

CHƯƠNG TRÌNH ĐÀO TẠO KHÓA 2025
NGÀNH NGÔN NGỮ ANH
TRÌNH ĐỘ ĐẠI HỌC

*(Kèm theo Quyết định số /QĐ-ĐHQT ngày 04 tháng 9 năm 2025
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 Thông tin 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 Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin tuyển sinh của trường Đại học Quốc tế.

c) Tổ hợp môn xét tuyển

Toán, Lịch sử, Tiếng Anh

Toán, Địa lý, Tiếng Anh

Ngữ văn, Toán, Tiếng Anh

Ngữ văn, Lịch sử, Tiếng Anh

Ngữ văn, Địa lý, Tiếng Anh

Năm tổ hợp xét tuyển này được sử dụng nhằm mục tiêu bao quát được lựa chọn môn thi của sinh viên. Mỗi môn trong tổ hợp xét tuyển thể hiện những khả năng phù hợp với chương trình đào tạo. Môn Tiếng Anh có trong tất cả tổ hợp nhằm đảm bảo khả năng ngôn ngữ (tiếng

Anh) cần thiết của sinh viên cho chương trình Ngôn Ngữ Anh. Môn Toán thể hiện khả năng tư duy cần thiết các môn học liên quan đến nghiên cứu, thống kê. Các môn Ngữ văn, Lịch sử và Địa lý thể hiện nền tảng kiến thức xã hội cần thiết cho các môn học về giao tiếp quốc tế và dịch thuật.

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 Thông tin tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Thông tin 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, và giao tiếp quốc tế 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 sáng tạo 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, bậc 6 khung năng lực ngoại ngữ dùng cho Việt Nam); có 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, 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 đại học
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 sáng tạo thích ứng cao; có kiến thức tốt về tiếng Anh và sử dụng thành	Trường Đại học Quốc tế là trường đại học định hướng nghiên cứu hàng đầu tại Việt Nam và khu vực châu Á, đạt đẳng cấp quốc tế trong đào tạo và nghiên cứu . Trường hướng đến xây dựng một môi trường giáo dục tự chủ, đổi mới, sáng tạo , là nơi ươm mầm và phát triển nguồn nhân lực chất lượng cao phục vụ thị trường lao động trong nước và toàn cầu.	Bản sắc quốc tế hòa quyện văn hóa Việt Nam: Là cơ sở giáo dục đại học quốc tế, nhà trường kết hợp tinh thần toàn cầu với bản sắc văn hóa Việt , tạo ra môi trường học thuật năng động, cởi mở nhưng vẫn mang đậm giá trị truyền thống. Tiên phong đổi mới quản trị đại học: Trường đi đầu trong việc áp dụng mô hình tự chủ đại học theo cơ chế quản trị tiên tiến, nhằm nâng cao hiệu quả điều hành và đảm bảo chất lượng giáo dục trong bối cảnh hội nhập quốc tế.	Đào tạo nhân lực , nâng cao dân trí, bồi dưỡng nhân tài; nghiên cứu khoa học , công nghệ tạo ra tri thức, sản phẩm mới, phục vụ yêu cầu phát triển kinh tế - xã hội, bảo đảm quốc phòng, an ninh và hội nhập quốc tế Đào tạo người học có phẩm chất chính trị, đạo đức; có kiến thức, kỹ năng thực hành nghề nghiệp, năng lực nghiên cứu và phát triển ứng dụng khoa học và công nghệ tương xứng với trình độ

Mục tiêu đào tạo của CTĐT	Tầm nhìn	Sứ mạng	Luật giáo dục đại học
thạo tiếng Anh (ít nhất tương đương mức C1 theo khung tham chiếu Châu Âu, khung năng lực ngoại ngữ bậc 6 dùng cho Việt Nam); có 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, 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.		Đào tạo chất lượng cao, đa ngành – đa lĩnh vực: Nhà trường cung cấp chương trình đào tạo đa dạng, chuẩn quốc tế, hướng đến kiểm định toàn bộ chương trình theo các chuẩn mực khu vực và toàn cầu, đáp ứng nhu cầu học tập của sinh viên trong nhiều lĩnh vực. Đào tạo công dân toàn cầu bằng tiếng Anh: Việc giảng dạy và nghiên cứu bằng tiếng Anh là điểm khác biệt chiến lược, góp phần nâng tầm quốc tế cho người học. Sinh viên được trang bị kiến thức và kỹ năng để trở thành công dân toàn cầu, có trách nhiệm xã hội và khả năng dẫn dắt cộng đồng trong tương lai. Nghiên cứu song hành cùng đổi mới sáng tạo và phục vụ cộng đồng: Nhà trường chú trọng cả nghiên cứu cơ bản có hàm lượng tri thức cao và nghiên cứu ứng dụng, đáp ứng yêu cầu đổi mới sáng tạo của doanh nghiệp, địa phương và xã hội. Song song đó, các hoạt động kết nối – phục vụ cộng đồng luôn được thúc đẩy như một phần không thể thiếu trong định hướng phát triển bền vững.	đào tạo; có sức khỏe; có khả năng sáng tạo và trách nhiệm nghề nghiệp, thích nghi với môi trường làm việc; có ý thức phục vụ nhân dân.

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 trong thời đại kỹ thuật số, 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, giảng dạy ngoại ngữ và giao tiếp quốc tế.

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 và môi trường số.

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. Thể hiện được 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.

PLO8. Thể hiện năng lực sử dụng kỹ năng số đáp ứng các nhu cầu chung cho việc học tập và nghiên cứu.

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	PLO8
Kiến thức	PO1	X	X	X	X				
Kỹ năng	PO2					X			
	PO3		X	X	X		X		X
Tự chủ và trách nhiệm	PO4						X	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-ĐHQT 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: **121** 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 ⁽³⁾	Khối lượng			
		Số tín chỉ			Tỷ lệ % (Tổng khối kiến thức/Tổng số tín chỉ)
		Tổng	Lý thuyết	Thực hành	
I	Khối kiến thức giáo dục đại cương	14	14	0	11,6
	- Bắt buộc: 14 tín chỉ	14	14	0	11,6
	- Tự chọn: 0 tín chỉ	0	0	0	
II	Khối kiến thức cơ sở ngành	34	34	0	28,1
	- Bắt buộc: 34 tín chỉ	34	34	0	28,1
	- Tự chọn: 0 tín chỉ	0	0	0	
III	Kiến thức chuyên ngành	57	57	0	47,1
	- Bắt buộc: 36 tín chỉ	36	36	0	29,8
	- Tự chọn: 21 tín chỉ	21	21	0	17,4
IV	Kiến thức bổ trợ	0	0	0	
	- Bắt buộc: 0 tín chỉ	0	0	0	
	- Tự chọn: 0 tín chỉ	0	0	0	
V	Thực tập, khóa luận tốt nghiệp	16	16	0	13,2
	Tổng cộng	121	121	0	100

* **Ngoại ngữ phụ:**

- Có thể chọn một trong các ngoại ngữ: Pháp, Nhật, Nga, Trung, Đức, Hàn, Ý, Tây Ban Nha

- 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	
I	Kiến thức giáo dục đại cương				14	14	0	
	Lý luận chính trị				14	14	0	
1	PE015IU	Triết học Mác-Lênin	Philosophy 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	
	Giáo dục thể chất				0	0	0	
7	PT001IU	Giáo dục Thể chất 1*	Physical Training 1	Bắt buộc	3	0	3	
8	PT002IU	Giáo dục Thể chất 2*	Physical Training 2	Bắt buộc	3	0	3	
	Giáo dục Quốc Phòng							
9	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
	Ngoại ngữ phụ			Bắt buộc	0	0	0	
II	Kiến thức cơ sở ngành				34	34	0	
10	EL001IU	Đọc 1 B2-C1	Reading 1 (B2-C1)	Bắt buộc	3	3	0	
11	EL002IU	Viết 1 B2-C1	Writing 1 (B2-C1)	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	
12	EL003IU	Nghe 1 B2-C1	Listening 1 (B2-C1)	Bắt buộc	3	3	0	
13	EL004IU	Nói 1 B2-C1	Speaking 1 (B2-C1)	Bắt buộc	3	3	0	
14	EL005IU	Ngữ pháp cao cấp	Advanced Grammar	Bắt buộc	2	2	0	
15	EL006IU	Kỹ năng thuyết trình	Presentation Skills	Bắt buộc	2	2	0	
16	EL007IU	Đọc 2 C1-C2	Reading 2 (C1-C2)	Bắt buộc	3	3	0	
17	EL008IU	Viết 2 C1-C2	Writing 2 (C1-C2)	Bắt buộc	3	3	0	
18	EL009IU	Nghe 2 C1-C2	Listening 2 (C1-C2)	Bắt buộc	3	3	0	
19	EL010IU	Nói 2 C1-C2	Speaking 2 (C1-C2)	Bắt buộc	3	3	0	
20	EL066IU	Viết nghiên cứu	Research Writing	Bắt buộc	3	3	0	
21	EL012IU	Phương pháp nghiên cứu	Research Methodology	Bắt buộc	3	3	0	
III	Kiến thức chuyên ngành						0	
	Khối kiến thức chung				18	18	0	
22	EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics	Bắt buộc	3	3	0	
23	EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology	Bắt buộc	3	3	0	
24	EL015IU	Nhập môn Văn học	Introduction to Literature	Bắt buộc	3	3	0	
25	EL016IU	Nhập môn Dịch**	Introduction to Translation	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	
26	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	
27	EL062IU	Các nền Văn minh Anh – Mỹ	British – American Civilizations	Bắt buộc	3	3	0	
	Khối kiến thức chuyên sâu chuyên ngành bắt buộc				18	18	0	
28	EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology	Bắt buộc	3	3	0	
29	EL023IU	Hình vị học	Morphology	Bắt buộc	3	3	0	
30	EL024IU	Cú pháp học	Syntax	Bắt buộc	3	3	0	
31	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	
32	EL063IU	Biên Dịch**	Translation	Bắt buộc	3	3	0	
33	MA030IU	Thống kê cho Ngôn ngữ Xã hội học	Statistics for Social Sciences	Bắt buộc	3	3	0	
	Khối kiến thức chuyên sâu chuyên ngành tự chọn				21	21	0	
34	EL017IU	Ngôn ngữ và Văn hóa	Language and Culture	Tự chọn	3	3	0	
35	EL021IU	Tiếng Anh toàn cầu	Global Englishes	Tự chọn	3	3	0	
36	EL028IU	Ngữ pháp chức năng	Functional Grammar	Tự chọn	3	3	0	
37	EL029IU	Ngữ dụng học	Pragmatics	Tự chọn	3	3	0	
38	EL030IU	Phân tích diễn ngôn	Discourse Analysis	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	
39	EL031IU	Ngôn ngữ xã hội học	Sociolinguistics	Tự chọn	3	3	0	
40	EL032IU	Ngôn ngữ học so sánh	Comparative Linguistics	Tự chọn	3	3	0	
41	EL064IU	Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Đọc	ELT methods and techniques – Teaching Listening & Reading	Tự chọn	3	3	0	
42	EL065IU	Phương pháp giảng dạy Tiếng Anh – Kỹ năng Nói và Viết	ELT methods and techniques – Teaching Speaking & Writing	Tự chọn	3	3	0	
43	EL067IU	Phương pháp giảng dạy tiếng Anh – Từ vựng, Ngữ pháp và Phát âm	ELT methods and techniques – Teaching Vocabulary, Grammar & Pronunciation	Tự chọn	3	3	0	
44	EL036IU	Đánh giá và kiểm tra ngôn ngữ	Language Assessment and Testing	Tự chọn	3	3	0	
45	EL037IU	Ứng dụng công nghệ thông tin trong giảng dạy	Technology Enhanced Language Learning (TELL)	Tự chọn	3	3	0	
46	EL038IU	Giảng dạy tiếng Anh cho trẻ em	Teaching English to Young Learners	Tự chọn	3	3	0	
47	EL039IU	Phiên dịch 1	Interpreting 1	Tự chọn	3	3	0	
48	EL040IU	Phiên dịch 2	Interpreting 2	Tự chọn	3	3	0	
49	EL041IU	Biên dịch nâng cao	Advanced Translation	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	
50	EL042IU	Dịch thuật trong kinh doanh	Translation in Business	Tự chọn	3	3	0	
51	EL043IU	Dịch thuật trên báo chí	Translation in Journalism	Tự chọn	3	3	0	
52	EL059IU	Văn học và Truyền thông	Literature and Communication	Tự chọn	3	3	0	
53	EL060IU	Thông hiểu truyền thông	Media Literacy	Tự chọn	3	3	0	
54	EL061IU	Các vấn đề toàn cầu đương đại	Contemporary Global Issues	Tự chọn	3	3	0	
55	BA115IU	Giới thiệu về Quản trị Kinh doanh	Introduction to Business Administration	Tự chọn	3	3	0	
56	BA117IU	Giới thiệu về kinh tế vi mô	Introduction to Microeconomics	Tự chọn	3	3	0	
57	BA016IU	Nguyên lý quản trị tài chính	Fundamentals of Financial Management	Tự chọn	3	3	0	
58	BA003IU	Nguyên lý tiếp thị	Principles of Marketing	Tự chọn	3	3	0	
59	PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture	Tự chọn	3	3	0	
60	PE008IU	Tư duy phân tích	Critical Thinking	Tự chọn	3	3	0	
IV	Kiến thức bổ trợ				0	0	0	
V	Thực tập, khóa luận tốt nghiệp				16	16	0	
Sinh viên chọn Thực tập 1 hoặc Thực tập Quốc tế 1								
61	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	
62	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	
63	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	
Sinh viên chọn Khóa luận tốt nghiệp hoặc Dự án tốt nghiệp								

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	
64	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	
65	EL058IU	Dự án tốt nghiệp	Capstone project	Bắt buộc	10	10	0	
	Tổng số (tín chỉ)				121	121	0	

Ghi chú:

*Môn Giáo dục thể chất 1, 2 không tính điểm vào GPA và không tính vào tín chỉ tích lũy.

**Sinh viên nước ngoài sẽ không bắt buộc học các môn:

- EL016IU - Nhập môn Dịch (Introduction to Translation)
- EL063IU – Biên dịch (Translation)

Thay vào đó, khi đáp ứng được điều kiện tiên quyết, sinh viên học các môn tương đương:

- EL036IU - Đánh giá và kiểm tra ngôn ngữ (Language Assessment and Testing)
- EL037IU - Ứng dụng công nghệ thông tin trong giảng dạy (Technology Enhanced Language Learning (TELL)).

***Phân nhóm các học phần tự chọn chuyên sâu:

Nhóm	Mã môn học
Giảng dạy	EL064IU; EL065IU; EL067IU; EL037IU; EL038IU
Dịch thuật	EL039IU; EL040IU; EL041IU; EL042IU; EL043IU
Ngôn ngữ	EL021IU; EL028IU; EL029IU; EL030IU; EL031IU
Giao tiếp quốc tế	EL017IU; EL059IU; EL060IU; EL061IU; PE010IU
Hỗ trợ khởi nghiệp, quản lý doanh nghiệp liên quan đến chuyên ngành	BA115IU; BA117IU; BA016IU; BA003IU

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

Bảng 6. Kế hoạch giảng dạy theo từng học kỳ (Tham khảo)

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	
I. Học kỳ 1 (19)					19	19	0	
	PT001IU	Giáo dục Thể chất 1	Physical Training 1	Bắt buộc	3	0	3	
	PE015IU	Triết học Mác-Lênin	Principles of Marxism & Leninism	Bắt buộc	3	3	0	
	PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism	Bắt buộc	2	2	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	
II. Học kỳ 2 (19)					19	19		
	PT002IU	Giáo dục Thể chất 2	Physical Training 2	Bắt buộc	3	0	3	
	PE017IU	Chủ nghĩa xã hội khoa học	Scientific socialism	Bắt buộc	2	2	0	PE015IU Principles of Marxism & Leninism (môn học trước)
	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)
III. Học kỳ hè 1 (0)					0	0	0	
IV. Học kỳ 3 (17)					17	17	0	
	PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party	Bắt buộc	2	2	0	
	EL012IU	Phương pháp nghiên cứu	Research Methodology	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)

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	
								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 (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)
	EL025IU	Ngữ nghĩa học	Semantics	Bắt buộc	3	3	0	EL013IU Introduction to Linguistics (môn học trước)
V. Học kỳ 4 (17)					17	17	0	
	PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts	Bắt buộc	2	2	0	
	EL063IU	Biên Dịch	Translation	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	
	EL066IU	Viết nghiên cứu	Research Writing	Bắt buộc	3	3	0	EL008IU Writing 2 (môn học trước) EL012IU Research Methodology (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)
	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)
VI. Học kỳ hè 2 (2)					2	2	0	
	MP001IU	Giáo dục Quốc phòng	Military Education	Bắt buộc	0	0	0	
Sinh viên chọn Thực tập 1 HOẶC Thực tập Quốc tế 1: EL044IU - Thực tập 1 – 2 tín chỉ (học kỳ 5) EL047IU - Thực tập Quốc tế - 2 tín chỉ (học kỳ hè 2) Chỉ ghi nhận tín chỉ trong học kỳ hè 2 nếu sinh viên chọn học môn Thực tập Quốc tế 1 trong học kỳ hè 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	
	EL047IU	Thực tập quốc tế 1	International Internship 1	Bắt buộc	2	2	0	Sinh viên chọn Thực tập 1 HOẶC Thực tập Quốc tế 1: -EL044IU - Thực tập 1 – 2 tín chỉ - EL047IU - Thực tập Quốc tế - 2 tín chỉ Môn học trước: hoàn thành ít nhất 44 tín chỉ, Introduction to Linguistics (Mã MH: EL013IU), Introduction to English Teaching Methodology (Mã MH: EL014IU), Introduction to Translation (Mã MH: EL016IU)
VII. Học kỳ 5 (14)					14	14	0	
	PE021IU	Pháp luật đại cương	General Law	Bắt buộc	3	3	0	
	EL062IU	Các nền Văn minh Anh – Mỹ	British – American Civilizations	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU Writing 2 (môn học trước) EL009IU Listening 2 (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) EL010IU Speaking 2 (môn học trước)
	EL044IU	Thực tập 1	Internship 1	Bắt buộc	2	2	0	Sinh viên chọn Thực tập 1 HOẶC Thực tập Quốc tế 1: -EL044IU - Thực tập 1 – 2 tín chỉ - EL047IU - Thực tập Quốc tế - 2 tín chỉ Môn học trước: hoàn thành ít nhất 44 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	
	Elective 2			Tự chọn	3	3	0	
VII. Học kỳ 6 (15)					15	15	0	
	EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication	Bắt buộc	3	3	0	EL007IU Reading 2 (môn học trước) EL008IU

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 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	
	Elective 3			Tự chọn	3	3	0	
	Elective 4			Tự chọn	3	3	0	
	Elective 5			Tự chọn	3	3	0	
IX. Học kỳ hè 3 (0)					0	0	0	
X. Học kỳ 7 (10)					10	10	0	
	Elective 6			Tự chọn	3	3	0	
	Elective 7			Tự chọn	3	3	0	
	EL045IU	Thực tập 2	Internship 2	Bắt buộc	4	4	0	Môn học trước: 71 tín chỉ, bao gồm Internship 1 (Mã MH: EL044IU)
XI. Học kỳ 8 (10)					10	10	0	
Sinh viên chọn Khóa luận tốt nghiệp HOẶC Dự án tốt nghiệp								
	EL046IU	Khóa luận tốt nghiệp	Thesis	Bắt buộc	10	10	0	Sinh viên chọn Khóa luận tốt nghiệp HOẶC Dự án tốt nghiệp Đã học trước ít nhất 100 tín chỉ (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	
								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	Sinh viên chọn Khóa luận tốt nghiệp HOẶC Dự án tốt nghiệp Đã hoàn thành ít nhất 100 tín chỉ (môn học trước) Đã đáp ứng yêu cầu Ngoại ngữ 2
TỔNG					121	121		

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 6.

Bảng 7. Đóng góp của các môn học vào CĐR của CTĐT

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT							
			PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
I. Học kỳ I (19)	PT001IU	Physical Training 1								
	PE015IU	Principles of Marxism & Leninism							M	
	PE016IU	Political economics of Marxism and Leninism							M	
	EL001IU	Reading 1 (B2-C1)					M			

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT							
			PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
	EL002IU	Writing 1 (B2-C1)					M			
	EL003IU	Listening 1 (B2-C1)					M			
	EL004IU	Speaking 1 (B2-C1)					M			
	EL005IU	Advanced Grammar					H			
II. Học kỳ 2 (19)										
	PT002IU	Physical Training 2								
	PE017IU	Scientific socialism							M	
	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	M							
III. Học kỳ hè 1 (2)										
IV. Học kỳ 3 (17)										
	PE018IU	History of Vietnamese Communist Party							M	
	EL012IU	Research Methodology						M		M
	EL014IU	Introduction to English Teaching Methodology			M					
	EL016IU	Introduction to Translation		M						
	EL022IU	Phonetics and Phonology	M							
	EL025IU	Semantics	M							
V. Học kỳ 4 (17)										
	PE019IU	Ho Chi Minh's Thoughts							M	
	EL066IU	Research Writing						M		M
	EL015IU	Introduction to Literature		M		M				
	EL063IU	Translation		M						H
	EL023IU	Morphology	M							
	EL024IU	Syntax	M							
VI. Học kỳ hè 2 (2)										
	MP001IU	Military Education								

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT							
			PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
	EL047IU	International Internship 1	M	M	M	M		M	M	
VII. Học kỳ 5 (17)										
	PE021IU	General Law							H	
	EL0162U	British-American Civilizations				H				
	EL044IU	Internship 1	M	M	M	M		M	M	
	Elective 1									
	Elective 2									
VIII. Học kỳ 6 (12)										
	EL018IU	Cross-cultural Communication				H				
	MA030IU	Statistics for Social Sciences						H		H
	Elective 3									
	Elective 4									
	Elective 5									
IX Học kỳ hè 3 (0)										
X. Học kỳ hè 7 (10)										
	Elective 6									
	Elective 7									
	EL045IU	Internship 2	H	H	H	H	H	H	H	H
XI. Học kỳ 8 (10)										
	EL046IU	Thesis	H	H	H	H	H	H	H	H
	EL058IU	Capstone project	H	H	H	H	H	H	H	H
Các môn tự chọn										
	EL028IU	Functional Grammar	H							
	EL029IU	Pragmatics	H							
	EL030IU	Discourse Analysis	H							
	EL031IU	Sociolinguistics	H							
	EL032IU	Comparative Linguistics	H							
	EL064IU	ELT methods and techniques – Teaching Listening & Reading			H					
	EL065IU	ELT methods and techniques – Teaching Speaking & Writing			H					

Học kỳ	Mã môn học	Tên môn học	Chuẩn đầu ra của CTĐT							
			PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
	EL067IU	ELT methods and techniques – Teaching Vocabulary, Grammar & Pronunciation			H					
	EL036IU	Language Assessment and Testing			H					
	EL037IU	Technology Enhanced Language Learning (TELL)			H					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				M				
	BA117IU	Introduction to Microeconomics				M				
	BA016IU	Fundamental of Financial Management				M				
	BA003IU	Principles of Marketing				M				
	EL059IU	Literature and Communication				H				
	EL060IU	Media Literacy				H				
	EL061IU	Contemporary global issues				H				
	PE008IU	Critical Thinking						H		
	PE010IU	Vietnam History and Culture				M				
	EL017IU	Language and Culture				H				
	EL021IU	Global Englishes	H							

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

12. Mô tả vắn tắt nội dung và khối lượng các môn học

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

- Số tín chỉ: 3 (3LT + 0TH)
- Môn học song hành: PE016IU, PE017IU
- 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 (2LT + 0TH)
- Môn học song hành: PE015IU, PE017IU
- 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. Chủ nghĩa Xã hội Khoa học (Scientific Socialism) - Mã MH: PE017IU

- Số tín chỉ: 2 (2LT + 0TH)
- Môn học song hành: PE015IU, 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.

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

- Số tín chỉ: 2 (2LT + 0TH)
- Môn học trước: PE015IU, PE016IU, 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.

- This course provides students with fundamental knowledge of the history of the Communist Party of Vietnam.

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

- Số tín chỉ: 2 (2LT + 0TH)
- Môn học trước: PE015IU, PE016IU, 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.

12.6. Pháp luật đại cương (General Law) – Mã MH: PE021IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.7. Giáo dục thể chất 1 (Physical Training 1) – Mã MH: PT001IU

- Số tín chỉ: 3 (0LT + 3TH)
 - 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.

12.8. Giáo dục thể chất 2 (Physical Training 2) – Mã MH: PT002IU

- Số tín chỉ: 3 (0LT + 3TH)

- 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.

12.9. Giáo dục Quốc Phòng (Military Education)– Mã MH: MP001IU

- Số tín chỉ: 0 (0LT + 0TH)

- Môn học trước: Không

12.10. Đọc 1 (Reading 1 (B2-C1)) – Mã MH: EL001IU

- Số tín chỉ: 3 (3LT + 0TH)

- Điều kiện tiên quyết: Không

- 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.

12.11. Viết 1 (Writing 1 (B2-C1)) – Mã MH: EL002IU

- Số tín chỉ: 3 (3LT + 0TH)

- Điều kiện tiên quyết: Không

- 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.

12.12. Nghe 1 (Listening 1 (B2-C1)) – Mã MH: EL003IU

- Số tín chỉ: 3 (3LT + 0TH)
- Điều kiện tiên quyết: Không
- 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.

12.13. Nói 1 (Speaking 1 (B2-C1)) – Mã MH: EL004IU

- Số tín chỉ: 3 (3LT + 0TH)
- Điều kiện tiên quyết: Không
- 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.

12.14. Ngữ pháp cao cấp (Advanced Grammar) – Mã MH: EL005IU

- Số tín chỉ: 2 (2LT + 0TH)
- Điều kiện tiên quyết: Không

- Mô tả nội dung môn học: Khóa học này sẽ cung cấp cho sinh viên một cái nhìn toàn diện hơn về các cấu trúc phức tạp trong ngữ pháp tiếng Anh. Thông qua quá trình học tập này, kết hợp với các hoạt động thực hành có định hướng và phản hồi từ giảng viên, sinh viên có thể nâng cao năng lực sử dụng chính xác và linh hoạt các công cụ ngữ pháp để cải thiện kỹ năng ở những lĩnh vực khác như nói, viết và chỉnh sửa văn bản — đặc biệt là viết các đoạn văn ngắn đáp ứng các yêu cầu đã được xác định trước của Ngữ pháp nâng cao.

- 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 accurately and flexibly using the tools of grammar to improve abilities in other areas, such as speaking, writing, and editing, especially writing short paragraphs that fulfil any pre-determined requirements of Advanced Grammar.

12.15. Kỹ năng thuyết trình (Presentation Skills) – Mã MH: EL006IU

- Số tín chỉ: 2 (2LT + 0TH)

- Điều kiện tiên quyết: Không

- 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.

12.16. Đọc 2 (Reading 2 (C1-C2)) – Mã MH: EL007IU

- Số tín chỉ: 3 (3LT + 0TH)

- 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.

12.17. Viết 2 (Writing 2 (C1-C2)) – Mã MH: EL008IU

- Số tín chỉ: 3 (3LT + 0TH)

- 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.

12.18. Nghe 2 (Listening 2 (C1-C2)) – Mã MH: EL009IU

- Số tín chỉ: 3 (3LT + 0TH)

- 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:

- o Nghe lấy ý chính
- o Nghe lấy thông tin chi tiết
- o Nghe ưu và nhược điểm
- o Nghe hiểu thái độ của người nói
- o Nghe hiểu nguyên nhân và kết quả
- o 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

12.19. Nói 2 (Speaking 2 (C1-C2)) – Mã MH: EL010IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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 dung ngôn ngữ trang trọng đời 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.

12.20. Viết nghiên cứu (Research Writing) – Mã MH: EL066IU

- Số tín chỉ: 3 (3LT + 0TH)
- Môn học trước: Viết 2 (Mã MH: EL008IU), Phương pháp nghiên cứu (Mã MH: EL012IU)
- 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.

12.21. Phương pháp nghiên cứu (Research Methodology) – Mã MH: EL012IU

- Số tín chỉ: 3 (3LT + 0TH)

- 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.

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

- Số tín chỉ: 3 (3LT + 0TH)

- 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.

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

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.24. Nhập môn Văn học (Introduction to Literature) – Mã MH: EL015IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.25. Nhập môn Dịch (Introduction to Translation) – Mã MH: EL016IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

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

- Số tín chỉ: 3 (3LT + 0TH)

- 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 phiến 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 nhắc 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.

12.27. Các nền Văn minh Anh - Mỹ (British – American Civilizations)– Mã MH: EL062IU

- Số tín chỉ: 3 (3LT + 0TH)
- Môn học trước: Không

Mô tả nội dung môn học: Khóa học này cung cấp cho sinh viên kiến thức nền tảng và thông tin đương đại về xã hội Anh và Mỹ, bao gồm các chủ đề về địa lý và môi trường, lịch sử, chính phủ và hệ thống chính trị, tôn giáo, giáo dục, truyền thông và nghệ thuật. Với nhiều ví dụ minh họa và phân tích so sánh sâu sắc, khóa học còn mở rộng các phần liên quan đến các quốc gia khác nhằm giúp sinh viên thiết lập mối liên hệ giữa Vương quốc Anh, Hoa Kỳ và thế giới.

