủ và trách nhiệm:**

PO4. Trang bị cho sinh viên kỹ năng học tập hiệu quả để có thể tự học tập nhằm nâng cao kiến thức và năng lực chuyên môn, bước đầu hình thành tư duy và năng lực nghiên cứu khoa học về các vấn đề ngôn ngữ, có thể thích ứng được với các thử thách trong môi trường quốc tế hóa.

#### 4. Chuẩn đầu ra của chương trình đào tạo (Program Learning Outcomes –PLOs)

PLO1. Vận dụng một cách chủ động lý thuyết về ngôn ngữ và điều tra ngôn ngữ học trong ít nhất một lĩnh vực ngôn ngữ học.

PLO2. Lựa chọn cơ sở lý thuyết và công cụ phù hợp trong thực tiễn dịch văn bản hay phiên dịch với nền tảng giá trị thẩm mỹ từ những tác phẩm văn học Anh.

PLO3. Thực hiện các bài học và đánh giá giảng dạy tiếng Anh bằng cách đánh giá các phương pháp và cách tiếp cận giảng dạy khác nhau, kết hợp quan điểm tiếng Anh toàn cầu và sử dụng các kỹ thuật liên quan và công nghệ tiên tiến trên nền tảng khác biệt của từng cá nhân.

PLO4. Phát triển các chiến lược giao tiếp trong môi trường làm việc quốc tế qua việc nhận ra mối quan hệ giữa ngôn ngữ và văn hóa và phân tích các yếu tố văn hóa trong giao tiếp liên văn hóa để làm việc hiệu quả trong các nhóm đa ngành.

PLO5. Thể hiện năng lực sử dụng ngôn ngữ (tiếng Anh và ngoại ngữ thứ hai) một cách linh hoạt và thành công trong đời sống xã hội, môi trường học thuật và nghề nghiệp.

PLO6. Thể hiện khả năng thực hiện nghiên cứu khoa học một cách hiệu quả và có đạo đức khi áp dụng các phương pháp nghiên cứu, công nghệ và tư duy phản biện phù hợp.

PLO7. Tuân thủ kỷ luật, trách nhiệm và thực hành đạo đức với tư cách là một cá nhân và một thành viên trong nhóm, trong cả môi trường nghề nghiệp và xã hội.

## 5. Ma trận giữa mục tiêu đào tạo và chuẩn đầu ra

Bảng 2. Mối quan hệ giữa CDR của CTĐT và mục tiêu đào tạo

	POs	PLOs						
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
Kiến thức	PO1	X	X	X	X			
Kỹ năng	PO2					X		
	PO3		X	X	X		X	
Tự chủ và trách nhiệm	PO4						X	X

## 6. Quy trình đào tạo, điều kiện tốt nghiệp

Căn cứ Quyết định số 1342/QĐ-ĐHQG ngày 30 tháng 9 năm 2022 của Giám đốc Đại học Quốc gia Thành phố Hồ Chí Minh về việc ban hành Quy chế đào tạo trình độ đại học.

Căn cứ Quyết định số 719/QĐ-ĐHQGT ngày 06 tháng 12 năm 2021 của Hiệu trưởng trường Đại học Quốc tế về việc ban hành Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế.

## 7. Thang điểm (theo thang điểm chính thức của trường)

Trường quy định thang điểm đánh giá kết quả học tập của người học (Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế)

Bảng 3: Thang điểm

Xếp loại	Thang điểm 100	Điểm chữ	Thang điểm 4
Xuất sắc	Từ 90 đến 100	A+	4,0
Giỏi	Từ 80 đến cận 90	A	3,5



Khá	Từ 70 đến cận 80	B+	3,0
Trung bình khá	Từ 60 đến cận 70	B	2,5
Trung bình	Từ 50 đến cận 60	C	2,0
Yếu	Từ 40 đến cận 50	D+	1,5
Kém	Từ 30 đến cận 40	D	1,0
	Dưới 30	F	0,0

## 8. Khối lượng kiến thức toàn khoá

Tổng số tín chỉ: 136 tín chỉ, trong đó phân bổ kiến thức như Bảng 4 (không bao gồm giáo dục thể chất và giáo dục quốc phòng):

Bảng 4. Cấu trúc chương trình đào tạo

TT	Các khối kiến thức <sup>(3)</sup>	Khối lượng	
		Số tín chỉ	%
I	Khối kiến thức giáo dục đại cương	23	17%
II	Khối kiến thức cơ sở ngành	33	24%
III	Kiến thức chuyên ngành - Bắt buộc: 43 tín chỉ - Tự chọn: 21 tín chỉ	64	47%
IV	Kiến thức bổ trợ	0	0%
V	Thực tập, khóa luận/luận văn tốt nghiệp	16	12%
	<b>Tổng cộng</b>	<b>136</b>	<b>100%</b>

### \* Ngoại ngữ phụ:

- Có thể chọn một trong các ngoại ngữ: Pháp, Nhật, Nga, Trung, Đức
- Yêu cầu trình độ: tương đương B1 theo quy định của ĐHQG (khoảng 540 tiết)
- Chấp nhận chứng chỉ cấp tại các trung tâm được ĐHQG quy định
- Sinh viên sắp xếp thời gian học ngoại ngữ phụ ngoài thời gian biểu học chính khóa để đáp ứng điều kiện tốt nghiệp.

## 9. Nội dung chương trình đào tạo

Bảng 5. Các môn học thuộc CTĐT

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
<b>I</b>	<b>Kiến thức giáo dục đại cương</b>				<b>23</b>	<b>23</b>	<b>0</b>	
	<b>Lý luận chính trị</b>				<b>14</b>	<b>14</b>	<b>0</b>	
1	PE015IU	Triết học Mác-Lênin	Principles of Marxism & Leninism	Bắt buộc	3	3	0	
2	PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	2	0	
3	PE017IU	Chủ nghĩa xã hội khoa học	Scientific Socialism	Bắt buộc	2	2	0	
4	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	
5	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	
6	PE021IU	Pháp luật đại cương	General Law	Bắt buộc	3	3	0	
	<b>Khoa học xã hội – Nhân văn – Nghệ Thuật</b>				<b>9</b>	<b>9</b>	<b>0</b>	
7	PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture	Bắt buộc	3	3	0	
8	MA030IU	Thống kê cho Ngôn ngữ Xã hội học	Statistics for Social Sciences	Bắt buộc	3	3	0	
9	PE008IU	Tư duy phân tích	Critical Thinking	Bắt buộc	3	3	0	
	<b>Giáo dục thể chất</b>							

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
10	PT001IU	Giáo dục Thể chất 1	Physical Training 1	Bắt buộc	0	0	0	
11	PT002IU	Giáo dục Thể chất 2	Physical Training 2	Bắt buộc	0	0	0	
	<b>Giáo dục Quốc Phòng</b>			Bắt buộc	0	0	0	
12	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
	<b>Ngoại ngữ phụ</b>			Bắt buộc	0	0	0	
<b>II</b>	<b>Kiến thức cơ sở ngành</b>				<b>33</b>	<b>33</b>	<b>0</b>	
14	EL001IU	Đọc 1 B2-C1	Reading 1 (B2-C1)	Bắt buộc	3	3	0	
15	EL002IU	Viết 1 B2-C1	Writing 1 (B2-C1)	Bắt buộc	3	3	0	
16	EL003IU	Nghe 1 B2-C1	Listening 1 (B2-C1)	Bắt buộc	3	3	0	
17	EL004IU	Nói 1 B2-C1	Speaking 1 (B2-C1)	Bắt buộc	3	3	0	
18	EL005IU	Ngữ pháp cao cấp	Advanced Grammar	Bắt buộc	2	2	0	
19	EL006IU	Kỹ năng thuyết trình	Presentation Skills	Bắt buộc	2	2	0	
20	EL007IU	Đọc 2 C1-C2	Reading 2 (C1-C2)	Bắt buộc	3	3	0	
21	EL008IU	Viết 2 C1-C2	Writing 2 (C1-C2)	Bắt buộc	3	3	0	

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
22	EL009IU	Nghe 2 C1-C2	Listening 2 (C1-C2)	Bắt buộc	3	3	0	
23	EL010IU	Nói 2 C1-C2	Speaking 2 (C1-C2)	Bắt buộc	3	3	0	
24	EL011IU	Viết nghiên cứu	Research Writing	Bắt buộc	2	2	0	
25	EL012IU	Phương pháp nghiên cứu	Research Methodology	Bắt buộc	3	3	0	
<b>III</b>	<b>Kiến thức chuyên ngành</b>				<b>67</b>	<b>67</b>	<b>0</b>	
	<b>Khối kiến thức chung ngành chính</b>				<b>25</b>	<b>25</b>	<b>0</b>	
26	EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics	Bắt buộc	3	3	0	
27	EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology	Bắt buộc	3	3	0	
28	EL015IU	Nhập môn Văn học	Introduction to Literature	Bắt buộc	3	3	0	
29	EL016IU	Nhập môn Dịch	Introduction to Translation	Bắt buộc	3	3	0	
30	EL017IU	Ngôn ngữ và Văn hóa	Language and Culture	Bắt buộc	3	3	0	
31	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	
32	EL019IU	Văn minh Anh	British Civilization	Bắt buộc	2	2	0	

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
33	EL020IU	Văn minh Mỹ	American Civilization	Bắt buộc	2	2	0	
34	EL021IU	Tiếng Anh toàn cầu	Global Englishes	Bắt buộc	3	3	0	
	<b>Khối kiến thức chuyên sâu chuyên ngành bắt buộc</b>				<b>18</b>	<b>18</b>	<b>0</b>	
35	EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology	Bắt buộc	3	3	0	
36	EL023IU	Hình vị học	Morphology	Bắt buộc	3	3	0	
37	EL024IU	Cú pháp học	Syntax	Bắt buộc	3	3	0	
38	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	
39	EL026IU	Biên Dịch 1 Anh-Việt	Translation 1	Bắt buộc	3	3	0	
40	EL027IU	Biên Dịch 2 Việt-Anh	Translation 2	Bắt buộc	3	3	0	
	<b>Khối kiến thức chuyên sâu chuyên ngành tự chọn</b>				<b>21</b>	<b>21</b>	<b>0</b>	
41	EL028IU	Ngữ pháp chức năng	Functional Grammar	Tự chọn (*)	3	3	0	
42	EL029IU	Ngữ dụng học	Pragmatics	Tự chọn (*)	3	3	0	
43	EL030IU	Phân tích diễn ngôn	Discourse Analysis	Tự chọn (*) (**) (***)	3	3	0	
44	EL031IU	Ngôn ngữ xã hội học	Sociolinguistics	Tự chọn (*) (**)	3	3	0	

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
				(***)				
45	EL032IU	Ngôn ngữ học so sánh	Comparative Linguistics	Tự chọn (*)	3	3	0	
46	EL033IU	Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Nói	ELT methods and techniques – Teaching Listening & Speaking	Tự chọn (*) (**) (***)	3	3	0	
47	EL034IU	Phương pháp giảng dạy Tiếng Anh – Kỹ năng Đọc và Viết	ELT methods and techniques – Teaching Reading & Writing	Tự chọn (*) (**) (***)	3	3	0	
48	EL035IU	Phương pháp giảng dạy tiếng Anh – Từ vựng và Ngữ pháp	ELT methods and techniques – Teaching Vocabulary & Grammar	Tự chọn (*) (**) (***)	3	3	0	
49	EL036IU	Đánh giá và kiểm tra ngôn ngữ	Language Assessment and Testing	Tự chọn (**)	3	3	0	
50	EL037IU	Ứng dụng công nghệ thông tin trong giảng dạy	Technology Enhanced Language Learning (TELL)	Tự chọn (**)	3	3	0	
51	EL038IU	Giảng dạy tiếng Anh cho trẻ em	Teaching English to Young Learners	Tự chọn (**)	3	3	0	
52	EL039IU	Phiên dịch 1	Interpreting 1	Tự chọn (*) (**) (***)	3	3	0	
53	EL040IU	Phiên dịch 2	Interpreting 2	Tự chọn (***)	3	3	0	

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
54	EL041IU	Biên dịch nâng cao	Advanced Translation	Tự chọn (*) (**) (***)	3	3	0	
55	EL042IU	Dịch thuật trong kinh doanh	Translation in Business	Tự chọn (***)	3	3	0	
56	EL043IU	Dịch thuật trên báo chí	Translation in Journalism	Tự chọn (***)	3	3	0	
57	BA115IU	Giới thiệu về Quản trị Kinh doanh	Introduction to Business Administration	Tự chọn (*) (**) (***)	3	3	0	
58	BA198IU	Giới thiệu về ngành khách sạn	Introduction to Hospitality Industry	Tự chọn (*) (**) (***)	3	3	0	
59	EL059IU	Văn học và Truyền thông	Literature and Communication	Tự chọn (*) (**) (***)	3	3	0	
60	EL060IU	Thông hiểu truyền thông	Media Literacy	Tự chọn (*) (**) (***)	3	3	0	
61	EL061IU	Các vấn đề toàn cầu đương đại	Contemporary Global Issues	Tự chọn (*) (**) (***)	3	3	0	
<b>IV</b>	<b>Kiến thức bổ trợ</b>				<b>0</b>	<b>0</b>	<b>0</b>	
<b>V</b>	<b>Thực tập, khóa luận/luận văn tốt nghiệp</b>				<b>16</b>	<b>16</b>	<b>0</b>	
62	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	
63	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	
64	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	

Stt	Mã MH	Tên môn học (MH)		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Phòng TN
		Tiếng Việt	Tiếng Anh			Tổng cộng	Lý thuyết	
Sinh viên chọn Khóa luận tốt nghiệp hoặc Dự án tốt nghiệp								
65	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	
66	EL058IU	Dự án tốt nghiệp	Capstone project	Bắt buộc	10	10	0	
	Tổng số (tín chỉ)				136	136	0	

**Ghi chú:**

- (\*): Môn học tự chọn dành cho định hướng chuyên ngành Ngôn ngữ Anh
- (\*\*): Môn học tự chọn dành cho định hướng chuyên ngành Giảng dạy tiếng Anh
- (\*\*\*) : Môn học tự chọn dành cho định hướng chuyên ngành Biên – Phiên dịch

**10. Dự kiến kế hoạch giảng dạy (phân bổ các môn học theo từng học kỳ)**

Tùy vào trình độ tiếng Anh của người học đạt trình độ AE1, IE2, IE1 và IE0, kế hoạch giảng dạy các môn học được cụ thể tương ứng được trình bày trong các Bảng 6, Bảng 7, Bảng 8 và Bảng 9.



### 10.1. Trình độ AE1

Bảng 6. Kế hoạch giảng dạy đối với người học đạt trình độ AE1

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
<b>I. Học kỳ 1 (19)</b>					<b>19</b>	<b>19</b>	<b>0</b>	
	PT001IU	Giáo dục Thể chất 1	Physical Training 1	Bắt buộc	0	0	0	
	PE015IU	Triết học Mác-Lênin	Principles of Marxism & Leninism	Bắt buộc	3	0	0	
	PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	0	0	
	EL001IU	Đọc 1 B2 - C1	Reading 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL002IU	Viết 1 B2 - C1	Writing 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL003IU	Nghe 1 B2 - C1	Listening 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL004IU	Nói 1 B2 - C1	Speaking 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL005IU	Ngữ pháp cao cấp	Advanced Grammar	Bắt buộc	2	2	0	
<b>II. Học kỳ 2 (17)</b>					<b>17</b>	<b>17</b>		
	PT002IU	Giáo dục Thể chất 2	Physical Training 2	Bắt buộc	0	0	0	
	EL006IU	Kỹ năng thuyết trình	Presentation Skills	Bắt buộc	2	2	0	
	EL007IU	Đọc 2 C1 - C2	Reading 2 (C1 - C2)	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
	EL008IU	Viết 2 C1 - C2	Writing 2 (C1 - C2)	Bắt buộc	3	3	0	EL002IU – Writing 1 (môn học trước)
	EL009IU	Nghe 2 C1 - C2	Listening 2 (C1 - C2)	Bắt buộc	3	3	0	EL003IU – Listening 1 (môn học trước)
	EL010IU	Nói 2 C1 - C2	Speaking 2 (C1 - C2)	Bắt buộc	3	3	0	EL004IU – Speaking 1 (môn học trước)
	EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
<b>III. Học kỳ hè 1 (2)</b>					<b>2</b>	<b>2</b>	<b>0</b>	
	PE017IU	Chủ nghĩa xã hội khoa học	Scientific socialism	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
								economics of Marxism and Leninism (môn học trước)
<b>IV. Học kỳ 3 (20)</b>					<b>20</b>	<b>20</b>	<b>0</b>	
	PE008IU	Tư duy phân tích	Critical Thinking	Bắt buộc	3	3	0	
	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
	EL012IU	Phương pháp nghiên cứu	Research Methodology	Bắt buộc	3	3	0	
	EL016IU	Nhập môn Dịch	Introduction to Translation	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU –

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
								Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL023IU	Hình vị học	Morphology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	PE021IU	Pháp luật đại cương	General Law	Bắt buộc	3	3	0	
<b>V. Học kỳ 4 (17)</b>					<b>17</b>	<b>17</b>	<b>0</b>	
	PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture	Bắt buộc	3	3	0	
	EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(môn học trước)
	EL015IU	Nhập môn Văn học	Introduction to Literature	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL017IU	Ngôn ngữ và Văn hóa	Language and Culture	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL021IU	Tiếng Anh toàn cầu	Global Englishes	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
<b>VI. Học kỳ hè 2 (2)</b>					<b>2</b>	<b>2</b>	<b>0</b>	
	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	EL044IU Internship 1 (môn tương đương) Môn học trước: hoàn

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
<b>VII. Học kỳ 5 (16)</b>					<b>16</b>	<b>16</b>	<b>0</b>	
	EL019IU	Văn minh Anh	British Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL024IU	Cú pháp học	Syntax	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
								(môn học trước)
	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL026IU	Biên Dịch 1 Anh - Việt	Translation 1	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)
	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	EL047IU International Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
	Elective 1			Tự chọn	3	3	0	
<b>VII. Học</b>					<b>16</b>	<b>16</b>	<b>0</b>	



Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
kỳ 6 (16)								
	EL011IU	Viết nghiên cứu	Research Writing	Bắt buộc	2	2	0	EL008IU Writing 2 (môn học trước)
	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL020IU	Văn minh Mỹ	American Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL027IU	Biên Dịch 2 Việt - Anh	Translation 2	Bắt buộc	3	3	0	EL016IU Introduction to

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
								Translation (môn học trước)
	MA030IU	Thống kê cho Ngôn ngữ Xã hội học	Statistics for Social Sciences	Bắt buộc	3	3	0	
	Elective 2			Tự chọn	3	3	0	
<b>IX. Học kỳ hè 3 (0)</b>					<b>0</b>	<b>0</b>	<b>0</b>	
<b>X. Học kỳ 7 (16)</b>					<b>16</b>	<b>16</b>	<b>0</b>	
	Elective 3			Tự chọn	3	3	0	
	Elective 4			Tự chọn	3	3	0	
	Elective 5			Tự chọn	3	3	0	
	Elective 6			Tự chọn	3	3	0	
	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	Môn học trước: hoàn thành ít nhất 80 tín chỉ, Internship 1 (Mã MH: EL044IU)
<b>XI. Học kỳ 8 (13)</b>					<b>13</b>	<b>13</b>	<b>0</b>	
	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	EL058IU Capstone project (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
								Đã đáp ứng yêu cầu Ngoại ngữ 2; Đã đáp ứng yêu cầu kết quả GPA tối thiểu 75
	EL058IU	Dự án tốt nghiệp	Capstone project	Bắt buộc	10	10	0	EL046IU Thesis (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết) Đã đáp ứng yêu cầu Ngoại ngữ 2
	Elective 7			Tự chọn	3	3	0	
<b>TỔNG</b>					<b>136</b>			

## 10.2. Trình độ IE2

Bảng 7. Kế hoạch giảng dạy đối với người học đạt trình độ IE2

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/Thí nghiệm	
<b>I. Học kỳ I (18)</b>					<b>18</b>	<b>18</b>	<b>0</b>	
	PT001IU	Giáo dục Thể chất 1	Physical Training 1	Bắt buộc	0	0	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	PE015IU	Triết học Mác-Lênin	Principles of Marxism & Leninism	Bắt buộc	3	0	0	
	PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	0	0	
	ENTP02	Tiếng Anh tăng cường IE2	Intensive English 2-Twinning Program		13	13	0	
<b>II. Học kỳ 2 (18)</b>								
	PT002IU	Giáo dục Thể chất 2	Physical Training 2	Bắt buộc	0	0	0	
	PE017IU	Chủ nghĩa xã hội khoa học	Scientific socialism	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước)
	EL001IU	Đọc 1 B2 - C1	Reading 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL002IU	Viết 1 B2 - C1	Writing 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL003IU	Nghe 1 B2 - C1	Listening 1 (B2 - C1)	Bắt buộc	3	3	0	
	EL004IU	Nói 1 B2 - C1	Speaking 1 (B2 - C1)	Bắt buộc	3	3	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL005IU	Ngữ pháp cao cấp	Advanced Grammar	Bắt buộc	2	2	0	
	EL006IU	Kỹ năng thuyết trình	Presentation Skills	Bắt buộc	2	2	0	
<b>III. Học kỳ hè 1 (3)</b>					<b>2</b>	<b>2</b>	<b>0</b>	
	PE008IU	Tư duy phân tích	Critical Thinking	Bắt buộc	3	3	0	
<b>IV. Học kỳ 3 (20)</b>					<b>20</b>	<b>20</b>	<b>0</b>	
	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
	EL007IU	Đọc 2 C1 - C2	Reading 2 (C1 - C2)	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước)
	EL008IU	Viết 2 C1 - C2	Writing 2 (C1 - C2)	Bắt buộc	3	3	0	EL002IU – Writing 1

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(môn học trước)
	EL009IU	Nghe 2 C1 - C2	Listening 2 (C1 - C2)	Bắt buộc	3	3	0	EL003IU – Listening 1 (môn học trước)
	EL010IU	Nói 2 C1 - C2	Speaking 2 (C1 - C2)	Bắt buộc	3	3	0	EL004IU – Speaking 1 (môn học trước)
	EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL016IU	Nhập môn Dịch	Introduction to Translation	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(môn học trước)
<b>V. Học kỳ 4 (17)</b>					<b>17</b>	<b>17</b>	<b>0</b>	
	EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL015IU	Nhập môn Văn học	Introduction to Literature	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL017IU	Ngôn ngữ và Văn hóa	Language and Culture	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture	Bắt buộc	3	3	0	
	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học



Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
<b>VI. Học kỳ hè 2 (2)</b>					<b>2</b>	<b>2</b>	<b>0</b>	
	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	EL044IU Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(Mã MH: EL016IU)
<b>VII. Học kỳ 5 (22)</b>					<b>22</b>	<b>22</b>	<b>0</b>	
	EL012IU	Phương pháp nghiên cứu	Research Methodology	Bắt buộc	3	3	0	
	EL019IU	Văn minh Anh	British Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL023IU	Hình vị học	Morphology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL024IU	Cú pháp học	Syntax	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL026IU	Biên Dịch 1 Anh-Việt	Translation 1	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)
	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	EL047IU International Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
	PE021IU	Pháp Luật đại cương	General Law	Bắt buộc	3	3	0	
<b>VIII. Học kỳ 6 (19)</b>					<b>19</b>	<b>19</b>	<b>0</b>	
	EL011IU	Viết nghiên cứu	Research Writing	Bắt buộc	2	2	0	EL008IU Writing 2 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL020IU	Văn minh Mỹ	American Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL021IU	Tiếng Anh toàn cầu	Global Englishes	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL027IU	Biên Dịch 2 Việt-Anh	Translation 2	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)
	MA030IU	Thống kê cho Ngôn ngữ Xã hội học	Statistics for Social Sciences	Bắt buộc	3	3	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	Elective 1			Tự chọn	3	3	0	
	Elective 2			Tự chọn	3	3	0	
<b>IX Học kỳ hè 3 (0)</b>					<b>0</b>	<b>0</b>	<b>0</b>	
<b>X. Học kỳ 7 (19)</b>					<b>19</b>	<b>19</b>	<b>0</b>	
	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	Môn học trước: hoàn thành ít nhất 80 tín chỉ, Internship 1 (Mã MH: EL044IU)
	Elective 3			Tự chọn	3	3	0	
	Elective 4			Tự chọn	3	3	0	
	Elective 5			Tự chọn	3	3	0	
	Elective 6			Tự chọn	3	3	0	
<b>XI. Học kỳ 8 (13)</b>					<b>13</b>	<b>13</b>	<b>0</b>	
	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	EL058IU Capstone project (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								Đã đáp ứng yêu cầu Ngoại ngữ 2; Đã đáp ứng yêu cầu kết quả GPA tối thiểu 75
	EL058IU	Dự án tốt nghiệp	Capstone project	Bắt buộc	10	10	0	EL046IU Thesis (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết) Đã đáp ứng yêu cầu Ngoại ngữ 2
	Elective 7			Tự chọn	3	3	0	
<b>TỔNG</b>					<b>149</b>			

### 10.3. Trình độ IE1

Bảng 8. Kế hoạch giảng dạy đối với người học đạt trình độ IE1

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
<b>I. Học kỳ 1 (30)</b>					<b>30</b>	<b>30</b>	<b>0</b>	
	ENTP01	Tiếng Anh tăng cường IE1	Intensive English 1-Twinning Program		17	17	0	
	ENTP02	Tiếng Anh tăng cường IE2	Intensive English 2-Twinning Program		13	13	0	
<b>II. Học kỳ 2 (21)</b>					<b>21</b>	<b>21</b>	<b>0</b>	
	PT001IU	Giáo dục Thể chất 1	Physical Training 1	Bắt buộc	0	0	0	
	PE015IU	Triết học Mác-Lênin	Principles of Marxism & Leninism	Bắt buộc	3	0	0	
	PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	0	0	
	EL001IU	Đọc 1 B2-C1	Reading 1 (B2-C1)	Bắt buộc	3	3	0	
	EL002IU	Viết 1 B2-C1	Writing 1 (B2-C1)	Bắt buộc	3	3	0	
	EL003IU	Nghe 1 B2-C1	Listening 1 (B2-C1)	Bắt buộc	3	3	0	
	EL004IU	Nói 1 B2-C1	Speaking 1 (B2-C1)	Bắt buộc	3	3	0	
	EL005IU	Ngữ pháp cao cấp	Advanced Grammar	Bắt buộc	2	2	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL006IU	Kỹ năng thuyết trình	Presentation Skills	Bắt buộc	2	2	0	
<b>III. Học kỳ hè 1 (2)</b>					<b>2</b>	<b>2</b>	<b>0</b>	
	PE017IU	Chủ nghĩa xã hội khoa học	Scientific socialism	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước)
<b>IV. Học kỳ 3 (20)</b>					<b>20</b>	<b>20</b>	<b>0</b>	
	PT002IU	Giáo dục Thể chất 2	Physical Training 2	Bắt buộc	0	0	0	
	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific



Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								socialism (môn học trước)
	EL007IU	Đọc 2 C1-C2	Reading 2 (C1-C2)	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước)
	EL008IU	Viết 2 C1-C2	Writing 2 (C1-C2)	Bắt buộc	3	3	0	EL002IU – Writing 1 (môn học trước)
	EL009IU	Nghe 2 C1-C2	Listening 2 (C1-C2)	Bắt buộc	3	3	0	EL003IU – Listening 1 (môn học trước)
	EL010IU	Nói 2 C1-C2	Speaking 2 (C1-C2)	Bắt buộc	3	3	0	EL004IU – Speaking 1 (môn học trước)
	EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL016IU	Nhập môn Dịch	Introduction to Translation	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU –

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
<b>V. Học kỳ 4 (20)</b>					<b>20</b>	<b>20</b>	<b>0</b>	
	EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL015IU	Nhập môn Văn học	Introduction to Literature	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU –

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL017IU	Ngôn ngữ và Văn hóa	Language and Culture	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture	Bắt buộc	3	3	0	
	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
	PE008IU	Tư duy phân tích	Critical Thinking	Bắt buộc	3	3	0	
<b>VI. Học kỳ hè 2 (2)</b>					2	2	0	
	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	EL044IU Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH:

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
<b>VII. Học kỳ 5 (22)</b>					<b>22</b>	<b>22</b>	<b>0</b>	
	EL012IU	Phương pháp nghiên cứu	Research Methodology	Bắt buộc	3	3	0	
	EL019IU	Văn minh Anh	British Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL023IU	Hình vị học	Morphology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL024IU	Cú pháp học	Syntax	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL026IU	Biên Dịch 1 Anh-Việt	Translation 1	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)
	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	EL047IU International Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
	PE021IU	Pháp Luật đại cương	General Law	Bắt buộc	3	3	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
<b>VIII. Học kỳ 6 (19)</b>					<b>19</b>	<b>19</b>	<b>0</b>	
	EL011IU	Viết nghiên cứu	Research Writing	Bắt buộc	2	2	0	EL008IU Writing 2 (môn học trước)
	EL020IU	Văn minh Mỹ	American Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL021IU	Tiếng Anh toàn cầu	Global Englishes	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL027IU	Biên Dịch 2 Việt-Anh	Translation 2	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)
	MA030IU	Thống kê cho Ngôn ngữ Xã hội học	Statistics for Social Sciences	Bắt buộc	3	3	0	
	Elective 1			Tự chọn	3	3	0	
	Elective 2			Tự chọn	3	3	0	
<b>IX Học kỳ hè 3 (0)</b>					<b>0</b>	<b>0</b>	<b>0</b>	
<b>X. Học kỳ 7 (19)</b>					<b>19</b>	<b>19</b>	<b>0</b>	
	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	Môn học trước: hoàn thành ít nhất 80 tín chỉ, Internship 1 (Mã MH: EL044IU)
	Elective 3			Tự chọn	3	3	0	
	Elective 4			Tự chọn	3	3	0	
	Elective 5			Tự chọn	3	3	0	
	Elective 6			Tự chọn	3	3	0	
<b>XI. Học kỳ 8 (13)</b>					<b>13</b>	<b>13</b>	<b>0</b>	



Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	EL058IU Capstone project (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết) Đã đáp ứng yêu cầu Ngoại ngữ 2; Đã đáp ứng yêu cầu kết quả GPA tối thiểu 75
	EL058IU	Dự án tốt nghiệp	Capstone project	Bắt buộc	10	10	0	EL046IU Thesis (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết) Đã đáp ứng yêu cầu Ngoại ngữ 2
	Elective 7			Tự chọn	3	3	0	
<b>TỔNG</b>					<b>166</b>			

### 10.4. Trình độ IE0

Bảng 9. Kế hoạch giảng dạy đối với người học đạt trình độ IE0

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
<b>I. Học kỳ 1 (34)</b>					<b>34</b>	<b>34</b>	<b>0</b>	
	ENTP00	Tiếng Anh Tăng cường IE0	Intensive English 0-Twinning Program		17	17	0	
	ENTP01	Tiếng Anh Tăng cường IE1	Intensive English 1-Twinning Program		17	17	0	
<b>II. Học kỳ 2 (18)</b>					<b>18</b>	<b>18</b>	<b>0</b>	
	ENTP02	Tiếng Anh Tăng Cường IE2	Intensive English 2-Twinning Program		13	13	0	
	PE015IU	Triết học Mác-Lênin	Principles of Marxism & Leninism	Bắt buộc	3	0	0	
	PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	0	0	
<b>III. Học kỳ Hè I (3)</b>					<b>3</b>	<b>3</b>	<b>0</b>	
	PE021IU	Pháp luật đại cương	General Law	Bắt buộc	3	3	0	
<b>IV. Học kỳ 3 (16)</b>					<b>16</b>	<b>16</b>	<b>0</b>	
	PT001IU	Giáo dục Thể chất 1	Physical Training 1	Bắt buộc	0	0	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	PE017IU	Chủ nghĩa xã hội khoa học	Scientific socialism	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước)
	EL001IU	Đọc 1 B2-C1	Reading 1 (B2-C1)	Bắt buộc	3	3	0	
	EL002IU	Viết 1 B2-C1	Writing 1 (B2-C1)	Bắt buộc	3	3	0	
	EL003IU	Nghe 1 B2-C1	Listening 1 (B2-C1)	Bắt buộc	3	3	0	
	EL004IU	Nói 1 B2-C1	Speaking 1 (B2-C1)	Bắt buộc	3	3	0	
	EL005IU	Ngữ pháp cao cấp	Advanced Grammar	Bắt buộc	2	2	0	
<b>V. Học kỳ 4 (20)</b>					<b>20</b>	<b>20</b>	<b>0</b>	
	PT002IU	Giáo dục Thể chất 2	Physical Training 2	Bắt buộc	0	0	0	
	PE008IU	Tư duy phân tích	Critical Thinking	Bắt buộc	3	3	0	
	EL006IU	Kỹ năng thuyết trình	Presentation Skills	Bắt buộc	2	2	0	
	EL007IU	Đọc 2 C1-C2	Reading 2 (C1-C2)	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước)
	EL008IU	Viết 2 C1-C2	Writing 2 (C1-C2)	Bắt buộc	3	3	0	EL002IU – Writing 1

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(môn học trước)
	EL009IU	Nghe 2 C1-C2	Listening 2 (C1-C2)	Bắt buộc	3	3	0	EL003IU – Listening 1 (môn học trước)
	EL010IU	Nói 2 C1-C2	Speaking 2 (C1-C2)	Bắt buộc	3	3	0	EL004IU – Speaking 1 (môn học trước)
	EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
<b>VI. Học kỳ hè 2 (0)</b>					<b>0</b>	<b>0</b>	<b>0</b>	
	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
<b>VII. Học kỳ 5 (17)</b>					<b>17</b>	<b>17</b>	<b>0</b>	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
	PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture	Bắt buộc	3	3	0	
	EL012IU	Phương pháp nghiên cứu	Research Methodology	Bắt buộc	3	3	0	
	EL016IU	Nhập môn Dịch	Introduction to Translation	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL023IU	Hình vị học	Morphology	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
<b>VIII. Học kỳ 6 (17)</b>					<b>17</b>	<b>17</b>	<b>0</b>	
	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước) PE016IU Political economics of Marxism and Leninism (môn học trước) PE017IU Scientific socialism (môn học trước)
	EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU –

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL015IU	Nhập môn Văn học	Introduction to Literature	Bắt buộc	3	3	0	EL001IU – Reading 1 (môn học trước) EL002IU – Writing 1 (môn học trước) EL003IU – Listening 1 (môn học trước) EL004IU – Speaking 1 (môn học trước)
	EL017IU	Ngôn ngữ và Văn hóa	Language and Culture	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL021IU	Tiếng Anh toàn cầu	Global Englishes	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	MA030IU	Thống kê cho Ngôn ngữ Xã hội học	Statistics for Social Sciences	Bắt buộc	3	3	0	
<b>IX. Học kỳ hè 3 (2)</b>					<b>2</b>	<b>2</b>	<b>0</b>	
	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	EL044IU Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology



Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
<b>X. Học kỳ 7 (16)</b>					<b>16</b>	<b>16</b>	<b>0</b>	
	EL019IU	Văn minh Anh	British Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL024IU	Cú pháp học	Syntax	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
	EL026IU	Biên Dịch 1 Anh-Việt	Translation 1	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	EL047IU International Internship 1 (môn tương đương) Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
<b>XI. Học kỳ 8 (16)</b>					<b>16</b>	<b>16</b>	<b>0</b>	
	EL011IU	Viết nghiên cứu	Research Writing	Bắt buộc	2	2	0	EL008IU Writing 2 (môn học trước)
	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
								(môn học trước) EL010IU Speaking 2 (môn học trước)
	EL020IU	Văn minh Mỹ	American Civilization	Bắt buộc	2	2	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (môn học trước) EL010IU Speaking 2 (môn học trước)
	EL027IU	Biên Dịch 2 Việt-Anh	Translation 2	Bắt buộc	3	3	0	EL016IU Introduction to Translation (môn học trước)
	Elective 1			Tự chọn	3	3	0	
	Elective 2			Tự chọn	3	3	0	
<b>XII. Học kỳ hè 4 (0)</b>					<b>0</b>	<b>0</b>	<b>0</b>	
<b>XIII. Học kỳ 9 (16)</b>					<b>16</b>	<b>16</b>	<b>0</b>	
	Elective 3			Tự chọn	3	3	0	
	Elective 4			Tự chọn	3	3	0	
	Elective 5			Tự chọn	3	3	0	

Học kỳ	Mã MH	Tên MH		Loại MH (bắt buộc/ tự chọn)	Tín chỉ			Môn học tiên quyết (TQ)/ Môn học học trước (HT)/ Môn học song hành (SH)
		Tiếng Việt	Tiếng Anh		Tổng cộng	Lý thuyết	Thực hành/ Thí nghiệm	
	Elective 6			Tự chọn	3	3	0	
	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	Môn học trước: hoàn thành ít nhất 80 tín chỉ, Internship 1 (Mã MH: EL044IU)
<b>XIV. Học kỳ 10 (13)</b>					<b>13</b>	<b>13</b>	<b>0</b>	
	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	EL058IU Capstone project (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết) Đã đáp ứng yêu cầu Ngoại ngữ 2; Đã đáp ứng yêu cầu kết quả GPA tối thiểu 75
	EL058IU	Dự án tốt nghiệp	Capstone project	Bắt buộc	10	10	0	EL046IU Thesis (môn tương đương) Đã hoàn thành ít nhất 113 tín chỉ (môn tiên quyết) Đã đáp ứng yêu cầu Ngoại ngữ 2
	Elective 7			Tự chọn	3	3	0	
<b>TỔNG</b>					<b>183</b>			

### 11. Ma trận các môn học và chuẩn đầu ra (kỹ năng)

Mức độ đóng góp của các môn học vào chuẩn đầu ra của CTĐT ngành Ngôn Ngữ Anh được trình bày như Bảng 10.

Bảng 10. Đóng góp của các môn học vào CDR của CTĐT

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT						
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
<b>I. Học kỳ I (19)</b>	PT001IU	Physical Training 1							
	PE015IU	Principles of Marxism & Leninism							H
	PE016IU	Political economics of Marxism and Leninism							H
	EL001IU	Reading 1 (B2-C1)					H		
	EL002IU	Writing 1 (B2-C1)					H		
	EL003IU	Listening 1 (B2-C1)					H		
	EL004IU	Speaking 1 (B2-C1)					H		
	EL005IU	Advanced Grammar					H		
<b>II. Học kỳ 2 (17)</b>									
	PT002IU	Physical Training 2							
	EL006IU	Presentation Skills					H		
	EL007IU	Reading 2 (C1-C2)					H		
	EL008IU	Writing 2 (C1-C2)					H		
	EL009IU	Listening 2 (C1-C2)					H		
	EL010IU	Speaking 2 (C1-C2)					H		
	EL013IU	Introduction to Linguistics	H						
<b>III. Học kỳ hè 1 (2)</b>									
	PE017IU	Scientific socialism							H
<b>IV. Học kỳ 3 (20)</b>									
	PE008IU	Critical Thinking						H	
	PE018IU	History of Vietnamese Communist Party							H
	EL012IU	Research Methodology						H	

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT						
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	EL016IU	Introduction to Translation		H					
	EL022IU	Phonetics and Phonology	H						
	EL023IU	Morphology	H						
	PE021IU	General Law							H
<b>V. Học kỳ 4 (17)</b>									
	PE010IU	Vietnam History and Culture				M			H
	EL014IU	Introduction to English Teaching Methodology			H				
	EL015IU	Introduction to Literature		H					
	EL017IU	Language and Culture				H			
	EL021IU	Global Englishes		H					
	PE019IU	Ho Chi Minh's Thoughts							H
<b>VI. Học kỳ hè 2 (2)</b>									
	MP001IU	Military Education							
	EL047IU	International Internship 1				H	H		H
<b>VII. Học kỳ 5 (16)</b>									
	EL019IU	British Civilization				H			
	EL024IU	Syntax	H						
	EL025IU	Semantics	H						
	EL026IU	Translation 1		H					
	EL044IU	Internship 1	H	H	H		H	M	M
	MA030IU	Statistics for Social Sciences						H	
<b>VIII. Học kỳ 6 (16)</b>									
	EL011IU	Research Writing					H	H	

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT						
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	EL018IU	Cross-cultural Communication				H			
	EL020IU	American Civilization				H			
	EL027IU	Translation 2		H					
	Elective 1								
	Elective 2								
<b>IX Học kỳ hè 3 (0)</b>									
<b>X. Học kỳ hè 7 (16)</b>									
	Elective 3								
	Elective 4								
	Elective 5								
	Elective 6								
	EL045IU	Internship 2	H	H	H	M	H	M	H
<b>XI. Học kỳ 8 (13)</b>									
	EL046IU	Thesis	H	H	H	H	H	H	H
	EL058IU	Capstone project	H	H	H	H	H	H	H
	Elective 7								
<b>Các môn tự chọn</b>									
	EL028IU	Functional Grammar	H					M	
	EL029IU	Pragmatics	H					M	
	EL030IU	Discourse Analysis	H					M	
	EL031IU	Sociolinguistics	H					M	
	EL032IU	Comparative Linguistics	H					M	
	EL033IU	ELT methods and techniques – Teaching Listening & Speaking			H				
	EL034IU	ELT methods and techniques – Teaching Reading & Writing			H				
	EL035IU	ELT methods and techniques – Teaching Vocabulary & Grammar			H				

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT						
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	EL036IU	Language Assessment and Testing			H				
	EL037IU	Technology Enhanced Language Learning (TELL)			H				
	EL038IU	Teaching English to Young Learners			H				
	EL039IU	Interpreting 1		H					
	EL040IU	Interpreting 2		H					
	EL041IU	Advanced Translation		H					
	EL042IU	Translation in Business		H					
	EL043IU	Translation in Journalism		H					
	BA115IU	Introduction to Business Administration				L			L
	BA198IU	Introduction to Hospitality Industry				L			L
	EL059IU	Literature and Communication	M	H		H		L	
	EL060IU	Media Literacy	H		H	H	M	M	L
	EL061IU	Contemporary global issues		M		H	H	M	H

Ghi chú: “H”: Cao; “M”: trung bình, “L”: Thấp

**12. Mô tả vắn tắt nội dung và khối lượng các môn học** (số thứ tự của môn học tương ứng với số thứ tự của môn học trong nội dung chương trình đào tạo)

### **12.1. Triết học Mác-Lênin (Principles of Marxism & Leninism) – Mã MH: PE015IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: Không

– Mô tả nội dung môn học: Môn học trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin.

– The course equips students with fundamental knowledge about Marxism and Leninism.

### **12.2. Kinh tế chính trị Mác-Lênin (Political economics of Marxism and Leninism)**

– Mã MH: PE016IU

– Số tín chỉ: 2

– Môn học song hành: Triết học Mác Lênin (PE015IU)

– Mô tả nội dung môn học: Nội dung chương trình gồm 6 chương: Trong đó chương 1 bàn về đối tượng, phương pháp nghiên cứu và chức năng của Kinh tế chính trị Mác – Lênin. Từ chương 2 đến chương 6 trình bày nội dung cốt lõi của Kinh tế chính trị Mác – Lênin theo mục tiêu môn học. Cụ thể các vấn đề như: Hàng hóa, thị trường và vai trò của các chủ thể



trong nền kinh tế thị trường; Sản xuất giá trị thặng dư trong nền kinh tế thị trường; Cạnh tranh và độc quyền trong nền kinh tế thị trường; Kinh tế thị trường định hướng xã hội chủ nghĩa và các quan hệ lợi ích kinh tế ở Việt Nam; Công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế ở Việt Nam.

– The course includes 6 chapters. Chapter 1 discusses subjects, research methods and functions of Political economics of Marxism and Leninism. Chapters 2 – 6 presents the core of Political economics of Marxism and Leninism according to the course objectives. The specific issues include the following: merchandise, market and roles in a market economy; producing surplus value in a market economy; competition and monopoly in a market economy; socialist-oriented market economy and economic interest relations in Vietnam; industrialization, modernization and international economic integration in Vietnam.

### **12.3. Pháp luật đại cương (General Law) – Mã MH: PE021IU**

– Số tín chỉ: 3

– Môn học trước: Không

– Mô tả nội dung môn học: The course will introduce students to Vietnamese legal systems. In particular, students will understand their rights and obligations in the Constitution, Criminal law, administrative law, civil law, labor law and enterprise law of Vietnam. From this, students will raise awareness towards their responsibility to ensure justice, including ending corruption, in society.

### **12.4. Giáo dục thể chất 1 (Physical Training 1) – Mã MH: PT001IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: Không

– Mô tả nội dung môn học: Giáo dục thể chất là môn học giúp sinh viên phát triển các kỹ năng vận động.

This course provides students with techniques and practice so as to improve students' physical skills.

### **12.5. Chủ nghĩa Xã hội Khoa học (Scientific Socialism) - Mã MH: PE017IU**

– Số tín chỉ: 2

– Môn học trước: Triết học Mác Lênin (PE015IU) và Kinh tế chính trị Mác-Lenin (PE016IU)

– Mô tả nội dung môn học: Môn học trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học.

The course equips students with the fundamental knowledge about scientific socialism.

### **12.6. Đọc 1 (Reading 1 (B2-C1)) – Mã MH: EL001IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: TOEFL iBT  $\geq 61$  hoặc IELTS  $\geq 6.0$  hoặc yêu cầu học các môn tiếng Anh tăng cường

– Mô tả nội dung môn học: Khóa học gồm 12 bài học, mỗi bài học sẽ tập trung cung cấp kiến thức môn đọc hiểu và phát triển kỹ năng đọc hiểu sau đây: hiểu chi tiết và tìm thông tin cụ thể; hiểu ý chính; hiểu thái độ, quan điểm và mục đích; suy luận nghĩa từ văn cảnh; xác định ý chính và ví dụ trong bài đọc.

– The course is made up of 12 units; each will develop students' knowledge and understanding of all of the following skills: understanding detail and finding specific details; understanding gist; understanding attitude, opinion, and purpose; deducing meaning from context and implication; identifying main ideas and examples.

### **12.7. Viết 1 (Writing 1 (B2-C1)) – Mã MH: EL002IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: TOEFL iBT  $\geq 61$  hoặc IELTS  $\geq 6.0$  hoặc yêu cầu học các môn tiếng Anh tăng cường

– Mô tả nội dung môn học: Khóa học này cung cấp cho sinh viên các kiến thức cơ bản về các loại câu: câu đơn, câu phức và câu ghép. Ngoài ra trong khóa học này sinh viên bước đầu học cách thức viết một đoạn văn. Bốn loại đoạn văn: đoạn văn miêu tả, đoạn văn chỉ nguyên nhân, đoạn văn chỉ quan điểm, đoạn văn chỉ cách thức cũng dần dần được giới thiệu cho sinh viên.

– This course provides students with basic knowledge of various sentence types such as simple sentences, compound sentences, and complex sentences. Also, in this course students are on the first steps to learn how to write a paragraph. Four types of paragraphs: how-to paragraph, opinion paragraph, paragraph to show reasons and examples, and descriptive paragraph are introduced to students step by step.

### **12.8. Nghe 1 (Listening 1 (B2-C1)) – Mã MH: EL003IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: TOEFL iBT  $\geq 61$  hoặc IELTS  $\geq 6.0$  hoặc yêu cầu học các môn tiếng Anh tăng cường

– Mô tả nội dung môn học: Trong khóa học này, sinh viên sẽ có cơ hội nâng cao kỹ năng nghe của mình thông qua 10 bài học về những chủ đề tuy tổng quát nhưng lại mang tính tiếp cận với thời đại, ví dụ như “Khoa học đang thay đổi thực phẩm của chúng ta như thế nào?” Mỗi bài học sẽ cung cấp cho sinh viên một lượng từ vựng cần thiết, các hoạt động nghe đa dạng khác nhau (như điền vào ô trống, hoàn tất sơ đồ, điền vào bảng câu hỏi, v.v.), và các câu hỏi thảo luận để giúp sinh viên tự đưa ra được kết luận của mình về chủ đề đang học. Qua các bài học này, sinh viên sẽ được thực hành các kỹ năng nghe cơ bản như nghe lấy ý chính, nghe lấy chi tiết, v.v., và cũng có dịp được học các kỹ năng cao hơn như kỹ năng ghi chú và dự đoán nội dung của bài.

– In this course, students have a chance to develop their listening skills through 10 units of general but up-to-date topics such as “How is science changing the food we eat?” Each unit will provide students with relevant vocabulary items, various listening activities (such as filling in blanks, completing charts, completing questionnaires, etc.), and discussion questions

to help students draw their own conclusions on the topic. Through these units, students can practice basic listening skills such as listening for main ideas and details, and have an exposure to more advanced skills like taking notes and predicting the content of the listening passages.

### **12.9. Nói 1 (Speaking 1 (B2-C1)) – Mã MH: EL004IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: TOEFL iBT  $\geq 61$  hoặc IELTS  $\geq 6.0$  hoặc yêu cầu học các môn tiếng Anh tăng cường

– Mô tả nội dung môn học: Khóa học tập trung vào việc phát triển kỹ năng nói của sinh viên ở cả phạm trù khái niệm lẫn phạm trù chức năng. Sinh viên sẽ được thực hiện đa dạng các hoạt động trong lớp để rèn luyện kỹ năng nói của mình, đi từ việc ghi chú, chuẩn bị, thảo luận, định nghĩa, phỏng vấn để lấy số liệu và ý kiến, cho đến việc thuyết trình hoặc tranh luận về một chủ đề.

– The course is focusing on developing students' speaking skills in terms of both notional and functional categories. Students are required to perform a variety of activities to practice their speaking skills, ranging from taking notes, preparing, discussing, defining, interviewing for data and ideas, to presenting or debating the topic to a group of people.

### **12.10. Ngữ pháp cao cấp (Advanced Grammar) – Mã MH: EL005IU**

– Số tín chỉ: 2

– Điều kiện tiên quyết: TOEFL iBT  $\geq 61$  hoặc IELTS  $\geq 6.0$  hoặc yêu cầu học các môn tiếng Anh tăng cường

– Mô tả nội dung môn học: Sinh viên sẽ học các phần sau: phân biệt các thì; thể bị động; các dạng thức bổ trợ động từ; động từ khiếm khuyết, động từ bán khiếm khuyết, động từ khiếm khuyết hoàn thành; mạo từ, định từ, số từ; cụm động từ; mệnh đề quan hệ, mệnh đề phân từ, mệnh đề trạng từ, mệnh đề điều kiện; thể giả định; câu tường thuật; thể nhấn mạnh; đảo ngữ.

– Areas to be covered include understanding choice of tenses; passive voice; verb complementation; modals and semi-modals, modal perfect; articles, determiners, and quantifiers; phrasal verbs; relative clauses, participle clauses, adverbial clauses, conditional clauses; unreal time and subjunctives; reported speech; emphasis; inversion.

### **12.11. Giáo dục thể chất 2 (Physical Training 2) – Mã MH: PT002IU**

– Số tín chỉ: 0

– Điều kiện tiên quyết: Không

– Mô tả nội dung môn học: Giáo dục thể chất là môn học giúp sinh viên phát triển các kỹ năng vận động.

– This course provides students with techniques and practice so as to improve students' physical skills.

### **12.12. Tư duy phân tích (Critical Thinking) – Mã MH: PE008IU**

– Số tín chỉ: 3

–Điều kiện tiên quyết: Không

–Mô tả nội dung môn học: Tư duy phân tích nghiên cứu một quá trình không thể thiếu được đối với tất cả con người – quá trình con người xây dựng củng cố niềm tin và đánh giá sức mạnh lý luận của người khác trong những tình huống thực tế. Môn học bao gồm thực hành lý luận quy nạp và diễn dịch và trình bày lý luận trong văn nói và viết. Môn học cũng vận dụng quá trình lý luận trong nhiều lĩnh vực khác nhau như thương mại, khoa học, luật, khoa học xã hội, lý luận và nghệ thuật.

–Critical Thinking studies a process which is indispensable to all educated persons – the process by which we develop and support our beliefs and evaluate the strength of arguments made by others in real-life situations. It includes practice in inductive and deductive reasoning, presentation of arguments in oral and written form. The course also applies the reasoning process to other fields such as business, science, law, social science, ethics, and the arts.

### **12.13. Kỹ năng thuyết trình (Presentation Skills) – Mã MH: EL006IU**

–Số tín chỉ: 2

–Điều kiện tiên quyết: TOEFL iBT  $\geq 61$  hoặc IELTS  $\geq 6.0$  hoặc yêu cầu học các môn tiếng Anh tăng cường

–Mô tả nội dung môn học: Thuyết trình ngày nay đã trở thành một kỹ năng tối cần thiết để sinh viên có thể đạt được thành công không chỉ trong trường đại học mà còn trong công việc tương lai. Tuy nhiên, đây lại có thể được xem là một việc khá hao tổn tinh thần, đặc biệt nếu đó lại là thuyết trình bằng tiếng nước ngoài. Khóa học này sẽ cung cấp cho sinh viên những kiến thức và kỹ năng cần thiết để trình bày một bài thuyết trình thật hiệu quả. Khóa học bao gồm các nội dung: chuẩn bị và lên kế hoạch, sử dụng ngôn ngữ phù hợp, ứng dụng các công cụ trực quan, xây dựng lòng tự tin, trình diễn ngôn ngữ cơ thể, các trả lời câu hỏi, v.v.

–Giving presentations today becomes a vital skill for students to succeed not only in university but also at work in the future. However, this may be seen as a nerve-racking task, especially when presented in a foreign language. This course provides the students with the knowledge and skills needed to deliver effective presentations. To do this, the course covers many aspects of giving presentation: preparing and planning, using the appropriate language, applying effective visual aids, building up confidence, performing body language, dealing with questions and responding, etc.

### **12.14. Đọc 2 (Reading 2 (C1-C2)) – Mã MH: EL007IU**

–Số tín chỉ: 3

–Môn học trước: Đọc 1 (Mã MH: EL001IU)

–Mô tả nội dung môn học: Khóa học gồm 12 bài học, mỗi bài học sẽ tập trung cung cấp kiến thức môn đọc hiểu và phát triển kỹ năng đọc hiểu sau đây: hiểu chi tiết và tìm thông tin cụ thể; hiểu ý chính; hiểu thái độ, quan điểm và mục đích; suy luận nghĩa từ văn cảnh; xác định ý chính và ví dụ trong bài đọc.

–The course is made up of 12 units, each aims at developing a particular reading skill as well as the techniques students will need to use when reading like understanding detail and

finding specific details; understanding gist; understanding attitude, opinion, and purpose; deducing meaning from context and implication; identifying main ideas and examples.

### **12.15. Viết 2 (Writing 2 (C1-C2)) – Mã MH: EL008IU**

– Số tín chỉ: 3

– Môn học trước: Viết 1 (Mã MH: EL002IU)

– Mô tả nội dung môn học: Khóa học này cung cấp cho sinh viên các kiến thức cơ bản để viết một đoạn văn. Nội dung môn Viết 2 bao gồm cả lý thuyết và thực hành nhằm hướng dẫn sinh viên cách sắp xếp ý và tạo bố cục trong một đoạn văn và cách viết các loại đoạn văn như: đoạn văn trần thuật, đoạn văn chỉ các quá trình, đoạn văn miêu tả, đoạn văn chỉ định nghĩa. Ngoài ra, khóa học này cũng cung cấp các kiến thức cơ bản để viết một bài luận.

– This course is providing fundamental knowledge of writing a paragraph. Writing 2 contents will include practical and theoretical knowledge of how to organize ideas in a paragraph and how to write various types of paragraphs such as: narrative paragraphs, process paragraphs, descriptive paragraphs, definition paragraphs, as well as some basic knowledge of writing an essay.

### **12.16. Nghe 2 (Listening 2 (C1-C2)) – Mã MH: EL009IU**

– Số tín chỉ: 3

– Môn học trước: Nghe 1 (Mã MH: EL003IU)

– Mô tả nội dung môn học: Trong khóa học này sinh viên học cách nâng cao khả năng nghe của mình thông qua 10 bài học với các chủ đề học thuật ví dụ như: ngôn ngữ, năng lượng, hoặc hợp tác quốc tế. Trong mỗi bài học, sinh viên sẽ được nghe một bài hội thoại (thường là cuộc phỏng vấn) và một bài giảng hoặc báo cáo. Kỹ năng nghe hiểu của sinh viên sẽ được rèn giũa thông qua các bài tập đa dạng về thể loại như: câu hỏi trắc nghiệm, câu hỏi ghép nối, hoặc hoàn thành bảng biểu, vvv. Một số kỹ năng nghe trong khóa này:

- + Nghe lấy ý chính
- + Nghe lấy thông tin chi tiết
- + Nghe ưu và nhược điểm
- + Nghe hiểu thái độ của người nói
- + Nghe hiểu nguyên nhân và kết quả
- + Nghe trọng âm từ và xác định ảnh hưởng của trọng âm lên nghĩa của từ

– In this course, students will learn how to develop advanced listening skills through 10 units with both academic topics such as: language, energy or global cooperation, etc. In each unit, students will listen to an interview and a lecture or a report. Students' listening skills will be harnessed through various types of exercises such as multiple choices, matching, completing charts, etc. Some listening skills included in this course:

- + Listen for main ideas
- + Listen for details
- + Listen for pros and cons
- + Listen for speakers' attitude

- + Listen for causes and effects
- + Listen for word's stress and determine its impact on meaning

### **12.17. Nói 2 (Speaking 2 (C1-C2)) – Mã MH: EL010IU**

– Số tín chỉ: 3

– Môn học trước: Nói 1 (Mã MH: EL004IU)

– Mô tả nội dung môn học: Môn học hoàn thiện khả năng nói của sinh viên, thông qua các chủ đề thú vị và các câu hỏi gợi mở, đòi hỏi sinh viên phải thực hiện được các mục tiêu đề ra của từng chương được đề ra để hướng đến các kỹ năng nói cần thiết ở bậc đại học, ví dụ như: thảo luận các quan điểm và sở thích, làm rõ thông tin, tranh luận, trích dẫn hay diễn giải. Ngoài ra, sinh viên cũng có thể gọt rũa những kỹ năng ngôn ngữ của mình thông qua các bài học về sử dụng ngôn ngữ bóng bẩy, hay cách dùng ngôn ngữ trang trọng đòi thường trong khi nói.

– The course sharpens students' oral competence; it presents thought-provoking questions and interesting topics, and requires students of specific learning outcomes that are necessary for learning in higher education such as: discussing preferences and alternatives, clarifying information, debating, citing sources, or paraphrasing. In additions, students can hone their general verbal skills by learning to use figurative language, or use formal and informal language in speaking.

### **12.18. Nhập môn Ngôn ngữ học (Introduction to Linguistics) – Mã MH: EL013IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 1 (Mã MH: EL001IU), Viết 1 (Mã MH: EL002IU), Nghe 1 (Mã MH: EL003IU), Nói 1 (Mã MH: EL004IU)

– Mô tả nội dung môn học: Môn học bao gồm các khái niệm trong Ngôn ngữ học: Âm thanh và hệ thống âm thanh, thành lập từ, âm vị học, cú pháp học, ngữ nghĩa học, ngữ dụng học, phân tích ngôn từ, đặc thù ngôn ngữ thứ hai, lịch sử ngôn ngữ và sự biến đổi, ngôn ngữ và văn hóa.

– The course contents include the following concepts in linguistics: Sounds & sounds patterns of language, word formation, morphology, syntax, semantics, pragmatics, discourse analysis, second language acquisition, language history & change, and language & culture.

### **12.19. Giáo dục Quốc phòng (Military Education) – Mã MH: MP001IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: Không

### **12.20. Lịch sử Đảng Cộng sản Việt Nam (History of Vietnamese Communist Party) – Mã MH: PE018IU**

– Số tín chỉ: 2

– Môn học trước: Triết học Mác Lênin (PE015IU), Kinh tế chính trị Mác- Lênin (PE016IU), và Chủ nghĩa xã hội khoa học (PE017IU)

– Mô tả nội dung môn học: Môn học trang bị cho sinh viên những kiến thức cơ bản về Lịch sử Đảng Cộng sản Việt Nam.

#### **12.21. Lịch Sử Văn Hóa Việt Nam (Vietnam History and Culture) – Mã MH: PE010IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: Không

– Mô tả nội dung môn học: Môn học cung cấp kiến thức về nhiều chủ đề lịch sử và văn hóa Việt Nam: giới thiệu một vài đặc điểm chính yếu của văn hóa và lịch sử Việt Nam, nhà nước Văn Lang – Âu Lạc và nền văn minh đầu tiên của Việt Nam, hành trình đến với độc lập (thế kỷ thứ 1 trước CN đến thế kỷ thứ 10 sau CN); thời Bắc thuộc; thời phong kiến độc lập (thế kỷ 10 đến thế kỷ 14); Văn minh Đại Việt (thời Lý – Trần); giai đoạn mới trong triều đại phong kiến: triều đại nhà Lê (thế kỷ 15 – 17); khởi nghĩa Tây Sơn và triều đại Tây Sơn (thế kỷ 17 – 18); Việt Nam dưới triều đại nhà Nguyễn: mất quyền độc lập và thay đổi thể chế kinh tế xã hội dưới thời Pháp thuộc; cuộc đấu tranh chống sự thống trị của Pháp cuối thế kỷ 19 đầu thế kỷ 20 và sự ra đời của Đảng Cộng sản Việt Nam; phong trào dân chủ 1930 – 1945; Cách mạng tháng 8 năm 1945 và sự thành lập nước Việt Nam Dân Chủ Cộng Hòa; chiến tranh chống Pháp 1945 – 1954; chiến tranh chống Mỹ 1954 – 1975; Giai đoạn Đổi mới ở Việt Nam; Tây hóa và chống Tây hóa trong văn hóa Việt Nam.

– The course deals with many various topics on Vietnamese history and culture: Introduction to some main characteristics of Vietnamese history and culture. Van Lang – Au Lac State and the first civilization of Vietnam; Long March to independence (1st B.C century to 10th century A. D); Sinicization and Desinicization during the domination by Chinese feudalism; The centralized independent States (10th to 14th centuries); Dai Viet Civilization (Ly – Tran cultural era); A new stage in the feudal monarchy: the Le dynasty (15th to 17th centuries); The peasant war and the Tay Son era (17th to 18th centuries); Vietnam under Nguyen Dynasty: losing its independence, Socio – economic transformation in French Indochina; The people’s struggles against the French domination in the late 19th and the early 20th centuries and Founding of the Vietnamese communist Party; The National Democratic Movement 1930 – 1945, the 1945 August Revolution and the formation of Democratic Republic of Vietnam; “The resistant War against French colonialists” (1945 -1954); The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War); Renovation in Vietnam (“doimoi”); Westernization and de- westernization in Vietnamese culture.

#### **12.22. Phương pháp nghiên cứu (Research Methodology) – Mã MH: EL012IU**

– Số tín chỉ: 3

– Môn học trước: Không

– Mô tả nội dung môn học: Môn học này trang bị cho sinh viên kiến thức cơ bản về các nguyên tắc nghiên cứu định lượng, định tính và các liên kết giữa hai nghiên cứu này. Môn học giúp sinh viên chọn phương pháp nghiên cứu phù hợp để giải quyết câu hỏi nghiên cứu cụ thể,

và cung cấp cho sinh viên kiến thức và kỹ năng để thực hiện cách thiết kế một đề cương nghiên cứu và báo cáo nghiên cứu.

– The course is designed to equip students with a basic understanding of the underlying principles of quantitative and qualitative research and the links between the two. The course enables students to choose the most appropriate research method to address a particular research question, and provides students with the knowledge and skill to undertake the design of a research proposal and research report.

### **12.23. Nhập môn Dịch (Introduction to Translation) – Mã MH: EL016IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 1 (Mã MH: EL001IU), Viết 1 (Mã MH: EL002IU), Nghe 1 (Mã MH: EL003IU), Nói 1 (Mã MH: EL004IU)

– Mô tả nội dung môn học: Nhập môn Dịch là môn học đầu tiên trong chuyên ngành Biên phiên dịch. Khóa học giới thiệu khái niệm cơ bản về dịch thuật trong đó dịch được xem là một nghề. Khóa học cung cấp cho người học kiến thức về quá trình dịch thuật và những kỹ năng dịch cơ bản. Hơn nữa, người học được thực hành dịch với nhiều chủ đề khác nhau, chủ yếu thực hành dịch câu và đoạn văn ngắn. Khóa học chú trọng đến cả phần dịch Anh – Việt và Việt – Anh.

– Introduction to Translation is the very first course regarding the expertise of translation and interpretation in the program. The course introduces the fundamental concept of translation in the context where translation is considered as a profession. It provides the model of the translation process and basic translation techniques. Furthermore, translation practice with different topics is offered as an integral part of the course. It focuses on translating sentences and less-than-150-word passages. Also, the course involves both English – Vietnamese and Vietnamese – English translation.

### **12.24. Ngữ âm và Âm vị học (Phonetics and Phonology) – Mã MH: EL022IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Về phần ngữ âm học, môn học sẽ cung cấp cho sinh viên kiến thức về quá trình tạo âm, phụ âm, nguyên âm cũng như là nhấn trọng âm và ngữ điệu. Trọng tâm của môn học là sinh viên biết sử dụng bảng Phiên âm Quốc Tế (IPA). Về phần âm vị học, môn học bao quát các khái niệm về hệ thống ngữ âm, cấu trúc âm tiết trong tiếng Anh, bao gồm âm vị và những phát ngôn có liên quan.

– As for phonetics, the course will cover the production of speech sounds, consonants, vowels as well as stress and intonation. The main focus for students is the use of the International Phonetic Alphabet. As for phonology, the course will guide students throughout the sound patterns governing the distribution of sounds in different languages, including phonemes and connected speech.

### **12.25. Hình vị học (Morphology) – Mã MH: EL023IU**



– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Môn học này cung cấp cho sinh viên kiến thức sâu rộng về cấu trúc và cách thành lập từ. Môn học trang bị cho sinh viên các khái niệm liên quan trong hình vị học bao gồm gốc từ, tiền tố, hậu tố, hình vị, biến tố, phái sinh và cấu trúc từ. Môn học này cũng dẫn dắt sinh viên bước đầu tiến hành phân tích từ vựng tiếng Anh. Ngoài ra, môn học cũng tạo cho sinh viên một cái nhìn bao quát về lịch sử hình thành từ vựng tiếng Anh và các ngôn ngữ khác.

– This course gives students deep knowledge into word structure and word formation. The course provides students with considerable knowledge of morphological terms and concepts including roots, affixes, morphemes, inflection, derivation and words structure. It also guides students through the analysis of words in English. Last but not least, the course provides students insights into the history of English word formation and other languages.

#### **12.26. Tư tưởng Hồ Chí Minh (Ho Chi Minh's Thoughts) – Mã MH: PE019IU**

– Số tín chỉ: 2

– Môn học trước: Triết học Mác Lênin (PE015IU), Kinh tế chính trị Mác- Lênin (PE016IU), và Chủ nghĩa xã hội khoa học (PE017IU)

– Mô tả nội dung môn học: Môn học trang bị cho sinh viên những kiến thức cơ bản về: Đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh; về cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; về độc lập dân tộc và chủ nghĩa xã hội; về Đảng Cộng sản và Nhà nước Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức, con người.

– The subject equips students with basic knowledge about subjects, research methods and significance in learning Ho Chi Minh's thoughts; about the basis, formation process and development of Ho Chi Minh's thought; about national independence and socialism; about the Communist Party and State of Vietnam; about great national and international solidarity; about culture, ethics, people.

#### **12.27. Nhập môn phương pháp giảng dạy Tiếng Anh (Introduction to English Teaching Methodology) – Mã MH: EL014IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 1 (Mã MH: EL001IU), Viết 1 (Mã MH: EL002IU), Nghe 1 (Mã MH: EL003IU), Nói 1 (Mã MH: EL004IU)

– Mô tả nội dung môn học: Nhập môn Phương Pháp Giảng Dạy Tiếng Anh là môn học đầu tiên trong chuyên ngành Giảng dạy Tiếng Anh. Nội dung môn học bao gồm những kiến thức về lịch sử, đặc điểm, bản chất và nguyên lý các phương pháp giảng dạy; vai trò của người dạy, người học và môi trường học tập trong quá trình dạy và học Tiếng Anh; cách thức thúc đẩy giao tiếp trong lớp học và cách thức thiết kế giáo án.

– Introduction to English Teaching Methodology is the very first course regarding the basic knowledge of language teaching development and methods. The course contents include

history, characteristics, nature and principles of various teaching methodologies; the roles of teachers, learners and learning environment in the course of teaching English; how to facilitate interaction in the classroom and how to make lesson plans.

### **12.28. Nhập môn Văn học (Introduction to Literature) – Mã MH: EL015IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 1 (Mã MH: EL001IU), Viết 1 (Mã MH: EL002IU), Nghe 1 (Mã MH: EL003IU), Nói 1 (Mã MH: EL004IU)

– Mô tả nội dung môn học: Môn học giới thiệu cho sinh viên một bức tranh tổng thể về văn học nói chung và từ đó giúp họ nắm vững văn học Anh và Mỹ nói riêng. Sinh viên học được lý thuyết phân tích văn học qua các thuật ngữ và khái niệm cơ bản nhất của ngành như quan điểm tác giả, chủ đề, hình tượng, biểu tượng, cốt truyện, nhân vật, giọng điệu... từ đó khả năng phân tích văn học được hình thành vững chắc. Qua tiếp xúc, nghiên cứu và phân tích các tác phẩm lớn, sinh viên có thể trau dồi kỹ năng tư duy sáng tạo, viết học thuật và trình bày hay thuyết trình các vấn đề văn học một cách khúc chiết. Các bài học nhấn mạnh sự cảm thụ vẻ đẹp của ngôn ngữ bóng bẩy của văn học (kịch, thơ ca và truyện ngắn) thông qua thảo luận lớp, trao đổi nhóm hằng tuần. Sự diễn giải một tác văn tốt là kết quả của phối hợp các hoạt động liên quan như đọc, nói và thực hiện các bài luận trong học kỳ, thông qua đó sinh viên trả lời những câu hỏi về ảnh hưởng của văn học trong đời sống văn hóa và xã hội hoặc vì đâu chúng ta đồng cảm với những bi kịch trong cuộc sống của các nhân vật trong các truyện ngắn hay bài thơ.

– This course offers students a broad introduction to the study of literary fiction. It helps the students deal with literary theory with respect to British and American literature. The students are introduced to various literary terms and other elements of fiction such as point of view, character development, theme, symbolism, tone, plot, imagery... so that the abilities of literary analysis can be improved. Reading the works of major writers, students develop analytical skills that will allow them to think critically, to write academically, and to speak intelligently about fiction. Their appreciation for the beauty of literary language used in prose narrative, poems and drama prose is highlighted and made explicit through weekly group and class discussions. Their effective interpretation of a literary text is the combination of interrelated activities of speaking, reading and writing for projects, which answer the key questions about how much short stories play in our social and cultural life or what arouse our empathy and sympathy with the tragic life of a certain character in some poems.

### **12.29. Ngôn ngữ và Văn hóa (Language and Culture) – Mã MH: EL017IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 2 (Mã MH: EL007IU), Viết 2 (Mã MH: EL008IU), Nghe 2 (Mã MH: EL009IU), Nói 2 (Mã MH: EL010IU)

– Mô tả nội dung môn học: Môn học khảo sát những mối liên hệ giữa ngôn ngữ, văn hóa và ngữ nghĩa giao tiếp bằng cách sử dụng dữ liệu từ các nền văn hóa và ngôn ngữ khác nhau trên thế giới để chỉ ra những điểm tương đồng và khác biệt giữa các ngôn ngữ. Môn học cũng

nêu những cách ngôn ngữ thể hiện các hàm nghĩa và dự định của người nói, chú trọng đến việc phân tích những hành động giao tiếp và chỉ ra cách thiết lập những mối quan hệ xã hội thông qua ngôn ngữ. Ngoài ra, môn học cũng phân tích các tư tưởng về ngôn ngữ, cụ thể là về cấu trúc ngôn ngữ, cách sử dụng ngôn ngữ và những quy chuẩn để phát ngôn và đánh giá những phát ngôn.

–The course explores the connections between language, culture and communicative meaning by using data from a variety of cultures and languages around the world to identify the similarities and differences between languages. The course also highlights the ways language conveys the implications and intentions of speakers, focusing on analyzing the communicative interactions and showing how to establish social relationships through speech. In addition, the course analyzes some linguistic ideologies, in particular, the appropriate use of language and norms to produce speech and evaluate speech.