- This course provides students with background and contemporary information on British and 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.K., the U.S. and the world.

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

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.29. Hình vị học (Morphology) – Mã MH: EL023IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.30. Cú pháp học (Syntax) – Mã MH: EL024IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.31. Ngữ nghĩa học (Semantics) – Mã MH: EL025IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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 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.

12.32. Biên dịch (Translation) – Mã MH: EL063IU

- Số tín chỉ: 3 (3LT + 0TH)
- Môn học trước: Không
- Mô tả nội dung môn học: Khóa học này khám phá việc dịch các thể loại văn bản thông tin khác nhau như tin tức, học thuật, kỹ thuật, cũng như các văn bản nghe nhìn và văn học. Sinh viên sẽ phân tích những thách thức đặc thù của từng thể loại, áp dụng các chiến lược dịch phù hợp và đánh giá bản dịch của mình thông qua phản hồi từ bạn học và giảng viên nhằm trau dồi kỹ năng dịch thuật.
- This course explores the translation of various factual genres such as news, academic, technical as well as audiovisual and literary texts. Students will analyze genre-specific challenges, apply appropriate translation strategies, and evaluate their translations through peer and teacher feedback to refine their skills.

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

- Số tín chỉ: 3(3LT + 0TH)
- 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.

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

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.35. Tiếng Anh toàn cầu (Global Englishes) – Mã MH: EL021IU

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.36. Ngữ pháp chức năng (Functional Grammar) – Mã MH: EL028IU

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.37. Ngữ dụng học (Pragmatics) – Mã MH: EL029IU

- Số tín chỉ: 3(3LT + 0TH)

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

- Mô tả nội dung môn học: Khóa 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. Khóa 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.

12.38. Phân tích diễn ngôn (Discourse Analysis) – Mã MH: EL030IU

- Số tín chỉ: 3(3LT + 0TH)
- 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 thế 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.

12.39. Ngôn ngữ xã hội học (Sociolinguistics) – Mã MH: EL031IU

- Số tín chỉ: 3(3LT + 0TH)
- 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:
 - o Có thể nhận biết những mối quan hệ chính giữa ngôn ngữ và xã hội
 - o Định nghĩa được những khái niệm cơ bản dùng để phân tích được những mối quan hệ này của Ngôn ngữ học xã hội
 - o Nhận ra được những đặc điểm chính của những nghiên cứu về các phiên bản khác nhau của một ngôn ngữ
 - o 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:
 - o outline the major relationships between language and society [SEP]
 - o define the main sociolinguistic concepts used to analyze these relationships
 - o identify the main features of studies of sociolinguistic variation
 - o describe the most common methodologies for studying language in society

12.40. Ngôn ngữ học so sánh (Comparative Linguistics) – Mã MH: EL032IU

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.41. Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Đọc (ELT methods and techniques – Teaching Listening and Reading) – Mã MH: EL064IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)
- Mô tả nội dung môn học: Môn học cung cấp cho sinh viên kiến thức về: các khái niệm và bản chất của kỹ năng Nghe và Đọc; các phương pháp và kỹ thuật khác nhau để dạy Nghe và Đọc; và các trình tự dạy và bước tổ chức dạy kỹ năng Nghe và Đọc. Môn học cũng đề cập đến các vấn đề liên quan trong hoạt động dạy Nghe và Đọc.
- This course provides students with knowledge about: the key concepts and the nature of listening and reading skills; various methods and techniques of teaching listening and reading; and the procedures and sequences of teaching listening and reading. The course also covers related issues in teaching listening and reading.

12.42. Phương pháp giảng dạy tiếng Anh – Kỹ năng Nói và Viết (ELT methods and techniques – Teaching Speaking & Writing) – Mã MH: EL065IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)
- Mô tả nội dung môn học: – Môn học cung cấp cho sinh viên kiến thức về: bản chất của Nói và Viết, các phương pháp dạy Nói và Viết khác nhau, trình tự và kỹ thuật dạy Nói và Viết, và các vấn đề liên quan trong việc dạy nói và viết.
- This course will provide students with knowledge about: the nature of speaking and writing, different methods of teaching speaking and writing, the sequences and techniques of teaching speaking and writing, and related issues in teaching speaking and writing.

12.43. Phương pháp giảng dạy tiếng Anh – Từ vựng, Ngữ pháp và Phát âm (ELT methods and techniques – Teaching Vocabulary, Grammar & Pronunciation) – Mã MH: EL067IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Nhập môn phương pháp giảng dạy tiếng Anh (Mã MH: EL014IU)
- Mô tả nội dung môn học: Khóa học này nhằm mục đích khám phá các vấn đề chính trong việc giảng dạy các kiến thức ngôn ngữ bằng cách cung cấp một cái nhìn tổng quan ngắn gọn về các nguyên tắc cơ bản trong việc tiếp thu từ vựng, cách phát âm và ngữ pháp trong ngôn ngữ thứ hai. Khóa học cũng giới thiệu một loạt các phương pháp tiếp cận hiệu quả để

giảng dạy, mang tính ứng dụng thực tế. Khóa học tập trung vào các quy trình hướng dẫn cụ thể, nhiều kỹ thuật khác nhau và các hoạt động trên lớp mà giáo sinh có thể tích hợp vào bài giảng.

- This course aims to explore key issues in teaching language aspects by providing a concise overview of the principles underlying the acquisition of vocabulary, pronunciation, and grammar in a second language. It also introduces a range of effective approaches to teaching these components, with an emphasis on practical application. The course focuses on hands-on experience, including discussions on specific instructional procedures, a wide variety of techniques, and classroom activities that pre-service teachers can integrate into their lesson plans and micro-teaching sessions.

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

- Số tín chỉ: 3(3LT + 0TH)
- 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.

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

- Số tín chỉ: 3(3LT + 0TH)
- 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 kỹ năng nghe và nói; các kỹ năng và chiến thuật trong việc đọc ngôn ngữ thứ 2; việc ứng dụng công nghệ vào việc dạy và học kỹ năng đọc; các

phương pháp dạy kỹ 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 đánh 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.

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

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.47. Phiên dịch 1 (Interpreting 1) – Mã MH: EL039IU

- Số tín chỉ: 3(3LT + 0TH)
- 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 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, 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.

12.48. Phiên dịch 2 (Interpreting 2) – Mã MH: EL040IU

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.49. Biên dịch nâng cao (Advanced Translation) – Mã MH: EL041IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Biên dịch (Mã MH: EL063IU)
- 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.

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

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Biên dịch (Mã MH: EL063IU)
- 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.

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

- Số tín chỉ: 3(3LT + 0TH)

- Môn học trước: Biên dịch (Mã MH: EL063IU)
- 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.

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

- Số tín chỉ: 3 (3LT + 0TH)
- Môn học trước: Nhập môn văn học (EL015IU)
- 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.

12.53. Thông hiểu truyền thông (Media Literacy) – Mã môn học: EL060IU

- Số tín chỉ: 3 (3LT + 0TH)
- Môn học trước: Nhập môn văn học (EL015IU)
- 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.

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

- Số tín chỉ: 3 (3LT + 0TH)

- Môn học trước: Không
- 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.

12.55. Nhập môn Quản trị kinh doanh (Introduction to Business Administration)

– Mã MH: BA115IU

- Số tín chỉ: 3 (3LT + 0TH)
- 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.

12.56. Giới thiệu về Kinh tế Vi mô (Introduction to Microeconomics) – Mã MH: BA117IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Thực tập 1 (Mã MH: EL044IU)
- Mô tả nội dung môn học: Khóa học này nhằm trang bị cho sinh viên nền tảng vững chắc về Kinh tế học. Đây là một khóa học nhập môn được thiết kế để giúp sinh viên làm quen với các khái niệm cơ bản trong Kinh tế học cũng như các công cụ phân tích kinh tế cơ bản. Các ứng dụng phổ biến của phân tích kinh tế đối với các hiện tượng trong đời sống thực tiễn cũng sẽ được giới thiệu, nhằm giúp sinh viên nhận thức được tầm quan trọng của tư duy kinh tế trong cuộc sống hàng ngày.
- This course aims to provide students with a strong foundation in Economics. It is designed as an introductory course to acquaint students with basic concepts in Economics as well as basic tools for economic analysis. Common applications of economic analysis to real-world phenomena are also introduced to help students realize the importance of economic thinking in everyday life.

12.57. Nguyên lý quản trị tài chính (Fundamental of Financial Management) – Mã MH: BA016IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Thực tập 1 (Mã MH: EL044IU)
- Mô tả nội dung môn học: Khóa học *Nguyên lý Quản trị Tài chính* cung cấp cho sinh viên những khái niệm cơ bản về quản trị tài chính như giá trị thời gian của tiền, định giá chứng khoán, định giá dự án, mối quan hệ giữa rủi ro và lợi nhuận, cơ cấu vốn và ước tính chi phí vốn. Khóa học này có thể đáp ứng yêu cầu chương trình đào tạo của sinh viên chuyên ngành Quản trị Kinh doanh nói chung, nhưng đặc biệt là nền tảng quan trọng cho sinh viên chuyên ngành Tài chính và Kế toán. Sau khi hoàn thành khóa học, sinh viên chuyên ngành Tài chính và Kế toán có thể tiếp tục học các môn chuyên sâu hơn như Tài chính Doanh nghiệp, Thị trường và Định chế Tài chính, Lý thuyết Danh mục Đầu tư và Phân tích Đầu tư, Quản trị Tài chính Quốc tế, v.v. Nội dung khóa học bao gồm 9 chủ đề chính: (1) Giới thiệu về quản trị tài chính; (2) Phân tích báo cáo tài chính; (3) Giá trị thời gian của tiền; (4) Định giá trái phiếu; (5) Định giá cổ phiếu; (6) Tiêu chí đầu tư dự án và ra quyết định ngân sách vốn; (7) Ngân sách vốn và dự báo dòng tiền; (8) Rủi ro và lợi nhuận; và (9) Cơ cấu vốn và chi phí vốn.
- Fundamental of Financial Management course provides students with basic concepts of financial management such as time value of money, security valuation as well as project valuation, risk-return relationship, capital structure and cost of capital estimation. This course may fulfill requirements of curriculum for students majoring in business administration in general; however is the foundation for students majoring in finance and accounting. For those students that major in finance and accounting, they can take higher level of courses in finance after this course, to count for some, Corporate Finance, Financial Institutions and Market, Portfolio Theory and Investment Analysis, International Finance Management, etc. The course covers 09 following topics: (1) introduction to financial management; (2) analysis of

financial statements; (3) time value of money; (4) bond valuation; (5) stock valuation; (6) project investment criteria and capital budgeting decision; (7) capital budgeting and cash flows projection; (8) risk and return; (9) capital structure and cost of capital.

12.58. Nguyên lý tiếp thị (Principles of Marketing) – Mã MH: BA003IU

- Số tín chỉ: 3(3LT + 0TH)
- Môn học trước: Thực tập 1 (Mã MH: EL044IU)
- Mô tả nội dung môn học: Khóa học có tên “Nguyên lý Marketing” cung cấp cho sinh viên những kiến thức cần thiết về các khái niệm cơ bản và nguyên tắc của marketing. Khóa học tập trung vào việc hiểu rõ nhu cầu thị trường và hành vi của khách hàng, cũng như các chiến lược marketing mà doanh nghiệp xây dựng liên quan đến giá cả, sản phẩm, phân phối, xúc tiến, v.v. Ngoài ra, khóa học còn đề cập đến các phương pháp nghiên cứu thị trường và các yếu tố môi trường ảnh hưởng đến hoạt động marketing.

- The course named “Principles of Marketing” provides the students with necessary information on the basic concepts of marketing and its principles. It focuses on the understanding of Market Demand and Customers Behaviors as well as Marketing strategies developed by firms in terms of Pricing, Product, Place, Promotion, etc. The course also mentions various methods to market research and environmental factors that affect the marketing activities.

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

- Số tín chỉ: 3(3LT + 0TH)
- 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.

12.60. Tư duy phân tích (Critical Thinking) – Mã MH: PE008IU

- Số tín chỉ: 3(3LT + 0TH)
- 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.

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

- Số tín chỉ: 2 (2LT + 0TH)
- Điều kiện tiên quyết:
Môn học trước: đã học trước ít nhất 44 tín chỉ, bao gồm: 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.

12.62. Thực tập 2 (Internship 2) – Mã MH: EL045IU

- Số tín chỉ: 4 (4LT + 0TH)

- Điều kiện tiên quyết:

Môn học trước: đã học trước ít nhất 71 tín chỉ, bao gồm 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.

12.63. Thực tập quốc tế 1 (International Internship 1) – Mã MH: EL047IU

- Số tín chỉ: 2 (2LT + 0TH)

- Điều kiện tiên quyết:

Môn học trước: đã học trước ít nhất 50 tín chỉ, bao gồm các môn: 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.

12.64. Khóa luận tốt nghiệp (Thesis) – Mã MH: EL046IU

- Số tín chỉ: 10 (10LT + 0TH)

- Điều kiện tiên quyết: đã học trước ít nhất 100 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. Khóa luận trình bày kết quả nghiên cứu nhằm giải quyết một vấn đề thực tiễn trong lĩnh vực Ngôn ngữ học, Giảng dạy, Biên – Phiên dịch tiếng Anh, hoặc Giao tiếp quốc tế. Sinh viên bảo vệ kết quả nghiên cứu đạt

được trước Hội đồng bảo vệ khoá luận 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, Translation – Interpretation of International Communication. These results will be presented to a Thesis Committee set up by the School of Languages and authorized by the President of IU.

12.65. Dự án tốt nghiệp (Capstone project) – Mã MH: EL058IU

- Số tín chỉ: 10 (10LT + 0TH)
- Điều kiện tiên quyết: đã học trước ít nhất 100 tín chỉ; Đã đáp ứng yêu cầu Ngoại ngữ 2
- 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 hoặc Giao tiếp quốc tế. 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, Translation – Interpretation or International Communication. These products will be presented to a Project Committee set up by the School of Languages and authorized by the President of IU.

**KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA PHỤ TRÁCH**



Vũ Hoa Ngân

**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 2025 SO VỚI KHÓA 2024**

*(Kèm theo Quyết định số /QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng trường Đại học Quốc tế)*

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

Loại bỏ 9 môn học khỏi chương trình đào tạo:

Stt	Tên môn	Số tín chỉ	Lý do
1	EL011IU – Research Writing (Viết nghiên cứu),	02 (2LT + 0TH)	Chuyển từ 2 sang 3 tín chỉ để dạy thêm một số kiến thức cần thiết cho viết nghiên cứu
2	Môn EL019IU – British Civilization (Văn minh Anh),	02 (2LT + 0TH)	Gộp với môn American Civilization để làm môn học mới có 3 tín chỉ
3	Môn EL020IU – American Civilization (Văn minh Mỹ)	02 (2LT + 0TH)	Gộp với môn British Civilization để làm môn học mới có 3 tín chỉ
4	EL026IU – Translation 1 (Biên dịch 1 – Anh - Việt)	03 (3LT + 0TH)	Gộp với môn Translation 2 để làm môn học mới có 3 tín chỉ
5	EL027IU – Translation 2 (Biên dịch 2 – Việt - Anh)	03 (3LT + 0TH)	Gộp với môn Translation 1 để làm môn học mới có 3 tín chỉ
6	EL033IU - ELT methods and techniques – Teaching Listening & Speaking (Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Nói)	03 (3LT + 0TH)	Sắp xếp lại nội dung để dạy phương pháp dạy kỹ năng nghe và đọc (kỹ năng tiếp thu) trong cùng 1 môn và kỹ năng nói và viết (kỹ năng tạo lập) trong cùng 1 môn
7	EL034IU- ELT methods and techniques – Teaching Reading & Writing (Phương pháp giảng dạy tiếng Anh – Kỹ năng Đọc và Viết	03(3LT + 0TH	Sắp xếp lại nội dung để dạy phương pháp dạy kỹ năng nghe và đọc (kỹ năng tiếp thu) trong cùng 1 môn và kỹ năng nói và viết (kỹ năng tạo lập trong cùng 1 môn)
8	EL035IU- ELT methods and techniques – Teaching Vocabulary & Grammar (Phương pháp giảng dạy tiếng Anh – Từ vựng và Ngữ pháp)	03 (3LT + 0TH)	Loại bỏ môn học này để bổ sung môn học mới, trong đó có dạy cả Từ vựng, Ngữ pháp và Phát âm.
9	Môn BA198IU - Introduction to Hospitality (Giới thiệu về Quản trị Nhà hàng Khách sạn),	3 (3LT + 0TH)	Loại bỏ môn học này để bổ sung các môn học cung cấp kiến thức về khởi nghiệp theo góp ý của doanh nghiệp

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

Stt	Tên môn	Số tín chỉ	Lý do
Bổ sung 02 môn học vào nhóm Kiến thức chung ngành chính:			
1	EL066IU – Research Writing (Viết nghiên cứu)	03 (3LT + 0TH)	Chuyển từ 2 sang 3 tín chỉ để bổ sung thêm một số kiến thức cần thiết cho viết nghiên cứu và ngôn ngữ viết đề cương nghiên cứu
2	Môn EL062IU – British and American Civilizations (Các nền văn minh Anh - Mỹ)	03 (3LT + 0TH)	Gộp 2 môn British Civilization và American Civilizations từ 2 môn 4 tín chỉ thành 1 môn 3 tín chỉ để tinh gọn chương trình
Bổ sung 01 môn học vào nhóm Kiến thức chuyên sâu chuyên ngành bắt buộc:			
1	EL063IU – Translation (Biên dịch)	03 (3LT + 0TH)	Gộp 2 môn Translation 1 và Translation 2 từ 6 tín chỉ thành 1 môn 3 tín chỉ dịch cả Anh-Việt và Việt-Anh để tinh gọn chương trình
Bổ sung 06 môn học vào nhóm Kiến thức chuyên sâu chuyên ngành tự chọn:			
1	EL064IU - ELT methods and techniques – Teaching Listening & Reading (Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Đọc)	03 (3LT + 0TH)	Sắp xếp lại nội dung để dạy phương pháp dạy kỹ năng nghe và đọc (kỹ năng tiếp thu) trong cùng 1 môn và kỹ năng nói và viết (kỹ năng tạo lập) trong cùng 1 môn)
2	EL065IU- ELT methods and techniques – Teaching Speaking & Writing (Phương pháp giảng dạy tiếng Anh – Kỹ năng Nói và Viết	(3LT + 0TH)	Sắp xếp lại nội dung để dạy phương pháp dạy kỹ năng nghe và đọc (kỹ năng tiếp thu) trong cùng 1 môn và kỹ năng nói và viết (kỹ năng tạo lập) trong cùng 1 môn)
2	EL067IU- ELT methods and techniques – Teaching Vocabulary, Grammar & Pronunciation (Phương pháp giảng dạy tiếng Anh – Từ vựng, Ngữ pháp và Phát âm)	03 (3LT + 0TH)	Bổ sung thêm nội dung phương pháp giảng dạy Phát âm vào môn học phương pháp giảng dạy Từ vựng và Ngữ pháp)
3	BA117IU – Introduction to Microeconomics (Giới thiệu về kinh tế vi mô),	03 (3LT + 0TH)	Bổ sung các môn học cung cấp kiến thức nền tảng về khởi nghiệp và các nghiệp vụ tính toán bảng tính theo góp ý của doanh nghiệp

Stt	Tên môn	Số tín chỉ	Lý do
4	BA016IU – Fundamental of Financial Management (Nguyên lý quản trị tài chính),	03 (3LT + 0TH)	Bổ sung các môn học cung cấp kiến thức nền tảng về khởi nghiệp theo góp ý của doanh nghiệp
5	BA003IU – Principles of Marketing (Nguyên lý tiếp thị),	03 (3LT + 0TH)	Bổ sung các môn học cung cấp kiến thức nền tảng về khởi nghiệp và các nghiệp vụ liên quan đến Tiếp thị sử dụng nhiều ngôn ngữ theo góp ý của doanh nghiệp

3. Các điều chỉnh khác

3.1. Chương trình Ngôn ngữ Anh: Giảm từ 136 tín chỉ thành 121 tín chỉ

3.2. Bổ sung danh sách ngoại ngữ phụ được chấp nhận: Pháp, Nhật, Nga, Trung, Đức, Hàn, Ý, Tây Ban Nha.

3.3. Chuyển từ môn bắt buộc sang môn tự chọn.

Stt	Tên môn	Số tín chỉ	Lý do
1	EL021IU – Global Englishes (Tiếng Anh toàn cầu)	(3LT + 0TH)	Chuyển môn học sang tự chọn để tinh gọn chương trình
2	PE010IU – Vietnam History and Culture (Lịch sử và Văn hoá Việt Nam)	(3LT + 0TH)	
3	PE008IU – Critical Thinking (Tư duy Phân tích)	(3LT + 0TH)	
4	EL017IU – Language and Culture (Ngôn ngữ và Văn hoá)	(3LT + 0TH)	Do học phần Language and Culture được thầy cô Giảng dạy đánh giá này có kiến thức trùng lặp với một số học phần liên quan đến Ngôn ngữ học (vd. Pragmatics, Sociolinguistics, Discourse Analysis) nên được xếp thành môn tự chọn.

3.4. Đối với sinh viên người nước ngoài:

Stt	Môn học bắt buộc theo CTĐT	Môn học tương đương/ Thay thế đối với SV nước ngoài (*)	Lý do
1	EL016IU - Nhập môn Dịch (Introduction to Translation), 3 tín chỉ (3LT+0TH)	EL036IU - Đánh giá và kiểm tra ngôn ngữ (Language Assessment and Testing), 3 tín chỉ (3LT+0TH)	Sinh viên nước ngoài không học các học phần thuộc nhóm Biên – Phiên Dịch do nội dung các học phần này đòi hỏi sinh viên có trình độ tiếng Việt nhất định. Các học phần thuộc nhóm Ngôn Ngữ đã là các học phần bắt buộc cho sinh viên nước ngoài trong chương trình liên kết. Vì vậy, Khoa lựa chọn các học phần này.
2	EL063IU – Biên dịch (Translation), 3 tín chỉ (3LT+0TH)	EL037IU - Ứng dụng công nghệ thông tin trong giảng dạy (Technology Enhanced Language Learning (TELL), 3 tín chỉ (3LT+0TH)	

(*) Sinh viên phải đáp ứng được điều kiện tiên quyết của môn học khi học các môn học tương đương, thay thế.

3.5. Thay đổi môn học trước các môn học sau:

Stt	Môn học	Môn học trước hiện tại	Môn học trước thay thế	Lý do
1	EL061IU – Contemporary Global Issues	EL017IU – Language and Culture EL015IU – Introduction to Literature	Không	Do môn EL017IU - Language and Culture đã chuyển thành môn tự chọn. Do môn EL061IU - Contemporary Global Issues được cập nhật theo hướng ứng dụng thực tiễn thay vì định hướng văn chương
2	EL060IU – Media Literacy	EL017IU – Language and Culture EL015IU – Introduction to Literature	EL015IU – Introduction to Literature	Do môn EL017IU - Language and Culture đã chuyển thành môn tự chọn.

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

Duy trì các môn cũ theo kế hoạch đào tạo đã công bố và hướng dẫn sinh viên học các môn học bị loại bỏ trong 2 học kỳ tiếp theo. Sau đó, loại bỏ môn học khỏi chương trình đào tạo khi sinh viên khóa cũ đã tốt nghiệp.

Phụ lục 2
MỨC ĐỘ ĐÁP ỨNG KHUNG NĂNG LỰC SỐ CỦA CHƯƠNG TRÌNH ĐÀO TẠO
(Kèm theo Quyết định số /QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng Trường Đại học Quốc tế)

* Đáp ứng Thông tư 02/2025/TT-BGDĐT ngày 24/01/2025 của Bộ Giáo dục và Đào tạo Quy định về Khung năng lực số cho người học.

I. Mức độ đáp ứng khung năng lực số của chương trình đào tạo

1. Miền năng lực 1: Khai thác dữ liệu và thông tin

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần (NLTP)		
			NLTP 1.1	NLTP 1.2	NLTP 1.3
1	EL012IU	Research Methodology	5	5	
2	MA030IU	Statistics for Social Sciences		5	
3	EL008IU	Writing 2		5	

2. Miền năng lực 2: Giao tiếp và hợp tác trong môi trường số

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần					
			NLTP 2.1	NLTP 2.2	NLTP 2.3	NLTP 2.4	NLTP 2.5	NLTP 2.6
1	EL037IU	Technology-enhanced language learning	5	5				

3. Miền năng lực 3: Sáng tạo nội dung số

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 3.1	NLTP 3.2	NLTP 3.3	NLTP 3.4
1	EL012IU	Research Methodology		5	5	

2	MA030IU	Statistics for Social Sciences				4
3	EL037IU	Technology-enhanced language learning	5	5		
4	EL006IU	Presentation Skills	5			
5	EL066IU	Research Writing	5			

4. Miền năng lực 4: An toàn

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 4.1	NLTP 4.2	NLTP 4.3	NLTP 4.4

5. Miền năng lực 5: Giải quyết vấn đề

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần			
			NLTP 5.1	NLTP 5.2	NLTP 5.3	NLTP 5.4

6. Miền năng lực 6: Ứng dụng trí tuệ nhân tạo

* Đánh giá năng lực thành phần theo 8 bậc của Khung năng lực số (từ bậc 1 đến bậc 8)

STT	Mã MH	Tên MH (Tiếng Anh)	Năng lực thành phần		
			NLTP 6.1	NLTP 6.2	NLTP 6.3
1	EL063IU	Translation			5

II. Phương pháp đánh giá chuẩn đầu ra khung năng lực số

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá
1. Khai thác dữ liệu và thông tin	NLTP 1.1	EL012IU – Research Methodology	Dự án nhóm Bài tập cuối kỳ
	NLTP 1.2	EL012IU – Research Methodology EL008IU - Writing 2 MA030IU - Statistics for Social Sciences	Dự án nhóm Bài tập cuối kỳ Đánh giá quá trình Bài thi giữa kỳ và cuối kỳ
	NLTP 1.3		
2. Giao tiếp và hợp tác trong môi trường số	NLTP 2.1	EI037IU - Technology-enhanced language learning	Đánh giá quá trình (Dự án nhóm)
	NLTP 2.2	EI037IU - Technology-enhanced language learning	Đánh giá quá trình (Dự án nhóm)
	NLTP 2.3		
	NLTP 2.4		
	NLTP 2.5		
	NLTP 2.6		
3. Sáng tạo nội dung số	NLTP 3.1	EL006IU - Presentation Skills EL037IU - Technology-enhanced language learning	Đánh giá quá trình Bài thi giữa kỳ Bài thi cuối kỳ Bài tập cuối kỳ

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá
		EL011IU - Research Writing EL066IU - Research Writing	Đánh giá quá trình Bài thi cuối kỳ Đánh giá quá trình Bài thi cuối kỳ
	NLTP 3.2	EL012IU – Research Methodology EI037IU - Technology-enhanced language learning	Dự án nhóm Bài tập cuối kỳ Bài tập cuối kỳ
	NLTP 3.3	EL012IU – Research Methodology	Dự án nhóm Bài tập cuối kỳ
	NLTP 3.4	MA030IU - Statistics for Social Sciences	Đánh giá quá trình (Bài tập về nhà)
4. An toàn	NLTP 4.1		
	NLTP 4.2		
	NLTP 4.3		
	NLTP 4.4		
5. Giải quyết vấn đề	NLTP 5.1		
	NLTP 5.2		
	NLTP 5.3		
	NLTP 5.4		
6. Ứng dụng trí tuệ nhân tạo	NLTP 6.1		
	NLTP 6.2		

Miền năng lực	Năng lực thành phần (NLTP)	Môn học (Mã môn- Tên môn)	Hình thức đánh giá
	NLTP 6.3	EL063IU - Translation EL026IU - Translation 1	Bài thi giữa kỳ Bài thi cuối kỳ

Phụ lục 3
ĐỀ CƯƠNG CHI TIẾT CÁC MÔN HỌC
(Kèm theo Quyết định số /QĐ-ĐHQT ngày 04 tháng 9 năm 2025
của Hiệu trưởng trường Đại học Quốc tế)

(Sắp xếp thứ tự môn học theo Bảng 6 - Nội dung các môn học thuộc CTĐT)

1. PE015IU	Triết học Mác-Lênin	Philosophy of Marxism & Leninism
2. PE016IU	Kinh tế chính trị Mác-Lênin	Political economics of Marxism and Leninism
3. PE017IU	Chủ nghĩa xã hội khoa học	Scientific Socialism
4. PE018IU	Lịch sử Đảng Cộng Sản Việt Nam	History of Vietnamese Communist Party
5. PE019IU	Tư tưởng Hồ Chí Minh	Ho Chi Minh's Thoughts
6. PE021IU	Pháp luật đại cương	General Law
7. PT001IU	Giáo dục Thể chất 1	Physical Training 1
8. PT002IU	Giáo dục Thể chất 2	Physical Training 2
9. MP001IU	Giáo dục Quốc phòng	Military Education
10. EL001IU	Đọc 1 (B2-C1)	Reading 1 (B2-C1)
11. EL002IU	Viết 1 (B2-C1)	Writing 1 (B2-C1)
12. EL003IU	Nghe 1 (B2-C1)	Listening 1 (B2-C1)
13. EL004IU	Nói 1 (B2-C1)	Speaking 1 (B2-C1)
14. EL005IU	Ngữ pháp cao cấp	Advanced Grammar
15. EL006IU	Kỹ năng thuyết trình	Presentation Skills
16. EL007IU	Đọc 2 (C1-C2)	Reading 2 (C1-C2)
17. EL008IU	Viết 2 (C1-C2)	Writing 2 (C1-C2)
18. EL009IU	Nghe 2 (C1-C2)	Listening 2 (C1-C2)
19. EL010IU	Nói 2 (C1-C2)	Speaking 2 (C1-C2)
20. EL066IU	Viết nghiên cứu	Research Writing
21. EL012IU	Phương pháp nghiên cứu	Research Methodology
22. EL013IU	Nhập môn Ngôn ngữ học	Introduction to Linguistics
23. EL014IU	Nhập môn phương pháp giảng dạy tiếng Anh	Introduction to English Teaching Methodology
24. EL015IU	Nhập môn Văn học	Introduction to Literature
25. EL016IU	Nhập môn Dịch	Introduction to Translation
26. EL018IU	Giao tiếp xuyên văn hóa	Cross-cultural Communication
27. EL062IU	Các nền Văn minh Anh – Mỹ	British – American Civilizations
28. EL022IU	Ngữ âm và Âm vị học	Phonetics and Phonology
29. EL023IU	Hình vị học	Morphology
30. EL024IU	Cú pháp học	Syntax
31. EL025IU	Ngữ nghĩa học	Semantics
32. EL063IU	Biên Dịch	Translation

33. MA030IU	Thống kê cho Ngôn ngữ Xã hội học Statistics for Social Sciences	
34. EL017IU	Ngôn ngữ và Văn hóa	Language and Culture
35. EL021IU	Tiếng Anh toàn cầu	Global Englishes
36. EL028IU	Ngữ pháp chức năng	Functional Grammar
37. EL029IU	Ngữ dụng học	Pragmatics
38. EL030IU	Phân tích diễn ngôn	Discourse Analysis
39. EL031IU	Ngôn ngữ xã hội học	Sociolinguistics
40. EL032IU	Ngôn ngữ học so sánh	Comparative Linguistics
41. EL064IU	Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Đọc ELT methods and techniques – Teaching Listening & Reading	
42. EL065IU	Phương pháp giảng dạy Tiếng Anh – Kỹ năng Nói và Viết ELT methods and techniques – Teaching Speaking & Writing	
43. EL067IU	Phương pháp giảng dạy tiếng Anh – Từ vựng, Ngữ pháp và Phát âm ELT methods and techniques – Teaching Vocabulary, Grammar & Pronunciation	
44. EL036IU	Đánh giá và kiểm tra ngôn ngữ Language Assessment and Testing	
45. EL037IU	Ứng dụng công nghệ thông tin trong giảng dạy Technology Enhanced Language Learning (TELL)	
46. EL038IU	Giảng dạy tiếng Anh cho trẻ em Teaching English to Young Learners	
47. EL039IU	Phiên dịch 1	Interpreting 1
48. EL040IU	Phiên dịch 2	Interpreting 2
49. EL041IU	Biên dịch nâng cao	Advanced Translation
50. EL042IU	Dịch thuật trong kinh doanh	Translation in Business
51. EL043IU	Dịch thuật trên báo chí	Translation in Journalism
52. EL059IU	Văn học và Truyền thông	Literature and Communication
53. EL060IU	Thông hiểu truyền thông	Media Literacy
EL061IU	Các vấn đề toàn cầu đương đại	Contemporary Global Issues
54. BA115IU	Giới thiệu về Quản trị Kinh doanh Introduction to Business Administration	
55. BA117IU	Giới thiệu về kinh tế vi mô	Introduction to Microeconomics
56. BA016IU	Nguyên lý quản trị tài chính	Fundamental of Financial Management
57. BA003IU	Nguyên lý tiếp thị	Principles of Marketing
58. PE010IU	Lịch sử và văn hóa Việt Nam	Vietnam History and Culture
59. PE008IU	Tư duy phân tích	Critical Thinking
60. EL044IU	Thực tập 1	Internship 1
61. EL045IU	Thực tập 2	Internship 2
62. EL047IU	Thực tập quốc tế 1	International Internship 1
63. EL046IU	Khóa luận tốt nghiệp	Thesis
64. EL058IU	Dự án tốt nghiệp	Capstone project

ĐẠI HỌC QUỐC GIA TP. HỒ CHÍ MINH
KHOA CHÍNH TRỊ - HÀNH CHÍNH

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
(dành cho trường Đại học Quốc Tế)

1. Thông tin tổng quát

Tên môn học:

Tiếng Việt

Tiếng Anh

- Mã số môn học:

Thuộc khối kiến thức/kỹ năng:

☒ Kiến thức cơ bản/giáo dục đại cương

☐ Kiến thức chuyên ngành

☐ Môn học chuyên về kỹ năng chung

- Số tín chỉ:

Lý thuyết

Thực hành

- Môn học tiên quyết:

- Môn học trước:

- Môn học song hành:

Chủ nghĩa xã hội khoa học

Scientific socialism

PA21GEP03

☐ Kiến thức cơ sở ngành

☐ Kiến thức khác

☐ Môn học đồ án/luận văn tốt nghiệp

2 (30 tiết)

30 tiết

Triết học Mác – Lênin

2. Mô tả môn học

(Vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị.

Trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học: Đối tượng, phương pháp nghiên cứu, ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học; về sứ mệnh lịch sử của giai cấp công nhân; về chủ nghĩa xã hội và thời kỳ quá độ lên chủ nghĩa xã hội; về dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa; về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội; về vấn đề dân tộc và tôn giáo trong thời kỳ quá độ lên chủ nghĩa xã hội.

Môn học có mối quan hệ trực tiếp tới việc giáo dục lập trường, tư tưởng cho sinh viên, cũng như cung cấp kiến thức chuyên sâu cho sinh viên trong cách nhìn nhận các vấn đề chính trị xã hội.

3. Tài liệu học tập

(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)

Giáo trình:

- Bộ Giáo dục và Đào tạo (2021), *Giáo trình Chủ nghĩa xã hội khoa học*, (dùng cho



khối không chuyên ngành lý luận chính trị) 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 Chủ nghĩa xã hội khoa học*, Nxb. Chính trị quốc gia, Hà Nội.

Tài liệu khác:

[1] Tên tác giả (năm xuất bản), *Tên giáo trình*. Nơi xuất bản: Tên nhà xuất bản

Phần mềm:

[..] Tên hãng phần mềm (năm phát hành/phiên bản). *Tên phần mềm...*

4. Mục tiêu môn học

(Các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	Về kiến thức - Sinh viên hiểu một cách có hệ thống những nội dung cơ bản của học phần chủ nghĩa xã hội khoa học. Cùng các môn lý luận chính trị và các môn học khác giúp sinh viên có nhận thức tổng hợp, toàn diện về chủ nghĩa Mác-Lênin, tư tưởng Hồ Chí Minh và con đường đi lên CNXH ở Việt Nam. - Sinh viên hiểu những tri thức khoa học để luận giải sự ra đời tất yếu của chủ nghĩa xã hội, những nhiệm vụ, giải pháp cần thực hiện trong quá trình xây dựng chủ nghĩa xã hội nói chung và ở Việt Nam nói riêng. - Sinh viên hiểu những căn cứ khoa học để chống lại những nhận thức sai lệch và sự chống phá của các thế lực thù địch.	
G2	Về kỹ năng Sinh viên phân tích, đánh giá, giải quyết các vấn đề chính trị - xã hội nảy sinh trong thực tiễn. Và vận dụng quan điểm khoa học của chủ nghĩa Mác - Lênin để nhận diện được âm mưu diễn biến hòa bình của các thế lực phản động, thù địch.	
G3	Về thái độ/năng lực tự chủ và trách nhiệm Sinh viên đánh giá được sự cần thiết của việc học tập các môn lý luận chính trị; có niềm tin vào mục tiêu, lý tưởng xã hội chủ nghĩa và con đường đi lên chủ nghĩa xã hội; tin tưởng vào sự thành công của công cuộc đổi mới do Đảng Cộng sản Việt Nam khởi xướng và lãnh đạo.	

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

5. Chuẩn đầu ra môn học

(Các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (I, T, U) (3)
G1.1	Sinh viên hiểu những kiến thức cơ bản, hệ thống về sự ra đời, các giai đoạn phát triển; đối tượng, phương pháp nghiên cứu và ý nghĩa của việc học tập, nghiên cứu chủ nghĩa xã hội khoa học. Trên cơ sở đó tạo điều kiện để sinh viên nghiên cứu các phạm trù tiếp theo của chủ nghĩa xã hội khoa học.	I, T
G1.2	Sinh viên hiểu những nội dung cơ bản của lý luận về sứ mệnh lịch sử toàn thể giới của giai cấp công nhân, biểu hiện và ý nghĩa của sứ mệnh đó trong bối cảnh hiện nay.	I, T
G1.3	Sinh viên hiểu những kiến thức cơ bản và hệ thống quan điểm của chủ nghĩa Mác - Lênin về hình thái kinh tế - xã hội cộng sản chủ nghĩa, về chủ nghĩa xã hội, thời kỳ quá độ lên chủ nghĩa xã hội và quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa ở Việt Nam.	T, U
G1.4	Sinh viên hiểu đầy đủ và đúng bản chất của nền dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa, quan điểm của Đảng Cộng sản Việt Nam về việc xây dựng và hoàn thiện nền dân chủ và nhà nước xã hội chủ ở Việt Nam hiện nay.	T, U
G1.5	Sinh viên hiểu những kiến thức nền tảng về cơ cấu xã hội - giai cấp và liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội. Giúp sinh viên hiểu rõ vị trí, vai trò của những giai cấp, tầng lớp cơ bản trong quá trình xây dựng đất nước và nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.	T, U
G1.6	Sinh viên hiểu quan điểm cơ bản chủ nghĩa Mác-Lênin về vấn đề dân tộc, tôn giáo. Sinh viên nắm được những nội dung cơ bản của chính sách dân tộc, tôn giáo của Đảng và Nhà nước ta.	T, U
G1.7	Sinh viên hiểu 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, xây dựng gia đình ở Việt Nam hiện nay.	T, U
G2.1	Sinh viên phân tích lý luận – thực tiễn về các vấn đề đặt ra trong cuộc sống một cách đúng đắn và nhận diện những biến đổi xã hội ở nước ta	U

CĐR (1)	Mô tả CĐR (2)	Mức độ giảng dạy (I, T, U) (3)
	trong thời kỳ quá độ lên chủ nghĩa xã hội.	
G2.2	Sinh viên vận dụng những nội dung trong bài học để phân tích, giải thích những vấn đề trong thực tiễn một cách khách quan, có cơ sở khoa học.	U
G2.3	Sinh viên vận dụng kiến thức môn học để làm việc nhóm, quản lý nhóm	U
G3.1	Xây dựng và củng cố niềm tin vào lý tưởng cộng sản chủ nghĩa, vào con đường đi lên chủ nghĩa xã hội, góp phần xây dựng thành công chủ nghĩa xã hội ở Việt Nam.	T, U
G3.2	Có ý thức chính trị - xã hội, thái độ kiên định về lập trường, tư tưởng, có tinh thần đấu tranh bảo vệ lẽ phải, bảo vệ những quan điểm, chủ trương, chính sách đúng đắn của Đảng và Nhà nước; chống lại biểu hiện thờ ơ về chính trị và những quan điểm sai trái, thù địch cũng như những biểu hiện tiêu cực trong đời sống xã hội.	U
G3.3	Có năng lực dạy học, tự nghiên cứu các vấn đề liên quan đến chủ nghĩa Mác- Lênin, tư tưởng Hồ Chí Minh, đường lối, sách lược của Đảng, Nhà nước.	U

(1): Ký hiệu CĐR của môn học

(2): Mô tả CĐR, bao gồm các động từ chủ động, các chủ đề CĐR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6.Đánh giá môn học

(Các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CĐR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CĐR môn học (3)	Tỷ lệ % (6)
A1. Đánh giá quá trình	A1.1. Chuyên cần A1.2. Thuyết trình nhóm, bài tập lớn, thu hoạch...	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	30%
A2. Đánh giá giữa kỳ (Quiz)	A2.1. Trắc nghiệm (đề đóng) hoặc tự luận (được tham khảo tài liệu) thời gian làm bài 45 phút	G1.1 - G1.3, G2.1 - G2.3, G3.1- G3.3	20%
A3. Đánh giá cuối kỳ (FEX)	A3.1. Thi đề chung. Đề thi bao quát toàn bộ nội dung môn học bằng hình thức tự luận (đề mở). Thời gian 60 phút.	G1.1 - G1.7, G2.1 - G2.3, G3.1- G3.3	50%

(1): các thành phần đánh giá của môn học. (2): các bài đánh giá
 (3): các CDR được đánh giá. (4): tiêu chí đánh giá. (5): chuẩn đánh giá
 (6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

6. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CĐRMH (4)
1/ 2 tiết	Giới thiệu về môn học Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC 1. SỰ RA ĐỜI CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC <i>1.1.. Hoàn cảnh lịch sử sự ra đời của chủ nghĩa xã hội khoa học</i> <i>1.2. Vai trò của C. Mác và Ăngghen</i>	Dạy: - Thông báo quy định giảng dạy, học tập. - Công bố quy định kiểm tra, đánh giá môn học - Giới thiệu nội dung môn học - Giới thiệu nội dung đề tài thuyết trình nhóm, chia nhóm Học ngoài lớp: - Đọc trước tài liệu chương 1. Dạy: thuyết giảng Học ở lớp: Thảo luận và phát biểu trên lớp.	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3
2/2 tiết	Chương 1: NHẬP MÔN CHỦ NGHĨA XÃ HỘI KHOA HỌC 2. CÁC GIAI ĐOẠN PHÁT TRIỂN CƠ BẢN CỦA CHỦ NGHĨA XÃ HỘI KHOA HỌC <i>2.1. C.Mác và Ph.Ăngghen phát triển chủ nghĩa xã hội khoa học</i> <i>2.2. V.I.Lênin vận dụng và phát triển chủ nghĩa xã hội khoa học trong điều kiện mới</i> <i>2.3. Sự vận dụng và phát triển sáng tạo chủ nghĩa xã hội khoa học từ sau khi Lênin qua đời đến nay</i> 3. ĐỐI TƯỢNG, PHƯƠNG PHÁP VÀ Ý NGHĨA CỦA VIỆC NGHIÊN CỨU CHỦ NGHĨA XÃ HỘI KHOA HỌC <i>3.1. Đối tượng nghiên cứu của chủ nghĩa xã hội khoa học</i>	Dạy: thuyết giảng phần 1; 2.1. Hướng dẫn tự đọc phần còn lại. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - Phác thảo nội dung thuyết trình nhóm GHW - Đọc trước tài liệu chương 2.	G1.1 G2.1 G2.2 G3.1 G3.1 G3.3



	3.2. Phương pháp nghiên cứu của chủ nghĩa xã hội khoa học 3.3. Ý nghĩa của việc nghiên cứu chủ nghĩa xã hội khoa học		
3/ 2 tiết	Chương 2 SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN 1. Quan điểm cơ bản của chủ nghĩa Mác - Lênin về giai cấp công nhân và sứ mệnh lịch sử thế giới của giai cấp công nhân 1.1. Khái niệm và đặc điểm của giai cấp công nhân 1.2. Nội dung và đặc điểm sứ mệnh lịch sử của giai cấp công nhân 1.3. Những điều kiện quy định sứ mệnh lịch sử của giai cấp công nhân. 2. Giai cấp công nhân và việc thực hiện sứ mệnh lịch sử của giai cấp công nhân hiện nay 2.1. Giai cấp công nhân hiện nay 2.2. Thực hiện sứ mệnh lịch sử của giai cấp công nhân trên thế giới hiện nay	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - Đọc trước tài liệu mục 3, chương 2	G1.2 G2.1 G2.2 G3.1 G3.1 G3.3
4/ 2 tiết	Chương 2: SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN (tiếp theo) 3. SỨ MỆNH LỊCH SỬ CỦA GIAI CẤP CÔNG NHÂN VIỆT NAM 3.1. Đặc điểm của giai cấp công nhân Việt Nam 3.2. Nội dung sứ mệnh lịch sử của giai cấp công nhân Việt Nam hiện nay 3.3. Phương hướng và một số giải pháp chủ yếu để xây dựng giai cấp công nhân Việt Nam hiện nay	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - Đọc trước tài liệu chương 3	G1.2 G2.1 G2.2 G3.1 G3.1 G3.3
5/ 2 tiết	Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. CHỦ NGHĨA XÃ HỘI 1.1. Chủ nghĩa xã hội, giai đoạn đầu của hình thái kinh tế - xã hội công sản chủ	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp:	G1.3 G2.1 G2.2 G3.1 G3.1 G3.3

	nghĩa 1.2. Điều kiện ra đời chủ nghĩa xã hội Những đặt trưng cơ bản của chủ nghĩa xã hội 2. THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 2.1. Tính tất yếu khách quan của thời kỳ quá độ lên chủ nghĩa xã hội 2.2. Đặc điểm của thời kỳ quá độ lên chủ nghĩa xã hội	- Đọc trước tài liệu mục 3, chương 3	
6/ 2 tiết	Chương 3: CHỦ NGHĨA XÃ HỘI VÀ THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 3. QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM 3.1. Quá độ lên chủ nghĩa xã hội bỏ qua chế độ tư bản chủ nghĩa 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	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: - ôn tập, chuẩn bị kiểm tra giữa kỳ	G1.3 G2.1 G2.2 G3.1 G3.1 G3.3
7/ 2 tiết	-Kiểm tra giữa kỳ -Hướng dẫn tự đọc các nội dung của chương 4.5.6	Dạy: Tổ chức kiểm tra giữa kỳ, hướng dẫn tự học Học ở lớp: Làn bài thi Học ngoài lớp: - Đọc trước tài liệu chương 4	G1.1, G1.2, G1.3 G2.1, G2.2, G2.3 G3.1, G3.1, G3.3
8 /2 tiết	Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA 1. DÂN CHỦ VÀ DÂN CHỦ XÃ HỘI CHỦ NGHĨA 1.1. Dân chủ và sự ra đời, phát triển của dân chủ 1.2. Dân chủ xã hội chủ nghĩa 2. NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA 2.1. Sự ra đời, bản chất, chức năng của nhà nước xã hội chủ nghĩa 2.2. Mối quan hệ giữa dân chủ xã hội chủ nghĩa và nhà nước xã hội chủ nghĩa	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 3, chương 4	G1.4 G2.1 G2.2 G3.1 G3.1 G3.3

9/ 2 tiết	Chương 4: DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC XÃ HỘI CHỦ NGHĨA (tiếp theo) 3. DÂN CHỦ XÃ HỘI CHỦ NGHĨA VÀ NHÀ NƯỚC PHÁP QUYỀN XÃ HỘI CHỦ NGHĨA Ở VIỆT NAM <i>3.1. Dân chủ xã hội chủ nghĩa ở Việt Nam</i> <i>3.2. Nhà nước pháp quyền xã hội chủ nghĩa ở Việt Nam</i> <i>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</i>	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu chương 5	G1.4 G2.1 G2.2 G3.1 G3.1 G3.3
10/ 2 tiết	Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. CƠ CẤU XÃ HỘI GIAI CẤP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI <i>1.1. Khái niệm và vị trí của cơ cấu xã hội - giai cấp trong cơ cấu xã hội</i> <i>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</i> 2. LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI <i>2.1. Tính tất yếu của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</i> <i>2.2. Nội dung của liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội</i>	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 3, chương 5	G1.5 G2.1 G2.2 G3.1 G3.1 G3.3
11/ 2 tiết	Chương 5: CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 3. CƠ CẤU XÃ HỘI - GIAI CẤP VÀ LIÊN MINH GIAI CẤP, TẦNG LỚP	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu	G1.5 G2.1 G2.2 G3.1 G3.1 G3.3

PH

CHÍNH

HNV

	TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI Ở VIỆT NAM 3.1. Cơ cấu xã hội - giai cấp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam. 3.2. Liên minh giai cấp, tầng lớp trong thời kỳ quá độ lên chủ nghĩa xã hội ở Việt Nam.	chương 6	
12/ 2 tiết	Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. DÂN TỘC TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1.1. Chủ nghĩa Mác - Lênin về dân tộc 1.2. Dân tộc và quan hệ dân tộc ở Việt Nam	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 2, 3 chương 6	G1.6 G2.1 G2.2 G3.1 G3.1 G3.3
13/ 2 tiết	Chương 6: VẤN ĐỀ DÂN TỘC VÀ TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 2. TÔN GIÁO TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 2.1. Chủ nghĩa Mác - Lênin về tôn giáo. 2.2. Tôn giáo ở Việt Nam và chính sách tôn giáo của Đảng, Nhà nước ta hiện nay 3. QUAN HỆ DÂN TỘC VÀ TÔN GIÁO Ở VIỆT NAM 3.1. Đặc điểm quan hệ dân tộc và tôn giáo ở Việt Nam 3.2. Định hướng giải quyết mối quan hệ dân tộc và tôn giáo ở Việt Nam hiện nay.	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu chương 7	G1.6 G2.1 G2.2 G3.1 G3.1 G3.3
14/ 2 tiết	Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 1. KHÁI NIỆM, VỊ TRÍ VÀ CHỨC NĂNG CỦA GIA ĐÌNH 1.1. Khái niệm gia đình 1.2. Vị trí của gia đình trong xã hội 1.3. Chức năng cơ bản của gia đình	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Đọc trước tài liệu mục 3, chương 7	G1.7 G2.1 G2.2 G3.1 G3.1 G3.3



	2. CƠ SỞ XÂY DỰNG GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 2.1. Cơ sở kinh tế - xã hội 2.2. Cơ sở chính trị - xã hội 2.3. Cơ sở văn hóa		
15/ 2 tiết	Chương 7: VẤN ĐỀ GIA ĐÌNH TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI (tiếp theo) 3. XÂY DỰNG GIA ĐÌNH VIỆT NAM TRONG THỜI KỲ QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI 3.1. Sự biến đổi gia đình Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội 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. - Ôn tập thi cuối kỳ	Dạy: thuyết giảng, phát vấn, chấm phần biện. Học ở lớp: Thảo luận và phát biểu trên lớp. Học ngoài lớp: Ôn tập thi cuối kỳ	G1.7 G2.1 G2.2 G3.1 G3.1 G3.3

(Các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

Lý thuyết

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục
 (3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
 (4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
 (5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)

- (1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành
 (3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),
 (4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)
 (5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

7. Quy định của môn học

- Quy định về Bài thuyết trình nhóm GHW:
- + Thành lập nhóm: Số lượng sinh viên tùy tình hình thực tế của lớp, giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- + Các nhóm thuyết trình theo thứ tự, giảng viên quy định. 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 các phần điểm quá trình, điểm kiểm tra giữa kỳ điểm thi kết thúc học phần.
- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và khoa học chính trị và Khoa Chính trị - Hành chính qua email: daotao.spas@vnuhcm.edu.vn

8. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và khoa học chính trị - Khoa Chính trị - Hành chính (ĐHQG TP.HCM)
- Địa chỉ và email liên hệ: Tầng 7, nhà Điều hành ĐHQG. Khu phố 1. Phường Linh Trung, TP. Thủ Đức. Đại chỉ mail: daotao.spas@vnuhcm.edu.vn

KT. Trưởng Bộ môn
Phó trưởng Bộ môn (phụ trách)



TS. Mạch Thị Khánh Trinh

Tp. Hồ Chí Minh, ngày 14 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA




TS. Nguyễn Đình Quốc Cường

ĐẠI HỌC QUỐC GIA THÀNH PHỐ HỒ CHÍ MINH
KHOA CHÍNH TRỊ - HÀNH CHÍNH

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
(Dành cho trường Đại học Quốc Tế)

1. Thông tin tổng quát

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

Triết học Mác-Lênin

Philosophy of Marxism – Leninism

- Mã số môn học: PE015IU

- Thuộc khối kiến thức/kỹ năng:

☒ Kiến thức cơ bản/giáo dục đại cương

☐ Kiến thức cơ sở ngành

☐ Kiến thức chuyên ngành

☐ Kiến thức khác

☐ Môn học chuyên về kỹ năng chung

☐ Môn học đồ án/luận văn tốt nghiệp

- Số tín chỉ:

03

+ Lý thuyết

30 (trên lớp)

+ Thực hành (thuyết trình)

15 (trên lớp)

90 (về nhà)

- Môn học tiên quyết: Không

- Môn học trước: Không

- Môn học song hành: Không

2. Mô tả môn học

(vị trí của môn học đối với chương trình đào tạo (CTĐT), những mục đích và nội dung chính yếu của môn học)

Môn học thuộc phần kiến thức giáo dục đại cương thuộc mảng lý luận chính trị, trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin. Môn học nghiên cứu những quy luật vận động, phát triển chung nhất của tự nhiên, xã hội, tư duy; gồm 3 chương: Triết học và vai trò của triết học trong đời sống xã hội, chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.

3. Tài liệu học tập

(Các giáo trình, tài liệu tham khảo, các phần mềm, không quá 5 cuốn)

Giáo trình:

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Triết học Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị), Nxb. Chính trị quốc gia, Hà Nội.

[2] 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.

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

Tài liệu khác:

[1] Triết học Mác-Lênin (Bộ câu hỏi hướng dẫn ôn thi môn triết học), Nxb Sự thật, Hà Nội, 1980

[2] Triết học Mác-Lênin, tập 1 và 2, Nxb Sách giáo khoa Mác - Lênin, Hà Nội, 1995



Phần mềm:**4. Mục tiêu môn học**

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TĐNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)	TĐNL tương ứng CTĐT (4)
G1	4.1 Về kiến thức Sinh viên hiểu được vai trò của triết học Mác - Lênin trong đời sống xã hội và những nội dung cơ bản về: Chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.		
G2	4.2. Về kỹ năng Sinh viên vận dụng, phân tích được những tri thức cơ bản của triết học Mác - Lênin về chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử vào việc nhận thức, lý giải các hiện tượng, quy luật trong đời sống xã hội Việt Nam và thế giới.		
G3	4.3. Về thái độ/năng lực tự chủ và trách nhiệm Sinh viên đánh giá được giá trị, tính khoa học cách mạng và nhân văn của triết học Mác - Lênin đối với thực tiễn Việt Nam và nhân loại		

(1): Ký hiệu mục tiêu của môn học.

(2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

5. Chuẩn đầu ra môn học

(các mục cụ thể hay CDR của môn học và mức độ giảng dạy I, T, U)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Sinh viên hiểu những tri thức cơ bản về triết học nói chung, những điều kiện ra đời của triết học Mác – Lênin. Đồng thời giúp sinh viên phân tích, đánh giá được thực chất cuộc cách mạng trong triết học do C.Mác và Ph.Ăngghen thực hiện và các giai đoạn hình thành, phát triển triết học Mác – Lênin; Vai trò của triết học Mác trong đời sống xã hội và trong thời đại ngày nay.	I, T
G1.2	Sinh viên hiểu được quan điểm của chủ nghĩa duy vật biện chứng về vật chất, các hình thức, phương thức tồn tại của vật chất; nguồn gốc, bản chất của ý thức; mối quan hệ biện chứng giữa vật chất và ý thức.	I.T. U

	Sinh viên hiểu được những nội dung cơ bản của phép biện chứng duy vật; ý nghĩa phương pháp luận trong nhận thức và thực tiễn. Sinh viên hiểu những kiến thức cơ bản về lý luận nhận thức của chủ nghĩa duy vật biện chứng; ý nghĩa phương pháp luận.	
G1.3	Sinh viên hiểu những kiến thức về học thuyết hình thái kinh tế - xã hội; vận dụng ý nghĩa phương pháp luận vào thực tiễn của Việt Nam. Giúp sinh viên hiểu được những quan điểm cơ bản của triết học Mác – Lênin về giai cấp; về nhà nước và cách mạng xã hội; về dân tộc, quan hệ giai cấp - dân tộc – nhân loại; ý nghĩa phương pháp luận trong nhận thức những vấn đề cơ bản của cách mạng Việt Nam. Sinh viên hiểu những quan điểm cơ bản của triết học Mác – Lênin về con người, về ý thức xã hội, sự vận dụng vào cách mạng Việt Nam.	I, T, U
G2.1	Sinh viên phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tư duy có hệ thống.	U
G2.2	Sinh viên vận dụng trình bày, thuyết minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.	U
G2.3	Sinh viên vận dụng trong giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U
G3.1	Sinh viên phân tích, đánh giá được những nền tảng khoa học và cách mạng của chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử.	U
G3.2	Sinh viên vận dụng lập trường mácxít nhằm đấu tranh chống lại các quan điểm sai trái, xuyên tạc triết học Mác – Lênin.	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-	30%

		G3.2	
A2. Đánh giá giữa kỳ	Hình thức tự luận hoặc trắc nghiệm (A2.1)	G1.1 G2.1- G2.2, G3.1- G3.2	20%
A3. Đánh giá cuối kỳ	- Hình thức tự luận, sinh viên được sử dụng tài liệu giấy, không sử dụng thiết bị nối mạng khi làm bài thi: 75 phút (A3.1) - Điểm thưởng (tối đa 20% của điểm cuối kỳ)	G1.2- G1.3, G2.1- G2.2, G3.1- G3.2	50%

(1): các thành phần đánh giá của môn học.