### **12.30. Tiếng Anh toàn cầu (Global Englishes) – Mã MH: EL021IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 2 (Mã MH: EL007IU), Viết 2 (Mã MH: EL008IU), Nghe 2 (Mã MH: EL009IU), Nói 2 (Mã MH: EL010IU)

– Mô tả nội dung môn học: Môn học khái quát những phát triển chính yếu về mặt lịch sử, ngôn ngữ và chính trị xã hội của tiếng Anh từ thế kỷ 17 đến nay. Môn học cũng khảo sát những tranh cãi hiện nay về các loại tiếng Anh đang được sử dụng trên thế giới với vai trò là ngôn ngữ mẹ đẻ ở nước Anh, Mỹ, Úc và New Zealand, ngôn ngữ hậu thuộc địa ở Châu Phi, Nam Á và Đông Nam Á, và ngôn ngữ cầu nối ở các nơi khác trên thế giới. Với các loại văn bản đa dạng được trích dẫn từ email, tweets, báo chí và nhiều bài viết của các học giả, môn học giúp các giáo viên tương lai hiểu rõ các tài liệu về giảng dạy tiếng Anh và lựa chọn một cách giảng dạy tiếng Anh phù hợp theo xu hướng tiếng Anh toàn cầu.

–The course includes coverage of the major historical, linguistic, and sociopolitical developments in the English language from the start of the 17th century to the present day. The course also explores the current debates in global Englishes (GE), relating to its uses as mother tongue in the UK, US, Antipodes, post-colonial language in Africa, South and Southeast Asia, and lingua franca across the rest of the globe. With a wide range of texts drawn from emails, tweets and newspapers and readings from key scholars, the course helps future teachers examine the ELT materials available to them and consider ways to incorporate a GE perspective into their classrooms.

### **12.31. Thống kê cho Ngôn ngữ Xã hội học (Statistics for Social Sciences) – Mã MH: MA030IU**

– Số tín chỉ: 3

– Điều kiện tiên quyết: Không

– Mô tả nội dung môn học: Môn học được thiết kế để cung cấp cho sinh viên các kiến thức cơ bản về thống kê, đại lượng, xác suất, kiểm định giả thuyết, tương quan và hồi quy,

phân tích phương sai. Sinh viên được hướng dẫn dùng phần mềm R Studio để phân tích dữ liệu.

– The course is designed to provide students with a basic understanding of statistics, measures, probability, sample size estimation, hypothesis testing, correlation and regression, analysis of variance. Students are also instructed to analyze data in R Studio.

### **12.32. Thực tập quốc tế 1 (International Internship 1) – Mã MH: EL047IU**

– Số tín chỉ: 2

– Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)

– Môn tương đương: EL044IU Internship 1

– Mô tả nội dung môn học: Để sinh viên có những trải nghiệm quốc tế, sinh viên có thể chọn kiến tập tại nhiều môi trường khác nhau tại một nước sử dụng tiếng Anh làm ngôn ngữ giao tiếp, ví dụ như các công ty nước ngoài, trường học, trung tâm ngoại ngữ, công ty du lịch, văn phòng dịch thuật v.v. Sinh viên sẽ tham dự hội thảo chuyên đề, dự giờ lớp và làm việc với Sinh viên phải làm việc với giáo viên hướng dẫn chuyên ngành của mình và Phụ trách Thực tập để lên kế hoạch và mục tiêu cụ thể cho chuyến thực tập của mình. Đợt thực tập phải có độ dài ít nhất là 15 ngày làm việc (5 ngày thực tập tại các cơ sở, 5 ngày viết báo cáo, và 5 ngày để người hướng dẫn thực tập nhận xét và đồng ý). Sinh viên sẽ phải nộp Mẫu đăng ký, Mẫu đơn xin thực tập, xác nhận thực tập và/hoặc giấy chứng nhận tham dự, hai bản báo cáo cuối kỳ thực tập. Sinh viên được đánh giá bởi giáo viên hướng dẫn thực tập.

– In order for students to have international experiences, international internships can be with a variety of host organizations in a foreign country using English as a communicative language, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices etc. Students will attend workshops, proceed with classroom observation, and work with professors in their discipline and / or the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 15 working days is required (5 days of site visiting, 5 days to write the final report, and 5 days to get approval from Supervisor). Specific deliverables include Registration form, Application form, Attendance records and/or certificate of participation, two final reports completed by the intern and evaluated with comments by the Supervisor(s) to be assigned at the beginning of the course.

### **12.33. Văn minh Anh (British Civilization) – Mã MH: EL019IU**

– Số tín chỉ: 2

– Môn học trước: Đọc 2 (Mã MH: EL007IU), Viết 2 (Mã MH: EL008IU), Nghe 2 (Mã MH: EL009IU), Nói 2 (Mã MH: EL010IU)

– Mô tả nội dung môn học: Môn học nhằm cung cấp cho sinh viên một kiến thức tổng quan về nước Anh: đất nước và con người, chính trị và chính phủ, giáo dục, kinh tế, truyền thông, nghệ thuật và tôn giáo. Với một hệ thống phong phú bài tập, câu đố, bài đọc, video,

v.v..., về các sự kiện quan trọng và cập nhật, môn học Văn minh Anh là một là một sự giới thiệu đầy đủ nhất về diện mạo của nước Anh trong quá khứ và ở hiện tại.

– The course provides students with a general knowledge of Britain regarding the country and people, politics and the government, education, economy, the media, religion, entertainment and the arts. With a wide variety of reading texts, pictures, audios, videos and quizzes about the historical and updated events, British Civilization is a comprehensive introduction to Britain in the past and at present.

#### **12.34. Cú pháp học (Syntax) – Mã MH: EL024IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Môn học cung cấp các khái niệm cơ bản của cú pháp tiếng Anh. Trước hết, môn học giới thiệu các thành tố khác nhau của câu xét về chủng loại và chức năng để hình thành cơ sở cho việc phân tích câu. Thứ hai, kiểm tra kỹ lưỡng mỗi thành phần câu như danh từ, động từ, tính từ, giới từ và cụm từ trạng từ. Thứ ba, phân tích câu đơn giản và phức tạp.

– The course provides the fundamental concepts of English syntax. First, different elements of a sentence in terms of their categories and functions are introduced in order to form the basis for later sentence analysis. Second, each sentence constituent like noun, verb, adjective, prepositional and adverb phrases is examined thoroughly. Third, both simple and complex sentences are put into careful analysis.

#### **12.35. Ngữ nghĩa học (Semantics) – Mã MH: EL025IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Môn học này giới thiệu các khái niệm cơ bản và phương pháp phân tích nghĩa của ngôn ngữ tự nhiên với nhiều chủ đề về ngữ nghĩa. Môn học giúp sinh viên làm việc với dữ liệu ngôn ngữ thực. Các bài tập dựa trên các khái niệm ngữ nghĩa và các vấn đề có tính triết lý và thực tế, khuyến khích học sinh xây dựng một kiến thức vững chắc về ngữ nghĩa, làm rõ các vấn đề bằng cách phân tích và tổng hợp các đặc điểm ngữ nghĩa khác nhau trong tiếng Anh. Nội dung bao gồm các chủ đề trong lý thuyết ngữ nghĩa, phạm trù ngữ nghĩa, ngữ cảnh và suy luận, vai trò đề (chữ ngữ), và các hành vi lời nói.

– This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning with a range of semantic topics. The course will have students work with real language data. The learning tasks and exercises, established on an outline of semantic concepts and issues, and being philosophical and practical in their nature, encourage students to build a solid knowledge on semantic terms, clarify the issues by analyzing and synthesizing different semantic characteristics within English language. The contents include the topics in semantic field theory, semantic categories, context and inference, thematic role, and speech acts.

**12.36. Biên dịch 1 (Translation 1) – Mã MH: EL026IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Dịch (Mã MH: EL016IU)

– Mô tả nội dung môn học: Môn học cung cấp các văn bản thuộc các lĩnh vực và chủ đề khác nhau (ví dụ: chính trị, kinh tế, môi trường, văn hóa, ngôn ngữ, và các vấn đề khác) để sinh viên dịch từ Anh sang Việt. Sinh viên phải dịch văn bản từ tiếng Anh sang tiếng Việt và cải thiện từ vựng cũng như các kỹ năng, kiến thức cần thiết khác thông qua quá trình này.

– The course provides texts for English-Vietnamese translation in different fields and topics (e.g. politics, economics, environment, culture, language, and the like). Learners are expected to translate a text from English into Vietnamese and improve their vocabulary throughout the process.

**12.37. Thực tập 1 (Internship 1) – Mã MH: EL044IU**

– Số tín chỉ: 2

– Điều kiện tiên quyết:

Môn học trước: hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)

– Môn tương đương: EL047IU International Internship 1

– Mô tả nội dung môn học: Sinh viên có thể chọn kiến tập tại nhiều môi trường khác nhau, ví dụ như các công ty nước ngoài, trường học, trung tâm ngoại ngữ, công ty du lịch, văn phòng dịch thuật v.v. Sinh viên phải làm việc với giáo viên chuyên ngành của mình và Phụ trách Thực tập để lên kế hoạch và mục tiêu cụ thể cho chuyến thực tập của mình. Chuyến thực tập phải có độ dài ít nhất là 15 ngày làm việc (5 ngày thực tập tại các cơ sở, 5 ngày viết báo cáo, và 5 ngày để người hướng dẫn thực tập nhận xét và đồng ý). Sinh viên sẽ phải viết biên bản về những điều mình đã học hỏi được thông qua việc quan sát hoạt động hàng ngày của nơi mình thực tập, và một bản báo cáo cuối kỳ thực tập. Ngoài ra, sinh viên cũng sẽ được đánh giá bởi người hướng dẫn và cố vấn học tập của mình.

– Internships can be with a variety of host organizations, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices etc. Students will have to work with professors in their concentration and the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 15 working days is required (5 days of site visiting, 5 days to write the final report, and 5 days to get approval from Supervisor). Specific deliverables include daily journal entries based on the observation of everyday activities on the job, evaluation forms completed by students' Supervisor and Advisor, and a completed final report.

**12.38. Viết nghiên cứu (Research Writing) – Mã MH: EL011IU**

– Số tín chỉ: 2

– Môn học trước: Viết 2 (Mã MH: EL008IU)

– Mô tả nội dung môn học: Khóa học giới thiệu những khái niệm cơ bản trong việc viết bài nghiên cứu, đặc biệt là vai trò của việc khái quát hóa, định nghĩa, phân loại, và cấu trúc của một bài nghiên cứu cho sinh viên học ở những cơ sở giáo dục mà tiếng Anh là ngôn ngữ chính. Khóa học cũng cung cấp những phương pháp phát triển và trình bày một luận điểm, một phép so sánh, hoặc một phép đối chiếu. Sinh viên phải viết theo yêu cầu để tối đa hóa mức độ tiếp cận ngôn ngữ viết và có thể trở thành những người viết nghiên cứu có năng lực.

– Vì viết là một kỹ năng được tích hợp với kỹ năng đọc – đầu vào là đọc, đầu ra là viết - khóa học này sẽ giúp sinh viên làm quen với các tài liệu học thuật trong lĩnh vực chuyên ngành của mình thông qua việc đọc phê phán các tài liệu với nhiều đề tài khác nhau, từ khoa học tự nhiên (sinh học) cho tới khoa học xã hội (giáo dục, ngôn ngữ học, tâm lý học...)

– This course introduces basic concepts in research paper writing, especially the role of generalizations, definitions, classifications, and the structure of a research paper to students who attend English-medium colleges or universities. It also provides them with methods of developing and presenting an argument, a comparison or a contrast. Students are required to work on the tasks selected to maximize their exposure to written communication and are expected to become competent writers in the particular genre: the research paper.

– As writing is part of an integrated skill of reading and writing where reading serves as input to trigger writing, this course is designed to familiarize non-native students with academic literature in their major study by having them read and critically respond to texts of a variety of topics ranging from natural sciences such as biology to social sciences and humanities like education, linguistics and psychology.

### **12.39. Giao tiếp xuyên văn hóa (Cross-cultural Communication) – Mã MH: EL018IU**

– Số tín chỉ: 3

– Môn học trước: Đọc 2 (Mã MH: EL007IU), Viết 2 (Mã MH: EL008IU), Nghe 2 (Mã MH: EL009IU), Nói 2 (Mã MH: EL010IU)

– Mô tả nội dung môn học: Môn học tập trung vào tìm hiểu những khái niệm cơ bản như văn hóa, giao tiếp liên văn hóa và giao tiếp xuyên văn hóa. Sinh viên được yêu cầu đọc trước tài liệu trước khi đến lớp và chuẩn bị những ý tưởng cho thảo luận hay thắc mắc trong giờ giảng. Và họ sẽ tìm ra nguồn gốc các thiên kiến văn hóa, sự định kiến và phiên diện trong các phán đoán về các hành vi ứng xử của nhau của những con người cùng trong môi trường làm việc và học tập đa văn hóa. Bên cạnh đó, các cuộc thảo luận nhóm và các bài tập tình huống phong phú sẽ làm bộc lộ những khe hở có thể gây hiểu nhầm do các yếu tố: giai cấp, giới, chủng tộc, sự nắm giữ quyền lực hay các nhóm đặc quyền đặc lợi nhất định. Từ lý thuyết đến thực tiễn gồm nhiều trường hợp giao tiếp liên văn hóa cụ thể hằng ngày sẽ giúp sinh viên hiểu rõ rằng họ phải biết về văn hóa của chính họ với các giả định tương ứng, trên cơ sở đó họ trang bị cho mình một quan điểm toàn diện về thế giới, chấp nhận sự đa dạng và tôn trọng những giá trị văn hóa của những thành viên thuộc nhóm văn hóa khác. Môn học khuyến khích tư duy sáng tạo khi mô tả và diễn giải các khó khăn trong tình huống phức tạp để tìm giải pháp thỏa mãn nhất. Cuối cùng, môn học giao tiếp xuyên văn hóa cũng nhắm đến những cảnh huống

thông thường đòi hỏi sự hiểu rõ khoảng cách giao tiếp cá nhân, tập quán làm việc, mê tín, tục lệ tang ma... của các nhóm văn hóa và cộng đồng khác để tránh những định kiến lệch lạc hay suy diễn cục bộ và tiến gần hơn nữa sự chấp nhận tính tương đối của văn hóa.

–The course begins with a focus on some key definitions culture, communication, intercultural and cross-cultural communication. Students are expected to read assigned materials ahead of class meetings and come with thoughts and questions. Then the students are required to trace the sources of cultural bias leading to stereotypes and then ethnocentrism. Further, the importance of self-awareness and self-reflexivity to gain a deeper understanding of the self and one's context at the interstices of gender, class, culture, race/ethnicity, religion, privilege, and power is highly illustrated via class discussion, group reading and project presentation. These activities connect theory to current events and case studies through careful analysis. In studying cross-cultural communication, it is vital to critically examine one's own cultural values and assumptions, which strongly influence one's worldview and interactions with members from different groups. We will then encourage the students to develop critical thinking regarding intercultural relations in order to better analyze and understand complex contexts. The class topics, the popular cross-cultural issues, such as personal spaces, work customs, death and funeral customs, superstitions... will foster, monitor and evaluate the extent to which students get close to cultural relativists.

#### **12.40. Văn minh Mỹ (American Civilization) – Mã MH: EL020IU**

– Số tín chỉ: 2

– Môn học trước: Đọc 2 (Mã MH: EL007IU), Viết 2 (Mã MH: EL008IU), Nghe 2 (Mã MH: EL009IU), Nói 2 (Mã MH: EL010IU)

– Mô tả nội dung môn học: Môn học nhằm cung cấp cho sinh viên một kiến thức nền tảng đầy đủ và những thông tin cập nhật về xã hội Mỹ về các phương diện, từ địa lý và môi trường, chính quyền và chính trị đến tôn giáo, giáo dục, truyền thông và nghệ thuật. Với nguồn tài liệu hỗ trợ và nghiên cứu tình huống phong phú, môn học Văn minh Mỹ bao gồm cả những kiến thức về cộng đồng Châu Á và Mỹ Latinh cũng như các hoạt động liên quan đến chính sách đối ngoại của Mỹ đối với, từ đó thiết lập nên mối quan hệ của nước Mỹ đối với thế giới.

–The course provides students with the perfect background and contemporary information on American society from geography and the environment, government and politics, to religion, education, media and the arts. With substantial illustrations and case studies, American Civilization includes expanded sections on Asian and Latino minorities and US foreign policy activities to help students establish connections between the U.S. and the world.

#### **12.41. Biên dịch 2 (Translation 2) – Mã MH: EL027IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Dịch (Mã MH: EL016IU)

– Mô tả nội dung môn học: Môn học cung cấp các văn bản thuộc các thể loại khác nhau, như văn xuôi, văn vần, các văn bản khoa học hay báo chí. Sinh viên phải dịch văn bản từ tiếng



Việt sang tiếng Anh và cải thiện từ vựng cũng như các kỹ năng, kiến thức cần thiết khác thông qua quá trình này.

–The course provides texts for translation in different genres, such as prose, poetry, academic or journalistic texts. Learners are expected to translate a text from Vietnamese into English and improve their vocabulary and other necessary skills and knowledge throughout the process.

#### **12.42. Thực tập 2 (Internship 2) – Mã MH: EL045IU**

–Số tín chỉ: 4

–Điều kiện tiên quyết:

Môn học trước: hoàn thành ít nhất 80 tín chỉ, Internship 1 (Mã MH: EL044IU)

–Mô tả nội dung môn học: Sinh viên có thể chọn thực tập tại nhiều môi trường khác nhau, ví dụ như các công ty nước ngoài, trường học, trung tâm ngoại ngữ, công ty du lịch, văn phòng dịch thuật v.v. Sinh viên phải làm việc với giáo viên chuyên ngành của mình và phụ trách thực tập để lên kế hoạch và mục tiêu cụ thể cho chuyến thực tập của mình. Chuyến thực tập phải có độ dài ít nhất là 40 ngày làm việc/320 giờ làm việc. Sinh viên sẽ thực sự tham gia vào những công việc chuyên môn tại nơi thực tập theo sự phân công của người hướng dẫn của mình. Những công việc như photocopy, trả lời điện thoại v.v. không được vượt quá 20% tổng khối lượng công việc hàng ngày của sinh viên. Sinh viên sẽ phải viết biên bản về các hoạt động mình đã tham gia trong tuần và một bản báo cáo cuối kỳ thực tập. Ngoài ra, sinh viên cũng sẽ được đánh giá bởi người hướng dẫn và cố vấn học tập của mình.

–Internships can be with a variety of host organizations, including foreign companies, high schools, foreign language centers, travel companies, translating offices etc. Students will have to work with professors in their concentration and the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 40 working days or 320 working hours is required. Students will have a chance to tackle professional tasks assigned by their Supervisors. No more than twenty percent of a student's daily work should be composed of tasks such as making copies, answering phones, etc. Specific deliverables include weekly journal entries reflecting the week's activities on the job, evaluation forms completed by students' Supervisor and Advisor, and a completed final report.

#### **12.43. Khóa luận tốt nghiệp (Thesis) – Mã MH: EL046IU**

–Số tín chỉ: 10

–Điều kiện tiên quyết: đã hoàn thành ít nhất 113 tín chỉ; Đã đáp ứng yêu cầu Ngoại ngữ 2; GPA tối thiểu 75.

–Môn tương đương: Capstone project (Mã MH: EL058IU)

–Mô tả nội dung môn học: Khóa luận tốt nghiệp do sinh viên thực hiện nghiên cứu độc lập dưới sự hướng dẫn của một giảng viên Khoa Ngôn ngữ. Luận văn trình bày kết quả nghiên cứu nhằm giải quyết một vấn đề thực tiễn trong lĩnh vực Ngôn ngữ học, Giảng dạy hoặc Biên – Phiên dịch tiếng Anh. Sinh viên bảo vệ kết quả nghiên cứu đạt được trước Hội đồng bảo vệ

luận văn tốt nghiệp do Khoa Ngôn ngữ thành lập và được Hiệu trưởng trường Đại học Quốc tế cấp quyết định.

– A thesis is an independent research project which a student carries out under the supervision of a full-time lecturer in the School of Languages. This written document presents the results of a research project aimed at addressing a practical problem or issue in the field of Linguistics, English Teaching or Translation – Interpretation. These results will be presented to a Thesis Committee set up by the School of Languages and authorized by the President of IU.

#### **12.44. Dự án tốt nghiệp (Capstone project) – Mã MH: EL058IU**

– Số tín chỉ: 10

– Điều kiện tiên quyết: đã hoàn thành ít nhất 113 tín chỉ; Đã đáp ứng yêu cầu Ngoại ngữ

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– Môn tương đương: Thesis (Mã MH: EL046IU)

– Mô tả nội dung môn học: Dự án tốt nghiệp do sinh viên thực hiện độc lập dưới sự hướng dẫn của một giảng viên Khoa Ngôn ngữ. Dự án trình bày sản phẩm nhằm giải quyết một vấn đề thực tiễn trong lĩnh vực Ngôn ngữ học, Giảng dạy hoặc Biên – Phiên dịch tiếng Anh. Sinh viên bảo vệ sản phẩm dự án đạt được trước Hội đồng bảo vệ dự án tốt nghiệp do Khoa Ngôn ngữ thành lập và được Hiệu trưởng trường Đại học Quốc tế cấp quyết định.

– A capstone project is an independent project which a student carries out under the supervision of a full-time lecturer in the School of Languages. This written document presents the product of a project aimed at addressing a practical problem or issue in the field of Linguistics, English Teaching or Translation – Interpretation. These products will be presented to a Project Committee set up by the School of Languages and authorized by the President of IU.

#### **12.45. Ngữ pháp chức năng (Functional Grammar) – Mã MH: EL028IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Môn học này sẽ giúp sinh viên hiểu và đánh giá văn bản trong bối cảnh cụ thể. Môn học sẽ giúp sinh viên xác định các mối quan hệ giữa ngữ pháp và ý nghĩa trong ngôn bản và văn bản. Lý thuyết môn học tập trung vào các chức năng của ngôn ngữ biểu đạt các trạng thái và hoạt động, tương tác và tạo ra diễn ngôn. Môn học làm tăng nhận thức của sinh viên về cách thức ngôn ngữ truyền đạt ý nghĩa thông qua sự lựa chọn về từ và cấu trúc ngữ pháp trong những tình huống cụ thể. Môn học bao gồm các phân tích của các văn bản xác thực. Sinh viên kết thúc khóa học sẽ có thể kiểm tra tính hiệu quả của ngôn bản và văn bản theo mục đích giao tiếp, chức năng xã hội và vị trí trong thế giới thực.

– This course will enable students to understand and evaluate how texts function in particular contexts. The course will help students identify the relationship between grammar and meaning in written and spoken discourse. The theory focuses on the functions of language in representing states and activities, in interaction and in creating discourse. It raises students'

awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. It includes analyses of authentic texts. Students finishing the course will be able to examine the effectiveness of written and spoken discourse according to their communicative purpose, social functions and placement in the material world.

#### **12.46. Ngữ dụng học (Pragmatics) – Mã MH: EL029IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Khoá học được thiết kế cho 15 tuần học, với nội dung về lý thuyết chung của ngữ dụng học và vai trò của ngữ dụng khi xem xét phân tích nghĩa và đặc tính phổ quát của ngữ nghĩa. Khoá học giới thiệu lý thuyết ngữ dụng học và những cơ sở để phân tích lời nói. Về nội dung kiến thức và kỹ năng, chương trình từng bước sẽ trả lời câu hỏi Ngữ dụng học là gì, sau đó sẽ đưa sinh viên vào những ngữ cảnh cụ thể của lời nói, trong đó những yếu tố tác động của ngữ dụng sẽ được nhận diện, phân tích phương diện tác động lên nội dung cấu trúc nghĩa của ngôn ngữ lời nói đó để hiểu lời nói đó một cách đầy đủ. Ngoài ra, kỹ năng tư duy biện luận cho sinh viên muốn nghiên cứu về ngôn ngữ ứng dụng được lồng ghép vào nội dung chương trình theo chủ đề chung của nội dung kiến thức. Nội dung đọc tóm tắt những nghiên cứu sẽ là một phần bắt buộc để khơi gợi sinh viên bước đầu suy nghĩ và đánh giá những kết quả nghiên cứu để liên hệ với kiến thức liên quan, đã hoặc sẽ giới thiệu trong giờ thảo luận trong lớp. Chủ đề của chương trình học bao gồm hàm ý, mối quan hệ của hàm ý, hàm ý trong giao tiếp, tiền đề của lời nói, hàm ý trong quy ước, và ngữ vi. Sinh viên sẽ thảo luận theo từng chủ đề trên, liên hệ những hiểu biết có được từ việc đọc các bài nghiên cứu, sau đó đánh giá và viết bài thu hoạch.

– The 15-week course is designed to introduce the role of pragmatics in a general linguistic theory of meaning, as well as discussing a number of pragmatic universals and features of meaning about that role. The course offers an introduction of pragmatic theories and phenomena as a background for adequate analysis to understand utterances. It starts by addressing the question of what pragmatics is concerned with. It will then have students relate the context of utterances and its interaction with conventional semantic content in light of basic analyses of pragmatic phenomena: implication, implication relations, conversational implicatures, presuppositions, deixis, conventional implicatures, and speech acts. In each subject area, students will be connected to a discussion, and challenged by the survey. Then they will get involved in critical reading work.

#### **12.47. Phân tích diễn ngôn (Discourse Analysis) – Mã MH: EL030IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Môn học này giới thiệu các phương pháp chính được sử dụng rộng rãi nhất để thảo luận phân tích, nhằm mục đích phát triển tư duy lý luận của sinh viên về diễn ngôn được sử dụng trong bối cảnh, phản ánh và định hình thể giới quan. Môn học dựa

trên sự hiểu biết của sinh viên về các khái niệm ngôn ngữ cơ bản và cung cấp cho sinh viên các công cụ phân tích để khám phá tính năng của ngôn bản và văn bản. Sinh viên sẽ có cơ hội để áp dụng các lý thuyết và kỹ năng phân tích trong các ngữ cảnh và các loại văn bản. Môn học được thiết kế để phù hợp với nhu cầu của sinh viên từ một phạm vi rộng các lĩnh vực liên ngành bao gồm Ngôn ngữ học, Ngôn ngữ học ứng dụng, phương pháp giảng dạy tiếng Anh và khoa học xã hội.

– This course introduces the main and most widely used approaches to discourse analysis. It aims to develop learners’ critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students’ prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts. Students will have the opportunity to apply theories and their analytical skills in a wide range of contexts and text types. The course is designed to suit the needs of learners from a broad range of disciplinary areas including linguistics, applied linguistics, TESOL and social sciences.

#### **12.48. Ngôn ngữ xã hội học (Sociolinguistics) – Mã MH: EL031IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

– Mô tả nội dung môn học: Để giúp sinh viên có thể liên kết mạch lạc những kiến thức sẽ được phân theo phần và mục, chương trình học sẽ giới thiệu tổng quan các khái niệm quan trọng và những vấn đề giới nghiên cứu đang quan tâm thuộc lĩnh vực ngôn ngữ và các biến thể của ngôn ngữ, ngôn ngữ và xã hội, và ngôn ngữ học xã hội và xã hội học ngôn ngữ. Trước hết khoá học sẽ dành cho những vấn đề về các biến thể của ngôn ngữ xét theo người sử dụng ngôn ngữ nhằm giúp sinh viên tìm hiểu đặc điểm cố hữu của lệch chuẩn trong sử dụng ngôn ngữ, cũng như các yếu tố tạo các dạng thức sử dụng của một ngôn ngữ. Ở phần này chương trình bao gồm ngôn ngữ chuẩn và ngôn ngữ lệch chuẩn, các mã ngôn ngữ và hiện tượng chuyển qua lại giữa các mã ngôn ngữ, và cộng đồng ngôn ngữ. Phần hai của chương trình sẽ giải thích cho vấn đề hình thành các ngôn ngữ lệch chuẩn trong sử dụng. Các chủ đề của 3 phần này sẽ là thái độ quan điểm khác nhau về sử dụng ngôn ngữ chuẩn và ngôn ngữ lệch chuẩn, yếu tố nhân chủng trong quá trình sử dụng ngôn ngữ trong giao tiếp, ngữ dụng học và tính lịch sự trong lời nói, và việc phân tích các đối thoại.

– Sau khi hoàn thành chương trình sinh viên có thể làm được những việc sau:

- + Có thể nhận biết những mối quan hệ chính giữa ngôn ngữ và xã hội
- + Định nghĩa được những khái niệm cơ bản dùng để phân tích được những mối quan hệ này của Ngôn ngữ học xã hội
- + Nhận ra được những đặc điểm chính của những nghiên cứu về các phiên bản khác nhau của một ngôn ngữ
- + Mô tả được những phương pháp nghiên cứu phổ biến nhất dành cho những nghiên cứu về ngôn ngữ trên phương diện xã hội

– To provide students a general introduction to sociolinguistics, the course presents general concerns and basic concepts in language and variation, language and society, and

sociolinguistics and sociology of language, as well as scientific investigation. The course first deals with language variation according to users and the inherent variety. It explores factors that contribute to language change. It includes languages and dialects, pidgins and creoles, codes and code-switch, and speech communities. The second part of the course deals with the variation according to use. The topics include language attitudes, ethnography of speaking, pragmatics and politeness, and analyzing conversations.

- Students who pass this course should be able to:
- + Outline the major relationships between language and society [LSEP]
- + Define the main sociolinguistic concepts used to analyze these relationships
- + Identify the main features of studies of sociolinguistic variation
- + Describe the most common methodologies for studying language in society

#### **12.49. Ngôn ngữ học so sánh (Comparative Linguistics) – Mã MH: EL032IU**

- Số tín chỉ: 3

- Điều kiện tiên quyết: Nhập môn Ngôn ngữ học (Mã MH: EL013IU)

- Môn học song hành: Ngữ âm và Âm vị học (Mã MH: EL022IU), Hình vị học (Mã MH: EL023IU), Cú pháp học (Mã MH: EL024IU), Ngữ nghĩa học (Mã MH: EL025IU)

- Mô tả nội dung môn học: Môn học này cung cấp các nhận xét quan trọng về một số tác động trong các tình huống tiếp xúc ngôn ngữ, cách xử lý chi tiết các vấn đề liên quan đến sự thay đổi ngữ nghĩa và hình thái và tái cấu trúc ngôn ngữ. Môn học giúp khám phá các loại các bất thường trong sự thay đổi âm thanh và lý giải những thay đổi này, trong so sánh và đối chiếu các ngôn ngữ.

- This course provides a critical commentary on some implications of kinds of language contact situations, which are explored. Detailed treatments are offered of issues involved in semantic and morphological change and reconstruction. The course explores different kinds of irregularity in sound change and the diverse motivations for such changes, all in the context of comparative reconstruction.

#### **12.50. Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Nói (ELT methods and techniques – Teaching Listening and Speaking) – Mã MH: EL033IU**

- Số tín chỉ: 3

- Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)

- Mô tả nội dung môn học: Nội dung môn học bao gồm những kiến thức về: các thể loại nghe và nói khác nhau và những khó khăn mà người học gặp phải khi học hai kỹ năng này; sơ lược các phương pháp giảng dạy kỹ năng nghe và nói; chiến lược nghe và các loại bài tập nghe; tiến trình giảng dạy kỹ năng nghe và nói; các phương thức giúp người học phát triển kỹ năng nghe và nói bên ngoài lớp học.

- The course contents include various types of Listening and Speaking and obstacles of learners when learning these skills; a guide through different methods of teaching Listening and Speaking; Listening strategies and different types of Listening exercises; the sequences/

stages of teaching Listening and Speaking; ways for learners to practice and improve Listening and Speaking skills outside classroom boundary.

### **12.51. Phương pháp giảng dạy Tiếng Anh – Kỹ năng Đọc và Viết (ELT methods and techniques – Teaching Reading and Writing) – Mã MH: EL034IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)

– Mô tả nội dung môn học: Nội dung khóa học bao gồm những kiến thức về định nghĩa kỹ năng đọc, văn hóa đọc; các đặc điểm của người đọc theo từng cấp độ; các nguyên lý trong việc giảng dạy từng cấp độ đọc khác nhau; các vấn đề cốt lõi trong việc giảng dạy kỹ năng đọc; các khái niệm trong việc giảng dạy môn viết như là ngôn ngữ thứ 2; những khác biệt giữa cách viết ngôn ngữ mẹ đẻ và ngôn ngữ thứ 2 và các nguyên lý dạy viết; các dạng bài tập viết trong lớp học viết ngôn ngữ thứ 2; soạn giáo án dạy viết và phản hồi ý kiến cho các bài viết của sinh viên.

– The course contents include: definitions of reading; culture of reading; styles of reading; reading strategies for readers; characteristics of each level of readers; principles for teaching each level reading; key issues in teaching reading; concepts in L2 writing teaching; differences between second and first language writers and writing; principles for teaching writing; tasks in the L2 writing class; planning writing lessons; responding to student writing.

### **12.52. Phương pháp giảng dạy tiếng Anh – Từ vựng và Ngữ pháp (ELT methods and techniques – Teaching Vocabulary and Grammar) – Mã MH: EL035IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)

– Mô tả nội dung môn học: Khóa học đề cập các vấn đề trong giảng dạy từ vựng và ngữ pháp bằng cách cung cấp cái nhìn tổng quan về các nguyên tắc cơ bản của việc dạy từ vựng và ngữ pháp, sau đó giới thiệu một loạt các phương pháp tiếp cận trong việc giảng dạy từ vựng và ngữ pháp. Trọng tâm của khóa học là thực hành thông qua các thảo luận về các quy trình cụ thể, các kỹ thuật, và những hoạt động mà giáo viên có thể sử dụng để nâng cao kiến thức của mình cũng như để phát triển kỹ năng lớp học.

– The course attempts to shed light on the vocabulary and grammar teaching issues by containing a brief overview of the principles underlying the acquisition of vocabulary and grammar in a second language, then introducing a range of approaches to teaching vocabulary and grammar; but the emphasis of the course is necessarily practice by discussing specific procedures, a wide variety of techniques, and a number of activities that teachers-to-be can employ to improve their knowledge as well as to develop their classroom skills.

### **12.53. Đánh giá và kiểm tra ngôn ngữ (Language Assessment and Testing) – Mã MH: EL036IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)

– Mô tả nội dung môn học: Khóa học bao gồm các khái niệm cơ bản trong đánh giá và kiểm tra ngôn ngữ, phân tích các công cụ và quy trình khảo thí cho các mục đích cụ thể, đặc biệt chú ý đến khảo thí trong môi trường giáo dục. Nội dung khóa học liên quan đến việc đánh giá ngôn ngữ trong nhiều tình huống khác nhau như trường học, giáo dục học viên lớn, và công việc. Do đó, sinh viên có ý định trở thành giáo viên, cán bộ kiểm tra, cán bộ nhân sự, hoặc thậm chí đơn giản là phụ huynh đánh giá quá trình học tập ngôn ngữ của con mình trong tương lai sẽ tìm thấy khóa học hữu ích và thiết thực.

– The course includes fundamental concepts in second language testing and assessment, and a critical analysis of testing instruments and procedures for specific purposes, with particular attention to test use in educational settings. Student will find the course content relate to assessment in second languages in various situations such as schools, adult education, and work settings. Therefore, students with the intention of becoming teachers, test designers, HR officers, or even just parents to assess their own child's language learning progress in the future would find the course useful and practical.

#### **12.54. Ứng dụng công nghệ thông tin trong giảng dạy (Technology Enhanced Language Learning (TELL)) – Mã MH: EL037IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)

– Mô tả nội dung môn học: Nội dung môn học bao gồm những kiến thức về: Công Nghệ và việc học ngôn ngữ; Công nghệ và giao tiếp; cách thức áp dụng ngôn ngữ vào việc dạy và tìm kiếm tư liệu giảng dạy choa kĩ năng nghe và nói; các kĩ năng và chiến thuật trong việc đọc ngôn ngữ thứ 2; việc ứng dụng công nghệ vào việc dạy và học kĩ năng đọc; các phương pháp dạy kĩ năng viết đương đại; cách thức công nghệ làm thay đổi cách viết; việc sử dụng công nghệ vào việc dạy và phê các bài viết của người học; công nghệ và các học viên trẻ; các hoạt động trong việc dạy từ vựng và văn phạm; việc sử dụng Powerpoint trong lớp học; tầm ảnh hưởng của công nghệ trên việc đáng giá; chọn và sử dụng các tài liệu giảng dạy Tiếng Anh.

– The course contents include Technology and language learning; Technology and communication; how to apply technology to teach and look for materials for listening and speaking skills; skills and strategies in second language reading; using technology to learn and teach reading skills; current approaches to the teaching of writing; how technology is changing the way we write; using technology to teach writing and give feedbacks on learners' writing; Technology and young learners; activities for teaching vocabulary and grammar; using Powerpoint in the classroom (handout); how technology affects assessment; choosing and using TELL materials.

#### **12.55. Giảng dạy tiếng Anh cho trẻ em (Teaching English to Young Learners) – Mã MH: EL038IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)

– Mô tả nội dung môn học: Xét về mặt lý thuyết, đầu khóa học sẽ xác định học viên trẻ là ai; sau đó trình bày sự khác biệt giữa các học viên trẻ và học viên người lớn để giáo viên có thể lựa chọn các phương pháp dạy học phù hợp; tiếp theo xem xét kỹ lưỡng vào các hoạt động thiết thực phù hợp cho trẻ em trong mỗi kỹ năng ngôn ngữ; và cuối cùng giải thích cách thiết kế, điều chỉnh, và đánh giá giáo án dạy 4 kỹ năng tích hợp cho trẻ em. Song song với những kiến thức sư phạm, sinh viên cũng được giới thiệu cách để quản lý một lớp học và để tương tác với cha mẹ / người chăm sóc, hai tính chất đặc biệt của một lớp học ngôn ngữ dành cho trẻ em.

– Về mặt thực tiễn, thông qua nhiều tiết học dự thính với kinh nghiệm thực tiễn, khóa học sẽ xây dựng các kỹ năng thực hành cho sinh viên thông qua việc thiết kế hoạt động giảng dạy, lập kế hoạch giáo án, tiến hành một tiết dạy thử, và tự đánh giá cũng như đưa ra ý kiến phản hồi sau khi giảng dạy.

– In terms of theory, the course will first define who young learners are; then present the difference between young learners and adult learners in order for teachers to opt for the appropriate teaching methods; next scrutinize into practical activities suitable for children in each language skill; and finally explain the ways to design, adapt, and evaluate lesson plans in teaching 4 integrated skills to young learners. Parallel with the pedagogical knowledge, students are also introduced ways to manage a classroom and to interact with parents/caregivers, which are the two distinctive features of a language classroom of young learners.

– In terms of practicality, through a good number of periods of observation and hands-on experience, this course will build up students' practical skills in designing activities for each language skill, planning a lesson plan, conducting a demo-teach, and self-assessing as well as giving peer feedback after the teaching.

### **12.56. Phiên dịch 1 (Interpreting 1) – Mã MH: EL039IU**

– Số tín chỉ: 3

– Môn học trước: Nhập môn Dịch (Mã MH: EL016IU)

– Mô tả nội dung môn học: Phiên dịch 1 được học sau các môn Nhập môn Dịch, Biên dịch 1 và Biên dịch 2 và là môn học đầu tiên tập trung vào ngành phiên dịch. Khóa học giới thiệu khái niệm cơ bản về phiên dịch và phân biệt phiên dịch với biên dịch. Khóa học cung cấp kiến thức về các cấp độ, thể loại và kỹ thuật phiên dịch khác nhau. Đồng thời, người học được thực hành phiên dịch với đa dạng các chủ đề trong nhiều lĩnh vực thông qua các đoạn băng và phim ngắn. Khóa học chú trọng phiên dịch cả Anh – Việt và Việt – Anh.

– Interpretation 1 is the following course after Introduction to Translation, Translation 1 and Translation 2 in the expertise of translation and interpretation in the program; nevertheless, it is the first course in the field of interpretation. Therefore, the course introduces the concept of interpreting or interpretation and contrast it with that of translation. It also presents different interpreting levels, types and fundamental techniques. Finally, it provides adequate practice with a wide range of topics in various fields. Short audio texts or video clips are used in the



course. Authentic contexts for interpreting practice are encouraged. The focus of the course is both English – Vietnamese and Vietnamese – English.

### **12.57. Phiên dịch 2 (Interpreting 2) – Mã MH: EL040IU**

– Số tín chỉ: 3

– Môn học trước: Phiên dịch 1 (Mã MH: EL039IU)

– Mô tả nội dung môn học: Phiên dịch 2 được học sau môn Phiên dịch 1. Khóa học giới thiệu những kỹ năng phiên dịch ở cấp độ cao hơn. Khóa học cũng giới thiệu những vấn đề phức tạp hơn liên quan đến dịch thuật như là các biện pháp tu từ, câu trích dẫn, sự hài hước, v.v. Những đoạn băng và phim được sử dụng trong khóa học dài và khó hơn. Khóa học chú trọng đến phiên dịch cả Anh – Việt và Việt – Anh.

– Interpretation 2 is the following course after Interpretation 1 in the expertise of translation and interpretation. The course presents interpreting techniques at a higher level. More complex aspects of interpreting such as figures of speech, quotations, humor, etc. are also discussed and analyzed. Furthermore, the course provides longer and more complicated practice in the fields of politics, economics and other formal situations. Long audio texts and video clips are used. Authentic texts are highly encouraged. The focus of the course is both English – Vietnamese and Vietnamese – English.

### **12.58. Biên dịch nâng cao (Advanced Translation) – Mã MH: EL041IU**

– Số tín chỉ: 3

– Môn học trước: Biên dịch 1 (Mã MH: EL026IU) và Biên dịch 2 (Mã MH: EL027IU)

– Mô tả nội dung môn học: Môn học này theo sau Nhập môn dịch, Biên dịch 1, và Biên dịch 2, và được dạy song song với Dịch thuật trong Báo Chí, Dịch thuật trong Du lịch, và Dịch thuật trong Thương mại. Môn học này bao gồm 2 phần: phần đầu nhắc lại các khái niệm cơ bản đã được dạy trong các khóa trước như đơn vị dịch, quá trình dịch, các loại nghĩa. Phần thứ hai nâng cao nhận thức của sinh viên về các vấn đề như thể loại văn bản, ngữ vực, diễn ngôn, và ý thức hệ trong dịch thuật. Sinh viên phải áp dụng được các kiến thức này vào việc dịch / đánh giá văn bản dịch trong tiếng Việt và tiếng Anh trong các lĩnh vực khác nhau (ví dụ: báo chí, du lịch, kinh doanh).

– This course follows Introduction to Translation, Translation 1, and Translation 2 and is taught in parallel with Translation in Journalism, Translation in Tourism, and Translation in Business. It includes two main components; the first is a revisit to key concepts that have been taught in previous courses such as translation units, translation strategies, meanings. The second section raises the students' awareness of such issues as text types, registers, discourse, and ideology in translation. Students are expected to be able to apply the knowledge into providing and evaluating translated texts of different fields (e.g. journalism, tourism, or business) from/to English and Vietnamese.

### **12.59. Dịch thuật trong Kinh doanh (Translation in Business) – Mã MH: EL042IU**

– Số tín chỉ: 3

– Môn học trước: Biên dịch 1 (Mã MH: EL026IU) và Biên dịch 2 (Mã MH: EL027IU)

– Mô tả nội dung môn học: Môn học cung cấp những kỹ thuật biên dịch và thực hành biên dịch trong lĩnh vực tiếng Anh thương mại. Nhiều thể loại văn bản thương mại như thư tín, fax, thư điện tử, nhãn hiệu, danh thiếp, hợp đồng thương mại, v.v được giới thiệu và phân tích để có những bản dịch phù hợp.

– The course provides translation techniques and practice in the specialized field of English business. In particular, different kinds of business texts like telex, fax, email, trademark, name cards, business contracts, etc. are introduced and analyzed in order that appropriate translation versions can be reached.

#### **12.60. Dịch thuật trong Báo chí (Translation in Journalism) – Mã MH: EL043IU**

– Số tín chỉ: 3

– Môn học trước: Biên dịch 1 (Mã MH: EL026IU) và Biên dịch 2 (Mã MH: EL027IU)

– Mô tả nội dung môn học: Môn học dạy sinh viên cách dịch các văn bản báo chí giữa tiếng Anh và tiếng Việt. Sinh viên sẽ có thể đảm nhận việc dịch thuật Anh-Việt các tin tức quốc tế, phóng sự, quảng cáo, và các văn bản khác thuộc cùng thể loại báo chí.

– This course is to train students in the translation of journalistic texts between English and Vietnamese. Students will be able to handle with confidence English-Vietnamese translation of international news stories, features, advertisements, and so on.

#### **12.61. Nhập môn Quản trị kinh doanh (Introduction to Business Administration) – Mã MH: BA115IU**

– Số tín chỉ: 3

– Môn học trước: Thực tập 1 (Mã MH: EL044IU)

– Mô tả nội dung môn học: Môn học này giới thiệu sinh viên tính chất đa dạng của ngành kinh doanh, đồng thời trang bị kiến thức cho sinh viên làm nền tảng cho các môn học chuyên ngành như Tiếp thị, Quản trị, Tổ chức nhân sự. Môn học cũng giúp sinh viên nhận thức rõ hơn các vấn đề toàn cầu. Môn học này sử dụng phương pháp học tập tương tác và giảng dạy dựa trên cách thức giải quyết vấn đề; khai thác tính chủ đạo của giảng viên và tính chủ động của sinh viên. Các tài liệu bài giảng được cung cấp cho sinh viên qua hệ thống đa phương tiện giúp việc dạy-học đạt hiệu quả cao. Các bài thuyết trình và thảo luận mang tính thực tiễn giúp làm rõ các lý thuyết và khái niệm thông qua các nghiên cứu tình huống của các doanh nghiệp trong bối cảnh kinh doanh thực sự. Ngoài ra trong tiến trình môn học còn có khách mời đến thuyết trình các chủ đề được lựa chọn là các chuyên gia, doanh nhân giàu kinh nghiệm thực tế.

– This course is to introduce students to the complexities and the multi-dimensional aspects of business. It attempts to give familiarity as well as an applied understanding of each of the core subject areas: Marketing, Management, and Human Resource. It also increases the students' awareness of global issues. Employing the interactive learning and problem-based teaching approach, this course emphasises the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students

to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise company case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real business context. Students will present the case to the class and discuss with the peers. Guest speakers are invited to talk about selected topics or real life experiences.

#### **12.62. Nhập môn Tổng quan ngành quản trị khách sạn – nhà hàng (Introduction to Hospitality Industry) – Mã MH: BA198IU**

– Số tín chỉ: 3

– Môn học trước: Thực tập 1 (Mã MH: EL044IU)

– Mô tả nội dung môn học: Môn học này giới thiệu cho sinh viên phần cơ bản của ngành dịch vụ chỗ ở và ẩm thực, nguồn gốc và sự khác biệt trong loại hình hoạt động của ngành. Môn học giúp sinh viên phân tích các xu hướng hiện tại và tương lai và tác động của ngành du lịch, đồng thời chú trọng đến tính chất năng động và sự thay đổi không ngừng của ngành là luôn tạo cơ hội học tập và phát triển nghề nghiệp. Ngoài ra, môn học còn giới thiệu vai trò và chức năng của các bộ phận khách sạn lớn cùng với các nguyên tắc quản lý cơ bản có liên quan bao gồm nhượng quyền thương mại, hợp đồng quản lý, tổ chức giới thiệu, chuỗi quyền sở hữu, và các tác động của toàn cầu hóa đối với ngành du lịch khách sạn.

– This course will provide students with a basic introduction to the lodging and food service industry, while emphasizing its dynamic and ever changing nature. In addition, it introduces the role and function of major hotel departments along with basic management principles involved.

#### **12.63. Văn học và Truyền thông (Literature and Communication) – Mã MH: EL059IU**

– Số tín chỉ: 3 tín chỉ.

– Mô tả nội dung môn học: Khóa học này nhằm mục đích đào tạo sinh viên cách sử dụng các yếu tố chính của văn học và giao tiếp để phát triển kỹ năng viết hiệu quả trong nhiều bối cảnh khác nhau. Cụ thể, học sinh sẽ sử dụng các yếu tố văn học để viết nội dung phù hợp nhằm giao tiếp hiệu quả với nhiều đối tượng khác nhau trong các lĩnh vực tiểu thuyết sáng tạo và phi hư cấu sáng tạo, cụ thể là văn học, nghệ thuật biểu diễn, truyền thông đại chúng, quan hệ công chúng, quảng cáo và các lĩnh vực khác.

– This course aims to train students to utilize the key elements of literature and communication to develop effective writing skills for various contexts. Specifically, students will utilize literary elements to write appropriate content for effective communication with a variety of audiences in the fields of creative fiction and creative non-fiction, namely literature, performing arts, mass media, public relations, advertising, and others.

#### **12.64. Thông hiểu truyền thông (Media Literacy) – Mã môn học: EL060IU**

– Số tín chỉ: 3 tín chỉ.

– Mô tả nội dung môn học: Khóa học này sẽ cung cấp cho sinh viên kiến thức và kỹ năng về cách nhận biết, phân tích, đánh giá và sử dụng hiệu quả các hình thức truyền thông khác nhau.

– This course will provide students with knowledge and skills on how to recognize, analyze, evaluate, and effectively use different forms of media.

**12.65. Các vấn đề toàn cầu đương đại (Contemporary Global Issues) – Mã MH: EL061IU**

– Số tín chỉ: 3 tín chỉ.

– Mô tả nội dung môn học: Khóa học này cung cấp cho sinh viên những kiến thức dẫn nhập về những vấn đề then chốt hiện nay trên phạm vi toàn cầu trong thời kỳ toàn cầu hóa, chuẩn bị cho sinh viên bước vào thị trường việc làm toàn cầu.

– This course provides students with an introduction to the key current issues on the global scale in the time of globalization, preparing students for a global employment market.

**TRƯỜNG KHOA**



**Nguyễn Huy Cường**

**KT. HIỆU TRƯỞNG  
PHÓ HIỆU TRƯỞNG**

**Đinh Đức Anh Vũ**

**Phụ lục 1**

**NỘI DUNG ĐIỀU CHỈNH CHƯƠNG TRÌNH ĐÀO TẠO NGÀNH NGÔN NGỮ ANH  
KHÓA 2024 SO VỚI KHÓA 2023  
(ĐỐI VỚI SINH VIÊN NGƯỜI VIỆT CÓ QUỐC TỊCH VIỆT NAM)  
(Kèm theo Quyết định số /QĐ-ĐHQT ngày tháng năm 2024  
của Hiệu trưởng trường Đại học Quốc tế)**

**1. Các môn học loại bỏ khỏi chương trình đào tạo**

Không có môn học loại bỏ khỏi chương trình đào tạo.

**2. Các môn học bổ sung vào chương trình đào tạo**

Bổ sung 03 môn học vào nhóm tự chọn (số tín chỉ tối thiểu cần đạt của nhóm tự chọn vẫn là 21 tín chỉ, không thay đổi số tín chỉ cần đạt tối thiểu của nhóm tự chọn):

- Môn EL059IU - Literature and Communication (Văn học và Truyền thông), 3 tín chỉ (3LT + 0TH).

- Môn EL060IU - Media Literacy (Thông hiểu truyền thông), 3 tín chỉ (3LT + 0TH).

- Môn EL061IU - Contemporary global issues (Các vấn đề toàn cầu đương đại), 3 tín chỉ (3LT + 0TH).

**3. Các điều chỉnh khác**

Cập nhật điều kiện tiên quyết:

- Thực tập quốc tế 1 (International Internship 1) – EL047IU

Môn học trước: Hoàn thành ít nhất 50 tín chỉ, Nhập môn Ngôn ngữ học (EL013IU), Nhập môn phương pháp giảng dạy tiếng Anh (EL014IU), Nhập môn Dịch (EL016IU)

- Thực tập 1 (Internship 1) – EL044IU

Môn học trước: Hoàn thành ít nhất 50 tín chỉ, Introduction to Linguistics (EL013IU), Introduction to English Teaching Methodology (EL014IU), Introduction to Translation (EL016IU)

- Thực tập 2 (Internship 2) – EL045IU

Môn học trước: Hoàn thành ít nhất 80 tín chỉ, Internship 1 (EL044IU)

**4. Hướng xử lý cho các sinh viên khóa cũ khi chưa học các môn học bị loại bỏ khỏi chương trình đào tạo**

Không có môn học loại bỏ khỏi chương trình đào tạo.

**Phụ lục 2**  
**ĐỀ CƯƠNG CHI TIẾT CÁC MÔN HỌC**  
(Kèm theo Quyết định số /QĐ-ĐHQT ngày tháng năm 2024  
của Hiệu trưởng trường Đại học Quốc tế)

(Sắp xếp thứ tự môn học theo Bảng 9)

1. PE015IU Principles of Marxism & Leninism
2. PE016IU Political economics of Marxism and Leninism
3. PE021IU General Law
4. PT001IU Physical Training 1
5. PE017IU Scientific socialism
6. EL001IU Reading 1 (B2-C1)
7. EL002IU Writing 1 (B2-C1)
8. EL003IU Listening 1 (B2-C1)
9. EL004IU Speaking 1 (B2-C1)
10. EL005IU Advanced Grammar
11. PT002IU Physical Training 2
12. PE008IU Critical Thinking
13. EL006IU Presentation Skills
14. EL007IU Reading 2 (C1-C2)
15. EL008IU Writing 2 (C1-C2)
16. EL009IU Listening 2 (C1-C2)
17. EL010IU Speaking 2 (C1-C2)
18. EL013IU Introduction to Linguistics
19. MP001IU Military Education
20. PE018IU History of Vietnamese Communist Party
21. PE010IU Vietnam History and Culture
22. EL012IU Research Methodology
23. EL016IU Introduction to Translation
24. EL022IU Phonetics and Phonology
25. EL023IU Morphology
26. PE019IU Ho Chi Minh's Thoughts
27. EL014IU Introduction to English Teaching Methodology
28. EL015IU Introduction to Literature
29. EL017IU Language and Culture
30. EL021IU Global Englishes

31. MA030IU Statistics for Social Sciences
32. EL047IU International Internship 1
33. EL019IU British Civilization
34. EL024IU Syntax
35. EL025IU Semantics
36. EL026IU Translation 1
37. EL044IU Internship 1
38. EL011IU Research Writing
39. EL018IU Cross-cultural Communication
40. EL020IU American Civilization
41. EL027IU Translation 2
42. EL045IU Internship 2
43. EL046IU Thesis
44. EL058IU Capstone project
45. EL028IU Functional Grammar
46. EL029IU Pragmatics
47. EL030IU Discourse Analysis
48. EL031IU Sociolinguistics
49. EL032IU Comparative Linguistics
50. EL033IU ELT methods and techniques – Teaching Listening & Speaking
51. EL034IU ELT methods and techniques – Teaching Reading & Writing
52. EL035IU ELT methods and techniques – Teaching Vocabulary & Grammar
53. EL036IU Language Assessment and Testing
54. EL037IU Technology Enhanced Language Learning (TELL)
55. EL038IU Teaching English to Young Learners
56. EL039IU Interpreting 1
57. EL040IU Interpreting 2
58. EL041IU Advanced Translation
59. EL042IU Translation in Business
60. EL043IU Translation in Journalism
61. BA115IU Introduction to Business Administration
62. BA198IU Introduction to Hospitality Industry
63. EL059IU Literature and Communication
64. EL060IU Media Literacy
65. EL061IU Contemporary global issues

## **ĐỀ CƯƠNG CHI TIẾT MÔN HỌC**

### **Triết học Mác-Lênin** (Philosophy Marx – Lenin)

#### **1. Thông tin chung**

Tên môn học (tiếng Việt):	Triết học Mác-Lênin
Tên môn học (tiếng Anh):	Philosophy Marx – Lenin
Mã số môn học:	PE015IU
Thuộc khối kiến thức:	Cơ sở
Số tín chỉ:	3
Số tiết lý thuyết:	30 (trên lớp)
Số tiết thực hành:	15 (trên lớp)
Số tiết tự học:	90 (về nhà)
Giảng viên phụ trách	Khoa Chính trị - Hành chính, ĐHQG-HCM

#### **2. Mục đích/mục tiêu môn học (Course Purposes/Aims)**

2.1. Môn học trang bị cho sinh viên những nội dung cơ bản về thế giới quan, phương pháp luận triết học Mác – Lênin.

2.2. Giúp cho sinh viên vận dụng những tri thức về thế giới quan, phương pháp luận triết học triết học Mác – Lênin một cách sáng tạo trong hoạt động nhận thức và thực tiễn, nhằm giải quyết những vấn đề mà đời sống xã hội của đất nước, của thời đại đang đặt ra.

#### **3. Mô tả môn học (Course Outlines)**

Môn học trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin

#### **4. Tài liệu phục vụ học tập:**

- Bộ Giáo dục và Đào tạo (2019), *Giáo trình Triết học Mác – Lênin*, Nxb.





Chính trị quốc gia, Hà Nội.

- Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

- Hội đồng Trung ương (2008), *Giáo trình Triết học Mác-Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

### 5. Chuẩn đầu ra môn học (Course Learning Outcomes)

Chuẩn đầu ra	Mô tả	Tiêu chí đánh giá	Mục tiêu môn học	Chuẩn đầu ra CDIO CTĐT	Mức độ giảng dạy (I/T/U)
<b>5.1. Kiến thức</b>					
LO.1	TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI	LO.1.1 - Khái lược được triết học, một số khái niệm cơ bản trong triết học LO.1.2 – Nhận biết được sự đối lập giữa chủ nghĩa duy vật và chủ nghĩa duy tâm trong việc giải quyết vấn đề cơ bản của triết học LO.1.3 – Nắm được chủ nghĩa duy vật biện chứng – hình thức phát triển cao nhất của chủ nghĩa duy vật biện chứng LO.1.4 – Nắm rõ được sự ra đời, đối tượng, chức năng và vai trò của triết học Mác - Lênin	2.1	1.1.3	I3
LO.2	CHỦ NGHĨA DUY VẬT BIỆN CHỨNG	LO.2.1- Hiểu rõ vật chất theo quan điểm của chủ nghĩa duy vật biện chứng LO.2.2 – Hiểu rõ ý thức theo quan điểm của chủ nghĩa duy vật biện chứng LO.2.3 – Giải quyết được mối quan hệ giữa vật chất và ý thức theo quan điểm của chủ nghĩa duy vật biện chứng LO.2.4 – Hiểu được phép biện chứng và phép biện chứng duy vật	2.1 2.1 2.1 2.1	1.1.3	T4



		LO.2.5 – Hiểu rõ được hai nguyên lý cơ bản của phép biện chứng duy vật và rút ra ý nghĩa phương pháp luận của từng nguyên lý	2.1 2.2		
		LO.2.6 – Hiểu rõ được các cặp phạm trù cơ bản của phép biện chứng duy vật và rút ra ý nghĩa phương pháp luận từng cặp phạm trù	2.1 2.2		
		LO.2.7 - Hiểu rõ được các quy luật cơ bản của cơ bản của phép biện chứng duy vật và rút ra ý nghĩa phương pháp luận từng quy luật	2.1 2.2	1.1.3	T4
		LO.2.8 - Hiểu rõ được thực tiễn, nhận thức, vai trò của thực tiễn đối với nhận thức và chân lý	2.1		
LO.3	CHỦ NGHĨA DUY VẬT LỊCH SỬ	LO.3.1 - Hiểu rõ được vai trò của sản xuất vật chất và phương thức sản xuất đối với sự tồn tại và phát triển xã hội	2.1 2.2	1.1.3	T4
		LO.3.2 - Hiểu rõ được mối quan hệ biện chứng giữa lực lượng sản xuất và quan hệ sản xuất			
		LO.3.3 - Hiểu rõ được mối quan hệ biện chứng giữa CSHT và KTTT; sự phát triển tự nhiên của các hình thái KT-XH			
		LO.3.4 - Hiểu rõ được giai cấp, đấu tranh giai cấp; dân tộc và mối quan hệ giữa giai cấp, dân tộc và nhân loại			
		LO.3.5 - Hiểu rõ được nhà nước và mạng xã hội			
		LO.3.6 - Hiểu rõ được mối quan hệ biện chứng giữa tồn tại xã hội và ý thức xã hội			



		LO.3.7 - Hiểu rõ được con người, bản chất con người; hiện tượng tha hóa và giải phóng con người; mối quan hệ giữa cá nhân và xã hội, vai trò của quần chúng nhân dân			
<b>5.2. Kỹ năng</b>					
LO.4	THỂ HIỆN KHẢ NĂNG KHÁI QUÁT HÓA, TƯ DUY, TRANH LUẬN, PHẢN BIỆN, LÀM VIỆC NHÓM	LO.4.1. Có kỹ năng khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống LO.4.2. Có kỹ năng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn LO.4.3. Có kỹ năng giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc	2.1 2.2	2.1.1 2.3.1  2.4.4  2.5 3.1.5	U4
<b>5.3. Thái độ</b>					
LO.5	THỂ HIỆN Ý THỨC, NHẬN THỨC TRONG VÀ SAU KHI HỌC TẬP	LO.5.1. Có ý thức trách nhiệm bảo vệ tính khoa học, cách mạng, nhân văn của CN Mác – Lênin LO.5.2. Có ý thức, trách nhiệm cá nhân đối với tập thể, cộng đồng LO.5.3. Có nhận thức về sự cần thiết học tập, nghiên cứu suốt đời và vận dụng nó trong cuộc sống.	2.1 2.2	3.1	U3





6. Kế hoạch giảng dạy theo buổi học (Course Plan):

TT (tiết)	Nội dung giảng dạy	LO	Hoạt động dạy và học	Đánh giá
1 (1 tiết)	<b>Giới thiệu về môn học</b>	LO.1, LO.4;	<b>Dạy:</b> - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm GHW) <b>Học ở lớp:</b> - Chia nhóm (5 SV/nhóm) - Giới thiệu nhóm học tập <b>Học ngoài lớp:</b> - Chọn đề tài thuyết trình của nhóm (GHW) - Đọc trước tài liệu chương 1.	
2 (15 tiết)	<b>Chương 1</b> <b>TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI</b>	LO.1; LO.4 LO.5	<b>Dạy:</b> I. TRIẾT HỌC VÀ VẤN ĐỀ CƠ BẢN CỦA TRIẾT HỌC 1. Khái lược về triết học 2. Vấn đề cơ bản của triết học 3. Biện chứng và siêu hình II. TRIẾT HỌC MÁC - LÊNIN VÀ VAI TRÒ CỦA TRIẾT HỌC MÁC - LÊNIN TRONG ĐỜI SỐNG XÃ HỘI 1. Sự ra đời và phát triển của triết học Mác - Lênin 2. Đối tượng và chức năng của triết học Mác - Lênin 3. Vai trò của triết học Mác - Lênin trong đời sống xã hội và trong sự nghiệp đổi mới ở Việt Nam hiện nay <b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp <b>Học ngoài lớp:</b> - Phác thảo nội dung thuyết trình nhóm GHW - Đọc trước tài liệu chương 2.	Thi giữa kỳ (Quiz)
3 (15 tiết)	<b>Chương 2</b> <b>CHỦ NGHĨA DUY VẬT BIỆN CHỨNG</b>	LO.2 LO.4 LO.5	<b>Dạy:</b> I. VẬT CHẤT VÀ Ý THỨC 1. Vật chất và các hình thức tồn tại của vật chất 2. Nguồn gốc, bản chất và kết cấu của ý thức 3. Mối quan hệ giữa vật chất và ý thức II. PHÉP BIỆN CHỨNG DUY VẬT 1. Hai loại hình biện chứng và phép biện chứng duy vật 2. Nội dung của phép biện chứng duy	Thi giữa kỳ (Quiz)  Thi cuối kỳ (FEX)



			<p>vật</p> <p><b>III. LÝ LUẬN NHẬN THỨC</b></p> <p>1. Các nguyên tắc của lý luận nhận thức duy vật biện chứng</p> <p>2. Nguồn gốc, bản chất của nhận thức</p> <p>3. Thực tiễn và vai trò của thực tiễn đối với nhận thức</p> <p>4. Các giai đoạn cơ bản của quá trình nhận thức</p> <p>5. Chân lý</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 3</p>	
4 (14 tiết)	<b>Chương 3</b> <b>CHỦ NGHĨA DUY VẬT LỊCH SỬ</b>	LO.3 LO.4 LO.5	<p><b>Dạy:</b></p> <p><b>I. HỌC THUYẾT HÌNH THÁI KINH TẾ - XÃ HỘI</b></p> <p>1. Sản xuất vật chất là cơ sở của sự tồn tại và phát triển xã hội</p> <p>2. Biện chứng giữa lực lượng sản xuất và quan hệ sản xuất</p> <p>3. Biện chứng giữa cơ sở hạ tầng và kiến trúc thượng tầng của xã hội</p> <p>4. Sự phát triển các hình thái kinh tế - xã hội là một quá trình lịch sử - tự nhiên</p> <p><b>II. GIAI CẤP VÀ DÂN TỘC 160</b></p> <p>1. Vấn đề giai cấp và đấu tranh giai cấp</p> <p>2. Dân tộc</p> <p>3. Mối quan hệ giai cấp - dân tộc - nhân loại</p> <p><b>III. NHÀ NƯỚC VÀ CÁCH MẠNG XÃ HỘI</b></p> <p>1. Nhà nước</p> <p>2. Cách mạng xã hội</p> <p><b>IV. Ý THỨC XÃ HỘI</b></p> <p>1. Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội</p> <p>2. Ý thức xã hội và kết cấu của ý thức xã hội</p> <p><b>V. TRIẾT HỌC VỀ CON NGƯỜI</b></p> <p>1. Khái niệm con người và bản chất con người</p> <p>2. Hiện tượng tha hóa con người và vấn đề giải phóng con người</p> <p>3. Quan hệ cá nhân và xã hội; vai trò của quần chúng nhân dân và lãnh tụ trong lịch sử</p> <p>4. Vấn đề con người trong sự nghiệp</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>



			<p>cách mạng ở Việt Nam</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Hoàn thiện bài thuyết trình</p>	
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## 7. Đánh giá môn học

ST T	Mã	Tên	Mô tả	Tỷ trọng	Hình thức	LO
1	GH W	Thuyết trình nhóm	Thuyết trình nhóm về đề tài đã phân công	15%	Thuyết trình và bản báo cáo nhóm	LO.2 LO.3 LO.4 LO.5
2	Quiz	Bài thi giữa kỳ	Thi theo đề thi chung	20%	Tự luận đề mở	LO.1 LO.2;
3	DIC	Thảo luận, chuyên cần tại lớp (Discussion in Class)	Điểm thảo luận được tính theo phương pháp tương đối. SV có số lần thảo luận tại lớp nhiều nhất sẽ được điểm tối đa, điểm của các bạn khác được tính dựa theo bạn có số lần thảo luận cao nhất.	15%	Phát biểu/đặt câu hỏi trên lớp hoặc phiếu trả lời trong các nghiên cứu tình huống tại lớp	LO.4 LO.5
4	FEX	Thi cuối kỳ	Đề thi bao quát toàn bộ nội dung môn học	50%	Tự luận đề đóng	LO.2; LO.3; LO.4;
			<b>Tổng cộng</b>	<b>100%</b>		

## 8. Tiêu chí đánh giá chuẩn đầu ra môn học

TT	Chuẩn đầu ra	Nội dung	Phương pháp	Tiêu chí đánh giá
LO.1	Nhận biết được sự đối lập giữa chủ nghĩa duy vật và chủ nghĩa duy tâm trong việc giải quyết vấn đề cơ bản của triết học; vai trò của triết học Mác - Lênin	Chương 1	Thi giữa kỳ (Quiz)	Ngân hàng đề thi của GV





LO.2 LO.4	Nắm rõ nội dung: Vật chất, ý thức và mối quan hệ giữa chúng; các nguyên lý, các quy luật và các phạm trù cơ bản của phép biện chứng duy vật	Chương 2	Thuyết trình nhóm (GHW)  Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm  Ngân hàng đề thi của GV
LO.3 LO.4	Nhận biết và nắm được nội dung của chủ nghĩa duy vật lịch sử	Chương 3	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của GV

### 9. Một số lưu ý khác:

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Hồ Chí Minh học & Lịch sử Đảng và Khoa Chính trị - Hành chính qua email: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)

- Quy định về Bài thuyết trình nhóm GHW

Thành lập nhóm: 5 sinh viên/nhóm. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.

Tuần 4 (buổi thứ 4) thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.

Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế. Có đầy đủ điểm kiểm tra, điểm thi kết thúc học phần & nhiệt tình thảo luận, phát biểu xây dựng bài, nghiêm túc trong giờ học.

TP. Hồ Chí Minh, ngày 07 tháng 02 năm 2020

KT. TRƯỞNG KHOA  
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường







## ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

### **Kinh tế chính trị Mác-Lênin** (Marxist – Leninist Political Economy)

#### 1. Thông tin chung

Tên môn học (tiếng Việt):	Kinh tế chính trị Mác-Lênin
Tên môn học (tiếng Anh):	Marxist – Leninist Political Economy
Mã số môn học:	PE016 IU
Thuộc khối kiến thức:	Cơ sở
Số tín chỉ:	2
Số tiết lý thuyết:	20 (trên lớp)
Số tiết thực hành:	10 (trên lớp)
Số tiết tự học:	60 (về nhà)
Môn học song hành:	1. Triết học Mác - Lênin
Giảng viên phụ trách:	Khoa Chính trị - Hành chính, ĐHQG-HCM

#### 2. Mục đích/mục tiêu môn học (Course Purposes/Aims)

- 2.1. Một là, trang bị cho sinh viên những kiến thức cơ bản, cốt lõi của Kinh tế chính trị Mác – Lênin trong bối cảnh phát triển kinh tế của đất nước và thế giới ngày nay. Đảm bảo tính cơ bản, hệ thống, khoa học, cập nhật tri thức mới, gắn với thực tiễn, tính sáng tạo, kỹ năng, tư duy, phẩm chất người học, tính liên thông khắc phục trùng lặp, tăng cường tích hợp và giảm tải, lược bớt những nội dung không còn phù hợp hoặc những nội dung mang tính kinh viện đối với sinh viên các trường Cao đẳng, Đại học không chuyên lý luận.
- 2.2. Hai là, trên cơ sở đó hình thành tư duy, kỹ năng phân tích, đánh giá và nhận diện bản chất của các quan hệ lợi ích kinh tế trong phát triển kinh tế - xã hội của đất nước góp phần giúp sinh viên xây dựng trách nhiệm xã hội phù hợp trong vị trí việc làm và cuộc sống sau khi ra trường.
- 2.3. Ba là, góp phần xây dựng lập trường, ý thức hệ tư tưởng Mác – Lê nin đối với sinh viên.



### 3. Mô tả môn học (Course Outlines)

Nội dung chương trình gồm 6 chương: Trong đó chương 1 bàn về đối tượng, phương pháp nghiên cứu và chức năng của Kinh tế chính trị Mác – Lênin. Từ chương 2 đến chương 6 trình bày nội dung cốt lõi của Kinh tế chính trị Mác – Lê nin theo mục tiêu của môn học. Cụ thể các vấn đề như: Hàng hóa, thị trường và vai trò của các chủ thể trong nền kinh tế thị trường; Sản xuất giá trị thặng dư trong nền kinh tế thị trường; Cạnh tranh và độc quyền trong nền kinh tế thị trường; Kinh tế thị trường định hướng xã hội chủ nghĩa và các quan hệ lợi ích kinh tế ở Việt Nam; Công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế ở Việt Nam.

### 4. Tài liệu phục vụ học tập:

- Tài liệu bắt buộc: Giáo trình kinh tế chính trị Mác – Lê nin dành cho bậc đại học không chuyên kinh tế chính trị.
- Tài liệu đọc thêm::
  - + Robert, JR và Robert F. Hebert (2003), Lịch sử các học thuyết kinh tế, Bản tiếng Việt, Nxb Thống kê.
  - + Viện Kinh tế chính trị học, Học viện Chính trị quốc gia Hồ Chí Minh (2018), Giáo trình Kinh tế chính trị Mác – Lê nin, NXB Lý luận Chính trị.
  - + Các. Mác – Ph. Ăng gen: Toàn tập, tập 20, tập 23, tập 25, Nxb Chính trị quốc gia, 1994.
  - + V.I.Lê nin toàn tập, tập 3, tập 27, NXB Tiến bộ Maxcova, 1976.
  - + Davig Begg, Stanley Fisher, Rudiger Dornbusch, Kinh tế học, Nhà xuất bản Giáo dục Hà Nội 1992.
  - + Đảng Cộng sản Việt Nam (2016), Văn kiện Đại hội Đại biểu toàn quốc lần thứ XII, Nxb Chính trị quốc gia, Hà Nội.
  - + Đảng Cộng sản Việt Nam (2016), Báo cáo tổng kết một số vấn đề lý luận – thực tiễn qua ba mươi năm đổi mới (1986 – 2016), NXB Chính trị quốc gia, Hà Nội.
  - + Đảng Cộng sản Việt Nam (2017), Nghị quyết số 11-NQ/TW ngày 03/6/2017 về: “Hoàn thiện thể chế kinh tế thị trường định hướng xã hội chủ nghĩa”
  - + Chỉ thị số 16/CT-TTg (2017) “về việc tăng cường năng lực tiếp cận cuộc cách mạng công nghiệp lần thứ 4”.
  - + Jeremy Rifkin (2014), Cuộc cách mạng công nghiệp lần thứ ba, bản dịch tiếng Việt, NXB Lao động xã hội.
  - + Manfred B. Steger (2011), Toàn cầu hóa, Nxb Tri thức.