(2): các bài đánh giá

(3): các CDR được đánh giá.

(4): tiêu chí đánh giá.

(5): chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

7. Kế hoạch giảng dạy chi tiết

(các nội dung giảng dạy theo buổi học, thể hiện sự tương quan với các CDR của môn học, các hoạt động dạy và học (ở lớp, ở nhà) và các bài đánh giá của môn học)

Lý thuyết

1	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/3 tiết	Giới thiệu về môn học Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI I. triết học và vấn đề cơ bản của triết học 1. Khái lược về triết học - Nguồn gốc ra đời của triết học 1. Khái lược về triết học	G1.1	Hoạt động dạy: - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm) - Trình chiếu, thuyết giảng Hoạt động học: - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu - Đọc trước mục I, II của chương 1	A1.1, A1.2, A2.1, A3.1
2/3 tiết	Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI	G1.1 G2.2 G2.3	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học:	A1.1, A1.2, A2.1, A3.1

	I. Triết học và vấn đề cơ bản của triết học (tt) 1. Khái lược về triết học - Khái niệm triết học 2. <i>Vấn đề cơ bản của triết học</i>		- Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I, mục 3, chương 1.	
3/3 tiết	Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo) I. Triết học và vấn đề cơ bản của triết học (tt) 3. <i>Biện chứng và siêu hình</i>	G1.1 G2.2 G2.3	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần II chương 1.	A1.1, A1.2, A2.1, A3.1
4/3 tiết	Chương 1 TRIẾT HỌC VÀ VAI TRÒ CỦA TRIẾT HỌC TRONG ĐỜI SỐNG XÃ HỘI (tiếp theo) II. Triết học Mác - Lênin và vai trò của triết học Mác - Lênin trong đời sống xã hội 1. <i>Sự ra đời và phát triển của triết học Mác - Lênin</i> - Giới thiệu nội dung mục 2.3	G1.1 G2.2 G2.3	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu - Phác thảo nội dung thuyết trình nhóm - Đọc trước phần I chương 1.	A1.1, A1.2, A2.1, A3.1
5/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG I. Vật chất và ý thức 1. <i>Vật chất và các hình thức tồn tại của vật chất</i> 2. <i>Nguồn gốc, bản chất và kết cấu của ý thức</i>	G1.2 G2.1 G2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 3 phần I chương 2.	A1.1, A1.2, A2.1, A3.1
6/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG I. Vật chất và ý thức 3. <i>Mối quan hệ giữa vật chất và ý thức</i> II. Phép biện chứng duy vật 1. <i>Hai loại hình biện chứng và phép biện chứng duy vật</i>	G1.2 G2.1 G2.2 G3.1 G3.2 G1.3	- Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 1,2 phần II chương 2.	A1.1, A1.2, A2.1, A3.1
7/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN	G1.3 G2.1	Hoạt động dạy: - Trình chiếu, thuyết	A1.1, A1.2,

	CHỨNG (tiếp theo) II. Phép biện chứng duy vật 2. Nội dung của phép biện chứng duy vật a. Hai nguyên lý. - Nguyên lý về mối liên hệ phổ biến - Nguyên lý về sự phát triển - Kiểm tra giữa kỳ	G.2.2 G3.1 G3.2	giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A3.1
8/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo) II. Phép biện chứng duy vật 2. Nội dung của phép biện chứng duy vật c. Các cặp phạm trù của PBCDV - Phạm trù cái riêng – cái chung - Phạm trù nguyên	G1.3 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước mục 2 phần II chương 2.	A1.1, A1.2, A3.1
9/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo) II. Phép biện chứng duy vật 2. Nội dung của phép biện chứng duy vật c. Ba quy luật: - Quy luật Lượng – Chất. - Quy luật thống nhất và đấu tranh của các mặt đối lập	G1.3 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần III chương 2.	A1.1, A1.2, A3.1
10/3 tiết	Chương 2 CHỦ NGHĨA DUY VẬT BIỆN CHỨNG (tiếp theo) III. Lý luận nhận thức 1. Các nguyên tắc của lý luận nhận thức duy vật biện chứng 2. Nguồn gốc, bản chất của nhận thức 3. Thực tiễn và vai trò của thực tiễn đối với nhận thức - Giới thiệu mục 4.5	G1.3 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần I chương 3.	A1.1, A1.2, A3.1
11/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ I. Học thuyết hình thái kinh tế - xã hội 1. Sản xuất vật chất là cơ sở của sự tồn tại và phát triển xã hội	G1.4 G2.1 G.2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình.	A1.1, A1.2, A3.1

	2. <i>Biện chứng giữa lực lượng sản xuất và quan hệ sản xuất</i>		- Đọc trước mục 3.4 phần I chương 3.	
12/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ I. Học thuyết hình thái kinh tế - xã hội 3. <i>Biện chứng giữa cơ sở hạ tầng và kiến trúc thượng tầng của xã hội</i> 4. <i>Sự phát triển các hình thái kinh tế - xã hội là một quá trình lịch sử - tự nhiên</i>	G1.4 G2.1 G2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần II và phần III chương 3.	A1.1, A1.2, A1.3, A3.1
13/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo) -Giới thiệu các khái niệm II. Giai cấp và dân tộc 1. <i>Vấn đề giai cấp và đấu tranh giai cấp</i> 2. <i>Dân tộc</i> 3. <i>Mối quan hệ giai cấp - dân tộc - nhân loại</i> III. Nhà nước và cách mạng xã hội 1. <i>Nhà nước</i>	G1.4 G2.1 G2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần IV chương 3.	A1.1, A1.2, A1.3, A3.1
14/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo) IV. Ý thức xã hội 1. <i>Khái niệm tồn tại xã hội và các yếu tố cơ bản của tồn tại xã hội</i> 2. <i>Ý thức xã hội và kết cấu của ý thức xã hội</i>	G1.4 G2.1 G2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng Hoạt động học: - Nghe giảng, phát biểu, làm việc nhóm, thuyết trình. - Đọc trước phần V chương 3.	A1.1, A1.2, A1.3, A3.1
15/3 tiết	Chương 3 CHỦ NGHĨA DUY VẬT LỊCH SỬ (tiếp theo) V. Triết học về con người 1. <i>Khái niệm con người và bản chất con người</i> - Giới thiệu mục 2.3.4 - Ôn tập thi cuối kỳ	G1.4 G2.1 G2.2 G3.1 G3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng - Ôn tập thi cuối kỳ Hoạt động học: - Thuyết trình, thảo luận nhóm - Nghe giảng, ôn tập	A1.1, A1.2, A1.3, A3.1

(1): Thông tin về tuần/buổi học.

(2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu

(nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

Thực hành

Tuần/Buổi học (1)	Nội dung (2)	CĐR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
...	Bài thực hành 1: ...	Gx.x ...	Dạy: ... Học ở lớp: ... Học ở nhà: ...	Ax.x ...

(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung thực hành theo bài thực hành

(3): Liệt kê CĐR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

8. Quy định của môn học

(Các quy định của môn học (nếu có), thí dụ: sinh viên không nộp bài tập và các báo cáo đúng hạn, được coi như không nộp bài; sinh viên vắng 2 buổi thực hành trở lên, không được phép dự thi cuối kỳ ...)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm quản lý trên forum là buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi 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 thì sẽ bị điểm 0 chuyên cần.

9. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính

- Địa chỉ và email liên hệ: daotao.spas@vnuhcm.edu.vn

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



TS. Mạch Thị Khánh Trinh

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC

(Dành cho Trường Đại học Quốc tế, ĐHQG-HCM)

1. Thông tin tổng quát

- Tên môn học:

+ Tiếng Việt

+ Tiếng Anh

Kinh tế chính trị Mác - Lênin

Political economics of Marxism and Leninism

- Mã số môn học:

PE016IU

- Thuộc khối kiến thức/kỹ năng:

☒ Kiến thức cơ bản/giáo dục đại cương

☐ Kiến thức cơ sở ngành

☐ Kiến thức chuyên ngành

☐ Kiến thức khác

☐ Môn học chuyên về kỹ năng chung

☐ Môn học đồ án/luận văn tốt nghiệp

- Số tín chỉ:

02

+ Lý thuyết

21 (trên lớp)

+ Thực hành (thuyết trình)

09 (trên lớp)

60 (về nhà)

- Môn học tiên quyết:

- Môn học trước:

Triết học Mác – Lênin

- Môn học song hành:

2. Mô tả môn học

Môn học này cung cấp cho sinh viên những phân tích của Các Mác về phương thức sản xuất tư bản chủ nghĩa và chỉ ra giới hạn phát triển của phương thức sản xuất này. V.I.Lênin bổ sung học thuyết kinh tế chính trị của Mác trong tình hình mới – giai đoạn chủ nghĩa tư bản độc quyền thống trị. Dựa vào nội dung cơ bản của kinh tế chính trị Mác – Lênin, sinh viên được tìm hiểu về mô hình kinh tế tổng quát của Việt Nam trong thời kỳ quá độ - Kinh tế thị trường định hướng xã hội chủ nghĩa. Bên cạnh đó, môn học này cũng cung cấp cho sinh viên về tính tất yếu phải công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế trong bối cảnh CMCN lần thứ 4 và toàn cầu hóa diễn ra mạnh mẽ.

3. Tài liệu học tập



3.1. Giáo trình

- [1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Kinh tế chính trị Mác – Lênin*, (dùng cho khối không chuyên ngành lý luận chính trị) Nxb. Chính trị quốc gia, Hà Nội.
- [2] 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.

3.2. Tài liệu khác

- [3] Các Mác, *Tư bản*, NXB Chính trị quốc gia Sự thật, Hà Nội, 2018
- [4] Klaus Schwab (2018), *Cách mạng công nghiệp lần thứ tư*, NXB Thế giới.
- [5] V.I.Lênin, Toàn tập – tập 27, NXB Chính trị Quốc gia Sự thật, 2005

3.3. Phần mềm: N/A

4. Mục tiêu môn học

(các mục tiêu tổng quát của môn học, thể hiện sự liên quan với các chuẩn đầu ra (X.x.x) của CTĐT và trình độ năng lực (TDNL) được phân bổ cho môn học)

Mục tiêu (1)	Mô tả mục tiêu (2)	CĐR của môn học tương ứng CTĐT (3)	TDNL tương ứng CTĐT (4)
G1	4.1 Về kiến thức Sinh viên hiểu được sự vận động và phát triển của phương thức sản xuất tư bản chủ nghĩa và giới hạn của nó theo phân tích của Mác – Lênin. Sinh viên cũng được hiểu rõ về mô hình kinh tế của Việt Nam thời kỳ quá độ lên chủ nghĩa xã hội đó là kinh tế thị trường định hướng xã hội chủ nghĩa. Ngoài ra, sinh viên cũng hiểu rõ về công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		3.5
G2	4.2. Về kỹ năng Sinh viên vận dụng những kiến thức đã học có thể nhận định, phân tích và đánh giá các vấn đề kinh tế chính trị trong nước và quốc tế. Vận dụng kiến thức kinh tế chính trị Mác – Lênin để		3.0

	đánh giá chủ nghĩa tư bản đương đại cũng như phân tích, đánh giá được mô hình kinh tế của Việt Nam trong thời kỳ quá độ lên chủ nghĩa xã hội. Ngoài ra, sinh viên còn vận dụng kiến thức kinh tế chính trị để phân tích quá trình công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế của Việt Nam.		
G3	4.3. Về thái độ/năng lực tự chủ và trách nhiệm Vận dụng kiến thức kinh tế chính trị Mác – Lênin để có thái độ tích cực trong việc góp phần vào xây dựng và bảo vệ con đường chủ nghĩa xã hội của Việt Nam. Đấu tranh bác bỏ những luận điệu xuyên tạc, chống phá Chủ nghĩa Mác – Lênin và sự lãnh đạo của Đảng Cộng sản Việt Nam.		4.0

(1): Ký hiệu mục tiêu của môn học. (2): Mô tả các mục tiêu bao gồm các động từ chủ động, các chủ đề CDR (X.x.x) và bối cảnh áp dụng tổng quát

(3), (4): Ký hiệu CDR của CTĐT và TĐNL tương ứng được phân bổ cho môn học.

5. Chuẩn đầu ra môn học

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	G1.1.1. Hiểu rõ lịch sử của kinh tế chính trị và kinh tế chính trị Mác – Lênin.	I, T
	G1.1.2 Hiểu rõ về mục tiêu, phương pháp và chức năng của KTCT Mác - Lênin	I.T
G1.2	G1.2.1. Hiểu rõ hai thuộc tính của hàng hóa và cấu trúc của giá trị hàng hóa	I.T.U
	G1.2.2. Hiểu về mặt chất và mặt lượng của giá trị hàng hóa và các nhân tố ảnh hưởng đến mặt lượng giá trị hàng hóa	I, T
	G1.2.3. Hiểu rõ mối quan hệ giữa giá trị hàng hóa và tiền tệ	I, T, U
	G1.2.4. Hiểu về thị trường và các quy luật cơ bản của kinh tế thị trường	I, T, U

G1.3	G1.3.1. Hiểu rõ được công thức chung của tư bản và mâu thuẫn của nó	I, T
	G1.3.2. Hiểu rõ được nguồn gốc của giá trị thặng dư TBCN	I, T
	G1.3.3. Hiểu rõ hàng hóa sức lao động và tính chất đặc biệt của nó	I, T
	G1.3.4. Hiểu được bản chất và các hình thức của tiền công	I, T, U
	G1.3.5. Hiểu được các phương pháp sản xuất giá trị thặng dư TBCN	I, T
	G1.3.6. Hiểu rõ ý nghĩa của tuần hoàn và chu chuyển tư bản	I, T
	G1.3.7. Hiểu được mục đích của tích lũy tư bản	I, T, U
	G1.3.8. Hiểu rõ các hình thức biểu hiện của giá trị thặng dư TBCN là mối quan hệ của chúng	I, T
G1.4	G1.4.1. Hiểu rõ hai giai đoạn phát triển của CNTB	I, T
	G1.4.2. Hiểu được nguyên nhân hình thành CNTB độc quyền	I, T
	G1.4.3. Hiểu được 5 đặc điểm của CNTB độc quyền theo phân tích của V.I. Lênin	I, T
	G1.4.4. Hiểu được những nguyên nhân hình thành và đặc điểm của chủ nghĩa tư bản độc quyền nhà nước.	I, T
G1.5	G1.5.1. Hiểu rõ về mô hình kinh tế thị trường định hướng XHCN và các đặc trưng của nó	I, T
	G1.5.2. Hiểu rõ về vai trò của thể chế kinh tế thị trường định hướng XHCN và tại sao cần phải hoàn thiện nó	I, T
	G1.5.3. Hiểu rõ vai trò của lợi ích kinh tế và các quan hệ lợi ích kinh tế trong nền kinh tế thị trường.	I, T
G1.6	G1.6.1. Hiểu rõ lý do tại sao một quốc gia cần phải tiến hành CNH và các quốc gia CNH thành công tiêu biểu	I, T
	G1.6.2. Hiểu rõ lịch sử và đặc trưng của các cuộc CMCN và mối liên hệ giữa CMCN với CNH	I, T, U
	G1.6.3. Hiểu rõ quá trình CNH, HĐH của Việt Nam	I, T
	G1.6.4. Hiểu được tính tất yếu của Việt Nam phải hội nhập kinh tế quốc tế trong bối cảnh toàn cầu hóa	I, T
	G2.1. Vận dụng phương pháp trừu tượng hóa khoa học để phân tích các vấn đề kinh tế chính trị	U
	G2.2. Vận dụng kiến thức kinh tế chính trị Mác -	

G2	Lênin để đánh giá chủ nghĩa tư bản hiện nay và sự lựa chọn con đường tiến lên CNXH của Việt Nam	U
	G2.3. Vận dụng kiến thức về kinh tế thị trường định hướng XHCN để hiểu rõ con đường đi lên CNXH của Việt Nam từ đó đấu tranh chống lại các thế lực chống phá chủ nghĩa Mác - Lênin	U
	G2.4. Vận dụng kiến thức về CNH, HĐH và hội nhập kinh tế quốc tế để phân tích chiến lược phát triển của Việt Nam trong bối cảnh CMCN 4.0 và toàn cầu hóa diễn ra ngày càng sâu rộng	U
G3	G3.1. Vận dụng kiến thức kinh tế chính trị Mác - Lênin, đóng góp vào công cuộc xây dựng chủ nghĩa xã hội	U
	G3.2. Vận dụng kiến thức kinh tế chính trị Mác - Lênin đấu tranh chống lại các luận điệu xuyên tạc chủ nghĩa Mác - Lênin và con đường đi lên CNXH của Việt Nam	U

(1): Ký hiệu CDR của môn học

(2): Mô tả CDR, bao gồm các động từ chủ động, các chủ đề CDR ở cấp độ 4 (X.x.x.x) và bối cảnh áp dụng cụ thể.

(3): I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6. Đánh giá môn học

(các thành phần, các bài đánh giá, các tiêu chí đánh giá, chuẩn đánh giá, và tỷ lệ đánh giá, thể hiện sự tương quan với các CDR của môn học)

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1- G1.6; G2.1 - G2.4; G3.1- G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra tự luận: 60 phút (A2.1)	G1.1, G1.2, G1.3	20%
A3. Đánh giá cuối kỳ	Tự luận sinh viên được sử dụng tài liệu khi làm bài thi: 60 phút (A3.1)	G1.1 - G1.6; G2.1-G2.4	50%

(1): Các thành phần đánh giá của môn học. (2): Các bài đánh giá

(3): Các CDR được đánh giá. (4): Tiêu chí đánh giá. (5): Chuẩn đánh giá

(6): Tỷ lệ điểm của các bài đánh giá trong tổng điểm môn học

7. Kế hoạch giảng dạy chi tiết

Tuần/Buổi học (1)	Nội dung (2)	CDR môn học (3)	Hoạt động dạy và học (4)	Bài đánh giá (5)
1/4 tiết	Giới thiệu về môn học Chương 1 ĐỐI TƯỢNG, PHƯƠNG PHÁP NGHIÊN CỨU VÀ CHỨC NĂNG CỦA KINH TẾ CHÍNH TRỊ MÁC – LÊNIN I. Khái quát về sự hình thành và phát triển của kinh tế chính trị Mác – Lênin. II. Đối tượng, mục đích và phương pháp nghiên cứu của kinh tế chính trị Mác – Lênin III. Chức năng của kinh tế chính trị Mác – Lênin Chương 2 HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG I. Lý luận của C. Mác về sản xuất hàng hóa và hàng hóa 1. Sản xuất hàng hóa 2. Hàng hóa - <i>Khái niệm và thuộc tính của hàng hóa.</i> - <i>Tính hai mặt của lao động sản xuất hàng hóa.</i> - <i>Lượng giá trị và các nhân tố ảnh hưởng đến lượng giá trị của hàng hóa.</i>	G.1.1 G.1.2	Hoạt động dạy: - Giới thiệu về môn học, cơ cấu điểm, cách thức giảng dạy và học tập môn Kinh tế chính trị Mác – Lênin - Giới thiệu nội dung đề tài thuyết trình nhóm GHW) - Trình chiếu, thuyết giảng chương 1,2 và giải đáp thắc mắc. Hoạt động học: - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu, nêu thắc mắc - Đọc trước chương 2 và chương 3	A1.1 A1.2 A2.1 A3.1
	Chương 2 HÀNG HÓA, THỊ TRƯỜNG VÀ VAI TRÒ CỦA CÁC CHỦ THỂ THAM GIA THỊ TRƯỜNG (tiếp theo)		Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc	A1.1 A1.2

2/4 tiết	3. Tiền tệ 4. Dịch vụ và quan hệ trao đổi trong trường hợp một số yếu tố khác hàng hóa thông thường ở điều kiện ngày nay II. Thị trường và nền kinh tế thị trường. 1. Khái niệm, phân loại và vai trò của thị trường. 2. Nền kinh tế thị trường và một số quy luật chủ yếu của nền kinh tế thị trường - <i>Nền kinh tế thị trường.</i> - <i>Một số quy luật kinh tế chủ yếu của nền kinh tế thị trường.</i> III. Vai trò của một số chủ thể tham gia thị trường. 1. Người sản xuất 2. Người tiêu dùng 3. Các chủ thể trung gian trong thị trường. 4. Nhà nước.	G.1.2 G.2.1	mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 3.	A1.3 A2.1 A3.1
3/4 tiết	Chương 3 GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG I. Lý luận của Các Mác về giá trị thặng dư 1. Nguồn gốc của giá trị thặng dư. - <i>Công thức chung của tư bản</i> - <i>Hàng hóa sức lao động</i> - <i>Sự sản xuất giá trị thặng dư</i> - <i>Tư bản bất biến và tư bản khả biến</i> - <i>Tiền công</i> - <i>Tuần hoàn và chu chuyển tư bản</i> 2. Bản chất của giá trị thặng dư 3. Các phương pháp sản xuất giá trị thặng dư	G.1.3 G.2.2 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW	A1.1 A1.2 A1.3 A2.1 A3.1

			- Đọc trước chương 4.	
4/4 tiết	Chương 3 GIÁ TRỊ THẶNG DƯ TRONG NỀN KINH TẾ THỊ TRƯỜNG (tiếp theo) II. Tích lũy tư bản 1. Bản chất của tích lũy tư bản. 2. Những nhân tố ảnh hưởng đến quy mô tích lũy. 3. Một số hệ quả của tích lũy tư bản. III. Các hình thức biểu hiện của giá trị thặng dư trong nền kinh tế thị trường. 1. Lợi nhuận 2. Lợi tức. 3. Địa tô TBCN	G.1.3 G.2.2 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 4.	A1.1 A1.2 A1.3 A2.1 A3.1
5/4 tiết	Chương 4 CẠNH TRANH VÀ ĐỘC QUYỀN TRONG NỀN KINH TẾ THỊ TRƯỜNG (tiếp theo) 1. Lý luận của V.I. Lê nin về đặc điểm kinh tế của độc quyền (tt). - <i>Xuất khẩu tư bản trở thành phổ biến</i> - <i>Cạnh tranh để phân chia thị trường thế giới là tất yếu giữa các tập đoàn độc quyền.</i> - <i>Lôi kéo, thúc đẩy các chính phủ vào việc phân định khu vực lãnh thổ ảnh hưởng là cách thức để bảo vệ lợi ích độc quyền.</i> 2. Lý luận của V.I. Lênin về đặc điểm kinh tế của độc quyền nhà nước trong CNTB	G.1.4 G.2.2 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 5.	A1.1 A1.2 A1.3 A3.1

	- Sự kết hợp nhân sự giữa tổ chức độc quyền và nhà nước. - Sự hình thành, phát triển sở hữu nhà nước. - Độc quyền nhà nước trở thành công cụ để nhà nước điều tiết nền kinh tế. III. Biểu hiện mới của độc quyền, độc quyền nhà nước trong điều kiện ngày nay; vai trò lịch sử của CNTB. 1. Biểu hiện mới của độc quyền 2. Biểu hiện mới của độc quyền nhà nước dưới CNTB 3. Vai trò lịch sử của CNTB			
6/4 tiết	Chương 5 KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM I. Kinh tế thị trường định hướng xã hội chủ nghĩa ở Việt Nam 1. Khái niệm về kinh tế thị trường định hướng XHCN ở Việt Nam. 2. Tính tất yếu khách quan của việc phát triển kinh tế thị trường định hướng XHCN ở Việt Nam. 3. Đặc trưng của kinh tế thị trường định hướng XHCN ở Việt Nam. II. Hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam 1. Sự cần thiết phải hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở Việt Nam. 2. Nội dung hoàn thiện thể chế kinh tế thị trường định hướng XHCN ở	G.1.5 G.2.3 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 6.	A1.1 A1.2 A1.3 A3.1



	Việt Nam. III. Các quan hệ lợi ích kinh tế ở Việt Nam. 1. Lợi ích kinh tế và quan hệ lợi ích kinh tế. - <i>Lợi ích kinh tế</i>			
7/4 tiết	Chương 5 KINH TẾ THỊ TRƯỜNG ĐỊNH HƯỚNG XÃ HỘI CHỦ NGHĨA VÀ CÁC QUAN HỆ LỢI ÍCH KINH TẾ Ở VIỆT NAM (tiếp theo) 1. Lợi ích kinh tế và quan hệ lợi ích kinh tế (tt). - <i>Quan hệ lợi ích kinh tế.</i> 2. Vai trò của nhà nước trong đảm bảo hài hòa các quan hệ lợi ích. - Bảo vệ lợi ích hợp pháp, tạo môi trường thuận lợi cho hoạt động tìm kiếm lợi ích của các chủ thể kinh tế. - Điều hòa lợi ích giữa cá nhân – doanh nghiệp – xã hội. - Kiểm soát, ngăn ngừa các quan hệ lợi ích có ảnh hưởng tiêu cực đối với sự phát triển của xã hội. Chương 6 CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM I. Công nghiệp hóa, hiện đại hóa của Việt Nam. 1. Khái quát về cách mạng công nghiệp và công nghiệp hóa. - Khái quát về cách mạng công nghiệp - Công nghiệp hóa và các mô hình công nghiệp hóa trên thế giới	G.1.5 G.1.6 G.2.3 G.2.4 G.3.1 G.3.2	Hoạt động dạy: - Trình chiếu, thuyết giảng, giải đáp thắc mắc - Tổng kết nội dung thuyết trình nhóm Hoạt động học: - Nghe giảng, thảo luận, phát biểu, nêu thắc mắc. - Thuyết trình nhóm GHW - Đọc trước chương 6.	A1.1 A1.2 A1.3 A3.1
	Chương 6		Hoạt động dạy:	

8/2 tiết	CÔNG NGHIỆP HÓA, HIỆN ĐẠI HÓA VÀ HỘI NHẬP KINH TẾ QUỐC TẾ CỦA VIỆT NAM (tiếp theo) 2. Tính tất yếu khách quan và nội dung công nghiệp hóa, hiện đại hóa ở Việt Nam. - <i>Tính tất yếu của công nghiệp hóa, hiện đại hóa ở Việt Nam.</i> - <i>Nội dung CNH, HĐH ở Việt Nam</i> II. Hội nhập kinh tế quốc tế của Việt Nam 1. Khái niệm và nội dung hội nhập kinh tế quốc tế. 2. Tác động của hội nhập kinh tế quốc tế đến quá trình phát triển của Việt Nam 3. Phương hướng nâng cao hiệu quả hội nhập kinh tế quốc tế trong phát triển của Việt Nam Ôn tập thi cuối kì	G.1.6 G.2.4 G.3.1 G.3.2	- Trình chiếu, thuyết giảng, tổng kết nội dung thuyết trình nhóm. - Giải đáp thắc mắc cho sinh viên - Công bố điểm quá trình. Hoạt động học: - Nghe giảng - Phát biểu, thảo luận - Nêu thắc mắc về môn học.	A1.1 A1.2 A1.3 A3.1
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(1): Thông tin về tuần/buổi học. (2): Liệt kê nội dung giảng dạy theo chương, mục

(3): Liệt kê CDR liên quan của môn học (ghi ký hiệu Gx.x),

(4): Liệt kê các hoạt động dạy và học (ở lớp, ở nhà), bao gồm đọc trước tài liệu (nếu có yêu cầu)

(5): Liệt kê các bài đánh giá liên quan (ghi ký hiệu Ax.x)

8. Quy định của môn học

- 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 1 hoặc trực tiếp nộp cho GV.

+ Tuần 2 (buổi thứ 2) 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.



9. Phụ trách môn học

- Khoa/Bộ môn: Bộ môn Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- Email liên hệ: daotao.spas@vnuhcm.edu.vn.

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



Lê Văn Thông

TP. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường

ĐỀ CƯƠNG CHI TIẾT MÔN HỌC
(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ, ĐHQG-HCM)

1. THÔNG TIN CHUNG (General information)

- | | |
|---|--|
| <ul style="list-style-type: none"> - Tên môn học: <ul style="list-style-type: none"> * Tiếng Việt * Tiếng Anh - Mã số môn học: - Thuộc khối kiến thức/kỹ năng: <ul style="list-style-type: none"> ☒ Kiến thức cơ bản/giáo dục đại cương ☐ Kiến thức chuyên ngành ☐ Môn học chuyên về kỹ năng chung - Số tín chỉ: <ul style="list-style-type: none"> * Lý thuyết * Thực hành (thuyết trình) - Môn học tiên quyết: - Môn học trước: - Môn học song hành: | <p>Lịch sử Đảng Cộng sản Việt Nam
History of Vietnamese communist party
PE018IU</p> <ul style="list-style-type: none"> ☐ Kiến thức cơ sở ngành ☐ Kiến thức khác ☐ Môn học đồ án/luận văn tốt nghiệp <p>02</p> <p>20 tiết</p> <p>10 tiết (trên lớp)
60 tiết (về nhà)</p> <p>Không</p> <p>Không</p> |
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2. MÔ TẢ MÔN HỌC (Course description)

Môn học nằm trong khối kiến thức giáo dục đại cương thuộc mảng lý luận chính trị. Môn học với những kiến thức cơ bản, hệ thống về Lịch sử Đảng Cộng sản Việt Nam như: sự ra đời của Đảng Cộng sản Việt Nam, sự lãnh đạo của Đảng trong đấu tranh giành chính quyền, giải phóng dân tộc và xây dựng chủ nghĩa xã hội từ năm 1930 đến năm nay.

3. MỤC TIÊU MÔN HỌC (Course Goals)

Mục tiêu (1)	Mô tả mục tiêu (2)	CDR của môn học tương ứng CTĐT (3)
G1	Về kiến thức Sinh viên hiểu được những tri thức cơ bản, có tính hệ thống về sự ra đời của Đảng Cộng sản Việt Nam (1920-1930), sự lãnh đạo của Đảng đối với cách mạng Việt Nam trong thời kỳ đấu tranh giành chính quyền chính quyền (1930-1945), trong hai cuộc kháng chiến chống thực dân	

	Pháp và đế quốc Mỹ xâm lược (1945-1975), trong sự nghiệp xây dựng, bảo vệ Tổ quốc thời kỳ cả nước quá độ lên chủ nghĩa xã hội, tiến hành công cuộc đổi mới (1975 đến nay).	
G2	Về kỹ năng Sinh viên vận dụng phương pháp tư duy khoa học về lịch sử để lựa chọn, khái quát hóa tài liệu nghiên cứu, học tập môn học; đồng thời sinh viên phân tích, đánh giá, vận dụng kiến thức lịch sử vào công tác thực tiễn.	
G3	Về thái độ/năng lực tự chủ và trách nhiệm Sinh viên đánh giá được sự thật khách quan và nâng cao lòng tự hào, niềm tin đối với sự nghiệp lãnh đạo của Đảng và phê phán những quan niệm sai trái về lịch sử của Đảng.	

4. CHUẨN ĐẦU RA MÔN HỌC (Course learning outcomes)

CDR (1)	Mô tả CDR (2)	Mức độ giảng dạy (3)
G1.1	Hiểu được đối tượng, chức năng, nhiệm vụ nội dung và phương pháp nghiên cứu, học tập môn Lịch sử Đảng Cộng sản Việt Nam	I,U
G1.2	Hiểu được quá trình ra đời của Đảng Cộng sản Việt Nam (1920-1930), nội dung cơ bản, giá trị lịch sử của Cương lĩnh chính trị đầu tiên của Đảng và quá trình Đảng lãnh đạo cuộc đấu tranh giành độc lập, giành chính quyền (1930-1945)	I, T,U
G1.3	Hiểu được quá trình lãnh đạo của Đảng đối với hai cuộc kháng chiến chống thực dân Pháp và đế quốc Mỹ xâm lược, hoàn thành giải phóng dân tộc, thống nhất đất nước thời kỳ 1945-1975	I, T,U
G1.4	Hiểu được quá trình phát triển đường lối và sự lãnh đạo của Đảng để đưa cả nước quá độ lên chủ nghĩa xã hội và tiến hành công cuộc đổi mới từ sau ngày thống nhất đất nước năm 1975 đến nay. Những thành tựu và bài học kinh nghiệm trong quá trình lãnh đạo từ năm 1930 đến nay.	I, T,U
G2.1	Vận dụng kiến thức đã học để nhận thức, hành động theo đường lối của Đảng.	U
G2.2	Vận dụng, phân tích với tư duy độc lập trong nghiên cứu nhằm giải quyết các vấn đề khi làm việc theo nhóm và trình bày kết quả nghiên cứu.	U
G3.1	Đánh giá được sự lãnh đạo đúng đắn của Đảng Cộng sản Việt Nam đối với cách mạng nước ta. Quyết tâm phấn đấu thực hiện đường lối cách mạng của Đảng.	U

G3.2	Đánh giá được tầm quan trọng của sự nghiêm túc trong học tập và nghiên cứu, tự rèn luyện bản thân trở thành người có phẩm chất chính trị và đạo đức tốt.	U
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5. ĐÁNH GIÁ MÔN HỌC

Thành phần đánh giá (1)	Bài đánh giá (2)	CDR môn học (3)	Tỷ lệ % (4)
A1. Đánh giá quá trình	- Chuyên cần (A1.1) - Tham gia học tập trên lớp tích cực, hăng hái phát biểu (A1.2) - Thuyết trình nhóm (A1.3)	G1.1, G1.2- G1.3, G2.1, G2.2- G2.3 G3.1-G3.2	30%
A2. Đánh giá giữa kỳ	Kiểm tra giữa kỳ (A2.1)	G1.1 G2.1-G2.2, G3.1-G3.2	20%
A3. Đánh giá cuối kỳ	Thi cuối học kỳ (A3.1)	G1.2-G1.3, G2.1-G2.2, G3.1-G3.2	50%

6. KẾ HOẠCH GIẢNG DẠY CHI TIẾT

Tuần/Buổi học (1)	Nội dung (2)	Hoạt động dạy và học (3)	CDRMH (4)
1/2 tiết	Chương nhập môn ĐỐI TƯỢNG, CHỨC NĂNG, NHIỆM VỤ, NỘI DUNG VÀ PHƯƠNG PHÁP NGHIÊN CỨU, HỌC TẬP LỊCH SỬ ĐẢNG CỘNG SẢN VIỆT NAM I. Đối tượng nghiên cứu của môn học lịch sử Đảng Cộng sản Việt Nam II. Chức năng, nhiệm vụ của môn học lịch sử Đảng Cộng sản Việt Nam III. Phương Pháp nghiên cứu, học tập môn lịch sử Đảng Cộng sản Việt Nam	Hoạt động dạy: - Giới thiệu đề cương môn học - Giới thiệu nội dung đề tài thuyết trình nhóm) - Trình chiếu, thuyết giảng Hoạt động học: - Chia nhóm - Giới thiệu nhóm học tập - Nghe giảng, phát biểu - Đọc trước mục 1, 2 phần I của chương 1	G1.1 G2.1 G2.2 G3.1 G3.2
	Chương 1 ĐẢNG CỘNG SẢN VIỆT NAM RA ĐỜI VÀ LÃNH ĐẠO	Hoạt động dạy: - Trình chiếu, thuyết giảng mục	

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2/2 tiết	ĐẤU TRANH GIÀNH CHÍNH QUYỀN (1930-1945) I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930) <i>1. Bối cảnh lịch sử</i> <i>2. Nguyễn Ái Quốc chuẩn bị các điều kiện để thành lập Đảng</i>	1,2 phần I của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3,4 phần I của chương 1	G1.2 G2.1 G2.2 G3.1 G3.2
3/2 tiết	Chương 1 (tiếp theo) I. Đảng cộng sản Việt Nam ra đời và cương lĩnh chính trị đầu tiên của Đảng (tháng 2 – 1930) (tt) <i>3. Thành lập Đảng Cộng sản Việt Nam và Cương lĩnh chính trị đầu tiên của Đảng</i> <i>4. Ý nghĩa lịch sử của việc thành lập Đảng Cộng sản Việt Nam</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 3,4 phần I của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1, 2 phần II của chương 1	G1.1 G1.2 G2.1 G2.2 G3.1 G3.2
4/2 tiết	Chương 1 (tiếp theo) II. Lãnh đạo đấu tranh giành chính quyền (1930-1945) <i>1. Phong trào cách mạng 1930-1935 và khôi phục phong trào 1932-1935</i> <i>2. Phong trào dân chủ 1936-1939</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3, 4 phần II của chương 1	G1.2 G2.1 G2.2 G3.1 G3.2

5/2 tiết	II. Lãnh đạo đấu tranh giành chính quyền (1930-1945) (tt) 3. Phong trào giải phóng dân tộc 1939-1945 4. Tính chất, ý nghĩa và kinh nghiệm của Cách mạng Tháng Tám năm 1945	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 3, 4 phần II của chương 1 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1,2 phần I của chương 2	G1.2 G1.3 G2.1 G2.2 G3.1 G3.2
6/2 tiết	Chương 2 ĐẢNG LÃNH ĐẠO HAI CUỘC KHÁNG CHIẾN, HOÀN THÀNH GIẢI PHÓNG DÂN TỘC, THỐNG NHẤT ĐẤT NƯỚC (1945-1975) I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954 1. Xây dựng và bảo vệ chính quyền cách mạng 1945-1946 2. Đường lối kháng chiến toàn quốc và quá trình tổ chức thực hiện từ năm 1946 đến năm 1950	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1, 2 phần I của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3, 4 phần I của chương 2	G1.3 G2.1 G2.2 G3.1 G3.2
7/2 tiết	Chương 2 (tiếp theo) I. Lãnh đạo xây dựng, bảo vệ chính quyền cách mạng, kháng chiến chống thực dân Pháp xâm lược 1945-1954 (tt) 3. Đẩy mạnh cuộc kháng chiến đến thắng lợi 1951-1954 4. Ý nghĩa lịch sử và kinh nghiệm của Đảng trong lãnh đạo kháng chiến chống Pháp và can thiệp Mỹ	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 3, 4 phần I của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1 phần II của chương 2	G1.3 G2.1 G2.2 G3.1 G3.2

8/2 tiết	Chương 2 (tiếp theo) II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975) <i>1. Sự lãnh đạo của Đảng đối với cách mạng hai miền Nam – Bắc 1954-1965</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần II của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 2,3 phần II của chương 2	G1.3 G2.1 G2.2 G3.1 G3.2
9/2 tiết	Chương 2 (tiếp theo) II. Lãnh đạo xây dựng chủ nghĩa xã hội ở miền bắc và kháng chiến chống đế quốc Mỹ xâm lược, giải phóng miền nam, thống nhất đất nước (1954-1975) (tt) <i>2. Lãnh đạo cách mạng cả nước giai đoạn 1965-1975</i> <i>3. Ý nghĩa lịch sử và kinh nghiệm lãnh đạo của Đảng thời kỳ 1954-1975</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 2,3 phần II của chương 2 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Ôn tập nội dung chương 1,2	G1.3 G2.1 G2.2 G3.1 G3.2
10/2 tiết	Chương 3 ĐẢNG LÃNH ĐẠO CẢ NƯỚC QUÁ ĐỘ LÊN CHỦ NGHĨA XÃ HỘI VÀ TIẾN HÀNH CÔNG CUỘC ĐỔI MỚI (1975 ĐẾN NAY) I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986) <i>1. Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần I của chương 3 - Đặt vấn đề và giải quyết vấn đề - Tổ chức kiểm tra giữa kỳ Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Thực hiện kiểm tra giữa kỳ - Đọc trước mục 2	G1.4 G2.1 G2.2 G3.1 G3.2

		phần I của chương 3	
11/2 tiết	Chương 3 (tiếp theo) I. Lãnh đạo cả nước xây dựng chủ nghĩa xã hội và bảo vệ tổ quốc (1975-1986) (tt) 1. <i>Xây dựng chủ nghĩa xã hội và bảo vệ Tổ quốc 1975-1981 (tt)</i> 2. <i>Đại hội đại biểu toàn quốc lần thứ V của Đảng và các bước đột phá tiếp tục đổi mới kinh tế 1982-1986</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần I của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 1 phần II của chương 3	G1.4 G2.1 G2.2 G3.1 G3.2
12/2 tiết	Chương 3 (tiếp theo) II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) 1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1 phần II của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 2 phần II của chương 3	G1.4 G2.1 G2.2 G3.1 G3.2
13/2 tiết	Chương 3 (tiếp theo) II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt) 1. <i>Đổi mới toàn diện, đưa đất nước ra khỏi khủng hoảng kinh tế - xã hội 1986-1996 (tt)</i> 2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 1, 2 phần II của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước mục 3 phần II của chương 3	G1.4 G2.1 G2.2 G3.1 G3.2

		3	
14/2 tiết	Chương 3 (tiếp theo) II. Lãnh đạo công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế (1986 đến nay) (tt) 2. <i>Tiếp tục công cuộc đổi mới, đẩy mạnh công nghiệp hóa, hiện đại hóa và hội nhập quốc tế 1996 đến nay (tt)</i> 3. <i>Thành tựu, kinh nghiệm của công cuộc đổi mới</i>	Hoạt động dạy: - Trình chiếu, thuyết giảng mục 2,3 phần II của chương 3 - Đặt vấn đề và giải quyết vấn đề Hoạt động học: - Nghe giảng, thuyết trình, thảo luận nhóm. - Đọc trước phần kết luận	G1.4 G2.1 G2.2 G3.1 G3.2
15/2 tiết	KẾT LUẬN 1. <i>Những thắng lợi vĩ đại của cách mạng Việt Nam.</i> 2. <i>Những bài học lớn về sự lãnh đạo của Đảng</i>	Hoạt động dạy: - Hướng dẫn sv tự học - Ôn tập tổng kết môn học - Công bố bảng điểm chi tiết các hoạt động - Giải đáp thắc mắc Hoạt động học: - Nghe giảng, phát biểu - Ôn tập toàn bộ nội dung môn học tại nhà	G1.1 G1.2 G1.3 G1.4 G2.1 G2.2 G3.1 G3.2

7. QUY ĐỊNH CỦA MÔN HỌC (Course requirements and expectations)

- Quy định về Bài thuyết trình nhóm:

- Thành lập nhóm: Số lượng sinh viên tùy vào sĩ số lớp, do giảng viên quy định. Hạn chót đăng ký đề tài nhóm Quản lý trên forum/Moodle là Buổi 2 hoặc trực tiếp nộp cho GV buổi 1.
- Các nhóm thuyết trình theo thứ tự được phân công. Lưu ý các nhóm cần có mặt đủ và mang theo tất cả các tài liệu liên quan khi 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 điểm 0 chuyên cần.

8. TÀI LIỆU HỌC TẬP, THAM KHẢO (Reference)

Giáo trình:

[1] Bộ Giáo dục và Đào tạo (2021), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (dành cho bậc đại học hệ không chuyên lý luận chính trị), NXB. Chính trị Quốc gia Sự Thật, Hà Nội.

Tài liệu khác:

[1] Hội đồng Trung ương chỉ đạo biên soạn giáo trình quốc gia các môn khoa học Mác – Lênin, Tư tưởng Hồ Chí Minh (2019), *Giáo trình Lịch sử Đảng Cộng sản Việt Nam* (tái bản có sửa chữa, bổ sung), Nxb. Chính trị quốc gia, Hà Nội.

[2] Bộ Giáo dục và Đào tạo (2017), *Giáo trình Đường lối cách mạng của Đảng Cộng sản Việt Nam*, Nxb Chính trị quốc gia, Hà Nội.

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



Lê Văn Thông

KT. TRƯỞNG KHOA
PHÓ TRƯỞNG KHOA



TS. Nguyễn Đình Quốc Cường



ĐỀ CƯƠNG CHI TIẾT HỌC PHẦN
(DÀNH CHO TRƯỜNG ĐẠI HỌC QUỐC TẾ)

1. Thông tin về giảng viên (cung cấp cho sinh viên khi giảng dạy)

- Họ và tên:
- Chức danh, học hàm, học vị:
- Đơn vị công tác: **Khoa Chính trị - Hành chính, ĐHQG-HCM**
- Thời gian và địa điểm làm việc:...
- Địa chỉ liên hệ:
- Điện thoại, email:
- Thông tin về trợ giảng (nếu có) (họ và tên, địa chỉ liên hệ, điện thoại, e-mail):

2. Thông tin chung về học phần

- Mã học phần: PE019IU
- Tên học phần: **Tư tưởng Hồ Chí Minh**
- Tên học phần bằng tiếng Anh: **Ho Chi Minh's Thoughts**
- Số tín chỉ: 02 (30 tiết).
- Cấu trúc/cơ cấu học phần:
 - Số tiết lý thuyết: 30 tiết
 - Số tiết thực hành:
 - Số tiết bài tập:
 - Khác: Số tiết tự học: 60 tiết
- Loại học phần thuộc khối kiến thức (check vào các ô):
 - Kiến thức đại cương: ☒
 - Kiến thức cơ sở ngành: ☐
 - Kiến thức chuyên ngành: ☐
 - Kiến thức bổ trợ: ☐
 - Khóa luận tốt nghiệp: ☐
 - Đồ án/dự án/seminar tốt nghiệp: ☐
 - Khác:....
- Các học phần tiên quyết: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
- Các học phần học trước học phần này: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
 -
 -
- Học phần song hành: **không** hoặc **có**, nếu **có** thì điền các thông tin sau
 -



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 - Các yêu cầu khác (nếu có):.....
 - Bộ môn phụ trách học phần: Lý luận và Khoa học chính trị, Khoa Chính trị - Hành chính
- 3. Mô tả vắn tắt nội dung học phần:** (trình bày ngắn gọn vai trò, vị trí học phần/môn học, kiến thức sẽ trang bị cho sinh viên, quan hệ với các học phần/môn học khác trong chương trình đào tạo)

Môn học thuộc phần kiến thức giáo dục đại cương trong khối kiến thức cơ bản về lý luận chính trị. 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.

4. Mục tiêu của học phần

- Mục tiêu chung:

+ Sinh viên **hiểu** được những nội dung cơ bản của tư tưởng Hồ Chí Minh về con đường cách mạng Việt Nam; về độc lập dân tộc gắn liền với chủ nghĩa xã hội; về Đảng Cộng sản Việt Nam; về Nhà nước pháp quyền xã hội chủ nghĩa Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức và con người...

+ Sinh viên **vận dụng** được những kiến thức cơ bản của tư tưởng Hồ Chí Minh vào trong nhận thức và trong hoạt động thực tiễn của bản thân.

+ Sinh viên **phân tích, đánh giá** được giá trị, tính khoa học cách mạng và nhân văn của tư tưởng Hồ Chí Minh đối với thực tiễn Việt Nam và nhân loại.

- Mục tiêu cụ thể:

Ký hiệu mục tiêu của học phần (G)	Mô tả/nội dung mục tiêu học phần	Mức độ năng lực đạt được (theo thang đánh giá Bloom)	Ghi chú
KIẾN THỨC			
G1.1	Sinh viên hiểu những kiến thức cơ bản về khái niệm; cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; tư tưởng Hồ Chí Minh về độc lập dân tộc gắn liền với chủ nghĩa xã hội;	2	
G1.2	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam; về Nhà nước của nhân dân, do nhân dân, vì nhân dân; về sự vận dụng của Đảng Cộng sản Việt Nam trong cách mạng dân tộc dân chủ và cách mạng xã hội chủ nghĩa, trong công cuộc đổi mới đất nước hiện nay.	2	
G1.3	Sinh viên hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đại đoàn kết quốc tế; hiểu những nội dung cơ bản của tư tưởng Hồ Chí Minh về văn hóa, đạo đức và con	2	

	người.		
KỸ NĂNG			
G2.1	Sinh viên vận dụng giá trị của tư tưởng Hồ Chí Minh trong hoạt động lý luận và thực tiễn; Sinh viên phân tích, nhận diện và phản bác những luận điệu xuyên tạc về tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội.	3	
G2.2	Sinh viên phân tích được một cách khoa học những vấn đề về xây dựng Đảng cộng sản Việt Nam và xây dựng Nhà nước pháp quyền xã hội chủ nghĩa của nhân dân, do nhân dân, vì nhân dân trong thời kỳ đổi mới đất nước.	4	
G2.3	Sinh viên vận dụng tư tưởng Hồ Chí Minh về đại đoàn kết dân tộc và đoàn kết quốc tế trong giai đoạn hiện nay; Sinh viên vận dụng được phương pháp tư duy mới trong học tập, nghiên cứu; tự mình biết đào sâu lý luận gắn với thực tiễn với tinh thần độc lập, sáng tạo.	3	
THÁI ĐỘ			
G3.1	Sinh viên vận dụng, học tập và làm theo tư tưởng, đạo đức, phong cách Hồ Chí Minh trong học tập và cuộc sống hằng ngày.	3	
G3.2	Sinh viên đánh giá được bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh, từ đó có bản lĩnh chính trị vững vàng, có lòng yêu nước nồng nàn, trung thành với mục tiêu lý tưởng của Đảng, của dân tộc. Trung thực, thẳng thắn, xây dựng tập thể đoàn kết. Trân trọng, giữ gìn và phát huy di sản tư tưởng của Hồ Chí Minh trong hoạt động thực tiễn.	5	
G3.3	Sinh viên vận dụng bản chất khoa học và cách mạng của tư tưởng Hồ Chí Minh trong việc đấu tranh chống lại các âm mưu xuyên tạc tư tưởng Hồ Chí Minh, chủ trương, đường lối của Đảng. Có hành vi đạo đức chuẩn mực. Có năng lực học tập, tự nghiên cứu các vấn đề chuyên môn.	3	

(*) 1. Ghi nhớ (Remembering), 2. Hiểu (Understanding), 3. Vận dụng (Applying), 4. Phân tích (Analyzing), 5. Đánh giá (Evaluating), 6. Sáng tạo (Creating).

5. Chuẩn đầu ra (CDR) của học phần

Thứ tự các	Ký hiệu CDR	Mô tả/nội dung CDR học phần	Mức độ giảng dạy	Liên kết giữa CDR	Liên kết giữa CDR học
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CDR	học phần (CHP)		(I, T, U) *	học phần và mục tiêu học phần	phần và CDR chương trình đào tạo
KIẾN THỨC					
1	CHP1	Hiểu được khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh.	I	G1.1	
2	CHP2	Hiểu được cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh.	I, T, U	G1.1	
3	CHP3	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về độc lập dân tộc và chủ nghĩa xã hội. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay.	I, T,U	G1.1	
4	CHP4	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về Đảng Cộng Sản Việt Nam và Nhà nước của nhân dân, do nhân dân, vì nhân dân. Sự vận dụng tư tưởng Hồ Chí Minh vào công tác xây dựng Đảng và xây dựng Nhà nước.	I, T,U	G1.2	
5	CHP5	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế. Sự vận dụng của Đảng vào trong sự nghiệp cách mạng hiện nay;	I, T,U	G1.3	
6	CHP6	Hiểu được kiến thức cơ bản tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người. Sự vận dụng tư tưởng Hồ Chí Minh trong việc xây dựng văn hóa, đạo đức, con người Việt Nam hiện nay.	I, T,U	G1.3	
KỸ NĂNG					
7	CHP7	Phân tích mang tính khái quát hóa để rút ra <i>Từ khóa tri thức</i> đối với mỗi nội dung và tự duy có hệ thống.	T, U	G2.1; G2.2; G2.3	
8	CHP8	Vận dụng kiến thức học phần để trình bày, thuyết	U	G2.1; G2.2;	

		minh, phản biện, tranh luận, hùng biện những tri thức lý luận đang học tập, nghiên cứu dựa trên thực tiễn.		G2.3	
9	CHP9	Vận dụng kiến thức học phần để giao tiếp xã hội, hợp tác và làm việc nhóm, chia sẻ tri thức và kinh nghiệm, khả năng điều hành nhóm làm việc.	U	G2.1; G2.2; G2.3	
THÁI ĐỘ					
10	CHP10	Phân tích, đánh giá và có ý thức trách nhiệm bảo vệ tính khoa học, cách mạng, nhân văn của tư tưởng Hồ Chí Minh.	T, U	G3.1 G3.2 G3.3	
11	CHP11	Vận dụng kiến thức đã học gắn với trách nhiệm cá nhân đối với tập thể, cộng đồng.	U	G3.1 G3.2 G3.3	
12	CHP12	Phân tích, đánh giá được sự cần thiết của việc học tập, nghiên cứu suốt đời và vận dụng tư tưởng Hồ Chí Minh trong cuộc sống.	T, U	G3.1 G3.2 G3.3	

(*) I (Introduce): giới thiệu; T (Teach): dạy; U (Utilize): sử dụng

6. Hình thức, phương pháp và trọng số đánh giá kết quả học phần

Hình thức đánh giá	Nội dung chi tiết	Phương pháp đánh giá (đánh dấu X)				Ký hiệu bài đánh giá	Trọng số đánh giá	Ghi chú
		Viết	Trắc nghiệm	Vấn đáp	Khác			
Đánh giá quá trình	- Chuyên cần - Tham gia học tập trên lớp tích cực, hăng hái phát biểu. -Thuyết trình nhóm					ĐG1 (tổng điểm từ ĐG1.1 đến ĐG1.6)	30%	
Điểm kiểm tra giữa kỳ		X	X	X		ĐG1.1	20%	

Đánh giá tổng kết	Điểm cuối học kỳ	X				ĐG2	50%	Điểm bài thi + điểm thường (tối đa 20%=2 điểm)
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7. **Thang điểm đánh giá:** theo thang điểm 100.

8. **Kế hoạch giảng dạy chi tiết của học phần :** Ghi chi tiết đến 2 cấp (chương và bài).

STT Buổi (3 tiết/ buổi)	Tên bài giảng của học phần (Ghi chi tiết tên chương và bài giảng của mỗi chương)	Liên kết với CĐR học phần	Hoạt động dạy và học						Phương pháp dạy học (thuyết trình; thảo luận; các phương pháp dạy học tích cực/lấy người học làm trung tâm...)	Bài đánh giá
			Số tiết lên lớp				SV tự nghiên cứu, tự học			
			Lý thuyết	Thực hành/ thực tập	Bài tập	Thảo luận/ khác	Số tiết	Ghi chú (nếu có)		
1/2	Chương 1. Khái niệm, đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh		02						Thuyết trình	ĐG1.1; ĐG1.6; ĐG2
2/2	Chương 2. Cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
3/2	Chương 2 (tiếp)		01			01			Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
4/2	Chương 2 (tiếp)		02						Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
5/2	Chương 3. Tư tưởng Hồ Chí								Thuyết trình,	ĐG1.1; ĐG1.3;

	Mình về độc lập dân tộc và chủ nghĩa xã hội		02					thảo luận nhóm	ĐG1.5; ĐG1.6; ĐG2
6/2	Chương 3(tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
7/2	Chương 3(tiếp)		01			01			
8/2	Chương 4. Tư tưởng Hồ Chí Minh về Đảng Cộng sản Việt Nam và Nhà nước của nhân dân, do nhân dân và vì nhân dân		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
9/2	Chương 4 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
10/2	Chương 4 (tiếp)					02		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
11/2	Chương 5. Tư tưởng Hồ Chí Minh về đại đoàn kết toàn dân tộc và đoàn kết quốc tế		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
12/2	Chương 5 (tiếp)		01			01		Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
13/2	Chương 6. Tư tưởng Hồ Chí Minh về văn hóa, đạo đức, con người		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
14/2	Chương 6 (tiếp)		02					Thuyết trình, thảo luận nhóm	ĐG1.1; ĐG1.3; ĐG1.5; ĐG1.6; ĐG2
15/2	Chương 6 (tiếp)					02		Thuyết trình, thảo luận	ĐG1.1; ĐG1.3; ĐG1.5;

									luyện nhóm	ĐG1.6; ĐG2
	Tổng cộng số tiết		22	...	...	08	...	...		

9. Tài liệu học tập

STT	Tên tác giả	Năm xuất bản	Tên giáo trình	Tên Nhà xuất bản	Giáo trình chính/Tài liệu tham khảo/Khác	Nơi có thể có tài liệu/trang web
1	Bộ Giáo dục và Đào tạo	2021	<i>Giáo trình Tư tưởng Hồ Chí Minh</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Giáo trình chính	
2	Hồ Chí Minh	2011	<i>Toàn tập</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	Báo điện tử Đảng Cộng sản Việt Nam, https://hochiminh.vn/tac-pham-cua-ho-chi-minh/ho-chi-minh-toan-tap
3	Hồ Chí Minh	2016	<i>Biên niên tiểu sử</i>	Nxb. Chính trị quốc gia Sự thật, Hà Nội.	Tài liệu tham khảo	

10. Quy định của môn học

- Khi có các thắc mắc liên quan môn học, sinh viên có thể liên lạc với quản lý Bộ môn Lý luận và Khoa học chính trị và Khoa Chính trị - Hành chính qua email: daotao.spas@vnuhcm.edu.vn
- Quy định về Bài thuyết trình nhóm:
 - + Thành lập nhóm: Theo tình hình thực tế của lớp học.
 - + Hạn chót đăng ký đề tài nhóm Quản lý trên forum là Buổi 2.
 - + Bắt đầu từ tuần 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 bài tập khi đi thuyết trình.
 - + Hình thức nộp bài: Nộp file và biên bản làm việc nhóm qua mail cho GV
- Quy định về đánh giá môn học: theo Quy định về việc giảng dạy và học tập các môn Lý luận chính trị của khoa Chính trị - Hành chính.