+ Klaus Schwab (2015): Cách mạng công nghiệp lần thứ tư, Nxb Chính trị quốc gia – Sự thật, 2018.

### 5. Chuẩn đầu ra môn học (Course Learning Outcomes)

Chuẩn đầu ra	Mô tả	Tiêu chí đánh giá	Mục tiêu môn học	Chuẩn đầu ra CDIO CTĐT	Mức độ giảng dạy (I/T/U)
<b>5.1. Kiến thức</b>					
LO.1	ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU VÀ CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN	LO.1.1 –Nắm được sự hình thành và phát triển của Kinh tế chính trị Mác – Lênin LO.1.2 – Xác định được đối tượng nghiên cứu của kinh tế chính trị Mác – Lênin. LO.1.3 – Hiểu rõ được phương pháp nghiên cứu của kinh tế chính trị Mác – Lênin LO.1.4 – Hiểu rõ các chức năng của môn học kinh tế chính trị Mác – Lênin.	2.1		I3
LO.2	HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG.	LO.2.1- Hiểu rõ sản xuất hàng hóa và điều kiện ra đời của sản xuất hàng hóa LO.2.2 – Hiểu rõ hàng hóa, hai thuộc tính của hàng hóa và mối quan hệ giữa hai thuộc tính LO.2.3 – Hiểu rõ mối quan hệ giữa tính hai mặt của lao động sản xuất hàng hóa với hai thuộc tính của hàng hóa LO.2.4 – Hiểu rõ mặt chất và lượng của giá trị hàng hóa và các nhân tố ảnh hưởng đến lượng giá trị hàng hóa LO.2.5 – Hiểu rõ được nguồn gốc, bản chất và chức năng của tiền tệ. LO.2.6 – Hiểu rõ về thị trường, vai trò của thị trường, cơ chế thị trường và nền kinh tế thị trường.	2.1		T4





		LO.2.7 - Hiểu rõ được một số quy luật kinh tế chủ yếu của kinh tế thị trường.			
		LO.2.8 - Hiểu rõ vai trò của các chủ thể tham gia thị trường.			
LO.3	GIA TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG	LO.3.1 – Hiểu rõ được tư bản là gì, công thức chung của tư bản và mâu thuẫn công thức chung của tư bản.	2.1		
		LO.3.2 - Hiểu rõ được hàng hóa sức lao động là gì, tại sao nghiên cứu hàng hóa sức lao động giải quyết mâu thuẫn công thức chung của tư bản	2.1		
		LO.3.3 - Hiểu rõ được giá trị thặng dư là gì. Xác định được có mấy phương pháp sản xuất giá trị thặng dư.	2.1 2.3		
		LO.3.4 - Hiểu rõ được bản chất của tích lũy tư bản, nhưng nhân tố làm tăng quy mô tích lũy tư bản và hệ quả của tích lũy tư bản.	2.3		
		LO.3.5 - Hiểu rõ được các khái niệm: chi phí sản xuất, lợi nhuận, tỷ suất lợi nhuận, lợi nhuận bình quân, lợi nhuận thương nghiệp, các nhân tố ảnh hưởng đến tỷ suất lợi nhuận.	2.1		
		LO.3.6 - Hiểu rõ được lợi tức là gì.	2.1		
		LO.3.7 - Hiểu rõ được địa tô tư bản chủ nghĩa. Có mấy loại địa tô tư bản chủ nghĩa và giá cả ruộng đất.	2.1 2.3		
		LO.4.1 – Hiểu rõ được quan hệ giữa cạnh tranh và độc quyền trong nền kinh tế thị trường.	2.1		

LO.4	CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG	LO.4.2 - Hiểu rõ được nguyên nhân hình thành độc quyền trong nền kinh tế thị trường.	2.1.	T3
		LO.4.3 - Hiểu rõ được những đặc điểm kinh tế cơ bản của độc quyền trong chủ nghĩa tư bản theo quan điểm của V.I. Lênin	2.1	
		LO.4.4 - Hiểu rõ được nguyên nhân hình thành và phát triển của chủ nghĩa tư bản độc quyền nhà nước.	2.1	
		LO.4.5 - Hiểu rõ được bản chất của chủ nghĩa tư bản độc quyền nhà nước và những biểu hiện chủ yếu của độc quyền nhà nước trong chủ nghĩa tư bản.	2.3	
		LO.4.6 – Nắm được vai trò lịch sử của chủ nghĩa tư bản.	2.1	
LO.5	KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM	LO.5.1 – Hiểu rõ được khái niệm kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam	2.1	T4
		LO.5.2 - Hiểu rõ được tính tất yếu khách quan của việc phát triển kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam	2.1	
		LO.5.3 – Nắm được những đặc trưng của kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam.	2.1	
		LO.5.4 – Hiểu rõ thể chế kinh tế thị trường định hướng xã hội chủ nghĩa là gì và sự cần thiết phải hoàn thiện nó.	2.1	
		LO.5.5 – Nắm được những nội dung cơ bản của hoàn thiện thể chế kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam	2.1	
		LO.5.6 – Hiểu rõ được khái niệm lợi ích kinh tế và quan hệ lợi ích kinh tế	2.2	
		LO.5.7 – Hiểu rõ được vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích	2.1	
		LO.6.1 – Hiểu rõ được cách mạng công nghiệp là gì, khái quát được các cuộc cách mạng đã diễn ra trong lịch sử.	2.1	T4
		LO.6.2 - Hiểu rõ vai trò của cách mạng công nghiệp đối với sự phát	2.1	



LO.6	CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM	triển.			
		LO.6.3 – Hiểu được công nghiệp hóa là gì và các mô hình công nghiệp hóa tiêu biểu trên thế giới.	2.1		
		LO.6.4 – Hiểu rõ tính tất yếu khách quan của công nghiệp hóa, hiện đại hóa ở Việt Nam.	2.1		
		LO.6.5 – Nắm được những nội dung của công nghiệp hóa, hiện đại hóa ở Việt Nam.	2.1		
		LO.6.6 – Nắm được công nghiệp hóa, hiện đại hóa ở Việt Nam trong bối cảnh của cuộc cách mạng công nghiệp lần thứ 4.	2.3		
		LO.6.7 – Hiểu rõ được hội nhập kinh tế quốc tế là gì. Vì sao hội nhập kinh tế quốc tế là sự cần thiết khách quan.	2.1		
		LO.6.8 – Nắm được những nội dung và tác động tích cực và tiêu cực của hội nhập kinh tế quốc tế.	2.3		
		LO.6.9 – Nắm được phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế trong phát triển của Việt Nam	2.3		
5.2. Kỹ năng					
LO.7	THỂ HIỆN KHẢ NĂNG KHÁI QUÁT HÓA, TƯ DUY, TRANH LUẬN, PHẢN BIỆN, LÀM VIỆC NHÓM	LO.7.1. Có kỹ năng khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống			U4
		LO.7.2. Có kỹ năng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn	2.1 2.2		
		LO.7.3. Có kỹ năng giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc	2.4		
5.3. Thái độ					
LO.8	THỂ HIỆN Ý THỨC, NHẬN THỨC TRONG VÀ SAU KHI HỌC TẬP	LO.8.1. Có ý thức trách nhiệm bảo vệ tính khoa học, cách mạng, nhân văn của CN Mác – Lênin	2.1		U3
		LO.8.2. Có ý thức, trách nhiệm cá nhân đối với tập thể, cộng đồng	2.2 2.3		
		LO.8.3. Có nhận thức về sự cần thiết học tập, nghiên cứu suốt đời và vận			



		dụng nó trong cuộc sống.			
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**6. Kế hoạch giảng dạy theo buổi học (Course Plan):**

TT (tiết)	Nội dung giảng dạy	LO	Hoạt động dạy và học	Đánh giá
1 (1 tiết)	Giới thiệu về môn học	LO.1, LO.7;	<b>Dạy:</b> - Tự giới thiệu về giảng viên - Giới thiệu đề cương và tài liệu môn học - Hướng dẫn cách thức dạy và học và cách đánh giá. - Giới thiệu nội dung đề tài thuyết trình nhóm GHW) <b>Học ở lớp:</b> - Chia nhóm (5 SV/nhóm) - Giới thiệu nhóm học tập <b>Học ngoài lớp:</b> - Chọn đề tài thuyết trình của nhóm (GHW) - Đọc trước tài liệu chương 1.	
2 (2 tiết)	<b>Chương 1</b> <b>ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU VÀ CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN</b>	LO.1; LO.7 LO.8	<b>Dạy:</b> I. SỰ HÌNH THÀNH VÀ PHÁT TRIỂN CỦA KTCT MÁC – LÊNIN 1. Giai đoạn từ cổ đại đến thế kỷ 18 2. Giai đoạn từ sau thế kỷ 18 đến nay II. ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN. 1. Đối tượng nghiên cứu 2. Phương pháp nghiên cứu 3. Mục đích nghiên cứu III. CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN. 1. Chức năng nhận thức 2. Chức năng thực tiễn 3. Chức năng tư tưởng 4. Chức năng phương pháp luận <b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp. <b>Học ngoài lớp:</b> - Phác thảo nội dung thuyết trình nhóm	Thi giữa kỳ (Quiz)



			<p>GHW</p> <p>- Đọc trước tài liệu chương 2.</p>	
<p>3 (6 tiết)</p>	<p><b>Chương 2</b> <b>HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG.</b></p>	<p>LO.2 LO.7 LO.8</p>	<p><b>Dạy:</b></p> <p><b>I. LÝ LUẬN CỦA CÁC MÁC VỀ SẢN XUẤT HÀNG HÓA VÀ HÀNG HÓA.</b></p> <p>1. Sản xuất hàng hóa</p> <ul style="list-style-type: none"> <li>- Khái niệm sản xuất hàng hóa</li> <li>- Điều kiện ra đời của sản xuất hàng hóa.</li> </ul> <p>2. Hàng hóa</p> <ul style="list-style-type: none"> <li>- Khái niệm hàng hóa</li> <li>- Hai thuộc tính của hàng hóa</li> <li>- Lượng giá trị và các nhân tố ảnh hưởng đến lượng giá trị của hàng hóa</li> <li>- Tính hai mặt của lao động sản xuất hàng hóa.</li> </ul> <p>3. Tiền</p> <ul style="list-style-type: none"> <li>- Nguồn gốc và bản chất của tiền</li> <li>- Chức năng của tiền</li> </ul> <p>4. Dịch vụ và một số hàng hóa đặc biệt.</p> <p><b>II. THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG.</b></p> <p>1. Thị trường</p> <ul style="list-style-type: none"> <li>- Khái niệm về thị trường</li> <li>- Vai trò của thị trường.</li> <li>- Cơ chế thị trường</li> <li>- Nền kinh tế thị trường.</li> </ul> <p>2. Vai trò của các chủ thể tham gia thị trường.</p> <ul style="list-style-type: none"> <li>- Người sản xuất.</li> <li>- Người tiêu dùng.</li> <li>- Các chủ thể trung gian trong thị trường.</li> <li>- Nhà nước.</li> </ul> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 3</p>	<p>Thi giữa kỳ (Quiz)</p> <p>Thi cuối kỳ (FEX)</p>
<p>4 (6 tiết)</p>	<p><b>Chương 3</b> <b>GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG</b></p>	<p>LO.3 LO.7 LO.8</p>	<p><b>Dạy:</b></p> <p><b>I. LÝ LUẬN CỦA CÁC MÁC VỀ GIÁ TRỊ THẶNG DƯ.</b></p> <p>1. Nguồn gốc của giá trị thặng dư</p> <p>2. Bản chất của giá trị thặng dư</p> <p>3. Các phương pháp sản xuất giá trị thặng dư trong nền kinh tế thị trường tư bản chủ nghĩa.</p> <p><b>II. TÍCH LŨY TƯ BẢN.</b></p> <ul style="list-style-type: none"> <li>- Bản chất của tích lũy tư bản</li> <li>- Những nhân tố góp phần làm tăng quy mô tích lũy.</li> </ul>	<p>Thi giữa kỳ (Quiz)</p> <p>Thi cuối kỳ (FEX)</p>



			<p>- Một số hệ quả của tích lũy tư bản.</p> <p>III. CÁC HÌNH THỨC BIỂU HIỆN GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG.</p> <p>1. Lợi nhuận</p> <p>2. Lợi tức</p> <p>3. Địa tô tư bản chủ nghĩa</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Hoàn thiện bài thuyết trình</p> <p>Đọc trước tài liệu chương 4</p>	
5 (5 tiết)	<p><b>Chương 4</b></p> <p>CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG</p>	<p>LO.4</p> <p>LO.7</p> <p>LO.8</p>	<p><b>Dạy:</b></p> <p>I. QUAN HỆ GIỮA CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG.</p> <p>II. ĐỘC QUYỀN VÀ ĐỘC QUYỀN NHÀ NƯỚC TRONG NỀN KINH TẾ THỊ TRƯỜNG.</p> <p>1. Lý luận của V.I. Lênin về độc quyền trong nền kinh tế thị trường.</p> <p>- Nguyên nhân hình thành và tác động của độc quyền.</p> <p>- Những đặc điểm kinh tế cơ bản của độc quyền trong chủ nghĩa tư bản</p> <p>2. Lý luận của V.I. Lê nin về độc quyền nhà nước trong chủ nghĩa tư bản.</p> <p>- Nguyên nhân ra đời và phát triển của độc quyền nhà nước trong chủ nghĩa tư bản.</p> <p>- Bản chất của độc quyền nhà nước trong chủ nghĩa tư bản..</p> <p>- Những biểu hiện chủ yếu của độc quyền nhà nước trong chủ nghĩa tư bản.</p> <p>- Vai trò lịch sử của chủ nghĩa tư bản.</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b></p> <p>Đọc trước tài liệu chương 5</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>
6 (5 tiết)	<p><b>Chương 5</b></p> <p>KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM</p>	<p>LO.5</p> <p>LO.7</p> <p>LO.8</p>	<p><b>Dạy:</b></p> <p>I. KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM</p> <p>1. Khái niệm kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam</p> <p>2. Tính tất yếu khách quan của việc phát triển kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam.</p> <p>3. Đặc trưng của kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam.</p> <p>II. HOÀN THIỆN THỂ CHẾ KINH TẾ</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>



		<p>THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM.</p> <p>1. Sự cần thiết phải hoàn thiện thể chế kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam</p> <p>2. Hoàn thiện thể chế kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam một số khía cạnh chủ yếu.</p> <p>III. CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM.</p> <p>1. Lợi ích kinh tế và quan hệ lợi ích kinh tế.</p> <p>2. Vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Hoàn thiện bài thuyết trình</p> <p>Đọc trước tài liệu chương 6</p>	
7 (5 tiết)	<p><b>Chương 6</b></p> <p>CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM</p>	<p>LO.6</p> <p>LO.7</p> <p>LO.8</p> <p><b>Dạy:</b></p> <p>I. CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA Ở VIỆT NAM.</p> <p>1. Khái quát cách mạng công nghiệp và công nghiệp hóa.</p> <ul style="list-style-type: none"> <li>- Khái quát về cách mạng công nghiệp</li> <li>- Công nghiệp hóa và các mô hình công nghiệp hóa trên thế giới</li> </ul> <p>2. Tính tất yếu khách quan và nội dung của công nghiệp hóa, hiện đại hóa ở Việt Nam.</p> <ul style="list-style-type: none"> <li>- Tính tất yếu của công nghiệp hóa, hiện đại hóa ở Việt Nam.</li> <li>- Nội dung công nghiệp hóa, hiện đại hóa ở Việt Nam.</li> </ul> <p>3. Công nghiệp hóa, hiện đại hóa ở Việt Nam trong bối cảnh cách mạng công nghiệp lần thứ 4.</p> <p>II. HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM.</p> <p>1. Khái niệm và các hình thức hội nhập kinh tế quốc tế.</p> <ul style="list-style-type: none"> <li>- Khái niệm và sự cần thiết khách quan của hội nhập kinh tế quốc tế.</li> <li>- Những nội dung của hội nhập kinh tế quốc tế</li> </ul> <p>2. Tác động của hội nhập kinh tế quốc tế đến phát triển của Việt Nam.</p> <ul style="list-style-type: none"> <li>- Tác động tích cực.</li> <li>- Tác động tiêu cực</li> </ul> <p>3. Phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế trong phát triển của Việt Nam</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>



			<b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp <b>Học ngoài lớp:</b> Hoàn thiện bài thuyết trình.	
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## 7. Đánh giá môn học

ST T	Mã	Tên	Mô tả	Tỷ trọng	Hình thức	LO
1	GH W	Thuyết trình nhóm	Thuyết trình nhóm về đề tài đã phân công	15%	Thuyết trình và bản báo cáo nhóm	LO.4 LO.5 LO.6 LO.7 LO.8
2	Quiz	Bài thi giữa kỳ	Thi theo đề thi chung	20%	Tự luận đề mở	LO.2 LO.3
3	DIC	Thảo luận, chuyên cần tại lớp (Discussion in Class)	Điểm thảo luận được tính theo phương pháp tương đối. SV có số lần thảo luận tại lớp nhiều nhất sẽ được điểm tối đa, điểm của các bạn khác được tính dựa theo bạn có số lần thảo luận cao nhất.	15%	Phát biểu/đặt câu hỏi trên lớp hoặc phiếu trả lời trong các nghiên cứu tình huống tại lớp	LO.7 LO.8
4	FEX	Thi cuối kỳ	Đề thi bao quát toàn bộ nội dung môn học	50%	Tự luận đề đóng	LO.2 LO.3 LO.4 LO.5 LO.6 LO.7 LO.8
			<b>Tổng cộng</b>	<b>100%</b>		

## 8. Tiêu chí đánh giá chuẩn đầu ra môn học

TT	Chuẩn đầu ra	Nội dung	Phương pháp	Tiêu chí đánh giá
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LO.1	Nhận biết được vị trí của Kinh tế chính trị Mác – Lênin trong hệ thống lịch sử tư tưởng kinh tế và nắm được đối tượng, phương pháp và chức năng của kinh tế chính trị Mác – Lênin.	Chương 1	Thi giữa kỳ (Quiz)	Ngân hàng đề thi của GV
LO.2 LO.7	Nắm rõ nội dung: sản xuất hàng hóa, điều kiện ra đời của sản xuất hàng hóa, khái niệm hàng hóa và hai thuộc tính của hàng hóa, chất và lượng của giá trị hàng hóa, mối quan hệ giữa tính hai mặt của lao động sản xuất hàng hóa với hai thuộc tính của hàng hóa, các nhân tố ảnh hưởng đến lượng giá trị của hàng hóa, nguồn gốc ra đời, bản chất và chức năng của tiền. Thị trường, cơ chế thị trường, nền kinh tế thị trường và vai trò các chủ thể tham gia thị trường	Chương 2	Thuyết trình nhóm (GHW) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm  Ngân hàng đề thi của GV
LO.3 LO.7	Hiểu rõ và nắm được những nội dung: tư bản là gì?. Công thức chung và mâu thuẫn công thức chung của tư bản. Hàng hóa sức lao động và tính chất đặc biệt của giá trị sử dụng hàng hóa sức lao động. Giá trị thặng dư và hai phương pháp sản xuất giá trị thặng dư. Tích lũy tư bản và những nhân tố làm tăng quy mô tích lũy. Các khái niệm về chi phí sản xuất, lợi nhuận, lợi tức và địa tô tư bản chủ nghĩa	Chương 3	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của GV
LO.4 LO.7	Hiểu rõ và nắm được những nội dung: quan hệ giữa cạnh tranh và độc quyền trong nền kinh tế thị trường. Tổ chức độc quyền là gì?, nguyên nhân hình thành các tổ chức độc quyền. Những đặc điểm kinh tế cơ bản của độc quyền theo quan điểm của V.I. Lênin. Lý luận về độc quyền nhà nước trong chủ nghĩa tư bản. Vai trò lịch sử	Chương 4	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của GV



	của chủ nghĩa tư bản.			
LO.5 LO.7	<p>Hiểu rõ và nắm được những nội dung: kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam, những đặc trưng của kinh tế thị trường định hướng xã hội chủ nghĩa. Thể chế kinh tế thị trường định hướng xã hội chủ nghĩa và sự cần thiết phải hoàn thiện thể chế kinh tế thị trường định hướng xã hội chủ nghĩa. Lợi ích kinh tế và quan hệ lợi ích kinh tế. Vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích.</p>	Chương 5	<p>Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)</p>	<p>Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp</p> <p>Ngân hàng đề thi của GV</p>
LO.6 LO.7	<p>Hiểu rõ và nắm được những nội dung: cách mạng công nghiệp là gì? Vai trò của cách mạng công nghiệp đối với sự phát triển. Công nghiệp hóa là gì?. Các mô hình công nghiệp hóa tiêu biểu trên thế giới. Công nghiệp hóa, hiện đại hóa ở Việt Nam là gì. Tính tất yếu khách quan phải công nghiệp hóa, hiện đại hóa ở Việt Nam. Công nghiệp hóa, hiện đại hóa ở Việt Nam trong bối cảnh cuộc cách mạng công nghiệp lần thứ 4. Hội nhập kinh tế quốc tế là gì, sự cần thiết khách quan phải hội nhập kinh tế quốc tế. Tác động của hội nhập kinh tế quốc tế của Việt Nam. Phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế.</p>	Chương 6	<p>Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)</p>	<p>Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp</p> <p>Ngân hàng đề thi của GV</p>



## 9. Một số lưu ý khác:

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với giảng viên qua email: lethong0804@gmail.com
- Quy định về Bài thuyết trình nhóm GHW

Thành lập nhóm: 5 sinh viên/nhóm. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.

Tuần 4 (buổi thứ 4) thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.

Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV

- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối thiểu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế. Có đầy đủ điểm kiểm tra, điểm thi kết thúc học phần & nhiệt tình thảo luận, phát biểu xây dựng bài, nghiêm túc trong giờ học.

TP. Hồ Chí Minh, ngày 07 tháng 02 năm 2020

**KT. TRƯỞNG KHOA**

**PHÓ TRƯỞNG KHOA**



**TS. Nguyễn Đình Quốc Cường**





# VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY

## COURSE SYLLABUS

### General Law

PE021IU

#### 1. General information

<b>Department</b>	Office of Academic Affairs
<b>Course classification</b>	Foundation course
<b>Course designation</b>	Face to face
<b>Semester(s) in which the course is taught</b>	All semesters in each academic year
<b>Person responsible for the course</b>	Dr. Vo Tuong Huan LLM. Bui Doan Danh Thao
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Student-centred approach
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 60 Contact hours (lecture, in class discussions): 45 hours Private study including examination preparation, specified in hours <sup>1</sup> : 15
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	N/A

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.



Course objectives	The overarching aims of this course are to: <ul style="list-style-type: none"><li>• Provide essential knowledge of Vietnamese legal system through integrated technology and real cases for social and cultural sustainability.</li><li>• Raise awareness of responsibility toward others and how to stand for ending all types of legal violations, <b>especially corruption in various social contexts</b>.</li><li>• Practice necessary skills to act as an ambassador to ensure social fairness and global equitable rights.</li><li>• Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.</li></ul>	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Apply appropriate legal knowledge in the Vietnamese legal system to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being. CLO1.1. Apply general knowledge on state and law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being. CLO1.2. Apply principle legal norms in some law branches such as constitution, civil, criminal, labor and administrative law to solve legal issues in <b>various social contexts</b> for a fair sustainable lifelong being.
	Skill	CLO2. Communicate knowledge in the Vietnamese legal system to encourage people to raise their legal rights aiming for fair social/cultural moves. CLO3. Integrate ICTs to solve legal issues in <b>various social contexts</b> .
	Attitude	CLO4. Detect the responsibility to ensure social and cultural fairness, <b>including ending corruption</b> , in <b>various social contexts</b> through understanding importance of law in social contexts. CLO5. Respond to the base for coexistence in <b>various social contexts</b> .
Content	The course will introduce students to Vietnamese legal systems. In particular, students will understand their rights and obligations in the Constitution, Criminal law, administrative law, civil law, labor law and enterprise law of Vietnam. From this, students will raise awareness towards their responsibility to ensure justice, <b>including ending corruption</b> , in society.	
Examination forms	Multiple choice questions Case-based exams Essay exams Oral exams	



<b>Study and examination requirements</b>	<p>To pass this course, the students must:</p> <ul style="list-style-type: none"> <li>• Achieve a composite mark of at least 50; and</li> <li>• Make a satisfactory attempt at all assessment tasks (see below).</li> </ul> <p><b>GRADING POLICY</b></p> <p>Grades can be based on the following:</p> <table border="1" data-bbox="488 401 1430 600"> <tr> <td>Assignment</td><td>20%</td></tr> <tr> <td>Midterm examination</td><td>30%</td></tr> <tr> <td>Final examination</td><td>50%</td></tr> <tr> <td><b>Total</b></td><td><b>100%</b></td></tr> </table> <p><b>COURSE POLICIES</b></p> <p><b>Attendance</b></p> <p>Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. Exemptions may only be made on eligible medical grounds.</p> <p><b>Workload</b></p> <p>It is expected that the students will spend at least <i>six</i> hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.</p> <p>Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.</p> <p><b>General Conduct and Behaviour</b></p> <p>The students are expected to conduct themselves with consideration and respect for the needs of fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. The use of laptops is also encouraged during law lessons only to search for materials online. More information on student conduct is available on <a href="#">the university webpage</a>.</p> <p><b>Keeping informed</b></p> <p>The students should take note of all announcements made in lectures or on the course's Blackboard, and another announced mean of communications. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.</p> <p><b>Academic honesty and plagiarism</b></p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own. Students are also reminded that careful time management is an important part of the study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and</p>	Assignment	20%	Midterm examination	30%	Final examination	50%	<b>Total</b>	<b>100%</b>
Assignment	20%								
Midterm examination	30%								
Final examination	50%								
<b>Total</b>	<b>100%</b>								

	<p>the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.</p> <p><b>Special consideration</b></p> <p>Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Absence on the Mid-term is not allowed, or in special cases approved by Lecturer can be replaced with relevant Assignment.</p> <p><b>Meeting up with the lecturers after classes</b></p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p>
<b>Reading list</b>	<p>Please note that it is very important to gain familiarity with the subject matter in the readings and cases available on Blackboard and the internet <i>before</i> attendance in classes.</p> <p><b>Required Course Texts and Materials</b></p> <p><u>Legal Texts:</u></p> <ol style="list-style-type: none"> <li>1. Constitution of Vietnam - 2013</li> <li>2. Civil Code of Vietnam - 2015</li> <li>3. Criminal Code of Vietnam – 2015 (amended in 2017)</li> <li>4. Law on Law on Handling of Administrative Violations 2012</li> <li>5. Law on Enterprises – 2020</li> <li>6. Labour Code 2019</li> <li>7. Law on anti-corruption 2018</li> </ol> <p>Available at <a href="https://luatvietnam.vn/">https://luatvietnam.vn/</a> or Blackboard</p> <p><u>Books:</u></p> <ul style="list-style-type: none"> <li>• PGS.TS. Phan Trung Hien, <i>Giáo trình Pháp Luật Đại cương</i>, NXB Chính Trị Quốc Gia Sự Thật 2022.</li> <li>• Mai Hong Quy (Chief Editor) (2<sup>nd</sup> 2017), <i>Introduction to Vietnamese Law</i>, Hong Duc Publishing House.</li> </ul> <p><u>Additional materials provided in Blackboard</u></p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However, this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the added benefit of class interaction and demonstration.</p> <p><b>Optional Course Texts and Materials</b></p> <p><u>Recommended Internet sites</u></p> <p><a href="#">UNCTAD</a> (United Nations Conference on Trade and Development)</p> <p><a href="#">WTO</a> (World Trade Organization)</p> <p><a href="#">MOIT - Vietnam</a> (Official website of Ministry of Industry and Trade)</p> <p><a href="#">MPI - Vietnam</a> (Official website of Ministry of Planning and Investment)</p>

	<p><b><u>Other Resources, Support and Information</u></b></p> <p>Additional learning assistance is available for students in this course and will be made available on Blackboard. Academic journal articles are available through connections via the <a href="#">VNU - Central Library</a>. Recommended articles will be duly informed to the students.</p> <p><b><u>Books:</u></b></p> <ul style="list-style-type: none"> <li>• Nguyen Phu Trong, <i>Kiên quyết, kiên trì đấu tranh phòng, chống tham nhũng, tiêu cực, góp phần xây dựng đảng và nhà nước ta ngày càng trong sạch, vững mạnh</i>, NXB Chính Trị Quốc Gia Sự Thật 2023.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình luật Hiến pháp Việt nam</i>, NXB Hồng Đức 2023.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật hành chính</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật hình sự Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật dân sự Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình Luật lao động Việt Nam</i>, NXB Hồng Đức 2022.</li> <li>• University of Law Ho Chi Minh City, <i>Giáo trình pháp luật về chủ thể kinh doanh</i>, NXB Hồng Đức 2022.</li> </ul>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (SLO) (1-5) and Program/Student Learning Outcomes (PLO/SLO) (1 - 10) is shown in the following table:

	PLO/SLO									
SLO	1	2	3	4	5	6	7	8	9	10
1	R,M					R,M	R,M	R,M	R,M	R,M
2			R,M							
3			R,M							
4				R,M						
5					R,M					

*R: Reinforced*

*M: Mastery*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Introduction to State</b> <ul style="list-style-type: none"> <li>• What is State?</li> <li>• Nature of state</li> <li>• Forms of state</li> <li>• Functions of state</li> <li>• Introduction to structure of Vietnamese state</li> </ul>	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard

2	<b>Introduction to law?</b> <ul style="list-style-type: none"> <li>• What is law?</li> <li>• Nature of law</li> <li>• Forms of law</li> <li>• Structure of law</li> <li>• Categorization of legal system.</li> <li>• Enforcement</li> <li>• Breach of law and liabilities for breach of law</li> <li>• Introduction to structure of Vietnamese legal system</li> </ul>	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard
3	<b>Constitutional Law</b> <ul style="list-style-type: none"> <li>• General introduction on Vietnamese Constitution and its nature and basic principles.</li> <li>• Political, economic and other regimes of Vietnam</li> <li>• Basic rights and responsibilities of citizens. Relationship between citizens and the State.</li> <li>• Structure, functions and duties of Vietnamese state, especially in prevention of corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard  Constitution 2013 available on Blackboard
4	<b>Constitutional Law (Cont)</b> <ul style="list-style-type: none"> <li>• Structure and functions and duties of Vietnamese state</li> <li>• Duties of the state in prevention of corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPTs – Constitutional law available on Blackboard  Constitution 2013 available on Blackboard
5	<b>Administrative Law</b> <ul style="list-style-type: none"> <li>• Definition and nature of administrative law</li> <li>• Administrative law violations</li> <li>• Liabilities for breach of administrative law, exemption from the liability</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies and law on anti-corruption	PPT– Administrative law available on Blackboard  Law on handling administrative violations 2012, and Law on anti-corruption 2018 available on Blackboard
6	<b>Criminal Law</b> <ul style="list-style-type: none"> <li>• Definition and nature of criminal law</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance	Discussions Case studies, especially cases related	PPT– Criminal law available on Blackboard

	<ul style="list-style-type: none"> <li>Crimes</li> <li>Punishments</li> </ul>		evaluations	to corruption	Criminal code 2015 available on Blackboard
7	<b>Criminal Law (Cont)</b> <ul style="list-style-type: none"> <li>Crimes related to corruption</li> <li>Punishments for corruption</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies, especially cases related to corruption	PPT– Criminal law available on Blackboard  Criminal code 2015 available on Blackboard
8	<b>Revision for mid-term exam</b>		Quizzes Projects		
9	<b>Civil Law (Part I)</b> <ul style="list-style-type: none"> <li>Definition and nature Civil law relationship</li> <li>Subject of civil law</li> <li>Property and ownership</li> <li>Civil transactions</li> </ul>	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
10	<b>Civil Law (Part II)</b> <ul style="list-style-type: none"> <li>Contracts</li> <li>Definitions</li> <li>Formation of contracts</li> <li>Validity of contracts</li> <li>Liability for breach of contracts</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
11	<b>Civil Law (Part III)</b> <ul style="list-style-type: none"> <li>Inheritance</li> <li>Testamentary inheritance</li> <li>Intestacy</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Civil law available on Blackboard  Civil code 2015 available on Blackboard
12	<b>Law on Enterprises</b> <ul style="list-style-type: none"> <li>Introduction to law on enterprises</li> <li>Introduction to forms, features, establishment, reorganization and dissolution of an enterprise</li> </ul>	1-5 (Level I - Introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Law on enterprises available on Blackboard  Law on enterprises 2020 available on Blackboard
13	<b>Labor Law</b> <ul style="list-style-type: none"> <li>Definition, and nature of labour law</li> <li>Employees and employers</li> <li>Working time, and resting time</li> <li>Salary (including salary for overtime working hours)</li> </ul>	1-5 (Level M - Mastery)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT– Labor law available on Blackboard  Labor code 2019 available on Blackboard
14	<b>Labour Law (Cont.)</b>	1-5 (Level M -	Tests Peer evaluations	Discussions Case studies	PPT– Labor law available on

	<ul style="list-style-type: none"> <li>• Employment contracts</li> <li>• Labor disciplines</li> <li>• Dispute settlements</li> </ul>	Mastery)	Class-performance evaluations		Blackboard  Labor code 2019 available on Blackboard
15	<b>Revision/ Tutoring classes</b>		Quizzes Projects		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
In class evaluation (20%)	70% pass	80% pass	100% pass	100% pass	100% pass
Midterm examination (30%)	70% pass	80% pass	100% pass	100% pass	100% pass
Final examination (50%)	70% pass	80% pass	100% pass	100% pass	100% pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

No.	CLOs	Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
1	CLO 1	Organisation and clarification	No evidence of organization and coherence	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
2		Originality and usefulness of the analysis	Shows no ability to identify legal issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify legal issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify legal issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
3		Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs.  Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
4	CLO2	Use of frameworks	Shows no effort to structure	Shows limited ability to structure	Shows effort to link problems with the theoretical	Shows ability to structure problems in	Shows ability to structure problems in correspondence to

			problems in correspondence to theoretical frameworks	problems in correspondence to theoretical frameworks	frameworks. There are still some mistakes	correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	theoretical frameworks correctly. The problems are well resolved
5		<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

*Ho Chi Minh City, May 2023*  
*Head of Office of Academic Affairs*



***Huỳnh Khả Tú***



## ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

### Chủ nghĩa xã hội khoa học (Scientific socialism)

#### 1. Thông tin chung

Tên môn học (tiếng Việt):	Chủ nghĩa xã hội khoa học
Tên môn học (tiếng Anh):	Scientific socialism
Mã số môn học:	PE01714
Thuộc khối kiến thức:	Cơ sở
Số tín chỉ:	2
Số tiết lý thuyết:	30 (trên lớp)
Số tiết thực hành:	
Số tiết tự học:	60 (về nhà)
Môn học trước:	1. Kinh tế chính trị Mác – Lênin, 2. Triết học Mác - Lênin
Giảng viên phụ trách	Khoa Chính trị - Hành chính, ĐHQG-HCM

#### 2. Mục đích/mục tiêu môn học (Course Purposes/Aims)

- 2.1. Môn học trang bị cho sinh viên những nội dung cơ bản của chủ nghĩa xã hội khoa học (một trong ba bộ phận cấu thành chủ nghĩa Mác - Lênin).
- 2.2. Giúp cho sinh viên vận dụng những tri thức cơ bản của chủ nghĩa xã hội khoa học một cách sáng tạo trong hoạt động nhận thức và thực tiễn, nhằm giải quyết những vấn đề mà đời sống xã hội của đất nước, của thời đại đang đặt ra.

#### 3. Mô tả môn học (Course Outlines)

Môn học trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học

#### 4. Tài liệu phục vụ học tập:

- Bộ Giáo dục và Đào tạo (2019), *Giáo trình Chủ nghĩa xã hội khoa học*, Nxb. Chính trị quốc gia, Hà Nội.
- Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ*



- Bộ Giáo dục và Đào tạo (2012), *Giáo trình Những Nguyên lý cơ bản của chủ nghĩa Mác – Lênin*, Nxb. Chính trị quốc gia, Hà Nội.

- Hội đồng Trung ương (2008), *Giáo trình Chủ nghĩa xã hội khoa học*, Nxb. Chính trị quốc gia, Hà Nội.

### 5. Chuẩn đầu ra môn học (Course Learning Outcomes)

Chuẩn đầu ra	Mô tả	Tiêu chí đánh giá	Mục tiêu môn học	Chuẩn đầu ra CDIO CTĐT	Mức độ giảng dạy (I/T/U)
<b>5.1. Kiến thức</b>					
LO.1	NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC	LO.1.1 - Khái lược sự ra đời Chủ nghĩa xã hội khoa học, hoàn cảnh lịch sử và vai trò của Các Mác và Ph. Ăngghen,	2.1	1.1.3	I3
		LO.1.2 – Nhận biết được các giai đoạn phát triển cơ bản của Chủ nghĩa xã hội khoa học thể hiện qua các tác phẩm tiêu biểu từ giai đoạn C. Mác đến giai đoạn Lênin và sau Lênin			
		LO.1.3 – Nắm rõ được đối tượng, phương pháp và ý nghĩa của việc nghiên cứu Chủ nghĩa xã hội khoa học			
LO.2	SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN	LO.2.1- Hiểu rõ khái niệm giai cấp công nhân và đặc điểm của giai cấp công nhân	2.1	1.1.3	T4
		LO.2.2 – Nắm rõ nội dung, đặc điểm sứ mệnh lịch sử của giai cấp công nhân	2.1		
		LO.2.3 – Giải thích được những điều kiện quy định sứ mệnh lịch sử của giai cấp công nhân	2.1		
		LO.2.4 – Phân tích được những điểm tương đồng và khác biệt của giai cấp công nhân hiện nay và việc thực hiện sứ mệnh của giai cấp công nhân trên thế giới hiện nay	2.1		
		LO.2.5 – Nắm rõ những đặc điểm cơ bản của giai cấp công nhân Việt Nam và nội dung sứ mệnh	2.2		



		lịch sử của giai cấp công nhân Việt Nam hiện nay	2.1 2.2		
		LO.2.6 – Trình bày được phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay.			
LO.3	CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI	LO.3.1 - Hiểu rõ Chủ nghĩa xã hội là giai đoạn đầu của hình thái kinh tế - xã hội công sản chủ nghĩa	2.1	1.1.3	I3
		LO.3.2 – Trình bày được những đặc trưng cơ bản của chủ nghĩa xã hội			
		LO.3.3 – Giải thích được tính tất yếu khách quan của thời kỳ quá độ lên chủ nghĩa xã hội và những đặc điểm cơ bản của thời kỳ quá độ lên chủ nghĩa xã hội			
		LO.3.4 – Hiểu rõ đặc trưng của thời kỳ quá độ và chủ nghĩa xã hội ở Việt Nam, trình bày được những phương hướng xây dựng chủ nghĩa xã hội ở Việt Nam hiện nay			
LO.4	DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA	LO.4.1 – Giải thích được quan niệm về dân chủ và sự ra đời và phát triển của dân chủ trong lịch sử xã hội loài người	2.1 2.1	1.1.3	T4
		LO.4.2 – Nắm rõ quá trình ra đời và bản chất của nền dân chủ xã hội chủ nghĩa	2.1		
		LO.4.3 – Hiểu được sự ra đời, bản chất và chức năng của nhà nước xã hội chủ nghĩa cũng như mối quan hệ giữa dân chủ và nhà nước	2.1		
		LO.4.4 – Hiểu được sự ra đời, phát triển và bản chất của nền dân chủ xã hội chủ nghĩa ở Việt Nam	2.1		
		LO.4.5 – Trình bày được đặc điểm và các giải pháp cơ bản	2.2		

HỒ CHÍ MINH



		nhằm xây dựng nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam hiện nay			
LO.5	CƠ CẤU XÃ HỘI GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI	<p>LO.5.1 - Trình bày được khái niệm cơ cấu xã hội - giai cấp và sự biến đổi của cơ cấu xã hội giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>LO.5.2 – Giải thích được tính tất yếu và nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>LO.5.3 – Hiểu rõ cơ cấu xã hội - giai cấp ở Việt Nam trong thời kỳ quá độ và trình bày được những giải pháp cơ bản nhằm xây dựng, phát triển khối liên minh giai cấp, tầng lớp xã hội ở Việt Nam hiện nay</p>	2.1	1.1.3	I3
LO.6	VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI	<p>LO.6.1- Hiểu rõ khái niệm, đặc trưng cơ bản của dân tộc và quan điểm của chủ nghĩa Mác - Lenin về vấn đề dân tộc</p> <p>LO.6.2 – Trình bày được những đặc điểm cơ bản của dân tộc ở Việt Nam và quan điểm chính sách dân tộc của Đảng và Nhà nước Việt Nam</p> <p>LO.6.3 – Hiểu được bản chất, nguồn gốc, tính chất của tôn giáo và nguyên tắc cơ bản giải quyết vấn đề tôn giáo trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>LO.6.4 – Giải thích được những đặc điểm tôn giáo ở Việt Nam và chính sách của Đảng và Nhà nước Việt Nam đối với tín ngưỡng tôn</p>	<p>2.1</p> <p>2.1</p> <p>2.1</p> <p>2.1</p> <p>2.1</p> <p>2.2</p>	1.1.3	T4



		giáo hiện nay	2.1 2.2		
		LO.6.5 – Hiểu rõ được đặc điểm quan hệ dân tộc và tôn giáo ở Việt Nam và trình bày được các định hướng cơ bản nhằm giải quyết mối quan hệ giữa dân tộc và tôn giáo ở Việt Nam hiện nay			
LO.7	VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỶ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI	LO.7.1 - Khái lược được vị trí, chức năng và vai trò của gia đình trong xã hội LO.7.2 – Nhận biết được các cơ sở xây dựng gia đình trong thời kỳ quá độ lên chủ nghĩa xã hội LO.1.3 – Giải thích được sự biến đổi của gia đình Việt Nam trong thời kỳ quá độ và trình bày được những phương hướng cơ bản xây dựng và phát triển gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội	2.1	1.1.3	I3
<b>5.2. Kỹ năng</b>					
LO.8	THỂ HIỆN KHẢ NĂNG KHÁI QUÁT HÓA, TƯ DUY, TRANH LUẬN, PHẢN BIỆN, LÀM VIỆC NHÓM	LO.8.1. Có kỹ năng khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống LO.8.2. Có kỹ năng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn LO.8.3. Có kỹ năng giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc	2.1 2.2	2.1.1 2.3.1  2.4.4  2.5 3.1.5	U4



### 5.3. Thái độ

LO.9	THỂ HIỆN Ý THỨC, NHẬN THỨC TRONG VA SAU KHI HỌC TẬP	<p>LO.9.1. Có ý thức trách nhiệm bảo vệ tính khoa học, cách mạng trong lý luận của chủ nghĩa Mác – Lênin về CNXH và con đường đi lên CNXH ở Việt Nam.</p> <p>LO.9.2. Có ý thức, trách nhiệm cá nhân đối với tập thể, cộng đồng.</p> <p>LO.9.3. Có nhận thức về sự cần thiết học tập, nghiên cứu suốt đời và vận dụng nó trong cuộc sống.</p>	2.1 2.2	3.1	U3
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### 6. Kế hoạch giảng dạy theo buổi học (Course Plan):

TT (tiết)	Nội dung giảng dạy	LO	Hoạt động dạy và học	Đánh giá
1 (1 tiết)	Giới thiệu về môn học	LO.1, LO.4;	<p><b>Dạy:</b></p> <ul style="list-style-type: none"> <li>- Giới thiệu đề cương môn học</li> <li>- Giới thiệu nội dung đề tài thuyết trình nhóm GHW)</li> </ul> <p><b>Học ở lớp:</b></p> <ul style="list-style-type: none"> <li>- Chia nhóm (5 SV/nhóm)</li> <li>- Giới thiệu nhóm học tập</li> </ul> <p><b>Học ngoài lớp:</b></p> <ul style="list-style-type: none"> <li>- Chọn đề tài thuyết trình của nhóm (GHW)</li> <li>- Đọc trước tài liệu chương 1.</li> </ul>	
2	<b>Chương 1</b> <b>NHẬP MÔN CHỦ</b> <b>NGHĨA XÃ HỘI</b> <b>KHOA HỌC</b>	LO.1; LO.4 LO.5	<p><b>Dạy:</b></p> <p>1. SỰ RA ĐỜI CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC</p> <p>1.1.. Hoàn cảnh lịch sử sự ra đời của chủ nghĩa xã hội khoa học</p> <p>1.2. Vai trò của C. Mác và Ăngghen</p> <p>2. CÁC GIAI ĐOẠN PHÁT TRIỂN CƠ BẢN CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC</p> <p>2.1. C.Mác và Ph.Ăngghen phát triển chủ nghĩa xã hội khoa học</p> <p>2.2. V.I.Lênin vận dụng và phát triển chủ nghĩa xã hội khoa học trong điều kiện mới</p> <p>2.3. Sự vận dụng và phát triển sáng tạo chủ nghĩa xã hội khoa học từ sau khi Lênin qua đời đến nay</p> <p>3. ĐỐI TƯỢNG, PHƯƠNG PHÁP VÀ Ý NGHĨA CỦA VIỆC NGHIÊN CỨU CHỦ NGHĨA XÃ HỘI KHOA HỌC</p> <p>3.1. Đối tượng nghiên cứu của chủ</p>	Thi giữa kỳ (Quiz)



			<p>nghĩa xã hội khoa học</p> <p>3.2. Phương pháp nghiên cứu của chủ nghĩa xã hội khoa học</p> <p>3.3. Ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b></p> <ul style="list-style-type: none"> <li>- Phác thảo nội dung thuyết trình nhóm GHW</li> <li>- Đọc trước tài liệu chương 2.</li> </ul>	
3	<p><b>Chương 2</b></p> <p><b>SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN</b></p>	<p>LO.2</p> <p>LO.4</p> <p>LO.5</p>	<p><b>Dạy:</b></p> <p>1. QUAN ĐIỂM CƠ BẢN CỦA CHỦ NGHĨA MÁC - LEENIN VỀ GIAI CẤP CÔNG NHÂN VÀ SỨ MỆNH LỊCH SỬ THẾ GIỚI CỦA GIAI CẤP CÔNG NHÂN</p> <p>1.1. Khái niệm và đặc điểm của giai cấp công nhân</p> <p>1.2. Nội dung và đặc điểm sứ mệnh lịch sử của giai cấp công nhân</p> <p>1.3. Những điều kiện quy định sứ mệnh lịch sử của giai cấp công nhân</p> <p>2. GIAI CẤP CÔNG NHÂN VÀ VIỆC THỰC HIỆN SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN HIỆN NAY</p> <p>2.1. Giai cấp công nhân hiện nay</p> <p>2.2. Thực hiện sứ mệnh lịch sử của giai cấp công nhân trên thế giới hiện nay</p> <p>3. SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN VIỆT NAM</p> <p>3.1. Đặc điểm của giai cấp công nhân Việt Nam</p> <p>3.2. Nội dung sứ mệnh lịch sử của giai cấp công nhân Việt Nam hiện nay</p> <p>3.3. Phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b></p> <p>Đọc trước tài liệu chương 3</p>	<p>Thi giữa kỳ (Quiz)</p>
4	<p><b>Chương 3</b></p> <p><b>CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p>	<p>LO.3</p> <p>LO.4</p> <p>LO.5</p>	<p><b>Dạy:</b></p> <p>1. CHỦ NGHĨA XÃ HỘI</p> <p>1.1. Chủ nghĩa xã hội, giai đoạn đầu của hình thái kinh tế - xã hội công sản chủ nghĩa</p> <p>1.2. Điều kiện ra đời chủ nghĩa xã hội</p> <p>1.3. Những đặt trưng cơ bản của chủ</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi giữa</p>



			<p>nghĩa xã hội</p> <p><b>2. THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>2.1. Tính tất yếu khách quan của thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2.2. Đặc điểm của thời kỳ quá độ lên chủ nghĩa xã hội</p> <p><b>3. QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM</b></p> <p>3.1. Quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa</p> <p>3.2. Những đặc trưng cơ bản của chủ nghĩa xã hội và phương hướng xây dựng chủ nghĩa xã hội ở Việt Nam hiện nay</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 4</p>	<p>kỳ (Quiz)</p>
5	<p><b>Chương 4</b></p> <p><b>DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA</b></p>	<p>LO.2</p> <p>LO.4</p> <p>LO.5</p>	<p><b>Dạy:</b></p> <p><b>1. DÂN CHỦ VÀ DÂN CHỦ XÃ HỘI CHỦ NGHĨA</b></p> <p>1.1. Dân chủ và sự ra đời, phát triển của dân chủ</p> <p>1.2. Dân chủ xã hội chủ nghĩa</p> <p><b>2. NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA</b></p> <p>2.1. Sự ra đời, bản chất, chức năng của nhà nước xã hội chủ nghĩa</p> <p>2.2. Mối quan hệ giữa dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa</p> <p><b>3. DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC PHÁP QUYỀN XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM</b></p> <p>3.1. Dân chủ xã hội chủ nghĩa ở Việt Nam</p> <p>3.2. Nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam</p> <p>3.3. Phát huy dân chủ xã hội chủ nghĩa, xây dựng nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam hiện nay</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 5</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>
6	<p><b>Chương 5</b></p> <p><b>CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ</b></p>	<p>LO.3</p> <p>LO.4</p> <p>LO.5</p>	<p><b>Dạy:</b></p> <p><b>1. CƠ CẤU XÃ HỘI GIAI CẤP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</b></p> <p>1.1. Khái niệm và vị trí của cơ cấu xã</p>	<p>Thuyết trình nhóm (GHW)</p>





	ĐỘ LÊN CHỦ NGHĨA XÃ HỘI		<p>hội - giai cấp trong cơ cấu xã hội</p> <p>1.2. Sự biến đổi có tính quy luật của cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>2. LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>3. CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM</p> <p>3.1. Cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam</p> <p>3.2. Liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 6</p>	Thi cuối kỳ (FEX)
7	<p><b>Chương 6</b></p> <p>VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p>	<p>LO.2</p> <p>LO.4</p> <p>LO.5</p>	<p><b>Dạy:</b></p> <p>1. DÂN TỘC TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>1.1. Chủ nghĩa Mác - Lênin về dân tộc</p> <p>1.2. Dân tộc và quan hệ dân tộc ở Việt Nam</p> <p>2. TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Chủ nghĩa Mác - Lênin về tôn giáo</p> <p>2.2. Tôn giáo ở Việt Nam và chính sách tôn giáo của Đảng, Nhà nước ta hiện nay</p> <p>3. QUAN HỆ DÂN TỘC VÀ TÔN GIÁO Ở VIỆT NAM</p> <p>3.1. Đặc điểm quan hệ dân tộc và tôn giáo ở Việt Nam</p> <p>3.2. Định hướng giải quyết mối quan hệ dân tộc và tôn giáo ở Việt Nam hiện nay</p> <p>3.3. Phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Đọc trước tài liệu chương 7</p>	<p>Thuyết trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>
8	<b>Chương 7</b>	LO.2	<b>Dạy:</b>	Thuyết

VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI	LO.4 LO.5	<p>1. KHÁI NIỆM, VỊ TRÍ VÀ CHỨC NĂNG CỦA GIA ĐÌNH</p> <p>1.1. Khái niệm gia đình</p> <p>1.2. Vị trí của gia đình trong xã hội</p> <p>1.3. Chức năng cơ bản của gia đình</p> <p>2. CƠ SỞ XÂY DỰNG GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>2.1. Cơ sở kinh tế - xã hội</p> <p>2.2. Cơ sở chính trị - xã hội</p> <p>2.3. Cơ sở văn hóa</p> <p>3. XÂY DỰNG GIA ĐÌNH VIỆT NAM TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI</p> <p>3.1. Sự biến đổi gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p>3.2. Phương hướng cơ bản xây dựng và phát triển gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội</p> <p><b>Học ở lớp:</b> Thảo luận và phát biểu trên lớp</p> <p><b>Học ngoài lớp:</b> Hoàn thiện bài thuyết trình</p>	<p>trình nhóm (GHW)</p> <p>Thi cuối kỳ (FEX)</p>
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## 7. Đánh giá môn học

ST T	Mã	Tên	Mô tả	Tỷ trọng	Hình thức	LO
1	GH W	Thuyết trình nhóm	Thuyết trình nhóm về đề tài đã phân công	15%	Thuyết trình và bản báo cáo nhóm	LO.3 LO.4 LO.5 LO.6 LO.7
2	Quiz	Bài thi giữa kỳ	Thi theo đề thi của GV	20%	Tự luận đề mở	LO.1 LO.2 LO.3
3	DIC	Thảo luận, chuyên cần tại lớp (Discussion in Class)	Điểm thảo luận được tính theo phương pháp tương đối. SV có số lần thảo luận tại lớp nhiều nhất sẽ được điểm tối đa, điểm của các bạn khác được tính dựa theo bạn có số lần thảo luận cao nhất.	15%	Phát biểu/đặt câu hỏi trên lớp hoặc phiếu trả lời trong các nghiên cứu tình huống tại lớp	LO.3 LO.4 LO.5 LO.6 LO.7
4	FEX	Thi cuối kỳ	Đề thi bao quát toàn bộ nội dung môn học	50%	Tự luận đề đóng	LO.3 LO.4 LO.5 LO.6 LO.7



			<b>Tổng cộng</b>	<b>100%</b>		
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### 8. Tiêu chí đánh giá chuẩn đầu ra môn học

TT	Chuẩn đầu ra	Nội dung	Phương pháp	Tiêu chí đánh giá
LO.1	Nhận biết quá trình ra đời của Chủ nghĩa xã hội khoa học và các giai đoạn phát triển cơ bản	Chương 1	Thi giữa kỳ (Quiz)	Ngân hàng đề thi của GV
LO.2 LO.4	Nắm rõ nội dung: quan điểm cơ bản của chủ nghĩa Mác - Lênin về giai cấp công nhân, nội dung, biểu hiện và ý nghĩa của sứ mệnh đó trong bối cảnh hiện nay	Chương 2	Thi giữa kỳ (Quiz)	Ngân hàng đề thi của GV
LO.3 LO.4	Nhận biết và nắm được những quan điểm cơ bản của chủ nghĩa Mác - Lênin về chủ nghĩa xã hội, thời kỳ quá độ lên chủ nghĩa xã hội và sự vận dụng sáng tạo của Đảng Cộng sản Việt Nam vào điều kiện cụ thể của Việt Nam	Chương 3	Thảo luận tại lớp (Discussion in Class) Thi giữa kỳ (Quiz)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của GV
LO.3 LO.4	Nhận biết và nắm được bản chất của nền dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa nói chung và ở Việt Nam nói riêng	Chương 4	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của Khoa
LO.3 LO.4	Nhận biết và nắm được những kiến thức nền tảng về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá	Chương 5	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp



	độ lên chủ nghĩa xã hội			Ngân hàng đề thi của Khoa
LO.3 LO.4	Nhận biết và nắm được những quan điểm cơ bản của chủ nghĩa Mác - Lênin về dân tộc, tôn giáo, mối quan hệ giữa dân tộc và tôn giáo, tầm quan trọng của vấn đề dân tộc, tôn giáo và nội dung chính sách dân tộc, tôn giáo của Đảng và Nhà nước Việt Nam	Chương 6	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của Khoa
LO.3 LO.4	Nhận biết và nắm được những quan điểm cơ bản của chủ nghĩa Mác - Lênin, tư tưởng Hồ Chí Minh và Đảng Cộng sản Việt Nam về gia đình, xây dựng gia đình trong thời kỳ quá độ lên chủ nghĩa xã hội hiện nay.	Chương 7	Thảo luận tại lớp (Discussion in Class) Thi cuối kỳ (FEX)	Tiêu chí đánh giá thuyết trình nhóm, thảo luận tại lớp  Ngân hàng đề thi của Khoa

### 9. Một số lưu ý khác:

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Hồ Chí Minh học & Lịch sử Đảng và Khoa Chính trị - Hành chính qua email: [daotao.spas@vnuhcm.edu.vn](mailto:daotao.spas@vnuhcm.edu.vn)
- Quy định về Bài thuyết trình nhóm GHW
 

Thành lập nhóm: 5 sinh viên/nhóm. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.

Giảng dạy kết thúc chương 3, các nhóm thuyết trình theo thứ tự. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan đến GHW khi đi thuyết trình.

Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV
- Quy định về giờ giấc, chuyên cần, kỷ luật trong khóa học: Lên lớp đúng giờ, dự tối



thiếu 80% thời gian học trên lớp (chỉ được phép vắng mặt tối đa 20% số tiết học). Nếu vắng quá số tiết quy định sẽ bị cấm thi theo quy chế. Có đầy đủ điểm kiểm tra, điểm thi kết thúc học phần & nhiệt tình thảo luận, phát biểu xây dựng bài, nghiêm túc trong giờ học.

TP. Hồ Chí Minh, ngày 07 tháng 02 năm 2019

**KT. TRƯỞNG KHOA  
PHÓ TRƯỞNG KHOA**



TS. Nguyễn Đình Quốc Cường



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Reading 1(B2 – C1)**

Course Code: **EL001IU**

**1. General information**

Course name	- (in English) <i>Reading 1</i> - (in Vietnamese) <i>Đọc 1</i>
Course designation	<i>This course will provide students a chance to develop their reading skills through 8 units of general but up-to-date topics such as “What important lessons do we learn as children?” Each unit will provide students with relevant vocabulary items, various reading activities (such as giving short answers, completing charts/tables, multiple choices, etc.), and discussion questions to help students think critically on the topic. Through these units, students can practice different useful techniques and skills in reading such as skimming, scanning, taking notes, making inferences, understanding text organization, and understanding the author’s purpose and opinion.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semesters 1, 2, 3
Person responsible for the course	Đỗ Hoàng Nga Trần Thúy Hằng Trần Đoàn Thư Mai Hồng Quân Nguyễn Thị Mai Trâm
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: TOEFL iBT <math>\geq 61</math> or IELTS <math>\geq 6.0</math></li> <li>- Corequisites: (Course code – Course name) none</li> <li>- Previous course (Course code – Course name) none</li> </ul>								
Course objectives	This course will provide students with most needed reading skills, as well as the language skills essential for reading. Also, in this course, a unique critical thinking framework for each unit will encourage students to think critically.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Identify different academic reading skills, strategies, and techniques</td></tr> <tr> <td>Skill</td><td>CLO2: Apply effective reading strategies and techniques, such as predicting content, skimming, scanning, making inferences, understanding text organization, etc. to improve reading comprehension.</td></tr> <tr> <td>Attitude</td><td>CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Identify different academic reading skills, strategies, and techniques	Skill	CLO2: Apply effective reading strategies and techniques, such as predicting content, skimming, scanning, making inferences, understanding text organization, etc. to improve reading comprehension.	Attitude	CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Identify different academic reading skills, strategies, and techniques								
Skill	CLO2: Apply effective reading strategies and techniques, such as predicting content, skimming, scanning, making inferences, understanding text organization, etc. to improve reading comprehension.								
Attitude	CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction of the course <b>Unit 1:</b> What makes someone admirable?</td><td>2</td><td>I, T, U</td></tr><tr><td><b>Unit 2:</b> What makes you want to buy something?</td><td>2</td><td>T, U</td></tr><tr><td><b>Unit 3:</b> What important lessons do we learn as children?</td><td>2</td><td>T, U</td></tr><tr><td><b>Unit 4:</b> How important is it to write by hand?</td><td>2</td><td>T, U</td></tr><tr><td><b>Unit 5:</b> Should science influence what we eat?</td><td>2</td><td>T, U</td></tr><tr><td><b>Unit 6:</b> Does school prepare you for work?</td><td>2</td><td>T, U</td></tr><tr><td><b>Unit 7:</b> Is discovery always a good thing?</td><td>2</td><td>T, U</td></tr><tr><td><b>Unit 8:</b> Why is it important to play?</td><td>1</td><td>T, U</td></tr><tr><td><b>COURSE REVIEW</b></td><td></td><td></td></tr></table>	Topic	Weight	Level	Introduction of the course <b>Unit 1:</b> What makes someone admirable?	2	I, T, U	<b>Unit 2:</b> What makes you want to buy something?	2	T, U	<b>Unit 3:</b> What important lessons do we learn as children?	2	T, U	<b>Unit 4:</b> How important is it to write by hand?	2	T, U	<b>Unit 5:</b> Should science influence what we eat?	2	T, U	<b>Unit 6:</b> Does school prepare you for work?	2	T, U	<b>Unit 7:</b> Is discovery always a good thing?	2	T, U	<b>Unit 8:</b> Why is it important to play?	1	T, U	<b>COURSE REVIEW</b>		
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<b>Unit 6:</b> Does school prepare you for work?	2	T, U																													
<b>Unit 7:</b> Is discovery always a good thing?	2	T, U																													
<b>Unit 8:</b> Why is it important to play?	1	T, U																													
<b>COURSE REVIEW</b>																															
Examination forms	Written tests: Multiple choice, Gapped text, Multiple Matching																														
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i></p> <p><i>Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>																														
Reading list	<p>Course book:</p> <p>[1] Daise, D., &amp; Norloff, C. (2019) <i>Q: Skills for Success 4: Reading and writing (3rd ed.)</i>. Oxford: Oxford University Press.</p>																														



## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<b>Orientation to the course and syllabus.</b> <b>Unit 1:</b> <b>What makes someone admirable?</b> <u>Reading 1:</u> We All Need a Role Model	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 2-11
2	<b>Unit 1: (cont.)</b> <u>Reading 2:</u> Search for 100 Real-Life Heroes	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 12-22
3	<b>Unit 2:</b> <b>What makes you want to buy something?</b> <u>Reading 1:</u> So Much Dead Space	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 32-43
4	<b>Unit 2: (cont.)</b> <u>Reading 2:</u> Now on Stage: Your Home!	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 43-51
5	<b>Unit 3:</b> <b>What important lessons do we learn as children?</b> <u>Reading 1:</u> The Good Teen	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 62-72
6	<b>Unit 3: (cont.)</b> <u>Reading 2:</u> Bird by Bird <b>ASSIGNMENT 1</b>	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Midterm Examination</li> <li>- Assignment</li> </ul>	[1] pp. 72-80
7	<b>Unit 4:</b> <b>How important is it to write by hand?</b> <u>Reading 1:</u> Two Styles of Writing	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 92-101
8	<b>Unit 4: (cont.)</b> <u>Reading 2:</u> Haji Noor Deen – A Chinese Muslim Calligrapher <b>SAMPLE TEST</b>	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 102-110
<b>MIDTERM EXAMINATION</b>					

9	<b>Unit 5:</b> <b>Should science influence what we eat?</b> <u>Reading 1:</u> Eating Well: Less Science, More Common Sense	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Final Examination</li> </ul>	[1] pp. 122-132
10	<b>Unit 5: (cont.)</b> <u>Reading 2:</u> Anatomy of a Nutrition Trend	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Final Examination</li> </ul>	[1] pp. 133-142
11	<b>Unit 6:</b> <b>Does school prepare you for work?</b> <u>Reading 1:</u> From Student to Employee: A Difficult Transition	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Final Examination</li> </ul>	[1] pp. 152-162
12	<b>Unit 6: (cont.)</b> <u>Reading 2:</u> Making My First Post-college Decision	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Final Examination</li> </ul>	[1] pp. 162-170
13	<b>Unit 7:</b> <b>Is discovery always a good thing?</b> <u>Reading 1:</u> A Tribe Is Discovered	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Final Examination</li> </ul>	[1] pp. 182-193
14	<b>Unit 7: (cont.)</b> <u>Reading 2:</u> Alaska's Pebble Mine: Minerals vs. Nature <b>ASSIGNMENT 2</b>	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Final Examination</li> <li>- Assignment</li> </ul>	[1] pp. 193-200
15	<b>Unit 8:</b> <b>Why is it important to play?</b> <u>Reading 1:</u> The Promise of Play <b>REVIEW</b>	1,2,3	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Individual work</li> <li>- Pair/ Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Final Examination</li> </ul>	[1] pp. 210-219
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	Participation Project/ Presentation Assignment (Parts 1-4) 50% pass	Participation Project/ Presentation Assignment (Parts 1-4) 50% pass	Attendance score 60%Pass
Midterm exam (30%)	Parts (1-4) 50% pass	Parts (1-4) 50% pass	
Final exam (40%)	Parts (1-4) 50% pass	Parts (1-4) 50% pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional – depending on each lecturer-in-charge)

##### 5.1. Ongoing assessment


- Attendance score (30 pts)
- In-class assignments (70 pts)

#### 6. Date revised: April 24<sup>th</sup>, 2024

#### 7. Lecturer: Đỗ Hoàng Nga

- School/Department: School of Languages
- Email: [dhnga@hcmiu.edu.vn](mailto:dhnga@hcmiu.edu.vn)

Ho Chi Minh City, June 28<sup>th</sup>, 2024  
DEAN OF SCHOOL OF LANGUAGES  
(Signature)



Dr. Nguyễn Huy Cường



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**

**Course Name: WRITING 1 (B2-C1)**

Course Code: **EL002IU**

**1. General information**

Course name	- (in English) WRITING 1 (B2-C1) - (in Vietnamese) Viết 1
Course designation	<i>This course provides students with basic knowledge of 4 sentence types such as simple sentences, compound sentences, complex sentences, and compound-complex sentences. Students are step by step introduced five types of paragraphs: definition paragraph, opinion paragraph, process paragraph, narrative paragraph, and descriptive paragraph.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Lectures in SoL
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )		
Number of periods	Theory: 45 Practice: 0		
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"><li>- Prerequisites: TOEFL iBT ≥ 61 or IELTS ≥ 6.0</li><li>- Corequisites: (Course code – Course name) none</li><li>- Previous course (Course code – Course name) none</li></ul>		
Course objectives	The course Writing 1 aims at revising students’ knowledge of different sentence structures and provides introductory material on paragraph writing. After this course, students are able to both produce a presentable product and to understand the composing process.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	Knowledge	CLO1: Explain different sentence structures and theories of writing paragraphs	
	Skill	CLO2: Create a wide range of sentences and four types of paragraphs CLO3: Evaluate one own's and peers' writing	
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Orientation + Sentence types	1	ITU
	Sentence types (continue)	1	TU
	Paragraph	1	TU
	Developing ideas for writing a paragraph	1	TU
	Topic sentences	1	TU
	Supporting and Concluding sentences	1	TU
	Paragraph review	1	TU
	Definition paragraph	1	TU
	Process paragraph	2	TU
	Descriptive paragraph	2	TU
	Opinion paragraph	2	TU
	Narrative paragraph	1	TU
Examination forms	Written examinations		

Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>
Reading list	<p>Course books and other required materials:</p> <p>[1] Folse, K. S., Muchmore-Vokoun, A., &amp; Solomon, E. V. (2013). <i>Great paragraphs</i> (4th ed.). Cengage Learning.</p> <p>Reference books:</p> <p>[2] Savage, A. &amp; Shafiei, M. (2012). <i>Effective academic writing 1</i> (2nd ed.). Oxford: Oxford University Press.</p> <p>[3] Hogue, A. (2008). <i>First steps in academic writing</i>. London: Pearson.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4							X

\*Use Bloom's Taxonomy

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	1. Orientation to the course 2. Simple sentences & compound sentences	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam	lecturer designed handouts
2	1. Complex sentence 2. Compound-complex sentence	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam	lecturer designed handouts
3	1. Four features of a paragraph 2. Introduction to peer editing	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam	[1] p.2- p.29
4	Developing ideas for writing a paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam	[1] p.32- p.45
5	Topic sentences	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam Final exam	[1] p.46- p.69
6	Supporting and Concluding sentences	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam Final exam	[1] p.70- p.93)
7	Paragraph review	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam Final exam	[1] p.94- p.115
8	Definition paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Midterm exam Final exam	[1] p.116 - p.137
<b>MIDTERM EXAMINATION</b>					
9	Process paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] p. 139- p.153
10	Descriptive paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] p.154- p.179
11	Descriptive paragraph (continue)	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] p.154- p.179
12	Opinion paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] p.180- p.197
13	Opinion paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] p.180- p.197
14	Narrative paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] p.198- 221
15	Revise all kinds of paragraph	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					



#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	PART 1, 2 50%Pass	PART 2,3 50%Pass	
Final exam (40%)	PART 1 50%Pass	PART 2 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

#### 6. Date revised: April 24, 2024

#### 7. Lecturer: Trần Thúy Hằng

- School/Department: : School of Languages
- Email: [hangtt@hcmiu.edu.vn](mailto:hangtt@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: LISTENING 1 (B2 - C1)**

**Course Code: EL003IU**

**1. General information**

Course name	- (in English) <i>Listening 1 (B2-C1)</i> - (in Vietnamese) <i>Nghe 1 (B2-C1)</i>
Course designation	<i>This course will provide students with a chance to develop their listening skills through 10 units of general but up-to-date topics such as “How is science changing the food we eat?” Each unit will provide students with relevant vocabulary items, various listening activities (such as filling in blanks, completing charts, completing questionnaires, etc.), and discussion questions to help students draw their own conclusions on the topic. Through these units, students can practice basic listening skills such as listening for main ideas and details, and have exposure to more advanced skills like taking notes and predicting the content of the listening passages.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semesters 1, 2 and 3
Person responsible for the course	Bùi Diễm Bích Huyền Trần Thúy Hằng Đỗ Hoàng Nga Vũ Tiến Thịnh
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods of lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: TOEFL iBT $\geq 61$ or IELTS $\geq 6.0$ - Corequisites: (Course code – Course name) none - Previous course (Course code – Course name) none	
Course objectives	The course is designed to improve the most needed listening skills, as well as develop the language skills essential for listening. Also, this course aims to encourage students to think critically by providing a unique critical thinking framework for each unit.	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Identify the useful expressions of various functions in a listening passage such as expressions to anticipate the content, expressions of causes and effects to understand the relationships among ideas, etc, and take notes on the main ideas and key details of a listening passage.
	Skill	CLO2: Apply effective listening strategies, such as predicting content, identifying context clues, and taking notes, to improve comprehension and retention of information.
	Attitude	CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction of the course <b>Unit 1:</b> What makes a good leader?	2	I, T, U
	<b>Unit 2:</b> How does appearance affect our success?	2	T, U
	<b>Unit 3:</b> When does a child become an adult?	2	T, U
	<b>Unit 4:</b> Why do people do things by hand? Sample Test	2	I, T, U
	<b>Unit 5:</b> How has science changed the food we eat?	2	T, U
	<b>Unit 6:</b> Is one road to success better than another?	2	T, U
	<b>Unit 7:</b> How can accidental discoveries affect our lives?	2	T, U
	<b>Unit 8:</b> Is athletic competition good for children? <b>COURSE REVIEW</b>	1	T, U
Examination forms	Written tests: True/ False; Multiple-choice items, summary-note completion		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Freire, R., & Jones, T. (2015). <i>Q: Skills for Success 4: Listening and Speaking</i> (2nd ed.). Oxford: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	- Introduction of the course - Getting to know one another <b>Unit 1</b> What makes a good leader?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Midterm Examination	[1] pp. 3-12
2	<b>Unit 1</b> What makes a good leader? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Presentation - Midterm Examination	[1] pp. 13-19
3	<b>Unit 2</b> How does appearance affect our success?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Midterm Examination	[1] pp. 26-35
4	<b>Unit 2</b> How does appearance affect our success? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Presentation - Midterm Examination	[1] pp. 36-41

Week	Topic	CLO	Learning activities	Assessments	Resources
			- Project-based learning		
5	<b>Unit 3</b> When does a child become an adult?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Midterm Examination	[1] pp. 50-59
6	<b>Unit 3</b> When does a child become an adult? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work - Project-based learning	- Participation - Presentation - Midterm Examination	[1] pp. 60-66
7	<b>Unit 4</b> Why do people do things by hand?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Midterm Examination	[1] pp. 76-85
8	<b>Unit 4</b> Why do people do things by hand? (cont.) <b>SAMPLE TEST</b>	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Presentation - Midterm Examination	[1] pp. 86-92
<b>MIDTERM EXAMINATION</b>					
9	<b>Unit 5</b> How has science changed the food we eat?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Final Examination	[1] pp. 102-110
10	<b>Unit 5</b> How has science changed the food we eat? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work - Project-based learning	- Participation - Presentation - Final Examination	[1] pp. 111-117
11	<b>Unit 6</b> Is one road to success better than another?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Final Examination	[1] pp. 126-134
12	<b>Unit 6</b> Is one road to success better than another? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Presentation - Final Examination	[1] pp. 135-141
13	<b>Unit 7</b> How can accidental discoveries affect our lives?	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Final Examination	[1] pp. 152-162
14	<b>Unit 7</b> How can accidental discoveries affect our lives? (cont.) <b>ASSIGNMENT</b>	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Presentation - Final Examination - Assignment	[1] pp. 163-169

Week	Topic	CLO	Learning activities	Assessments	Resources
			- Project-based learning		
15	<b>Unit 8</b> Is athletic competition good for children? <b>COURSE REVIEW</b>	1,2,3	- Lectures - Discussion - Pair work - Group work	- Participation - Final Examination	[1] pp. 178-188
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	Presentation Assignment (Parts 1-4) 50% pass	Presentation Assignment (Parts 1-4) 50% pass	Attendance score 50% pass
Midterm exam (30%)	Parts (1-4) 50% pass	Parts (1-4) 50% pass	Parts (1-4) 50% pass
Final exam (40%)	Parts (1-4) 50% pass	Parts (1-4) 50% pass	Parts (1-4) 50% pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

#### 6. Date revised: April 24<sup>th</sup>, 2024

#### 7. Lecturer: Bùi Diễm Bích Huyền

- School/Department: School of Languages
- Email: [bdbhuyen@hcmiu.edu.vn](mailto:bdbhuyen@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
 (Signature)

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: SPEAKING 1 (B2 - C1)**

Course Code: **EL004IU**

**1. General information**

Course name	- (in English) SPEAKING 1 (B2 - C1) - (in Vietnamese) KỸ NĂNG NÓI 1 (B2-C1)
Course designation	<i>This course will provide EFL students with the necessary speaking skills and strategies to be used in an academic setting. The students are encouraged to think critically and then discuss, debate, or present on the 8 thought-provoking topics. They are also equipped with a variety of functional language to communicate in English.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semesters 1, 2, 3
Person responsible for the course	Ms. Nguyễn Mai Trâm, Mr. Nguyễn Hồng Đức
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures; Discussion; Pair work; Group work; Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours: 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits
Number of periods	Theory: 45 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.



Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: TOEFL iBT <math>\geq</math> 61 or IELTS <math>\geq</math> 6.0</li> <li>- Corequisites: (Course code – Course name) none</li> <li>- Previous course (Course code – Course name) none</li> </ul>	
Course objectives	<i>The course is focusing on developing students' speaking skills in terms of both notional and functional categories. Students are required to perform a variety of activities to practice their speaking skills, ranging from taking notes, preparing, discussing, to presenting or debating the topic to a group of people.</i>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Use a variety of functional language to communicate
	Skill	CLO2: Think critically and then discuss, debate, or present on the 8 thought-provoking topics CLO3: Perform a variety of activities to practice their speaking skills, ranging from taking notes, preparing, discussing, to presenting or debating the topic to a group of people.
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Course Orientation	1.5	IU
	<b><i>Unit 1: What makes a good leader?</i></b>		
	<b>Language focus:</b> 1: Bumping into people 2: Talking about yourself 3: Exchanging information	1	TU
	<b><i>Unit 2: How does appearance affect our success?</i></b>	1	IU
	<b>Language Focus:</b> 4: Negotiating 5: Interrupting and letting others speak 6: Showing interest	1	TU
	<b><i>Unit 3: When does a child become an adult?</i></b>	1	IU
	<b>Language Focus</b> 7: Being supportive 8: Persuasion 9: Being tactful	1	TU
	<b><i>Unit 4: Why do people do things by hand?</i></b>	1	IU
	<b><i>Unit 5: How has science changed the food we eat?</i></b>	1	IU
	<b>Language focus:</b> 10: Admitting and denying 11: Handling difficult conversations 12: Showing skepticism	1	TU
	<b><i>Unit 6: Is one road to success better than another?</i></b>	1	IU
	<b>Language focus</b> 13: Sounding confident or hesitant 14. Sounding excited 15. Showing annoyance and anger	1	TU
	<b><i>Unit 7: How can accidental discoveries affect our lives?</i></b>	1	IU
	<b><i>Unit 8: Is athletic competition good for children?</i></b>	1	IU
Examination forms	Spoken examination		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Freire, R., &amp; Jones, T. (2015). <i>Q: Skills for success 4: Listening and speaking</i> (2nd ed.). Oxford: Oxford University Press.</p> <p>[2] Prentis. N. (2014). <i>Collins English For Life - Speaking (B2+ Upper Intermediate)</i>. NXB Tổng hợp TP.HCM.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communication s in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2						X	
3					X		
4							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Teaching and learning activities	Assessment	Resources
1	Course Orientation <i>Unit 1: What makes a good leader?</i>	1, 2, 3, 4	- Lecture - Discussion - Presentation	- Ongoing assessment - Midterm exam	[1] pp. 20-21

Week	Topic	CLO	Teaching and learning activities	Assessment	Resources
2	<b><u>Language focus:</u></b> 1: Bumping into people 2: Talking about yourself 3: Exchanging information	1, 4	- Lecture - Pair work	- Ongoing assessment - Midterm exam	[2] pp.8-15 [2] pp.20-23
3	<b><i>Unit 2: How does appearance affect our success?</i></b>	2, 3, 4	- Lecture - Pair work	- Ongoing assessment - Midterm exam	[1] pp. 42-49
4	<b><u>Language Focus:</u></b> 4: Negotiating 5: Interrupting and letting others speak 6: Showing interest	1, 4	- Lecture - Pair work - Group work	- Ongoing assessment - Midterm exam	[2] pp.24-35
5	<b><i>Unit 3: When does a child become an adult?</i></b>	2, 3, 4	- Lecture - Presentation	- Ongoing assessment - Midterm exam	[1] pp. 67-75
6	<b><u>Language Focus</u></b> 7: Being supportive 8: Persuasion 9: Being tactful	1, 4	- Lecture - Pair work	- Ongoing assessment - Midterm exam	[2] pp. 36-47
7	<b><i>Unit 4: Why do people do things by hand?</i></b>	2, 3, 4	- Lecture - Presentation	- Ongoing assessment - Midterm exam	[1] pp. 93-101
8	<b>Review Assignment 1</b>	1, 2, 4		- Ongoing assessment - Midterm exam	
<b>MIDTERM EXAMINATION (A2)</b>					
9	<b><i>Unit 5: How has science changed the food we eat?</i></b>	2, 3, 4	- Lecture - Debate	- Ongoing assessment - Final exam	[1] pp. 118-125
10	<b><u>Language focus:</u></b> 10: Admitting and denying 11: Handling difficult conversations 12: Showing skepticism	1, 4	- Lecture - Pair work	- Ongoing assessment - Final exam	[2] Pp.48-51 [2] Pp. 56-59 [2] pp.68-71
11	<b><i>Unit 6: Is one road to success better than another?</i></b>	2, 3, 4	- Lecture - Discussion	- Ongoing assessment - Final exam	[1] pp.142-151

Week	Topic	CLO	Teaching and learning activities	Assessment	Resources
12	<b><u>Language focus</u></b> 13: Sounding confident or hesitant 14. Sounding excited 15. Showing annoyance and anger	1, 4	- Lecture - Pair work	- Ongoing assessment - Final exam	[2] Pp. 76-83
13	<b><i>Unit 7: How can accidental discoveries affect our lives?</i></b>	2, 3, 4	- Lecture - Group work - Presentation	- Ongoing assessment - Final exam	[1] pp. 170-177
14	<b><i>Unit 8: Is athletic competition good for children?</i></b>	2, 3, 4	- Lecture - Discussion	- Ongoing assessment - Final exam	[1] pp. 195-202
15	<b>Review</b> <b>Assignment 2</b>	2, 3, 4		- Ongoing assessment - Final exam	
<b>FINAL EXAMINATION (A3)</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	Part I 50%Pass	Part II 50%Pass	Part I 50%Pass	
Final exam (40%)	Part I 50%Pass	Part II 50%Pass	Part I 50%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Role-play and Presentations

##### 5.2. Midterm and Final exams

###### Task 1: Role-Play

- Using functions (20 pts): Use a variety of target functions successfully with fluency and accuracy
- Delivery (10 pts): Student pronounces virtually all words and combinations of words correctly and demonstrates accurate intonation and appropriate pacing.
- Language use (10 pts): Demonstrate accurate and consistent use of language in terms of grammar and vocabulary with no significant errors
- Content & character development (10 pts): The student adheres to the prompt and convincingly develops the role in a logical manner using relevant and elaborate detail and appropriate social register.

Task 2: Short Speech

- Delivery (15 pts): Student pronounces virtually all words and combinations of words correctly and demonstrates accurate intonation and appropriate pacing.
- Language use (15 pts): Demonstrate accurate and consistent use of language in terms of grammar and vocabulary with no significant errors.
- Content (20 pts): The student demonstrates full knowledge in answering the question with explanations and elaboration; provides clear response with pertinent examples, facts, and/or statistics.


6. **Date revised:** April 29, 2024

7. **Lecturer:** Nguyễn Hồng Đức

- School: School of Languages
- Email: [nhduc@hcmiu.edu.vn](mailto:nhduc@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Advanced Grammar**

Course Code: **EL005IU**

**1. General information**

Course name	- (in English) <i>Advanced Grammar</i> - (in Vietnamese) <i>Ngữ pháp cao cấp</i>
Course designation	<i>This course will provide students with a more comprehensive study of the complex patterns of English grammar. Through this study, along with guided practice and teachers' feedback, students can enhance their competence in using the tools of grammar to improve abilities in other areas, such as speaking, writing, and editing.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Nguyễn Hoàng Khánh Nguyễn Đình Minh Thắng Nguyễn Thị Ngọc Châu Trần Đoàn Thư
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 30 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	2 credits (Theory: 2 + Practice: 0)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Number of periods	Theory: 30 Practice: 0		
Required and recommended prerequisites for joining the course	- Prerequisites: TOEFL iBT ≥ 61 or IELTS ≥ 6.0 - Corequisites: (Course code – Course name) none - Previous course (Course code – Course name) none		
Course objectives	This course will provide students with a more comprehensive study of the complex patterns of English grammar. Through this study, along with guided practice and teachers’ feedback, students can enhance their competence in using the tools of grammar to improve abilities in other areas, such as speaking, writing, and editing.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Identify mistakes that can make sentences grammatically incorrect.	
	Skill	CLO2: Apply C1-level (based on CEFR) grammatical knowledge in forming sentences. CLO3: Explain a C1-level (based on CEFR) grammatical structure to other students.	
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.	
Content	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (2 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course orientation & Pre-test	1	I
	Tenses review and comparison	1	TU
	Passive voice, Passive with reporting verbs, Causatives	1	TU
	Verb complementation with –ing, to-infinitive, bare infinitive, prepositions, objects	1	TU
	Modals, semi-modal, & modal perfect	1	TU
	Articles, determiners, quantifiers	1	TU
	Phrasal verbs	1	TU
	Relative clauses, relative clauses with prepositions	1	TU
	Participle clauses, adverbial clauses	1	TU
	Conditional clauses, mixed conditionals	1	TU
	Unreal time with wish & Subjunctives	1	TU
	Reported speech	1	TU
	Emphasis	1	TU
	Inversion	1	TU
	Review	1	U



Examination forms	Written exam
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i> <i>Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>
Reading list	[1] Hewings, M. (2013). <i>Advanced grammar in use</i> . Cambridge: Cambridge University Press. [2] Vince, M. & Sunderland, P. (2003). <i>Advanced language practice</i> . Oxford: MacMillan Publishers.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2					X		
3					X		
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Course orientation Pre-test	1, 4	Lecture	Ongoing assessment Midterm exam	
2	Tenses review and comparison: <ul style="list-style-type: none"> <li>• Present tenses</li> <li>• Past tenses</li> <li>• Future tenses</li> </ul>	1, 2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 2-28 [2] pp. 1-27
3	Passive voice Passive with reporting verbs Causatives	1, 2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 44-51 [2] pp. 33-45
4	Verb complementation with <i>-ing</i> , to-infinitive, bare infinitive, prepositions, objects	1, 2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 56-62
5	Modals & semi-modals Modal perfect	1, 2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 30-41 [2] pp. 65-77
6	Articles Determiners Quantifiers	1, 2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 88-105 [2] pp. 104-110
7	Phrasal verbs	1, 2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[2] pp. 144-161
8	- Relative clauses - Relative clauses with prepositions - Quiz	1, 2, 4	Group work	Ongoing assessment Midterm exam	[1] pp. 106-111
<b>MIDTERM EXAM</b>					
9	Participle clauses Adverbial clauses	1, 2, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 118-121 [1] pp. 158-175

Week	Topic	CLO	Learning activities	Assessments	Resources
10	Conditional clauses Mixed conditionals Variations: <i>unless, in cases, providing that, as long as...</i>	1, 2, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 166-173 [2] pp. 46-53
11	Unreal time with <i>wish</i> Subjunctives	1, 2, 4	Lecture, Group work	Ongoing assessment Final exam	[2] pp. 54-59
12	Reported speech: ○ With modals ○ With conditionals Reporting orders, suggestions, offer...	1, 2, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 64-79 [2] pp. 97-103
13	Emphasis: ○ Changing word order ○ Adding words ○ Other means	1, 2, 4	Lecture, Group work	Ongoing assessment Final exam	[2] pp. 85-91
14	Inversion: ○ After negative adverbials ○ After <i>so/such</i> with <i>that</i> ○ Inversion in conditional clauses	1, 2, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 198-201 [2] pp. 78-84
15	Group Project + Revision	1, 2, 3, 4	Group work	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz (Part 1) 60%Pass	Quiz (Part 3) 60%Pass	Group project 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	Quiz (Part 1) 60%Pass	Quiz (Part 3) 60%Pass		
Final exam (40%)	Quiz (Part 1) 60%Pass	Quiz (Part 2) 60%Pass		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz (35 pts); Group project (35pts)

### 5.2. Group project (Teaching a grammar point to other students)

	Criterion	Marks	Comments
1.	Presentation style (confidence, body language, voice techniques...)	...../20	
2.	Language use	...../20	
3.	Content		
	<i>Clarity of the explanation of the grammar point</i>	...../20	
	<i>Quality of the exercises/ activities for practicing</i>	...../20	
5.	Groupwork participation & contribution	...../20	
	<b>Total:</b>	...../100	

6. **Date revised:** April 26<sup>th</sup>, 2024

7. **Lecturer:** Trần Đoàn Thu, M.A.

- School/Department: School of Languages
- Email: [tdthu@hcmiu.edu.vn](mailto:tdthu@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Critical Thinking**  
**Course Code: PE008IU**

**1. General information**

Course name	- <i>Critical Thinking</i> - <i>Tư duy Biện luận</i>
Course designation	<i>This course provides students with the knowledge and practice necessary to sharpen their observation and judgment skills, enabling them to evaluate arguments effectively and construct compelling arguments of their own. Additionally, the course helps students evaluate information from diverse sources to obtain reliable data and avoid fallacies.</i>
Course type	<input checked="" type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization <input type="checkbox"/> Electives <input type="checkbox"/> Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1, 2, and 3
Person responsible for the course	Assoc.Prof.Dr.Nguyễn Thị Thủy Assoc.Prof.Dr.Phạm Ngọc Trần Thanh Tú (Ph.D) Nguyễn Văn Tiếp (Ph.D) Phạm Thanh Tùng (Ph.D) Đỗ Thị Diệu Ngọc (MA)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: EN007IU - Writing AE1 and EN008IU - Listening AE1 - Corequisites: (Course code – Course name) none - Previous course (Course code – Course name) none								
Course objectives	<i>This course will enable students to</i> <ul style="list-style-type: none"> <li>• know basic concepts of critical thinking</li> <li>• identify, construct, analyze, and evaluate inductive and deductive arguments in spoken and written forms</li> <li>• recognize common fallacies in everyday reasoning</li> </ul>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence</td></tr> <tr> <td>Skill</td><td>CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize, and evaluate deductive &amp; inductive arguments</td></tr> <tr> <td>Attitude</td><td>CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence	Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize, and evaluate deductive & inductive arguments	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: identify standards of and barriers to critical thinking, and argument types belonging to deductive and inductive reasoning CLO2: identify logical fallacies of relevance and insufficient evidence								
Skill	CLO3: relate statements and evaluate the validity of deductive arguments using Venn diagram and truth tables CLO4: relate statements, summarize, and evaluate deductive & inductive arguments								
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Critical thinking	1	I, T, U
	Recognizing arguments	1	I, T, U
	Basic logical concepts	1	I, T, U
	A little categorical logic	1	I, T, U
	A little propositional logic	1	I, T, U
	Logical fallacies I	1	I, T, U
	Logical fallacies II	1	I, T, U
	Analyzing arguments	1	I, T, U
	Evaluating arguments and truth claims	1	I, T, U
	Inductive reasoning	1	I, T, U
Group presentations + Review for exams	5	U	
Examination forms	Written exams and project presentations		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1]. Bassham, J., Irwin, W., Nardone, H., & Wallace, J. M. (2022). <i>Critical Thinking: A Student's Introduction</i> (7th ed.). McGraw-Hill Education References: [2]. Moore, B.N., & Parker, R. (2009). <i>Critical thinking</i> (9th ed.). Boston: McGraw-Hill [3]. Hurley, P. J. (2012). <i>A concise introduction to logic</i> (11th ed.). Wadsworth: Cengage Learning. + Relevant web resources		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X		X	
2				X		X	
3				X		X	
4				X		X	
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Critical thinking	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 1
2	Recognizing arguments	1, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 2
3	Basic logical concepts	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 3
4	A little categorical logic Quiz 1	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 9
5	A little propositional logic	3, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 10
6	Logical fallacies I	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 5
7	Logical fallacies II Quiz 2	2, 5	Ongoing assessment & Midterm exam	Lecture, Discussion	[1] Chapter 6
8	Review for midterm exam Sample test	1, 2, 3, 5	Ongoing assessment & Midterm exam		
<b>MIDTERM EXAMINATION</b>					
9	Analyzing arguments	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 7
10	Evaluating arguments and truth claims	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 8



Week	Topic	CLO	Assessments	Learning activities	Resources
11	Inductive reasoning Quiz 3	4, 5	Ongoing assessment & Final exam	Lecture, Discussion	[1] Chapter 11
12-14	Group presentations	1-5	Ongoing assessment & Final exam	Presentation , Discussion	
15	Review for final exam Sample test	1-5	Ongoing assessment & Final exam		
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	X 50%Pass		X 50%Pass		
Final exam (40%)		X 50%Pass		X 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (3 pts)
- In-class assignments (7 pts)

##### 5.2. Midterm and Final examinations

Marks for multiple choice questions:

CLO1: 2pts/correct answer

CLO2: 2pts/correct answer

CLO3: 3pts/correct answer

CLO4: 4pts/correct answer


#### 6. Date revised: April 20<sup>th</sup>, 2024

#### 7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc

- School of Languages
- Email: [dtdngoc@hcmiu.edu.vn](mailto:dtdngoc@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Presentation Skills**

**Course Code: EL006IU**

**1. General information**

Course name	- (in English) <i>Presentation Skills</i> - (in Vietnamese) <i>Kỹ năng thuyết trình</i>
Course designation	<i>The course of Presentation Skills provides students with the knowledge and skills needed to deliver effective presentations (informative and persuasive presentations). To do this, the course covers many aspects of giving a presentation: building up confidence, preparing and planning, using the appropriate language, applying effective visual aids, applying delivery techniques, dealing with questions and responding, and performing body language as well as other para-linguistic elements.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Mr. Nguyễn Hồng Đức Ms. Trần Đoan Thư Mr. Mai Hồng Quân
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 30 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 60 hours	
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )	
Number of periods	Theory: 30 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: TOEFL iBT <math>\geq 61</math> or IELTS <math>\geq 6.0</math></li> <li>- Corequisites: (Course code – Course name) none</li> <li>- Previous course (Course code – Course name) none</li> </ul>	
Course objectives	<p>The course of Presentation Skills aims to:</p> <ul style="list-style-type: none"> <li>a. equip students with necessary knowledge and skills for academic presentations which are relevant to specific purposes</li> <li>b. familiarize students with techniques to make effective arguments and gather appropriate support abiding by academic rules</li> <li>c. enhance students' presentation quality via non-verbal communication and proper use of visual aids</li> </ul>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Apply effective visual aids in preparing and planning well-organized academic presentations
	Skill	CLO2: Use appropriate language for academic presentations CLO3: Perform delivery techniques, body language and other para-linguistic elements in academic presentation CLO4: Demonstrate techniques to handle audience questions
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Orientation & Introduction	2	I, T, U
	Needs analysis		
	Building up confidence	2	T, U
	The first few minutes	2	T, U
	Organizing what you want to say	2	T, U
	Summarizing and concluding	2	T, U
	Using equipment	2	T, U
	Delivery techniques: Putting it all together	2	T, U
	Group presentations for the instructor's evaluation and advice	2	U
	Introduction to persuasive speeches	2	T, U
	Methods of persuasion	2	T, U
	Maintaining interest	2	T, U
	Dealing with problems and questions	2	T, U
	Body language	2	T, U
	Individual presentations for the instructor's evaluation and advice	4	U
Examination forms	Oral Presentations		

Study and examination requirements	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed Tests</i></p> <p>Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (e.g. certified paper from doctors), students may re-take the examination.</p> <p><i>Class Behaviors</i></p> <p>Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Speaking AE2 course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below:</p> <ul style="list-style-type: none"> <li>• Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.</li> <li>• Participate fully and constructively in all course activities and discussions (if any).</li> <li>• Display appropriate courtesy to all involved in the class.</li> <li>• Provide constructive feedback to faculty members regarding their performance.</li> </ul> <p><i>Plagiarism</i></p> <p>Students are warned not to copy from other books or from their peers for all assessment tasks. Committing plagiarism will result in 0 point for the task. Students who plagiarize twice will be prohibited from sitting the final examination.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>
Reading list	<p>[1] Lowe, S, &amp; Pile, L. (2011). <i>Presenting</i>. Singapore: Cengage Learning</p> <p>[2] Comfort, J. (2021). <i>Effective presentations</i>. Oxford: Oxford University Press</p> <p>[3] Lucas, S. (2019). <i>The art of public speaking</i> (13<sup>th</sup> ed.). New York: McGraw-Hill Education.</p> <p>[4] Harrington, D., &amp; Lebeau, C. (2009). <i>Speaking of speech</i>. Macmillan</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4					X		
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	1. Orientation & Introduction 2. Needs analysis	1, 5	Lecture	Mini/Group presentation Midterm exam	[1] Presenting, p. 5 [3]* The Art of Public Speaking, Chapter 6 + videos of introductory speeches
2	Building up confidence	2, 5	Lecture, Group work	Mini/Group presentation Midterm exam	
3	Introduction to informative speeches	1, 2, 5	Lecture, Group work	Mini/Group presentation	[1] Presenting, pp. 8-13

Week	Topic	CLO	Learning activities	Assessments	Resources
	Unit 1: The first few minutes			Midterm exam	[2] Effective Presentations: p.7 + video clip; p.13+ video clip [3]The Art of Public Speaking, Chapter 10 [3]* The Art of Public Speaking, Chapter 15
4	Unit 3: Organizing what you want to say	1, 2, 5	Lecture, Group work	Mini/Group presentation Midterm exam	[1] Presenting, pp. 22-27) [2] Effective Presentations: p.19 + video clip [3]* The Art of Public Speaking, Chapters 8+9
5	Unit 6: Summarizing and concluding	1, 2, 3, 5	Lecture, Group work	Mini/Group presentation Midterm exam	[1] Presenting, pp. 40-45 [2] Effective Presentations: p.41 + video clip [3]* The Art of Public Speaking, Chapters 10
6	Unit 2: Using equipment	1, 2, 3, 5	Lecture	Mini/Group presentation Midterm exam	[1] Presenting, pp. 14-21) [2] Effective Presentations: p.31 + video clip [3]* The Art of Public Speaking, Chapters 14
7	Delivery techniques: Putting it all together	1, 2, 3, 5	Lecture, Group work	Mini/Group presentation Midterm exam	[2] Effective Presentations: p.50 + video clip Assignment: Topic(s) for group presentation) [3]* The Art of Public Speaking, Chapters 13
8	Mini individual presentations or group presentations for the instructor's evaluation and advice	1, 2, 3, 5	Group work	Mini/Group presentation Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	Introduction to persuasive speeches	1	Lecture, Group work	Mini/Group presentation Final exam	[3] The art of public speaking, Chapter 15 (Handout given by the instructor)
10	Methods of persuasion	1	Lecture, Group work	Mini/Group presentation Final exam	[3] The art of public speaking, Chapter 16 (Handout given by the instructor)

Week	Topic	CLO	Learning activities	Assessments	Resources
11	Unit 4: Maintaining interest	5	Lecture, Group work	Mini/Group presentation Final exam	[1] Presenting: pp. 28-33) [2] Effective Presentations: p.25 + video clip)
12	Unit 5: Dealing with problems and questions	5	Lecture, Group work	Mini/Group presentation Final exam	[1] Presenting: pp. 34-39) [2] Effective Presentations: p.44 (Question time) [3]* The Art of Public Speaking, Chapters 13
13	Unit 6: Body language	6	Lecture, Group work	Mini/Group presentation Final exam	[2] Effective Presentations: pp.36-39 [3]* The Art of Public Speaking, Chapters 13
14	Practice	5	Group work	Mini/Group presentation Final exam	
15	Wrap-up and advice	1	Group work	Mini/Group presentation Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	Criteria 4-7 50% Pass	Criteria 1-2 50% Pass	Criterion 3 50% Pass		
Final exam (40%)	Criteria 4-6 50% Pass	Criteria 1-2 50% Pass	Criterion 3 50% Pass	Criterion 4 50% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

##### 5.2. Rubrics for Midterm exam



No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (15 pts)	2
3	Body Language: Gestures, Eye contact, Facial expressions, Appearance (10 pts)	3
4	Organization: Intro, Body, Ending, Coherence (20 pts)	1
5	Content: Relevance, Accuracy (20 pts)	1
6	Visual aids: Appropriateness, Clarity (10 pts)	1
7	Overall effectiveness (10 pts)	1

### 5.3. Rubrics for Final exam

No	Criteria	CLO
1	Pronunciation & Voice Techniques (Pause, Volume, Speed Change, Stress, Tone, etc.) (15 pts)	2
2	Language use: Grammar & Vocabulary (usage and appropriateness for audience) (10 pts)	2
3	Body Language: Appearance, Posture, Gestures, Eye contact, Facial expression (15 pts)	3
4	Organization: Intro, Body, Ending, Coherence(15 pts)	1
5	Content: Relevant, Accurate, Informative and Persuasive (20 pts)	1
6	Visual aids: Appropriateness, Clarity (15 pts)	1
7	Question response (10 pts)	4

6. **Date revised:** April 20, 2024

7. **Lecturer:** Mai Hồng Quân

- School/Department: School of Languages
- Email: [mhquan@hcmiu.edu.vn](mailto:mhquan@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: READING 2 (C1-C2)**

Course Code: **EL007IU**

**1. General information**

Course name	- (in English) <i>Reading 2 (C1-C2)</i> - (in Vietnamese) <i>Đọc 2 (cấp độ C1-C2)</i>
Course designation	<i>The course is made up of 8 units, each aims at developing a particular reading skill as well as the techniques students will need to use when reading, including:</i> <ul style="list-style-type: none"> <li>- Distinguishing main ideas from details</li> <li>- Identifying contrasting ideas</li> <li>- Previewing a text</li> <li>- Making inferences</li> <li>- Following ideas</li> <li>- Anticipating content through questions</li> <li>- Identifying author's intent</li> <li>- Organizing notes and annotations in a chart</li> </ul>
Course type	<input type="checkbox"/> <i>General knowledge / College Foundation Courses</i> <input checked="" type="checkbox"/> <i>Fundamental/ English Foundation courses &amp; English Core courses</i> <input type="checkbox"/> <i>Specialized knowledge/ Specialization Core Courses &amp; Specialization Electives</i> <input type="checkbox"/> <i>Internship/Project/Thesis</i> <input type="checkbox"/> <i>Others: ....</i>
Semester(s) in which the course is taught	1,2, & Summer
Person responsible for the course	Mai Hồng Quân, MA Trần Thuý Hằng, MA Đỗ Hoàng Nga, MA Trần Đoan Thư, MA Đỗ Thị Diệu Ngọc, MA Nguyễn Lê Bảo Ngọc, MA Nguyễn Hoàng Khánh, MA Nguyễn Hoàng Phương Mai, MA
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course (Course code – Course name): EL001IU - Reading 1								
Course objectives	This course aims to provide students with both theoretical and practical knowledge of different kinds of reading skills which are needed for them in reading comprehension.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Explain different reading skills and functions such as how to distinguish main ideas from details, identify contrasting ideas, anticipating content through questions.</td></tr> <tr> <td>Skill</td><td>CLO2: Apply these techniques in doing reading exercises.</td></tr> <tr> <td>Attitude</td><td>CLO3: Respond to academic reading texts with confidence. CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain different reading skills and functions such as how to distinguish main ideas from details, identify contrasting ideas, anticipating content through questions.	Skill	CLO2: Apply these techniques in doing reading exercises.	Attitude	CLO3: Respond to academic reading texts with confidence. CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Explain different reading skills and functions such as how to distinguish main ideas from details, identify contrasting ideas, anticipating content through questions.								
Skill	CLO2: Apply these techniques in doing reading exercises.								
Attitude	CLO3: Respond to academic reading texts with confidence. CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.								

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Orientation	1	IU
	Reading diagnostic test		
	Unit 1: <b>Linguistics</b>	1	TU
	Unit 2: <b>Sociology</b>	1	TU
	Unit 3: <b>Media studies</b>	1	TU
	Unit 4: <b>International relations</b>	1	TU
	Extra reading practice	3	U
	Unit 5: <b>Urban planning</b>	1	TU
	Unit 6: <b>Ecology</b>	1	TU
	Unit 7: <b>Psychology</b>	1	TU
	Unit 8: <b>Health sciences</b>	1	TU
Extra reading practice	2	U	
Reading mock test	1	U	
Examination forms	Paper and Pen tests: Gap-Fill, Multiple choice questions, Multiple Matching, Gapped Text		
Study and examination requirements	<i>Attendance</i> Regular on-time attendance in this course is expected. It is compulsory that students attend at least 80% of the course to be eligible for the final examination. <i>Missed tests</i> Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.) <i>Class behavior</i> Students are supposed to prepare thoroughly for each class in accordance with the syllabus and complete all assignments upon the instructor’s request, participate fully and constructively in all class activities (and discussions if any), display appropriate courtesy to all involved in the class, and provide constructive feedback to faculty members regarding their performance. <i>Assignments/Examination:</i> Students must have more than 50/100 points overall to pass this course.		
Reading list	[1] Caplan, N.A., & Douglas, S.R. (2015). <i>Q: Skills for success Reading and Writing 5</i> . Oxford: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3							X
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation Reading diagnostic test	2	Individual work Discussion	Participation Midterm exam Final exam	CAE practice tests
2	Unit 1: <b>Linguistics</b> <u>Reading 1:</u> History of the Māori language <u>Reading 2:</u> When languages die <i>Skill:</i> Distinguishing main ideas from details <i>Vocabulary:</i> Using a thesaurus	1, 2, 3, 4	Lecture Individual work Discussion	Participation Midterm exam	[1] pp. 3-23

Week	Topic	CLO	Learning activities	Assessments	Resources
3	Unit 2: <b>Sociology</b> <u>Reading 1:</u> Laid-back labour: The 140\$ Homemade scarf <u>Reading 2:</u> Tae Kwon Do for health <i>Skill:</i> Identifying contrasting ideas <i>Vocabulary:</i> Reporting verbs vocabulary	1, 2, 3, 4	Lecture Individual work Discussion	Participation Midterm exam	[1] pp. 35-54
4	Extra reading practice	2, 3, 4	Individual work Discussion	Participation Midterm exam Quiz	CAE practice tests
5	Unit 3: <b>Media studies</b> <u>Reading 1:</u> Infographic lies: Here's how <u>Reading 2:</u> Phototruth or photofiction <i>Skill:</i> Previewing a text <i>Vocabulary:</i> Latin and Greek roots	1, 2, 3, 4	Lecture Individual work Discussion	Participation Midterm exam	[1] pp. 67-83
6	Unit 4: <b>International relations</b> <u>Reading 1:</u> In Norway, Global Seed Vault Guards Genetic Resources <u>Reading 2:</u> Building the perfect Spaceman <i>Skill:</i> Making inferences <i>Vocabulary:</i> Prefixes	1, 2, 3, 4	Lecture Individual work Discussion	Participation Midterm exam	[1] pp. 95-114
7	Extra reading practice	2, 3, 4	Individual work Discussion	Participation Midterm exam Quiz	CAE practice tests
8	<b>Review</b> Review skills and vocabulary from unit 1 to unit 4	1, 2, 3, 4	Individual work Discussion	Participation Midterm exam	Hand-outs
<b>MIDTERM EXAMINATION</b>					
9	Unit 5: <b>Urban planning</b> <u>Reading 1:</u> The new Oases <u>Reading 2:</u> A path to Road safety with no signposts <i>Skill:</i> Following ideas <i>Vocabulary:</i> Using the dictionary: verb complements	1, 2, 3, 4	Lecture Individual work Discussion	Participation Final exam	[1] pp. 129-146

Week	Topic	CLO	Learning activities	Assessments	Resources
10	Unit 6: <b>Ecology</b> <u>Reading 1:</u> Garbage of Eden <u>Reading 2:</u> The glorious feeling of fixing something yourself <i>Skill:</i> Anticipating content through questions <i>Vocabulary:</i> Suffixes	1, 2, 3, 4	Lecture Individual work Discussion	Participation Final exam	[1] pp. 161-178
11	Extra reading practice	2, 3, 4	Individual work Discussion	Participation Final exam Quiz	CAE practice tests
12	Unit 7: <b>Psychology</b> <u>Reading 1:</u> Set in our ways: Why change is so hard? <u>Reading 2:</u> Kids want to tan <i>Skill:</i> Identifying author's intent <i>Vocabulary:</i> Using the dictionary	1, 2, 3, 4	Lecture Individual work Discussion	Participation Final exam	[1] pp. 193-211
13	Unit 8: <b>Health sciences</b> <u>Reading 1:</u> A healthy lifestyle can reduce fatigue, boost energy <u>Reading 2:</u> A jolt of caffeine, by the can <i>Skill:</i> Organizing notes and annotations in a chart <i>Vocabulary:</i> Adjective/ verb + preposition collocations	1, 2, 3, 4	Lecture Individual work Discussion	Participation Final exam	[1] pp. 225-244
14	Extra reading practice	2, 3, 4	Individual work Discussion	Participation Final exam Quiz	CAE practice tests
15	Reading mock test	2, 3, 4	Individual work Discussion	Participation Final exam	Reading 2 Sample Test
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
On-going assessment <i>Participation</i> (10%)	60%Pass			60%Pass
On-going assessment <i>Quizzes</i> (20%)	In-class assignments 60%Pass		In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam <i>Paper and Pen test</i> (30%)		60%Pass		
Final exam <i>Paper and Pen test</i> (40%)		60%Pass		

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

## 6. Date revised: April 26, 2024

## 7. Lecturer: Nguyễn Hoàng Phương Mai, MA

- School/Department: School of Languages
- Email: nhpmai@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Writing 2 (C1-C2)**

**Course Code: EL008IU/EL008WE**

**1. General information**

Course name	- (in English) <i>Writing 2 (C1-C2)</i> - (in Vietnamese) <i>Viết 2 (C1-C2)</i>
Course designation	<i>This course provides students with comprehensive instructions and extensive practical exercises and activities in essay writing, including transforming ideas into different functions of writing such as narrative essay, comparison essay, cause- effect essay and argumentative essay. Throughout the whole course, students are required to read university- level texts to develop the ability to read critically and to respond accurately, coherently and academically in writing. Though providing them with crucial writing skills such as brainstorming, proofreading, and editing, this course prepares students for research paper writing in the next course.</i>
Course type	<i>English Foundation courses</i>
Semester(s) in which the course is taught	1, 2, & 3
Person responsible for the course	Dr. Lầu Mộng Thu Dr. Nguyễn Thị Quyên Mrs. Nguyễn Lê Bảo Ngọc Mrs. Bùi Diễm Bích Huyền Mr. Nguyễn Hoàng Khánh Mr. Nguyễn Đình Minh Thắng
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures Discussion Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Number of periods	Theory: 45 Practice: 0																												
Required and recommended prerequisites for joining the course	Previous course (Course code – Course name): EL002IU – Writing 1 B2-C1																												
Course objectives	Upon the completion of this course, students are able to understand and follow different steps in writing process to produce a complete essay. Also, students can use different functions of writing to successfully communicate their purpose to the audience (narrative, comparison, cause-effect, and argumentative essays). In addition, students can employ different ways to improve their writing such as self- assessment, peer feedback and teacher comments.																												
Course learning outcomes	Upon the successful completion of this course students will be able to:																												
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>																											
	Knowledge	CLO 1. Explain different steps in the writing process to produce a complete essay.																											
	Skill	CLO 2. Evaluate sample academic essays, their own work as well as their peers' work. CLO 3. Create academic essays to successfully communicate their purpose to the audience (narrative, comparison, cause-effect, and argumentative essays).																											
	Attitude	CLO 4. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.																											
Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1"> <thead> <tr> <th>Topic</th><th>Weight</th><th>Level</th></tr> </thead> <tbody> <tr> <td>The writing process</td><td>3</td><td>I, T</td></tr> <tr> <td>Exploring the essay</td><td>6</td><td>I, T, U</td></tr> <tr> <td>Narrative essay</td><td>6</td><td>I, T, U</td></tr> <tr> <td>Cause-or-effect essay</td><td>6</td><td>I, T, U</td></tr> <tr> <td>Comparative essay</td><td>6</td><td>I, T, U</td></tr> <tr> <td>Argumentative essay</td><td>6</td><td>I, T, U</td></tr> <tr> <td>Citation and plagiarism</td><td>3</td><td>I, T</td></tr> <tr> <td>Self-evaluation and peer-feedback</td><td>6</td><td>T, U</td></tr> </tbody> </table>		Topic	Weight	Level	The writing process	3	I, T	Exploring the essay	6	I, T, U	Narrative essay	6	I, T, U	Cause-or-effect essay	6	I, T, U	Comparative essay	6	I, T, U	Argumentative essay	6	I, T, U	Citation and plagiarism	3	I, T	Self-evaluation and peer-feedback	6	T, U
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Argumentative essay	6	I, T, U																											
Citation and plagiarism	3	I, T																											
Self-evaluation and peer-feedback	6	T, U																											
Examination forms	Quiz, Written Assignment, Written Academic Paragraph, Written Academic Essay																												
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>																												

Reading list	<p>[1]. Folse, K. S., Muchmore-Vokoun, A., &amp; Solomon, E. V. (2015). <i>Great Writing 4 (4th ed.)</i>. USA: Heinle Cengage Learning.</p> <p>[2]. Savage, A. &amp; Shafiei, M. (2012). <i>Effective Academic Writing 3 (2nd ed.)</i>. Oxford: Oxford University Press.</p> <p>[3]. Oshima A., &amp; Hogue, A. (2016). <i>Writing academic English (5th ed.)</i>. New York. Pearson.</p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessment	Resources
WEEK 1 Understanding the writing process	1. Orientation to the course 2. Seven steps to write an essay	1	- Presentation - Lecture - Individual practice	Ongoing assessment Midterm exam	- Course syllabus [1]. page 2-37
WEEK 2 Exploring the essay	1. What is an essay? 2. Kinds of essays	1, 2, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Midterm exam	[1]. page 2-18
WEEK 3 Exploring the essay	Introduction 1. The hook 2. Connecting information 3. The thesis statement	1, 2, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Midterm exam	[1]. page 19-27
WEEK 4 Exploring the essay	1. The body 2. The conclusion	1, 2, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Midterm exam	[1]. page 28-36
WEEK 5 Narrative essay	1. Three parts of a narrative essay 2. Connectors and time relationship words	2, 3, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Midterm exam	[1]. page 37-48
WEEK 6 Narrative essay	1. Revise narrative essay 2. Write a complete narrative essay	2, 3, 4	- Presentation - Lecture - Individual practice - Pair work	Ongoing assessment Midterm exam	[1]. page 49-61
WEEK 7	REVISION	2, 4	- Individual practice - Pair work	Ongoing assessment Midterm exam	[1]. page 2-63
WEEK 8 Citation and plagiarism	1. Citing 2. Plagiarism	2, 4	- Presentation - Lecture - Individual practice - Pair work	Ongoing assessment Midterm exam	[1]. page 157-159
<b>MIDTERM EXAMINATION (A2)</b>					
WEEK 9 Comparison essay	1. Pattern of organization 2. making an outline 3. connectors for comparison essay	2, 3, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Final exam	[1]. page 64-72
WEEK 10 Comparison essay	1. practice writing comparison essays	2, 3, 4	- Presentation - Lecture - Individual practice - Pair work	Ongoing assessment Final exam	[1]. page 72-88

Week	Topic	CLO	Learning activities	Assessment	Resources
WEEK 11 Cause- effect essays	1. What is a cause- effect essay? 2. Connectors in cause- effect essay	2, 3, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Final exam	[1]. page 84-97
WEEK 12 Cause- effect essay	1. Plan an outline 2. Write a cause- effect essay	2, 3, 4	- Presentation - Lecture - Individual practice - Pair work	Ongoing assessment Final exam	[1]. page 97-107
WEEK 13 Argumentative essay	1. What is an argumentative essay? 2. Controlling tone with modals	2, 3, 4	- Presentation - Lecture - Individual practice	Ongoing assessment Final exam	[1]. page 108-120
WEEK 14 Argumentative essay	1. Plan an outline 2. Write an argumentative essay	2, 3, 4	- Presentation - Lecture - Individual practice - Pair work	Ongoing assessment Final exam	[1]. page 121-129
WEEK 15	REVISION	2, 4	- Individual practice - Pair work	Ongoing assessment Final exam	[1]. page 164-208
<b>FINAL EXAMINATION (A3)</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz 1 60% Pass	Quiz 2 60% Pass	Written Assignments 1, 2 Quizzes 3, 4 50% Pass	Attendance score 60%Pass
Midterm exam (30%)			Academic Essay 1 50%	
Final exam (40%)			Academic Essay 2 50%	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz 1, Quiz 2, Quiz 3, Quiz 4, Written assignment 1, and Written assignment 2

#### Marking Rubric for Quiz 3 & 4:

Parts/ Points	Answers/ Criteria	CLO
<b>Topic sentence 1</b> 10 pts	<ul style="list-style-type: none"> <li>The topic sentence introduces the topic and the controlling idea (1), starting with a transition signal*.</li> </ul>	1

<b>Topic sentence 2</b> 10 pts	<ul style="list-style-type: none"> <li>The topic sentence introduces the topic and the controlling idea (2), starting with a transition signal*.</li> </ul>	1
<b>Topic sentence 3</b> 10 pts	<ul style="list-style-type: none"> <li>The topic sentence introduces the topic and the controlling idea (3), starting with a transition signal*.</li> </ul>	1

Notes:

*\*The students are supposed to use **a variety of connecting devices (single word, phrase, clause, or sentence)** to show their flexibility and expertise in writing.*

**Marking Rubric for Academic Essay 1 & 2:**

Assessment criteria include:	CLO
Assessment criteria include: <ul style="list-style-type: none"> <li>Task fulfilment: ability to cover the task requirements and fulfil communicative purposes (20 pts)</li> <li>Organization: ability to organize ideas, and use linking words and cohesive devices, (20 pts)</li> <li>Grammar: ability to use simple and complex structures precisely and flexibly (15 pts)</li> <li>Vocabulary: ability to control a range of vocabulary and precise word choice (15 pts)</li> </ul>	3

**6. Date revised:** 24/04/2024

**7. Lecturer:** Nguyễn Đình Minh Thắng

- School: School of Languages
- Email: ndmthang@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: LISTENING 2 (C1-C2)**

Course Code: **EL009IU**

**1. General information**

Course name	- <i>(in English)</i> LISTENING 2 (C1-C2) - <i>(in Vietnamese)</i> NGHE 2
Course designation	In this course, students will learn how to develop advanced listening skills through 10 units with both academic topics such as: language, energy or global cooperation, etc. In each unit, students will listen to an interview and a lecture or a report. Students' listening skills will be harnessed through various types of exercises such as multiple choice, matching, completing charts, etc. Some listening skills included in this course: - Listen for main ideas - Listen for details - Listen for pros and cons - Listen for speakers' attitude - Listen for causes and effects - Listen for word's stress and determine its impact on meaning. - Recognize lecture language for topic and plan, transitions, generalizations and support, repetition, comparisons and contrast, important information, definition, citing information
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization <input type="checkbox"/> Electives <input type="checkbox"/> Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1,2 & summer
Person responsible for the course	Trần Thúy Hằng Bùi Diễm Bích Huyền Nguyễn Hoàng Phương Mai
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name) NONE - Corequisites: (Course code – Course name) NONE - Previous course (Course code – Course name): EL003IU - Listening 1								
Course objectives	This course aims to develop students' listening ability at an advanced level. Also, students are provided with phrases and expressions typically found in daily informal conversations as well as in formal speeches or lectures.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Comprehend the significance of listening skills.</td></tr> <tr> <td>Skill</td><td>CLO2: Identify and distinguish the useful expressions of various functions in a listening passage such as expressions to anticipate the content, expressions of causes and effects to understand the relationships among ideas, etc. CLO3: Apply effective listening strategies, such as predicting content, identifying context clues, and taking notes, to improve comprehension and retention of information.</td></tr> <tr> <td>Attitude</td><td>CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Comprehend the significance of listening skills.	Skill	CLO2: Identify and distinguish the useful expressions of various functions in a listening passage such as expressions to anticipate the content, expressions of causes and effects to understand the relationships among ideas, etc. CLO3: Apply effective listening strategies, such as predicting content, identifying context clues, and taking notes, to improve comprehension and retention of information.	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Comprehend the significance of listening skills.								
Skill	CLO2: Identify and distinguish the useful expressions of various functions in a listening passage such as expressions to anticipate the content, expressions of causes and effects to understand the relationships among ideas, etc. CLO3: Apply effective listening strategies, such as predicting content, identifying context clues, and taking notes, to improve comprehension and retention of information.								
Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.



Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction of the course - Unit 1: New media How do people get news today?	1	ITU
	Unit 2: Language How does language affect who we are?	1	TU
	Unit 3: Work and fun Where can work, education, and fun overlap?	1	TU
	Unit 4: Deception How can the eyes deceive the mind?	1	TU
	Unit 5: Global cooperation What does it mean to be a global citizen?	1	TU
	Unit 6: Personal space How do you make a space your own?	1	TU
	Unit 7: Alternative thinking Where do new ideas come from?	1	TU
	Unit 8: Change How do people react to change?	1	TU
	Chapter 1 New Trends in Marketing Research	1	TU
	Chapter 2 Business Ethics	1	TU
	Chapter 3 Trends in Children's Media Use	1	TU
	Chapter 4 The Changing Music Industry	1	TU
	Chapter 7 Sibling Relationships	1	TU
	Chapter 8 Multiple Intelligences	1	TU
	Chapter 9 The Art of Graffiti	1	TU
Examination forms	Written examination		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Earle- Carlin, S. (2015). Q Skills for Success: Listening and Speaking 5. Oxford: Oxford University Press.</p> <p>[2] Frazie, L.&amp;Leeming, S. (2013). Lecture ready 3. Oxford: Oxford University Press Reference books:</p> <p>[3] Frazie, L. &amp;Leeming, S. (2013). Lecture ready 1. Oxford: Oxford University Press</p> <p>[4] Frazie, L., Leeming, S. (2013). Lecture ready 2. Oxford: Oxford University Press</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	-Introduction of the course - Unit 1: New media How do people get news today?	1, 2, 3, 4	- Lecture - Q&A - Presentation - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p.2- p.20 )
2	Unit 2: Language How does language affect who we are?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p. 30- p. 47)
3	Unit 3: Work and fun Where can work, education, and fun overlap?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p. 58-p. 75)

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Unit 4: Deception How can the eyes deceive the mind?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p. 86- p. 103)
5	Unit 5: Global cooperation What does it mean to be a global citizen?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p. 114- p. 133)
6	Unit 6: Personal space How do you make a space your own?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p. 142- p. 161)
7	Unit 7: Alternative thinking Where do new ideas come from?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p. 170- p. 189)
8	Unit 8: Change How do people react to change?	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Midterm exam	(Textbook: Q Skills for Success: Listening and Speaking 5 p.200- p. 218)
MIDTERM EXAMINATION					
9	Chapter 1 New Trends in Marketing Research	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p.2-p.13)
10	Chapter 2 Business Ethics	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p. 14)
11	Chapter 3 Trends in Children's Media Use	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p. 27-p.39)
12	Chapter 4 The Changing Music Industry	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p. 40-p.50)
13	Chapter 7 Sibling Relationships	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p. 80-p.91)
14	Chapter 8 Multiple Intelligences	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p. 92-p. 105)
15	Chapter 9 The Art of Graffiti	1, 2, 3, 4	- Presentation - Lecture - Individual practice - Discussion	Ongoing assessment Final exam	(Textbook: Lecture ready 3 p. 106-p.113)
FINAL EXAMINATION					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)		PARTS 1,2,3,4 50%Pass	PARTS 1,2,3,4 50%Pass	
Final exam (40%)		PART 1,2,3,4 50%Pass	PART 1,2,3,4 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

## 6. Date revised: April 24, 2024

## 7. Lecturer: Trần Thúy Hằng

- School/Department: School of Languages
- Email: [hangtt@hcmiu.edu.vn](mailto:hangtt@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: SPEAKING 2 (C1 - C2)**

**Course Code: EL010IU**

**1. General information**

Course name	- <i>(in English) Speaking 2 (C1-C2)</i> - <i>(in Vietnamese) Nói 2 (C1-C2)</i>
Course designation	The course sharpens students' oral competence; it presents thought-provoking questions and interesting topics and requires students of specific learning outcomes that are necessary for learning in higher education such as: discussing preferences and alternatives, clarifying information, debating, citing sources, or paraphrasing. In addition, students can hone their general verbal skills by learning to use figurative language or use formal and informal language in speaking.
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	Nguyễn Thị Ngọc Châu Nguyễn Thị Mai Trâm Nguyễn Lê Bảo Ngọc
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): none</li> <li>- Corequisites: (Course code – Course name): none</li> <li>- Previous course: EL004IU Speaking 1</li> </ul>	
Course objectives	The course aims to enhance student's speaking skill at a higher level than Speaking 1. It connects language, critical thinking, and specified communicative learning outcomes. Through eight topic-based units, students are given language instructions, thought-provoking questions, and skill-based tasks that will expectedly sharpen their thinking and speaking competence to cope with study in higher education.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: use figurative language in their speech CLO2: use formal and informal language appropriately in speaking
	Skill	CLO3: discuss preferences and alternatives CLO4: clarify information CLO5: conduct a debate
	Attitude	CLO6: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)																																																						
	<table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Debates Basics</td><td>0.5</td><td>T</td></tr><tr><td>Delivery for Effective Speaking</td><td>0.5</td><td>T</td></tr><tr><td>Organization for Public Speaking</td><td>0.5</td><td>T</td></tr><tr><td>Propositions</td><td>1</td><td>TU</td></tr><tr><td>Case development</td><td>1</td><td>TU</td></tr><tr><td>Critical thinking</td><td>0.5</td><td>T</td></tr><tr><td>Research</td><td>1</td><td>I</td></tr><tr><td>Refutation and Rejoinder</td><td>1</td><td>T</td></tr><tr><td>Note-taking and Flowing</td><td>1</td><td>T</td></tr><tr><td>Unit 1 Psychology: How does language affect who we are?</td><td>1</td><td>TU</td></tr><tr><td>Unit 2 Education: Where can work, education, and fun overlap?</td><td>1</td><td>TU</td></tr><tr><td>Unit 3 Psychology: How can the eyes deceive the mind?</td><td>1</td><td>TU</td></tr><tr><td>Unit 4 International Relations: What does it mean to be a global citizen?</td><td>1</td><td>TU</td></tr><tr><td>Unit 5 Sociology: How do you make a space your own?</td><td>1</td><td>TU</td></tr><tr><td>Unit 6 Marketing: Where do new ideas come from?</td><td>1</td><td>TU</td></tr><tr><td>Unit 7 Cultural studies: How do people react to change?</td><td>1</td><td>TU</td></tr><tr><td>Unit 8 Environmental Studies: Where should the world’s energy come from?</td><td>1</td><td>TU</td></tr></table>	Topic	Weight	Level	Debates Basics	0.5	T	Delivery for Effective Speaking	0.5	T	Organization for Public Speaking	0.5	T	Propositions	1	TU	Case development	1	TU	Critical thinking	0.5	T	Research	1	I	Refutation and Rejoinder	1	T	Note-taking and Flowing	1	T	Unit 1 Psychology: How does language affect who we are?	1	TU	Unit 2 Education: Where can work, education, and fun overlap?	1	TU	Unit 3 Psychology: How can the eyes deceive the mind?	1	TU	Unit 4 International Relations: What does it mean to be a global citizen?	1	TU	Unit 5 Sociology: How do you make a space your own?	1	TU	Unit 6 Marketing: Where do new ideas come from?	1	TU	Unit 7 Cultural studies: How do people react to change?	1	TU	Unit 8 Environmental Studies: Where should the world’s energy come from?	1	TU
	Topic	Weight	Level																																																				
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Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>																																																						
Reading list	[1] Earle-Carlin, S. (2015). <i>Q: Skills for success 5: Listening and speaking</i> (2nd ed.). Oxford: Oxford University Press. [2] Rybold, G. (2006). <i>Speaking, listening and understanding: Debate for non-native English speakers</i> . New York, NY: International Debate Education Association.																																																						

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4					X		
5					X		
6							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction of the course Unit 1 Psychology: How does language affect who we are?	1, 2, 3, 4, 6	- Lecture - Q&A - Presentation - Pair work	Ongoing assessment Midterm exam	[1] pp. 21-28



Week	Topic	CLO	Learning activities	Assessments	Resources
2	Chapter 2: Debates Basics Chapter 3: Delivery for Effective Speaking	5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm exam	[2] pp. 10-25
3	Unit 2 Education: Where can work, education, and fun overlap?	1, 2, 3, 4, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm exam	[1] pp. 48-56
4	Chapter 4: Organization for Public Speaking Chapter 5: Debate formats	5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm exam	[2] pp. 26-55
5	Unit 3 Psychology: How can the eyes deceive the mind?	1, 2, 3, 4, 6	- Presentation - Lecture - Discussion	Ongoing assessment Midterm exam	[1] pp. 76-84
6	Chapter 6: Propositions	3, 4, 5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm exam	[2] pp. 56-66
7	Unit 4 International Relations: What does it mean to be a global citizen?	1, 2, 3, 4, 6	- Presentation - Lecture - Pair work	Ongoing assessment Midterm exam	[1] pp. 104-112
8	Chapter 7: Case development	5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm exam	[2] pp. 67-73
<b>MIDTERM EXAMINATION</b>					
9	Unit 5 Sociology: How do you make a space your own?	1, 2, 3, 4, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[1] pp. 134-140
10	Chapter 8: Critical thinking Chapter 9: Research	3, 4, 5, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[2] pp. 74-97
11	Unit 6 Marketing: Where do new ideas come from?	1, 2, 3, 4, 6	- Presentation - Lecture - Discussion	Ongoing assessment Final exam	[1] pp. 162-168
12	Chapter 10: Refutation and Rejoinder	3, 4, 5, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[2] pp. 98-106
13	Unit 7 Cultural studies: How do people react to change?	1, 2, 3, 4, 6	- Presentation - Lecture - Pair work	Ongoing assessment Final exam	[1] pp. 198-198

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Chapter 11: Note-taking and Flowing	3, 4,6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[2] pp. 107-112
15	Unit 8 Environmental Studies: Where should the world's energy come from?	1, 2, 3, 4, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[1] pp. 219-225
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
A1: Ongoing assessment (30%)	Quizzes 1, 2, part 2 60%Pass	Quizzes 1, 2, part 2 60%Pass	Quizzes 1, 2, part 2 60%Pass	Quizzes 1, 2, part 2 60%Pass	Quizzes 1, 2, part 1 60%Pass	Attendance score 60%Pass
A2: Midterm exam (30%)	Part 2 50%Pass	Part 2 50%Pass	Part 2 50%Pass	Part 2 50%Pass	Part 1 50%Pass	
A3: Final exam (40%)	Part 2 50%Pass	Part 2 50%Pass	Part 2 50%Pass	Part 2 50%Pass	Part 2 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

##### 5.2. Midterm and Final exams

- Section 1: Debate (50 pts)
  - Structure & Organization (10): Presentation is clear and shows a sophisticated understanding of format and organization of ideas and issues. Ideas and arguments are presented clearly and in an orderly fashion.
  - Effectiveness of Arguments and Supporting Details (15): Arguments are clearly detailed with substantial evidence. Reasoning is sophisticated and insightful. Examples, support, and facts are relevant and strengthen arguments.
  - Effectiveness of Rebuttals (10): Shows sophisticated understanding of the other side's arguments, and utilizes those to advance one's own position. Identifies errors in reasoning and uses them to their own advantage.
  - Language Use (5): Uses a wide vocabulary resource and a wide range of structures readily and flexibly to convey precise meaning. Uses idiomatic language naturally and accurately.
  - Overall Performance (10): Exhibits confidence, energy, and passion in the course of the hearing; Maintains respectful tone; Accesses preparation materials with ease
- Section 2: Independent speaking (50 pts)
  - Delivery (15): Student pronounces virtually all words and combinations of words correctly and demonstrates accurate intonation and appropriate pacing.

- Language use (15): Demonstrate accurate and consistent use of language in terms of grammar and vocabulary with no significant errors.
- Content (20): The student demonstrates full knowledge in answering the question with explanations and elaboration; provides a clear response with pertinent examples, facts, and/or statistics.

**6. Date revised:** 23/04/2024

**7. Course coordinator/Lecturer**

- School/Department: School of Languages
- Email: nlbgoc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

A handwritten signature in blue ink, appearing to be 'Cuy' or similar, with a long horizontal stroke extending to the right.

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: INTRODUCTION TO LINGUISTICS**

Course Code: EL013IU

**1. General information**

Course name	- (in English) <i>Introduction to Linguistics.</i> - (in Vietnamese) <i>Nhập môn Ngôn ngữ học</i>
Course designation	<i>The course contents include the following concepts in linguistics: sounds &amp; sounds patterns of language, word formation, morphology, syntax, semantics, pragmatics, discourse analysis, first language acquisition, second language acquisition, and language &amp; social variation.</i>
Course type	<input type="checkbox"/> <i>General knowledge / College Foundation Courses</i> <input checked="" type="checkbox"/> <i>Fundamental/ English Foundation courses &amp; English Core courses</i> <input type="checkbox"/> <i>Specialized knowledge/ Specialization Core Courses &amp; Specialization Electives</i> <input type="checkbox"/> <i>Internship/Project/Thesis</i> <i>Others: .....</i>
Semester(s) in which the course is taught	1&2
Person responsible for the course	Dr. Vũ Hoa Ngân Dr. Nguyễn Thị Quyên Nguyễn Lê Bảo Ngọc (M.A.) Võ Thanh Nga (M.A.) Trần Đoàn Thư (M.A.)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )			
Number of periods	Theory: 45 Practice: 0			
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous courses (Course code – Course name): EL001IU            Reading 1 EL002IU            Writing 1 EL003IU            Listening 1 EL004IU            Speaking 1			
Course objectives	The course aims to prepare students for the basic knowledge of linguistics. After this course, students can familiarize themselves with the linguistics theory and concepts. This course plays the role of the prerequisite for other subjects within the linguistics major.			
Course learning outcomes	Upon the successful completion of this course students will be able to:			
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>		
	Knowledge	CLO1: Comprehend the fundamental concepts in the core areas of linguistics		
	Skill	CLO2: Apply the learned theories in the core areas of linguistics into prompted uses of language CLO3: Analyze aspects of language in real world contexts in relation to the learned theories		
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.		
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)			
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>	
	The origins of language	1	TU	
	The sounds of language	1	TU	
	The sound patterns of language	2	TU	
	Word formation	1	TU	
	Morphology	1	TU	
	Syntax	1	TU	
	Semantics	1	TU	
	Pragmatics	1	TU	
	Discourse analysis	1	TU	
	First language acquisition	1	T	
	Second language acquisition	1	T	
	Language and social variation	1	T	
	Examination forms	Multiple choice questions, Short answer questions, Essay questions		

Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i></p> <p><i>Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>
Reading list	<p>[1] Yule, G. (2017). The study of language (6th edition). Cambridge: Cambridge University Press.</p> <p>Reference books:</p> <p>[2] Fromkin, V., Rodman, R., &amp; Hyams, N. (2011). An introduction to language (9th edition). Wadsworth Cengage Learning.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

<b>Week</b>	<b>Topic</b>	<b>CLOs</b>	<b>Learning activities</b>	<b>Assessments</b>	<b>Resources</b>
1	The origins of language: <ul style="list-style-type: none"> <li>- The natural sound source</li> <li>- The social interaction source</li> <li>- The physical adaptation source</li> <li>- The genetic source</li> </ul>	1, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 3-8
2	The sounds of language: <ul style="list-style-type: none"> <li>- Voiced and voiceless sounds</li> <li>- Place of articulation</li> <li>- Manner of articulation</li> <li>- Vowels</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Problem-solving tasks</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 29-35
3	The sound patterns of language: <ul style="list-style-type: none"> <li>- Phonology</li> <li>- Phonemes</li> <li>- Phones and allophones</li> <li>- Minimal pairs and sets</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Problem-solving tasks</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 45-48
4	The sound patterns of language (cont.): <ul style="list-style-type: none"> <li>- Syllables</li> <li>- Co-articulation effects</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Problem-solving tasks</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 49-51
5	Word formation: <ul style="list-style-type: none"> <li>- Neologisms</li> <li>- Etymology</li> <li>- Borrowing &amp; loan-translation</li> <li>- Compounding &amp; Blending</li> <li>- Clipping, hypocorisms &amp; backformation</li> <li>- Conversion</li> <li>- Coinage &amp; Acronyms</li> <li>- Derivation,</li> <li>- Multiple processes</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Lecture</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 58-66
6	Morphology: <ul style="list-style-type: none"> <li>- Morphemes</li> <li>- Morphological description</li> <li>- Morphs and allomorphs</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Lecture</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 75-80
7	Syntax: <ul style="list-style-type: none"> <li>- Syntactic rules &amp; syntactic analysis</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Lecture</li> <li>- Mini exercises</li> </ul>	Ongoing assessment Midterm exam	[1]. pp. 112-118

<b>Week</b>	<b>Topic</b>	<b>CLOs</b>	<b>Learning activities</b>	<b>Assessments</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>- Tree diagrams</li> <li>- Phrase structure rules</li> <li>- Lexical rules</li> </ul>				
8	Review	1, 2, 3, 4	Quiz 2	Ongoing assessment Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	Semantics: <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Semantic features</li> <li>- Semantic roles</li> <li>- Lexical relations</li> <li>- Collocation</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Problem-solving tasks</li> </ul>	Ongoing assessment Final exam	[1]. pp. 129-140
10	Pragmatics: <ul style="list-style-type: none"> <li>- Context &amp; Deixis</li> <li>- Reference</li> <li>- Presupposition</li> <li>- Speech acts</li> <li>- Politeness</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Problem-solving tasks</li> </ul>	Ongoing assessment Final exam	[1]. pp. 151-157
11	Discourse analysis: <ul style="list-style-type: none"> <li>- Coherence &amp; cohesion</li> <li>- Conversation analysis</li> <li>- The cooperative principle</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Problem-solving tasks</li> </ul>	Ongoing assessment Final exam	[1]. pp. 167-175
12	First language acquisition: <ul style="list-style-type: none"> <li>- Acquisition</li> <li>- The acquisition schedule</li> <li>- The acquisition process</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Lecture</li> </ul>	Ongoing assessment Final exam	[1]. pp. 201-207
13	Second language acquisition: <ul style="list-style-type: none"> <li>- Second language learning</li> <li>- Focus on learner (transfer, interlanguage, motivation)</li> <li>- Communicative competence</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Lecture</li> </ul>	Ongoing assessment Final exam	[1]. pp. 219-227
14	Language and social variation: <ul style="list-style-type: none"> <li>- Sociolinguistics</li> <li>- Speech style and style-shifting</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Lecture</li> </ul>	Ongoing assessment Final exam	[1]. pp. 295-301
15	Review	1, 2, 3, 4	Quiz 2	Ongoing assessment Final exam	

#### 4. Assessment plan



Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quizzes 1 -2 (Part 1) 50%Pass	Quizzes 1 -2 (Part 2) 50%Pass	Quizzes 1 -2 (Part 3) 50%Pass	In-class presentations 50%Pass Attendance score 60%Pass
Midterm exam (Written test) (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	
Final exam (Written test) (40%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes, and In-class presentations

### 5.2. Midterm and Final examinations

**PART 1: (40 points/ 2 points each)** Choose the best answers. Write the letter A, B, C, or D for each question on your answer sheet.

**PART 2: (30 points)** Language analysis. Answer the following questions.

**PART 3: (30 points)** Study a given excerpt from the perspectives of the learned theories.

Test items	CLO
(a) define the target concepts/features/phenomena in your own words; and (b) include a detailed analysis of the examples found in the excerpt	3

**Note:** Five points are rewarded for each target concept sufficiently defined. Another 5 points is granted for each detailed analysis of examples found in the excerpt to illustrate students' understanding of the concept.

## 6. Date revised: April 29, 2024

## 7. Lecturer: Dr. Vũ Hoa Ngân

- School/Department: School of Languages
- Email: [vhngan@hcmiu.edu.vn](mailto:vhngan@hcmiu.edu.vn)

Ho Chi Minh City, July 1<sup>st</sup>, 2024

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân

## VIETNAM HISTORY AND CULTURE

1. **Name of course:** LỊCH SỬ VĂN HOÁ VIỆT NAM – VIETNAM HISTORY AND CULTURE (PE010IU)

2. **Lecturer:** Prof. Vo Van Sen

3. **Number of Credits:** 3

4. **Level:** 1<sup>st</sup> year student

5. **Time allocation:**

- Lecture: 3 hrs/ week
- Lab: none
- Homework, Assignment: 3 hrs/ week

6. **Prerequisites:** (None)

7. **Course Objectives:**

- To provide the students with basic understanding of the Vietnamese history and culture from historical perspectives
- To equip students with the strategies and methods required to recognize deeply the fundamental transformations in Vietnamese history from the primitive era till now and the various elements of Vietnamese civilization and culture
- To encourage a positive attitude towards Vietnamese Studies as a regional studies, to build up the students' confidence in independent research on Vietnamese history and culture and culture as well as to raise their historical, socio – cultural awareness.

8. **Student responsibility**

Student is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on exercises and problem, group assignment and attending class lectures and tutorials. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted.

9. **Course Assessment Policy:**

The continuous assessment, including class attendance, the mid – year test, papers or reports and final examination, will be as follows:

- Class attendance 10%
- Midterm test (written test) 30%
- Papers or reports 20%
- Final Examination (written test) 40%
- The midterm and final examinations will be conducted during University examination periods

METHODS AND ASVICE ON STUDYING

1. Class preparation:  
The teaching method will include lecturers, group discussions and individual presentations. Students must actively participate in class. Enthusiasm to read academic materials in both Vietnamese and Japanese. The emphasis will be on basic knowledge and method for the further independent researches on Vietnamese studies. Class discussions in Vietnamese provide the opportunities to rehearse his or her oral academic language in variety of ways
2. The audio – visual instruments will also to help students get overview of some current news, forms of music or arts and related historic events. Student may use computer to search some necessary information on NET. The instructor will introduce to some good URL for students’ research.
3. Self study and short Reports:  
Students should prepare a class file of his own. A group work or individual short reports will be proposed. Student will practice the writing of academic papers and reports in order to build up students’ independent research skills. This will be considered as one of very important skills required by this course.