KT. Trưởng Bộ môn
Phó trưởng Bộ môn



Lê Văn Thông

Tp. Hồ Chí Minh, ngày 01 tháng 10 năm 2023

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

Department	Office of Academic Affairs
Course classification	Foundation course
Course designation	Face to face
Semester(s) in which the course is taught	All semesters in each academic year
Person responsible for the course	Dr. Vo Tuong Huan LLM. Bui Doan Danh Thao
Language	English
Relation to curriculum	Compulsory
Teaching methods	Student-centred approach
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 hours Contact hours (lecture, in class discussions): 37.5 hours (=45 periods) Private study including examination preparation, specified in hours ¹ : 90 hours
Credit points	3
Required and recommended prerequisites for joining the course	N/A

¹ 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: • Provide essential knowledge of Vietnamese legal system through integrated technology and real cases for social and cultural sustainability. • Raise awareness of responsibility toward others and how to stand for ending all types of legal violations, especially corruption in various social contexts. • Practice necessary skills to act as an ambassador to ensure social fairness and global equitable rights. • Use integrated online legal resources and communication tools to help the community to identify issues and develop countermeasures.	
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 various social contexts for a fair sustainable lifelong being. CLO1.1. Apply general knowledge on state and law to solve legal issues in various social contexts 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 various social contexts 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 various social contexts .
	Attitude	CLO4. Detect the responsibility to ensure social and cultural fairness, including ending corruption , in various social contexts through understanding importance of law in social contexts. CLO5. Respond to the base for coexistence in various social contexts .
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, including ending corruption , in society.	
Examination forms	Multiple choice questions Case-based exams Essay exams Oral exams	

Study and examination requirements	To pass this course, the students must: • Achieve a composite mark of at least 50; and • Make a satisfactory attempt at all assessment tasks (see below). GRADING POLICY Grades can be based on the following: <table border="1"> <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>Total</td><td>100%</td></tr> </table> COURSE POLICIES Attendance 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. Workload 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. 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. General Conduct and Behaviour 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 the university webpage. Keeping informed 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. Academic honesty and plagiarism 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	Assignment	20%	Midterm examination	30%	Final examination	50%	Total	100%
Assignment	20%								
Midterm examination	30%								
Final examination	50%								
Total	100%								

	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. Special consideration 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. Meeting up with the lecturers after classes 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.
Reading list	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. Required Course Texts and Materials <u>Legal Texts:</u> 1. Constitution of Vietnam - 2013 2. Civil Code of Vietnam - 2015 3. Criminal Code of Vietnam – 2015 (amended in 2017) 4. Law on Law on Handling of Administrative Violations 2012 5. Law on Enterprises – 2020 6. Labour Code 2019 7. Law on anti-corruption 2018 Available at https://luatvietnam.vn/ or Blackboard <u>Books:</u> • PGS.TS. Phan Trung Hien, <i>Giáo trình Pháp Luật Đại cương</i>, NXB Chính Trị Quốc Gia Sự Thật 2022. • Mai Hong Quy (Chief Editor) (2nd 2017), <i>Introduction to Vietnamese Law</i>, Hong Duc Publishing House. <u>Additional materials provided in Blackboard</u> 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. Optional Course Texts and Materials <u>Recommended Internet sites</u> UNCTAD (United Nations Conference on Trade and Development) WTO (World Trade Organization) MOIT - Vietnam (Official website of Ministry of Industry and Trade) MPI - Vietnam (Official website of Ministry of Planning and Investment)

	<u>Other Resources, Support and Information</u> 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 VNU - Central Library. Recommended articles will be duly informed to the students. <u>Books:</u> • 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. • University of Law Ho Chi Minh City, <i>Giáo trình luật Hiến pháp Việt nam</i>, NXB Hồng Đức 2023. • University of Law Ho Chi Minh City, <i>Giáo trình Luật hành chính</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình Luật hình sự Việt Nam</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình Luật dân sự Việt Nam</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình Luật lao động Việt Nam</i>, NXB Hồng Đức 2022. • University of Law Ho Chi Minh City, <i>Giáo trình pháp luật về chủ thể kinh doanh</i>, NXB Hồng Đức 2022.
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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:

SLO	PLO/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	Introduction to State • What is State? • Nature of state • Forms of state • Functions of state • Introduction to structure of Vietnamese state	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard

2	Introduction to law? • What is law? • Nature of law • Forms of law • Structure of law • Categorization of legal system. • Enforcement • Breach of law and liabilities for breach of law • Introduction to structure of Vietnamese legal system	1-5 (level I - introduced)	Tests Peer evaluations Class-performance evaluations	Discussions Case studies	PPT - Introduction to Vietnamese legal system available on Blackboard
3	Constitutional Law • General introduction on Vietnamese Constitution and its nature and basic principles. • Political, economic and other regimes of Vietnam • Basic rights and responsibilities of citizens. Relationship between citizens and the State. • Structure, functions and duties of Vietnamese state, especially in prevention of corruption	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	Constitutional Law (Cont) • Structure and functions and duties of Vietnamese state • Duties of the state in prevention of corruption	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	Administrative Law • Definition and nature of administrative law • Administrative law violations • Liabilities for breach of administrative law, exemption from the liability	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	Criminal Law • Definition and nature of criminal law	1-5 (Level R - reinforced)	Tests Peer evaluations Class-performance	Discussions Case studies, especially cases related	PPT– Criminal law available on Blackboard

	- Crimes - Punishments		evaluations	to corruption	Criminal code 2015 available on Blackboard
7	Criminal Law (Cont) - Crimes related to corruption - Punishments for corruption	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	Revision for mid-term exam		Quizzes Projects		
9	Civil Law (Part I) - Definition and nature Civil law relationship - Subject of civil law - Property and ownership - Civil transactions	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	Civil Law (Part II) - Contracts - Definitions - Formation of contracts - Validity of contracts - Liability for breach of contracts	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	Civil Law (Part III) - Inheritance - Testamentary inheritance - Intestacy	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	Law on Enterprises - Introduction to law on enterprises - Introduction to forms, features, establishment, reorganization and dissolution of an enterprise	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	Labor Law - Definition, and nature of labour law - Employees and employers - Working time, and resting time - Salary (including salary for overtime working hours)	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	Labour Law (Cont.)	1-5 (Level M -	Tests Peer evaluations	Discussions Case studies	PPT– Labor law available on

	• Employment contracts • Labor disciplines • Dispute settlements	Mastery)	Class-performance evaluations		Blackboard Labor code 2019 available on Blackboard
15	Revision/ Tutoring classes		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 corresponden ce 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		Quality of argument s	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



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: READING 1 (B2-C1)

Course Code: EL001IU/EL001WE

1. General information

Course name	- (in English) <i>Reading 1 (B2-C1)</i> - (in Vietnamese) <i>Đọc 1 (cấp độ B2-C1)</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> - Previewing and Predicting - Highlighting and annotating - Making inferences - Understanding comparisons and contrasts - Recognizing bias - Using an outline - Recognizing facts and opinions - Identifying counterarguments and refutations
Course type	☐ <i>General knowledge / College Foundation Courses</i> ☒ <i>Fundamental/ English Foundation courses & English Core courses</i> ☐ <i>Specialized knowledge/ Specialization Core Courses & Specialization Electives</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	1,2
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	☒ Compulsory ☐ 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 ¹ : 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	None	
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	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Explain key vocabulary, organizational patterns of a text, and necessary reading strategies.
	Skill	CLO2: Apply different reading strategies, and techniques (previewing, predicting, making inferences, recognizing facts and opinions and identifying counterarguments and refutations) to successfully comprehend general academic texts.
	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.

¹ 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>General academic reading texts</td><td>1</td><td>TU</td></tr><tr><td>Unit 1: Sociology</td><td>1</td><td>TU</td></tr><tr><td>Unit 2: Behavioral Science</td><td>1</td><td>TU</td></tr><tr><td>Unit 3: Developmental Psychology</td><td>1</td><td>TU</td></tr><tr><td>Unit 4: Science and Technology</td><td>1</td><td>TU</td></tr><tr><td>General academic reading texts</td><td>3</td><td>TU</td></tr><tr><td>Unit 5: Nutritional Science</td><td>1</td><td>TU</td></tr><tr><td>Unit 6: Education</td><td>1</td><td>TU</td></tr><tr><td>Unit 7: Geology</td><td>1</td><td>TU</td></tr><tr><td>Unit 8: Engineering</td><td>1</td><td>TU</td></tr><tr><td>General academic reading texts</td><td>3</td><td>TU</td></tr></table>	Topic	Weight	Level	General academic reading texts	1	TU	Unit 1: Sociology	1	TU	Unit 2: Behavioral Science	1	TU	Unit 3: Developmental Psychology	1	TU	Unit 4: Science and Technology	1	TU	General academic reading texts	3	TU	Unit 5: Nutritional Science	1	TU	Unit 6: Education	1	TU	Unit 7: Geology	1	TU	Unit 8: Engineering	1	TU	General academic reading texts	3	TU
	Topic	Weight	Level																																		
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	Unit 6: Education	1	TU																																		
	Unit 7: Geology	1	TU																																		
Unit 8: Engineering	1	TU																																			
General academic reading texts	3	TU																																			
Examination forms	Paper and Pen tests: True/False/Not Given, Yes/No/Not Given, Gap-Fill, Multiple choice questions																																				
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 at least 50/100 points overall to pass this course.																																				
Reading list	[1] Daise, D., & Norloff, C. (2019). <i>Q: Skills for Success 4: Reading and writing (3rd ed.)</i> . Oxford: Oxford University Press. [2] May, P. (2012). <i>First Trainer (2nd ed.)</i> . Cambridge: Cambridge University Press. [3] Harrison, M. (2014). <i>Cambridge English Advanced Practice Tests</i> . Oxford: Oxford University Press.																																				

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Orientation Reading diagnostic test	2, 3	Individual work Discussion	On-going assessment Midterm test Final exam	IELTS format diagnostic test
2	Unit 1: Sociology <u>Reading 1:</u> We All Need a Role Model <u>Reading 2:</u> Everyday Heroes <i>Skill:</i> Previewing and Predicting <i>Vocabulary:</i> Using the dictionary	1, 2, 3	Lecture Individual work Discussion	On-going assessment Midterm test Final exam	[1] pp. 2-28

Week	Topic	CLO	Learning activities	Assessments	Resources
3	Unit 2: Behavioral Science <u>Reading 1:</u> Your Guide to Generation Z <u>Reading 2:</u> This Is Why You're Addicted to Your Phone <i>Skill:</i> Highlighting and annotating <i>Vocabulary:</i> Collocations with nouns	1, 2, 3	Lecture Individual work Discussion	On-going assessment Midterm test Final exam	[1] pp. 32-59
4	Extra reading practice	2, 3	Individual work Discussion	On-going assessment Midterm test Final exam	IELTS format diagnostic test
5	Unit 3: Developmental Psychology <u>Reading 1:</u> The Difference Between Fitting In and Belonging, and Why It Matters <u>Reading 2:</u> Life Lessons I Learned from My Dad in 23 Years <i>Skill:</i> Making inferences <i>Vocabulary:</i> Prefixes and suffixes	1, 2, 3	Lecture Individual work Discussion	On-going assessment Midterm test Final exam	[1] pp. 62-89
6	Unit 4: Science and Technology <u>Reading 1:</u> Five Innovative Technologies That Bring Energy to the Developing World <u>Reading 2:</u> This Device Pulls Water Out of Desert Air <i>Skill:</i> Understanding comparisons and contrasts <i>Vocabulary:</i> Using the dictionary to distinguish between homonyms	1, 2, 3	Lecture Individual work Discussion	On-going assessment Midterm test Final exam	[1] pp. 92-119
7	Extra reading practice	2, 3	Individual work Discussion	On-going assessment Midterm test Final exam	Cambridge B2 First format test
8	Review Review skills and vocabulary from unit 1 to unit 4 MIDTERM TEST	1, 2, 3	Individual work Discussion	On-going assessment Midterm test Final exam	IELTS & Cambridge B2 First format test

Week	Topic	CLO	Learning activities	Assessments	Resources
9	Unit 5: Nutritional Science <u>Reading 1:</u> Eating Well: Less Science, More Common Sense <u>Reading 2:</u> A Personalized Nutrition Company Will Use Your DNA to Tell You What To Eat <i>Skill:</i> Recognizing bias <i>Vocabulary:</i> Cause and effect collocations	1, 2, 3	Lecture Individual work Discussion	On-going assessment Final exam	[1] pp. 122-149
10	Unit 6: Education <u>Reading 1:</u> From Student to Employee: A Difficult Transition <u>Reading 2:</u> Making My First Post-College Career Decision <i>Skill:</i> Using an outline <i>Vocabulary:</i> Word forms	1, 2, 3	Lecture Individual work Discussion	On-going assessment Final exam	[1] pp. 152-179
11	Extra reading practice	2, 3, 4	Individual work Discussion	On-going assessment Final exam	Cambridge C1 Advanced format test
12	Unit 7: Geology <u>Reading 1:</u> Ocean Discoveries <u>Reading 2:</u> Alaska's Pebble Mine: Minerals vs. Nature <i>Skill:</i> Recognizing facts and opinions <i>Vocabulary:</i> Word roots	1, 2, 3	Lecture Individual work Discussion	On-going assessment Final exam	[1] pp. 182-209
13	Unit 8: Engineering <u>Reading 1:</u> The Tacoma Narrows Bridge Collapse and the Lessons Learned <u>Reading 2:</u> How to Design a Student Project That Benefits the Developing World <i>Skill:</i> – Identifying counterarguments and refutations <i>Vocabulary:</i> Collocations with prepositions	1, 2, 3	Lecture Individual work Discussion	On-going assessment Final exam	[1] pp. 212-223
14	Extra reading practice	2, 3	Individual work Discussion	On-going assessment Final exam	Cambridge C1 Advanced format test

Week	Topic	CLO	Learning activities	Assessments	Resources
15	Reading mock test	2, 3	Individual work Discussion	On-going assessment Final exam	Reading 1 Sample Test
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
On-going assessment (30%)	In-class assignment 1 60%Pass	In-class assignment 2 60%Pass	Attendance score 60%Pass
Midterm test (20%)		60%Pass	
Final exam (50%)		60%Pass	

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

5. Rubrics

On-going assessment

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

6. Date revised: August 2, 2025

7. Lecturer: Mai Hồng Quân, MA

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: WRITING 1 (B2-C1)

Course Code: EL002IU/EL002WE

1. General information

Course name	- (in English) WRITING 1 (B2-C1) - (in Vietnamese) Viết 1 (B2-C1)
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. Through 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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Trần Thúy Hằng Võ Thanh Nga Đỗ Thị Diệu Ngọc Nguyễn Hoàng Phương Mai
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture Discussion Individual work Pair 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 ¹ : 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	None		
Course objectives	This course aims to provide students with the knowledge of the writing process, structure and features of an essay and the skills to use different genres of writing to successfully communicate their purposes to the audience and to improve their writing such as self- assessment and peer feedback.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Identify different steps in the writing process, and the structure and features of an essay.	
	Skill	CLO 2: Create a complete academic essay to successfully communicate their purpose to the audience.	
	Attitude	CLO3: Display responsibilities and ethical practices in performing peer-reviewing activities. CLO4: Display discipline, and responsibilities in attending class regularly.	
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
	Understanding the writing process + Self-evaluation and peer-feedback	1	T, U
	Paragraph structure	1	I, U
	Exploring the essay	2	T, U
	Cause-effect essay	2	T, U
	Comparison essay	2	T, U
	Argument essay	2	T, U
	Problem-solution essay	2	T, U
	Reaction essay	2	T, U

¹ 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.

Examination forms	Written examinations
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 at least 50/100 points overall to pass this course.</i>
Reading list	Course books and other required materials: [1]. Folse, K. S., Muchmore-Vokoun, A. & Vestri, E. (2019). <i>Great Writing 4: Great Essays</i>. National Geographic Learning. Reference books: [2] Hogue, A., & Oshima, A. (2017). <i>Longman Academic Writing Series 4: Essays</i>. Pearson Education.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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. Understanding the writing process 3. Self-evaluation and peer-feedback Review: Paragraph structure	1, 2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] p. 36 [1] pp. 171-177 [1] pp. 188-194 [2] pp. 2-21
2	Exploring the essay 1. What is an essay? 2. Writing the introduction	1, 2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] pp. 2-26

Week	Topic	CLO	Learning activities	Assessments	Resources
3	Exploring the essay 1. The body 2. The conclusion	1, 2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] pp. 27-37
4	Cause-effect essays 1. What is a cause-effect essay? 2. Developing a cause-effect essay 3. Grammar & vocabulary	2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] pp. 38-61
5	Cause-effect essays 1. Writing a cause-effect essay 2. Peer editing	2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] pp. 62-67
6	Comparison essays 1. What is a comparison essay? 2. Developing a comparison essay 3. Grammar & vocabulary	2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] pp. 68-87
7	Comparison essays 1. Writing a comparison essay 2. Peer editing	2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Midterm test	[1] pp. 88-95
8	MIDTERM TEST				
9	Argument essays 1. What is an argument essay? 2. Developing an argument essay 3. Counterargument & refutation 3. Grammar & vocabulary	2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	[1] pp. 96-119
10	Argument essays 1. Writing an argument essay 2. Peer editing	2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	[1] pp. 120-123

Week	Topic	CLO	Learning activities	Assessments	Resources
11	Problem-solution essays 1. What is a problem-solution essay? 2. Developing a problem-solution essay 3. Grammar & vocabulary	2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	[1] pp. 124-142
12	Problem-solution essays 1. Writing a problem-solution essay 2. Peer editing	2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	[1] pp. 143-147
13	Reaction essays 1. What is a reaction essay? 2. Developing a reaction essay 3. Grammar & vocabulary	2, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	[1] pp. 148-155
14	Reaction essays 1. Writing a reaction essay 2. Peer editing	2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	[1] pp. 156-158
15	Review	2, 3, 4	Lecture Discussion Individual work Pair work	Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Assignments 60%Pass	Assignments 60%Pass	Assignment 60%Pass	Attendance score 60%Pass
Midterm test (20%)	PART 1 60%Pass	PART 2 60%Pass		
Final exam (50%)	PART 1 60%Pass	PART 2 60%Pass		

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

5. Rubrics

Ongoing assessment

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

6. Date revised: August 2nd, 2025**7. Lecturer: Vo Thanh Nga**

- School/Department: School of Languages
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Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: LISTENING 1 (B2 - C1)

Course Code: EL003IU/EL003WE

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 allow students to develop their listening skills through 8 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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	Semesters 1&2
Persons responsible for the course	Bùi Diễm Bích Huyền Trần Thúy Hằng Đỗ Hoàng Nga Vũ Tiến Thịnh
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lectures Discussion Pair work Group work Presentation

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 ¹ : 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	None	
Course objectives	The course is designed to improve note-taking skills when listening to or watching extended speeches or lectures on topics normally encountered in social and academic life and develop the language skills essential for listening. It also aims to encourage students to think critically and become active learners.	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Identify the useful expressions of various functions in a listening passage, such as expressions to signal the main ideas and identify details, expressions of causes and effects, comparison and contrast, etc., to understand the relationships among ideas.
	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 and responsibilities in attending class regularly.

¹ 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>Unit 1: Business - What makes a good leader?</td><td>2</td><td>I, T, U</td></tr><tr><td>Unit 2: Behavioral Science - How does appearance affect our success?</td><td>1.5</td><td>T, U</td></tr><tr><td>Unit 3: Developmental Psychology – What skills make someone an adult?</td><td>1.5</td><td>T, U</td></tr><tr><td>Unit 4: Science – How do the laws of science affect our lives?</td><td>1.5</td><td>T, U</td></tr><tr><td>Unit 5: Nutritional Science - How has science changed the food we eat?</td><td>1.5</td><td>T, U</td></tr><tr><td>Unit 6: Education - Is one road to success better than another?</td><td>1.5</td><td>T, U</td></tr><tr><td>Unit 7 Anthropology - How can accidental discoveries affect our lives?</td><td>1.5</td><td>T, U</td></tr><tr><td>Unit 8: Engineering – What are the consequences of progress?</td><td>1.5</td><td>T, U</td></tr><tr><td>Note-taking techniques</td><td>2.5</td><td>T, U</td></tr></table>	Topic	Weight	Level	Unit 1: Business - What makes a good leader?	2	I, T, U	Unit 2: Behavioral Science - How does appearance affect our success?	1.5	T, U	Unit 3: Developmental Psychology – What skills make someone an adult?	1.5	T, U	Unit 4: Science – How do the laws of science affect our lives?	1.5	T, U	Unit 5: Nutritional Science - How has science changed the food we eat?	1.5	T, U	Unit 6: Education - Is one road to success better than another?	1.5	T, U	Unit 7 Anthropology - How can accidental discoveries affect our lives?	1.5	T, U	Unit 8: Engineering – What are the consequences of progress?	1.5	T, U	Note-taking techniques	2.5	T, U
Topic	Weight	Level																													
Unit 1: Business - What makes a good leader?	2	I, T, U																													
Unit 2: Behavioral Science - How does appearance affect our success?	1.5	T, U																													
Unit 3: Developmental Psychology – What skills make someone an adult?	1.5	T, U																													
Unit 4: Science – How do the laws of science affect our lives?	1.5	T, U																													
Unit 5: Nutritional Science - How has science changed the food we eat?	1.5	T, U																													
Unit 6: Education - Is one road to success better than another?	1.5	T, U																													
Unit 7 Anthropology - How can accidental discoveries affect our lives?	1.5	T, U																													
Unit 8: Engineering – What are the consequences of progress?	1.5	T, U																													
Note-taking techniques	2.5	T, U																													
Examination forms	Written tests: True/ False; Multiple-choice items (questions and statements); Summary-note completion																														
Study and examination requirements	<i>Attendance: A minimum attendance of 80 per cent 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 at least 50/100 points overall to pass this course.</i>																														
Reading list	Coursebook: [1] Freire, R., & Jones, T. (2019). <i>Q: Skills for Success 4: Listening and Speaking (3rd ed.)</i>. Oxford University Press. Reference books: [2] Stephenson, H., Lansford, L. and Dummett, P. (2016) <i>Keynote. Upper Intermediate</i>. National Geographic Learning. [3] Pattison, T. and Lee, C. (2023). <i>Pathways 3: Listening, Speaking and Critical Thinking (3rd ed.)</i>. National Geographic Learning. [4] TedTalks from ted.com (5-10 minutes)																														

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Unit 1: Business - What makes a good leader?	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test - Final examination	[1] pp. 2-8
2	Unit 1: Business - What makes a good leader? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test - Final examination	[1] pp. 9-16
3	Unit 2: Behavioral Science - How does appearance affect our success?	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test - Final examination	[1] pp. 26-35
4	Unit 2: Behavioral Science - How does appearance affect our success? (cont.)	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test	[1] pp. 35-40

Week	Topic	CLO	Learning activities	Assessments	Resources
	(More practice on note-taking skills) Unit 3: Developmental Psychology – What skills make someone an adult?			- Final examination	Chosen from [2],[3],[4] [1] pp. 52-58
5	Unit 3: Developmental Psychology – What skills make someone an adult? (cont.) (More practice on note-taking skills)	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test - Final examination	[1] pp. 58-67 Chosen from [2],[3],[4]
6	Unit 4: Science – How do the laws of science affect our lives?	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test - Final examination	[1] pp. 78-86
7	Unit 4: Science – How do the laws of science affect our lives? (cont.) (More practice on note-taking skills)	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Midterm test - Final examination	[1] pp. 87-92 Chosen from [2],[3],[4]
8	MIDTERM TEST				
9	Unit 5: Nutritional Science - How has science changed the food we eat? (More practice on note-taking skills)	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Assignment - Final examination	[1] pp. 102-110 Chosen from [2],[3],[4]
10	Unit 5: Nutritional Science - How has science changed the food we eat? (cont.) Unit 6: Education - Is one road to success better than another?	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Final examination	[1] pp. 110-115 [1] pp. 126-132
11	Unit 6: Education - Is one road to success better than another? (cont.) (Assignment 1)	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Final examination	[1] pp. 132-139
12	Unit 7 Anthropology - How can accidental discoveries affect our lives?	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Final examination	[1] pp. 152-161

Week	Topic	CLO	Learning activities	Assessments	Resources
13	Unit 7 Anthropology - How can accidental discoveries affect our lives? (cont.) Unit 8: Engineering – What are the consequences of progress?	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Final examination	[1] pp. 162-166 [1] pp. 178-184
14	Unit 8: Engineering – What are the consequences of progress? (cont.) Note-taking techniques <i>(Assignment 2)</i>	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Final examination	[1] pp. 185-188 Chosen from [2],[3],[4]
15	Note-taking techniques	1,2,3	- Lectures - Discussion - Pair work - Group work	- On-going Assessment - Final examination	Chosen from [2],[3],[4]
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	Assignments (Part 1) 60% pass	Assignments (Parts 2-5) 60% pass	Attendance score 60% pass
Midterm test (20%)		Parts (1-4) 60% pass	
Final exam (50%)		Parts (1-4) 60% pass	

Note: %Pass: Target that 70% of students having scores greater than 50 out of 100.

5. Rubrics (optional)

Ongoing assessment

- Attendance score (30 pts)

- In-class assignments (70 pts)

6. Date revised: August 2nd, 2025

7. Lecturer: Bùi Diễm Bích Huyền

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: SPEAKING 1 (B2 - C1)

Course Code: EL004IU/EL004WE

1. General information

Course name	- (in English) SPEAKING 1 (B2 - C1) - (in Vietnamese) KỸ NĂNG NÓI 1(B2-C1)
Course designation	<i>This course is designed to enhance students' verbal communication proficiency across a variety of contexts. Students will develop functional language skills essential for effective interaction in diverse settings, including academic presentations, classroom discussions, and social exchanges.</i>
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	Semesters 1, 2
Person responsible for the course	Nguyễn Thị Mai Trâm Nguyễn Hồng Đức Đỗ Hoàng Nga
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 90 hours
Credit points	3 credits
Number of periods	Theory: 45 Practice: 0

¹ 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	None								
Course objectives	<i>The course is focusing on developing students' speaking skills in terms of both notional and functional categories. Activities will focus on enhancing fluency and appropriateness in language use, such as exchanging information, showing interest, negotiating and persuading. Students will also engage in independent speaking tasks, with an emphasis on organizing thoughts coherently, employing appropriate academic vocabulary, and engaging in critical thinking.</i>								
Course learning outcomes	Upon the successful completion of this course students will be able to: <table> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> <tr> <td>Knowledge</td><td>CLO1: Identify language functions for various contexts and techniques for clear, concise informative speeches.</td></tr> <tr> <td>Skill</td><td>CLO2: Apply functional language accurately and appropriately for different social purposes CLO3: Develop and deliver clear and detailed speeches on various topics.</td></tr> <tr> <td>Attitude</td><td>CLO4: Evaluate 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: Identify language functions for various contexts and techniques for clear, concise informative speeches.	Skill	CLO2: Apply functional language accurately and appropriately for different social purposes CLO3: Develop and deliver clear and detailed speeches on various topics.	Attitude	CLO4: Evaluate 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 language functions for various contexts and techniques for clear, concise informative speeches.								
Skill	CLO2: Apply functional language accurately and appropriately for different social purposes CLO3: Develop and deliver clear and detailed speeches on various topics.								
Attitude	CLO4: Evaluate 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: T (Teach); U (Utilize)		
	Topic	Weight	Level
	Course Orientation	1	TU
	<i>Unit 1: BUSINESS - What makes a good leader?</i>		
	Language focus: 1: Bumping into people 2: Talking about yourself 3: Exchanging information	1	TU
	<i>Unit 2: BEHAVIORAL SCIENCE - How does appearance affect our success?</i>	1	TU
	Language Focus: 4: Negotiating 5: Interrupting and letting others speak 6: Showing interest	1	TU
	<i>Unit 3: DEVELOPMENTAL PSYCHOLOGY - What skills make someone an adult?</i>	1	TU
	Language Focus 7: Being supportive 8: Persuasion 9: Being tactful	1	TU
	<i>Unit 4: Science - How do the laws of science affect our lives?</i>	1	TU
	<i>Unit 5: NUTRITIONAL SCIENCE - How has science changed the food we eat?</i>	1	TU
	Language focus: 10: Admitting and denying 11: Handling difficult conversations 12: Showing skepticism	1	TU
	<i>Unit 6: EDUCATION - Is one road to success better than another?</i>	1	TU
	Language focus 13: Sounding confident or hesitant 14. Sounding excited 15. Showing annoyance and anger	1	TU
	<i>Unit 7: ANTHROPOLOGY - How can accidental discoveries affect our lives?</i>	1	TU

	Unit 8: ENGINEERING - What are the consequences of progress?	1	TU
Examination forms	Spoken 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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Freire, R., & Jones, T. (2020). <i>Q: Skills for success 4: Listening and speaking</i> (3rd ed.). Oxford: Oxford University Press. [2] Prentis. N. (2014). <i>Collins English For Life - Speaking (B2+ Upper Intermediate)</i>. NXB Tởng hợp TP.HCM.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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: BUSINESS - What makes a good leader?</i> - Speaking Skill: Checking for understanding - Unit Assignment: Give a presentation on how to be an effective leader	1,3,4	- Lecture - Discussion - Presentation	- Ongoing assessment - Midterm test	[1] pp. 20-21
2	<u>Language focus:</u> 1: Bumping into people 2: Talking about yourself 3: Exchanging information	1,2,4	- Lecture - Pair work	- Ongoing assessment - Midterm test	[2] pp.8-15 [2] pp.20-23
3	<i>Unit 2: BEHAVIORAL SCIENCE - How does appearance affect our success?</i> - Speaking Skill: Confirming understanding - Unit Assignment: Role-play a conversation	1,3,4	- Lecture - Role play	- Ongoing assessment - Midterm test	[1] pp. 42-49
4	<u>Language Focus:</u> 4: Negotiating 5: Interrupting and letting others speak 6: Showing interest	1,2,4	- Lecture - Pair work - Group work	- Ongoing assessment - Midterm test	[2] pp.24-35
5	<i>Unit 3: DEVELOPMENTAL PSYCHOLOGY - What skills make someone an adult?</i> - Speaking Skill: Giving a presentation - Unit Assignment: Give a presentation to a group	1,3,4	- Lecture - Presentation	- Ongoing assessment - Midterm test	[1] pp. 67-75
6	<u>Language Focus</u> 7: Being supportive 8: Persuasion 9: Being tactful	1,2,4	- Lecture - Pair work	- Ongoing assessment - Midterm test	[2] pp. 36-47

Week	Topic	CLO	Teaching and learning activities	Assessment	Resources
7	Unit 4: Science - How do the laws of science affect our lives? - Speaking Skill: Avoiding answering questions - Unit Assignment: Present a business plan	1,3,4	- Lecture - Presentation	- Ongoing assessment - Midterm test	[1] pp. 93-101
8+9	MIDTERM TEST				
10	Unit 5: NUTRITIONAL SCIENCE - How has science changed the food we eat? - Speaking Skill: Expressing interest during a conversation - Unit Assignment: Take part in a debate	1,3,4	- Lecture - Debate	- Ongoing assessment - Final exam	[1] pp. 118-125
11	<u>Language focus:</u> 10: Admitting and denying 11: Handling difficult conversations 12: Showing skepticism	1,2,4	- Lecture - Pair work	- Ongoing assessment - Final exam	[2] Pp.48-51 [2] Pp. 56-59 [2] pp.68-71
12	Unit 6: EDUCATION - Is one road to success better than another? - Speaking Skill: Changing the topic - Unit Assignment: Reach a group decision	1,3,4	- Lecture - Discussion	- Ongoing assessment - Final exam	[1] pp.142-151
13	<u>Language focus</u> 13: Sounding confident or hesitant 14. Sounding excited 15. Showing annoyance and anger	1,2,4	- Lecture - Pair work	- Ongoing assessment - Final exam	[2] Pp. 76-83
14	Unit 7: ANTHROPOLOGY - How can accidental discoveries affect our lives? - Speaking Skill: Using questions to maintain listener interest - Unit Assignment: Tell a story	1,3,4	- Lecture - Group work - Story telling	- Ongoing assessment - Final exam	[1] pp. 170-177

Week	Topic	CLO	Teaching and learning activities	Assessment	Resources
15	Unit 8: ENGINEERING - What are the consequences of progress? - Speaking Skill: Adding to another speaker's comments - Unit Assignment: Share opinions about the consequences of progress	1, 3, 4	- Lecture - Discussion	- Ongoing assessment - Final exam	[1] pp. 195-202
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 test (20%)		Part I 60%Pass	Part II 60%Pass	
Final exam (50%)		Part I 60%Pass	Part II 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, role-play and group 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:** August 2nd, 2025

7. **Lecturer:** Nguyễn Thị Mai Trâm

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: Advanced Grammar

Course Code: EL005IU/EL005WE

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, especially writing short paragraphs that fulfil any pre-determined requirements of Advanced Grammar.</i>
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Mr. Nguyễn Hoàng Khánh Ms. Nguyễn Thị Ngọc Châu Ms. Trần Đoàn Thư Ms. Đỗ Hoàng Nga
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Lecture Discussion Group work Project
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 ¹ : 90 hours

¹ 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 (Theory: 2 + Practice: 0)	
Number of periods	Theory: 30 Practice: 0	
Required and recommended prerequisites for joining the course	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 and short paragraphs.
	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.