**10. Textbooks and Other Required Materials:**

- ... Le Mau Han, Tran Ba De, Nguyen Van Thu, .... Over view of Vietnamese history (Dai cuong lich su Viet Nam), volume 1, 2, 3 publisher of Education, Hanoi, 1998.
- Uy ban Khoa hoc Xa hoi Viet Nam, History of Vietnam, Vol I, II, Social Science Publisher, Hanoi, 1976
- Tran Ngoc Them, Fundamentals of Vietnamese Culture, Social sciences Publisher, Hanoi, 1996
- Nguyen Khac Vien, Vietnam - Along history, The gioi publishers, Ha noi, 1993

**RECOMMENDED READING**

- Oscar Chapuis, A History of Vietnam from Hong Bang to Tu Duc, Greenwood Press, Connecticut, 1995.
- Stanley Karnow, Vietnam: A history. The Viking press, New York, 1983
- Jaynes S. Werner and Luu Doan Huynh (ed. ), the Vietnam War – Vietnamese and American Perspectives. New York: M. E. Sharpe, 1993
- B Woodside, Vietnam and the Chinese Model: A comparative study of Vietnamese and Chinese government in the first half of the nineteenth century. Cambridge, MA: Harvard University Press, 1988

**11. Grade scale: 100**

**12. Course Outline:**

The course deals with many various topics on Vietnamese history and culture. Within 15 weeks with plan of content as follows:

- Week 1: Introduction to some main characteristics of Vietnamese history and culture. Van Lang – Au Lac State and the first civilization of Vietnam
- Week 2: Long March to independence (1<sup>st</sup> B.C century to 10<sup>th</sup> century A. D). Sinicization and Desinicization during the domination by Chinese feudalism.
- Week 3: The centralized independent States (10<sup>th</sup> to 14<sup>th</sup> centuries). Dai Viet Civilization (Ly – Tran cultural era)
- Week 4: A new stage in the feudal monarchy: the Le dynasty (15<sup>th</sup> to 17<sup>th</sup> centuries). The peasant war and the Tay Son era (17<sup>th</sup> to 18<sup>th</sup> centuries).
- Week 5: Vietnam under Nguyen Dynasty: losing its independence, Socio – economic transformation in French Indochina
- Week 6: The people's struggles against the French domination in the late 19<sup>th</sup> and the early 20<sup>th</sup> centuries and Founding of the Vietnamese communist Party
- Week 7: Mid term exam
- Week 8: The National Democratic Movement 1930 – 1945, the 1945 August Revolution and the formation of Democratic Republic of Vietnam
- Week 9: “The resistant War against French colonialists” (1945 -1954)
- Week 10: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (1)
- Week 11: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (2)
- Week 12: Renovation in Vietnam (“doimoi”)
- Week 13: Westernization and de- westernization in Vietnamese culture
- Week 14: Seminar (“some key characteristics of Vietnamese History and Culture”)
- Week 15: Final Exam



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Research Methodology**

Course Code: **EL012IU**

**1. General information**

Course name	- (in English) <i>Research Methodology</i> . - (in Vietnamese) <i>Phương pháp nghiên cứu</i>
Course designation	<i>This course will provide students with a basic understanding of the underlying principles of quantitative and qualitative research and the links between the two. The course enables students to choose the most appropriate research method to address a particular research question and provides students with the knowledge and skill to undertake the design of a research proposal and research report.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Nguyễn Huy Cường Dr. Đào Nguyễn Anh Đức
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): None</li> <li>- Corequisites: (Course code – Course name): None</li> <li>- Previous course (Course code – Course name): None</li> </ul>	
Course objectives	This course aims to provide students with the knowledge of quantitative and qualitative research methods and the types of skills necessary for the planning, data gathering and dissemination stages of research, including Formulating a Research Problem, Establishing a Theoretical/Conceptual Framework, Conceptualizing a Research Design, Selecting Methods of Data Collection, Analyzing Data and Writing a Research Proposal.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Define research and different types of research
	Skill	CLO2: Formulate a research problem CLO3: Construct research designs for different research problems CLO4: Compose a research proposal for a study in related fields
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Research & The research process	1	T
	Reviewing the literature	1	TU
	Formulating a research problem	1	TU
	Identifying variables	1	TU
	Constructing hypotheses	1	T
	The research design & selecting a study design	2	TU
	Selecting a method of data collection	1	TU
	Collecting data using attitudinal scales	1	TU
	Establishing the validity and reliability of a research instrument	1	T
	Selecting a sample	1	TU
	Writing a research proposal	1.5	TU
	Considering ethical issues in data collection	1	TU
	Processing data	0.5	I
Displaying data	0.5	I	
Writing a research report	0.5	I	
Examination forms	Multiple choice questions		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Kumar, R. (2019). <i>Research methodology: A step-by-step guide for beginners</i> (5th ed.). London: Sage. [2] Dörnyei, Z. (2007). <i>Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies</i> . Oxford: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1						X	
2						X	
3						X	
4						X	
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Research & The research process	1, 5	Lecture	Midterm exam	[1] pp. 47-110
2	Reviewing the literature	2, 5	Lecture, Group work	Project Midterm exam Proposal & reflection	[1] pp. 111-134
3	Formulating a research problem	2, 5	Lecture, Group work	Project Midterm exam Proposal	[1] pp. 135-158
4	Identifying variables	2, 5	Lecture	Project Midterm exam Proposal	[1] pp. 159-184



Week	Topic	CLO	Learning activities	Assessments	Resources
5	Constructing hypotheses	2, 5	Lecture	Project Midterm exam Proposal	[1] pp. 185-207 [2] pp. 72-74
6-7	The research design & Selecting a study design	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 208-271
8	Selecting a method of data collection	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 272-317
<b>MIDTERM EXAMINATION</b>					
9	Collecting data using attitudinal scales	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 318-333
10	Establishing the validity and reliability of a research instrument	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 334-354
11	Selecting a sample	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 355-391; [2] pp. 95-100; 125-128
12	Considering ethical issues in data collection	5	Lecture, Group work	Project Proposal	[1] pp. 428-444 [2] pp. 63-71
13-14	Writing a research proposal Processing data	4, 5	Lecture, Group work	Proposal	[1] pp. 392-427 [1] pp. 445-499
15	Displaying data Writing a research report	5	Lecture		[1] pp. 500-525 [1] pp. 526-540 [2] pp. 275-306
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)		Assessment criterion 4 50%Pass			Assessment criteria 1-3 & 5 50%Pass Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass		
Final exam (40%)		Assessment criteria 3.1-3.4 50%Pass	Assessment criterion 3.5 50%Pass	Assessment criteria 1-2 & 4 50%Pass	Assessment criteria 3.6&5 50%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Project (Identification of research problem)  
Project (Research Problem)

	Criterion	Marks
1.	Use of academic sources	...../5.0
2.	Presentation of paper (font, size, margin, spacing, etc.)	...../5.0
3.	Use of language (grammar, vocabulary, punctuation, etc.)	...../10

4.	Components:	
	1. Overview of the research topic	...../10
	2. Statement of research problem	...../10
	3. Research aims	...../10
	4. Research questions & objectives	...../20
	5. Significance of the study	...../10
5.	Groupwork participation & contribution	...../20
	<b>Total:</b>	<b>...../100</b>

5.2. Midterm exam

Part 1: Theory-oriented (40 pts)

Part 2: Application-oriented (60 pts)

5.3. Final exam: Research proposal & reflection paper

Research Proposal & Reflection

	Criterion	Marks
1.	Presentation of paper (font, size, margin, spacing, headings, etc.)	...../5.0
2.	Use of language (grammar, vocabulary, punctuation, etc.)	...../5.0
3.	Components:	
	1. Overview & Research problem	...../5.0
	2. Research aims, Objectives & Questions	...../5.0
	3. Significance	...../5.0
	4. Literature review (incl. the use of academic sources)	...../10
	5. Methodology	
	- Study design	...../10
	- Instrument (incl. Validity & Reliability)	...../10
	- Sample and Sampling strategy	...../10
	6. Research ethics	...../10
4.	Groupwork participation & contribution	...../5.0
5.	Personal reflection	...../20
	<b>Total:</b>	<b>...../100</b>

6. Date revised: April 20, 2024

7. Lecturer: Dr. Đào Nguyễn Anh Đức

- School/Department: School of Languages

- Email: [dnaduc@hcmiu.edu.vn](mailto:dnaduc@hcmiu.edu.vn)

Ho Chi Minh City, June 28<sup>th</sup>, 2024  
DEAN OF SCHOOL OF LANGUAGES  
(Signature)

Dr. Nguyễn Huy Cường



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

## COURSE SYLLABUS

**Course Name: Introduction to English Teaching Methodology**

**Course Code: EL014IU**

### 1. General information

Course name	- (in English) <i>Introduction to English Teaching Methodology.</i> - (in Vietnamese) <i>Nhập môn phương pháp giảng dạy tiếng Anh</i>
Course designation	<i>This course will provide student with general knowledge about:</i> <ul style="list-style-type: none"> <li>- The history, characteristics, nature and principles of various teaching methodologies</li> <li>- The roles of teachers, learners and learning environment in the course of teaching English</li> <li>- How to manage the class effectively</li> <li>- How to make lesson plans</li> </ul>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Bùi Diễm Bích Huyền, MA Trần Thuý Hằng, MA Nguyễn Hoàng Phương Mai, MA Dr. Đào Nguyễn Anh Đức
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous courses (Course code – Course name): <div style="text-align: right; padding-right: 20px;">           EL001IU      Reading 1            EL002IU      Writing 1            EL003IU      Listening 1            EL004IU      Speaking 1         </div>	
Course objectives	This course aims to provide students with general knowledge about the history and characteristics of popular teaching methodologies, help learners understand the process, basic techniques of each method, theories and basic skills in class management and fundamental steps in making a lesson plan for a class session. Learners then can make smart decisions on the appropriate method on the basis of participants, teaching materials, conditions and environment.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Evaluate different popular teaching methods/approaches with regard to their principles, features, and applications
	Skill	CLO2: Select appropriate basic skills to manage a language classroom CLO3: Create an appropriate lesson plan based on appropriate choices of methods, participants, teaching materials, conditions and environment
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	A brief history of language teaching - Grammar Translation method	1	TU
	A brief history of language teaching (cont.) - Reform Movement - Direct Method	0.5	TU
	The nature of approaches and methods in language teaching (key features)	0.5	TU
	The oral approach and Situational Language Teaching	1	TU
	The Audio-Lingual Method	1	TU
	Communicative Language Teaching	1	TU
	Content-based instruction and Content and Language Integrated Learning (CLIL)	1	T
	Task-based Language Teaching	1	TU
	Text-based instruction	1	TU
	Multiple Intelligences	0.5	T
	Alternative twentieth-century approaches and methods (Total Physical Response & Suggestopedia)	0.5	T
	Learners	0.5	TU
	Teachers	0.5	TU
	Managing the classroom	2	TU
	Planning lessons	3	TU
	Examination forms	Multiple choice questions, Matching, Essay questions	
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Larsen-Freeman, D. & Anderson, M. (2018). <i>Techniques and Principles in Language Teaching (3<sup>rd</sup> ed.)</i> . Oxford: Oxford University Press. [2] Harmer J. (2007). <i>How to Teach English</i> . Longman: Pearson Longman. [3] Richards, J. C. & Rodgers T. S. (2014). <i>Approaches and Methods in Language Teaching (3<sup>rd</sup> ed.)</i> . Cambridge: Cambridge University Press. [4] Scrivener, J. (2012). <i>Classroom Management Techniques</i> . Cambridge: Cambridge University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3			X				
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	A brief history of language teaching - Grammar Translation method	1, 4	Lecture, Discussion	Midterm exam Final exam	[1] pp. 13-23 [3] pp. 3-7
2	- A brief history of language teaching (cont.) - Reform Movement - Direct Method - The nature of approaches and methods in language teaching (key features)	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[1] pp. 25-34 [3] pp. 8-19 [3] pp. 20-43
3	The oral approach and Situational Language Teaching	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[3] pp. 44-57
4	The Audio-Lingual Method	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[1] pp.35-50 [3] pp. 58-80
5	Communicative Language Teaching	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[1] pp.115-130 [3] pp. 83-115

Week	Topic	CLO	Learning activities	Assessments	Resources
6	Content-based instruction and Content and Language Integrated Learning (CLIL)	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[1] pp.131-148 [3] pp. 116-138
7	Task-based Language Teaching	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[2] pp. 149-163 [3] pp. 174-199
8	Text-based instruction	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam Final exam	[3] pp.200-214
<b>MIDTERM EXAMINATION</b>					
9	- Multiple Intelligences - Alternative twentieth-century approaches and methods (Total Physical Response & Suggestopedia)	1, 4	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 181-198 [3] pp. 230-243 [1] pp.71-84 [1] pp. 103-114] [3] pp. 277-288 [3] pp. 317-328
10	- Learners - Teachers	2, 4	Lecture, Discussion	Ongoing assessment Final exam	[2] pp. 11-33 [4] pp. 36-108
11-12	Managing the classroom	2, 4	Lecture, Discussion	Ongoing assessment Final exam	[2] pp. 34-45 [4] pp.179-226
13-15	Planning lessons	3, 4	Lecture, Discussion, Presentation	Ongoing assessment Final exam Group project	[2] pp. 156-165 [4] pp. 246-292
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)			Group Project (Lesson plan) 50%Pass	Attendance score Group Project (Presentation & GW contribution) 50%Pass
Midterm exam (Written test) (30%)	Part 1 50%Pass		Part 2 50%Pass	
Final exam (Written test) (40%)	Part 1 50%Pass	Part 2.1 50%Pass	Part 2.2 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes, Group Project (Lesson planning and presentation)  
Group project (lesson planning & presentation)

	<i>Criterion</i>	<i>Points.</i>
<b>Lesson plan</b>	Objectives (knowledge, skills, attitudes)	<b>15</b>
	Procedures and timing (necessary steps in a lesson, organization of activities, and appropriate time allotment)	<b>15</b>
	Teaching and learning activities (variety and appropriateness, innovativeness is a plus)	<b>30</b>
	Rationale (approach & justification)	<b>20</b>
<b>Presentation</b>	Professionalism: - Use of presentation style and techniques - Preparation of materials (copies of lesson plan, text book extracts, slides, etc.)	<b>5.0</b>
	Response to questions from audience	<b>10</b>
	Contribution to groupwork (for each individual member)	<b>5.0</b>

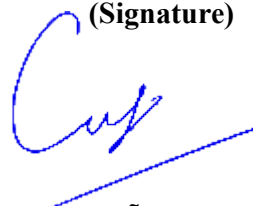
**6. Date revised:** April 20, 2024

**7. Lecturer:** Dr. Đào Nguyễn Anh Đức

- School/Department: School of Languages
- Email: [dnaduc@hcmiu.edu.vn](mailto:dnaduc@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Phonetics and Phonology**

Course Code: EL022IU

**1. General information**

Course name	- (in English) <i>Phonetics and Phonology</i> - (in Vietnamese) <i>Ngữ âm học và Âm vị học</i>
Course designation	<i>As for phonetics, the course will cover the production of speech sounds, consonants, vowels as well as stress and intonation. The main focus for students is the use of the International Phonetic Alphabet. As for phonology, the course will guide students throughout the sound patterns governing the distribution of sounds in different languages, including phonemes and connected speech.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	1
Persons responsible for the course	Dr. Vũ Hoa Ngân Ms. Nguyễn Lê Bảo Ngọc (M.A.) Ms. Trần Đoàn Thư (M.A.) Mr. Nguyễn Hoàng Khánh (M.A.)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Group work Presentation Project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): None</li> <li>- Corequisites: (Course code – Course name): None</li> <li>- Previous course: EL013IU – Introduction to Linguistics</li> </ul>	
Course objectives	The course aims to introduce students to the basic concepts in phonetics, the scientific study of speech and in phonology, the study of sound patterns in various human languages with principal emphasis on the English language.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Explain the technical terms related to different concepts and processes of Phonetics and Phonology.
	Skill	CLO2: Produce phonemic and phonetic transcriptions for written and spoken texts. CLO3: Apply the knowledge of Phonetics and Phonology in real-world problems.
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction	1	I
	The production of speech sounds	1	T
	Long vowels, diphthongs and triphthongs	1	T
	Voicing and consonants	1	T
	Phonemes and symbols	2	TU
	Fricatives and affricates	1	T
	Nasals and other consonants	1	T
	The syllable	1	T
	Strong and weak syllables	0.5	TU
	Stress in simple words	1	T
	Complex word stress	1	T
	Weak forms	0.5	TU
	Aspects of connected speech	2	T
	Intonation	0.5	T
	Functions of intonation	0.5	T
Examination forms	<p>Multiple choice questions</p> <p>Transcription exercises</p> <p>Explanation tasks</p> <p>Syllable structure completion</p> <p>Identification tasks</p>		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i></p> <p><i>Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Roach, P. (2009). <i>English phonetics and phonology (4<sup>th</sup> edition)</i>. Cambridge: Cambridge University Press.</p> <p>Reference book:</p> <p>[2] Ladefoged, P., &amp; Johnson, K. (2011) <i>A course in phonetics (6<sup>th</sup> edition)</i>. Wadsworth Cengage Learning.</p> <p>[3] Website of the International Phonetic Alphabet:</p> <p><a href="http://www.internationalphoneticalphabet.org/">http://www.internationalphoneticalphabet.org/</a></p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to the course	1, 4	Lecture		[1] pp. 1-7
2	The production of speech sounds: - Articulators - Vowel and consonant - Short vowels	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 8-15
3	Long vowels, diphthongs and triphthongs	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 16-21

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Voicing and consonants: - The larynx - Respiration and voicing - Plosives - Fortis and lenis	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 22-30
5	Fricatives and affricates	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 31-38
6	Nasals and other consonants /l/;/r/;/j/;/w/	1, 4	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 39-45
7	Phonemes and symbols: - Phonemic transcription - Phonetic transcription	1,2, 4	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 46-55
8	Review		Discussion	Ongoing assessment Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	The syllable Strong and weak syllables	1,2, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 56-72
10	Stress in simple words - Levels of stress - Placement of stress within the word	1,3, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 73-81
11	Complex word stress: - Suffixes - Prefixes - Compound words - Variable stress - Word-class pairs Weak forms	1,3, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 82-98
12-13	Aspects of connected speech: - Rhythm - Assimilation - Elision - Linking	1, 2, 3, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 107-118

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Intonation: - Form and function - Complex tones and pitch height - The tone-unit - Fall-rise and rise-fall tones followed by a tail - High and low heads	1, 2, 3, 4	Lecture	Ongoing assessment Final exam	[1] pp. 119-152
15	Review Project	1, 2, 3, 4	Presentation	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quizzes Part 1 50%Pass	Quizzes Part 2 50%Pass Project Part 1 50%Pass	Project Part 2 50%Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	
Final exam (40%)	Part 1 50%Pass	Part 2, Part 3 50%Pass	Part 4 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes (35 pts); Project (35 pts)

#### QUIZ

	Criterion	Marks
1.	Multiple choice questions	...../30
2.	Transcription exercises	...../30
3.	Explanation of phenomena	...../40
	<b>Total:</b>	...../100

**PROJECT**

	Criterion	Marks
1.	Students' own transcriptions of texts	...../10
2.	Transcription of Speakers' recording(s)	...../30
3.	Analysis of Speakers' transcription(s)	...../40
4.	Suggestions and conclusions	...../10
5.	Reflection	...../10
	<b>Total:</b>	...../100

**MIDTERM TEST**

	Criterion	Marks
1.	Multiple choice questions	...../30
2.	Phonetic transcription	...../30
3.	Pronunciation error analysis	
	1. Vowel sounds	...../20
	2. Consonant sounds	...../20
	<b>Total:</b>	...../100

**FINAL TEST**

	Criterion	Marks
1.	Multiple choice questions	...../40
2.	Syllable structure completion	...../10
3.	Explanation of stress patterns	...../25
4.	Identification of missing aspects of connected speech	...../25
	<b>Total:</b>	...../100

6. **Date revised:** 23 April 2024

7. **Lecturer:** Nguyễn Hoàng Khánh, M.A.

- School/Department: School of Languages
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Ho Chi Minh City, June 28<sup>th</sup>, 2024  
**DEAN OF SCHOOL OF LANGUAGES**  
 (Signature)

  
**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Morphology**  
**Course Code: EL023IU**

**1. General information**

Course name	- (in English) <i>Morphology</i> - (in Vietnamese) <i>Hình vị học</i>
Course designation	<i>This course will provide students with some basic knowledge of morphological terms and processes. After this course, students will have a good understanding of English word forms. Students will also be able to carry out the morphological analysis of English words.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	1
Person responsible for the course	Võ Thanh Nga Vũ Hoa Ngân Trần Đoàn Thu
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.



Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course (Course code – Course name): EL013IU – Introduction to Linguistics	
Course objectives	This course aims to provide students with deep knowledge into word structure and word formation. The course provides students with considerable knowledge of morphological terms and concepts including roots, affixes, morphemes, inflection, derivation and words structure. It also guides students through the analysis of words in English. Last but not least, the course provides students insights into the history of English word formation and other languages.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Define the morphological terms CLO2: Explain and analyze the word formation process of the English words CLO3: Differentiate some key terms in morphology CLO5: Compare and evaluate the productivity in word formation processes
	Skill	CLO4: Apply the theory of morphology into the analysis of English words and other languages
	Attitude	CLO6: Explain to peers and speakers of other languages the relationship between words in English and other languages CLO7: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Morphology	1	I
	Words, sentences and dictionaries	1	TU
	A word and its part	2	TU
	A word and its forms	1	TU
	A word and its relatives	1	TU
	Compound words, blends and phrasal words	2	TU
	A word and its structure	2	TU
	Productivity	1	TU
	The historical sources of English word formation	1	T
	Words in English and in languages generally	2	TU
	Group project: Word formation	1	TU
Class discussion	1	U	
Examination forms	Written exam		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Carstairs-McCarthy, A. (2001). <i>An introduction to English Morphology: Words and Their structure</i> . Edinburgh: Edinburgh University Press. [2] Haspelmath, M., & Sims, A. (2010). <i>Understanding morphology (2<sup>nd</sup> edition)</i> . New York:Routledge.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4				X			
5	X						
6							X
7							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to Morphology	1	Lecture	Ongoing assessment Midterm exam	[1] pp. 1-3
2	Words, sentences and dictionaries	1	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 4-14
3	A word and its part: - Taking words apart - Bound morpheme vs. free morpheme - Root, affix and combining form	3	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 16-27
4	A word and its part (cont): - Morphemes & allomorphs	3	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 16-27
5	A word and its forms: - Lexemes, word forms and grammatical words - Regular and irregular inflection - Forms of nouns/ pronouns/ determiners /verbs/ adjectives	2	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 28-43 [2] pp. 14-30
6	A word and its relatives: - Adverbs derived from adjectives - Nouns derived from nouns - Nouns derived from members of other word classes - Adjectives derived from adjectives - Verbs derived from verbs	3	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 44-58 [2] pp. 86-89

Week	Topic	CLO	Learning activities	Assessments	Resources
7	Compound words, blends and phrasal words	3	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 59-69
8	Revision: Class discussion + Quiz	3	Group work	Ongoing assessment Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	A word and its structure: - Meaning and structure Affixes as heads	3, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 71-84 [2] pp. 89-105 [2] pp. 137-152
10	A word and its structure (cont.): - Multiple affixation Compounds within compounds - Mismatches between meaning and structure	3, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 71-84 [2] pp. 89-105 [2] pp. 137-152
11	Productivity	5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 85-99 [2] pp. 114-134
12	The historical sources of English word formation	6	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 100-113
13	Words in English and in languages generally	6	Lecture	Ongoing assessment Final exam	[1] pp. 114-119
14-15	Group project: New words	4	Group work	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
Ongoing assessment (30%)	Quiz Part 1 60%Pass	Quiz Part 3 60%Pass	Quiz Part 2 60%Pass	Group project 60%Pass			Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 3 50%Pass	Part 2 50%Pass				
Final exam (40%)			Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	Part 4 50%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz (35 pts); Group project (35pts)

## PROJECT (NEW WORDS)

	Criterion	Marks
1.	Sources of new words provided	...../10
2.	Presentation of paper (font, size, margin, spacing, etc.)	...../10
3.	Use of language (grammar, vocabulary, punctuation, etc.)	...../10
4.	Content	
	1. Background information of the new words	...../10
	2. Analysis of the new word formation processes	...../20
	3. Tree diagrams of the new words	...../20
5.	Groupwork participation & contribution	...../20
	<b>Total:</b>	...../100

6. **Date revised:** April 26<sup>th</sup>, 2024

7. **Lecturer:** Trần Đoàn Thư, M.A.

- School/Department: School of Languages
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**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Introduction to Literature**  
Course Code: [EL015IU](#)

**1. General information**

Course name	- <i>Introduction to Literature</i> - <i>Nhập môn Văn học</i>
Course designation	<i>This course provides students basic concepts of literature across three literary genres, namely fiction, poetry, and drama. The course addresses the questions that students may have about the nature of literature as well as enhances their practice of literary appreciation.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 2
Person responsible for the course	Đỗ Thị Diệu Ngọc (MA) Trần Đoàn Thư (MA)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name) - Corequisites: (Course code – Course name) - Previous course (Course code – Course name) EL001IU Reading 1, EL002IU Writing 1, EL003IU Listening 1, EL004IU Speaking 1	
Course objectives	<i>This course will enable students to</i> <ul style="list-style-type: none"><li>• know a wide variety of concepts in literature to learn and comprehend literature in English</li><li>• analyze literary works to gain a better understanding of literary concepts</li><li>• evaluate literary works for more profound appreciation</li></ul>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Demonstrate a comprehensive understanding of a wide range of concepts in literature, establishing a strong foundation for the study and comprehension of literature in English
	Skill	CLO2: Apply analytical skills to effectively examine literary works, enhancing their understanding of key literary concepts
	Attitude	CLO3: Critically evaluate literary works to develop a deeper appreciation for their artistic and intellectual significance CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities



Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course introduction	1	I, T
	Fiction: Plot	1	I, T,U
	Fiction: Narration and point of view	1	I, T,U
	Fiction: Character	1	I, T,U
	Fiction: Setting	1	I, T,U
	Fiction: Symbolism and figurative language	1	I, T,U
	Fiction: Theme	1	I, T,U
	Poetry: Reading, responding, writing	1	I, T,U
	Poetry: Theme and tone	1	I, T,U
	Poetry: Visual imagery and figures of speech	1	I, T,U
	Poetry: The sounds of poetry	1	I, T,U
	Drama: Reading, responding, writing	1	I, T,U
	Drama: Elements of drama	1	I, T,U
	Drama: The author’s work as context: William Shakespeare and other authors	1	I, T,U
Examination forms	Written exams and project		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Kelly J. Mays (2022). The Norton introduction to literature (14th edition). New York: W.W. Norton & Company Reference book: [1] Lethbridge, S., & Mildorf, J. (2003). Basics of English Studies: An introductory course for students of literary studies in English. English departments of the Universities of Tübingen, Stuttgart and Freiburg. [2] Relevant web resources		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analyzing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2				X			
3						X	
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Course introduction:</b> What is literature?	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 1
2	<b>Fiction:</b> Plot	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 79
3	<b>Fiction:</b> Narration and point of view	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 177
4	<b>Fiction:</b> Character	1, 2, 3, 4	Review Assignment 1	Lecture Discussion	[1] Index: 210
5	<b>Fiction:</b> Setting	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 280

Week	Topic	CLO	Assessments	Learning activities	Resources
6	<b>Fiction:</b> Symbolism and figurative language	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 361
7	<b>Fiction:</b> Theme	1, 2, 3, 4		Lecture Discussion	[1] Index: 424
8	Review for midterm exam	1, 2, 3, 4	Review Assignment 2	Discussion Presentations	
	<b>Midterm exam</b>				
9	<b>Poetry:</b> Theme and tone	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 855
10	<b>Poetry:</b> Visual imagery and figures of speech	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 894
11	<b>Poetry:</b> The sounds of poetry	1, 2, 3, 4	Assignment 3	Lecture Discussion	[1] Index: 925
12	<b>Drama:</b> Reading, responding, writing	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 1250
13	<b>Drama:</b> Elements of drama	1, 2, 3, 4	Review	Lecture Discussion	[1] Index: 1277
14	<b>Drama:</b> The author's work as context: William Shakespeare and other authors	1, 2, 3, 4	Review	Presentation Discussion	[1] Index: 1390
15	Review for final exam	1, 2, 3, 4	Assignment 4	Discussion Presentations	
	<b>Final exam</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	X 50%Pass	X 50%Pass	X 50%Pass	
Final exam (40%)	X 50%Pass	X 50%Pass	X 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

- CLO1: multiple choice questions: 30pts/10 correct answers
- CLO2: 30pts/written response (content: 10pts; organization; 10pts; language use: 10pts)
- CLO3: 40pts/ written response (content: 20pts; organization; 10pts; language use: 10pts)

Marks for project and presentation:

- Content: 40pts
- Organization: 30pts
- Writing quality + Referencing/Delivery: 30pts

**6. Date revised:** April 24<sup>th</sup>, 2024

**7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc**

- School of Languages
- Email: dtdngoc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

A handwritten signature in blue ink, appearing to be 'Cuy' or similar, with a long horizontal stroke extending to the right.

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Language and Culture**

Course Code: **EL017IU**

**1. General information**

Course name	- (in English) <i>Language and Culture</i> - (in Vietnamese) <i>Ngôn ngữ và văn hóa</i>
Course designation	<i>The course explores the connections between language, culture and communicative meaning by using data from a variety of cultures and languages around the world to identify the similarities and differences between languages. The course also highlights the ways language conveys the implications and intentions of speakers, focusing on analyzing the communicative interactions and showing how to establish social relationships through speech. In addition, the course analyzes some linguistic ideologies, in particular, the appropriate use of language and norms to produce speech and evaluate speech.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Nguyễn Huy Cường Ms. Nguyễn Thị Mai Trâm Mr. Mai Hồng Quân
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course (Course code – Course name): EL007IU – Reading 2 (C1-C2), EL008IU – Writing 2 (C1-C2), EL009IU – Listening 2 (C1-C2), EL010IU – Speaking 2 (C1-C2)	
Course objectives	The course aims to: a. enhance students' understanding of how culture influences language use b. broaden students' perspectives on communication c. deepen students' understanding of the relationship between language and culture d. encourage students to critically assess their own cultural background and language use, enabling them to identify and articulate instances where their culture and language intersect and influence each other e. improve students' overall communication skills by enhancing their awareness of cultural nuances and linguistic diversity	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Differentiate the major theories of language acquisition and examine how children acquire language CLO2: Explain what constitute language CLO3: Justify that language and culture are mutually constitutive
	Skill	CLO4: Analyze how language reinforces social identities (based on class and race/ethnicity and gender/sexuality)
	Attitude	CLO5: adopt a flexible and adaptable attitude towards language and cultural differences, demonstrating willingness to adapt their communication styles and behaviors to effectively navigate cross-cultural interactions CLO6: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction	1	I
	The Form of the Message	1	T
	Language and Cultural Meaning	1	TU
	Contextual Components: Outline of an Ethnography of Communication	1	T
	Communicative Interactions	1	TU
	Digital Communications and Signed Languages	1	T
	Learning Language	2	TU
	The Acquisition of Communicate Competence	2	TU
	Societal Segmentation and Linguistic Variation: Class and Race	1	T
	Language and Gender	1	T
	Multilingual Nations	1	T
	Bilingual Communities	1	T
	Language and Institutional Encounters	1	T
Examination forms	Essays		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Bonvillain, N. (2014). Language, Culture, and Communication: the Meaning of Messages (7th edition). Pearson Prentice Hall.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X			
2				X			
3				X			
4				X			
5				X			X
6							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Chapter 1: Introduction	2, 6	Lecture, Group work	Group presentation Midterm exam	[1] Chapter 1 (pp. 01-06)
2	Chapter 2: The Form of the Message	3, 6	Lecture, Group work	Group presentation Midterm exam	[1] Chapter 2 (pp. 07-36)
3	Chapter 3: Language and Cultural Meaning	1, 6	Lecture, Group work	Group presentation Midterm exam	[1] Chapter 3 (pp. 38-68)
4	Chapter 4: Contextual Components: Outline of an Ethnography of Communication	1, 6	Lecture, Group work	Group presentation Midterm exam	[1] Chapter 4 (pp. 70-99)
5	Chapter 5: Communicative Interactions	3, 6	Lecture, Group work	Group presentation Midterm exam	[1] Chapter 5 (pp. 102-126)



Week	Topic	CLO	Learning activities	Assessments	Resources
6	Chapter 6: Digital Communications and Signed Languages	2, 6	Lecture	Group presentation Midterm exam	[1] Chapter 6 (pp. 127-149)
7	Chapter 7: Learning Language	1, 6	Lecture, Group work	Group presentation Midterm exam	[1] Chapter 7 (pp. 152-177)
8	Chapter 8: The Acquisition of Communicative Competence	1, 6	Group work	Group presentation Midterm exam	[1] Chapter 8 (pp. 180-203)
<b>MIDTERM EXAMINATION</b>					
9	Chapter 9: Societal Segmentation and Linguistic Variation: Class and Race	4, 6	Lecture, Group work	Group presentation Final exam	[1] Chapter 9 (pp. 205-238)
10	Chapter 10: Language and Gender	4, 6	Lecture, Group work	Group presentation Final exam	[1] Chapter 10 (pp. 240-278)
11	Chapter 11: Multilingual Nations	2, 6	Lecture, Group work	Group presentation Final exam	[1] Chapter 11 (pp. 282-314)
12	Chapter 12: Bilingual Communities	2, 6	Lecture, Group work	Group presentation Final exam	[1] Chapter 12 (pp. 316-351)
13	Chapter 13: Language and Institutional Encounters	2, 6	Lecture, Group work	Group presentation Final exam	[1] Chapter 13 (pp. 354-388)
14	Group presentations	5, 6	Group work	Group presentation Final exam	
15	Review	1, 6	Group work	Group presentation Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	X 50%Pass	X 50%Pass	X 50%Pass	X 50%Pass	
Final exam (40%)	X 50%Pass	X 50%Pass	X 50%Pass	X 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Group presentation  
Group Presentation

	<b>Criterion</b>	<b>Marks</b>
1.	Pronunciation & Voice Techniques	...../15.0
2.	Language use: Grammar & Vocabulary	...../10.0
3.	Body Language	...../15
4.	Organization: Intro, Body, Ending, Coherence	...../15
5.	Content: Relevance, Accuracy	...../20
6.	Visual aids: Appropriateness, Clarity (Movies, sound: 0 pt)	...../15
7.	Q & A	...../10
	<b>Total:</b>	...../100

#### 5.2. Midterm & Final Exam

	<b>Criterion</b>	<b>Marks</b>
1.	Overall structure Distinct paragraphs, a clear thesis statement, clear topic sentences, transitional phrases, etc.	...../20
2.	Language use Standard sentence structures and precise language relevant to the essay topic	...../20
3.	Analysis Relevant knowledge and accurate concepts that demonstrate ability to apply theoretical knowledge to practical issue	...../30
4.	Supporting details Adequate and appropriate ideas and relevant examples to support the analysis	...../30
	<b>Total:</b>	...../100

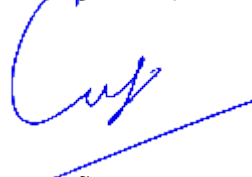
6. **Date revised:** April 20, 2024

7. **Lecturer:** Mai Hồng Quân

- School/Department: School of Languages
- Email: [mhquan@hcmiu.edu.vn](mailto:mhquan@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Global Englishes**  
Course Code: **EL021IU**

**1. General information**

Course name	- (in English) <i>Global Englishes</i> - (in Vietnamese) <i>Tiếng Anh toàn cầu</i>
Course designation	<i>The course includes a coverage of the major historical, linguistic, and sociopolitical developments in the English language from the start of the 17<sup>th</sup> century to the present day. The course also explores the current debates in global Englishes (GE), relating to its uses as mother tongue in the UK, US, Antipodes, post-colonial language in Africa, South and Southeast Asia, and lingua franca across the rest of the globe. With a wide range of texts drawn from emails, tweets and newspapers and readings from key scholars, the course helps future teachers examine the ELT materials available to them and consider ways to incorporate a GE perspective into their classrooms.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Persons responsible for the course	Dr. Nguyễn Thị Quyên Ms. Nguyễn Thị Thanh Thương (M.A.) Mr. Nguyễn Hoàng Khánh (M.A.) Ms. Nguyễn Lê Bảo Ngọc (M.A.)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Presentation Project

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course: EL007IU - Reading 2; EL008IU - Writing 2; EL009IU - Listening 2, and EL010IU - Speaking 2	
Course objectives	This course is intended for students interested in the field of English language attitudes. It aims to help learners explore the theoretical, descriptive and applied interest in the spread of English. The main focus is on the applied interest of the spread of English, looking at the pedagogical implications for English language teaching.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Identify the characteristics of and foundational key concepts and themes in the field of Global Englishes.
	Skill	CLO2: Evaluate current debates in Global Englishes concerning how cultural, geopolitical, economic, sociolinguistic, and historical factors have led to the emergence of Global Englishes and how these factors impact the way Global Englishes are positioned locally and globally. CLO3: Bridge theory and practice through critical reading and rhetorically analyzing written and oral Global Englishes-related texts. CLO4: Research, critically examine, and/or orally present key issues in Global Englishes at a particular geographic location or a social group.
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	The historical, social and political context	2	TU
	The legacy of colonialism	1	T
	Postcolonial Africa and North America	1	T
	The discourses of postcolonialism	0.5	I
	Who speaks English today?	1	TU
	The <i>English Today</i> debate	1	TU
	Teaching and testing Global Englishes	0.5	IU
	Standard language ideology in the Anglophone world	1	T
	Standards across Anglophone space	0.5	TU
	Standards across channels	0.5	TU
	Variation across postcolonial Englishes	1	T
	'Legitimate' vs 'illegitimate' offspring of English	1	TU
	Pidgin and creole languages	1	T
	Characteristics of pidgin and creole languages	1	TU
	English as an international lingua franca	1	T
	The nature of ELF communication	1	T
Examination forms	<p>Multiple choice questions</p> <p>Short answer questions</p> <p>Short essays</p>		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i></p> <p><i>Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Jenkins, J. (2014). <i>Global Englishes: A resource book for students (3<sup>rd</sup> Ed.)</i>. Routledge.</p> <p>Reference books:</p> <p>[2] Galloway, N. &amp; Rose, H. (2014). <i>Introducing Global Englishes</i>. Routledge.</p> <p>[3] Alsagoff, L., McKay, S. L., Hu, G. W. &amp; Renandya, W. (ED.). (2012). <i>Principles and practices for teaching English as an international language</i>. Routledge.</p> <p>[4] Cogo, A. &amp; Dewey, M. (2012). <i>Analysing English as a Lingua Franca: A Corpus-driven Investigation</i>. Continuum.</p> <p>[5] Jenkins, J. (2000). <i>The phonology of English as an international language: new models, new norms, new goals</i>. Oxford University Press.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3			X				
4			X				
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1-2	The historical, social and political context	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 2-9
3	The legacy of colonialism	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 58-63
4	Postcolonial Africa and North America The discourses of postcolonialism	1,2, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 112-119 [1] pp. 182-189
5	Who speaks English today?	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 10-20
6	The <i>English Today</i> debate Teaching and Testing Global Englishes	1,2,3, 5	Discussion, Lecture	Ongoing assessment Midterm exam	[1] pp. 64-68
7	Standard language ideology in the Anglophone world	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 21-26

Week	Topic	CLO	Learning activities	Assessments	Resources
8	Review	1,3, 5	Lecture, Discussion	Ongoing assessment Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	Standards across Anglophone space Standards across channels	1,3, 5	Lecture	Ongoing assessment Final exam	[1] pp. 69-79
10	Variation across postcolonial Englishes	1,3, 5	Lecture	Ongoing assessment Final exam	[1] pp. 27-34
11	'Legitimate' and 'illegitimate' offspring of English	1,2,3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 80-84
12	Pidgin and creole languages Characteristics of pidgin and creole languages	1,3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 35-40 [1] pp. 85-89
13	English as an international lingua franca	1,3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 41-44
14	The nature of ELF communication	1, 3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 90-98
15	Review Project presentation	3,4, 5	Presentation	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz Part 1 50%Pass	Quiz Part 2 50%Pass	Project Part 1 50%Pass	Project Part 2 50%Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass			
Final exam (40%)	Part 1 50%Pass	Part 2 50%Pass			

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz, Project

#### PROJECT

	Criterion	Marks
1.	Introductory Framing and Focus	...../10
2.	Summary of Literature	...../10
3.	Critical Analysis and Arguments	...../20
4.	Conclusion	...../10
5.	Style:	
	1. Use of Sources and Citations	...../10
	2. Organization	...../15
	3. Expression	...../10
	4. Mechanics	...../5
	5. Originality	...../10
	<b>Total:</b>	...../100

**QUIZ/ASSIGNMENT**

	Criterion	Marks
1.	Multiple choice questions	...../40
2.	Short answer questions	
	1. Description of a model of the spread of English	...../20
	2. Review of a quote/argument	...../30
	3. Description of an event in GE	...../10
	<b>Total:</b>	...../100

**MIDTERM TEST**

	Criterion	Marks
1.	Multiple choice questions	...../40
2.	Short answer questions	
	1. Description of a model of the spread of English	...../20
	2. Review of a quote/argument	...../30
	3. Description of an event in GE	...../10
	<b>Total:</b>	...../100

**FINAL TEST**

	Criterion	Marks
1.	Short answer questions	...../40
2.	Description of features and identification of pidgins/creoles	
	1. Pidgin/Creole A	...../15
	2. Pidgin/Creole B	...../15
	3. Pidgin/Creole C	...../15
	4. Identification of pidgin/creole	...../5
3.	Short essay	...../10
	<b>Total:</b>	...../100

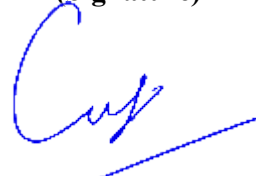
6. **Date revised:** 23 April 2024

7. **Lecturer:** Nguyễn Hoàng Khánh

- School/Department: School of Languages
- Email: [nhkhanh@hcmiu.edu.vn](mailto:nhkhanh@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Statistics for Social Sciences**

Course Code: **MA030IU**

**1. General information**

Course name	- <i>(in English) Statistics for Social Sciences</i> - <i>(in Vietnamese) Thống kê cho Ngôn ngữ Xã hội học</i>
Course designation	The course is designed to provide students with a basic understanding of statistics, measures, probability, sample size estimation, hypothesis testing, correlation and regression, analysis of variance. Students are also instructed to analyze data in R Studio.
Course type	<input checked="" type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Vũ Hoa Ngân
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Group Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )		
Number of periods	Theory: 45 Practice: 0		
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course (Course code – Course name): None		
Course objectives	This course is designed to introduce students with elementary knowledge of statistics in social sciences and a computer statistical package.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Explain statistical concepts, measures, probability, hypothesis testing, correlation, and regression CLO2: Interpret visual displays and outputs of a statistical software program, such as R studio	
	Skill	CLO3: Replicate quantitative data analysis in a statistical software program, such as R Studio	
	Attitude	CLO4: Reason around ethical and privacy issues in quantitative studies and apply ethical practices. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Module 1: Important concepts of Statistics, Sampling, and Data	3	T
	Module 2: Descriptive statistics	3	TU
	Module 3: Normal distribution	3	TU
	Module 4: Inferential statistics	2	TU
	Module 5: Testing hypothesis of association	1	T
	Module 6: Testing hypothesis of difference	2	TU
	Module 7: Ethics in statistics	1	TU
	Examination forms	Multiple choice questions, short answers, presentations	
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		

Reading list	<p>[1] Triola, M. F. (2018). <i>Elementary Statistics</i> (13th ed.). Boston: Pearson.</p> <p>[2] Larson-Hall, J. (2016) <i>A Guide to Doing Statistics in Second Language Research Using SPSS and R</i> (2<sup>nd</sup> ed.). NY: Routledge.</p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1						X	
2						X	
3						X	
4							X
5							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Contents	CLO(s)	Learning activities	Assessments	Resources
1.	<b>Orientation to the course and syllabus.</b> <b>Module 1: Important concepts of Statistics, Sampling, and Data</b> 1.1 Introduction to Statistics & Probability 1.2 Statistical significance 1.3 Population and Sample	1, 5			[1] pp. 1-39
2.	1.4 Variables 1.5 Types of data & levels of measurements	1, 5			[1] pp. 1-39
3.	1.6 Presenting data visually 1.7 Data collection 1.8 Descriptive and inferential statistics	2, 3, 5			[1] pp. 1-39
4.	<b>Module 2: Descriptive statistics</b> 2.1 Measures of center 2.2 Measures of variation	1, 3, 5			[1] pp. 80-130
5.	2.3 Measures of relative standing 2.4. Descriptive statistics in R	1, 3, 5			[1] pp. 80-130
6.	<b>Module 3: Normal distribution</b> 3.1 Definition of normality 3.2 The Central Limit Theorem 3.3 Skewness	1, 3, 5			[1] pp. 254-296
7.	3.3 Visual exploration of normality 3.5 Assessing normality in R	2, 3, 5			[1] pp. 254-296
8.	Review: <b>Test 1</b>				
<b>MIDTERM EXAMINATION</b>					
9.	<b>Module 4: Inferential statistics</b> 4.1 Basic concepts of inferences from two samples 4.2 Hypothesis testing	1, 5			[1] pp. 356-413
10.	4.3 p-value approach 4.4 confidence intervals	1, 3, 5			[1] pp. 356-413
11.	<b>Module 5: Testing hypothesis of association</b> 6.1 Chi-square of independence 6.2 Correlation analysis 6.3 Simple Linear Regression	1, 3, 5			[1] pp. 468-510
12.	<b>Module 6: Testing hypothesis of difference</b> 5.1 Comparing two independent population proportions 5.2 Comparing two population variances	1, 3, 5			[1] pp. 414-441 [1] pp. 442-467
13.	5.3 Comparing two independent population means 5.4 Comparing two dependent population means 5.5 Comparing more than two independent means	1, 3, 5			[1] pp. 442-467

Week	Contents	CLO(s)	Learning activities	Assessments	Resources
14.	<b>Module 7: Ethics in statistics</b>	1, 4, 5			[1] pp. 677-681
15.	• Review: <b>Test 2</b>				
	<b>FINAL EXAMINATION</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Test 1 & Test 2 50%Pass	Homework 1-5 (Part 1) 50%Pass	Homework 1-5 (Part 2) 50%Pass	Attendance score 50%Pass
Midterm exam (30%)	Parts 1, 2, and 3 50%Pass	Part 4 50%Pass		
Final exam (40%)	Parts 1, 3 50%Pass	Part 2 50%Pass		

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (3 pts)
- In-class assignments (7 pts)

##### 5.2. Quantitative research presentation

- Your group presentation will be graded in terms of:
  - Presentation skills (20 pts)
  - Content & visual aids (80 pts): Part 1 (40 pts); Part 2 (40 pts)

The presentation slides should include the following:

- Group members' names & IDs
- Title of the study & author(s)

**Part 1: Overview of the study** (40 pts)

**Part 2: Data analysis** (40 pts)

Reference of the study: (10 pts deducted if not provided)

**6. Date revised:** April 20, 2024

**7. Lecturer:** Dr. Vũ Hoa Ngân

- School/Department: School of Languages
- Email: [vhngan@hcmiu.edu.vn](mailto:vhngan@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
 (Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: INTERNATIONAL INTERNSHIP 1**

Course Code: **EL047IU**

**1. General information**

Course name	- (in English) INTERNATIONAL INTERNSHIP 1 - (in Vietnamese) <i>Thực tập Quốc tế 1</i>
Course designation	<i>International Internship aims to offer students the opportunity to observe how the knowledge that they have learned in the university is applied into real-life environments and to understand daily problems that they have to face in their relevant fields in a foreign country using English as a communicative language. In addition, students can acquire important general professional skills such as time management, discipline, self-learning, effective communication and so on. It is expected that the skills students gain from working in a professional setting will help them perform better on their jobs after graduation.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input checked="" type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Dr Nguyễn Huy Cường, Mr Vũ Tiến Thịnh
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Discussion
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 hours Contact hours 30 periods Private study including written report, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	2 credits								
Number of periods	Theory: 30 Practice: 0								
Required and recommended prerequisites for joining the course	<i>Completed <math>\geq 50</math> credits</i>								
Course objectives	<i>International Internships can be with a variety of host organizations <b>in a foreign country using English as a communicative language</b>, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices etc. Students will attend workshops, proceed with classroom observation, and work with professors in their discipline and / or the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 15 working days is required (5 days of site visiting, 5 days to write the final report, and 5 days to get approval from Supervisor). Specific deliverables include Registration form, Application form, Attendance records and/or certificate of participation, two final reports completed by the intern and evaluated with comments by the Supervisor(s) to be assigned at the beginning of the course.</i>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> <tr> <td>Knowledge</td><td> CLO1: Operate harmoniously with others in pursuit of common goals  CLO2: Compare/ contrast the theories learnt and how people in the organization carry out their mission  CLO3: Demonstrate accuracy and efficiency in use of English for professional purposes </td></tr> <tr> <td>Skill</td><td></td></tr> <tr> <td>Attitude</td><td>CLO4: Self-evaluate strengths and weaknesses and have a clearer picture of different career options</td></tr> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Operate harmoniously with others in pursuit of common goals CLO2: Compare/ contrast the theories learnt and how people in the organization carry out their mission CLO3: Demonstrate accuracy and efficiency in use of English for professional purposes	Skill		Attitude	CLO4: Self-evaluate strengths and weaknesses and have a clearer picture of different career options
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Operate harmoniously with others in pursuit of common goals CLO2: Compare/ contrast the theories learnt and how people in the organization carry out their mission CLO3: Demonstrate accuracy and efficiency in use of English for professional purposes								
Skill									
Attitude	CLO4: Self-evaluate strengths and weaknesses and have a clearer picture of different career options								

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Attending academic/ professional workshops, seminars or conferences	2	IU
	Interviewing experts	2	IU
	Working as a part-time assistant	2	IU
	Observing English classes	1	IU
	Observing a translating/ interpreting session	1	IU
	Visiting an internship site	1	IU
	Other activities	1	IU
	<b>* Descriptions of recommended internship activities and requirements for qualified host organizations</b>		
	<b>Activities</b>	<b>Requirements for qualified hosts</b>	

1.	Contents of workshop must be relevant to student's chosen academic specializations (Linguistics, Language Teaching, and Translating-Interpretation)
2.	Interviewee experts can be linguists, lecturers, researchers, and professors, experienced translators/ interpreters in the fields who are working full-time in an affiliated organization or universities.
3.	The tasks or duties that intern student perform must be related to student's specializations, such as teaching assistants, research assistants, or translators/ interpreters. Inappropriate internship tasks include maintenance duties, clerical work or personal errands.
4.	English classes to be observed should be of General English. English classes convey language skills (listening, speaking, reading, and writing skills), and language components (grammar, vocabulary, and pronunciation) from the beginning to intermediate levels (A1-B1 levels), and test preparation classes in an institution, language center, or university.  Some ineligible classes to be observed include: classes from the BA-in-English-Linguistics program, and tutoring sessions at private homes.
5.	The target language of the translation must be English.
6.	The workspace must be in a professional office, or an institution, and cannot be located in a private residence. Several offices, publishers or companies where their work or part of their work is on translation and/ or interpreting are recommended, such as Zing, Tre Publishing House, Tuoitrenews, Thanhnniennews, etc.)



	7.	Proposed internship activities must be related to student's academic specializations. Approvals are granted on a case-by-case basis.
Examination forms	Two written reports	
Study and examination requirements	<ul style="list-style-type: none"> <li>• The course registration is done through EDUSOFT.</li> <li>• The internship registration is done through a <b>registration form</b> in which students register the two internship activities, each of which is related to each of the three majors. (See <i>Internship I Registration form</i>) It is also noted that a minimum of 15 working days is required, including at least 5 days of site visiting, 5 days to write the final report and 5 days to get the approval from the supervisor. Students are NOT allowed to change their specializations in the registration form.</li> <li>• An <b>application form</b> is required to provide details of the planned activities. Students should discuss the application form with their designated faculty advisors.</li> <li>• <b>Attendance records</b> are required to certify students' participation in the registered activities. They are confirmed and evaluated by the representatives or supervisors at the site that the intern visits.</li> <li>• <b>TWO reports</b> are required after the site visits. Their contents vary according to the registered activity. Interns should describe and analyze their experience as well as reflect on what has been learned from the internship..</li> </ul>	
Reading list	NA	

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1							X
2	X	X	X	X			
3					X		
4	X	X	X	X	X	X	X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

The course is offered every odd semester upon the requirement of completing at least 50 credits.

Rough timeline of the course is described as the following.

- Course overview and introduction for preparation (3-4 months prior to the Internship 1 semester)
- Course registration via EDUSOFT

Week	Student activity	Deadline (3 p.m. on Fridays)
1	Decide two specializations (English Linguistics, Language Teaching, or Translation-Interpreting) and propose tentative internship activities	Submit the <b>registration form</b> to the English Department office
2	Discuss the internship plan with the designated faculty supervisor	
3	Complete the application form	Submit the <b>application form</b> to the English Department office
4	Visit the host organizations	

Week	Student activity	Deadline (3 p.m. on Fridays)
5	Visit the host organizations (cont.)	
6	Visit the host organizations (cont.)	
7	Visit the host organizations (cont.)	
8	Visit the host organizations (cont.)	
9	Write up the internship reports	
10	Write up the internship reports (cont.)	
11	Write up the internship reports (cont.)	
12	Write up the internship reports (cont.)	
13	Write up the internship reports (cont.)	Submit the first draft of the reports
14	Confer with the faculty supervisor for F2F feedback	
15	Revise the internship reports	
Final exam		Submit the final draft of the internship reports

#### 4. Assessment plan

##### Scoring criteria:

- The score scale for each report is 100 points, divided into three criteria as follows:
  - Description of the site visit: 30 points
  - Reflection of what the intern has learned from the internship: 50 points
  - Language use and Format: 20 points
- The final score of Internship 1 is the average scores of the two reports.
- If a student fails to provide an attendance record, the score of the report is zero.

Assessment Type	CLO1	CLO2	CLO3	CLO4
Report I(50%)	15 points 50% Pass	15 points 50% Pass	20 points 50% Pass	50 points 50% Pass
Report II (50%)	15 points 50% Pass	15 points 50%Pass	20 points. 50% Pass	50 pints50% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### **Final Report Guidelines**

##### Format of the Report:

- Typed (Times New Roman – font size: 13, 1.5 spacing), at least 1,000 words per report.
- Cover page: Student's name, Student's ID, Faculty supervisor's name, specialization of the report (Linguistics, Language Teaching, or Translation-Interpreting), and submission date.
- Pages numbered
- Student signature

##### Contents of the Report:

Students are required to write two reports out of three disciplines.

- The contents vary according to the registered activity.
- The length is expected to be at least 1,000 words per report.
- Appendices include: your approved registration form, approved application form (an amended application form, if any), and two attendance records.

Scoring criteria:

- The score scale for each report is 100 points, divided into three criteria as follows:
  - Description of the site visit: 30 points
  - Reflection of what the intern has learned from the internship: 50 points
  - Language use and Format: 20 points
- The final score of Internship 1 is the average scores of the two reports.
- If a student fails to provide an attendance record, the score of the report is zero.

**6. Date revised:** April 24<sup>th</sup>, 2024

**7. Course coordinator/Lecturer**

- School/Department: School of Languages

**Ho Chi Minh City, July 1<sup>st</sup>, 2024**

**VICE DEAN OF SCHOOL OF LANGUAGES**

**(Signature)**



**Dr. Vũ Hoa Ngân**

## EL047IU INTERNATIONAL INTERNSHIP 1

### Registration form

**Student name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

Instructions: The International Internship 1 offers students the opportunity to observe real working places related to their major. Please choose two of the following specializations: Linguistics, English Teaching and Translation-Interpreting. Please choose to engage in one activity for each specialization.

Your registration will be reviewed and the English Department will assign a faculty supervisor.

Deadline: Submit this form to the English Department office (A1.510) at **3 p.m. on Friday in Week 1 for the semester.**

You can collect this form with DE approval and contacts of designated faculty supervisor(s) at the DE office from **Wednesday in Week 2.**

You are NOT allowed to change the chosen two specializations after submitting the registration form. You need to enclose the approved registration form in your final report.

Specialization	Recommended Activities	Student's choice
Linguistics	<ul style="list-style-type: none"><li>– Attending workshops, seminars and conferences</li><li>– Interviewing linguistics lecturers, researchers or professors</li><li>– Working as a part-time research assistant</li><li>– Visiting an institution</li><li>– Others (please specify, if any): .....</li></ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Language Teaching	<ul style="list-style-type: none"><li>– Attending workshops, seminars and conferences</li><li>– Interviewing English teachers</li><li>– Observing English classes</li><li>– Working as a part-time teaching assistant</li><li>– Others (please specify, if any): .....</li></ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Translation - Interpreting	<ul style="list-style-type: none"><li>– Attending workshops, seminars and conferences</li><li>– Interviewing experienced translators/ interpreters</li><li>– Observing a translating/ interpreting session in English</li><li>– Working as a part-time translator or interpreter</li><li>– Visiting offices, publishers or companies where their work or part of their work is on translation and/ or interpreting</li><li>– Others (please specify, if any): .....</li></ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Ho Chi Minh City, ..... (dd/mm/yyyy)

Approved by Dean of School of Languages

## EL047IU INTERNATIONAL INTERNSHIP 1

### Application form

**Student name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

Instructions: Complete this form to specify the details of each activity for each specialization. Two specializations should NOT have the same activity.

You are advised to discuss the form with your faculty supervisor before submitting this form.

The English Department will provide you with a recommendation letter based on the given details in this form. You need to enclose the approved application form in your final report.

Deadline: Submit this form to the English Department office (A1.510) at **3 p.m. on Friday in Week 3 for the semester.**

If you would like to change your planned activities, please resubmit this form with your faculty supervisor's signature.

Check this box, when applicable	Planned activities (not repeated in another specialization)	Related specialization	Details (please specify. DE office will issue a recommendation letter from your given information. Note <i>NA</i> if you haven't found one yet.)
	Attending academic/professional workshops, seminars, or conferences		<ul style="list-style-type: none"><li>Title of the workshop:</li><li>Location:</li><li>Time:</li><li>Speaker(s):</li><li>Title of the talk:</li></ul>
	Interviewing experts		<ul style="list-style-type: none"><li>Expert name:</li><li>Affiliation:</li><li>Email:</li><li>Phone:</li></ul>
	Working as a part-time assistant		<ul style="list-style-type: none"><li>Organization:</li><li>Your internship position:</li><li>Representative/ Host supervisor name:</li><li>Title/ Department:</li><li>Email:</li><li>Phone:</li></ul>
	Observing English classes		<ul style="list-style-type: none"><li>Institution:</li><li>Course name:</li><li>Teacher name:</li><li>Email:</li><li>Phone</li></ul>
	Observing a translating/interpreting session		<ul style="list-style-type: none"><li>Event name:</li><li>Location:</li><li>Time:</li><li>Host supervisor name:</li><li>Email:</li></ul>

Check this box, when applicable	Planned activities (not repeated in another specialization)	Related specialization	Details (please specify. DE office will issue a recommendation letter from your given information. Note <i>NA</i> if you haven't found one yet.)
			<ul style="list-style-type: none"> <li>• Phone:</li> </ul>
	Visiting an internship site		<ul style="list-style-type: none"> <li>• Host organization:</li> <li>• Office address:</li> <li>• Representative/ Host supervisor name:</li> <li>• Email:</li> <li>• Phone:</li> </ul>
	Other activities		<ul style="list-style-type: none"> <li>• Host organization:</li> <li>• Office address:</li> <li>• Representative/ Host supervisor name:</li> <li>• Email:</li> <li>• Phone:</li> </ul>

Date: \_\_\_\_\_

*Ho Chi Minh City, dd/mm/yy*

Approved by Dean of School of Languages

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty supervisor's signature: \_\_\_\_\_

GIẤY XÁC NHẬN THAM GIA KIẾN TẬP  
EL047IU INTERNATIONAL INTERNSHIP 1 - ATTENDANCE RECORD

**1. STUDENT DETAILS**

1. Họ tên sinh viên: \_\_\_\_\_  
(Student name)  
MSSV: \_\_\_\_\_ Niên khóa: \_\_\_\_\_  
(Student ID) (Academic year)  
Chuyên ngành: \_\_\_\_\_  
(Specialization)

**2. HOST ORGANIZATION DETAILS**

Đơn vị kiến tập: \_\_\_\_\_  
(Host organization)  
Địa chỉ: \_\_\_\_\_  
(Address)  
Địa chỉ trang web: \_\_\_\_\_  
(Organization website address)  
Họ tên người hướng dẫn/ Đại diện đơn vị kiến tập: \_\_\_\_\_  
(On-site supervisor name/ Representative)  
Chức danh/ Phòng/Khoa: \_\_\_\_\_  
(Title/ Department)  
Điện thoại liên hệ: \_\_\_\_\_ Địa chỉ email: \_\_\_\_\_  
(Telephone) (Email address)

**3. INTERNSHIP DETAILS**

Ngày kiến tập: từ \_\_\_\_\_ đến \_\_\_\_\_  
(Internship date: from/to)  
Mô tả ngắn gọn về hoạt động kiến tập: (Brief description of the internship activity)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Được xác nhận bởi: \_\_\_\_\_  
(Certified by site supervisor)

Tp.HCM, ngày ... tháng ... năm ...  
(Đóng dấu, ký và ghi rõ họ tên)





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: British Civilisation**

Course Code: **EL019IU/WE**

**1. General information**

Course name	- (in English) <i>British Civilisation</i> - (in Vietnamese) <i>Văn minh Anh</i>
Course designation	<i>The course provides students with a general knowledge of Britain regarding the country and people, politics and the government, education, economy, the media, religion, entertainment and the arts. With a wide variety of reading texts, pictures, audios, videos and quizzes about the historical and updated events, British Civilization is a comprehensive introduction to Britain in the past and at present.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Mr. Mai Hồng Quân Mrs. Nguyễn Lê Bảo Ngọc Mr. Nguyễn Đình Minh Thắng
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 30 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 60 hours
Credit points	2 credits (Theory: 2 + Practice: 0)
Number of periods	Theory: 30 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	Previous course (Course code – Course name): Reading 2 (EL007IU/EL007WE), Writing 2 (EL008IU/EL008WE), Listening 2 (EL009IU/EL009WE), Speaking 2 (EL010IU/EL010WE)		
Course objectives	Upon completion of the course, students will be able to: <ul style="list-style-type: none"><li>- know a wide variety of aspects of British life, which is a good foundation to learn and comprehend the English language better</li><li>- apply, synthesize and evaluate the information about the British civilization and other related countries, to make solid comparisons and analyses for a comparative perspective on these countries</li><li>- improve the analytical and critical thinking skills</li><li>- improve the presentation and writing skills</li></ul>		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO 1. Describe a wide variety of aspects of British life.	
	Skill	CLO 2. Evaluate the information about the UK and other related countries. CLO 3. Make solid comparisons and analyses for a comparative perspective on these countries. CLO 4. Deliver presentations and write essays on related topics.	
	Attitude	CLO 5. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course introduction	2	I, T
	The British context	2	I, T
	The country	2	I, T
	The people	2	I, T
	Politics and government	2	I, T
	International relations	2	I, T
	The legal system	2	I, T
	The economy	2	I, T
	Social services	2	I, T
	Education	2	I, T
	The media	2	I, T
	Religion	2	I, T
	Leisure, sports and the arts	2	I, T
	Group presentations	4	T, U
Examination forms	Quiz, Presentation, Essay		

Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>
Reading list	<p>1. Oakland, J. (2015). <i>British Civilization, An Introduction (8th edition)</i>. Routledge.</p> <p>2. O'Driscoll, J. (1995). <i>Britain</i>. Oxford University Press.</p> <p>3. Dowall, Mc. D. (1999). <i>Britain in close-up</i>. Longman.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X			
2				X			
3				X			
4					X		
5							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessment	Resources
1	Course introduction	1, 4	Introduction	N/A	Course syllabus
2	The British context	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 1-26.
3	The country	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 27-60.
4	The people	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 61-88.
5	Politics and government	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 117-158.
6	International relations	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 161-185.
7	The legal system	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 187-217..
8	The economy	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	British Civilization, An Introduction. Page 219-251.
<b>MIDTERM EXAMINATION (A2)</b>					
9	Social services	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Final exam	British Civilization, An Introduction. Page 253-285.
10	Education	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Final exam	British Civilization, An Introduction. Page 287-316.
11	The media	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Final exam	British Civilization, An Introduction. Page 319-347.
12	Religion	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Final exam	British Civilization, An Introduction. Page 89-115.
13	Leisure, sports and the arts	1, 2, 3, 4, 5	Lecture Discussion	Ongoing assessment Final exam	British Civilization, An Introduction. Page 349-383.
14	Group presentations	1, 2, 3, 4, 5	Presentations	Ongoing assessment Final exam	
15	Group presentations	1, 2, 3, 4, 5	Presentations	Ongoing assessment Final exam	
<b>FINAL EXAMINATION (A3)</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz 1 60% Pass	Quiz 2 60% Pass		Group presentation 1 50% Pass	Attendance score 60%Pass
Midterm exam (30%)	Quiz 3 50% Pass	Quiz 3 50% Pass	Essay 1 50%	Essay 1 50%	
Final exam (40%)	Quiz 4 50% Pass	Quiz 4 50% Pass	Essay 2 50%	Essay 2 50%	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes (35 pts); Group presentation (35 pts)

#### Marking Rubric for Group Presentation

Criteria	Description
Content	The content is highly organized, coherent, and well-developed.
Delivery	The delivery is engaging and confident, with appropriate voice techniques and body languages.
Group Cohesion	The group demonstrates exceptional cohesion.

#### Marking Rubric for Essay 1&2

Items	Description	Points
Overall structure	Distinct paragraphs, clear thesis statement, clear topic sentences, transitional phrases, etc.	06
Language use	Standard sentence structures and concise vocabulary	06
Analysis	Evidence of: - comprehensive understanding of the chosen issues in British Civilisation, - in-depth analysis by examining multiple perspectives, theories, or historical contexts, - identification and challenges of assumptions or biases that may influence the understanding of the issues	24
Supporting details	Adequate and appropriate ideas and relevant examples to support the analysis	24

## 6. Date revised: 24/04/2024

## 7. Course coordinator/Lecturer: Dr. Nguyễn Huy Cường

- School/Department: School of Languages
- Email: nhcuong@hcmiu.edu.vn

Ho Chi Minh City, June 28<sup>th</sup>, 2024  
DEAN OF SCHOOL OF LANGUAGES  
(Signature)



Dr. Nguyễn Huy Cường



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Syntax**

Course Code: EL024IU

**1. General information**

Course name	- <i>(in English) Syntax</i> - <i>(in Vietnamese) Cú pháp học</i>
Course designation	The course provides the fundamental concepts of English syntax and pilots the introduction to Universal Grammar. First of all, different elements of a sentence in terms of their categories and functions are introduced in order to form the basis for later sentence analysis. Second, each sentence constituent like noun, verb, adjective, prepositional and adverb phrases is examined thoroughly. Third, both simple and complex sentences are put into careful analysis.
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Nguyễn Lê Bảo Ngọc Nguyễn Thị Quyên
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name) none</li> <li>- Corequisites: (Course code – Course name) none</li> <li>- Previous course: EL013IU - Introduction to linguistics</li> </ul>	
Course objectives	The course aims at introducing the concepts of English syntax regarding parts of speech, phrases, clauses and sentences. The course also pilots the introduction to Universal Grammar.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Recognize and differentiate basic concepts of English syntax including sentence constituents, categories and functions
	Skill	CLO2: Identify English sentence constituents, categories and functions as well as analyze certain phrasal structures CLO3: Analyze and categorize various types of English sentences, including both simple and complex sentences
	Attitude	CLO4: Criticize the analysis using traditional grammar and generative grammar CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Sentence structure: constituents	1	TU
	Sentence structure: functions	1	TU
	Sentence structure: categories	2	TU
	The Basic Verb Phrase	1	TU
	Adverbials and other matters	1	TU
	More on verbs: auxiliary VPs	2	TU
	The Structures of Noun Phrases	1	TU
	Sentences within sentences	1	TU
	Wh-clauses	2	TU
	Non-finite clauses	2	TU
Universal Grammar	1	TU	
Examination forms			
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Burton-Roberts, N. (2013). <i>Analyzing Sentences: An Introduction to English Syntax (3rd edition)</i> . New York: Routledge. [2] Campos, H. & Bui, H.T.T. (2018). <i>English Syntax and Universal Grammar: An Introduction to Syntactic Analysis</i> . VNU – HCM Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:



	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4	X						
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<b>Orientation :</b> <b>Sentence structure: constituent</b> - Structure - Establishing constituents - 'Phrase' and 'constituent'  Chapter 1: Linguistics as a science of mind Chapter 3: The principles and parameters models	1, 2	Lecturing Group discussion Questions and answers	Ongoing assessment Midterm exam	[1] pp. 6-23       [2] pp.1-14; pp 49-51

Week	Topic	CLO	Learning activities	Assessments	Resources
2	<b>Sentence structure: functions</b> - Subject and predicate - Noun Phrase and Verb Phrase - Dependency and function - Our mental lexicon - X'-syntax	1, 2	Lecturing Group discussion Questions and answers	Ongoing assessment Midterm exam	[1] pp. 24-35  [2] pp. 18-40; 44-48
3	<b>Sentence structure: categories</b> - Nouns - Lexical and phrasal categories (noun and Noun Phrases) - Adjectives and adverbs - Adjective Phrases and Adverb Phrases	1, 2	Lecturing Group discussion Questions and answers	Ongoing assessment Midterm exam	[1] pp. 46-55 [2] pp. 97-100; 103-106
4	<b>Sentence structure: categories</b> - Prepositions and Prepositional Phrases - Coordinated Phrases <b>Assignment 1</b>	1, 2	Lecturing Group discussion Questions and answers Assignment 1	Ongoing assessment Midterm exam	[1] pp.56-66 [2] pp. 101-103
5	<b>The basic: Verb Phrase</b> - A first look at verbs - The complements of lexical verbs	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm exam	[1] pp. 65-76 [2] pp. 54-56
6	<b>Adverbials and other matters</b> - Adjunct adverbials (VP adverbials) - Levels of Verb Phrase - The mobility of adverbials - Phrasal verbs - Ellipsis - Sentence adverbials (S adverbials)	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm exam	[1] pp. 87-110 [2] pp. 63-68
7	<b>More on verbs: auxiliary VPs</b> - Lexical and auxiliary verbs	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm exam	[1] pp.112-123 [2] pp. 107-126
8	<b>More on verbs: auxiliary VPs</b> - Construction that depend on auxiliaries: Passive sentences and Negative sentences	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm exam	[1] pp.125-128 [2] pp. 252-264; 169-176
<b>MIDTERM EXAMINATION</b>					

Week	Topic	CLO	Learning activities	Assessments	Resources
9	<b>The Structures of Noun Phrases</b> - Determiners - Pre-determiners - Pre-modifiers in NOM - More on the structure of NOM - Post-modifiers - Modification of pronouns	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] pp.142-170 [2] pp. 74-90
10	<b>Sentences within sentences</b> - Complementizers: <i>that</i> and <i>whether</i> - The function of <i>that</i> - and <i>whether</i> -clauses - Adverbial clauses	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] pp.174-194 [2] pp. 207-209
11	<b>Wh-clauses</b> - Wh-questions - Subordinate wh-clauses - Subordinate wh-interrogative clauses	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] pp.196-202 [2] pp. 188-205
12	<b>Wh-clauses</b> - Relative clauses <b>Assignment 2</b>	3	Lecturing Group discussion Questions and answers Oral group presentation Assignment 2	Ongoing assessment Final exam	[1] pp.204-221 [2] pp. 210-222
13	<b>Non-finite clauses</b> - The form of non-finite clauses	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] pp. 224-231 [2] pp. 231-245
14	<b>Non-finite clauses</b> - The functions of non-finite clauses	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] pp. 232-251
15	<b>Introduction of Universal Grammar</b>	4	Lecturing Group discussion Questions and answers	Ongoing assessment Final exam	
	<b>FINAL EXAMINATION</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
A1: Ongoing assessment (30%)	Quiz 1, Part 1 Quiz 2, Part 1 60%Pass	Quiz 1, Part 2 60%Pass	Quiz 2, Part 2 60%Pass		Attendance score 60%Pass
A2: Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass			
A3: Final exam (40%)	Part 1 50%Pass		Part 2 50%Pass	Part 3 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes

#### 6. Date revised: 24/04/20243

#### 7. Lecturer: Nguyễn Lê Bảo Ngọc

- School/Department: School of Languages
- Email: nlbgoc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: Semantics**  
**Course Code: EL025IU**

**1. General information**

Course name	- (in English) <i>Semantics</i> - (in Vietnamese) <i>Ngữ nghĩa học</i>
Course designation	<i>This course offers an introduction to the basic concepts and methods in the analysis of natural language meaning with a range of semantic topics. The course will have students work with real language data. The learning tasks and exercises, established on an outline of semantic concepts and issues, and being philosophical and practical in their nature, encourage students to build a solid knowledge on semantic terms, clarify the issues by analyzing and synthesizing different semantic characteristics within English language.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	<i>Dr. Nguyen Thi Quyen</i> <i>Ms. Tran Doan Thu (M.A.)</i> <i>Ms. Nguyen Le Bao Ngoc (M.A.)</i> <i>Mr. Nguyen Hoang Khanh (M.A.)</i>
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Problem solving Quizzes

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name) None</li> <li>- Corequisites: (Course code – Course name) None</li> <li>- Previous course (Course code – Course name) EL013IU - Introduction to Linguistics</li> </ul>	
Course objectives	<i>The course aims to introduce students to the basics of semantics. It covers key topics in the field including sense and reference, simple logic, lexical semantics and non-literal meaning. The goal of the course is for students to use these learned theories to analyze meaning of novel linguistic data.</i>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: explain key concepts in various theories of meaning, i.e., theories based sense and reference, compositional semantics, lexical semantics; non-literal meaning
	Skill	CLO2: apply learned theories to critically analyze meaning and meaning relations of words and sentences in novel linguistic data. CLO3: write accurate logical notations to characterize meanings of simple and complex propositions
	Attitude	CLO4: critically defend a certain approach to or a theory of meaning analysis CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Basic concepts in meaning	2	I
	Reference	3	TU
	Sense	3	TU
	Logic	3	TU
	Lexical semantics	2	TU
	Non-literal meaning	1	T
Examination forms	<p>MCQs</p> <p>Short answer questions</p> <p>Problem sets</p>		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Hurford, J.R., Heasley, B., &amp; Smith, M.B. (2007). <i>Semantics: A Coursebook</i>. (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.</p> <p>[2] Riemer, N. (2010). <i>Introducing Semantics</i>. Cambridge University Press.</p> <p>[3] Portner, P. (2005). <i>What is meaning?: Fundamentals of formal semantics</i>. Blackwell.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4							X
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<b>Basic concepts in meaning (1)</b> + What is meaning? + Theories of meaning	1	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 1-15 [2] pp. 1-16 [3] pp. 1-27
2	<b>Basic concepts in meaning (2)</b> + Sentences, utterances, propositions + Reference and Sense	1	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 16-35 [2] pp. 88-97
3	<b>Reference (1)</b> + Referring expressions + Theory of reference	1, 2	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 36-44 [3] pp. 79-94



Week	Topic	CLO	Learning activities	Assessments	Resources
4	<b>Reference (2)</b> + Predicates	1, 2	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 45-64
5	<b>Reference (3)</b> + Deixis and definiteness + Extension and prototype	1, 2	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 65 - 92 [3] pp. 132-136
6	<b>Sense (1)</b> + Sense properties + Sense relations	1, 2	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 93-119
7	<b>Sense (2)</b> + Lexical relations	1, 2	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 120-140
8	<b>Sense (3)</b> + Lexical relations	1, 2	Lecture Discussion	Ongoing assessment Midterm exam	[2] pp. 136-172
<b>Mid-term examination</b>					
9	<b>Logic (1)</b> + Simple propositions	1, 3	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 141-163 [3] pp. 174-181
10	<b>Logic (2)</b> + Complex propositions	1, 3	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 164-179 [3] pp. 181-189
11	<b>Logic (3)</b> + More logical connectives + Predicate logic	1, 3	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 180-193 [3] pp. 189-209
12	Word meaning (1) + Dictionaries and Meaning postulates	1, 2, 3	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 194-204 [2] pp. 209-214
13	Word meaning (2) + Participant roles	1, 2, 3	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 244-275 [2] pp. 209-214
14	Non-literal meaning + Idioms + Metaphors + Metonymy	1, 2, 3	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 327-344
15	Review	1, 2, 3, 4	Discussion In-class quiz Reflection	Ongoing assessment Final exam	

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quizz 1 50% Pass	HW 1 50% Pass	Quiz 2 50% Pass	HW 2 50% Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 1 50% Pass	Part 2 & Part 3 50% Pass			
Final exam (40%)	Part 1 50% Pass		Part 2 & Part 3 50% Pass		

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes (50 pts); Homework (20 pts)

#### 6. Date revised: 26/04/2024

#### 7. Lecturer: Dr. Nguyễn Thị Quyên

- School/Department: School of Languages
- Email: ntquyen@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Translation 1 (English-Vietnamese)**

Course Code: **EL026IU/EL026WE**

**1. General information**

Course name	- (in English) <i>Translation 1 (English-Vietnamese)</i> - (in Vietnamese) <i>Biên dịch 1 (Anh-Việt)</i>
Course designation	<i>The course provides texts for English-Vietnamese translation in different fields and topics (e.g. politics, economics, environment, culture, language, and the like). Learners are expected to translate a text from English into Vietnamese and improve their vocabulary throughout the process.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Assoc. Prof. Dr. Phạm Hữu Đức Mrs. Nguyễn Thị Ngọc Châu Mr. Nguyễn Đình Minh Thắng
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Group work Project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0)
Number of periods	Theory: 45 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	<div>- Prerequisites: (Course code – Course name): none</div> <div>- Corequisites: (Course code – Course name): none</div> <div>Previous course: Introduction to Translation (EL016IU)</div>		
Course objectives	The course aims are twofold: to provide students with a hands-on experience of English-Vietnamese translation, applying and further exploring theoretical issues related to and necessary in translation that have been taught in Introduction to Translation, and to help them solidify their linguistic competence, expand their social knowledge and vocabulary in various fields of translation.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	Knowledge	CLO 1. Display the competence in using English and Vietnamese and integrating linguistic competence, social knowledge, and vocabulary of various fields for translation purposes.	
	Skill	CLO 2. Demonstrate the ability to create a translation of an English text effectively and applying appropriate translation approaches, computer-assisted translation software, and critical analysis of the source material.	
	Attitude	CLO 3. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Translation from English to Vietnamese on 13 fields of expertise as follow: 1. Politics 2. Culture and Society 3. Education 4. Public Health 5. Agriculture 6. Economy and Commerce 7. Laws 8. Public Security & National Defense 9. Science 10. Literature and Arts 11. Philosophy 12. Religion and Beliefs 13. International Communication	39	I, T, U
Examination forms	Translation project	6	T, U
	Paragraph translation, full-text translation, translation project		

Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>
Reading list	<ol style="list-style-type: none"> <li>1. Duong, D.N. (2014). <i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh</i>. HCMC: VNU-HCMC Publishing House.</li> <li>2. Short texts of 250 – 300 words adopted, adapted, and/or translated by Lecturers for students' in-class translation practice and discussion, as well as homework. These texts could be taken from multiple sources such as journals, magazines, fiction and non-fiction books, and the like.</li> <li>3. Newmark, P. (1988). <i>A textbook of translation</i>. London: Prentice Hall.</li> <li>4. Nguyễn, T.C. &amp; Trương, B.Đ. (2002). <i>Phương pháp dịch Anh – Việt</i>. HCMC: Youth Publisher.</li> </ol>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessment	Resources
1	Translation on Politics	1, 2, 3	<ul style="list-style-type: none"> <li>- Textual analysis</li> <li>- Student's translation activities.</li> <li>- Teacher's feedback and evaluation.</li> <li>- Peer-feedback and group-work on a translation activity</li> </ul>	Ongoing assessment Midterm exam	Course syllabus  <i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 1-10.</i>

Week	Topic	CLO	Learning activities	Assessment	Resources
2	Translation on Culture and Society	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 14-24</i>
3	Translation on Education	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 29-40.</i>
4	Translation on Public Health	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 45-63.</i>
5	Translation on Agriculture	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 70-81.</i>
6	Translation on Economy and Commerce	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 87-100.</i>
7	Translation on Laws	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 105-118.</i>
8	Translation on Public Security and National Defense	1, 2, 3	- Textual analysis - Student's translation activities. - Teacher's feedback and evaluation. - Peer-feedback and group-work on a translation activity	Ongoing assessment Midterm exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 124-136.</i>

Week	Topic	CLO	Learning activities	Assessment	Resources
<b>MIDTERM EXAMINATION (A2)</b>					
9	Translation on Science	1, 2, 3	<ul style="list-style-type: none"> <li>- Textual analysis</li> <li>- Student's translation activities.</li> <li>- Teacher's feedback and evaluation.</li> <li>- Peer-feedback and group-work on a translation activity</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 143-157.</i>
10	Translation on Literature and Fine Arts	1, 2, 3	<ul style="list-style-type: none"> <li>- Textual analysis</li> <li>- Student's translation activities.</li> <li>- Teacher's feedback and evaluation.</li> <li>- Peer-feedback and group-work on a translation activity</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 165-184.</i>
11	Translation on Philosophy	1, 2, 3	<ul style="list-style-type: none"> <li>- Textual analysis</li> <li>- Student's translation activities.</li> <li>- Teacher's feedback and evaluation.</li> <li>- Peer-feedback and group-work on a translation activity</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 193-207.</i>
12	Translation on Religion and Beliefs	1, 2, 3	<ul style="list-style-type: none"> <li>- Textual analysis</li> <li>- Student's translation activities.</li> <li>- Teacher's feedback and evaluation.</li> <li>- Peer-feedback and group-work on a translation activity</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 214-229.</i>
13	Translation on International Relations	1, 2, 3	<ul style="list-style-type: none"> <li>- Group project</li> <li>- Peer-feedback</li> <li>- Teacher's feedback and evaluation</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 237-256.</i>
14	Translation Project: Subtitling	1, 2, 3	<ul style="list-style-type: none"> <li>- Group project</li> <li>- Peer-feedback</li> <li>- Teacher's feedback and evaluation</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 266-279.</i>
15	Translation Project: Subtitling	1, 2, 3	<ul style="list-style-type: none"> <li>- Group project</li> <li>- Peer-feedback</li> <li>- Teacher's feedback and evaluation</li> </ul>	Ongoing assessment Final exam	<i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh. Page 285-300.</i>
<b>FINAL EXAMINATION (A3)</b>					

#### 4. Assessment plan



Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	Paragraph translation 1, 2 & 3 50% Pass Full-text translation 1 & 2 50% Pass Translation project 50% Pass	Paragraph translation 1, 2 & 3 50% Pass Full-text translation 1 & 2 50% Pass Translation project 50% Pass	Attendance score 60%Pass
Midterm exam (30%)	Paragraph translation 4, 5, & 6 50% Pass	Paragraph translation 4, 5 & 6 50% Pass	
Final exam (40%)	Paragraph translation 7, 8, & 9 50% Pass	Paragraph translation 7, 8, & 9 50% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts) Translation activities

### Marking Rubric for paragraph and full-text translation:

	Assessment criteria	CLO
Text 1 (informative text)	Faithfulness (10 pts)	CLO 2
	Appropriateness (10 pts)	CLO 2
	Overall effectiveness (10 pts)	CLO 1, 3
Text 2 (expressive text)	Faithfulness (10 pts)	CLO 2
	Appropriateness (10 pts)	CLO 2
	Overall effectiveness (10 pts)	CLO 1, 3
Text 3 (non-fiction/movie dialogue)	Faithfulness (15 pts)	CLO 2
	Appropriateness (15 pts)	CLO 2
	Overall effectiveness (10 pts)	CLO 1, 3

Criteria	Description
Faithfulness	- no identifiable problems of comprehension; - original message has been conveyed completely to the target language.
Appropriateness	- a good sensitivity to nuances of meaning, register is precisely and sensitively captured; - there is a sophisticated awareness of the cultural context; - translation shows a flexible command of lexis, syntax, and register in the target language
Overall effectiveness	The reader can understand the TT with ease, as if the TT is written in the target language.

**Marking Rubric for Translation Project:**

Criteria	Description
Faithfulness (15 pts)	- no identifiable problems of comprehension; - original message has been conveyed completely to the target language.
Appropriateness (15 pts)	- a good sensitivity to nuances of meaning, register is precisely and sensitively captured; - there is a sophisticated awareness of the cultural context; - translation shows a flexible command of lexis, syntax, and register in the target language
Overall effectiveness (5 pts)	The reader can understand the TT with ease, as if the TT is written in the target language.


6. **Date revised:** 24/04/2024

7. **Lecturer:** Nguyễn Đình Minh Thắng

- School/Department: School of Languages
- Email: ndmthang@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: INTERNSHIP 1**

Course Code: **EL044IU**

**1. General information**

Course name	- (in English) INTERNSHIP 1 - (in Vietnamese)
Course designation	<i>Internship 1 aims to offer students the opportunity to observe how the knowledge that they have learned in the university is applied into real-life environments and to understand daily problems that they have to face in their relevant fields. In addition, students can acquire important general professional skills such as time management, discipline, self-learning, effective communication and so on. It is expected that the skills students gain from working in a professional setting will help them perform better on their jobs after graduation.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input checked="" type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Dr Nguyễn Huy Cường, Mr Vũ Tiến Thịnh
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Discussion
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 hours Contact hours 30 periods Private study including written report, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	2 credits	
Number of periods	Theory: 30 Practice: 0	
Required and recommended prerequisites for joining the course	<i>Completed <math>\geq 50</math> credits</i>	
Course objectives	<i>Internships can be with a variety of host organizations, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices etc. Students will attend workshops, proceed with classroom observation, and work with professors in their discipline and / or the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 15 working days is required (5 days of site visiting, 5 days to write the final report, and 5 days to get approval from Supervisor). Specific deliverables include Registration form, Application form, Attendance records and/or certificate of participation, two final reports completed by the intern and evaluated with comments by the Supervisor(s) to be assigned at the beginning of the course.</i>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Operate harmoniously with others in pursuit of common goals CLO2: Compare/ contrast the theories learnt and how people in the organization carry out their mission CLO3: Demonstrate accuracy and efficiency in use of English for professional purposes
	Skill	
	Attitude	CLO4: Self-evaluate strengths and weaknesses and have a clearer picture of different career options

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Attending academic/ professional workshops, seminars or conferences	2	IU
	Interviewing experts	2	IU
	Working as a part-time assistant	2	IU
	Observing English classes	1	IU
	Observing a translating/ interpreting session	1	IU
	Visiting an internship site	1	IU
	Other activities	1	IU
	<b>* Descriptions of recommended internship activities and requirements for qualified host organizations</b>		
	<b>Activities</b>	<b>Requirements for qualified hosts</b>	

1.	Contents of workshop must be relevant to student's chosen academic specializations (Linguistics, Language Teaching, and Translating-Interpretation)
2.	Interviewee experts can be linguists, lecturers, researchers, and professors, experienced translators/ interpreters in the fields who are working full-time in an affiliated organization or universities.
3.	The tasks or duties that intern student perform must be related to student's specializations, such as teaching assistants, research assistants, or translators/ interpreters. Inappropriate internship tasks include maintenance duties, clerical work or personal errands.
4.	English classes to be observed should be of General English. English classes convey language skills (listening, speaking, reading, and writing skills), and language components (grammar, vocabulary, and pronunciation) from the beginning to intermediate levels (A1-B1 levels), and test preparation classes in an institution, language center, or university.  Some ineligible classes to be observed include: classes from the BA-in-English-Linguistics program, and tutoring sessions at private homes.
5.	The target language of the translation must be English.
6.	The workspace must be in a professional office, or an institution, and cannot be located in a private residence. Several offices, publishers or companies where their work or part of their work is on translation and/ or interpreting are recommended, such as Zing, Tre Publishing House, Tuoitrenews, Thanhnniennews, etc.)

	7.	Proposed internship activities must be related to student's academic specializations. Approvals are granted on a case-by-case basis.
Examination forms	Two written reports	
Study and examination requirements	<ul style="list-style-type: none"> <li>• The course registration is done through EDUSOFT.</li> <li>• The internship registration is done through a <b>registration form</b> in which students register the two internship activities, each of which is related to each of the three majors. (See <i>Internship 1 Registration form</i>) It is also noted that a minimum of 15 working days is required, including at least 5 days of site visiting, 5 days to write the final report and 5 days to get the approval from the supervisor. Students are NOT allowed to change their specializations in the registration form.</li> <li>• An <b>application form</b> is required to provide details of the planned activities. Students should discuss the application form with their designated faculty advisors.</li> <li>• <b>Attendance records</b> are required to certify students' participation in the registered activities. They are confirmed and evaluated by the representatives or supervisors at the site that the intern visits.</li> <li>• <b>TWO reports</b> are required after the site visits. Their contents vary according to the registered activity. Interns should describe and analyze their experience as well as reflect on what has been learned from the internship..</li> </ul>	
Reading list	NA	

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1							X
2	X	X	X	X			
3					X		
4	X	X	X	X	X	X	X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

The course is offered every odd semester upon the requirement of completing at least 50 credits.

Rough timeline of the course is described as the following.

- Course overview and introduction for preparation (3-4 months prior to the Internship 1 semester)
- Course registration via EDUSOFT

Week	Student activity	Deadline (3 p.m. on Fridays)
1	Decide two specializations (English Linguistics, Language Teaching, or Translation-Interpreting) and propose tentative internship activities	Submit the <b>registration form</b> to the English Department office
2	Discuss the internship plan with the designated faculty supervisor	
3	Complete the application form	Submit the <b>application form</b> to the English Department office
4	Visit the host organizations	
5	Visit the host organizations (cont.)	
6	Visit the host organizations (cont.)	
7	Visit the host organizations (cont.)	
8	Visit the host organizations (cont.)	
9	Write up the internship reports	
10	Write up the internship reports (cont.)	
11	Write up the internship reports (cont.)	
12	Write up the internship reports (cont.)	
13	Write up the internship reports (cont.)	Submit the first draft of the reports
14	Confer with the faculty supervisor for F2F feedback	
15	Revise the internship reports	
Final exam		Submit the final draft of the internship reports

#### 4. Assessment plan

##### Scoring criteria:

- The score scale for each report is 100 points, divided into three criteria as follows:
  - Description of the site visit: 30 points
  - Reflection of what the intern has learned from the internship: 50 points
  - Language use and Format: 20 points
- The final score of Internship 1 is the average scores of the two reports.
- If a student fails to provide an attendance record, the score of the report is zero.

Assessment Type	CLO1	CLO2	CLO3	CLO4
Report I(50%)	15 points 50% Pass	15 points 50% Pass	20 points 50% Pass	50 points 50% Pass
Report II (50%)	15 points 50% Pass	15 points 50%Pass	20 points. 50% Pass	50 pints50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### **Final Report Guidelines**

##### Format of the Report:

- Typed (Times New Roman – font size: 13, 1.5 spacing), at least 1,000 words per report.
- Cover page: Student's name, Student's ID, Faculty supervisor's name, specialization of the report (Linguistics, Language Teaching, or Translation-Interpreting), and submission date.



- Pages numbered
- Student signature

Contents of the Report:

Students are required to write two reports out of three disciplines.

- The contents vary according to the registered activity.
- The length is expected to be at least 1,000 words per report.
- Appendices include: your approved registration form, approved application form (an amended application form, if any), and two attendance records.

Scoring criteria:

- The score scale for each report is 100 points, divided into three criteria as follows:
  - Description of the site visit: 30 points
  - Reflection of what the intern has learned from the internship: 50 points
  - Language use and Format: 20 points
- The final score of Internship 1 is the average scores of the two reports.
- If a student fails to provide an attendance record, the score of the report is zero.

6. **Date revised:** .....

7. **Course coordinator/Lecturer**

- School/Department:
- Email:

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**

**EL044IU INTERNSHIP 1****Registration form**

**Student name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

Instructions: Internship 1 offers students the opportunity to observe real working places related to their major. Please choose two of the following specializations: Linguistics, English Teaching and Translation-Interpreting. Please choose to engage in one activity for each specialization.

Your registration will be reviewed and the English Department will assign a faculty supervisor.

Deadline: Submit this form to the English Department office (A1.510) at **3 p.m. on Friday in Week 1 for the semester.**

You can collect this form with DE approval and contacts of designated faculty supervisor(s) at the DE office from **Wednesday in Week 2.**

You are NOT allowed to change the chosen two specializations after submitting the registration form. You need to enclose the approved registration form in your final report.

Specialization	Recommended Activities	Student's choice
Linguistics	<ul style="list-style-type: none"> <li>– Attending workshops, seminars and conferences</li> <li>– Interviewing linguistics lecturers, researchers or professors</li> <li>– Working as a part-time research assistant</li> <li>– Visiting an institution</li> <li>– Others (please specify, if any): .....</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Language Teaching	<ul style="list-style-type: none"> <li>– Attending workshops, seminars and conferences</li> <li>– Interviewing English teachers</li> <li>– Observing English classes</li> <li>– Working as a part-time teaching assistant</li> <li>– Others (please specify, if any): .....</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Translation - Interpreting	<ul style="list-style-type: none"> <li>– Attending workshops, seminars and conferences</li> <li>– Interviewing experienced translators/ interpreters</li> <li>– Observing a translating/ interpreting session in English</li> <li>– Working as a part-time translator or interpreter</li> <li>– Visiting offices, publishers or companies where their work or part of their work is on translation and/ or interpreting</li> <li>– Others (please specify, if any): .....</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

*Ho Chi Minh City, .....*

*(dd/mm/yyyy)*

*Approved by Dean of School of Languages*

## EL044IU INTERNSHIP 1

### Application form

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Instructions: Complete this form to specify the details of each activity for each specialization. Two specializations should NOT have the same activity.

You are advised to discuss the form with your faculty supervisor before submitting this form.

The English Department will provide you with a recommendation letter based on the given details in this form. You need to enclose the approved application form in your final report.

Deadline: Submit this form to the English Department office (A1.510) at **3 p.m. on Friday in Week 3 for the semester.**

If you would like to change your planned activities, please resubmit this form with your faculty supervisor's signature.

Check this box, when applicable	Planned activities (not repeated in another specialization)	Related specialization	Details (please specify. DE office will issue a recommendation letter from your given information. Note <i>NA</i> if you haven't found one yet.)
	Attending academic/ professional workshops, seminars, or conferences		<ul style="list-style-type: none"><li>Title of the workshop:</li><li>Location:</li><li>Time:</li><li>Speaker(s):</li><li>Title of the talk:</li></ul>
	Interviewing experts		<ul style="list-style-type: none"><li>Expert name:</li><li>Affiliation:</li><li>Email:</li><li>Phone:</li></ul>
	Working as a part-time assistant		<ul style="list-style-type: none"><li>Organization:</li><li>Your internship position:</li><li>Representative/ Host supervisor name:</li><li>Title/ Department:</li><li>Email:</li><li>Phone:</li></ul>
	Observing English classes		<ul style="list-style-type: none"><li>Institution:</li><li>Course name:</li><li>Teacher name:</li><li>Email:</li><li>Phone:</li></ul>
	Observing a translating/ interpreting session		<ul style="list-style-type: none"><li>Event name:</li><li>Location:</li><li>Time:</li><li>Host supervisor name:</li></ul>

Check this box, when applicable	Planned activities (not repeated in another specialization)	Related specialization	Details (please specify. DE office will issue a recommendation letter from your given information. Note <i>NA</i> if you haven't found one yet.)
			<ul style="list-style-type: none"> <li>• Email:</li> <li>• Phone:</li> </ul>
	Visiting an internship site		<ul style="list-style-type: none"> <li>• Host organization:</li> <li>• Office address:</li> <li>• Representative/ Host supervisor name:</li> <li>• Email:</li> <li>• Phone:</li> </ul>
	Other activities		<ul style="list-style-type: none"> <li>• Host organization:</li> <li>• Office address:</li> <li>• Representative/ Host supervisor name:</li> <li>• Email:</li> <li>• Phone:</li> </ul>

Date: \_\_\_\_\_

*Ho Chi Minh City, dd/mm/yy*  
Approved by Dean of School of  
Languages

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty supervisor's signature: \_\_\_\_\_

GIẤY XÁC NHẬN THAM GIA KIẾN TẬP  
EL044IU INTERNSHIP 1 - ATTENDANCE RECORD

**1. STUDENT DETAILS**

Họ tên sinh viên: \_\_\_\_\_  
(Student name)  
MSSV: \_\_\_\_\_ Niên khóa: \_\_\_\_\_  
(Student ID) (Academic year)  
Chuyên ngành: \_\_\_\_\_  
(Specialization)

**2. HOST ORGANIZATION DETAILS**

Đơn vị kiến tập: \_\_\_\_\_  
(Host organization)  
Địa chỉ: \_\_\_\_\_  
(Address)  
Địa chỉ trang web: \_\_\_\_\_  
(Organization website address)  
Họ tên người hướng dẫn/ Đại diện đơn vị kiến tập: \_\_\_\_\_  
(On-site supervisor name/ Representative)  
Chức danh/ Phòng/Khoa: \_\_\_\_\_  
(Title/ Department)  
Điện thoại liên hệ: \_\_\_\_\_ Địa chỉ email: \_\_\_\_\_  
(Telephone) (Email address)

**3. INTERNSHIP DETAILS**

Ngày kiến tập: từ \_\_\_\_\_ đến \_\_\_\_\_  
(Internship date: from/to)  
Mô tả ngắn gọn về hoạt động kiến tập: (Brief description of the internship activity)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Được xác nhận bởi: \_\_\_\_\_  
(Certified by site supervisor)

Tp.HCM, ngày ... tháng ... năm ...  
(Đóng dấu, ký và ghi rõ họ tên)



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Research Writing**

Course Code: **EL011IU**

**1. General information**

Course name	- (in English) <i>Research Writing</i> - (in Vietnamese) <i>Viết nghiên cứu</i>
Course designation	<i>This course introduces from basic to advanced concepts in research paper writing, especially the style of academic English, and the structure of a research paper to the students of English linguistics. It also provides them with the methods of developing and presenting an international paper and prepare them to write their graduation theses.</i> <i>This course is designed to familiarize non-native students with academic literature in their major study by having them read and critically respond to texts of a variety of topics ranging from natural sciences such as biology and chemistry to social sciences and humanities such as education, linguistics and psychology.</i> <i>The course also helps students present the research methodology more effectively in their course of learning. Students are required to work on the tasks selected to maximize their exposure to written communication and are expected to become competent writers to write up research papers in their field for the development of the academic community.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	<i>Dr. Nguyen Huy Cuong</i> <i>Dr. Vu Hoa Ngan</i> <i>Dr. Dao Nguyen Anh Duc</i> <i>Dr. Nguyen Thi Quyen</i>
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 30 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 60 hours								
Credit points	2 credits (Theory: 2 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 30 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name) None - Corequisites: (Course code – Course name) None - Previous course (Course code – Course name): EL008IU Writing 2 (C1-C2)								
Course objectives	<i>Upon completing this course, students are expected to be able to employ the research writing skills obtained to work on their own papers and write their graduation theses in their major study.</i>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: distinguish between academic and non-academic features in research paper writing</td></tr> <tr> <td>Skill</td><td>CLO2: critically apply the conventional structure of a research paper and elements of a strong research paper CLO3: write up certain sections of a research paper in their areas of interest</td></tr> <tr> <td>Attitude</td><td>CLO4: integrate their awareness of appropriate measures to avoid plagiarism and other academic misconducts into their own research writing projects CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: distinguish between academic and non-academic features in research paper writing	Skill	CLO2: critically apply the conventional structure of a research paper and elements of a strong research paper CLO3: write up certain sections of a research paper in their areas of interest	Attitude	CLO4: integrate their awareness of appropriate measures to avoid plagiarism and other academic misconducts into their own research writing projects CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
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Attitude	CLO4: integrate their awareness of appropriate measures to avoid plagiarism and other academic misconducts into their own research writing projects CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	The academic writing process	1	I
	Researching and writing	1	T
	Writing the Introduction	2	TU
	Writing Definitions	1	TU
	Writing the Abstract	2	TU
	Writing the Literature Review	2	TU
	Writing the Method section	1	TU
	Writing the Results section	1	TU
	Writing the Discussion section	1	TU
	Avoid plagiarism and Use citations	1	TU
	Consultation with group project	1	TU
Examination forms	<p>Mid-term examination</p> <p>Written assignment</p>		



Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p> <p><b>Plagiarism policy</b></p> <p>All forms of plagiarism and unauthorized copying are seriously regarded and could result in penalties. Plagiarism occurs when students copy or reproduce people's words or ideas and then present them as students' own work without proper acknowledgement, including when students copy the work of their fellow students. Plagiarism in student submissions can be detected by some web-based programs such as SafeAssign, or Turnitin, or examiner's judgments with evidence of originals. Penalties due to the degree of similarity include:</p> <table border="1" data-bbox="524 669 1390 905"> <thead> <tr> <th>Degree of similarity</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Below 15%</td><td>Marked as it is.</td></tr> <tr> <td>16% - 25%</td><td>The total score is deducted by 25%.</td></tr> <tr> <td>26% - 40%</td><td>The total score is deducted by 50%</td></tr> <tr> <td>Over 40%</td><td>The total score is 0.</td></tr> </tbody> </table> <p>Note: Part of the paper is marked as it is if no plagiarism is detected.</p> <p><b>Policy on AI-generated writing</b></p> <p>Submitting AI-generated work as if it were the student's own is considered academic misconduct. Any violations of this policy, detected using any AI-writing detectors, will lead to penalties. These penalties will only affect the idea development score, as specified below:</p> <table border="1" data-bbox="524 1218 1411 1488"> <thead> <tr> <th>Degree of similarity</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Below 15%</td><td>Marked as it is.</td></tr> <tr> <td>16% - 25%</td><td>The idea development score is deducted by 25%.</td></tr> <tr> <td>26% - 40%</td><td>The idea development score is deducted by 50%</td></tr> <tr> <td>Over 40%</td><td>The idea development score is 0.</td></tr> </tbody> </table> <p>Note: Part of the paper is marked as it is if no AI-generated text is detected.</p>	Degree of similarity	Description	Below 15%	Marked as it is.	16% - 25%	The total score is deducted by 25%.	26% - 40%	The total score is deducted by 50%	Over 40%	The total score is 0.	Degree of similarity	Description	Below 15%	Marked as it is.	16% - 25%	The idea development score is deducted by 25%.	26% - 40%	The idea development score is deducted by 50%	Over 40%	The idea development score is 0.
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Over 40%	The idea development score is 0.																				
Reading list	<p>[1] Hamp-Lyons, L., Heasley, B. (2006). <i>Study writing</i>. Cambridge University Press.</p> <p>[2] Glasman-Deal, H. (2020). <i>Science research writing for non-native speakers of English (2<sup>nd</sup> ed.)</i>. World Scientific</p> <p>[3] Supplementary materials provided by lecturers</p>																				

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3						X	
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Course orientation <b>Topic 1: The academic writing process</b> Thinking about writing processes Academic vs. personal styles of writing	1, 5	Lecture Discussion Homework 1	Ongoing assessment Midterm exam	[1] pp. 15-24 [3] Handout on BB
2	<b>Topic 2: Researching and writing</b> Review: Types of research The structure of a research paper	1, 5	Lecture Discussion Pairwork	Ongoing assessment Midterm exam	[1] pp. 30-31; 134-139 [2] pp. 2-3 [3] Handout

Week	Topic	CLO	Learning activities	Assessments	Resources
3	<b>Topic 3: Writing the Introduction</b> Structure and content A model for the introduction	2, 5	Lecture Discussion Pairwork	Ongoing assessment Midterm exam	[2] pp. 1-72 [3] Handout
4	<b>Topic 3: Writing the Introduction (Con't)</b> Structure and content A model for the introduction Useful words and phrases	2, 5	Lecture Discussion Pairwork Homework 2	Ongoing assessment Midterm exam	[2] pp. 1-72 [3] Handout
5	<b>Workshop:</b> Mapping out the research field Identifying the research gap Writing the introduction	2, 5	Discussion Pairwork	Ongoing assessment Midterm exam	[3] Handout
6	<b>Topic 4: Writing definitions</b> Definitions in academic text Writing definitions (sentence, extended, contrastive, comparative)	2, 5	Lecture Discussion Pairwork Homework 3	Ongoing assessment Midterm exam	[1] pp. 50-57 [3] Handout on BB
7	<b>Topic 5: Writing the Abstract</b> Elements of an abstract A generic abstract model Language for the abstract	3, 5	Lecture Discussion Pairwork Homework 4	Ongoing assessment Midterm exam	[2] pp. 263-298 [3] Handout on BB
8	<b>Workshop:</b> Identifying different types of abstracts Writing an abstract	2, 5	Discussion Pairwork In-class quiz 1	Ongoing assessment Midterm exam	[3] Handout
<b>MIDTERM EXAMINATION</b>					
9	<b>Topic 6: Avoiding plagiarism</b> What is plagiarism? Summarizing & paraphrasing Citing & Referencing in APA7 <sup>th</sup>	4, 5	Lecture Discussion Pairwork Homework 5	Ongoing assessment Final exam	[1] pp. 140-151 [3] Handout
10	<b>Topic 7: Writing the Literature Review</b> Researching ideas and information Reviewing the literature Variation in reviewing the literature	3, 5	Lecture Discussion Pairwork	Ongoing assessment Final exam	[1] pp. 69-71 [3] Handout
11	<b>Workshop:</b> Language focus: Citations and tenses Organising the literature review	3, 5	Discussion Pairwork	Ongoing assessment Final exam	[3] Handout

Week	Topic	CLO	Learning activities	Assessments	Resources
12	<b>Topic 8: Writing the Methods section</b> Structure and content A model for the Methods section Useful words and phrases	3, 5	Lecture Discussion Pairwork Homework 6	Ongoing assessment Final exam	[1] pp. 98-101 [2] pp. 73-138 [3] Handout on BB
13	<b>Topic 9: Writing the Results section</b> Structure and content A model for the Results section Useful words and phrases	3, 5	Lecture Discussion Pairwork In-class quiz 2	Ongoing assessment Final exam	[1] pp. 104-118 [2] pp. 139-188 [3] Handout
14	<b>Topic 10: Writing the Discussion section</b> Structure and content A model for the Discussion section Useful words and phrases	3, 5	Lecture Discussion Pairwork Homework 7	Ongoing assessment Final exam	[1] pp. 104-118 [2] pp. 189-242 [3] Handout
15	<b>Course review</b> Consultations	1-5		Ongoing assessment Final exam	
<b>SUBMISSION OF FINAL ASSIGNMENT</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 2 50%Pass	Parts 1, 3 50%Pass			
Final written assignment (40%)	Assessment Criteria 2, 3, 4, 5 50%Pass		Assessment criterion 6 50%Pass	Assessment Criteria 1, 7 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Homework assignments, Presentation, etc.

##### 5.2. Midterm exam

Part 1: Identify Introduction Components (30 pts) CLO2

Part 2: Academic editing (15 pts) CLO1

Part 3: Writing an abstract (55 pts) CLO2

5.3. Final exam: Writing project

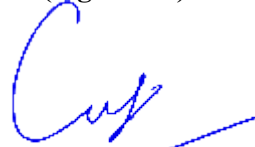
- Reference list (10 pts)
- Presentation of paper (font, size, margin, spacing, layout, etc.) (10 pts)
- Grammar (10 pts)
- Vocabulary (10 pts)
- Academic writing styles (language choice, in-text citations) (20 pts)
- Organization/ Structure (10 pts)
- Idea development (30 pts)

6. **Date revised:** 26/4/2024

7. **Lecturer: Dr. Nguyễn Thị Quyên**

- School/Department: School of Languages
- Email: ntquyen@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Cross-cultural Communication**

Course Code: **EL018IU**

**1. General information**

Course name	- (in English) <i>Cross-cultural Communication</i> - (in Vietnamese) <i>Giao tiếp xuyên văn hóa</i>
Course designation	<i>The course begins with a focus on some key definitions culture, communication, intercultural and cross-cultural communication. Students are expected to read assigned materials ahead of class meetings and come with thoughts and questions. Then the students are required to trace the sources of cultural bias leading to stereotypes and then ethnocentrism. Further, the importance of self-awareness and self-reflexivity to gain a deeper understanding of the self and one's context at the interstices of gender, class, culture, race/ethnicity, religion, privilege, and power is highly illustrated via class discussion, group reading and project presentation. These activities connect theory to current events and case studies through careful analysis. In studying cross-cultural communication, it is vital to critically examine one's own cultural values and assumptions, which strongly influence one's worldview and interactions with members from different groups. We will then encourage the students to develop critical thinking regarding intercultural relations in order to better analyze and understand complex contexts. The class topics, the popular cross-cultural issues, such as personal spaces, work customs, superstitions...will foster, monitor and evaluate the extent to which students get close to cultural relativists.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Ms. Nguyễn Thị Mai Trâm Mr. Phan Thanh Quang Mr. Mai Hồng Quân
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course (Course code – Course name): EL007IU – Reading 2 (C1-C2), EL008IU – Writing 2 (C1-C2), EL009IU – Listening 2 (C1-C2), EL010IU – Speaking 2 (C1-C2)								
Course objectives	The course is intended to provide students with a basic knowledge of foundational elements in cross-cultural studies on how cultural formation impacts identities and relationships interpersonally, between groups, and internationally. The theory will be reinforced and deepened through exploring how these theories influence different groups based on their assumptions, values, beliefs, behaviors, region, class, race, gender, ethnicity, etc. The students, with thorough understanding about these impacts, will choose to have appropriate communication styles, develop appreciation and concern for different cultures as they interact with people unlike themselves. From reading and discussing cultural issues arising in situations among different cultural groups, students are encouraged to enrich curiosity for further learning and experience in the intercultural field. Finally, the course will hopefully lay the foundational groundwork for performing work and service across cultures with integrity.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Explain basic concepts related to culture and intercultural communication</td></tr> <tr> <td>Skill</td><td>CLO2: Compare cultural practices of different countries/territories/communities</td></tr> <tr> <td>Attitude</td><td>CLO3: Display open-mindedness and cultural tolerance CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain basic concepts related to culture and intercultural communication	Skill	CLO2: Compare cultural practices of different countries/territories/communities	Attitude	CLO3: Display open-mindedness and cultural tolerance CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Explain basic concepts related to culture and intercultural communication								
Skill	CLO2: Compare cultural practices of different countries/territories/communities								
Attitude	CLO3: Display open-mindedness and cultural tolerance CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Course orientation	1	I
	Culture, Communication, Context, and Power	1	T
	Identity and Intercultural Communication	2	TU
	Cultural Variations in Communication Style	2	T
	Nonverbal Codes and Cultural Space	1	T
	Popular Culture and Intercultural Communication	1	T
	Culture Shock	1	TU
	Culture, Communication, and Conflict	2	TU
	Intercultural Communication in Business & Education Contexts	1	T
	Intercultural Communication Competence	1	TU
Examination forms	Quiz & Essays		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Martin, J. N., &amp; Nakayama, T. K. (2012). Intercultural communication in contexts. New York: McGraw-Hill Education.</p> <p>Concepts. Available at <a href="http://go.warwick.ac.uk/globalpadintercultural">http://go.warwick.ac.uk/globalpadintercultural</a></p> <p>[2] Ting-Toomey, S., &amp; Chung, L. C. (2012). Understanding intercultural communication. New York: Oxford University Press.</p> <p>[3] Samovar, L. A., Porter, R. E., McDaniel, E. R., &amp; Roy, C. S. (2017). Communication between cultures. Boston: Cengage Learning.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:



	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X			
2				X			
3				X			
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Course orientation Expectations for the semester Reviewing the syllabus Chapter 3, Culture, Communication, Context, and Power - What is Culture? Iceberg model - What is Communication? - Three approaches to IC	1, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 84-104

Week	Topic	CLO	Learning activities	Assessments	Resources
2	Culture, Communication, Context, and Power Chapter 3, “Culture, Communication, Context, and Power” - Kluckhohn and Strodtbeck Value Orientations - Hofstede Value Orientations	1,2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 104-116 [4] pp. 22-24
3	Identity and Intercultural Communication Chapter 5, “Identity and Intercultural Communication” - Identity - Identity development issues	1,2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp.162-199
4	Identity and Intercultural Communication (cont’d) Chapter 5, “Identity and Intercultural Communication” - Social and cultural identities - Personal identity - Stereotypes & prejudice	1,2, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 205-211
5	Group Presentation (value orientations & stereotypes of an assigned culture) List of cultures: American, Chinese, British, Spanish, Japanese, French.	1,2, 4	Group work	Ongoing assessment Midterm exam	[1] Chapter 5
6	Cultural Variations in Communication Style Chapter 8, “Verbal Messages: Exchanging Ideas through Languages” - Human Language - Multiple rule patterns - Language Variations - Functions of language	1,2,3, 4	Lecture, Group work	Ongoing assessment Midterm exam	[3] pp. 244-263
7	Cultural Variations in Communication Style (cont’d) Chapter 6, “Language and Intercultural Communication” - Verbal communication styles - Moving between languages - Translating – Interpreting - Scenarios	1,2,3, 4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 218-260 [4] pp. 70-72

Week	Topic	CLO	Learning activities	Assessments	Resources
8	Nonverbal Codes and Cultural Space Chapter 7 “Nonverbal Codes and Cultural Space” - Functions of Nonverbal Language - Nonverbal Codes - Scenarios	1,2,3,4	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 267-293 [4] pp. 94-96 [5] pp. 73-90
<b>MIDTERM EXAMINATION</b>					
9	Popular Culture and Intercultural Communication Chapter 9, “Popular Culture and Intercultural Communication” - High Culture vs. Low Culture - Characteristics of Pop Culture - U.S. Pop culture	1,2,4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 348-350; 367-370
10	What is Culture Shock? Chapter 5, Understanding Intercultural Communication - Factors of Culture Shock - Adjustment Models - Negative and Positive Implications - Scenarios	1,2,4	Lecture, Group work	Ongoing assessment Final exam	[2] pp. 91-110 [4] pp. 154-156
11	Culture, Communication, and Conflict Chapter 9, “How can we manage Intercultural Conflict Flexibly?” - Two orientations - Five conflict styles	1,2,4	Lecture, Group work	Ongoing assessment Final exam	[2] pp. 179-229
12	Culture, Communication, and Conflict (cont’d) Chapter 11, “Culture, Communication, and Conflict” - Managing Intercultural Conflict - Scenarios	1,2,4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 447-457
13	Intercultural Communication in Business & Education Contexts Chapter 10, Cultural influences on communication contexts: IC in Business Context - Protocol IC in Education Context - Culture & learning - Cultural learning preferences	2,4	Lecture, Group work	Ongoing assessment Final exam	[3] pp. 314-341 [4] pp. 140-141 [5] pp. 91-102

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Intercultural Communication Competence Chapter 12, “Striving for engaged and effective intercultural communication” - Components of Competence - Applying knowledge about Intercultural Communication	1,2, 4	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 465-488
15	REVIEW for the FINAL EXAM Reflection: What have I learned?	1,2,3, 4	Group work	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	X 50%Pass	X 50%Pass	X 50%Pass	
Final exam (40%)	X 50%Pass	X 50%Pass	X 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Group presentation

##### Group Presentation

	Criterion	Marks
1.	Pronunciation & Voice Techniques	...../15.0
2.	Language use: Grammar & Vocabulary	...../10.0
3.	Body Language	...../15
4.	Organization: Intro, Body, Ending, Coherence	...../15
5.	Content: Relevance, Accuracy	...../20
6.	Visual aids: Appropriateness, Clarity (Movies, sound: 0 pt)	...../15
7.	Q & A	...../10
	<b>Total:</b>	...../100

##### 5.2. Midterm & Final Exam

	<b>Criterion</b>	<b>Marks</b>
1.	Overall structure Distinct paragraphs, a clear thesis statement, clear topic sentences, transitional phrases, etc.	...../20
2.	Language use Standard sentence structures and precise language relevant to the essay topic	...../20
3.	Analysis Relevant knowledge and accurate concepts that demonstrate ability to apply theoretical knowledge to practical issue	...../30
4.	Supporting details Adequate and appropriate ideas and relevant examples to support the analysis	...../30
	<b>Total:</b>	...../100

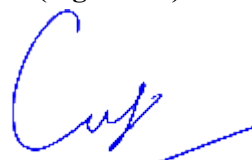
6. **Date revised:** April 20, 2024

7. **Lecturer:** Mai Hồng Quân

- School/Department: School of Languages
- Email: [mhquan@hcmiu.edu.vn](mailto:mhquan@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: American Civilization**  
Course Code: [EL020IU](#)

**1. General information**

Course name	- <i>American Civilization</i> - <i>Văn minh Mỹ</i>
Course designation	<i>This course provides students with background and contemporary information on American society, covering topics of geography and the environment, history, government and political systems, religion, education, media, and the arts. With substantial illustrations and comparative analyses, the course includes expanded sections related to other countries, to help students establish connections between the U.S. and the world.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input checked="" type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 2
Person responsible for the course	Nguyễn Huy Cường (Ph.D) Đỗ Thị Diệu Ngọc (MA) Phan Thanh Quang (MA)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 90 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 30 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 60 hours	
Credit points	2 credits (Theory: 2 + Practice: 0) 3.08 ECTS ( <i>optional</i> )	
Number of periods	Theory: 30 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous courses: EL007IU - Reading 2; EL008IU - Writing 2; EL009IU - Listening 2, and EL010IU - Speaking 2	
Course objectives	<i>This course will enable students to</i> <ul style="list-style-type: none"> <li>• know various aspects of American life, to learn the English language better</li> <li>• apply, synthesize, and evaluate information about America and other related countries, to foster a comparative perspective</li> <li>• develop their analytical and critical thinking skills, to enhance other language courses</li> </ul>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Comprehend and explain various aspects of American life
	Skill	CLO2: Analyze and compare the learned information about America and related countries
	Attitude	CLO3: Develop and evaluate popular attitudes towards issues involving America and related countries CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (2 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course introduction	1	I, T
	The American context	1	I, T, U
	The country	1	I, T, U
	- The people: settlement and immigration - The people: women and minorities	1	I, T, U
	- Political institutions: the Federal government - Political institutions: State and local governments	1	I, T, U
	Foreign policy	1	I, T, U
	The legal system	1	I, T, U
	The economy	1	I, T, U
	Social services	1	I, T, U
	Education	1	I, T, U
	The media	1	I, T, U
	Religion	1	I, T, U
	The arts, sports, and leisure	1	I, T, U
Group presentations + Review for exams	2	U	
Examination forms	Written exams and project		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Mauk, D. and Oakland, J (2013). American Civilization, An Introduction (6th edition). Routledge. Reference books: [2] Giannotti, J. & Szwarczewicz, S. M. (1996). Talking about the USA: An active introduction to American culture. Prentice Hall Regents. [3] Falk, R. (1994). Spotlight on the USA. Oxford: Oxford University Press. Websites: [4] <a href="http://iipdigital.usembassy.gov/ebooks.htm">http://iipdigital.usembassy.gov/ebooks.htm</a> [1] Outline of American Geography [2] Outline of American Literature [3] Outline of the U.S. History [4] Outline of the U.S. Government [5] Outline of the U.S. Legal System [6] Outline of the U.S. Economy + Relevant web resources		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:



	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1				X		X	X
2				X		X	X
3				X		X	X
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Course introduction	1, 4	Ongoing assessment Midterm exam	Lecture Discussion	
2	The American context	1, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 1-22
3	The country	2, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 23-52
4	- The people: settlement and immigration - The people: women and minorities Quiz 1	3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 53-76

Week	Topic	CLO	Assessments	Learning activities	Resources
5	- Political institutions: the Federal government - Political institutions: State and local governments	3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 113-152
6	Foreign policy	2, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 171-196
7	The legal system	2, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 197-224
8	Review for midterm exam; Sample test; Quiz 2	4	Ongoing assessment Midterm exam	Discussion	
Midterm exam					
9	The economy	4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 225-250
10	Social services	4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 251-276
11	Education	4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 277-302
12	The media	4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 203-324
13	Religion; Quiz 3	1-4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 325-346
14	The arts, sports, and leisure		Ongoing assessment Final exam	Lecture Discussion	[1] pp. 347-393
15	Review for final exam; Sample test	4	Ongoing assessment Final exam	Discussion	
Final exam					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm exam (30%)	X 50%Pass	X 50%Pass	X 50%Pass	
Final exam (40%)	X 50%Pass	X 50%Pass	X 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes

Marks for multiple choice questions:

- CLO1: 2pts/correct answer
- CLO2: 2pts/correct answer
- CLO3: 2pts/correct answer

Marks for written responses: 30pts (Content: 20pts; organization: 5pts; language use: 5pts)

Marks for project and presentation:

- Content: 60pts
- Organization: 20pts
- Writing quality/Delivery + Referencing: 20pts

**6. Date revised:** April 24<sup>th</sup>, 2024

**7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc**

- School of Languages
- Email: dtdngoc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

A handwritten signature in blue ink, appearing to be 'Cuy' or similar, with a long horizontal stroke extending to the right.

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: TRANSLATION 2 (VIETNAMESE – ENGLISH)**

**Course Code: EL027IU**

**1. General information**

Course name	- <i>Translation 2 (Vietnamese – English)</i> - <i>Biên dịch 2 (Việt – Anh)</i>
Course designation	<i>The course provides texts for translation in different genres, such as prose, poetry, academic or journalistic texts. Learners are expected to translate a text from Vietnamese into English and improve their vocabulary and other necessary skills and knowledge throughout the process.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Phạm Hữu Đức Nguyễn Thị Ngọc Châu
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): none</li> <li>- Corequisites: (Course code – Course name): none</li> <li>- Previous course: EL016IU – Introduction to Translation</li> </ul>	
Course objectives	The course aims are twofold: to provide students with a hands-on experience of Vietnamese- English translation, applying and further exploring theoretical issues related to and necessary in translation that have been taught in Introduction to Translation, and to help them solidify their linguistic and extra-linguistic knowledge, especially those contrasting between English and Vietnamese languages and cultures.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Use and adapt linguistic competence, social knowledge, and vocabulary of various fields
	Skill	CLO2: Synthesize linguistic and extra-linguistic knowledge and apply them into translating a given text in a field of their choice
	Attitude	CLO3: Value translation techniques used by professional translators and justify their evaluation . CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Vietnamese- English translation Some contrastive features between English and Vietnamese	1	T
	Translation style: <i>Colloquial style</i> Translation Practice: <i>Daily conversations</i>	1	TU
	Translation style: <i>Colloquial style (Cont'd.)</i> Translation practice: <i>Dramatic conversations</i>	1	TU
	Translation style: <i>Literary style</i> Translation practice: <i>Short stories</i>	1.5	TU
	Translation style: <i>Literary style (Cont'd.)</i> Translation practice: <i>Literary criticism</i>	1.5	TU
	Translation style: <i>Formal style</i> Translation practice: <i>Economy &amp; Laws</i>	1.5	TU
	Translation style: <i>Formal style (Cont'd.)</i> Translation practice: <i>Business documents</i>	1.5	TU
	Translation style: Journalism Translation practice: News stories	1.5	TU
	Translation style: Journalism (Cont'd.) Translation practice: Features	1.5	TU
	Examination forms	Open-ended questions, translation	
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	<i>[1] Duong, N.D. (2009). Luyện Dịch Việt – Anh. HCMC: VNU-HCMC Publishing House.</i> <i>[2] Truong, Q.P. (2001). Giáo khoa căn bản môn dịch Anh – Việt &amp; Việt – Anh. HCMC: VNU-HCMC Publishing House.</i>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1		X					
2		X					
3		X					X
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction to Vietnamese-English translation Some contrastive features between English and Vietnamese	1,2,3,4	Lecture	Ongoing assessment Midterm exam	Designed by lecturer
2	Translation style: <i>Colloquial style</i> Translation Practice: <i>Daily conversations</i>	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Midterm exam	(Duong, 2009, pp. 3-23)

Week	Topic	CLO	Learning activities	Assessments	Resources
3	Translation style: <i>Colloquial style (Cont'd.)</i> Translation practice: <i>Dramatic conversations</i>	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Midterm exam	(Duong, 2009, pp. 3-23)
4	Translation style: <i>Colloquial style (Cont'd.)</i> Practice	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Midterm exam	Original texts from Vietnamese books. E.g.: Tôi thấy hoa vàng trên cỏ xanh.
5	Translation style: <i>Literary style</i> Translation practice: <i>Short stories</i>	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Midterm exam	(Duong, 2009, pp. 24-71)
6	Translation style: <i>Literary style (Cont'd.)</i> Translation practice: <i>Literary criticism</i>	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Midterm exam	(Duong, 2009, pp. 24-71)
7	Translation style: <i>Literary style (Cont'd.)</i> Practice	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Midterm exam	Original texts from Vietnamese books. E.g.: Tôi thấy hoa vàng trên cỏ xanh.
8	Midterm Sample Test	1,2,3,4	Individual work, Feedback	Ongoing assessment Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	Translation style: <i>Formal style</i> Translation practice: <i>Press release</i>	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Final exam	Original texts from Vietnamese companies' press releases E.g.: <a href="https://www.vinamilk.com.vn/vi/thong-cao-bao-chi/2318/cong-bo-doi-tac-lien-doanh-tai-philippines-vinamilk-du-kien-dua-san-pham-ra-thi-truong-vao-t9-2021">https://www.vinamilk.com.vn/vi/thong-cao-bao-chi/2318/cong-bo-doi-tac-lien-doanh-tai-philippines-vinamilk-du-kien-dua-san-pham-ra-thi-truong-vao-t9-2021</a>



Week	Topic	CLO	Learning activities	Assessments	Resources
10	Translation style: <i>Formal style (Cont'd.)</i> Translation practice: <i>Business documents</i>	1,2,3,4	Lecture, Group work, Individual work	Ongoing assessment Final exam	Original texts from Vietnamese companies' published documents. E.g.: <a href="https://bctn2022.fpt.com.vn/vi/chien-luoc/chien-luoc-phat-trien">https://bctn2022.fpt.com.vn/vi/chien-luoc/chien-luoc-phat-trien</a>
11	Project Orientation	3, 4	Lecture, Group work, Individual work	Ongoing assessment Final exam	
12	Translation style: Journalism Translation practice: News stories	1,2,3,4	Lecture, Group work	Ongoing assessment Final exam	Original texts from Vietnamese newspapers. E.g. <a href="https://tuoitre.vn/gia-vang-sap-manh-20240422111327398.htm">https://tuoitre.vn/gia-vang-sap-manh-20240422111327398.htm</a>
13	Translation style: Journalism (Cont'd.) Translation practice: Features	1,2,3,4	Lecture	Ongoing assessment Final exam	Original texts from Vietnamese newspapers. <a href="https://tuoitre.vn/nhip-song-tre/tuoi-tre-start-up-award.htm">https://tuoitre.vn/nhip-song-tre/tuoi-tre-start-up-award.htm</a>
14	Assignment	1,2,3,4	Lecture	Ongoing assessment Final exam	
15	Final Sample Test	1,2,3,4	Individual work, Feedback	Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)		Assignment 50% Pass	Assignment 50% Pass Project 50% Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 1 50% Pass	Part 2 50% Pass	Part 1 50% Pass	
Final exam (40%)	Part 1 50% Pass	Part 2 50% Pass	Part 1 50% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Assignment & Group Project

##### Group project: Museum Text Reflection

Criteria	10–9
Reflection	The reflection demonstrates various accurate connections between the translation examples and the knowledge from the course.
Analysis	Quoted translation examples are well analyzed according to the context of the ST and the TT.
Organization & Convention	The report is well-organized. No errors (grammar, word choice, spelling and punctuation) exists.

#### 6. Date revised: April 22, 2024

#### 7. Lecturer: Nguyen Thi Ngoc Chau

- School/Department: School of Languages
- Email: ntnchau@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: INTERNSHIP 2**  
Course Code: **EL045IU**

**1. General information**

Course name	- (in English) INTERNSHIP 2 - (in Vietnamese) THỰC TẬP 2
Course designation	<i>This course will provide students the opportunity to obtain a range of practical experience and to network within an intended career fields. Interaction with professionals with varied backgrounds and experience should help students develop skills essential to the profession. This internship also serves as a chance for students to nominate themselves to recruiters as potential candidates.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input checked="" type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	<i>Dr. Nguyễn Huy Cường</i>
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Discussion Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 320 hours Contact hours: 60 periods Private study including examination preparation, specified in hours <sup>1</sup> : 260 hours
Credit points	4 credits

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Number of periods	60									
Required and recommended prerequisites for joining the course	Completed $\geq 80$ credits									
Course objectives	Internships can be with a variety of host organizations, including foreign companies, high schools, foreign language centers, travel companies, translating offices etc. Students will have to work with professors in their concentration and the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 40 working days or 320 working hours is required. Students will have a chance to tackle professional tasks assigned by their supervisors. No more than twenty percent of a student’s daily work should be composed of tasks such as making copies, answering phones, etc. Specific deliverables include weekly journal entries reflecting the week’s activities on the job, evaluation forms completed by students’ Supervisor and Advisor, and a completed final report.									
Course learning outcomes	<div>Upon the successful completion of this course students will be able to:</div> <table><tr><th>Competency level</th><th>Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td>CLO1: Operate harmoniously with others in pursuit of common goals CLO3: Apply theories and principles to specific situations in the internship CLO4: Compile technology to enhance learning and professional productivity:</td></tr><tr><td>Skill</td><td>CLO2: Self-evaluate to integrate into professional settings CLO5: Justify career path, work environments, required competencies, personal goals, and company fit</td></tr><tr><td>Attitude</td><td></td></tr></table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Operate harmoniously with others in pursuit of common goals CLO3: Apply theories and principles to specific situations in the internship CLO4: Compile technology to enhance learning and professional productivity:	Skill	CLO2: Self-evaluate to integrate into professional settings CLO5: Justify career path, work environments, required competencies, personal goals, and company fit	Attitude		
Competency level	Course learning outcome (CLO)									
Knowledge	CLO1: Operate harmoniously with others in pursuit of common goals CLO3: Apply theories and principles to specific situations in the internship CLO4: Compile technology to enhance learning and professional productivity:									
Skill	CLO2: Self-evaluate to integrate into professional settings CLO5: Justify career path, work environments, required competencies, personal goals, and company fit									
Attitude										
Content	<div><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></div> <div>Weight: lecture session (3 hours)</div> <div>Teaching levels: I (Introduce); T (Teach); U (Utilize)</div> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Weekly Journal entries</td><td>10</td><td>IU</td></tr><tr><td>Report</td><td>10</td><td>U</td></tr></table>	Topic	Weight	Level	Weekly Journal entries	10	IU	Report	10	U
Topic	Weight	Level								
Weekly Journal entries	10	IU								
Report	10	U								
Examination forms										

Study and examination requirements	<b>Course Requirements</b> <ul style="list-style-type: none"> <li>• Internship Registration: through Edusoft or forms</li> <li>• Internship Application and Student Performance Record</li> <li>• Weekly Journal Entries: Students are expected to maintain a weekly journal of internship activities, including work assignments, interaction with management and other employees, expectations whether fulfilled or not, on the job learning experiences. These journals should be submitted no later than the last working day of each week to the Program Assistant. 5 points will be deducted from student's final grade for each late submission.</li> <li>• Supervisor &amp; Advisor Evaluation Forms: Students are responsible for requesting their site supervisor and advisor to complete, and submit these forms to the Program Assistant at the end of the internship.</li> <li>• Final Report: The final report should be written primarily for students' supervisory professor and the Program Assistant as a record of students' work. It should describe and analyze students' experience of the internship and reflect on what they have learned. This report must be submitted no later than the due date (to be assigned). 10 points will be deducted from students' final grade for each day the report is late.</li> </ul>
Reading list	<i>NA</i>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1							X
2	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Journal	1,2,3,4,5	Work and reflect in their concentration	Evaluation by supervisor and advisors.	NA
2	Journal	1,2,3,4,5	Work and reflect in their concentration	Evaluation by supervisor and advisors.	NA
3	Journal	1,2,3,4,5	Work and reflect in their concentration	Evaluation by supervisor and advisors.	NA
4	Journal	1,2,3,4,5	Work and reflect in their concentration	Evaluation by supervisor and advisors.	NA
5	Journal	1,2,3,4,5	Work and reflect in their concentration	Evaluation by supervisor and advisors.	NA
6	Final report	2,3,4,5	Report and reflect in their concentration	Evaluation by advisors.	NA

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Journals – 15%	x	x	x	x	x
Evaluation Forms – 50%		x	x	x	x
Final report – 35%		x	x	x	x

Components	Types	Percentage
Evaluation from the Site supervisor	Observation Performance	50%
Evaluation from Advisor	Report	50%

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics

### Format of the Report:

- Typed (Times New Roman – font size:12, 1.5-spaced), 6-10 A4 page in length
- Pages numbered
- First page: Student's name, Student's ID, Advisor's name, Site Supervisor's name, Company's name, Student's and Site Supervisor' contact details

### Content of the Report:

The report should be both descriptive, analytical, and reflective in nature, and should address the following (not every point required):

- Description: your workplace as an internship setting, the quality and quantity of the supervision you received, your activities, significant events and your accomplishments
- Analysis: what you learned, what you would have liked to get from this placement, whether this experience relevant to the next step of your own career development
- Reflection: what you would change if you had to do it over, assessment of your preparation prior to the internship, suggestions to future students, suggestions of improvement to the English Faculty

*(Do not hesitate to highlight the negative aspects of the internship experience)*

6. Date revised: .....

7. Course coordinator/Lecturer

- School/Department:
- Email:

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

  
**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: THESIS**

**Course Code: EL046IU**

**1. General information**

Course name	- <i>(in English) Thesis</i> - <i>(in Vietnamese) Khóa luận tốt nghiệp</i>
Course designation	A thesis is an independent research project which a student carries out under the supervision of a full-time lecturer in the School of Languages. This written document presents the results of a research project aimed at addressing a practical problem or issue in the field of Linguistics, English Teaching or Translation – Interpretation. These results will be presented to a Thesis Committee set up by the School of Languages and authorized by the President of IU.
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input checked="" type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 1 and Semester 2



Person responsible for the course	Assoc Prof. Dr. Phạm Hữu Đức Dr. Nguyễn Huy Cường Dr. Đào Nguyễn Anh Đức Dr. Vũ Hoa Ngân Dr. Nguyễn Thị Quyên Dr. Lầu Mộng Thu Ms. Nguyễn Thị Ngọc Châu Mr. Nguyễn Hồng Đức Ms. Trần Thúy Hằng Ms. Bùi Diễm Bích Huyền Mr. Nguyễn Hoàng Khánh Ms. Nguyễn Hoàng Phương Mai Ms. Đỗ Hoàng Nga Ms. Võ Thanh Nga Ms. Nguyễn Lê Bảo Ngọc Ms. Đỗ Thị Diệu Ngọc Ms. Đặng Hoài Phương Mr. Phan Thanh Quang Mr. Mai Hồng Quân Mr. Nguyễn Đình Minh Thắng Mr. Vũ Tiến Thịnh Ms. Trần Đoan Thư Ms. Nguyễn Thị Mai Trâm
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Independent work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 460 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 10 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 450 hours
Credit points	10 credits (Theory: 10 + Practice: 0) 15.4 ECTS ( <i>optional</i> )
Number of periods	Theory: 10 Practice: 0
Required and recommended prerequisites for joining the course	- Prerequisites: completed at least 113 credits - Students have met the second foreign language requirements - GPA at least 75/100

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The purposes of the thesis are: (1) to develop the student’s skills and abilities to conduct research in different concentrations related to their academic interest; (2) to show their sufficient knowledge in terms of theory and application as well as their skills of writing a thesis, making presentation, presenting arguments, giving explanation and defending their claims; and (3) to prepare for students’ graduate studies.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	Knowledge	CLO1: Apply research methodology and academic knowledge learned in the English Linguistics and Literature program to solve real-world problems	
	Skills	CLO2: Compose a coherent, well-structured, and well-written report of independent research work; CLO3: Present clear arguments, give explanations, and defend results of research projects in spoken communication skills	
	Attitudes	CLO4: Demonstrate students' autonomy and creativity in managing independent research projects, and apply ethical practices	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (1 hour) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Thesis Course Orientation	1	I
	Prepare for a research proposal	1	T, U
	Conduct a research project	6	T, U
	Complete a thesis manuscript	1	T, U
	Prepare for oral thesis defense	1	T, U
Examination forms	Written report Presentation & Q&A section		
Study and examination requirements	<i>Attendance: Students are expected to meet with their supervisor weekly and submit a progress report. Students who fail to meet with their supervisor in two consecutive weeks without a reasonable excuse will have their thesis terminated and receive Grade F.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1]. Guidelines for Graduation Thesis [2]. Materials and resources relating to students’ research topics		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X	X	X	X	X	X	
2	X	X	X	X	X	X	
3	X	X	X	X	X	X	
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLOs	Learning activities	Assessments	Resources
1	Course Orientation	1, 4	<ul style="list-style-type: none"> <li>Seminar</li> <li>Group discussion</li> </ul>		[1]
2-3	Prepare for a research proposal	1, 2, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Thesis review	[1] [2]
4-11	Conduct a research project	1, 2, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Thesis review	[1] [2]
12-14	Complete a thesis manuscript	1, 2, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Thesis review	[1] [2]
15	Prepare for oral thesis defense	1, 3, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Oral thesis defense	[1] [2]

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (20%)	Supervior's report 50%Pass	Supervior's report 50%Pass		Supervior's report 50%Pass
Thesis review (20%)	Written report 50%Pass	Written report 50%Pass		
Oral thesis defense (60%)	Presentation 50%Pass		Q & A section 50%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### 5.1. Scoring rubric for the Supervisor

No	Assessment criteria during the thesis process	Maximum points
1	Research skills ( <i>ability to work independently and creatively</i> )	20
2	Introduction & Literature Review ( <i>ability to identify research problem, and research purposes and objectives; ability to survey a range of literature, provide citations, and critically review previous studies</i> )	10
3	Research methodology ( <i>ability to select and use data to achieve the defined research objectives</i> )	30
4	Results, Discussion & Conclusion ( <i>ability to present and interpret research results in the connection with theory and implications</i> )	20
5	Writing quality and thesis format ( <i>ability to structure and write a publishable paper in academic styles</i> )	20
	Total	100

##### 5.2. Scoring rubric for the Thesis reviewer

No	Assessment criteria for thesis manuscript	Maximum points
1	Introduction ( <i>ability to identify research problem, and research purposes and objectives</i> )	10
2	Literature Review ( <i>ability to survey a range of literature, provide citations, and critically review previous studies</i> )	15
3	Research methodology ( <i>ability to select and use data to achieve the defined research objectives</i> )	30
4	Results, Discussion & Conclusion ( <i>ability to present and interpret research results in the connection with theory and implications</i> )	25
5	Writing quality and thesis format ( <i>ability to structure and write a publishable paper in academic styles</i> )	20
	Total	100

##### 5.3. Scoring rubric for the three Thesis Committee members

No	Assessment criteria for thesis defense	Maximum points
1	Introduction ( <i>ability to identify research problem, and research purposes and objectives</i> )	10
2	Literature Review ( <i>ability to survey a range of literature, provide citations, and critically review previous studies</i> )	15
3	Research methodology ( <i>ability to select and use data to achieve the defined research objectives</i> )	30
4	Results, Discussion & Conclusion ( <i>ability to present and interpret research results in the connection with theory and implications</i> )	25
5	Presentation and defense ( <i>ability to present a research study to audience, i.e., organization, use of visual aids, delivery, and timing; and response to questions</i> )	20
	Total	100

**6. Date revised:** 26/04/2024

**7. Course coordinator/Lecturer:** Dr. Vũ Hoa Ngân

- School/Department: School of Languages
- Email: [vhngan@hcmiu.edu.vn](mailto:vhngan@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
**INTERNATIONAL UNIVERSITY**  
School of Languages

**COURSE SYLLABUS**  
**Course Name: CAPSTONE PROJECT**  
Course Code: **EL058IU**

**1. General information**

Course name	- <i>(in English) Capstone Project</i> - <i>(in Vietnamese) Dự án tốt nghiệp</i>
Course designation	A capstone project is an independent project which a student carries out under the supervision of a full-time lecturer in the School of Languages. This written document presents the product of a capstone project aimed at addressing a practical problem or issue in the field of Linguistics, English Teaching or Translation – Interpretation. These products will be presented to a Project Committee set up by the School of Languages and authorized by the President of IU.
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input checked="" type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 1 and Semester 2

Person responsible for the course	Assoc Prof. Dr. Phạm Hữu Đức Dr. Nguyễn Huy Cường Dr. Đào Nguyễn Anh Đức Dr. Vũ Hoa Ngân Dr. Nguyễn Thị Quyên Dr. Lầu Mộng Thu Ms. Nguyễn Thị Ngọc Châu Mr. Nguyễn Hồng Đức Ms. Trần Thúy Hằng Ms. Bùi Diễm Bích Huyền Mr. Nguyễn Hoàng Khánh Ms. Nguyễn Hoàng Phương Mai Ms. Đỗ Hoàng Nga Ms. Võ Thanh Nga Ms. Nguyễn Lê Bảo Ngọc Ms. Đỗ Thị Diệu Ngọc Ms. Đặng Hoài Phương Mr. Phan Thanh Quang Mr. Mai Hồng Quân Mr. Nguyễn Đình Minh Thắng Mr. Vũ Tiến Thịnh Ms. Trần Đoan Thư Ms. Nguyễn Thị Mai Trâm
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Independent work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 460 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 10 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 450 hours
Credit points	10 credits (Theory: 10 + Practice: 0) 15.4 ECTS ( <i>optional</i> )
Number of periods	Theory: 10 Practice: 0
Required and recommended prerequisites for joining the course	- Prerequisites: completed at least 113 credits - Students have met the second foreign language requirements

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Course objectives	The purposes of the capstone project are: (1) to develop the student’s skills and abilities to conduct a real-world project in different concentrations related to their academic interest; (2) to show their sufficient knowledge in terms of theory and application as well as their skills of writing a project, making presentation, presenting arguments, giving explanation and defending their claims; and (3) to prepare for students’ graduate studies.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Apply knowledge learned in the English Linguistics and Literature program to solve real-world problems in different concentrations related to their academic interests	
	Skills	CLO2: Compose a coherent, well-structured, and well-written report of an independent project; CLO3: Present clear arguments, give explanations, and defend the product of the capstone project in spoken communication skills	
	Attitudes	CLO4: Demonstrate students' autonomy and creativity in managing independent practical projects, and apply ethical practices	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (1 hour)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Capstone Project Course Orientation	1	I
	Prepare for a project proposal	1	T, U
	Conduct a project	6	T, U
	Complete a project report	1	T, U
	Prepare for oral project defense	1	T, U
Examination forms	Written report Presentation & Q&A section		
Study and examination requirements	<i>Attendance: Students are expected to meet with their supervisor weekly and submit a progress report. Students who fail to meet with their supervisor in two consecutive weeks without a reasonable excuse will have their thesis terminated and receive Grade F.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1]. Guidelines for Graduation Capstone Project [2]. Materials and resources relating to students’ projects		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:



	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X	X	X	X	X	X	
2	X	X	X	X	X	X	
3	X	X	X	X	X	X	
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLOs	Learning activities	Assessments	Resources
1	Course Orientation	1, 4	<ul style="list-style-type: none"> <li>Seminar</li> <li>Group discussion</li> </ul>		[1]
2-3	Prepare for a project proposal	1, 2, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Thesis review	[1] [2]
4-11	Conduct a project	1, 2, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Thesis review	[1] [2]
12-14	Complete a project report	1, 2, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Thesis review	[1] [2]
15	Prepare for oral project defense	1, 3, 4	<ul style="list-style-type: none"> <li>Individual conference with Supervisor</li> <li>Independent work</li> </ul>	Oral thesis defense	[1] [2]

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (20%)	Supervisor's report 50%Pass	Supervisor's report 50%Pass		Supervisor's report 50%Pass
Thesis review (20%)	Written report 50%Pass	Written report 50%Pass		
Oral project defense (60%)	Presentation 50%Pass		Q & A section 50%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### 5.1. Scoring rubric for the Supervisor

No	Assessment criteria during the thesis process	Maximum points
1	Project skills ( <i>ability to work independently and creatively</i> )	20
2	Introduction & Literature Review ( <i>ability to identify real-world problem, and project purposes and objectives; ability to survey a range of literature, provide citations, and critically review previous studies</i> )	10
3	Methodology ( <i>ability to select and use data to achieve the defined project objectives</i> )	30
4	Results, Discussion & Conclusion ( <i>ability to present the project product and interpret project outcomes in the connection with theory and implications</i> )	20
5	Writing quality and project report format ( <i>ability to structure and write a report in academic styles</i> )	20
	Total	100

##### 5.2. Scoring rubric for the Thesis reviewer

No	Assessment criteria for thesis manuscript	Maximum points
1	Introduction ( <i>ability to identify real-world problem, and project purposes and objectives</i> )	10
2	Literature Review ( <i>ability to survey a range of literature, provide citations, and critically review previous studies</i> )	15
3	Methodology ( <i>ability to select and use data to achieve the defined project objectives</i> )	30
4	Results, Discussion & Conclusion ( <i>ability to present the project product and interpret project outcomes in the connection with theory and implications</i> )	25
5	Writing quality and report format ( <i>ability to structure and write a project report in academic styles</i> )	20
	Total	100

### 5.3. Scoring rubric for the three Thesis Committee members

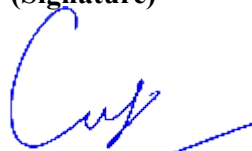
No	Assessment criteria for thesis defense	Maximum points
1	Introduction ( <i>ability to identify real-world problem, and project purposes and objectives</i> )	10
2	Literature Review ( <i>ability to survey a range of literature, provide citations, and critically review previous studies</i> )	15
3	Methodology ( <i>ability to select and use data to achieve the defined project objectives</i> )	30
4	Results, Discussion & Conclusion ( <i>ability to present the project product and interpret project outcomes in the connection with theory and implications</i> )	25
5	Presentation and defense ( <i>ability to present a project to audience, i.e., organization, use of visual aids, delivery, and timing; and response to questions</i> )	20
	Total	100

6. **Date revised:** 26/04/2024

7. **Course coordinator/Lecturer:** Dr. Vũ Hoa Ngân

- School/Department: School of Languages
- Email: [vhngan@hcmiu.edu.vn](mailto:vhngan@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Functional Grammar**

Course Code: EL028IU

**1. General information**

Course name	- (in English) <i>Functional Grammar</i> - (in Vietnamese) <i>Ngữ pháp chức năng</i>
Course designation	<i>This course will enable students to understand and evaluate how texts function in particular contexts. It will help students identify the relationship between grammar and meaning in written and spoken discourse. The theory focuses on the functions of language in representing states and activities, in interaction and in creating discourse. It raises students' awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. It includes analyses of authentic texts. Students finishing the course will be able to examine the effectiveness of written and spoken discourse according to their communicative purpose, social functions and placement in the material world.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	1
Persons responsible for the course	Mr. Nguyễn Hoàng Khánh (M.A.)
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective
Teaching methods	Lectures Discussion Group work

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): None</li> <li>- Corequisites: (Course code – Course name): None</li> <li>- Previous course: EL013IU – Introduction to Linguistics</li> </ul>	
Course objectives	This course introduces students to Systemic Functional grammar (devised by Michael Halliday, J.R. Martin, and Suzanne Eggins), which is a theory that aims to account for the use of language as a vehicle for communication between people in social and cultural contexts.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Explain the core ideas and philosophy of functional grammar, of text and context, of the (meta)functions of language.
	Skill	CLO2: Identify each (meta)function through English texts and contexts in terms of experiential, interpersonal and textual meanings. CLO3: Demonstrate the relation(s) of clauses using clause complexing.
	Attitude	CLO4: Evaluate the coherence and cohesion of English texts and how the resources of the English language are employed in different types of texts. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Ideas and philosophy	1	I
	Toward a functional grammar	1	T
	Exploring experiential meanings	2	TU
	Exploring interpersonal meanings	4	TU
	Exploring textual meanings	2	TU
	Clause complexing	2	T
	Exploring context	0.5	TU
	Functional grammar and language education	0.5	TU
	Exploring texts	2	TU
Examination forms	<p>Short answer questions</p> <p>Analysis exercises</p>		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Butt, D., Fahey, R., Feez, S., Sprinks, S. &amp; Yallop, C. (2000). Using Functional Grammar. Macquarie University.</p> <p>Reference book:</p> <p>[2] Eggins, S. (2004). <i>Introduction to systemic functional linguistics</i>. A&amp;C Black.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4	X						X
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Ideas and philosophy	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 47-110
2	Toward a functional grammar	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 111-134
3-4	How speakers represent the world: Exploring experiential meanings	1,2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 135-158
5-6	How speakers interact with language: Exploring interpersonal meanings	1,2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 159-184

Week	Topic	CLO	Learning activities	Assessments	Resources
7-8	How speakers interact with language: Exploring interpersonal meanings further	1,2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 185-207
<b>MIDTERM EXAMINATION</b>					
9-10	How speakers organize their message: Exploring textual meanings	1,2, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 318-333
11-12	Patterns of clause combination	1,3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 334-354
13	Exploring context Functional grammar and language education	1,3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 355-391; [2] pp. 95-100; 125-128
14-15	Exploring texts	1,2,3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 428-444 [2] pp. 63-71
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	Part 4 50%Pass	Attendance score 60%Pass
Midterm test (30%)	Part 1, Part 2 50%Pass	Part 3 50%Pass		Part 4 50%Pass	
Final test (40%)		Part 3 50%Pass	Part 1, Part 3 50%Pass	Part 2 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes

#### QUIZ

	Criterion	Marks
1.	Definitions	...../30
2.	Short answer questions	...../30
3.	Analysis of constituents, types of process and participant roles	...../40
	<b>Total:</b>	...../100



**MIDTERM TEST**

	Criterion	Marks
1.	Definitions	...../15
2.	Short answer questions	...../15
3.	Analysis of text:	
	1. <i>Constituents in nominal groups</i>	...../10
	2. <i>Constituents, type of process and participant roles</i>	...../10
	3. <i>Interpersonal (meta)function</i>	...../10
	4. <i>Constituency, experiential and interpersonal meanings</i>	...../30
4.	Application of interpersonal grammar for teachers and learners	...../10
	<b>Total:</b>	...../100

**FINAL TEST**


	Criterion	Marks
1.	Give examples of clause complexing patterns	...../20
2.	Application of functional grammar in language teaching/education and/or translation/interpreting.	...../10
3.	Analysis of text:	
	1. <i>Constituency, experiential and interpersonal meanings</i>	...../15
	2. <i>Formulating clause complexing patterns from the text</i>	...../15
	3. <i>Analysis of cohesion</i>	...../30
	4. <i>Contextual description of the text</i>	...../10
	<b>Total:</b>	...../100

6. **Date revised:** 23 April 2024

7. **Lecturer:** Nguyễn Hoàng Khánh, M.A.