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
	Tenses review and comparison	1	TU
	Passive voice, Causatives	1	TU
	Simple and Compound Sentences	0.25	T
	Verb complementation with –ing, to-infinitives, bare infinitives, prepositions, objects	1	TU
	Complex and compound-complex sentences	0.25	T
	Modals, semi-modal, & modal perfect	1	TU
	Articles, quantifiers	0.75	TU
	Relative clauses	0.75	TU
	Reported speech	0.75	TU
	Review of paragraphs	0.25	TU
	Definition paragraphs	0.5	TU
	Participle clauses, adverbial clauses	1.5	TU
	Conditional clauses, mixed conditionals	1	TU
	Subjunctives	0.25	TU
	Emphasis	0.25	TU
	Inversion	1	TU
Process paragraphs	0.5	TU	
Descriptive paragraphs	0.5	TU	
Review	2	TU	
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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Hewings, M. (2023). <i>Advanced grammar in use (4th ed.)</i> . Cambridge: Cambridge University Press. [2] Vince, M. & Sunderland, P. (2003). <i>Advanced language practice</i> . Oxford: MacMillan Publishers. [3] Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2020). <i>Great Writing 2: Great Paragraphs</i> (5th ed.). Cengage Learning. [4] Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2014). <i>Great Writing 2: Great Paragraphs</i> (4th ed.). Cengage Learning.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Course orientation Tenses review and comparison: • Present tenses • Past tenses • Future tenses	1, 3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 2-29; [2] pp. 1-27

Week	Topic	CLO	Learning activities	Assessments	Resources
2	Tenses review and comparison (cont'd) Passive voice Causatives	1, 3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 44-51; [2] pp. 33-45
3	Modals & semi-modals Modal perfect	1, 3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 30-43; [2] pp. 65-77
4	Verb complementation with <i>-ing</i> , <i>to</i> -infinitives, bare infinitives, prepositions, objects	1, 3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 56-63; Lecturer's handouts
5	Articles Quantifiers Types of sentences • Simple sentences • Compound sentences	1, 2, 3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 88-105; [2] pp. 104-110; Lecturer's handouts
6	Relative clauses Types of sentences • Complex sentences • Compound-complex sentences	1, 2, 3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 106-111; Lecturer's handouts
7	Reported speech Reporting orders, suggestions, offers, etc. Review of sentences	1, 2, 3	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 64-79; [2] pp. 97-103
8	MIDTERM TEST				
9-10	Participle clauses Adverbial clauses Review of paragraphs Process paragraphs with features of Advanced Grammar	1, 2, 3	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 116-119, 158-165; [3] pp. 84-101, 120-135

Week	Topic	CLO	Learning activities	Assessments	Resources
11-12	Conditional clauses Mixed conditionals Formal and formulaic subjunctives Definition paragraphs with features of Advanced Grammar	1, 2, 3	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 166-173; [2] pp. 46-53, 55; [3] pp. 102-119
13-14	Inversion: • After negative adverbials • After <i>so/such</i> with <i>that</i> • Inversion in conditional clauses Emphasis: • Changing word order Descriptive paragraphs with features of Advanced Grammar	1, 2, 3	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 198-201; [2] pp. 78-86; [4] pp. 154-179
15	Review Project/Quiz	1, 2, 3	Lecture, Group work	Ongoing assessment Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	Quiz (Part 1) 60%Pass	Quiz (Part 2) 60%Pass Group Project 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass	
Final exam (50%)	Part 1 60%Pass	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 (40 pts); Group project (30 pts)

5.2. (Group) Project (Writing paragraph(s))

	Criterion	Marks	Comments
1.	Paragraphs (fulfilment of pre-determined requirements of Advanced Grammar, accuracy, etc.)	/20	
2.	Language use	/20	
3.	Content		
	<i>Accurate use of features of Advanced Grammar</i>	/20	
	<i>Task response (whether students' paragraphs adhere to the topic provided)</i>	/20	
4.	Groupwork participation & contribution and/or Well-prepared drafts submitted	/20	
	Total:	/100	

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyễn Hoàng Khánh, M.A.

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: Presentation Skills

Course Code: EL006IU/EL006WE

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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☒ Compulsory ☐ 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 ¹ : 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	- Previous course: none	
Course objectives	The course of Presentation Skills aims to: a. equip students with necessary knowledge and skills for academic presentations which are relevant to specific purposes b. familiarize students with techniques to make effective arguments and gather appropriate support abiding by academic rules c. enhance students' presentation quality via non-verbal communication and proper use of visual aids	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Distinguish appropriate language for academic presentations
	Skill	CLO2: Produce effective visual aids in planning well-organized academic presentations CLO3: Select appropriate contents, structure, delivery techniques, body language, and other para-linguistic elements in academic presentations CLO4: Develop 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

¹ 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) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Orientation & Introduction</td><td>1</td><td>I, T, U</td></tr><tr><td>Needs analysis</td><td></td><td></td></tr><tr><td>Building up confidence</td><td>1</td><td>T, U</td></tr><tr><td>The first few minutes</td><td>1</td><td>T, U</td></tr><tr><td>Organizing what you want to say</td><td>1</td><td>T, U</td></tr><tr><td>Summarizing and concluding</td><td>1</td><td>T, U</td></tr><tr><td>Using equipment</td><td>1</td><td>T, U</td></tr><tr><td>Delivery techniques: Putting it all together</td><td>1</td><td>T, U</td></tr><tr><td>Introduction to persuasive speeches</td><td>1</td><td>T, U</td></tr><tr><td>Methods of persuasion</td><td>1</td><td>T, U</td></tr><tr><td>Maintaining interest</td><td>1</td><td>T, U</td></tr><tr><td>Dealing with problems and questions</td><td>1</td><td>T, U</td></tr><tr><td>Body language</td><td>1</td><td>T, U</td></tr><tr><td>Practice + exam + feedback</td><td>3</td><td>U</td></tr></table>	Topic	Weight	Level	Orientation & Introduction	1	I, T, U	Needs analysis			Building up confidence	1	T, U	The first few minutes	1	T, U	Organizing what you want to say	1	T, U	Summarizing and concluding	1	T, U	Using equipment	1	T, U	Delivery techniques: Putting it all together	1	T, U	Introduction to persuasive speeches	1	T, U	Methods of persuasion	1	T, U	Maintaining interest	1	T, U	Dealing with problems and questions	1	T, U	Body language	1	T, U	Practice + exam + feedback	3	U
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Body language	1	T, U																																												
Practice + exam + feedback	3	U																																												
Examination forms	Oral Presentations																																													
Study and examination requirements	<i>Attendance</i> 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. <i>Missed Tests</i> 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. <i>Class Behaviors</i> Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Presentation Skills course with approximately 8-10 hours per week (both in class and self-study). Accordingly, students are supposed to follow the obligations below: • Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request. • Participate fully and constructively in all course activities and discussions (if any). • Display appropriate courtesy to all involved in the class. • Provide constructive feedback to faculty members regarding their performance. <i>Assignments/Examination:</i> Students must have at least 50/100 points overall to pass this course.																																													

	Plagiarism policy 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: <table border="1" data-bbox="524 447 1391 680"> <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> Note: Part of the paper is marked as it is if no plagiarism is detected. Policy on AI-generated writing 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: <table border="1" data-bbox="524 989 1412 1262"> <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> Note: Part of the paper is marked as it is if no AI-generated text is detected.	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	Textbooks: [1] Lowe, S, & Pile, L. (2010). <i>Presenting</i>. Singapore: Cengage Learning Additional materials: [2] Comfort, J. (1997). <i>Effective presentations</i>. Oxford: Oxford University Press [3] Lucas, S. (2019). <i>The art of public speaking</i> (13th ed.). New York: McGraw-HillEducation. Reference books: [4] Harrington, D., & Lebeau, C. (2009). <i>Speaking of speech</i>. Macmillan [5] Videos from sources such as TED Talks, YouTube, Vimeo																				

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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 3. Building up confidence	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	Introduction to informative speeches	1, 2, 5	Lecture, Group work	Mini/Group presentation Midterm exam	[1] Presenting, pp. 8-13 [2] Effective Presentations: p.7 + video clip; p.13+ video clip

Week	Topic	CLO	Learning activities	Assessments	Resources
	Unit 1: The first few minutes				[3]The Art of Public Speaking, Chapter 10 [3]* The Art of Public Speaking, Chapter 15
3	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
4	Unit 6: Summarizing and concluding	1, 2, 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
5	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
6	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
7	Unit 6: Body language Mini individual presentations or group presentations for the instructor's evaluation and advice	1, 2, 3, 5	Lecture Group work	Mini/Group presentation Midterm/Final exam	[2] Effective Presentations: pp.36-39 [3]* The Art of Public Speaking, Chapters 13
8 + 9	MIDTERM TEST: Individual informative presentations				
10	Introduction to persuasive speeches	1,2,5	Lecture, Group work	Mini/Group presentation Final exam	[3] The art of public speaking, Chapter 15 (Handout given by the instructor)
11	Methods of persuasion	1,2	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
12	Unit 4: Maintaining interest	3,5	Lecture, Group work	Mini/Group presentation Final exam	[1] Presenting: pp. 28-33) [2] Effective Presentations: p.25 + video clip)
13	Unit 5: Dealing with problems and questions	4,5	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
14	Practice	3,4,5		Mini/Group presentation Final exam	
15	Wrap-up and advice	1,5	Group work	Mini/Group presentation Final exam	
FINAL EXAMINATION					

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		Attendance score 60%Pass
Midterm test (20%)	60% Pass	60% Pass	60% Pass		
Final exam (50%)	60% Pass	60% Pass	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)

5.2. Rubrics for Midterm exam

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

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyen Hong Duc

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: READING 2 (C1-C2)

Course Code: EL007IU/EL007WE

1. General information

Course name	- (in English) Reading 2 (C1-C2) - (in Vietnamese) Đọc 2 (cấp độ C1-C2)
Course designation	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: - Distinguishing main ideas from details - Identifying contrasting ideas - Previewing a text - Making inferences - Following ideas - Anticipating content through questions - Identifying author's intent - Organizing notes and annotations in a chart
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	1 & 2
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	☒ Compulsory ☐ 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 ¹ : 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	- Previous course: EL001IU/EL001WE - 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	Upon the successful completion of this course students will be able to: <table> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> <tr> <td>Knowledge</td><td>CLO1: Explain different written genres and types of texts, the differences between major ideas and supporting ideas, phrases and expressions that introduce an opinion and a contrasting opinion, basic reasons authors have for writing, and types of charts for organizing notes.</td></tr> <tr> <td>Skill</td><td>CLO2: Apply the techniques in distinguishing main ideas from details, identifying contrasting ideas, previewing a text, making inferences, following ideas, anticipating content through questions, identifying author's intent, organizing notes and annotations in a chart, and anticipating content through questions to successfully comprehend academic texts and major-related readings.</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> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain different written genres and types of texts, the differences between major ideas and supporting ideas, phrases and expressions that introduce an opinion and a contrasting opinion, basic reasons authors have for writing, and types of charts for organizing notes.	Skill	CLO2: Apply the techniques in distinguishing main ideas from details, identifying contrasting ideas, previewing a text, making inferences, following ideas, anticipating content through questions, identifying author's intent, organizing notes and annotations in a chart, and anticipating content through questions to successfully comprehend academic texts and major-related readings.	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.
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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.								

¹ 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>																																																
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Examination forms	Paper and Pen tests: True/False/Not Given, Gap-Fill, Multiple choice questions																																																
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 at least 50/100 points overall to pass this course.																																																

Reading list	Course books: [1] Caplan, N.A., & Douglas, S.R. (2020). <i>Q: Skills for success Reading and Writing 5</i>. Oxford: Oxford University Press. Reference books: [2] Smith, L.C. (2017). <i>Longman Academic Reading Series: Reading Skills for College 5</i>. US: Pearson Education. [3] Alderson, E. (2013). <i>Wadsworth College Reading Series. book 1</i>. Wadsworth Cengage Learning. [4] McWhorter, K.T (2014). <i>Academic Reading - College Major and Career Applications</i>. US: Pearson Education.
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Orientation Reading diagnostic test	2, 3	Individual work Discussion	Ongoing assessment	ELL-related journals/ texts
2	Unit 1: Education <u>Reading 1</u> : How learning a new language improves tolerance <u>Reading 2</u> : Is learning languages a waste of time? <i>Skill</i> : Distinguishing main ideas from details <i>Vocabulary</i> : Using a thesaurus	1, 2, 3	Lecture Individual work Discussion	Ongoing assessment Midterm test Final exam	[1] pp. 2-23
3	Unit 2: Business <u>Reading 1</u> : Who wins in the Gig Economy, and who loses? <u>Reading 2</u> : The dark side of the Gig Economy <i>Skill</i> : Identifying contrasting ideas <i>Vocabulary</i> : Reporting verbs	1, 2, 3	Lecture Individual work Discussion	Ongoing assessment Midterm test Final exam	[1] pp. 34-53
4	Extra reading practice	2, 3	Individual work Discussion	Ongoing assessment Midterm test Final exam	ELL-related journals/ texts
5	Unit 3: Media studies <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	Lecture Individual work Discussion	Ongoing assessment Midterm test Final exam	[1] pp. 64-83
6	Unit 4: International relations <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	Lecture Individual work Discussion	Ongoing assessment Midterm test Final exam	[1] pp. 94-114
7	Extra reading practice	2, 3	Individual work Discussion	Ongoing assessment Midterm test Final exam	ELL-related journals/ texts
8	MIDTERM TEST				

Week	Topic	CLO	Learning activities	Assessments	Resources
9	Unit 5: Urban planning <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	Lecture Individual work Discussion	Ongoing assessment Final exam	[1] pp. 126-147
10	Unit 6: Ecology <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	Lecture Individual work Discussion	Ongoing assessment Final exam	[1] pp. 158-177
11	Extra reading practice	2, 3, 4	Individual work Discussion	Ongoing assessment Final exam	ELL-related journals/ texts
12	Unit 7: History <u>Reading 1:</u> The first industrial revolution <u>Reading 2:</u> Glass is humankind's most important material <i>Skill:</i> Identifying author's intent <i>Vocabulary:</i> Using the dictionary	1, 2, 3	Lecture Individual work Discussion	Ongoing assessment Final exam	[1] pp. 190-209
13	Unit 8: Health sciences <u>Reading 1:</u> How can you boost your energy level? <u>Reading 2:</u> The scientific reason you feel more tired during winter <i>Skill:</i> Organizing notes and annotations in a chart <i>Vocabulary:</i> Adjective/ verb + preposition collocations	1, 2, 3	Lecture Individual work Discussion	Ongoing assessment Final exam	[1] pp. 224-245
14	Extra reading practice	2, 3	Individual work Discussion	Ongoing assessment Final exam	ELL-related journals/ texts
15	Reading mock test	2, 3	Individual work Discussion	Ongoing assessment Final exam	Reading 2 Sample Test
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
On-going assessment (30%) <i>Participation & Attendance</i> <i>In-class Assignment</i>	In-class assignment 1 60%Pass	In-class assignment 2 60%Pass	Attendance score 60%Pass
Midterm test (20%) <i>Paper and Pen test</i> <i>T/F/NG, Gap Fill, MCQ</i>		60%Pass	
Final exam (50%) <i>Paper and Pen test</i> <i>T/F/NG, Gap Fill, MCQ</i>		60%Pass	

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

5. Rubrics

On-going assessment

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

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyễn Hoàng Phương Mai, MA

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: WRITING 2

Course Code: EL008IU/EL008WE

1. General information

Course name	- <i>(in English) Writing 2</i> - <i>(in Vietnamese) Viết 2</i>
Course designation	This course provides students with comprehensive instructions and extensive practical exercises and activities in college writing, including evaluating sources and synthesizing source materials for the purpose of a research project. The course provides students with crucial knowledge and skills in college writing, such as plagiarism behaviors, paraphrasing, summarizing, sources citing. This course prepares students for research proposal and thesis writing in the next semesters.
Course type	☐ <i>General knowledge / College Foundation Courses</i> ☒ <i>Fundamental/ English Foundation courses & English Core courses</i> ☐ <i>Specialized knowledge/ Specialization Core Courses & Specialization</i> ☐ <i>Electives</i> ☐ <i>Internship/Project/Thesis</i> <i>Others:</i>
Semester(s) in which the course is taught	1&2
Person responsible for the course	Dr. Lầu Mộng Thu
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name): EL002IU/EL002WE- Writing 1	
Course objectives	The course aims to enhance students' understanding of academic sources and college writing components. Throughout the semester, students are able to develop the essential skills needed for writing academic papers. Specifically, students are able to evaluate the credibility and reliability of different sources, correctly cite sources according to APA 7th style, improve essential skills for academic writing such as writing argument and discussion, comparison, definitions, examples and describing visuals. As the semester ends, students will be able to write a long paper integrating reliable sources, evidence, and arguments.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Describe features of college writing and academic sources
	Skill	CLO2: Evaluate the credibility and reliability of different sources of data, information and digital content. (1.2) CLO3: Correctly cite sources in APA 7th format. CLO4: Produce a descriptive and/or evaluative summary of an academic text. CLO5: Develop the essential skills needed for creating a long paper integrating reliable sources, evidence, and arguments.
	Attitude	CLO6: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities

¹ 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
	Features of college writing Sources evaluation	1	T
	Avoid plagiarism	1	T
	Paraphrasing and Main-text citations	1	T
	References	1	T
	Descriptive summary	1.5	TU
	Evaluative summary	2.5	TU
	Argument and discussion	1	T
	Comparison	1	T
	Writing definitions	1	T
	Describing visuals	1	T
	Writing examples	1	T
Writing longer papers	1	T	
Feedback	1	U	
Examination forms	Midterm testination Final 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 at least 50/100 points overall to pass this course.</i> Plagiarism policy 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: <table border="1" data-bbox="451 758 1373 968"> <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> Note: Part of the paper is marked as it is if no plagiarism is detected. Policy on AI-generated writing 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: <table border="1" data-bbox="451 1287 1398 1577"> <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> Note: Part of the paper is marked as it is if no AI-generated text is detected.	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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Reading list	Textbook [1] Bailey, S. (2018). <i>Academic writing: A handbook for international students</i> (5th ed.). New York, NY: Routledge. References [2] Savage, A. & Shafiei, M. (2012). <i>Effective academic writing 3</i> (2nd ed.). Oxford, UK: Oxford University Press. [3] Oshima, A. & Hogue, A. (2016). <i>Writing academic English</i> (5th ed.) New York, NY: Pearson.																				

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

CLO	PLO							
	1	2	3	4	5	6	7	8
	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)	Demonstrate digital skills in study and research (Skills, 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	Features of college writing Sources evaluation	1, 5	Lecture	Ongoing assessment Midterm test	Unit 1.1 Unit 1.2 Unit 1.3
2	Avoid plagiarism	2,5	Lecture, Group work	Ongoing assessment Midterm test Final Exam	Unit 1.4
3	Paraphrasing and Main-text citations	4	Lecture	Ongoing assessment Midterm test Final Exam	Unit 1.7

4	References	4,5	Lecture, Group work	Ongoing assessment Midterm test Final Exam	Unit 1.8
5	Descriptive summary	3,5	Lecture, Group work	Ongoing assessment Midterm test Final Exam	Unit 1.7
6	Evaluative summary (1)	3,5	Lecture, Group work	Ongoing assessment Midterm test Final Exam	Unit 1.9
7	Evaluative summary (2)	3,5	Lecture, Group work	Ongoing assessment Midterm test Final Exam	Unit 1.9
8	MIDTERM TEST				
9	Argument and discussion	4,5	Lecture, Group work	Ongoing assessment Final Exam	Unit 2.1
10	Comparison	4,5	Lecture, Group work	Ongoing assessment Final Exam	Unit 2.3
11	Writing definitions	4,5	Lecture, Group work	Ongoing assessment Final Exam	Unit 2.4
12	Describing visuals	4,5	Lecture, Group work	Ongoing assessment Final Exam	Unit 2.8
13	Writing Examples	4,5	Lecture, Group work	Ongoing assessment Final Exam	Unit 2.5
14	Writing longer papers		Lecture	Ongoing assessment Final Exam	Unit 5.3
15	Feedback		Lecture	Ongoing assessment Final Exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Ongoing assessment (30%)		In-class assignments 60%Pass	In-class assignments 60%Pass		In-class assignments 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass			Part 2 60%Pass		
Final Examination (50%)					Assessment 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): Evaluation of different sources of data, information and digital content (**CLO2**), sources citing (**CLO3**), and/or assignments on developing the essential skills needed for writing academic papers such as presenting argument and discussion, comparison, definitions, examples and/or describing visuals (**CLO5**)

5.2. Midterm test (written exam, 60 minutes in lab)

Part 1. Describe features of college writing and academic sources **CLO1)**

Part 2. Write a descriptive summary and/or an evaluative summary. **(CLO4)**

Internet access and electronic devices are NOT allowed in the midterm test.

5.3. Final Exam (90 minutes in lab)

Write a long paper in about 600-800 words from FIVE published research articles regarding a given topic. **(CLO5)**

Internet access and electronic devices are NOT allowed in the final exam.

6. Date revised: Aug 2th, 2025

7. Lecturer: Dr. Lầu Mộng Thu

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

Ho Chi Minh City, Aug 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: LISTENING 2 (C1-C2)

Course Code: EL009IU/EL009WE

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 8 units with up-to date 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. Through these units, students can develop fundamental listening skills, such as identifying main ideas and specific details, etc., while also being introduced to more advanced skills like note-taking and anticipating the content of listening passages.
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization ☐ Electives ☐ Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1&2
Person responsible for the course	Trần Thúy Hằng Bùi Diễm Bích Huyền Nguyễn Hoàng Phương Mai
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name): EL003IU/EL003WE - 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	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: accurately identify a variety of expressions for signaling main ideas, specific details, examples, comparison & contrast, problems & solutions, and clarification, while making inferences, and recognizing facts vs. opinions, and speaker attitude and bias to understand and analyze authentic materials across the diverse topics covered in the course.
	Skill	CLO2: Apply effective listening strategies, such as making inferences, interpreting attitude and bias, clarifying and elaborating, etc., to improve comprehension and retention of information. CLO3: effectively apply advanced note-taking skills, including chronological timelines, Venn diagrams, T-charts, and formal outlines, etc., to synthesize and organize information from various sources across different contexts.
	Attitude	CLO4: Display discipline and responsibilities in attending class regularly.