- School/Department: School of Languages
- Email: [nhkhanh@hcmiu.edu.vn](mailto:nhkhanh@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Pragmatics**

Course Code: **EL029IU**

**1. General information**

Course name	- (in English) <i>Pragmatics</i> - (in Vietnamese) <i>Ngữ dụng học</i>
Course designation	<i>The 15-week course is designed to introduce the role of pragmatics in a general linguistic theory of meaning, as well as discussing a number of pragmatic universals and features of meaning about that role. The course offers an introduction of pragmatic theories and phenomena as a background for adequate analysis to understand utterances. It starts by addressing the question of what pragmatic is concerned with. It will then have students relate the context of utterances and its interaction with conventional semantic content in light of basic analyses of pragmatic phenomena: implication, implication relations, conversational implicatures, presuppositions, deixis, conventional implicatures, and speech acts. In each subject area, students will be connected to a discussion, and challenged by the survey. Then they will get involved in critical reading work.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Lầu Mộng Thu Ms. Nguyễn Lê Bảo Ngọc (MA)
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): None</li> <li>- Corequisites: (Course code – Course name): None</li> <li>- Previous course: EL013IU - Introduction to Linguistics</li> </ul>	
Course objectives	<p><i>The course provides sophomores in Linguistics with the basic principles of pragmatics, which is designed in close relation with the semantics course. It is concerned with aspects of meaning beyond what is logically implied, related to how language is used in context. It aims at familiarizing students with phenomena arising out of the interaction between literal content and context. Its emphasis is to begin addressing the students' needs to grasp the kinds of contextual factors that regularly play a role in interpretation and the kinds of phenomena that give rise to. It also encourages sophomores, competent in syntax and syntactic analysis, and semantics and semantic analysis, to think of an articulated question for investigation.</i></p>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Understand concepts or topics in pragmatics
	Skill	CLO2: Apply the knowledge gained from extensive reading to discuss the issue-based questions CLO3: Associate the new knowledge confirmed in discussions with the previous knowledge, reconstructing the knowledge accumulated to the time, and generalizing it to advanced levels. CLO4: Write a reflection on what has just learned, or a reflection, which is based on stimulating questions that can trigger further reading.
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Definition and background	1	I
	Deixis and distance	1	TU
	References and inference	1	TU
	Presupposition and entailment (1)	1	IU
	Presupposition and entailment (2)	1	U
	Cooperation and implicature (1)	2	IT
	Cooperation and implicature (2)	1	U
	Speech acts and events (1)	1	IT
	Speech acts and events (2)	1	U
	Politeness and interaction (1)	1	IT
	Politeness and interaction (2)	1.5	U
	Conversation and preference structure (1)	1	IT
	Conversation and preference structure (2)	0.5	U
	Discourse and culture (1)	0.5	T
Discourse and culture (2)	0.5	TU	
Examination forms	Midterm Examination Written Examination		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i> <i>Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Yule, G. (1996). <i>Pragmatics: Introductions to language study</i> . New York, NY: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4	X						
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Definition and background	1, 5	Lecture	reflection	[1] pp. 4-9
2	Deixis and distance	2, 5	Lecture, Group work	Project Midterm exam Reflection	[1] pp. 10-17
3	Reference and inference	2, 5	Lecture, Group work	Midterm exam Reflection & Proposal	[1] pp. 18-25
4	Presupposition and entailment (1)	2, 5	Lecture	Project Midterm exam	[1] pp. 26-29
5	Presupposition and entailment (2)	2, 5	Lecture	Midterm exam Proposal	[1] pp. 30-35
6	Cooperation and implicature (1)	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 36-40
7	Cooperation and implicature (2)	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 40-47
8	Speech acts and events (1)	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 48-52
<b>MIDTERM EXAMINATION</b>					
9	Speech acts and events (1)	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 53-59
10	Politeness and interaction (1)	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 60-61
11	Politeness and interaction (2)	3, 5	Lecture, Group work	Midterm exam Proposal	[1] pp. 62-70
12	Conversation and preference structure (1)	4, 5	Lecture, Group work	Project Proposal	[1] pp. 71-76
13	Conversation and preference structure (2)	4, 5	Lecture, Group work	Project Proposal	[1] pp. 76-82
14	Discourse and culture (1)	4, 5	Lecture	Midterm exam Proposal	[1] pp. 83-86
15	Discourse and culture (2)	4, 5	Lecture	Midterm exam Proposal	[1] pp. 87-90
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment 30%		In-class assignments 60%Pass			Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass		
Final Examination (40%)		Assessment 50%Pass	Assessment 50%Pass	Assessment 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics:

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes (35 pts); Project (35 pts)

#### 6. Date revised: April 23, 2024

#### 7. Lecturer: Dr. Lầu Mộng Thu

- School/Department: School of Languages
- Email: lmthu@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Discourse Analysis**

Course Code: **EL030IU**

**1. General information**

Course name	- (in English) <i>Discourse Analysis</i> - (in Vietnamese) <i>Phân tích diễn ngôn</i>
Course designation	<i>This course introduces the main and most widely used approaches to discourse analysis. It aims to develop learners' critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students' prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts. Students will have the opportunity to apply theories and their analytical skills in a wide range of contexts and text types. The course is designed to suit the needs of learners from a broad range of disciplinary areas including linguistics, applied linguistics, (TESOL) and social sciences.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	<i>Semester 1</i>
Person responsible for the course	<i>Võ Thanh Nga Đặng Hoài Phương Trần Đoàn Thư</i>
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning



Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name) none</li> <li>- Corequisites: (Course code – Course name) none</li> <li>- Previous course: EL013IU - Introduction to Linguistics</li> </ul>	
Course objectives	<p><i>This course aims to introduce discourse analysis as a method of text analysis and a research enquiry in language acquisition and other contexts relevant to applied linguistics and social sciences. This introduces learners to practical applications of discourse analysis techniques to real world situations in the field of applied linguistics. Students will explore a broad range of text types (such as academic discourse, newspaper articles, blogs, and conversations).</i></p>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Demonstrate an awareness of text features which are necessary for building cohesion and coherence CLO2: Identify characteristic features of longer texts, genres, registers and the rhetorical devices used in planned discourse
	Skill	CLO3: Analyze written and spoken text using theoretical grounding in the field of discourse discourse studies/analysis for various teaching and research related purposes CLO4: Explore features of unplanned conversational discourse CLO5: Critically reflect on the applicability of discourse analysis in language teaching contexts
	Attitude	CLO6: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	What is discourse?	1	T
	Doing discourse analysis	3	TU
	Discourse connections	1	TU
	Discourse and pragmatics	2	TU
	Discourse classification	2	TU
	Discourse and conversation – conversation analysis	2	TU
	Information structure in discourse	1	TU
	Discourse and cognition	1	TU
Critical discourse analysis	1	TU	
Examination forms	Paper test		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Renkema, J.& Schubert, C. (2018). Introduction to discourse studies (New John Benjamins Publishing. [2] Cook, G. (1989). Discourse. Oxford: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4	X						
5	X						
6							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	What is discourse?	1, 6	Lecture Discussion	Ongoing assessment Midterm Exam	[1] pp. 1-7 [2] pp. 1-13
2-4	Doing discourse analysis	2, 6	Group presentation Discussion	Ongoing assessment Midterm Exam	[1] pp. 125-131 [2] pp. 14-22
5	Discourse connections	3, 6	Group presentation Discussion	Ongoing assessment Midterm Exam	[1] pp. 132-135 [2] pp. 23-28
6-7	Discourse and pragmatics	3, 6	Group presentation Discussion	Ongoing assessment Midterm Exam	[1] pp. 16-24 [2] pp. 29-43
8	Review	6		Ongoing assessment	
<b>MIDTERM EXAMINATION</b>					
9-10	Discourse classification	4, 6	Group presentation Discussion	Ongoing assessment Final Exam	[1] pp. 67-92 [2] pp. 44-50

11-12	Discourse and conversation: conversation analysis	4, 6	Group presentation Discussion	Ongoing assessment Final Exam	[1] pp. 215-228 [2] pp. 51-58
13	Information structure in discourse	3, 6	Group presentation Discussion	Ongoing assessment Final Exam	[1] pp. 158-163 [2] pp. 64-67
14	Discourse and cognition	3, 6	Group presentation Discussion	Ongoing assessment Final Exam	[1] pp. 287-291 [2] pp. 68-73
15	Critical discourse analysis	5, 6	Group presentation Discussion	Ongoing assessment Final Exam	[2] pp. 348-351
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Ongoing assessment (30%)	Assignment 1 50%Pass	Assignment 1 50%Pass	Assignment 1 50%Pass	Assignment 2 50%Pass	Assignment 2 50%Pass	Project 50%Pass Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass			
Final exam (40%)			Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Assignments 1& 2; Project

#### 6. Date revised: 25/04/2024

#### 7. Lecturer: Võ Thanh Nga

- School/Department: School of Languages
- Email: vtnga@gcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: SOCIOLINGUISTICS**  
Course Code: **EL031IU**

**1. General information**

Course name	- (in English) Sociolinguistics - (in Vietnamese) Ngôn ngữ xã hội học
Course designation	<i>This course will provide students a general introduction to sociolinguistics, the course presents general concerns and basic concepts in language and variation, language and society, and sociolinguistics and sociology of language, as well as scientific investigation. The course first deals with language variation according to users and the inherent variety. It explores factors that contribute to language change. It includes languages and dialects, pidgins and creoles, codes and code-switch, and speech communities. The second part of the course deals with the variation according to use. The topics include language attitudes, ethnography of speaking, pragmatics and politeness, and analyzing conversations. Students who pass this course should be able to:</i> <ul style="list-style-type: none"> <li>• <i>outline the major relationships between language and society;</i></li> <li>• <i>define the main sociolinguistic concepts used to analyze these relationships;</i></li> <li>• <i>identify the main features of studies of sociolinguistic variation;</i></li> <li>• <i>describe the most common methodologies for studying language in society.</i></li> </ul>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 2
Person responsible for the course	Võ Thanh Nga Đặng Hoài Phương Nguyễn Lê Bảo Ngọc
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name) none - Corequisites: (Course code – Course name) none - Previous course: Introduction to Linguistics (EL013IU/EL013WE)								
Course objectives	This course provides an overview of the field of sociolinguistics with the in-depth understanding of key areas in the field, and the relationship between language and society. The course also introduces students another approach in language study on the social perspective, with a focus on various functions that a language performs in a society. Students will explore the relationship between linguistic and non-linguistic variables such as gender, social class, and age. Students will also develop analytical skills used in sociolinguistics. This course thus requires the basic knowledge of semantics and pragmatics before the start of the course.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Define the key concepts and terms in sociolinguistics CLO2: Explain the key concepts in sociolinguistics</td></tr> <tr> <td>Skill</td><td>CLO3: Identify the main features of English standard and non-standard varieties CLO4: Construct mini-research in sociolinguistics</td></tr> <tr> <td>Attitude</td><td>CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Define the key concepts and terms in sociolinguistics CLO2: Explain the key concepts in sociolinguistics	Skill	CLO3: Identify the main features of English standard and non-standard varieties CLO4: Construct mini-research in sociolinguistics	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Define the key concepts and terms in sociolinguistics CLO2: Explain the key concepts in sociolinguistics								
Skill	CLO3: Identify the main features of English standard and non-standard varieties CLO4: Construct mini-research in sociolinguistics								
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Sociolinguistics & Types of sociolinguistics studies	1	I
	Languages, dialects, and varieties	1	TU
	Defining groups	1	T
	Multilingual societies and Multilingual discourse	1	T
	Contact languages	1	TU
	Language variation and Studies on language variation	1	TU
	Language variation and change	1	TU
	Ethnographic approaches in sociolinguistics	1	TU
	Language and interaction: Pragmatics and Discourse Analysis	1	TU
	Language, gender, and sexuality	1	I
	Sociolinguistics & Education	1	I
Language policy and planning	1	I	
Examination forms	Paper test		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	Textbook [1] Wardhaugh, R. & Fuller, J.M. (2014). Sociolinguistics: An introduction to sociolinguistics (7th ed.). New York: Basil Blackwell. References [2] Holmes, J. (2013). An introduction to sociolinguistics. New York: Routledge.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4	X						
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Sociolinguistics & Types of sociolinguistics studies	1, 2, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 1-24



Week	Topic	CLO	Learning activities	Assessments	Resources
2	Languages, dialects and varieties	1, 2, 3, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 27-61
3	Defining groups	1, 2, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 62 -81
4	Multilingual societies and Multilingual discourse	1, 2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 82-113
5	Contact languages	1, 2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 114- 138
6	Language variation and Studies on language variation	1, 3, 4, 5	Lecture, Discussion	Ongoing assessment Midterm exam Project	[1] pp. 139-195
7	Language variation and change	1, 3, 4, 5	Lecture, Discussion	Ongoing assessment Midterm exam Project	[1] pp.196-224
8	REVIEW	5		Ongoing assessment	
<b>MIDTERM EXAMINATION</b>					
9	Ethnographic approaches in sociolinguistics	1, 3, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 225- 247
10	Language and interaction: Pragmatics and Discourse Analysis	1, 2, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 248- 308
11	Language, gender and sexuality	1, 2, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 309- 338
12	Sociolinguistics & Education	1, 2, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 339- 366
13-14	Language policy and planning	1, 2, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 367- 397
15	Review	5		Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz Parts 1, 2 50%Pass	Quiz Part 3 50%Pass	Quiz Part 4 50%Pass	Group Project 50%Pass	Group Project 50%Pass Attendance score 60%Pass
Midterm exam (30%)	Parts 1, 2 50%Pass	Part 3 50%Pass	Part 4 50%Pass		
Final exam (40%)	Parts 1, 2 50%Pass	Part 3 50%Pass			

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz; Group project

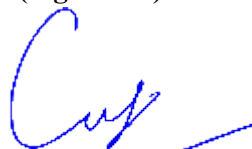
#### 6. Date revised: 25/4/2024

#### 7. Lecturer: Võ Thanh Nga

- School/Department: School of Languages
- Email: vtnga@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: Comparative Linguistics**

**Course Code: EL032IU**

**1. General information**

Course name	- (in English) <i>Comparative Linguistics</i> - (in Vietnamese) <i>Ngôn ngữ học so sánh</i>
Course designation	<i>This course provides a critical commentary on some implications of kinds of language contact situations, which are explored. Detailed treatments are offered of issues involved in semantic and morphological change and reconstruction. The course explores different kinds of irregularity in sound change and the diverse motivations for such changes, all in the context of comparing and contrasting languages.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2, 4, or 6
Person responsible for the course	Assoc. Prof. Phạm Hữu Đức Dr. Lầu Mộng Thu
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): EL013IU – Introduction to Linguistics - Corequisites: (Course code – Course name): None - Previous courses (Course code – Course name): EL022IU – Phonetics and Phonology EL023IU – Morphology EL024IU – Syntax EL025IU – Semantics	
Course objectives	<i>This course aims to consider the changes of sound, syntax, morphology, and semantics, which all are amenable, in varying degrees, to comparative reconstruction, and each type of change is constrained in ways that enable students to distinguish between what are, in some sense, regular changes and irregular or exceptional changes.</i>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Identify the similarities and differences in the two languages
	Skill	CLO2: Correct their language errors through comparing and contrasting the two languages. CLO3: Use linguistic knowledge to have solutions to problems related to language acquisition.
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Overview	1	I
	The scope of application of comparative and contrastive linguistics (1)	1	T
	The scope of application of comparative and contrastive linguistics (2)	1	TU
	The scope of application of comparative and contrastive linguistics (3)	1	TU
	Theoretical background (1)	1	I
	Theoretical background (2)	2	TU
	Theoretical background (3)	1	U
	The methodology of comparative and contrastive linguistics (1)	1	IT
	The methodology of comparative and contrastive linguistics (2)	1	TU
	The methodology of comparative and contrastive linguistics (3)	1	T
	The aspects of comparative and contrastive linguistics (1)	1.5	I
	The aspects of comparative and contrastive linguistics (2)	1	TU
	The aspects of comparative and contrastive linguistics (3)	0.5	U
	Analysis of comparative and contrastive linguistics (1)	0.5	TU
	Analysis of comparative and contrastive linguistics (2)	0.5	TU
	Examination forms	Midterm Examination Written Examination	
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	[1] Durie, M., & Ross, M. (1996). <i>The comparative method reviewed: Regularity and irregularity in language change</i> . Oxford, UK: Oxford University Press. [2] Bui, M. H. (2008). <i>Ngôn ngữ học đối chiếu</i> . HCMC, VN: Giáo dục Publisher.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2	X						
3	X						
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Overview	1	Lecture		[1] pp. 4-9
2	The scope of application of comparative and contrastive linguistics (1)	1	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 10-17

Week	Topic	CLO	Learning activities	Assessments	Resources
3	The scope of application of comparative and contrastive linguistics (2)	1	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 18-25
4	The scope of application of comparative and contrastive linguistics (3)	3	Lecture	Ongoing assessment Midterm exam	[1] pp. 26-29
5	Theoretical background (1)	3	Lecture	Ongoing assessment Midterm exam	[1] pp. 30-35
6	Theoretical background (2)	3	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 36-40
7	Theoretical background (3)	3	Lecture, Group work	Ongoing assessment Midterm exam	[1] pp. 40-47
8	The methodology of comparative and contrastive linguistics (1)	2	Lecture	Ongoing assessment Midterm exam	[1] pp. 48-52
<b>MIDTERM EXAMINATION</b>					
9	The methodology of comparative and contrastive linguistics (2)	2	Lecture	Ongoing assessment Final exam	[1] pp. 53-59
10	The methodology of comparative and contrastive linguistics (3)	2	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 60-61
11	The aspects of comparative and contrastive linguistics (1)	2	Lecture, In-class assignment	Ongoing assessment Final exam	[1] pp. 62-70
12	The aspects of comparative and contrastive linguistics (2)	2	In-class assignment	Ongoing assessment Final exam	[1] pp. 71-76
13	The aspects of comparative and contrastive linguistics (3)	2	Lecture	Ongoing assessment Final exam	[1] pp. 76-82
14	Analysis of comparative and contrastive linguistics (1)	2	Discussion, Group work	Ongoing assessment Final exam	[1] pp. 83-86
15	Analysis of comparative and contrastive linguistics (2)	2	Discussion, Group work	Ongoing assessment Final exam	[1] pp. 87-90
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment 30%		In-class assignments 60%Pass		Attendance score 60%Pass
Midterm exam (30%)	Part 1 50%Pass	Part 2 50%Pass	Part 3 50%Pass	
Final Examination (40%)		Assessment 50%Pass	Assessment 50%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics:

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quizzes (35 pts), Project (35 pts)

## 6. Date revised: April 23, 2024

## 7. Lecturer: Dr. Lầu Mộng Thu

- School/Department: School of Languages
- Email: lmthu@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

  
**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: ELT Methods and Techniques – Teaching Listening & Speaking**

**Course Code: EL033IU**

**1. General information**

Course name	- <i>(in English) ELT Methods and Techniques – Teaching Listening &amp; Speaking</i> - <i>(in Vietnamese) Phương pháp giảng dạy tiếng Anh - Kỹ năng nghe và nói</i>
Course designation	<i>This course will provide student with general knowledge about:</i> <ul style="list-style-type: none"> <li>- Various types of Listening and Speaking and obstacles of learners when learning these skills</li> <li>- A guide through different methods of teaching Listening and Speaking</li> <li>- Listening strategies and different types of Listening exercises</li> <li>- The sequences/ stages of teaching Listening and Speaking</li> <li>- Ways for learners to practice and improve Listening and Speaking skills outside classroom boundary</li> </ul>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 2
Person responsible for the course	Trần Thuý Hằng, MA Đỗ Hoàng Nga, MA
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): None</li> <li>- Corequisites: (Course code – Course name): None</li> <li>- Previous course: EL014IU - Introduction to English Teaching Methodology</li> </ul>	
Course objectives	The course aims to provide learners with theoretical and practical knowledge, methods and techniques in teaching Listening and Speaking skills. By the end of the course, learners can design their own lesson plans and feel confident conducting Listening and Speaking lessons.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: analyze principles, strategies, and procedures in teaching Listening and Speaking skills
	Skill	CLO2: create lesson plans/ slides for a full/ part of a Listening/ Speaking lesson CLO3: perform the English teaching a full/ part of a Listening/ Speaking lesson
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Introduction of the course	2	I, T
	<b>Chapter 1:</b> Listening in the world and in language learning		
	<b>Chapter 2:</b> Listening text and listening strategies	1	T, U
	<b>Chapter 3:</b> Listening sources, listening tasks	1	T, U
	<b>Chapter 4:</b> Pre-listening skills and activities	1	T, U
	<b>Chapter 5:</b> While-listening skills and activities	1	T, U
	<b>Chapter 6:</b> Post listening skills and activities	1	T, U
	<b>Chapter 7:</b> Preparation and planning	1	T, U
	<b>Chapter 8:</b> Listening in the wider context	1	T, U
	Lesson plan design and demo-teach for Listening	0.5	U
	<b>Chapter 1:</b> Speaking and the language learner	1	T, U
	<b>Chapter 2:</b> Cognitive processes in speaking	1	T, U
	<b>Chapter 3:</b> Speaking Competence	1	T, U
	<b>Chapter 5:</b> Spoken discourse and genres of speaking	1	T, U
	<b>Chapter 6:</b> A methodological framework	1	T, U
	<b>Chapter 7:</b> A model for teaching speaking	1	T, U
	<b>Chapter 8:</b> Planning a speaking course	1	T, U
	<b>Chapter 9:</b> Speaking tasks	1	T, U
	<b>Chapter 10:</b> Enhancing Speaking Performance	1	T, U
	<b>Chapter 11:</b> Raising metacognitive awareness	1	T, U
	Lesson plan design and demo-teach for Speaking	0.5	U
	Course review	0.5	U
Examination forms	Written tests: paragraph/ essay; lesson plan/ slide design		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Wilson, J. J. (2008). <i>How to teach listening</i>. UK: Pearson Longman.</p> <p>[2] Goh, C. C. M., &amp; Burns, A. (2012). <i>Teaching speaking: A holistic approach</i>. Cambridge: Cambridge University Press.</p> <p>[3] Nunan, D. (2003). <i>Practical English language teaching</i>. New York: McGraw-Hill.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3			X				
4							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction of the course <b>Chapter 1:</b> Listening in the world and in language learning	1, 4	Lecture, Discussion	Participation Midterm Examination	[1] pp. 9-24

Week	Topic	CLO	Learning activities	Assessments	Resources
2	<b>Chapter 2:</b> Listening text and listening strategies <b>Chapter 3:</b> Listening sources, listening tasks	1, 4	Lecture Discussion Pair/Group work	Participation Quiz Midterm Examination	[1] pp. 25-39 [1] pp. 40-59
3	<b>Chapter 4:</b> Pre-listening skills and activities	1,2, 4	Lecture Discussion Pair/Group work	Participation Quiz Midterm Examination	[1] pp. 60-80
4	<b>Chapter 5:</b> While-listening skills and activities	1,2, 4	Lecture Discussion Pair/Group work	Participation Quiz Midterm Examination	[1] pp. 81-95
5	<b>Chapter 6:</b> Post listening skills and activities	1,2, 4	Lecture Discussion Pair/Group work	Participation Quiz Midterm Examination	[1] pp. 96-110
6	<b>Chapter 7:</b> Preparation and planning <b>Chapter 8:</b> Listening in the wider context	1,2, 4	Lecture Discussion Pair/Group work	Participation Group Project Midterm Examination	[1] pp. 111-133 [1] pp. 134-145
7	Lesson plan design and demo-teach (Project)	2,3,4	Discussion Presentation	Participation Group Project Midterm Examination	
8	Lesson plan design and demo-teach (Project) <b>REVIEW</b>	2,3,4	Discussion Presentation	Participation Group Project Midterm Examination	
<b>MIDTERM EXAMINATION</b>					
9	<b>Chapter 1:</b> Speaking and the language learner <b>Chapter 2:</b> Cognitive processes in speaking	1, 4	Lecture Discussion Pair/Group work	Participation Quiz Final Examination	[2] pp. 15-34 [2] pp. 35-48
10	<b>Chapter 3:</b> Speaking Competence <b>Chapter 5:</b> Spoken discourse and genres of speaking	1, 4	Lecture Discussion Pair/Group work	Participation Quiz Final Examination	[2] pp. 49-71 [2] pp. 75-130
11	<b>Chapter 6:</b> A methodological framework <b>Chapter 11:</b> Raising metacognitive awareness	1, 4	Lecture Discussion Pair/Group work	Participation Quiz Final Examination	[2] pp. 133-150 [2] pp. 237-254
12	<b>Chapter 7:</b> A model for teaching speaking <b>Chapter 8:</b> Lesson plan design revision	1,2, 4	Lecture Discussion Pair/Group work	Participation Quiz Final Examination	[2] pp. 15-34 [2] pp. 35-48
13	<b>Chapter 9:</b> Speaking tasks <b>Chapter 10:</b> Enhancing Speaking Performance	1,2, 4	Lecture Discussion Pair/Group work	Participation Quiz Final Examination	[2] pp. 201-224 [2] pp. 225-236

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Lesson plan design and demo-teach (Project)	2,3,4	Discussion Presentation	Participation Group Project Final Examination	
15	Lesson plan design and demo-teach (Project) <b>REVIEW</b>	2,3,4	Discussion Presentation	Participation Group Project Final Examination	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz 50% pass	Quiz 50% pass	Group Project 50% pass	Group Project 50% pass Attendance score 60%Pass
Midterm exam (30%)	Part 1 50% pass	Part 2 50% pass		
Final exam (40%)	Part 1 50% pass	Part 2 50% pass		

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz and Group project

#### 6. Date revised: April 26<sup>th</sup>, 2024

#### 7. Lecturer: Đỗ Hoàng Nga

- School/Department: School of Languages
- Email: [dhnga@hcmiu.edu.vn](mailto:dhnga@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: ELT METHODS AND TECHNIQUES – TEACHING READING  
& WRITING**

Course Code: EL034IU

**1. General information**

Course name	- <i>ELT Methods and Techniques – Teaching Reading &amp; Writing</i> - <i>Phương Pháp Giảng Dạy Tiếng Anh – Kỹ năng Đọc &amp; Viết</i>
Course designation	<i>This course will provide students with fundamental concepts, principles, techniques and strategies in teaching Reading and Writing to create lesson plans for Reading and Writing Lessons and then perform English teaching Reading and Writing lessons.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semesters 1
Persons responsible for the course	Bùi Diễm Bích Huyền Đỗ Hoàng Nga
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods of lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )		
Number of periods	Theory: 45 Practice: 0		
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous course: EL014IU Introduction to English Teaching Methodology		
Course objectives	The course aims to introduce to students the underlying principles, issues, and steps in teaching Reading and Writing skills so that students can design their lesson plans, and slides, perform Reading and Writing lessons, and evaluate the quality of activities in Reading and Writing lessons.		
Course learning outcomes	Upon the successful completion of this course, students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Identify and analyze principles, issues, and steps in teaching Reading and Writing skills.	
	Skill	CLO2: Create lesson plans/ slides for part of/ a full Reading/ Writing lesson CLO3: Evaluate a Reading/ Writing activity lesson plan CLO4: Perform the English teaching of part of/ of a full Reading/ Writing lesson.	
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction of the course	2	I, T
	Chapter 1: What is Reading?		
	Chapter 2: Reading for Beginning-Level Learners	1	T, U
	Chapter 3: Reading for Intermediate-Level Learners	1	T, U
	Chapter 4: Reading for Advanced-Level Learners	1	T, U
	Lesson planning for reading lessons	1	T, U
	Chapter 1: Writing and Teaching Writing	2	T, U
	Chapter 2: Second Language Writers	1	T, U
	Chapter 5: Tasks in the L2 writing class	1	T, U
	Chapter 3: Lesson planning	0.5	T, U
	Chapter 7: Responding to student writing	0.5	T, U
	Lesson plan design and demo-teach	2.5	U
	Course Review	0.5	U
Examination forms	Written tests: paragraph/ essay; lesson plan/ slide design		



Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>
Reading list	<p>Course books and other required materials:</p> <p>[1] Anderson, N.J. (2008). <i>Practical English language teaching: Reading</i>. New York: McGraw-Hill.</p> <p>[2] Nunan, D. (2003). <i>Practical English language teaching</i>. New York: McGraw-Hill.</p> <p>[3] Hyland, K. (2004). <i>Second language writing</i>. Cambridge: Cambridge University Press.</p> <p>Reference books:</p> <p>[4] Hudson, T. (2007). <i>Teaching second language reading</i>. Oxford: Oxford University Press.</p> <p>[5] Nuttall, C. (2005). <i>Teaching reading skills in a foreign language</i>. The UK: Macmillan.</p> <p>[6] Harmer, J. (2007). <i>How to teach writing</i>. The UK: Pearson Longman.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4					X		
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	- Introduction of the course <b>Chapter 1:</b> What is Reading?	1, 5	- Lecture - Discussion - Pair work - Group work	- Participation - Quiz - Midterm Examination	[1] pp. 2-10 [2] pp. 68-73
2	<b>Chapter 1:</b> What is Reading? (cont.)	1, 5	- Lecture - Discussion - Pair work - Group work	- Participation - Quiz - Midterm Examination	[1] pp. 10-11 [2] pp. 74-78
3	<b>Chapter 2:</b> Reading for Beginning-Level Learners	1, 2, 5	- Lecture - Discussion - Pair work - Group work - Project-based learning	- Participation - Project - Midterm Examination	[1] pp. 18-54
4	<b>Chapter 4:</b> Reading for Intermediate-Level Learners	1, 2, 5	- Lecture - Discussion - Pair work - Group work - Project-based learning	- Participation - Project - Midterm Examination	[1] pp. 55-88

5	<b>Chapter 5:</b> Reading for Advanced-Level Learners	1,2, 5	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Examination</li> </ul>	[1] pp. 89-129
6	Planning reading lessons	1,2, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Midterm Examination</li> </ul>	[5] pp. 149-169
7	Lesson plan design and demo-teach (Project)	1,2,3, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Midterm Examination</li> </ul>	
8	Lesson plan design and demo-teach (Project) <b>REVIEW</b>	1,2,3, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Midterm Examination</li> </ul>	
<b>MIDTERM EXAMINATION</b>					
9	<b>Chapter 1:</b> Writing and Teaching Writing	1, 5	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Quizz</li> <li>- Final Examination</li> </ul>	[3] pp. 1-13
10	<b>Chapter 1:</b> Writing and Teaching Writing (cont.)	1, 5	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Quiz</li> <li>- Final Examination</li> </ul>	[3] pp. 13-30
11	<b>Chapter 2:</b> Second Language Writers	1,2,3, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Quiz</li> <li>- Final Examination</li> </ul>	[3] pp. 31-51
12	<b>Chapter 5:</b> Tasks in the L2 writing class	1,2,3, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Final Examination</li> </ul>	[3] pp. 112-139
13	<b>Chapter 3:</b> Lesson planning <b>Chapter 7:</b> Responding to student writing	1,2,3, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Final Examination</li> </ul>	[3] pp. 76-84 [3] pp. 177-206
14	Lesson plan design and demo-teach (Project)	5			
15	Lesson plan design and demo-teach (Project) <b>Course Review</b>	1,2,3, 5	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Final Examination</li> </ul>	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz 50% pass	Projects 50% pass	Projects 50% pass	Attendance score 60%Pass Projects 50% pass
Midterm exam (30%)	Part 1 50% pass	Part 2 50% pass		
Final exam (40%)	Part 1 50% pass	Part 2 50% pass		

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Ongoing assessment

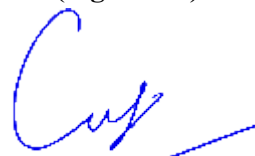
- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz and Projects

#### 6. Date revised: April 24<sup>th</sup>, 2024

#### 7. Lecturer: Bùi Diễm Bích Huyền

- School/Department: School of Languages
- Email: [bdbhuyen@hcmiu.edu.vn](mailto:bdbhuyen@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: ELT - TEACHING VOCABULARY & GRAMMAR**

Course Code: **EL035IU**

**1. General information**

Course name	- <i>(in English) ELT – Teaching Vocabulary &amp; Grammar</i> - <i>(in Vietnamese) Phương pháp giảng dạy tiếng Anh – Dạy Từ Vựng và Ngữ Pháp</i>
Course designation	The course attempts to shed light on the vocabulary and grammar teaching issues by containing a brief overview of the principles underlying the acquisition of vocabulary and grammar in a second language, then introducing a range of approaches to teaching vocabulary and grammar; but the emphasis of the course is necessarily practice by discussing specific procedures, a wide variety of techniques, and a number of activities that teachers-to-be can employ to improve their knowledge as well as to develop their classroom skills.
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Nguyễn Hoàng Phương Mai, MA
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Micro-teaching

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): none</li> <li>- Corequisites: (Course code – Course name): none</li> <li>- Previous course (Course code – Course name): EL014IU - Introduction to English Teaching Methodology</li> </ul>	
Course objectives	The course aims to sketch in the theoretical background while at the same time suggesting ways in which the teaching of vocabulary and grammar can be integrated into lessons.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Explain various issues and approaches in teaching vocabulary and grammar.
	Skill	CLO2: Evaluate sample classes and sample tests and reflect on one's future work. CLO3: Create an appropriate vocabulary and grammar teaching plan with assessment.
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Teaching vocabulary: What's in a word?	1	T
	Teaching vocabulary: How words are learned?	1	T
	Teaching vocabulary: How to present vocabulary	1,5	TU
	Teaching vocabulary: How to put words to work	1,5	TU
	Teaching vocabulary: Teaching word parts and word chunks	1	T
	Teaching vocabulary: How to test vocabulary	1	TU
	Teaching vocabulary: How to train good vocabulary learners	1	T
	Teaching grammar: What is grammar? Why teach grammar?	1	T
	Teaching grammar: How to teach grammar form rules	1	TU
	Teaching grammar: How to teach grammar form examples	1	TU
	Teaching grammar: How to teach grammar through texts	1	TU
	Teaching grammar: How to practice grammar, How to deal with grammar errors	1,5	TU
	Teaching grammar: How to integrate grammar, How to test grammar	1,5	TU
Examination forms	<p>Paper and Pen test: Short answer Questions, Lesson Planning</p> <p>Final Group Project: Lesson Planning and Demonstration (Video-filmed)</p>		
Study and examination requirements	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. It is compulsory that students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed tests</i></p> <p>Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.)</p> <p><i>Class behavior</i></p> <p>Students are supposed to prepare thoroughly for each class in accordance with the syllabus and complete all assignments upon the instructor's request, participate fully and constructively in all class activities (and discussions if any), display appropriate courtesy to all involved in the class, and provide constructive feedback to faculty members regarding their performance.</p> <p><i>Assignments/Examination:</i></p> <p>Students must have more than 50/100 points overall to pass this course.</p>		

Reading list	<p>Course books:</p> <p>[1] Thornbury S. (2002). <i>How to teach vocabulary</i>. England: Pearson Longman.</p> <p>[2] Thornbury S. (1999). <i>How to teach grammar</i>. England: Pearson Longman.</p> <p>Reference books:</p> <p>[3] Allen V.F. (1983). <i>Techniques in teaching vocabulary</i>. New York: Oxford University Press.</p> <p>[4] Celce-Murcia M. &amp; Hilles S. (1988). <i>Techniques and resources in teaching grammar</i>. New York: Oxford University Press.</p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3			X				
4							X

\*Use Bloom's Taxonomy

## 3. Planned learning activities and teaching methods



Week	Topic	CLO	Learning activities	Assessments	Resources
1	<ul style="list-style-type: none"> <li>- Introduction to course content and requirements.</li> <li><u>Chapter 1</u>: What's in a word? Word classes, word families, word formation, multi-word units, collocations, homonyms, polysemes, synonyms &amp; antonyms, hyponyms, lexical fields, style and connotation</li> </ul>	1, 4	Lecture Discussion	Participation Midterm exam	[1] pp. 1-12
2	<u>Chapter 2</u> : How words are learned? <ul style="list-style-type: none"> <li>- The importance of vocabulary</li> <li>- The organization of word knowledge</li> <li>- The way words are remembered</li> <li>- Common mistakes learners Make</li> <li>- Teaching implication</li> </ul>	1, 4	Lecture Discussion	Participation Midterm exam	[2] pp. 13-31
3	<u>Chapter 5</u> : How to present vocabulary <ul style="list-style-type: none"> <li>- Presenting vocabulary</li> <li>- Using translation</li> <li>- How to illustrate meaning</li> <li>- How to explain meaning</li> <li>- How to highlight the form</li> <li>- How to involve learners</li> </ul>	3, 4	Lecture Discussion	Participation Midterm exam Lesson Design and Demonstration	[1] pp. 75-92
4	<u>Chapter 6</u> : How to put words to work <ul style="list-style-type: none"> <li>- Integrating new knowledge into old</li> <li>- Decision-making tasks</li> <li>- Production tasks</li> <li>- Games</li> </ul>	3, 4	Lecture Discussion	Participation Midterm exam Lesson Design and Demonstration	[1] pp. 93-105
5	<u>Chapter 7</u> : Teaching word parts and word chunks <ul style="list-style-type: none"> <li>- Teaching word formation and word combination</li> <li>- A lexical approach</li> <li>- Teaching lexical chunks</li> <li>- Teaching word grammar</li> <li>- Teaching phrasal verbs</li> <li>- Teaching idioms</li> </ul>	3, 4	Lecture Discussion	Participation Midterm exam	[1] pp. 106-128

Week	Topic	CLO	Learning activities	Assessments	Resources
6	<u>Chapter 8: How to test vocabulary</u> - Why test vocabulary? - What to test - Types of test - Measuring word knowledge - Assessing vocabulary size	2, 3, 4	Lecture Discussion	Participation Midterm exam	[1] pp. 129-143
7	<u>Chapter 9: How to train good vocabulary learners</u> - Learner training - Using mnemonics - Word cards - Guessing from context - Coping strategies for production - Using dictionaries - Spelling rules - Keeping records - Motivation	1, 4	Lecture Discussion	Participation Midterm exam	[1] pp. 144-161
8	Review	1, 2, 3, 4	Discussion	Participation Midterm exam	
<b>MIDTERM EXAMINATION</b>					
9	<u>Chapter 1: What is grammar?</u> - Texts, sentences, words, sounds - Grammar and meaning - Two kinds of meaning - Grammar and function - Spoken grammar and written grammar - Grammar syllabus - Grammar rules <u>Chapter 2: Why teach grammar?</u> - Attitude to grammar - The case for grammar - The case against grammar - Grammar and methods - Basic principles for grammar teaching	1, 4	Lecture Discussion	Participation	[2] pp. 1-13 [2] pp. 14-28

Week	Topic	CLO	Learning activities	Assessments	Resources
10	<u>Chapter 3</u> : How to teach grammar form rules - A deductive approach - Rules and explanations - Sample lessons	2, 3, 4	Lecture Micro-Teaching Discussion	Participation Final Group Project	[2] pp. 29-48
11	<u>Chapter 4</u> : How to teach grammar form examples - Inductive learning - Pros and cons - Sample lessons	2, 3, 4	Lecture Micro-Teaching Discussion	Participation Final Group Project	[2] pp. 49-68
12	<u>Chapter 5</u> : How to teach grammar through texts - Texts and contents - Sources of texts - Sample lessons	2, 3, 4	Lecture Micro-Teaching Discussion	Participation Final Group Project	[2] pp. 69-90
13	<u>Chapter 6</u> : How to practice grammar - Accuracy/Fluency - Restructuring - Sample lessons <u>Chapter 7</u> : How to deal with grammar errors - What are errors? - Attitudes to error and correction - Responding to errors - Sample lessons	2, 3, 4	Lecture Micro-Teaching Discussion	Participation Final Group Project	[2] pp. 91-112 [2] pp. 113-127
14	<u>Chapter 8</u> : How to integrate grammar - The PPP model - An alternative model - Sample lessons <u>Chapter 9</u> : How to test grammar - Grammar testing - Sample tests	1, 2, 3, 4	Lecture Discussion	Final Group Project	[2] pp. 128-140 [2] pp. 141-150
15	Course review Lesson plan submission	1, 2, 3, 4	Discussion	Final Group Project	
	<b>FINAL EXAMINATION</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
On-going assessment <i>Participation</i> (10%)	60%Pass			Attendance score 60%Pass
On-going assessment <i>Vocabulary and Grammar Lesson Design and Demonstration</i> (15%)			60%Pass	
On-going assessment <i>Peer Evaluation</i> (5%)		60%Pass		
Midterm exam <i>Paper and Pen test</i> (30%)	Part 1 60%Pass	Part 2 60%Pass		
Final exam <i>Group Project</i> (40%)			60%Pass	60%Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

## 5. Rubrics

### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Reflective blogs (20 pts); Activity design and demonstration (40 pts); and Peer evaluation (10 pts)

- **Reflective Blogs (10%):** Students write a **short reflection** after each class (by answering a few questions) to beat the forgetting curve and to inform the instructor any difficulties they may have in their learning.
  - 10 blogs (10 weeks) = 100 points
  - 3 extra blogs (3 weeks) = 3 bonus points
- **Activity design and demonstration (15%):** The class will be randomly divided into 2 groups, one will be doing Vocabulary Teaching (week 7 and 8), the other will be doing Grammar Teaching (week 10, 11, 12, and 13).

Group	Teaching <b>Vocabulary</b> (pairwork)  (15%)	Teaching <b>Grammar</b> (individual work)  (15%)	Feedback & Critique on <b>Vocabulary</b> teaching (5%)	Feedback & Critique on <b>Grammar</b> teaching (5%)
A	✓			✓
B		✓	✓	

- **Vocabulary Teaching:** Students choose and sign up a set of lexical items (different sets for different students, sign-up on a first come, first served basis), use some ways to present them (chapter 5), and design activities to let learners put words to work (chapter 6).

- The demonstration should be described clearly in written form (lesson plan), including rationale and detailed explanation.
- The teaching demonstration should be in less than 15 minutes.
- **Grammar Teaching:** Students choose and sign up for a sample grammar lesson (chapter 3,4,5,6 in textbook, on a first come first serve basis), and demonstrate different ways to teach grammar (chapter 3, 4, 5), and let learners practice the grammar point (chapter 6).
  - The demonstration should be described clearly in written form (lesson plan), including rationale and detailed explanation.
  - The teaching demonstration should be in less than 15 minutes.
- **Peer evaluation (5%):** Students give peer evaluation to their classmates' demonstration. The feedback should be in written form, in about 200 words, detailing the critiques and feedback (both pros and cons).
- There are also some **extra activities** for students to earn **bonus points** which will be added directly to the in-class grade.

## 6. Description of the Final Project:

### 1. Purposes:

- Test students' ability in explaining various issues and approaches in teaching vocabulary and grammar. (CLO 1)
- Assess the students' ability in creating the appropriate vocabulary and grammar teaching plan with assessment. (CLO 3)

### 2. Requirements and Instructions:

Students work **in pairs** or **groups of three**. Students are not allowed to work individually. Students are required to select a lesson or unit from the instructor's provided list. They will then **create a lesson plan** that illustrates how to introduce the vocabulary items and grammar point(s) within that lesson or unit. Additionally, students need to **devise practice activities** that allow learners to practice these language elements.

- The teaching demonstration must be clearly explained in writing using a lesson plan template, which should include a rationale and a detailed explanation of the teaching procedure.
- The video recording of the teaching demonstration should not exceed 30 minutes in length. Both/All the students will have to involve in the teaching demonstration. During this video, students' classmates will assist by playing the role of hypothetical learners.

Students need to submit **both e-copy and hard copy** of the lesson plan and the video recording:

- Electronic copies of the lesson plans and video recordings must be submitted on Blackboard along with the submission receipt.

- A hard copy of the lesson plan should be submitted along with the printed submission receipt of the electronic copies on the date specified by the OAA. The hard copy will not be collected without the printed submission receipt of the electronic copies.
- The cover page of the lesson plan must clearly display Examination, Academic Year, students' full names and ID numbers, Course Code, Course name, and Lecturer's name.
- All students must be present on the hard copy submission day, sign the students' list, and absence without a signature will result in a 0-point allocation for the final project.
- All forms of plagiarism and unauthorized copying are seriously regarded and could result in penalties. Plagiarism occurs when students copy or reproduce people's words or ideas and then present them as students' own work without proper acknowledgement, including when students copy the work of their fellow students. Plagiarism in student submissions can be detected by some web-based programs such as SafeAssign, or Turnitin, or examiner's judgments with evidence of originals. Penalties due to the degree of similarity include:

Degree of similarity	Description
Below 15%	Marked as it is.
16% - 25%	The score is deducted by 25%.
26% - 40%	The score is deducted by 50%
Over 40%	The score is 0.

## TEACHING INFORMATION

**Class:**

**School or Centre:**

Year or Level	Ages	Nationalities / Language Spoken	Language Proficiency	Previous Schooling

(Example)

No	Code	Full name	Comments
1			<i>(Learners' characteristics from your observation or from the previous teachers)</i>
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

TOPIC / LESSON/ UNIT: \_\_\_\_\_

**MODES OF CLASSROOM ORGANIZATION: (circle)**

Individual

Pair

Group

Whole Class

**CLASS OBJECTIVES**

Upon completion of the lesson, the students will be able to:

- (specific, measurable objectives)

- (specific, measurable objectives)

**PREPARATION**

*Materials needed:*

*Space needed:*

*Other requirements:*

**PROCEDURE**

Stage/Timing	Teacher role	Student role
<i>Vocabulary Presentation (... mins)</i>	<i>(Detailed description of activities and teacher talk)</i>	
<i>Putting words to work (... mins)</i>		
...		
....		

**POTENTIAL PROBLEMS**

Potential Problem	Solution
<i>Linguistic:</i>	⇒
<i>Behavioural:</i>	⇒

**7. Rubrics**



## EVALUATION OF TEACHING DEMONSTRATION (VIDEO RECORDING)

Student's name:

Student ID:

Topic/Unit:

Topic/Unit:

Criteria	Points Possible	Points	Comments	Details of the criteria
<b>Content and Instructional Delivery (50 points)</b>				
1. Organization, Activities, and Delivery	20			<ul style="list-style-type: none"> <li>Teacher uses <u>ways</u> that are appropriate to present the target lexical items and grammar points.</li> <li>Use of <u>activities</u> and student work that engage students as active learners.</li> <li>Oral and written <u>instructions</u> are clear.</li> <li>Teacher successfully communicates <u>accurate, relevant content</u>, and <u>key concepts</u>.</li> <li>Objectives are accomplished <u>in time frame</u>. No wasted time.</li> </ul>
2. Resources, Materials, and Technology	10			<ul style="list-style-type: none"> <li>Teaching <u>aids</u> and learning <u>materials</u> are appropriate, well-organized, resourceful and stimulating.</li> <li>Video clip is well edited with clear <u>graphic</u> and <u>sound</u>.</li> </ul>
3. Presentational style ( <i>pronunciation, voice level &amp; tone, and body language</i> )	10			<ul style="list-style-type: none"> <li><u>Vocal quality</u> and <u>eye contact</u> are appropriate.</li> <li>Teacher exhibits <u>fluency of language</u>.</li> </ul>
4. Teacher's enthusiasm & efforts	5			<ul style="list-style-type: none"> <li>Teacher shows obvious <u>knowledge</u> of subject and <u>enthusiasm</u> for topic.</li> <li>Teacher is <u>creative</u> in designing the lesson.</li> </ul>
5. Appeal to learners	5			<ul style="list-style-type: none"> <li>Teacher succeeds in <u>keeping learners engaged</u> in the lesson in spite of distance learning.</li> </ul>
<b>Instructional Design and Lesson Planning (50 points)</b>				

1. Overview of the teaching context	10			· Basic information of the target audience is clearly stated. (learners' age, level, prior lessons, etc.)
2. Definition of the general aim(s) and learning objectives(s)	10			· Objectives are clearly stated and provide a sense of what students will be able to do upon completing the lesson. (observable)
3. Written presentation of the teaching procedure	20			· The lesson is well-planned, sequential, clearly organized, with thorough development.
4. Mechanics	10			· All components of the lesson are of excellent quality.
<b>- TOTAL:</b>	<b>100</b>	<b>0</b>		

**8. Date revised:** April 26, 2024

**9. Lecturer:** Nguyễn Hoàng Phương Mai, MA  
 - School/Department: School of Languages  
 - Email: nhpmai@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: LANGUAGE ASSESSMENT AND TESTING**

Course Code: EL036IU

**1. General information**

Course name	- <i>Language Assessment and Testing</i> - <i>Đánh giá và Kiểm tra Ngôn Ngữ</i>
Course designation	<i>This course will provide students with fundamental concepts in second language testing and assessment, and a critical analysis of testing instruments and procedures for specific purposes, with particular attention to test use in educational settings. Students will find the course content related to assessment in second languages in various situations such as schools, adult education, and work settings. Therefore, students with the intention of becoming teachers, test designers, HR officers, or even just parents to assess their own child's language learning progress in the future would find the course useful and practical.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 1
Person responsible for the course	Vũ Tiến Thịnh Vũ Hoa Ngân Bùi Diễm Bích Huyền
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods of lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): none</li> <li>- Corequisites: (Course code – Course name): none</li> <li>- Previous course: EL014IU - Introduction to English Teaching Methodology</li> </ul>	
Course objectives	The course aims to introduce the students the underlying principles of language assessment and testing, and provide experience in critiquing and developing second language classroom tests and assessment materials.	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Identify fundamental concepts in second language testing and assessment.
	Skill	CLO2: Evaluate different testing instruments and procedures for specific purposes in related educational settings. CLO3: Create second language classroom tests and assessment materials.
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction of the course</td><td>2</td><td>I, T</td></tr><tr><td><b>Chapter 1:</b> Testing, Assessing, and Teaching</td><td></td><td></td></tr><tr><td><b>Chapter 2:</b> Principles of Language Assessment</td><td>2</td><td>T</td></tr><tr><td><b>Chapter 3:</b> Designing Classroom Language Tests</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 4:</b> Standards-based Assessment</td><td>1</td><td>T</td></tr><tr><td><b>Chapter 5:</b> Standardized Testing</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 6:</b> Assessing Listening</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 7:</b> Assessing Speaking</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 8:</b> Assessing Reading</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 9:</b> Assessing Writing</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 10:</b> Assessing Vocabulary and Grammar</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 11:</b> Grading and Student Evaluation</td><td>1</td><td>T, U</td></tr><tr><td><b>Chapter 12:</b> Beyond Letter Grading</td><td></td><td></td></tr><tr><td><b>Project Feedback</b></td><td>2</td><td>U</td></tr><tr><td><b>Review</b></td><td></td><td></td></tr></table>	Topic	Weight	Level	Introduction of the course	2	I, T	<b>Chapter 1:</b> Testing, Assessing, and Teaching			<b>Chapter 2:</b> Principles of Language Assessment	2	T	<b>Chapter 3:</b> Designing Classroom Language Tests	1	T, U	<b>Chapter 4:</b> Standards-based Assessment	1	T	<b>Chapter 5:</b> Standardized Testing	1	T, U	<b>Chapter 6:</b> Assessing Listening	1	T, U	<b>Chapter 7:</b> Assessing Speaking	1	T, U	<b>Chapter 8:</b> Assessing Reading	1	T, U	<b>Chapter 9:</b> Assessing Writing	1	T, U	<b>Chapter 10:</b> Assessing Vocabulary and Grammar	1	T, U	<b>Chapter 11:</b> Grading and Student Evaluation	1	T, U	<b>Chapter 12:</b> Beyond Letter Grading			<b>Project Feedback</b>	2	U	<b>Review</b>		
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Examination forms	Written tests: Multiple-choice items, essays, test design																																																
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>																																																
Reading list	<p>Course books and other required materials:</p> <p>[1] Brown, H.D. &amp; Abeywickrama, P. (2018). <i>Language assessment: principles and classroom practices (3rd Edition)</i>. New York: Pearson Longman.</p> <p>Reference books:</p> <p>[2] McNamara, T. (2000). <i>Language testing</i>. Oxford: Oxford University Press.</p> <p>[3] Alderson, C. (2000). <i>Assessing reading</i>. Cambridge: Cambridge University Press.</p> <p>[4] Buck, G. (2001). <i>Assessing listening</i>. Cambridge: Cambridge University Press.</p> <p>[5] Luoma, S. (2004). <i>Assessing speaking</i>. Cambridge, UK: Cambridge University Press.</p> <p>[6] Weigle, S. (2002). <i>Assessing writing</i>. Cambridge, UK: Cambridge University Press.</p>																																																

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretive practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1					X		
2					X		
3					X		
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	- Introduction of the course <b>Chapter 1:</b> Testing, Assessing, and Teaching	1, 4	- Lecture - Discussion - Pair work - Group work	- Participation - Quiz - Midterm Examination	[1] pp. 1-8
2	<b>Chapter 1:</b> Testing, Assessing, and Teaching (cont.)	1, 4	- Lecture - Discussion - Pair work - Group work	- Participation - Quiz - Midterm Examination	[1] pp. 8-25
3	<b>Chapter 2:</b> Principles of Language Assessment	1, 4	- Lecture - Discussion - Pair work - Group work	- Participation - Quiz - Midterm Examination	[1] pp. 27-38

Week	Topic	CLO	Learning activities	Assessments	Resources
4	<b>Chapter 2:</b> Principles of Language Assessment (cont.)	1, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Quiz</li> <li>- Midterm Examination</li> </ul>	[1] pp. 38-56
5	<b>Chapter 3:</b> Designing Classroom Language Tests	1, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 57-88
6	<b>Chapter 4:</b> Standards-based Assessment	1, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 90-108
7	<b>Chapter 5:</b> Standardized Testing	1, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 110-126
8	<b>REVIEW</b>	1,2, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Presentation</li> <li>- Midterm Examination</li> </ul>	[1] pp. 86-92
<b>MIDTERM EXAMINATION</b>					
9	<b>Chapter 6:</b> Assessing Listening	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Final Examination</li> </ul>	[1] pp. 128-153
10	<b>Chapter 7:</b> Assessing Speaking	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Final Examination</li> </ul>	[1] pp. 156-194
11	<b>Chapter 8:</b> Assessing Reading	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Presentation</li> <li>- Final Examination</li> </ul>	[1] pp. 195-225
12	<b>Chapter 9:</b> Assessing Writing	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Final Examination</li> </ul>	[1] pp. 227-257
13	<b>Chapter 10:</b> Assessing Vocabulary and Grammar	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Presentation</li> <li>- Final Examination</li> <li>- Assignment</li> </ul>	[1] pp. 260-284
14	<b>Chapter 11:</b> Grading and Student Evaluation (Scoring and Grading Tests and Assignments) <b>Chapter 12:</b> Beyond Letter Grading (Self- and Peer Assessment + Portfolios)	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> <li>- Project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Project</li> <li>- Presentation</li> <li>- Final Examination</li> <li>- Assignment</li> </ul>	[1] pp. 300-308 pp. 313-324

Week	Topic	CLO	Learning activities	Assessments	Resources
15	<b>Project Feedback Course Review</b>	1,2,3, 4	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion</li> <li>- Pair work</li> <li>- Group work</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- project</li> <li>- Final Examination</li> </ul>	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Participation Quiz 50% pass		Projects 50% pass	Projects 50% pass Attendance score 60% Pass
Midterm exam (30%)	Part 1 50% pass	Part 2 50% pass		
Final exam (40%)	Part 1 50% pass	Part 2 50% pass	Part 2 50% pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz and Projects

#### 6. Date revised: April 24<sup>th</sup>, 2024

#### 7. Lecturer: Bùi Diễm Bích Huyền

- School/Department: School of Languages
- Email: [bdbhuyen@hcmiu.edu.vn](mailto:bdbhuyen@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: TECHNOLOGY-ENHANCED LANGUAGE LEARNING  
(TELL)**

Course Code: EL037IU

**1. General information**

Course name	- (in English) <i>Technology Enhanced Language Learning (TELL)</i> - (in Vietnamese) <i>Ứng dụng công nghệ thông tin trong giảng dạy</i>
Course designation	<i>This course will provide student with general knowledge about:</i> <ul style="list-style-type: none"> <li>- Technology and language learning</li> <li>- Technology and communication</li> <li>- How to apply technology to teach and look for materials for listening and speaking skills</li> <li>- Skills and strategies in second language reading</li> <li>- Using technology to learn and teach reading skills</li> <li>- Current approaches to the teaching of writing</li> <li>- How technology is changing the way we write</li> <li>- Using technology to teach writing and give feedbacks on learners' writing</li> <li>- Technology and young learners</li> <li>- Activities for teaching vocabulary and grammar</li> <li>- Using Powerpoint in the classroom</li> <li>- How technology affects assessment</li> <li>- Choosing and using TELL materials.</li> </ul>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	Semester 2
Person responsible for the course	Dr. Vũ Hoa Ngân Vũ Tiến Thịnh, MA Đỗ Hoàng Nga, MA
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective

Teaching methods	Lectures Discussion Pair work Group work Project-based learning								
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): None - Corequisites: (Course code – Course name): None - Previous course: EL014IU - Introduction to English Teaching Methodology.								
Course objectives	The course aims to provide learners with general theoretical knowledge and practice on integrating technology into the teaching and learning of English. With all the knowledge and experience from the course, learners can apply the most relevant technology to each class' background, levels or purposes of teaching.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Explain how technology plays an indispensable part in educational settings CLO2: Evaluate different types of TELL materials to apply in teaching and learning English skills</td></tr> <tr> <td>Skill</td><td>CLO3: Create appropriate TELL materials to suit each class's background, levels, or purposes of teaching</td></tr> <tr> <td>Attitude</td><td>CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain how technology plays an indispensable part in educational settings CLO2: Evaluate different types of TELL materials to apply in teaching and learning English skills	Skill	CLO3: Create appropriate TELL materials to suit each class's background, levels, or purposes of teaching	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Explain how technology plays an indispensable part in educational settings CLO2: Evaluate different types of TELL materials to apply in teaching and learning English skills								
Skill	CLO3: Create appropriate TELL materials to suit each class's background, levels, or purposes of teaching								
Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities								

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction of the course Technology and Language Learning	2	I,T
	How digital technologies create new spaces and purposes for communication	2	T,U
	Effects of digital communications on language	2	T,U
	Technology with listening and speaking skills	1.5	T,U
	Suggested activities for teaching listening and speaking skills + project	1	T,U
	Technology with reading skills	1.5	T,U
	Suggested activities for teaching reading skills + project	1	T,U
	Technology with writing skills	1.5	T,U
	Suggested activities for teaching writing skills + project	1	T,U
	Technology and young learners	1.5	T,U
	Activities for teaching vocabulary + project	1	T,U
	Activities for teaching grammar + project	1	T,U
	Using Powerpoint in the classroom	0.5	T,U
	Demonstration	0.5	U
	How technology affects assessment	1	T,U
	Choosing and using materials	1	T,U
Wrap-up and review	0.5	U	
Examination forms	Multiple choice questions, Gap-fill questions, Essay questions		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	Course books and other required materials: [1] Walker, A. and White, G. (2013). <i>Technology enhanced language learning: connecting theory and practice</i> . Oxford: Oxford University Press. [2] Standley, G. (2013). <i>Language learning with technology: ideas for integrating technology in the classroom</i> . Cambridge: Cambridge University Press. Reference books: [3] Harmer, J. (2007). <i>How to teach English with technology</i> . Longman: Pearson Longman. [4] Lewis, G. (2010). <i>Bringing technology into the classroom</i> . Oxford: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3			X				
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	– Course Orientation – Technology and Language Learning	1,2, 4	Lecture Discussion	Midterm exam Quiz	[1] pp. 1-11
2	– How digital technologies create new spaces and purposes for communication – Effects of digital communications on language	1,2, 4	Lecture Discussion	Midterm exam Quiz	[1] pp. 13-26

Week	Topic	CLO	Learning activities	Assessments	Resources
3	– Technology with listening and speaking skills – Suggested activities for teaching listening and speaking skills	1,2, 4	Lecture Discussion	Quiz Midterm exam Final exam	[1] pp. 27-42
4	– Suggested activities for teaching listening and speaking skills (cont) – PROJECT	1,2,3, 4	Lecture Discussion Presentation	Midterm exam Final exam Demonstration/ Group project	
5	– Technology with reading skills – Suggested activities for teaching reading skills	1,2, 4	Lecture Discussion	Quiz Midterm exam Final exam	[1] pp. 43-58
6	– Suggested activities for teaching reading skills (cont) – PROJECT	1,2,3, 4	Lecture Discussion Presentation	Midterm exam Final exam Demonstration/ Group project	
7	– Technology with writing skills – Suggested activities for teaching writing skills	1,2, 4	Lecture Discussion	Quiz Midterm exam Final exam	[1] pp. 59-77
8	– PROJECT – Technology and young learners	1,2,3, 4	Lecture Discussion Presentation	Quiz Final exam Demonstration/ Group project	[1] pp. 109-122
<b>MIDTERM EXAMINATION</b>					
9	– Activities for teaching vocabulary	1,2, 4	Lecture Discussion	Quiz Final exam	[2] pp. 39-60
10	– PROJECT – Activities for teaching grammar	1,2,3, 4	Lecture Discussion Presentation	Quiz Final exam Demonstration/ Group project	[2] pp. 61-79
11	– PROJECT – Using PowerPoint in the classroom	1, 2, 3, 4	Lecture Discussion Presentation	Quiz Final exam Demonstration/ Group project	
12	– Demonstration	3, 4	Presentation	Demonstration/ Group project	
13	– How technology affects assessment	1, 2, 4	Lecture Discussion	Quiz Final exam	[1] pp. 123-136
14	– Choosing and using materials	2, 3, 4	Lecture Discussion	Quiz Demonstration/ Group project Final exam	[1] pp. 153-166

Week	Topic	CLO	Learning activities	Assessments	Resources
15	– Wrap-up and review	3, 4	Lecture Discussion Presentation	Quiz Demonstration/ Group project Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz 50% pass	Quiz 50% pass	Demonstration/ Group project 50% pass	Demonstration/ Group project 50% pass Attendance score 60%Pass
Midterm exam (30%)	Part 1 50% pass	Part 2 50% pass		
Final exam (40%)		Part 1 50% pass	Part 2 50% pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Quiz, Presentation/Demonstration, Group project

#### 6. Date revised: April 26<sup>th</sup>, 2024

#### 7. Lecturer: Đỗ Hoàng Nga

- School/Department: School of Languages
- Email: [dhnga@hcmiu.edu.vn](mailto:dhnga@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

## COURSE SYLLABUS

**Course Name: TEACHING ENGLISH TO YOUNG LEARNERS**

Course Code: EL038IU

### 1. General information

Course name	- <i>(in English) Teaching English to Young Learners</i> - <i>(in Vietnamese) Dạy tiếng Anh cho trẻ em</i>
Course designation	In terms of theory, the course will: - define who young learners are; - present the difference between young learners and adult learners in order for teachers to opt for the appropriate teaching methods; - scrutinize into practical activities suitable for children in each language skill; and - explain the ways to design, adapt, and evaluate lesson plans in teaching 4 integrated skills to young learners. Parallel with the pedagogical knowledge, students are also introduced ways to manage a classroom and to interact with parents/caregivers, which are the two distinctive features of a language classroom of young learners. In terms of practicality, through a good number of periods of observation and hands-on experience, this course will build up students' practical skills in designing activities for each language skill, planning a lesson plan, conducting a demo-teach, and self-assessing as well as giving peer feedback after the teaching.
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Trần Thuý Hằng, MA Bùi Diễm Bích Huyền, MA Nguyễn Hoàng Phương Mai, MA
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Micro teaching

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): None</li> <li>- Corequisites: (Course code – Course name): None</li> <li>- Previous course: EL014IU - Introduction to English Teaching Methodology</li> </ul>	
Course objectives	The course is designed to meet the needs of language-teachers-to-be by equipping them with both underpinning theoretical background and practical skills in language teaching to young learners. Students will be provided with guidance and advice on useful techniques in creating, adapting, and evaluating lesson plans specifically for young learners. Upon the completion of the course, students are therefore supposed to be competent and confident in teaching an English class for young learners.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Explain the characteristics of young language learners' development
	Skill	CLO2: Apply effective classroom management skills. CLO3: Design listening, speaking, reading, and writing activities for young learners in an assigned time slot. CLO4: Develop assessment tools based on classroom activities. CLO5: Create a lesson plan with four integrated language skills for young learners about a chosen topic.
	Attitude	CLO6: Develop responsibility and professionalism through class attendance, peer assessment, contribution to group work and demo-teachings.

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.



Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Young language learners</td><td>1</td><td>T</td></tr><tr><td>Classroom management and organization skills Working with parents of young learners</td><td>1</td><td>TU</td></tr><tr><td>Teaching listening to young learners</td><td>2</td><td>TU</td></tr><tr><td>Teaching speaking to young learners</td><td>2</td><td>TU</td></tr><tr><td>Teaching reading to young learners</td><td>2</td><td>TU</td></tr><tr><td>Teaching writing to young learners</td><td>2</td><td>TU</td></tr><tr><td>Teaching vocabulary to young learners</td><td>1</td><td>TU</td></tr><tr><td>Assessing young learners</td><td>1</td><td>TU</td></tr><tr><td>Topic-based work and Planning your work</td><td>3</td><td>TU</td></tr></table>	Topic	Weight	Level	Young language learners	1	T	Classroom management and organization skills Working with parents of young learners	1	TU	Teaching listening to young learners	2	TU	Teaching speaking to young learners	2	TU	Teaching reading to young learners	2	TU	Teaching writing to young learners	2	TU	Teaching vocabulary to young learners	1	TU	Assessing young learners	1	TU	Topic-based work and Planning your work	3	TU
Topic	Weight	Level																													
Young language learners	1	T																													
Classroom management and organization skills Working with parents of young learners	1	TU																													
Teaching listening to young learners	2	TU																													
Teaching speaking to young learners	2	TU																													
Teaching reading to young learners	2	TU																													
Teaching writing to young learners	2	TU																													
Teaching vocabulary to young learners	1	TU																													
Assessing young learners	1	TU																													
Topic-based work and Planning your work	3	TU																													
Examination forms	Paper and Pen tests: True or False Questions, Multiple Choice Questions, Classroom Management Situations, Lesson Planning																														
Study and examination requirements	<p><i>Attendance</i></p> <p>Regular on-time attendance in this course is expected. It is compulsory that students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Missed tests</i></p> <p>Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.)</p> <p><i>Class behavior</i></p> <p>Students are supposed to prepare thoroughly for each class in accordance with the syllabus and complete all assignments upon the instructor’s request, participate fully and constructively in all class activities (and discussions if any), display appropriate courtesy to all involved in the class, and provide constructive feedback to faculty members regarding their performance.</p> <p><i>Assignments/Examination:</i></p> <p>Students must have more than 50/100 points overall to pass this course.</p>																														
Reading list	<p>Course books:</p> <p>[1] Scott, W.A. &amp; Ytreberg, L.H. (1990). <i>Teaching English to children</i>. London: Longman.</p> <p>[2] Linse, C.T. (2005). <i>Practical English Language Teaching: Young Learners</i>. New York: McGraw-Hill.</p> <p>Reference books:</p> <p>[3] Pinter, A. (2006). <i>Teaching young language learners (Oxford handbooks for language teachers series)</i>. Oxford: Oxford University Press.</p> <p>[4] Cameron, L. (2001). <i>Teaching languages to young learners</i>. Cambridge: Cambridge University Press.</p> <p>[5] Moon, J. (2005). <i>Children learning English</i>. The UK: Macmillan Education.</p>																														

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologie s and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1			X				
2			X				
3			X				
4			X				
5			X				
6							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	<p>- Introduction to course content and requirements.</p> <p><u>Chapter 1</u> [1] &amp; [2] : Young language learners</p> <ul style="list-style-type: none"> <li>• Who are they?</li> <li>• What are their characteristics?</li> <li>• Differences between learners in age?</li> <li>• Implications for teaching and using activities: developmentally appropriate instruction, children's interest, meaningful input to learners, and children second language acquisition.</li> </ul>	1, 6	Lecture Discussion	Participation Midterm exam	[1] pp. 1-7 [2] pp. 1-16
2	<p><u>Chapter 2</u> [1] &amp; <u>Chapter 9</u> [2]: Classroom management and organization skills</p> <ul style="list-style-type: none"> <li>• Effective classroom management skills</li> <li>• Seating arrangements</li> <li>• Young learners' special needs</li> </ul> <p><u>Chapter 8</u> [2]: Working with parents of young learners</p> <ul style="list-style-type: none"> <li>• Positive relationship with parents</li> <li>• Strategies for communicating and working with parents</li> </ul>	2, 6	Lecture Discussion	Participation Midterm exam	[1] pp. 8-20 [2] pp. 186-201 [2] pp. 165-184

Week	Topic	CLO	Learning activities	Assessments	Resources
3	<u>Chapter 3 [1] &amp; Chapter 2 [2]:</u> Teaching listening to young learners <ul style="list-style-type: none"> <li>• Different learning styles</li> <li>• Types of listening skills that young learners need to have</li> <li>• Total Physical Response (TPR) or 'listen and do' activities in teaching listening</li> <li>• Presentation, Controlled practice and Free activities</li> <li>• Different listening activities for children learning English</li> </ul>	3, 6	Lecture Discussion	Participation Midterm exam Activity Design and Demonstration	[1] pp. 21-32 [2] pp. 21-43
4	<u>Chapter 4 [1] &amp; Chapter 3 [2]:</u> Teaching speaking to young learners <ul style="list-style-type: none"> <li>• Expectations for children's oral language use</li> <li>• Role of pronunciation</li> <li>• Ways to correct young learners' errors</li> <li>• Challenges of using speaking activities with young learners</li> <li>• Techniques and activities in teaching speaking to young learners</li> </ul>	3, 6	Lecture Discussion	Participation Midterm exam Activity Design and Demonstration	[1] pp. 33-48 [2] pp. 45-66
5	<u>Chapter 5 [1] &amp; Chapter 4 [2]:</u> Teaching reading to young learners <ul style="list-style-type: none"> <li>• Purposes and aims of reading</li> <li>• Phonics instruction</li> <li>• Advantages and disadvantages of using different approaches to reading</li> <li>• Techniques and activities in teaching reading to young learners</li> </ul>	3, 6	Lecture Discussion	Participation Midterm exam Activity Design and Demonstration	[1] pp. 49-67 [2] pp. 68-94

Week	Topic	CLO	Learning activities	Assessments	Resources
6	<u>Chapter 6 [1] &amp; Chapter 5 [2]:</u> Teaching writing to young learners <ul style="list-style-type: none"> <li>• Issues that impact young learners learning to write</li> <li>• Product vs. process in writing</li> <li>• Steps of writing process</li> <li>• Guided written activities and Free written activities</li> <li>• Techniques and activities for different steps of the writing process</li> </ul>	3, 6	Lecture Discussion	Participation Midterm exam Activity Design and Demonstration	[1] pp. 68-83 [2] pp. 97-117
7	Listening activities and demonstration	3, 6	Micro-Teaching Discussion	Activity Design and Demonstration	
8	Speaking activities and demonstration	3, 6	Micro-Teaching Discussion	Activity Design and Demonstration	
<b>MIDTERM EXAMINATION</b>					
9	Reading activities and demonstration	3, 6	Micro-Teaching Discussion	Activity Design and Demonstration	
10	Writing activities and demonstration	3, 6	Micro-Teaching Discussion	Activity Design and Demonstration	
11	<u>Chapter 6 [2]:</u> Teaching vocabulary to young learners <ul style="list-style-type: none"> <li>• Why vocabulary instruction?</li> <li>• Basic principles of vocabulary development</li> <li>• Vocabulary questions that require higher order thinking skills</li> <li>• Activities to promote vocabulary development</li> </ul>	3, 6	Lecture Discussion	Participation Final exam Group Project	[2] pp. 120-134

Week	Topic	CLO	Learning activities	Assessments	Resources
12	Chapter 7 [2]: Assessing young learners <ul style="list-style-type: none"> <li>What is assessment?</li> <li>Background to assessing young learners</li> <li>Listening assessment, Speaking assessment, Reading assessment, and Writing assessment</li> <li>Portfolio assessment</li> </ul>	4, 6	Lecture Discussion	Participation Final exam Group Project	[2] pp. 137-162
13	Chapter 7 & 8 [1]: Topic-based work and Planning your work <ul style="list-style-type: none"> <li>Why topic-based work?</li> <li>How to plan a lesson</li> </ul>	5, 6	Lecture Discussion	Participation Final exam Group Project	[1] pp. 84-97
14 & 15	Group Project: Topic-based Lesson Plan and Demonstration	5, 6	Micro-Teaching Discussion	Group Project	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
On-going assessment <i>Participation (5%)</i>						60%Pass Attendance score 60%Pass
On-going assessment <i>Activity Design and Demonstration (10%)</i>			60%Pass			
On-going assessment <i>Peer Evaluation (5%)</i>	60%Pass					60%Pass
On-going assessment <i>Group Project (10%)</i>					60%Pass	60%Pass
Midterm exam <i>Paper and Pen test (30%)</i>	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass			
Final exam <i>Paper and Pen test (40%)</i>				Part 2 60%Pass	Part 1 60%Pass	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): *Activity Design and Demonstration (35 pts); Peer Evaluation (20pts); Group Project (35 pts)*

**Description of On-going assessment (30%):** The on-going assessment for this course comprises three components:

- An **activity design and demonstration (10%)** requires students to work in pairs and design an activity to teach one of the four skills (randomly assigned) and demonstrate that activity in class.
  - The activity should be described clearly in written form, including rationale and detailed explanation as well as instructions.
  - The demo time should be less than 10 minutes for each activity. Classmates will play as pupils. Approximately 5-6 pairs (5-6 activities) per week.
- A **peer evaluation (5%)** requires students to give peer evaluation to their classmates' activity. The feedback should be in written form, in about 200 words, detailing the critiques and feedback (both pros and cons).
- **Group project Demo-teaching (15%)**: In week 11, the instructor will ask students to form groups of 5-6 and choose a topic to design a lesson plan with a variety of activities for a 1-period class (45 - 60 minutes). All skills should be included. Students will have 2 weeks for preparation and planning, and then do the micro-teaching in week 14 and 15.
- Every week, there are also some **in-class activities** for students to participate **earn points (5%)**

## 5. Rubrics

### MARKING SHEET OF TEACHING DEMONSTRATION

Criteria	Points Possible	Points	Comments	Details of the criteria
<b>Content and Instructional Delivery (60 points)</b>				
1. Lesson Organization, Activities, and Delivery	20			<ul style="list-style-type: none"> <li>Teacher includes all teaching stages with smooth transitions among the stages.</li> <li>Teacher activates students' prior knowledge.</li> <li>Teacher uses <u>strategies</u> that are appropriate for the lesson objectives.</li> <li>Use of <u>activities</u> and student work that engage students as active learners.</li> <li>Oral and written instructions are clear.</li> <li>Teacher successfully communicates accurate, relevant content, and key concepts.</li> <li>Objectives are accomplished in time frame. No wasted time.</li> </ul>
2. Resources and Materials (textbook or teacher-created supporting materials)	10			<ul style="list-style-type: none"> <li>Textbook is effectively used.</li> <li>Teaching aids and learning materials are appropriate, well-organized, resourceful and stimulating.</li> </ul>
3. Presentational style ( <i>pronunciation, voice level &amp; tone, and body language</i> )	10			<ul style="list-style-type: none"> <li>Vocal quality and eye contact are appropriate.</li> <li>Teacher exhibits fluency of language.</li> </ul>
4. Classroom, Management, and Leadership	10			<ul style="list-style-type: none"> <li>Classroom rules, expectations and procedures that minimize down time, maintain student discipline/behavior, and maximize student engagement in the material</li> <li>Reinforcement of positive behavior; redirection of off-task conversations; correction of disruptive behaviors</li> <li>Reinforcement of school-wide norms and use of school-wide routines</li> <li>Modeling of honesty, integrity and personal responsibility</li> </ul>
5. Student Engagement and Real-Time Assessment	5			<ul style="list-style-type: none"> <li>Students' active participation in the learning process</li> <li>Students' perseverance and persistence through material; students' resilience</li> <li>Students' timely completion of assignments (out of class and in class)</li> <li>Assessment of students' understanding using real-time techniques that align to lesson objectives (e.g., Checks for Understandings)</li> <li>Identification and correction of common misunderstandings</li> <li>Movement of students to the rigorous levels of understanding required by the lesson objectives</li> </ul>



6. Teacher's enthusiasm & efforts	5			<ul style="list-style-type: none"> <li>Teacher shows obvious knowledge of subject and enthusiasm for topic.</li> <li>Teacher is creative in designing the lesson.</li> </ul>
<b>Instructional Design and Lesson Planning (40 points)</b>				
1. Overview of the teaching context	5			<ul style="list-style-type: none"> <li>Basic information of the target audience is clearly stated. (learners' age, level, prior lessons, etc.)</li> </ul>
2. Definition of the general aim(s) and learning objectives(s)	5			<ul style="list-style-type: none"> <li>Objectives are clearly stated and provide a sense of what students will be able to do upon completing the lesson. (observable)</li> </ul>
3. Written presentation of the teaching procedures.	30			<ul style="list-style-type: none"> <li>The lesson is well-planned, sequential, clearly organized, with thorough development.</li> </ul>
4. Mechanics	10			<ul style="list-style-type: none"> <li>All components of the lesson are of excellent quality.</li> </ul>
<b>TOTAL:</b>	<b>100</b>			

6. **Date revised:** April 26, 2024

7. **Lecturer:** Nguyễn Hoàng Phương Mai, MA  
 - School/Department: School of Languages  
 - Email: nhpmai@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: INTERPRETING 1**  
Course Code: **EL039IU**

**1. General information**

Course name	- <i>Interpreting 1</i> - <i>Phiên dịch 1</i>
Course designation	<i>Interpreting 1 is the following course after Introduction to Translation, Translation 1 and 2 in the expertise of translation and interpretation in the program; nevertheless, it is the first course in the field of interpretation. Therefore, the course introduces the concept of interpreting or interpretation and contrast it with that of translation. It also presents different interpreting levels, types and fundamental techniques. Finally, it provides adequate practice with a wide range of topics in various fields. Short audio texts or video clips are used in the course. Authentic contexts for interpreting practice are encouraged. The focus of the course is both English – Vietnamese and Vietnamese – English.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Nguyễn Thị Ngọc Châu Đỗ Thị Diệu Ngọc
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): none</li> <li>- Corequisites: (Course code – Course name): none</li> <li>- Previous course: EL016IU – Introduction to Translation</li> </ul>	
Course objectives	The course aims at introducing the concept of interpretation or interpreting, presenting different interpreting levels and types as well as providing fundamental techniques and practice with different topics.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Describe different types of interpreting
	Skill	CLO2: Apply note-taking techniques in interpreting CLO3.1: Transfer from source language into target language the contents of short talks and interviews on familiar topics accurately with appropriate verbal delivery.
	Attitude	CLO3.2: Transfer from source language into target language the contents of short talks and interviews on familiar topics ethically. CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)																																							
	<table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Orientation Introduction: Interpretation vs. Translation (Nolan, 2005, pp. 1 – 7)</td><td>1</td><td>T</td></tr><tr><td>Levels and types of interpreting (Nguyen, 2012, pp. 11 – 25) Criteria, rules and codes of ethics (Nguyen, 2012, pp. 26 – 46)</td><td>1</td><td>TU</td></tr><tr><td>Preparation/ Anticipating the speaker (Nolan, 2005, pp. 18 – 24) Understanding the message to translate (Nguyen, 2012, pp. 47 – 80)</td><td>1</td><td>TU</td></tr><tr><td>Memory (Nguyen, 2012, pp. 81 – 92)</td><td>1</td><td>TU</td></tr><tr><td>Note-taking (Nolan, 2005, pp. 294 – 304) Take notes to interpret (Nguyen, 2012, pp. 93 – 116)</td><td>1</td><td>TU</td></tr><tr><td>Complex syntax/ Compression (Nolan, 2005, pp. 25 – 44) General Adverbial Clauses (Nolan, 2005, pp. 53 – 56)</td><td>1</td><td>TU</td></tr><tr><td>Word order/ Clusters (Nolan, 2005, pp. 45 – 52) Synonyms and collocations (Nguyen, 2012, pp. 117 – 132)</td><td>1</td><td>TU</td></tr><tr><td>Interpreting Topic - Suggested topic: Tourism</td><td>1</td><td>TU</td></tr><tr><td>Interpreting Topic - Suggested topic: Art</td><td>1</td><td>TU</td></tr><tr><td>Interpreting Topic - Suggested topic: Sports</td><td>1</td><td>TU</td></tr><tr><td>Interpreting Topic - Suggested topic: Cultural issues</td><td>1</td><td>TU</td></tr><tr><td>Interpreting Topic - Suggested topic: Linguistic issues</td><td>1</td><td>TU</td></tr></table>	Topic	Weight	Level	Orientation Introduction: Interpretation vs. Translation (Nolan, 2005, pp. 1 – 7)	1	T	Levels and types of interpreting (Nguyen, 2012, pp. 11 – 25) Criteria, rules and codes of ethics (Nguyen, 2012, pp. 26 – 46)	1	TU	Preparation/ Anticipating the speaker (Nolan, 2005, pp. 18 – 24) Understanding the message to translate (Nguyen, 2012, pp. 47 – 80)	1	TU	Memory (Nguyen, 2012, pp. 81 – 92)	1	TU	Note-taking (Nolan, 2005, pp. 294 – 304) Take notes to interpret (Nguyen, 2012, pp. 93 – 116)	1	TU	Complex syntax/ Compression (Nolan, 2005, pp. 25 – 44) General Adverbial Clauses (Nolan, 2005, pp. 53 – 56)	1	TU	Word order/ Clusters (Nolan, 2005, pp. 45 – 52) Synonyms and collocations (Nguyen, 2012, pp. 117 – 132)	1	TU	Interpreting Topic - Suggested topic: Tourism	1	TU	Interpreting Topic - Suggested topic: Art	1	TU	Interpreting Topic - Suggested topic: Sports	1	TU	Interpreting Topic - Suggested topic: Cultural issues	1	TU	Interpreting Topic - Suggested topic: Linguistic issues	1	TU
	Topic	Weight	Level																																					
	Orientation Introduction: Interpretation vs. Translation (Nolan, 2005, pp. 1 – 7)	1	T																																					
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	Interpreting Topic - Suggested topic: Sports	1	TU																																					
	Interpreting Topic - Suggested topic: Cultural issues	1	TU																																					
	Interpreting Topic - Suggested topic: Linguistic issues	1	TU																																					
Examination forms	Short answer questions, recorded interpretation																																							
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>																																							

Reading list	<p>[1] Nolan, J. (2005). <i>Interpretation – Techniques and Exercises. The USA: Cromwell Press Ltd.</i></p> <p>[2] Nguyễn, Q. H. (2012). <i>Hướng dẫn kỹ thuật Phiên dịch Anh – Việt &amp; Việt – Anh. Vietnam: HCMC Tổng Hợp Publisher.</i></p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1		X					
2		X					
3		X					X
4							X

*\*Use Bloom's Taxonomy*

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation Introduction: Interpretation vs. Translation	1, 4	Lecture	Midterm	(Nolan, 2005, pp. 1 – 7)
2	Levels and types of interpreting Criteria, rules and codes of ethics	1, 3.2, 4	Lecture, Group work, Individual work	Midterm	(Nguyen, 2012, pp. 11 – 25) (Nguyen, 2012, pp. 26 – 46)
3	Preparation/ Anticipating the speaker Understanding the message to translate	3.1, 4	Lecture, Group work, Individual work	Midterm, Final	(Nolan, 2005, pp. 18 – 24) (Nguyen, 2012, pp. 47 – 80)
4	Memory	3.1, 4	Lecture, Group work, Individual work	Midterm, Final	(Nguyen, 2012, pp. 81 – 92)
5	Note-taking Take notes to interpret	2, 4	Lecture, Group work, Individual work	Midterm, Assignment, Final	(Nolan, 2005, pp. 294 – 304) (Nguyen, 2012, pp. 93 – 116)
6	Complex syntax/ Compression General Adverbial Clauses	2, 4	Lecture, Group work, Individual work	Midterm, Assignment, Final, Project	(Nolan, 2005, pp. 25 – 44) (Nolan, 2005, pp. 53 – 56)
7	Word order/ Clusters Synonyms and collocations	2, 4	Lecture, Group work, Individual work	Midterm, Assignment, Final, Project	(Nolan, 2005, pp. 45 – 52) (Nguyen, 2012, pp. 117 – 132)
8	Midterm Sample Test Project Orientation	1,2, 3.1, 3.2, 4	Individual work, Feedback	Project	
<b>MIDTERM EXAMINATION</b>					
9	Interpreting Topic - Suggested topic: Tourism	2, 3.1, 3.2, 4	Lecture, Group work, Individual work	Assignment, Final	Original videos from Youtube. E.g.: <a href="https://www.youtube.com/watch?v=Vyt1HdR4uLw">https://www.youtube.com/watch?v=Vyt1HdR4uLw</a>
10	Interpreting Topic - Suggested topic: Art	2, 3.1, 3.2, 4	Lecture, Group work, Individual work	Assignment, Final	Original videos from Youtube. E.g.: <a href="https://www.youtube.com/watch?v=R9FUEScjB1U">https://www.youtube.com/watch?v=R9FUEScjB1U</a>

11	Interpreting Topic - Suggested topic: Sports	2, 3.1, 3.2, 4	Lecture, Group work, Individual work	Assignment, Final	Original videos from Youtube. E.g.: <a href="https://www.youtube.com/watch?v=hmFQqjMF_f0&amp;t=21s">https://www.youtube.com/watch?v=hmFQqjMF_f0&amp;t=21s</a>
12	Interpreting Topic - Suggested topic: Cultural issues	2, 3.1, 3.2, 4	Lecture, Group work	Assignment, Final	Original videos from Youtube. E.g.: <a href="https://www.youtube.com/watch?v=N7IaSmP2ohk">https://www.youtube.com/watch?v=N7IaSmP2ohk</a>
13	Interpreting Topic - Suggested topic: Linguistic issues	2, 3.1, 3.2, 4	Lecture	Assignment, Final	Original videos from Youtube. E.g.: <a href="https://www.youtube.com/watch?v=RKK7wGAYP6k&amp;t=3s">https://www.youtube.com/watch?v=RKK7wGAYP6k&amp;t=3s</a>
14	Interpreting assignment	3.1, 3.2, 4			
15	Final Sample Test	2, 3.1, 3.2, 4	Individual work, Feedback	Final	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3.1 & 3.2	CLO 4
Ongoing assessment (30%)			Project – Criteria 2, 3 50% Pass Assignment 50% Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 1 50% Pass	Part 2 50% Pass	Part 3 50% Pass	
Final exam (40%)		Part 2.1 50% Pass	Part 1, Part 2.2 & Part 3 50% Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Assignment & Group Project

**Assignment:**

CATEGORIES	40pts
<b>Meaning Transfer skill (MTS) (40 pts)</b>	Interprets the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions and distortions. Demonstrates ability to <b>skillfully</b> resolve all meaning transfer problems.
<b>Rhetorical skill (RS) (30 pts)</b>	<b>Consistently</b> demonstrates the ability to produce language appropriate for specific situations. Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.
<b>Language skill (LS)</b>	<b>Consistently</b> uses spoken language competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.

**Group project:**

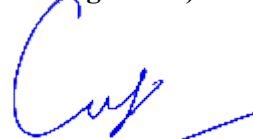
Criteria	Description
Script Rewriting	The script is excellently rewritten, demonstrating creativity, coherence, and accuracy.
Dubbing	Dubbing is excellent in terms of pronunciation, tone, pacing, and synchronization with the video.
Subtitle	Subtitle is accurately translated, coherent, and synchronized with the video.
Overall Presentation	The video demonstrates exceptional coherence, creativity, and accuracy in presenting the rewritten script, dubbing, and subtitles.

6. **Date revised:** April 22, 2024

7. **Lecturer:** Nguyen Thi Ngoc Chau

- School/Department: School of Languages
- Email: ntnchau@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
 (Signature)



**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**  
**Course Name: INTERPRETING 2**  
Course Code: **EL040IU**

**1. General information**

Course name	- <i>Interpreting 2</i> - <i>Phiên dịch 2</i>
Course designation	<i>Interpreting 2 is the following course after Interpreting 1 in the expertise of translation and interpretation. The course presents interpreting techniques at a higher level. More complex aspects of interpreting such as figures of speech, quotations, humor, etc. are also discussed and analyzed. Furthermore, the course provides longer and more complicated practice in the fields of politics, economics and other formal situations. Long audio texts and video clips are used. Authentic texts are highly encouraged. The focus of the course is both English – Vietnamese and Vietnamese – English.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Nguyễn Thị Ngọc Châu
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"> <li>- Prerequisites: (Course code – Course name): none</li> <li>- Corequisites: (Course code – Course name): none</li> <li>- Previous course (Course code – Course name) EL039IU – Interpreting 1</li> </ul>	
Course objectives	The course aims at presenting interpreting techniques at a higher level and providing longer and more complex interpreting practice	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Reformulate/ Paraphrase syntactially complex sentences and transfer the content of these sentences from source language into target language. CLO2: Recognize figurative language and transfer the meaning from source language into target language appropriately.
	Skill	CLO3.1: Transfer from source language into target language the contents of short talks and interviews on familiar topics accurately with appropriate verbal delivery. CLO4: Simultaneously interpret up to two sentences of a speech.
	Attitude	CLO3.2: Transfer from source language into target language the contents of short talks and interviews on familiar topics ethically. CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Orientation	1	I
	Paraphrase and Reformulation (Nguyen, 2012, pp. 133 – 154)	1	TU
	Simplification (Nguyen, 2012, pp. 155 – 166)	1	TU
	Presentation (Nguyen, 2012, pp. 177 – 186)	1	TU
	Explanation and interpretation of proper names (Nguyen, 2012, pp. 167 – 176) Numbers (Nolan, 2005, pp. 288 – 293)	1	TU
	Figures of speech (Nolan, 2005, pp. 67 – 116) Humor (Nolan, 2005, pp. 258 – 276)	1	TU
	Quotations/ Allusions/ Transposition (Nolan, 2005, pp. 215 – 221) Untranslatability (Nolan, 2005, pp. 57 – 66)	1	TU
	Diction/ Register (Nolan, 2005, pp. 127 – 172)	1	TU
	Formal style (Nolan, 2005, pp. 173 – 190)	1	TU
	A policy address (Nolan, 2005, pp. 191 – 214)	1	TU
	Political discourse (Nolan, 2005, pp. 222 – 235)	1	TU
	Economic discourse (Nolan, 2005, pp. 236 – 257)	1	TU
	Examination forms	Recorded interpretation	
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	<i>[1] Nolan, J. (2005). Interpretation – Techniques and Exercises. The USA: Cromwell Press Ltd.</i> <i>[2] Nguyễn, Q. H. (2012). Hướng dẫn kỹ thuật Phiên dịch Anh – Việt &amp; Việt – Anh. Vietnam: HCMC Tổng Hợp Publisher.</i>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1		X					
2		X					
3		X					X
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation	1, 4	Lecture	Midterm	
2	Paraphrase and Reformulation	1, 3.2, 4	Lecture, Group work, Individual work	Midterm	(Nguyen, 2012, pp. 133 – 154)
3	Simplification	3.1, 4	Lecture, Group work, Individual work	Midterm, Final	(Nguyen, 2012, pp. 155 – 166)
4	Presentation	3.1, 4	Lecture, Group work, Individual work	Midterm, Final	(Nguyen, 2012, pp. 177 – 186)

Week	Topic	CLO	Learning activities	Assessments	Resources
5	Explanation and interpretation of proper names Numbers	2, 4	Lecture, Group work, Individual work	Midterm, Assignment, Final	(Nguyen, 2012, pp. 167 – 176) (Nolan, 2005, pp. 288 – 293)
6	Figures of speech Humor	2, 4	Lecture, Group work, Individual work	Midterm, Assignment, Final, Project	(Nolan, 2005, pp. 67 – 116) (Nolan, 2005, pp. 258 – 276)
7	Quotations/ Allusions/ Transposition Untranslatability	2, 4	Lecture, Group work, Individual work	Midterm, Assignment, Final, Project	(Nolan, 2005, pp. 215 – 221) (Nolan, 2005, pp. 57 – 66)
8	Midterm Sample Test Project Orientation	1,2, 3.1, 3.2, 4	Individual work, Feedback	Project	
<b>MIDTERM EXAMINATION</b>					
9	Diction/ Register	2, 3.1, 3.2, 4	Lecture, Group work, Individual work	Assignment, Final	(Nolan, 2005, pp. 127 – 172)
10	Formal style	2, 3.1, 3.2, 4	Lecture, Group work, Individual work	Assignment, Final	(Nolan, 2005, pp. 173 – 190)
11	A policy address	2, 3.1, 3.2, 4	Lecture, Group work, Individual work	Assignment, Final	(Nolan, 2005, pp. 191 – 214)
12	Political discourse	2, 3.1, 3.2, 4	Lecture, Group work	Assignment, Final	(Nolan, 2005, pp. 222 – 235)
13	Economic discourse	2, 3.1, 3.2, 4	Lecture	Assignment, Final	(Nolan, 2005, pp. 236 – 257)
14	Interpreting assignment	3.1, 3.2, 4			
15	Final Sample Test	2, 3.1, 3.2, 4	Individual work, Feedback	Final	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3.1 & 3.2	CLO4
Ongoing assessment (30%)			Assignment 50% Pass	Attendance score 60%Pass
Midterm exam (30%)	Part 1 50% Pass	Part 1, 2, 3 50% Pass	Part 1,2,3 50% Pass	
Final exam (40%)	Part 1 50% Pass	Part 1, 2, 3 50% Pass	Part 1, 2, 3 50% Pass	Part 2 & 3 50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

- 5.1. Ongoing assessment
- Attendance score (30 pts)
  - In-class assignments (70 pts)

**Assignment:**

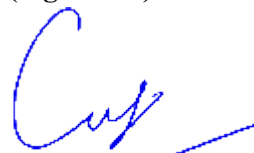
CATEGORIES	40pts
<b>Meaning Transfer skill (MTS) (40 pts)</b>	Interprets the propositional content and intent of the message accurately, with <b>no</b> unjustified omissions, insertions and distortions. Demonstrates ability to <b>skillfully</b> resolve all meaning transfer problems.
<b>Rhetorical skill (RS) (30 pts)</b>	<b>Consistently</b> demonstrates the ability to produce language appropriate for specific situations. Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.
<b>Language skill (LS)</b>	<b>Consistently</b> uses spoken language competently and idiomatically, demonstrated by <b>accomplished</b> use of pragmatics, lexicon, grammar, syntax, style and register.

6. **Date revised:** April 22, 2024

7. **Lecturer:** Nguyen Thi Ngoc Chau

- School/Department: School of Languages
- Email: ntnchau@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: ADVANCED TRANSLATION**

Course Code: **EL041IU**

**1. General information**

Course name	- (in English): <i>Advanced Translation</i> - (in Vietnamese) <i>Dịch thuật nâng cao</i>
Course designation	<i>This course follows Introduction to Translation, Translation 1, and Translation 2 and is taught in parallel with Translation in Journalism and Translation in Business. It includes two main components; the first is a revisit to key concepts that have been taught in previous courses such as translation units, translation strategies, meanings. The second section raises the students' awareness of such issues as text types, registers, discourse, and ideology in translation. Students are expected to be able to apply the knowledge into providing and evaluating translated texts of different fields (e.g. journalism, tourism, or business) from/to English and Vietnamese.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Assoc. Prof. Dr. Pham Huu Duc
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures. Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours								
Credit points	3 credits (Theory: 3 + Practice: 0)								
Number of periods	Theory: 45 Practice: 0								
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous courses: EL026IU - Translation 1; EL027IU - Translation 2								
Course objectives	The course aims to equip learners with some theoretical knowledge in translation that allows them to analyze, provide, and evaluate translated texts from/to English and Vietnamese with consideration of both linguistic, stylistic, and cultural aspects. It also aims to provide students a hands-on experience by giving them texts of various text types for analysis, translation, and evaluation.								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Explain key concepts including translation units, translation strategies, meanings; Explain translation-related issues such as text types, registers, discourse, and ideology.</td></tr> <tr> <td>Skill</td><td>CLO2: Evaluate translated texts from/to English and Vietnamese with consideration of both linguistic, stylistic, and cultural aspects. CLO3: Create translated texts of different fields (e.g. journalism, tourism, or business) from/to English and Vietnamese.</td></tr> <tr> <td>Attitude</td><td>CLO4. Reason around ethical issues in advanced translation and apply ethical practices.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain key concepts including translation units, translation strategies, meanings; Explain translation-related issues such as text types, registers, discourse, and ideology.	Skill	CLO2: Evaluate translated texts from/to English and Vietnamese with consideration of both linguistic, stylistic, and cultural aspects. CLO3: Create translated texts of different fields (e.g. journalism, tourism, or business) from/to English and Vietnamese.	Attitude	CLO4. Reason around ethical issues in advanced translation and apply ethical practices.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Explain key concepts including translation units, translation strategies, meanings; Explain translation-related issues such as text types, registers, discourse, and ideology.								
Skill	CLO2: Evaluate translated texts from/to English and Vietnamese with consideration of both linguistic, stylistic, and cultural aspects. CLO3: Create translated texts of different fields (e.g. journalism, tourism, or business) from/to English and Vietnamese.								
Attitude	CLO4. Reason around ethical issues in advanced translation and apply ethical practices.								

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.



Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	What is translation?	1	I
	Translation strategies	1	T, U
	The Unit of Translation	1	T, U
	Translation Shifts	1	T, U
	The analysis of meaning	1	T, U
	Dynamic equivalence and the receptor of the message	1	T, U
	Textual pragmatics and equivalence	1	T, U
	Translation and relevance	1	T, U
	Translation Assignment 1		
	Text type in translation	1	T, U
	Text register in translation	1	T, U
	Text, genre, and discourse shifts in translation	1	T, U
	Agents of power in translation	1	T, U
	Ideology and translation	1	T, U
	Translation in the information technology era	1	T, U
	Review and Translation Assignment 2	1	T, U
Examination forms	Written answers to exam questions		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Hatim, B. &amp; Munday, J. (2019). <i>Translation – An advanced resource book</i> (2nd edition). NY: Routledge.</p> <p>[2] Texts of 500-700 words adopted, adapted, and/or translated by Lecturers for students' in-class translation practice and discussion, as well as homework. These texts could be taken from multiple sources such as academic journals, magazines, or fiction and non-fiction books and should focus on issues such as health, life, world issues, prose, poems.</p> <p>[3] Hung, N. Q. (2012). <i>Hướng Dẫn Kỹ Thuật Biên Dịch Anh-Việt, Việt-Anh</i>. HCMC: Tong Hop Publishing House.</p> <p>[4] Munday, J. (2009). <i>Nhập Môn Nghiên Cứu Dịch Thuật - Lý Thuyết Và Ứng Dụng</i>. HCMC: Tri Thức.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1		X					
2		X					
3		X					
4		X					
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	What is translation?	1,2,3,4,5	Lecturing		[1]. (pp. 3 – 9, 123 – 132, 225 – 229)
2	Translation strategies	1,2,3,4,5	Lecturing	HW1 Ongoing assessment Midterm exam	[1]. (pp. 10 – 16, 133 – 135, 230 – 234)
3	The Unit of Translation	1,2,3,4,5	Lecturing, Discussion & Presentation	HW2 Ongoing assessment Midterm exam	[1]. (pp. 17 – 25, 136 – 141, 234 – 241)
4	Translation Shifts	1,2,3,4,5	Lecturing, Discussion & Presentation	HW3 Ongoing assessment Midterm exam	[1]. (pp. 26 – 32, 142 – 145, 242 – 247)

Week	Topic	CLO	Learning activities	Assessments	Resources
5	The analysis of meaning	1,2,3,4,5	Lecturing, Discussion & Presentation	HW4 Ongoing assessment Midterm exam	[1]. (pp. 33 – 38, p. 146 – 153, 248 – 257)
6	Dynamic equivalence and the receptor of the message	1,2,3,4,5	Lecturing, Discussion & Presentation	HW5 Ongoing assessment Midterm exam	[1]. (pp. 39 – 46, 154 – 162, 258 – 267)
7	Textual pragmatics and equivalence	1,2,3,4,5	Lecturing, Discussion & Presentation	HW6 Ongoing assessment Midterm exam	[1]. (pp. 47 – 55, 163 – 172, 268 – 275)
8	Translation and relevance, Translation Assignment 1	1,2,3,4,5	Lecturing, Discussion & Presentation	QUIZ 1 50% Pass Ongoing assessment Midterm exam	[1]. (pp. 56 – 65, 173 – 186, 276 – 284)
<b>MIDTERM EXAMINATION</b>					
9	Text type in translation	1,2,3,4,5	Lecturing, Discussion & Presentation	HW7 Ongoing assessment Final exam	[1]. (pp. 66 – 74, 187 – 196, 285 – 291)
10	Text register in translation	1,2,3,4,5	Lecturing, Discussion & Presentation	HW8 Ongoing assessment Final exam	[1]. (pp. 75 – 84, 197 – 201, 292 – 299)
11	Text, genre, and discourse shifts in translation	1,2,3,4,5	Lecturing, Discussion & Presentation	HW9 Ongoing assessment Final exam	[1]. (pp. 85 – 91, 202 – 209, 300 – 309)
12	Agents of power in translation	1,2,3,4,5	Lecturing, Discussion & Presentation	HW10 Ongoing assessment Final exam	[1]. (pp. 92 – 100, 210 – 214, 310 – 318)
13	Ideology and translation	1,2,3,4,5	Lecturing, Discussion & Presentation	HW11 Ongoing assessment Final exam	[1]. (pp. 101 – 109, 215 – 219, 319 – 326)
14	Translation in the information technology era	1,2,3,4,5	Lecturing, Discussion & Presentation	HW12 Ongoing assessment Final exam	[1]. (pp. 110 – 120, 220 – 222, 327 – 334)
15	Review and Translation Assignment 2	1,2,3,4,5	In-class quiz	QUIZ 2 50% Pass Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	(HW & Quiz) 50% Pass	(HW & Quiz) 50 % Pass	(HW & Quiz) 50 % Pass	(HW & Quiz) 50 % Pass	Attendance score 60%Pass
Midterm exam (30%)	50% Pass	50% Pass	50% Pass	50% Pass	
Final exam (40%)	50% Pass	50% Pass	50% Pass	50% Pass	

*Note: % Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Homework and Quizzes

	CLO 1	CLO2	CLO3	CLO4
PART I: Theory (40 pts.)	x	x		
PART II: Application (60 pts.) - Advanced English - Vietnamese translation (30 pts.) - Advanced Vietnamese - English translation (30 pts.)			x	x

#### 6. Date revised: 26/04/2024.

#### 7. Course coordinator/Lecturer: Assoc. Prof. Dr. Phạm Hữu Đức

- School/Department: School of Languages
- Email: phduc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: TRANSLATION IN BUSINESS**

**Course Code: EL042IU**

**1. General information**

Course name	- (in English) <i>Translation in Business</i> - (in Vietnamese) <i>Dịch thuật trong Thương mại</i>
Course designation	<i>The course provides translation techniques and practice in the specialized field of English business. In particular, different kinds of business texts like telex, fax, email, trademark, name cards, business contracts, etc. are introduced and analyzed in order that appropriate translation versions can be reached.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Assoc. Prof. Dr. Pham Huu Duc
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures. Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Number of periods	Theory: 45 Practice: 0		
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous courses: EL026IU - Translation 1; EL027IU - Translation 2		
Course objectives	This course aims at sharpening students’ translation skills to better engage their future job that relates to business and commerce. The course is designed for students who aspire to increase their versatility to effectively communicate in both English and Vietnamese to fulfil their business goals.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Define and distinguish different kinds of business texts.	
	Skill	CLO2: Analyze the differences between English and Vietnamese business texts and reach appropriate translation. CLO3: Apply business translation techniques in different translation contexts.	
	Attitude	CLO4. Reason around ethical issues in business translation and apply ethical practices. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Orientation_ Telex, fax and email	1	I, T, U
	Trademark structure and translation	1	I, T, U
	Advertisement translation	1	T, U
	Advertisement translation (cont’d)	1	T, U
	Name cards	1	T, U
	Business English translation techniques	1	T, U
	Business English translation techniques (cont’d)	1	T, U
	Translation Assignment 1	1	U
	Business English translation techniques (cont’d)	1	T, U
	Business English translation techniques (cont’d)	1	T, U
	Business English translation techniques (cont’d)	1	T, U
	Translation of Business Contracts	1	T, U
	Translation of Business Contracts (cont’d)	1	T, U
	Translation of Business Contracts (cont’d)	1	T, U
	Translation Assignment 2	1	U

Examination forms	Written answers to exam questions
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation.</i> <i>Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>
Reading list	[1] Nguyễn, T.Y. (2010). Luyện dịch tiếng Anh thương mại. Ho Chi Minh City: HCMC General Publishing House. [2] Hồ, C.T., Vương, X.H. & Th,n, V.T. (2015). Soạn thảo và dịch hợp đồng thương mại quốc tế. Ho Chi Minh City: HCMC General Publishing House.

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1		X					
2		X					
3		X					
4		X					X
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation_ Telex, fax and email	1,2,3,4, 5	Lecturing	HW1 Ongoing assessment Midterm exam	[1]. 79 – 86
2	Trademark structure and translation	1,2,3,4, 5	Lecturing	HW2 Ongoing assessment Midterm exam	[1]. 87 – 134
3	Advertisement translation	1,2,3,4, 5	Lecturing	HW3 Ongoing assessment Midterm exam	[1]. 135 – 144
4	Advertisement translation (cont'd)	1,2,3,4, 5	Lecturing	HW4 Ongoing assessment Midterm exam	[1]. 145 – 194
5	Name cards	1,2,3,4, 5	Lecturing	HW5 Ongoing assessment Midterm exam	[1]. 195 – 228)
6	Business English translation techniques	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW6 Ongoing assessment Midterm exam	[1]. 229 – 250
7	Business English translation techniques (cont'd)	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW7 Ongoing assessment Midterm exam	[1]. 251 – 269
8	Translation Assignment 1	1,2,3,4, 5	Lecturing, Discussion & Presentation	QUIZ 1 Ongoing assessment Midterm exam	[1]. 270 – 296
<b>MIDTERM EXAMINATION</b>					
9	Business English translation techniques (cont'd)	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW8 Ongoing assessment Final exam	[1]. 297 – 330
10	Business English translation techniques (cont'd)	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW9 Ongoing assessment Final exam	[1]. 331 – 345)
11	Business English translation techniques (cont'd)	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW10 Ongoing assessment Final exam	[1]. 346 – 362
12	Translation of Business Contracts	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW11 Ongoing assessment Final exam	[2]. 185 – 227
13	Translation of Business Contracts (cont'd)	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW12 Ongoing assessment Final exam	[2]. 228 – 277
14	Translation of Business Contracts (cont'd)	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW13 Ongoing assessment Final exam	[2]. 278 – 354
15	Translation Assignment 2	1,2,3,4, 5	In-class quiz	QUIZ 2 Ongoing assessment Final exam	
<b>FINAL EXAMINATION</b>					



#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	(HW & Quiz) 50% Pass	(HW & Quiz) 50 % Pass	(HW & Quiz) 50 % Pass	(HW & Quiz) 50 % Pass	Attendance score 60%Pass
Midterm exam (30%)	50% Pass	50% Pass	50% Pass	50% Pass	
Final exam (40%)	50% Pass	50% Pass	50% Pass	50% Pass	

*Note: % Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Homework assignments and quizzes

	CLO 1	CLO2	CLO3	CLO4
PART I: Theory (40 pts.)	x	x		
PART II: Application (60 pts.) - English - Vietnamese translation (30 pts.) - Vietnamese - English translation (30 pts.)			x	x

#### 6. Date revised: 26/04/2024.

#### 7. Course coordinator/Lecturer: Assoc. Prof. Dr. Phạm Hữu Đức

- School/Department: School of Languages
- Email: phduc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: TRANSLATION IN JOURNALISM**

Course Code: **EL043IU**

**1. General information**

Course name	- (in English): <i>Translation in Journalism</i> - (in Vietnamese) <i>Dịch thuật báo chí</i>
Course designation	<i>This course is to train students in the translation of journalistic texts between English and Vietnamese. Students will be able to handle with confidence English-Vietnamese translation of international news stories, features, advertisements, and so on.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Assoc. Prof. Dr. Pham Huu Duc
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures. Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0)

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous courses: EL026IU - Translation 1; EL027IU - Translation 2	
Course objectives	This course aims at exploring translation of journalistic texts between English and Vietnamese. Students are taught of special features of news texts such as structures, headings, leads, and other linguistic, stylistic, and extra-linguistic features, and how to translate them. The course also provides texts for practice of translation in the ‘news’ genre (e.g. news stories, features, op-ed, advertisements); topics such as economy, politics, education, health, and general science will be covered.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	Knowledge	CLO1: Explore features of news texts.
	Skill	CLO2: Translate a journalistic text with consideration of news features. CLO3: Evaluate translated journalistic texts, applying the knowledge they have learnt in class and based on their own experience.
	Attitude	CLO4. Reason around ethical issues in translation in journalism and apply ethical practices. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Introduction – What makes news? Gathering the news</td><td>1</td><td>I</td></tr><tr><td>News titles: writing and translation</td><td>1</td><td>T, U</td></tr><tr><td>News lead: writing and translation</td><td>1</td><td>T, U</td></tr><tr><td>The Inverted Pyramid</td><td>1</td><td>T, U</td></tr><tr><td>The News Story as Answers</td><td>1</td><td>T, U</td></tr><tr><td>Avoiding Narrative</td><td>1</td><td>T, U</td></tr><tr><td>Other News Writing Models for Intros</td><td>1</td><td>T, U</td></tr><tr><td>Translation Assignment 1</td><td>1</td><td>T, U</td></tr><tr><td>Accuracy in news writing and translation</td><td>1</td><td>T, U</td></tr><tr><td>The Language of News: Choosing the right words.</td><td>1</td><td>T, U</td></tr><tr><td>Sentence Structure, Brevity and Clarity</td><td>1</td><td>T, U</td></tr><tr><td>Grammar, Spelling and Punctuation</td><td>1</td><td>T, U</td></tr><tr><td>Other models used in news pages</td><td>1</td><td>T, U</td></tr><tr><td>Translation seminar</td><td>1</td><td>T, U</td></tr><tr><td>Review and Translation Assignment 2</td><td>1</td><td>T, U</td></tr></table>	Topic	Weight	Level	Introduction – What makes news? Gathering the news	1	I	News titles: writing and translation	1	T, U	News lead: writing and translation	1	T, U	The Inverted Pyramid	1	T, U	The News Story as Answers	1	T, U	Avoiding Narrative	1	T, U	Other News Writing Models for Intros	1	T, U	Translation Assignment 1	1	T, U	Accuracy in news writing and translation	1	T, U	The Language of News: Choosing the right words.	1	T, U	Sentence Structure, Brevity and Clarity	1	T, U	Grammar, Spelling and Punctuation	1	T, U	Other models used in news pages	1	T, U	Translation seminar	1	T, U	Review and Translation Assignment 2	1	T, U
Topic	Weight	Level																																															
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Translation seminar	1	T, U																																															
Review and Translation Assignment 2	1	T, U																																															
Examination forms	Written answers to exam questions																																																
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>																																																
Reading list	<p>[1] McKane, A. (2013). <i>News Writing (2nd edition)</i>. London: SAGE.</p> <p>[2] Short texts of 250 – 300 words adopted, adapted, and/or translated by Lecturers for students’ in-class translation practice and discussion, as well as homework. These texts could be taken from multiple sources such as journals, magazines, fiction, and non-fiction books, and the like. Text types and complexity are subjected to the topics of discussion. Reference books:</p> <p>[3] Hicks, W., Adams, S., &amp; Gilbert, H. (2001). <i>Writing for journalists</i>. London: Taylor &amp; Francis e-Library</p> <p>[4] Tuggle, C.A., Carr, F. &amp; Huffman, S. (2004). <i>Broadcast news handbook: Writing, reporting and producing in a converging media world</i>. Boston, Mass.; London: McGraw-Hill.</p> <p>[5] Hannerz, U. (2004). <i>Foreign news: Exploring the world of foreign correspondents</i>. Chicago: University of Chicago Press.</p> <p>[6] White, T. (2005). <i>Broadcast News Writing, Reporting, and Producing</i>. UK: Elsevier.</p>																																																

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpretation practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1		X					
2		X					
3		X					
4		X					X
5							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Introduction – What makes news? Gathering the news	1,2,3,4, 5	Lecturing	Ongoing assessment Midterm exam	[1]. (pp. 27 – 45, pp. 17-26)
2	News titles: writing and translation <b>Translation topic:</b> Titles and headings	1,2,3,4, 5	Lecturing	HW1 Ongoing assessment Midterm exam	[1].

Week	Topic	CLO	Learning activities	Assessments	Resources
3	News lead: writing and translation <b>Translation topic:</b> News lead	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW2 Ongoing assessment Midterm exam	[1]. (pp. 27 - 45)
4	The Inverted Pyramid <b>Translation topic:</b> government and politics	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW3 Ongoing assessment Midterm exam	[1]. (pp. 46 – 56)
5	The News Story as Answers <b>Translation topic:</b> economy and finance	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW4 Ongoing assessment Midterm exam	[1]. (pp. 57 – 67)
6	Avoiding Narrative <b>Translation topic:</b> crimes	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW5 Ongoing assessment Midterm exam	[1]. (pp. 77 – 84)
7	Other News Writing Models for Intros <b>Translation topic:</b> sports	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW6 Ongoing assessment Midterm exam	[1]. (pp. 47 – 55, 163 – 172, 268 – 275)
8	Translation Assignment 1	1,2,3,4, 5	Lecturing, Discussion & Presentation	QUIZ 1 Ongoing assessment Midterm exam	[1]. (pp. 56 – 65, 173 – 186, 276 – 284)
<b>MIDTERM EXAMINATION</b>					
9	Accuracy in news writing and translation <b>Translation topic:</b> science and technology	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW7 Ongoing assessment Final exam	[1]. (pp. 84 – 93)
10	The Language of News: Choosing the right words <b>Translation topic:</b> disaster and aides	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW8 Ongoing assessment Final exam	[1]. (pp. 94 – 104)
11	Sentence Structure, Brevity and Clarity	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW9 Ongoing assessment Final exam	[1]. (pp. 105 – 112)
12	Grammar, Spelling and Punctuation <b>Translation topic:</b> stories and celebrity world	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW10 Ongoing assessment Final exam	[1]. ((pp. 113 – 140)
13	Other models used in news pages <b>Translation topic:</b> advertising	1,2,3,4, 5	Lecturing, Discussion & Presentation	HW11 Ongoing assessment Final exam	[1]. (pp. 148 – 161)
14	Translation seminar	1,2,3,4, 5	Discussion & Presentation	HW12 Ongoing assessment Final exam	[1].

Week	Topic	CLO	Learning activities	Assessments	Resources
15	Review and Translation Assignment 2	1,2,3,4, 5	In-class quiz	QUIZ 2 Ongoing assessment Final exam	
	<b>FINAL EXAMINATION</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	(HW & Quiz) 50% Pass	(HW & Quiz) 50 % Pass	(HW & Quiz) 50 % Pass	(HW & Quiz) 50 % Pass	Attendance score 60%Pass
Midterm exam (30%)	50% Pass	50% Pass	50% Pass	50% Pass	
Final exam (40%)	50% Pass	50% Pass	50% Pass	50% Pass	

*Note: % Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Homework assignments and Quizzes

	CLO 1	CLO2	CLO3	CLO4
PART I: Theory (40 pts.)	x	x		
PART II: Application (60 pts.) - English -Vietnamese translation in Journalism (30 pts.) - Vietnamese – English translation in Journalism (30 pts.)			x	x

#### 6. Date revised: 26/04/2024.

#### 7. Course coordinator/Lecturer: Assoc. Prof. Dr. Phạm Hữu Đức

- School/Department: School of Languages
- Email: phduc@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**

(Signature)

**Dr. Nguyễn Huy Cường**



**VIETNAM NATIONAL UNIVERSITY HCMC**  
**INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: Introduction to Business Administration**

**Course Code: BA115IU**

**1. General information**

<b>Course ID</b>	BA115IU
<b>Relation to curriculum</b>	Elective
<b>Teaching methods</b>	Lectures, projects, homework, examinations.
<b>Workload (incl. contact hours, self-study hours)</b>	15 classes; 1 class = 3 periods; 1 period = 50 minutes
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03
<b>Required and recommended prerequisite s for joining the course</b>	None



Course Learning Outcomes	Upon the successful completion of this course students will be able to:	
	Knowledge	LO1: Describe concepts that covered in the course such as how changes in the business environment influences on the firm, business ownership, different functions of management, LO2: Identify the concept which related to HRM and employees motivation as well as the characteristic of marketing mix. LO3: State the ethical requirements of business activities
	Skills	LO4. Hold basic communication skills such as written and
	Attitude	LO5. Recognize value and beliefs of others from different cultural context
	<b>Student's tasks</b>	<ol style="list-style-type: none"> <li>1. Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>2. Actively participate in class activities.</li> <li>3. Fulfill tasks given by the instructor after class.</li> <li>4. Use their own laptop in class only for learning purposes.</li> <li>5. Read the textbook in advance.</li> <li>6. Access the Blackboard for up-to-date information and material of the course, for online support from teachers and other students and for practicing and assessment.</li> </ol>
	<b>Teaching &amp; Learning Materials</b>	<b>Main textbooks:</b> William G. Nickels, James M. McHugh, Susan M. McHugh – Understanding Business, 13th edition , McGraw-Hill
		IM, Video, PPT, Test bank
	<b>Assessment scheme</b>	1. Homework/ Case Discussion/ Group Project: 30% ; 2. Midterm exam: 30%; 3. Final Exam; 40%

## 2. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) (1-...) and Program Learning Outcomes (PLO) (1 -...) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	X									
2	X									
3				X						
4					X	X				
5					X					

### 3. Planned learning activities and teaching methods

<b>Sessio n</b>	<b>Content</b>	<b>CLO</b>	<b>Bloom's Taxonom y</b>	<b>Category</b>	<b>Teacher' s Material</b>	<b>Assessments</b>
1	<b>Chapter 1:</b> Managing Within The Dynamic Business Environment: Taking Risks And Making Profits	1,3	KN, CR	Lecture	Instructor Manual, Teacher's Resource	Student's book
2	<b>Chapter 2:</b> How Economics Affects Business: the Creation and Distribution of Wealth	1,3	KN, CR	Lecture HBR presentation	Instructor Manual, Teacher's Resource	Student's book
3	<b>Chapter 5:</b> Choosing a Form of Business Ownership	1, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
4	<b>Chapter 7:</b> Management, Leadership, And Employee Empowerment	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Casestudy
5	<b>Chapter 8</b> Adapting Organizations To Today's Markets	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Casestudy
6	<b>Chapter 9</b> Producing World-Class Goods and Services	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book

7	<b>Chapter10</b> Motivating Employees And Building SelfManaged Teams	1, 3	KN, CR	Lecture, HBR presentation	Casestudy, Teacher's Resource	Case-study, Student's book
8	<b>Chapter 11</b> HRM: Finding and Keeping the Best Employees	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
9	<b>Chapter 13</b> Marketing: Building Customer Relationships	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
10	<b>Chapter14</b> Developing and Pricing Products and Services	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
11	<b>Chapter 15</b> Distributing Products Quickly and Efficiently	2	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
12	<b>Chapter 16</b> Using Effective Promotional Techniques	2	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
13	<b>COURSE REVIEW</b>	1, 2, 3	KN, CR		Instructor Manual, Teacher's Resource	Student's book
14	<b>GROUP PRESENTATI ON AND REPORT SUBMISSION</b>	<b>3,4,5</b>	<b>AP, EV</b>	<b>Group Presentation and Report Submission</b>		
15	<b>GROUP PRESENTATI ON AND REPORT SUBMISSION</b>	<b>3,4,5</b>	<b>AP, EV</b>	<b>Group Presentation and Report Submission</b>		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
<b>Chapter Mindmap (5%)</b>	70%Pass	70%Pass			
<b>Case Analysis (5%)</b>					
<b>Class participation and preparation (5%)</b>					
<b>Group assignment (10%)</b>				70%Pass	70%Pass
<b>Mid-term Exam (30%)</b>	70%Pass		Q1 70%Pass		
<b>Final exam (40%)</b>		70%Pass	70%Pass		

Note: %Pass: Target that 70 % of students having scores greater than 70 out of 100.

### 5. Grading rubric for presentation

	<b>Capstone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
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<b>Central Message</b>	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
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## 6. Grading rubric for group report

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Sources and Evidence</b>	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

## GRADING RUBRIC FOR WRITTEN COURSEWORK

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic



<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into
			Quotations may be poorly integrated into paragraphs.	Quotations integrated well into paragraphs. Sources cited correctly	paragraphs. Source cited correctly

			Some possible problems with source citations		
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved

**Date revised: April 10th, 2023**



# VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY

## School of Business

### COURSE SYLLABUS

#### Course Name: INTRODUCTION TO HOSPITALITY

Course Code: BA198IU

#### 1. General information

<b>Course designation</b>	This course is an overview of the basic segments of the hospitality and tourism industry. The background of the hospitality industry and its component areas are presented; career opportunities and trends in each area are described. The course also discusses the impacts of current issues and trends to the hospitality industry, and the impacts of the hospitality industry to the economy, environment, and society.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Teaching methods</b>	Lecture, lesson, group project
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours <sup>1</sup> : 90
<b>Credit points</b>	3

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<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

<b>Required and recommended prerequisites for joining the course</b>	<p>Recommended Internet sites</p> <ul style="list-style-type: none"> <li>- The Economist</li> <li>- Vietnam Investment Review</li> <li>- Saigon Times</li> </ul> <p>Recommended Journals</p> <ul style="list-style-type: none"> <li>- Journal of Hospitality Research</li> <li>- Journal of Restaurant Management</li> <li>- Journal of Services Marketing</li> <li>- Journal of F&amp;B Operations</li> <li>- Harvard Business Review</li> </ul>
<b>Course objectives</b>	<p>'This course provides an overview of the hospitality and tourism industry, its growth and development, industry segments and their distinguishing characteristics, trends and current concerns. Students are introduced to career opportunities and the employability skills needed to succeed in specific hospitality fields.</p>

<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	CLO1: Identify the various segments of the hospitality industry	
		CLO2: Describe common divisions of hospitality organizations, the responsibilities and activities of each division	
		CLO3: Describe career opportunities in hospitality organizations, and their required skills and knowledge	
	<b>Skill</b>	CLO4: Identify hospitality skills that individuals and groups need to solve common problems in hospitality organizations	
	<b>Attitude</b>	CLO5: Identify the impacts of the hospitality industry to the economy, environment, and society	

<b>Content</b>	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table border="1" data-bbox="505 317 1328 1289"> <thead> <tr> <th>Topic</th><th>Level</th></tr> </thead> <tbody> <tr><td>Introduction to Hospitality</td><td>I</td></tr> <tr><td>The hotel business</td><td>I</td></tr> <tr><td>Room division</td><td>I</td></tr> <tr><td>Food and Beverage</td><td>I</td></tr> <tr><td>Beverages</td><td>I</td></tr> <tr><td>The Restaurant Business</td><td>I</td></tr> <tr><td>Restaurant Management</td><td>I</td></tr> <tr><td>Managed Services</td><td>I</td></tr> <tr><td>Tourism</td><td>I</td></tr> <tr><td>Recreation, Attractions, and Clubs</td><td>I</td></tr> <tr><td>Gaming Entertainment</td><td>I</td></tr> <tr><td>Meetings, Conventions, and Expositions</td><td>I</td></tr> <tr><td>Special Events</td><td>I</td></tr> <tr><td>Leadership and Management</td><td>I</td></tr> </tbody> </table>	Topic	Level	Introduction to Hospitality	I	The hotel business	I	Room division	I	Food and Beverage	I	Beverages	I	The Restaurant Business	I	Restaurant Management	I	Managed Services	I	Tourism	I	Recreation, Attractions, and Clubs	I	Gaming Entertainment	I	Meetings, Conventions, and Expositions	I	Special Events	I	Leadership and Management	I
Topic	Level																														
Introduction to Hospitality	I																														
The hotel business	I																														
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Food and Beverage	I																														
Beverages	I																														
The Restaurant Business	I																														
Restaurant Management	I																														
Managed Services	I																														
Tourism	I																														
Recreation, Attractions, and Clubs	I																														
Gaming Entertainment	I																														
Meetings, Conventions, and Expositions	I																														
Special Events	I																														
Leadership and Management	I																														
<b>Examination forms</b>	Multiple-choice questions, short-answer questions																														
<b>Study and examination requirements</b>	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>																														
<b>Reading list</b>	[1] Reynolds, D., Rahman, I., Barrows, C., (2019). Introduction to Hospitality Management. New Jersey: Wiley.																														

**2. Learning Outcomes Matrix (optional)** The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	I									
2	I									
3	I									
4										
5					I	I				

### 3. Planned learning activities and teaching methods

Session	Content	Course Learning Outcomes	Category	Teacher's Material	Student Homework's Material
1	<b>Chapter 1: Introduction to Hospitality</b>	1	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on How to treat prospective associates</b>		Tutorial	Case-study	Case-study reviewing, CMS
2	<b>Chapter 2: The hotel business</b>	2, 5	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Condotels</b>		Tutorial	Case-study	Case-study reviewing, CMS
3	<b>Chapter 3: Room division</b>	2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS

	<b><u>Group task:</u> Case on Overbooked: The Front-Office Perspective</b>		Tutorial	Case-study	Case-study reviewing, CMS
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4	<b>Chapter 4: Food and Beverage</b>	2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Friday Evening at the Grand Hotel's Casual Restaurant</b>		Tutorial	Case-study	Case-study reviewing, CMS
5	<b>Chapter 5: Beverages</b>	2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Java Coffee House</b>		Tutorial	Case-study	Case-study reviewing, CMS
6	<b>Chapter 6: The Restaurant Business</b>	2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Outback Steakhouse</b>		Tutorial	Case-study	Case-study reviewing, CMS
7	<b>Chapter 7: Restaurant Management</b>	2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Shortage in Stock</b>		Tutorial	Case-study	Case-study reviewing, CMS
8	<b>Chapter 8: Managed Services</b>	2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS



	<b><u>Group task:</u> Case on Chaos in the Kitchen</b>		Tutorial	Case-study	Case-study reviewing, CMS
9	<b>Chapter 9: Tourism</b>	1, 2, 3, 4, 5	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on The convention center</b>		Tutorial	Case-study	Case-study reviewing, CMS
10	<b>Chapter 10: Recreation, Attractions, and Clubs</b>	1, 2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Overpopulation of National Parks</b>		Tutorial	Case-study	Case-study reviewing, CMS
11	<b>Chapter 11: Gaming Entertainment</b>	1, 2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on VIP</b>		Tutorial	Case-study	Case-study reviewing, CMS
12	<b>Chapter 12: Meetings, Conventions, and Expositions</b>	1, 2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Double-Booked</b>		Tutorial	Case-study	Case-study reviewing, CMS
13	<b>Chapter 13: Special Events</b>	1, 2, 3, 4	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Not Enough Space</b>		Tutorial	Case-study	Case-study reviewing, CMS

14	<b>Chapter 14: Leadership and Management</b>	4, 5	Lecture	Instructor Manual, Teacher's Resource	Student's book, CMS
	<b><u>Group task:</u> Case on Performance Standards</b>		Tutorial	Case-study	Case-study reviewing, CMS
15	<b>Review</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
<b>Quizzes (10%)</b>	X		X	X	
<b>Assignments (20%)</b>		X			X
<b>Midterm exam (30%)</b>	X	X	X		
<b>Final exam (40%)</b>				X	X

Evaluation Category	Weight	Duration	Learning outcomes	Type of questions	Scope of knowledge and skill of questions
<b>Quiz</b>	10%			Multiple-choice questions	
<b>Assignment</b>	20%			Open-ended questions	
<b>Mid-term Exam</b>	30%	60'		Open-ended questions	The question will cover the lectures, class discussions, activities, exercises, and textbook.
<b>Final exam</b>	40%	90'		Open-ended questions	The question will cover the lectures, class discussions, activities, exercises, and textbook.
<b>Total</b>	100%				

## 5. Rubrics

### GRADING RUBRIC FOR WRITTEN ASSIGNMENTS & OPEN-ENDED QUESTIONS

Criteria	COMPLETELY FAIL  Below 30%	INADEQUATE  30% – 49%	ADEQUATE  50% - 69%	ABOVE AVERAGE  70% - 89%	EXEMPLARY  ≥ 90%
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic

<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points.  Some evidence may not support arguments or may appear were inappropriate.  Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly

<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**6. Date revised: April 10th, 2023**

**Ho Chi Minh City, 10/4/2023**

**Dean of School of Business**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

## COURSE SYLLABUS

**Course Name: Literature and Communication**

Course Code: EL059IU

### 1. General information

Course name	- <i>Literature and Communication</i> - <i>Văn học và Truyền thông</i>
Course designation	<i>This course aims to train students to utilize the key elements of literature and communication to develop effective writing skills for various contexts. Specifically, students will utilize literary elements to write appropriate content for effective communication with a variety of audiences in the fields of creative fiction and creative non-fiction, namely literature, performing arts, mass media, public relations, advertising, and others.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization <input type="checkbox"/> Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Đỗ Thị Diệu Ngọc (MA) Trần Đoàn Thư (MA)
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )	
Number of periods	Theory: 45 Practice: 0	
Required and recommended prerequisites for joining the course	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous course: EL015IU – Introduction to Literature	
Course objectives	<i>This course will enable students to</i> <ul style="list-style-type: none"> <li>comprehend literature as an expression of human values within historical and social contexts and as an influential medium for international or intercultural communication</li> <li>identify language expression as an aesthetic or rhetorical medium to get messages across</li> <li>analyze sound and semantic devices in content communicated to specific audiences</li> <li>compose creative works in both written or oral forms</li> </ul>	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: demonstrate a comprehensive understanding literature as a powerful medium for international intercultural communication
	Skill	CLO2: identify and analyze language expression as both aesthetic and rhetorical medium to convey impactful messages across various contexts
	Attitude	CLO3: develop an appreciative attitude towards the nuance of sound and semantic devices in conveying meaning to specific audiences CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	Topic	Weight	Level
	Course introduction	1	I, T, U
	Prose: Reading, Writing and Teaching the Short Story	1	I, T, U
	Prose: Writing the Memoir	1	I, T, U
	Prose: Introduction to the Novel	1	I, T, U
	Prose: Crime Fiction, Science Fiction and Fantasy	1	I, T, U
	Prose: Writing for Children	1	I, T, U
	Prose: Writing for Teenagers	1	I, T, U
	Creative nonfiction	1	I, T, U
	Poetry: What is the Form?	1	I, T, U
	Poetry: New poetries	1	I, T, U
	Application: Lyric writing		
	Scriptwriting: Writing for the Stage	1	I, T, U
	Scriptwriting: Writing for Television	1	I, T, U
	Scriptwriting: Writing for Film	1	I, T, U
	Scriptwriting: Writing as 'Therapy'	1	I, T, U
	Scriptwriting: Writing in the Community	1	I, T, U
Examination forms	Written exams and project		
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>		
Reading list	<p>[1] Steven Earnshaw (ed) (2007). <i>The Handbook of Creative Writing</i>. Edinburgh University Press</p> <p>[2] Relevant journal articles and essays</p> <p>Reference books:</p> <p>[1] David Morley (2007) <i>The Cambridge Introduction to Creative Writing</i>. Cambridge University Press</p> <p>[2] Kelly J. Mays (2022). <i>The Norton Introduction to Literature (14th edition)</i>. New York: W.W. Norton &amp; Company</p> <p>[3] Alan Barker (2010) <i>Improve your communication skills: Present with confidence, Write with style, Learn skills of persuasion</i>. British Library Cataloguing-in-Publication Data</p> <p>Relevant web resources</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:



	PLO						
	1	2	3	4	5	6	7
<b>CLO</b>	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analyzing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X						
2				X			
3						X	
4							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Course introduction: - Literary Genres - The Writer as Artist - The Future of Creative Writing	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 54-64 [1] pp. 65-77 [1] pp. 78-90
2	Prose: Reading, Writing and Teaching the Short Story	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 95-108
3	Prose: Writing the Memoir	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 109-115

Week	Topic	CLO	Assessments	Learning activities	Resources
4	Prose: Introduction to the Novel	1, 2, 3, 4	Assignment 1 Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 116-125
5	Prose: Crime Fiction, Science Fiction and Fantasy	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 126-145
6	Prose: Writing for Children	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 162-168
7	Prose: Writing for Teenagers	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 169-175
8	Creative nonfiction	1, 2, 3, 4	Assignment 2 Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 116-182
	Midterm exam				
9	Poetry: What is the Form?	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 199-210
10	Poetry: New poetries Application: Lyric writing	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 211-228
11	Scriptwriting: Writing for the Stage	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 263-272
12	Scriptwriting: Writing for Television	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 282-290
13	Scriptwriting: Writing for Film	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 293-304
14	Scriptwriting: Writing as 'Therapy'	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 312-319
15	Scriptwriting: Writing in the Community	1, 2, 3, 4	Ongoing assessment Final exam	Lecture Discussion	[1] pp. 320-326
	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	X	X	X	Attendance score 60%Pass
Midterm exam (30%)	X	X	X	
Final exam (40%)	X	X	X	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics

##### 5.1. Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts)

- CLO1: multiple choice questions: 30pts/10 correct answers
- CLO2: 40pts/written response (content: 10pts; organization; 10pts; language use: 10pts)
- CLO3: 30pts/ written response (content: 20pts; organization; 10pts; language use: 10pts)

Marks for project and presentation:

- Content: 40pts
- Organization: 30pts
- Writing quality + Referencing/Delivery: 30pts

#### 6. Date revised: April 24<sup>th</sup>, 2024

#### 7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc

- School of Languages
- Email: [dtdngoc@hcmiu.edu.vn](mailto:dtdngoc@hcmiu.edu.vn)

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**



VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: MEDIA LITERACY**

Course Code: **EL060IU**

**1. General information**

Course name	- <i>Media Literacy</i> - <i>Thông hiểu truyền thông</i>
Course designation	<i>This course will provide students with knowledge and skills on how to recognize, analyze, evaluate, and effectively use different forms of media.</i>
Course type	<input type="checkbox"/> General knowledge / College Foundation Courses <input type="checkbox"/> Fundamental/ English Foundation courses & English Core courses <input checked="" type="checkbox"/> Specialized knowledge/ Specialization Core Courses & Specialization Electives <input type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Nguyễn Huy Cường
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )
Number of periods	Theory: 45 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	<div>- Prerequisites: (Course code – Course name): none</div> <div>- Corequisites: (Course code – Course name): none</div> <div>- Previous course (Course code – Course name): none</div>		
Course objectives	<i>This course will provide students with knowledge and skills on how to recognize, analyze, evaluate, and effectively use different forms of media.</i>		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	Knowledge	CLO1: To understand the historical development of media; CLO2: To differentiate different forms of modern media;	
	Skill	CLO3: To understand the use of media in different social domains; CLO4: To analyze ideology behind the media; CLO5: To critique the use of media in our commercial culture;	
	Attitude	CLO6: To use media in effective and responsible ways; CLO7: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Historical development of media	10%	I
	Media institutions	10%	T
	Media texts	10%	T
	Audiences and effects	10%	T
	The media and violence	10%	T
	The media and the entertainment industry	10%	T
	The media and new technologies	10%	T, U
	The media and advertising	10%	T, U
	News	10%	T
Globalization and the media	10%	T	
Examination forms	On-going assessment (30%): attendance (10%) + portfolio (20%) Midterm (30%): written exam Final (40%): media project		
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>		
Reading list	Potter, W. J. (2018). <i>Media literacy</i> . Sage publications. O'Shaughnessy, M., Stadler, J., & Casey, S. (2012). <i>Media &amp; society</i> . South Melbourne: Oxford University Press.		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-7) is shown in the following table:

	PLO						
	1	2	3	4	5	6	7
CLO	demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)	select appropriate theories and tools of translation and interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	develop communication strategies in an international working environment by recognizing the relationship between language and culture and analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)
1	X			X	X		
2	X			X	X		
3				X	X		
4			X			X	
5				X		X	
6							X
7							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	Orientation	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	
2	Historical development of media	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
3	Media institutions	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
4	Media texts	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
5	Audiences and effects	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
6	The media and violence	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
7	The media and the entertainment industry	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
8	The media and the entertainment industry	1-7	Guest speaker	Ongoing assessment Midterm exam	1, 2
<b>MIDTERM EXAMINATION</b>					
9	The media and new technologies	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
10	The media and advertising	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
11	The media and advertising	1-7	Guest speaker	Ongoing assessment Final exam	1, 2
12	News	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
13	News	1-7	Guest speaker	Ongoing assessment Final exam	1, 2
14	Globalization and the media	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
15	Wrap-up	1-7	Discussion	Ongoing assessment Final exam	1, 2
<b>FINAL EXAMINATION</b>					

### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
Ongoing assessment (30%)	X	X					Attendance score 60%Pass
Midterm exam (30%)		X	X	X			
Final exam (40%)			X	X	X	X	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

**5. Rubrics**

5.1. Ongoing assessment

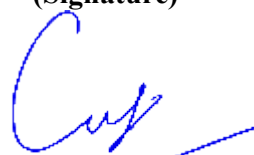
- Attendance score (30 pts)
- In-class assignments (70 pts)

**6. Date revised:** .....

**7. Course coordinator/Lecturer**

- School/Department: Dr. Nguyễn Huy Cường, School of Languages
- Email: nhcuong@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**





VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Languages

**COURSE SYLLABUS**

**Course Name: CONTEMPORARY GLOBAL ISSUES**

Course Code: **EL061IU**

**1. General information**

Course name	- <i>Contemporary global issues</i> - <i>Các vấn đề toàn cầu đương đại</i>
Course designation	This course provides students with an introduction to the key current issues on the global scale in the time of globalization, preparing students for a global employment market.
Course type	<input type="checkbox"/> <i>General knowledge / College Foundation Courses</i> <input type="checkbox"/> <i>Fundamental/ English Foundation courses &amp; English Core courses</i> <input checked="" type="checkbox"/> <i>Specialized knowledge/ Specialization Core Courses &amp; Specialization Electives</i> <input type="checkbox"/> <i>Internship/Project/Thesis</i> <input type="checkbox"/> <i>Others: .....</i>
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Nguyễn Huy Cường
Language	English
Relation to curriculum	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Elective
Teaching methods	Lectures Discussion Pair work Group work Project-based learning
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 135 hours Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 periods lectures Private study including examination preparation, specified in hours <sup>1</sup> : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS ( <i>optional</i> )
Number of periods	Theory: 45 Practice: 0

<sup>1</sup> When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

Required and recommended prerequisites for joining the course	<ul style="list-style-type: none"><li>- Prerequisites: (Course code – Course name): none</li><li>- Corequisites: (Course code – Course name): none</li><li>- Previous course (Course code – Course name): none</li></ul>														
Course objectives	<p><i>This course will:</i></p> <ul style="list-style-type: none"><li>• <i>provide students with concepts and ideas needed to address the core, or enduring questions of the field of international relations (IR</i></li><li>• <i>to provide a basic understanding of international political-economic affairs;</i></li><li>• <i>to attain a firm grasp of important new international policy problems</i></li></ul>														
Course learning outcomes	Upon the successful completion of this course students will be able to: <table><tr><th>Competency level</th><th colspan="2">Course learning outcome (CLO)</th></tr><tr><td>Knowledge</td><td colspan="2">CLO1: To understand basic concepts and ideas in the field of IR; CLO2: To differentiate different IR theories;</td></tr><tr><td>Skill</td><td colspan="2">CLO3: To distinguish between IR theories and IR realities; CLO4: To interpret selected contemporary IR policies; CLO5: To critique selected contemporary IR policies;</td></tr><tr><td>Attitude</td><td colspan="2">CLO6: To struggle for a more just and peaceful world; CLO7: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities</td></tr></table>			Competency level	Course learning outcome (CLO)		Knowledge	CLO1: To understand basic concepts and ideas in the field of IR; CLO2: To differentiate different IR theories;		Skill	CLO3: To distinguish between IR theories and IR realities; CLO4: To interpret selected contemporary IR policies; CLO5: To critique selected contemporary IR policies;		Attitude	CLO6: To struggle for a more just and peaceful world; CLO7: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities	
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Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>General Concepts and the Problem of War</td><td>30%</td><td>I, T</td></tr><tr><td>States, Markets, and the International Political Economy</td><td>30%</td><td>T</td></tr><tr><td>Selected Policy Issues in International Relations</td><td>40%</td><td>T</td></tr></table>			Topic	Weight	Level	General Concepts and the Problem of War	30%	I, T	States, Markets, and the International Political Economy	30%	T	Selected Policy Issues in International Relations	40%	T
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States, Markets, and the International Political Economy	30%	T													
Selected Policy Issues in International Relations	40%	T													
Examination forms	On-going assessment (30%): attendance (10%) + portfolio (20%) Midterm (30%): written exam Final (40%): written assignment														
Study and examination requirements	<p><i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</i></p> <p><i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i></p>														
Reading list	Grieco, J. M., Ikenberry, G. J., & Mastanduno, M. (2019). <i>Introduction to international relations: perspectives, connections, and enduring questions</i> (Second edition.). Red Globe Press.  Brown, C., & Ainley, K. (2019). <i>Understanding international relations</i> . Macmillan International Higher Education.														

## 2. Learning Outcomes Matrix (optional)

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	PLO						
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1		X		X	X		
2		X		X	X		
3					X	X	
4					X	X	
5					X	X	
6							X
7							X

*\*Use Bloom's Taxonomy*

### 3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessments	Resources
1	An Introduction to the Contemporary Global Issues	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
2	Formation of the international political system	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
3	Introduction to IR theories and Realism	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
4	Connections to International Relations and Core Concepts	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
5	Wars between countries and the underlying causes of war	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
6	Peace, the international distribution of power, and state strategies	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
7	Nuclear weapons and the Nuclear Revolution	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
8	Basic elements of international trade	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	1, 2
<b>MIDTERM EXAMINATION</b>					
9	Power, Politics, and the World Economy	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
10	Dilemmas of Development	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
11	Pirates, War Lords, and Terrorists	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
12	The Environment and International Relations	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
13	Facing the Future: Six Visions of the Emerging International Order	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
14	Globalization and the media	1-7	Lecture + Discussion	Ongoing assessment Final exam	1, 2
15	Wrap-up	1-7	Discussion	Ongoing assessment Final exam	1, 2
<b>FINAL EXAMINATION</b>					

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#### 5. Rubrics

##### 5.1. Ongoing assessment

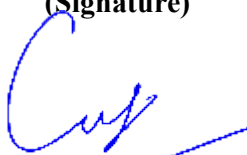
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- In-class assignments (70 pts)

#### 6. Date revised: .....

#### 7. Course coordinator/Lecturer

- School/Department: Dr. Nguyễn Huy Cường, School of Languages
- Email: nhcuong@hcmiu.edu.vn

**Ho Chi Minh City, June 28<sup>th</sup>, 2024**  
**DEAN OF SCHOOL OF LANGUAGES**  
**(Signature)**



**Dr. Nguyễn Huy Cường**