¹ 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
	Chapter 1: New Trends in Marketing Research	1	T,U
	Chapter 2: Business Ethics	1	T,U
	Chapter 3: Trends in Children's Media Use	1	T,U
	Chapter 4: The Changing Music Industry	1	T,U
	Unit 1: Linguistics – How does language affect who we are?	1	T,U
	Unit 2: Behavior Science – What is the tipping point between work and fun?	1	T,U
	Unit 3: Psychology – How can the eyes deceive the mind?	1	T,U
	Unit 4: International Relations – How can we achieve global sustainability?	1	T,U
	Chapter 7: Sibling Relationships	1	T,U
	Chapter 8: Multiple Intelligences	1	T,U
	Chapter 9: The Art of Graffiti	1	T,U
	Unit 5: Urban Planning – What should the modern city look like?	1	T,U
	Unit 6: Marketing – What inspires innovation?	1	T,U
	Unit 8: Environmental Studies – Where should the world's energy come from?	1	T,U
Examination forms	Written examination: True/ False; Multiple-choice items, Short answer questions, and 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 at least 50/100 points overall to pass this course.</i>		
Reading list	Course books: [1] Earle- Carlin, S. (2019). Q Skills for Success: Listening and Speaking 5 (3rd edition). Oxford: Oxford University Press. [2] Frazie, L.&Leeming, S. (2013). Lecture ready 3. Oxford: Oxford University Press Reference books: [3] Patricia A. Dunkel and Phyllis L. Lim (2022). Listening & Notetaking skills 2 (4th edition). National Geographic, Cengage learning. [4] Patricia A. Dunkel and Phyllis L. Lim (2022). Listening & Notetaking skills 3 (4th edition). National Geographic, Cengage learning. [5] H., Lansford, L., Dummett, P. and Stephenson (2016) Keynote. Upper Intermediate. National Geographic, Cengage Learning.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Chapter 1: New Trends in Marketing Research	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.2-13
2	Chapter 2: Business Ethics (More practice on note-taking skills)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.14-25 Chosen from [3] [4] [5]
3	Chapter 3: Trends in Children's Media Use	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.27-39

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Chapter 4: The Changing Music Industry (<i>More practice on note-taking skills</i>)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.40-50 Chosen from [3] [4] [5]
5	- Unit 1: Linguistics – How does language affect who we are?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 2-17
6	Unit 2: Behavior Science – What is the tipping point between work and fun?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 30-44
7	Unit 3: Psychology – How can the eyes deceive the mind?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 58-69
8	MIDTERM TEST				
9	Unit 4: International Relations – How can we achieve global sustainability? Midterm test	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 86-100
10	Chapter 7 Sibling Relationships	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[2] p.80-91
11	Chapter 8 Multiple Intelligences (<i>More practice on note-taking skills</i>)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[2] p.92-105 Chosen from [3] [4] [5]
12	Chapter 9 The Art of Graffiti	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[2] p.106-113
13	Unit 5: Urban Planning – What should the modern city look like?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[1] p. 114-129
14	Unit 6: Marketing – What inspires innovation? (<i>More practice on note-taking skills</i>)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[1] p. 144-161 Chosen from [3] [4] [5]
15	Unit 8: Environmental Studies – Where should the world's energy come from?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[1] p. 202-217
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments (Part 1) 60%Pass	In-class assignments (Parts 2-3) 60%Pass	In-class assignments Part (4) 60%Pass	Attendance score 60%Pass
Midterm test (20%)		Parts (1-3) 60%Pass	Part (4) 60%Pass	
Final exam (50%)		Parts (1-3) 60%Pass	Part (4) 60%Pass	

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

5. Rubrics

Ongoing assessment

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

6. Date revised: August 2nd, 2025

7. Lecturer: Trần Thúy Hằng

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: SPEAKING 2 (C1 - C2)

Course Code: EL010IU/EL010WE

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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1, 2
Person responsible for the course	Nguyễn Thị Ngọc Châu Nguyễn Thị Mai Trâm Nguyễn Lê Bảo Ngọc Trần Thuý Hằng Nguyễn Hồng Đức
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course: EL004IU/EL004WE Speaking 1								
Course objectives	The course aims to enhance student's speaking skill at the level from C1 to C2. 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: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Discuss one of the 8 topics in the course books</td></tr> <tr> <td>Skill</td><td>CLO2: Develop a short talk for a required topic CLO3: Construct a proper debate</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: Discuss one of the 8 topics in the course books	Skill	CLO2: Develop a short talk for a required topic CLO3: Construct a proper debate	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: Discuss one of the 8 topics in the course books								
Skill	CLO2: Develop a short talk for a required topic CLO3: Construct a proper debate								
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								

¹ 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
	Debates Basics	0.5	T
	Organization for Public Speaking	0.5	T
	Propositions	1	TU
	Case development	1	TU
	Critical thinking	1	T
	Refutation and Rejoinder	1	T
	Unit 1 Psychology: How does language affect who we are?	1	TU
	Unit 2 Education: What is the tipping point between work and fun?	1	TU
	Unit 3 Psychology: How can the eyes deceive the mind?	1	TU
	Unit 4 International Relations: How can we achieve global sustainability?	1	TU
	Unit 5 Sociology: What should the modern city look like?	1	TU
	Unit 6 Marketing: What inspires innovation?	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
Examination forms	Oral 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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Earle-Carlin, S. (2019). <i>Q: Skills for success 5: Listening and speaking</i> (3rd 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) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 Psychology: How does language affect who we are?	1, 2, 3, 4, 6	- Lecture - Q&A - Presentation - Pair work	Ongoing assessment Midterm test	[1] pp. 21-28
2	Chapter 2: Debates Basics Chapter 4: Organization for Public Speaking	5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm test	[2] pp. 10-25 [2] pp. 26-55
3	Unit 2 Education: What is the tipping point between work and fun?	1, 2, 3, 4, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm test	[1] pp. 47-56

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Unit 3 Psychology: How can the eyes deceive the mind?	1, 2, 3, 4, 6	- Presentation - Lecture - Discussion	Ongoing assessment Midterm test	[1] pp. 76-84
5	Chapter 6: Propositions	3, 4, 5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm test	[2] pp. 56-66
6	Unit 4 International Relations: How can we achieve global sustainability?	1, 2, 3, 4, 6	- Presentation - Lecture - Pair work	Ongoing assessment Midterm test	[1] pp. 103-112
7	Chapter 7: Case development	5, 6	- Presentation - Lecture - Group work	Ongoing assessment Midterm test	[2] pp. 67-73
8&9	MIDTERM TEST				
10	Unit 5 Sociology: What should the modern city look like?	1, 2, 3, 4, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[1] pp. 135-142
11	Chapter 8: Critical thinking	3, 4, 5, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[2] pp. 74-97
12	Unit 6 Marketing: What inspires innovation?	1, 2, 3, 4, 6	- Presentation - Lecture - Discussion	Ongoing assessment Final exam	[1] pp. 164-170
13	Chapter 10: Refutation and Rejoinder	3, 4, 5, 6	- Presentation - Lecture - Group work	Ongoing assessment Final exam	[2] pp. 98-106
14	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. 192-201
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. 221-230
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
A1: Ongoing assessment (30%)	Quiz 1 60%Pass		Quiz 2 60%Pass	Attendance score 60%Pass
A2: Midterm test (20%)		Part 2 60%Pass	Part 1 60%Pass	
A3: Final exam (50%)		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: 02 quizzes (70 pts)
- Quiz 1: 1-minute talk on topics from unit 1-4
- Quiz 2: Conduct a short group debate

5.2. Midterm tests

Each student delivers the talk **individually**.

- Part 1: Short talk/ persuasive speech
- Part 2: Independent speaking

5.3. Final exams

Students deliver the talk **in pairs**.

- Part 1: Debate (with rebuttals)
- Part 2: Independent speaking

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer: Nguyen Le Bao Ngoc

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

Ho Chi Minh City, August 6th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
 (Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Research Writing

Course Code: **EL066IU**

1. General information

Course name	- (in English) <i>Research Writing</i> - (in Vietnamese) <i>Viết nghiên cứu</i>
Course designation	<i>This course introduces students of English linguistics to both foundational and advanced concepts of research paper writing, with a strong emphasis on the conventions of academic English and the standard structure of a research article. In addition to guiding students through the process of developing a publishable journal article and preparing a graduation thesis and/or graduation project, the course integrates essential digital tools and platforms to enhance research and writing practices in academic contexts.</i> <i>Designed specifically for non-native English speakers, the course aims to build students' familiarity with academic literature in their fields of study, particularly in the social sciences and humanities, including education and linguistics. Through critical reading and response tasks, students engage with diverse scholarly texts while also learning how to present research methodology clearly and effectively.</i> <i>To foster both academic writing proficiency and digital literacy, students complete tasks that involve the use of reference management tools, online collaborative platforms, writing analytics software, and digital research databases. These activities are intended to maximize exposure to academic discourse and prepare students to become competent, digitally literate writers capable of contributing to scholarly communication in their disciplines.</i>
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	<i>Dr. Vu Hoa Ngan</i> <i>Dr. Dao Nguyen Anh Duc</i> <i>Dr. Lau Mong Thu</i> <i>Dr. Nguyen Thi Quyen</i>
Language	English

Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous courses: EL008IU/EL008WE Writing 2 (C1-C2) EL0012IU/EL012WE Research Methodology	
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	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: distinguish between academic and non-academic features in research paper writing and different components of a research paper.
	Skill	CLO2: logically and effectively organize a research paper. CLO3: write up the abstract and a research proposal in their areas of interest. CLO4: apply digital tools to produce written academic works that follow prescribed formatting guidelines
	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

¹ 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
	Academic Writing Style	1	I
	Writing the Introduction	2	TU
	Writing Definitions	2	TU
	Writing the Abstract	2	TU
	Writing the Literature Review	2	TU
	Writing the Method section	1	TU
	Writing the Results section	1	I
	Writing the Discussion section	1	I
	Avoid plagiarism and Use citations	2	TU
Examination forms	Mid-term examination Written assignment		

Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must acquire at least 50/100 points overall to pass this course.</i> Plagiarism policy All forms of plagiarism and unauthorized copying are taken seriously and will result in penalties. Plagiarism occurs when a student uses another person's words or ideas, whether from published sources, online materials, or fellow students, and presents them as their own without proper acknowledgment. This includes copying any portion of another's work without citation. Plagiarism in student submissions may be identified through web-based detection tools such as SafeAssign or Turnitin, or through an examiner's evaluation supported by evidence of the original source. Penalties will be applied according to the degree of similarity detected, as specified below: <table border="1" data-bbox="524 785 1390 980"> <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> Note: Part of the paper is marked as it is if no plagiarism is detected. Policy on AI-generated writing Submitting work generated in whole or in part by artificial intelligence tools, such as ChatGPT, Gemini, Claude, or similar writing assistants, as one's own original writing is strictly prohibited and constitutes academic misconduct. The School of Languages regards academic integrity as fundamental to the learning and research process. All student submissions may be screened with AI-detection software (e.g., Turnitin or equivalent) to verify originality. Any violations of this policy will result in penalties proportionate to the amount of AI-generated content detected. Penalties apply only to the idea development score. <table border="1" data-bbox="524 1434 1411 1669"> <thead> <tr> <th>Degree of AI-generated writing</th><th>Description</th></tr> </thead> <tbody> <tr> <td>Below 20%</td><td>Marked as it is.</td></tr> <tr> <td>20% - 30%</td><td>The idea development score is deducted by 25%.</td></tr> <tr> <td>30% - 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> Note: Part of the submitted paper is marked as it is if no AI-generated text is detected.	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 AI-generated writing	Description	Below 20%	Marked as it is.	20% - 30%	The idea development score is deducted by 25%.	30% - 40%	The idea development score is deducted by 50%	Over 40%	The idea development score is 0.
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Over 40%	The total score is 0.																				
Degree of AI-generated writing	Description																				
Below 20%	Marked as it is.																				
20% - 30%	The idea development score is deducted by 25%.																				
30% - 40%	The idea development score is deducted by 50%																				
Over 40%	The idea development score is 0.																				

Reading list	[1] Hamp-Lyons, L., Heasley, B. (2006). <i>Study writing</i>. Cambridge University Press. [2] Glasman-Deal, H. (2020). <i>Science research writing for non-native speakers of English (2nd ed.)</i>. World Scientific. [3] American Psychological Association. (2020). <i>Concise guide to APA Style</i> (7th ed.). https://doi.org/10.1037/0000173-000 [4] School of Languages - HCMIU. (2025). <i>Guidelines to BA Graduation Thesis 5.0</i>. [5] Published articles in peer-reviewed journals (e.g., <i>Studies in Second Language Acquisition</i>; <i>TESOL Quarterly</i>; <i>Modern Language Journal</i>; <i>System</i>; <i>Language Learning</i>; <i>Applied Linguistics</i>; <i>Language Teaching Research</i>; <i>ELT Journal</i>).
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Course orientation (Choose coursework topic, title) Topic 1: Academic Writing Style	1, 4, 5	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 15-24 [3] Chapter 2
2	Topic 2: Writing the Introduction Structure and content A model for the introduction Useful words and phrases	2, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Midterm exam	[2] pp. 1-72 [3] Chapters 4-5
3	Topic 3: Writing definitions Definitions in academic text Writing definitions (sentence, extended, contrastive, comparative)	1, 2, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Midterm exam	[1] pp. 50-57
4	Topic 4: Writing the Literature Review Researching ideas and information Reviewing the literature	2, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Final exam	[1] pp. 69-71 [3] Chapter 8
5	Topic 4: Writing the Literature Review (Con't) Variation in reviewing the literature	2, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Final exam	[3] Chapter 9
6	Topic 5: Writing the Abstract Elements of an abstract A generic abstract model Language for the abstract	3, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Midterm exam	[2] pp. 263-298
7	Workshop: Identifying different types of abstracts Writing an abstract	2, 4, 5	Discussion Pair/Group work using digital platforms	Ongoing assessment Midterm exam	[4]
8	MIDTERM EXAMINATION				M

Week	Topic	CLO	Learning activities	Assessments	Resources
9-10	Topic 6: Avoiding plagiarism What is plagiarism? Summarizing & paraphrasing Citing & Referencing in APA7 th	1, 4, 5	Lecture Discussion Pair/Group work using digital platforms Homework 5	Ongoing assessment Final exam	[1] pp. 140-151 [3] Chapters 3, 8
11	Workshop: Language focus: Citations and tenses Organising the literature review	3, 4, 5	Discussion Pair/Group work using digital platforms	Ongoing assessment Final exam	[4]
12	Topic 7: Writing the Methods section Structure and content A model for the Methods section Useful words and phrases	3, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Final exam	[1] pp. 98-101 [2] pp. 73-138 [3] Chapter 6
13	Topic 8: Writing the Results section Structure and content A model for the Results section Useful words and phrases	1, 4, 5	Lecture Discussion Pair/Group work using digital platforms	Ongoing assessment Final exam	[1] pp. 104-118 [2] pp. 139-188 [3] Chapter 7
14	Topic 9: Writing the Discussion section Structure and content A model for the Discussion section Useful words and phrases	1, 5	Lecture Discussion Pair/Group work	Ongoing assessment Final exam	[1] pp. 104-118 [2] pp. 189-242
15	Course review Consultations	1, 2, 3, 4, 5		Ongoing assessment Final exam	
	SUBMISSION OF FINAL ASSIGNMENT				SUBMIS

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Assignments 60%Pass	Assignments 60%Pass	Assignments 60%Pass	Assignments 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1, 2 60%Pass	Part 3 60%Pass	Part 3 60%Pass		
Final written assignment (50%)	Assessment criteria 1, 3, 4, 5 60%Pass	Assessment criterion 6 60%Pass	Assessment criterion 7 60%Pass	Assessment criterion 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 CLO5)
- Assignments (70 pts CLO 1, CLO2, CLO3, CLO4): Portfolios, Homework assignments, Presentation, etc.

5.2. Midterm test

Part 1: Components (25 pts CLO1)

Part 2: Features of Academic Writing (25 pts) CLO1

Part 3: Writing an abstract (50 pts) CLO2, CLO3

5.3. Final exam

Students work in pairs to produce part of a research paper. Pairs of students need to:

- Select a feasible research topic, which should be approved by the instructor;
- Research the existing literature about the topic; and
- Write the INTRODUCTION, the LITERATURE REVIEW, and the METHOD sections (of about 2000 words +/- 10% (200 words)) for the research paper on the selected topic.

	Criterion	Marks	Comments
1.	Reference list (CLO1)	/10	
2.	Presentation of paper (font, size, margin, spacing, etc.) (CLO4)	/10	
3.	Grammar (CLO1)	/10	
4.	Vocabulary (CLO1)	/10	
5.	Academic writing styles (language choice, in-text citations) (CLO1)	/20	
6.	Organization/ Structure (CLO2)	/10	
7.	Idea development: (CLO3)		

	• <i>Introduction</i>	/10	
	• <i>Literature Review</i>	/10	
	• <i>Method</i>	/10	
	Total:	/100	

6. **Date revised:** August 2nd, 2025

7. **Lecturer: Dr. Nguyễn Thị Quyên**

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Research Methodology

Course Code: EL012IU/EL012WE

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 small-scale research in both conventional and digital contexts.</i>
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Vũ Hoa Ngân Dr. Đào Nguyễn Anh Đức Dr. Lầu Mộng Thu Dr. Nguyễn Thị Thu Vũ Tiến Thịnh, MA
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	None	
Course objectives	This course aims to provide students with the knowledge of quantitative and qualitative research methods and the types of both conventional and digital skills that are 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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Define research and different types of research.
	Skill	CLO2: Develop a research proposal describing the research problem, theoretical background, and research design of a study in a related field. CLO3: Utilize digital tools to select appropriate academic sources (I-1.1; I-1.2), create contents in required formats to achieve specified objectives (III-3.2), and exercise academic integrity through proper referencing (III-3.3).
	Attitude	CLO4: Display discipline and responsibilities in attending class regularly.

¹ 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>Research & the research process</td><td>1</td><td>T</td></tr><tr><td>Reviewing the literature</td><td>1</td><td>TU</td></tr><tr><td>Formulating a research problem</td><td>1</td><td>TU</td></tr><tr><td>Identifying variables</td><td>0.5</td><td>TU</td></tr><tr><td>Constructing hypotheses</td><td>0.5</td><td>TU</td></tr><tr><td>The research design & selecting a study design</td><td>2</td><td>TU</td></tr><tr><td>Selecting a method of data collection</td><td>1</td><td>TU</td></tr><tr><td>Establishing the validity and reliability of a research instrument</td><td>1</td><td>TU</td></tr><tr><td>Collecting data using attitudinal scales</td><td>1</td><td>TU</td></tr><tr><td>Selecting a sample</td><td>1</td><td>TU</td></tr><tr><td>Considering ethical issues in data collection</td><td>1</td><td>TU</td></tr><tr><td>Writing a research proposal</td><td>2.5</td><td>T</td></tr><tr><td>Processing data</td><td>0.5</td><td>I</td></tr><tr><td>Displaying data</td><td>0.5</td><td>I</td></tr><tr><td>Writing a research report</td><td>0.5</td><td>I</td></tr></table>	Topic	Weight	Level	Research & the research process	1	T	Reviewing the literature	1	TU	Formulating a research problem	1	TU	Identifying variables	0.5	TU	Constructing hypotheses	0.5	TU	The research design & selecting a study design	2	TU	Selecting a method of data collection	1	TU	Establishing the validity and reliability of a research instrument	1	TU	Collecting data using attitudinal scales	1	TU	Selecting a sample	1	TU	Considering ethical issues in data collection	1	TU	Writing a research proposal	2.5	T	Processing data	0.5	I	Displaying data	0.5	I	Writing a research report	0.5	I
	Topic	Weight	Level																																														
	Research & the research process	1	T																																														
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	Selecting a sample	1	TU																																														
	Considering ethical issues in data collection	1	TU																																														
	Writing a research proposal	2.5	T																																														
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 at least 50/100 points overall to pass this course.</i>																																																
Reading list	Course book: [1] Kumar, R. (2019). <i>Research methodology: A step-by-step guide for beginners</i> (5th ed.). Sage. Reference books: [2] Dörnyei, Z. (2007). <i>Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies</i> . Oxford University Press. [3] Creswell, J. W. & Poth, C. N. (2024). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage Publications.																																																

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
CLO	demonstrate an active command of linguistic theory and	select appropriate theories and tools of translation and	perform English teaching lessons and assessment by evaluating various teaching	use communication strategies in an international working	display the competence in using languages (English and a second foreign	demonstrate the ability to conduct scientific research	adhere to discipline, responsibilities, and ethical practices as an	Demonstrate digital skills in study and research

	linguistic investigation in at least one area of linguistics. (Knowledge)	interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	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)	language) flexibly and successfully for social, academic, and professional purposes. (Skills)	effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	individual and a team member, in both professional and social settings. (Attitudes)	(Skills, 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	Research & the research process	1, 4	Lecture	Ongoing Assessment Midterm test	[1] pp. 47-110
2	Reviewing the literature	1, 2, 3, 4	Lecture, Group work	Ongoing Assessment Midterm test Final Assignment	[1] pp. 111-134
3	Formulating a research problem	1, 2, 3, 4	Lecture, Group work	Ongoing Assessment Midterm test Final Assignment	[1] pp. 135-158
4	Identifying variables	1, 2, 3, 4	Lecture	Ongoing Assessment Midterm test Final Assignment	[1] pp. 159-184
	Constructing hypotheses	1, 2, 3, 4	Lecture	Ongoing Assessment Midterm test Final Assignment	[1] pp. 185-207 [2] pp. 72-74
5-6	The research design & selecting a study design	1, 2, 3, 4	Lecture, Group work	Midterm test Final Assignment	[1] pp. 208-271 [3] pp. 116-193
7	Selecting a method of data collection Establishing the validity and reliability of a research instrument	1, 2, 3, 4	Lecture, Group work	Midterm test Final Assignment	[1] pp. 272-317 [1] pp. 334-354
8	MIDTERM TEST				
9	Collecting data using attitudinal scales	2, 3, 4	Lecture, Group work	Final Assignment	[1] pp. 318-333
10	Selecting a sample	2, 3, 4	Lecture, Group work	Final Assignment	[1] pp. 355-391; [2] pp. 95-100; 125-128

Week	Topic	CLO	Learning activities	Assessments	Resources
11	Considering ethical issues in data collection	2, 3, 4	Lecture, Group work	Final Assignment	[1] pp. 428-444 [2] pp. 63-71
12-14	Writing a research proposal Processing data	2, 3, 4 4	Lecture, Group work	Final Assignment	[1] pp. 392-427 [1] pp. 445-499
15	Displaying data Writing a research report	4	Lecture		[1] pp. 500-525 [1] pp. 526-540 [2] pp. 275-306
SUBMISSION OF FINAL ASSIGNMENT					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)		Group project - Assessment criterion 1 60%Pass	Group project - Assessment criteria 2-5 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass		
Final assignment (50%)		Assessment criteria 1.1-1.6 60%Pass	Assessment criteria 2-5 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)
- Group project (70 pts): Identification of a research problem

Rubric

	Criterion	Marks
1.	Components:	
	<i>1. Overview of the research area</i>	/15
	<i>2. Problem statement</i>	/15
	<i>3. Research aims</i>	/10
	<i>4. Research questions & objectives</i>	/20
	<i>5. Significance of the study</i>	/10
2.	Use of academic sources (relevance, recency, quality, etc.)	/10
3.	Format of in-text citations and reference list	/10
4.	Presentation of paper (font, size, margin, spacing, etc.)	/5.0
5.	Use of language (grammar, vocabulary, punctuation, etc.)	/5.0
	Groupwork participation & contribution	Penalty (if applicable)
	Total:	/100

5.2. Midterm test (in Lab)

Part 1: Theory-oriented (20 questions - 40 pts)

Part 2: Application-oriented (20 questions - 60 pts)

5.3. Final assignment: Research proposal

Research Proposal

	Criterion	Marks
1.	Components:	
	<i>1. Overview & Problem statement</i>	/5.0
	<i>2. Research aims, Objectives & Questions</i>	/5.0
	<i>3. Significance of the study</i>	/5.0
	<i>4. Literature review</i>	/10
	<i>5. Methodology</i>	
	- Study design	/10
	- Instrument (incl. Validity & Reliability)	/10
	- Sample and Sampling strategy	/10
	- Procedure of data collection & analysis	/10
	- Ethical considerations	/5.0
	<i>6. Timeline</i>	/5.0
2.	Use of academic sources (relevance, recency, quality, etc.)	/5.0
3.	Format of in-text citations and reference list	/10
4.	Presentation of paper (font, size, margin, spacing, headings, etc.)	/5.0
5.	Use of language (grammar, vocabulary, punctuation, etc.)	/5.0
	Groupwork participation & contribution	Penalty (if applicable)
	Total:	/100

6. **Date revised:** August 2nd, 2025

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

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: INTRODUCTION TO LINGUISTICS

Course Code: EL013IU/EL013WE

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 & sounds patterns of language, word formation, morphology, syntax, semantics, pragmatics, discourse analysis, first language acquisition, second language acquisition, and language & social variation.</i>
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis <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	☒ Compulsory ☐ 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 ¹ : 90 hours

¹ 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	- Previous courses (Course code – Course name): EL001IU/EL001WE Reading 1 EL002IU/EL002WE Writing 1 EL003IU/EL003WE Listening 1 EL004IU/EL004WE 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:			
	Competency level	Course learning outcome (CLO)		
	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 by 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	
	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	Paper-based 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 at least 50/100 points overall to pass this course.</i>
Reading list	[1] Yule, G. (2022). The study of language (8th edition). Cambridge: Cambridge University Press. Reference books: [2] Fromkin, V., Rodman, R., & Hyams, N. (2019). An introduction to language (11th edition). Wadsworth Cengage Learning.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1	X							
2	X							
3	X							
4							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CL Os	Learning activities	Assessments	Resources
1	The origins of language: - The natural sound source - The social interaction source - The physical adaptation source - The genetic source	1, 4	- Lecture - Discussion	Ongoing assessment Midterm test	[1]. pp. 1-14
2	The sounds of language: - Voiced and voiceless sounds - Place of articulation - Manner of articulation - Vowels	1, 2, 3, 4	- Lecture - Discussion - Problem-solving tasks	Ongoing assessment Midterm test	[1]. pp. 30-46
3	The sound patterns of language: - Phonology - Phonemes - Phones and allophones - Minimal pairs and sets	1, 2, 3, 4	- Lecture - Discussion - Problem-solving tasks	Ongoing assessment Midterm test	[1]. pp. 47-51
4	The sound patterns of language (cont.): - Syllables - Co-articulation effects	1, 2, 3, 4	- Lecture - Discussion - Problem-solving tasks	Ongoing assessment Midterm test	[1]. pp. 52-60
5	Word formation: - Neologisms - Etymology - Borrowing & loan-translation - Compounding & Blending - Clipping, hypocorisms & backformation - Conversion - Coinage & Acronyms - Derivation, - Multiple processes	1, 2, 3, 4	- Presentation/Reflection - Lecture	Ongoing assessment Midterm test	[1]. pp. 58-66
6	Morphology: - Morphemes - Morphological description - Morphs and allomorphs	1, 2, 3, 4	- Presentation/Reflection - Lecture	Ongoing assessment Midterm test	[1]. pp. 79-96
7	Review	1, 2, 3, 4	Quiz 1	Ongoing assessment Midterm test	
8	MIDTERM TEST				

Week	Topic	CL Os	Learning activities	Assessments	Resources
9	Syntax: - Syntactic rules & syntactic analysis - Lexical rules - Tree diagrams - Phrase structure rules - Movement Rule	1, 2, 3, 4	- Lecture - Mini exercises	Ongoing assessment Midterm test	[1]. pp. 118-134
10	Semantics: - Meaning - Semantic features - Semantic roles - Lexical relations - Collocation	1, 2, 3, 4	- Lecture - Discussion - Problem-solving tasks	Ongoing assessment Final exam	[1]. pp. 135-154
11	Pragmatics: - Context & Deixis - Reference - Presupposition - Speech acts - Politeness	1, 2, 3, 4	- Lecture - Discussion - Problem-solving tasks	Ongoing assessment Final exam	[1]. pp. 155-174
12	Discourse analysis: - Coherence & cohesion - Conversation analysis - The cooperative principle	1, 2, 3, 4	- Lecture - Discussion - Problem-solving tasks	Ongoing assessment Final exam	[1]. pp. 175-190
13	First language acquisition: - Acquisition - The acquisition schedule Second language acquisition: - Second language learning - Focus on learner (transfer, interlanguage, motivation)	1, 2, 3, 4	- Presentation/Reflection - Lecture	Ongoing assessment Final exam	[1]. pp. 208-227 [1]. pp. 228-243
14	Language and social variation: - Sociolinguistics - Speech style and style-shifting	1, 2, 3, 4	- Presentation/Reflection - Lecture	Ongoing assessment Final exam	[1]. pp. 308-324
15	Review	1, 2, 3, 4	Quiz 2	Ongoing assessment Final exam	

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quizzes 1 - 2 (Part 1) 60%Pass	Quizzes 1 - 2 (Part 2) 60%Pass	Quizzes 1 - 2 (Part 3) 60%Pass	In-class presentations/ Individual Reflection 60%Pass	Attendance score 60%Pass
Midterm test (Written test) (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass		
Final exam (Written test) (50%)	Part 1 60%Pass	Part 2 60%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/Individual reflection

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: August 2nd, 2025

7. Lecturer: Trần Đoàn Thu

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
 (Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Introduction to English Teaching Methodology

Course Code: EL014IU/EL014WE

1. General information

Course name	- <i>(in English) Introduction to English Teaching Methodology.</i> - <i>(in Vietnamese) Nhập môn phương pháp giảng dạy tiếng Anh</i>
Course designation	<i>This course will provide student with general knowledge about:</i> - The 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 manage the class effectively - How to make lesson plans
Course type	General knowledge / College Foundation Courses Fundamental/ English Foundation courses & English Core courses Specialized knowledge/ Specialization Core Courses & Specialization Electives Internship/Project/Thesis 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	Compulsory 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 ¹ : 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	- Previous courses (Course code – Course name): EL001IU/EL001WE Reading 1 EL002IU/EL002WE Writing 1 EL003IU/EL003WE Listening 1 EL004IU/EL004WE Speaking 1								
Course objectives	This course aims to provide students with general knowledge about the history and characteristics of, and the processes and techniques used by popular teaching methodologies. It also introduces students to the theories and basic skills in class management and fundamental steps in making a lesson plan for a class session. They 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: <table border="1"> <thead> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> </thead> <tbody> <tr> <td>Knowledge</td><td>CLO1: Discuss different popular teaching methods/approaches with regard to their principles, features, and applications</td></tr> <tr> <td>Skill</td><td>CLO2: Apply appropriate basic skills to manage a language classroom CLO3: Design a part of/a full lesson plan based on appropriate choices of methods, participants, teaching materials, conditions and environment</td></tr> <tr> <td>Attitude</td><td>CLO4: Evaluate one's own and others' behaviors and practices, thereby selectively acting in a professional and ethical manner, as an individual as well as a team member, in class activities and on group projects. CLO5: Display discipline and responsibilities in attending class regularly.</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Discuss different popular teaching methods/approaches with regard to their principles, features, and applications	Skill	CLO2: Apply appropriate basic skills to manage a language classroom CLO3: Design a part of/a full lesson plan based on appropriate choices of methods, participants, teaching materials, conditions and environment	Attitude	CLO4: Evaluate one's own and others' behaviors and practices, thereby selectively acting in a professional and ethical manner, as an individual as well as a team member, in class activities and on group projects. CLO5: Display discipline and responsibilities in attending class regularly.
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Discuss different popular teaching methods/approaches with regard to their principles, features, and applications								
Skill	CLO2: Apply appropriate basic skills to manage a language classroom CLO3: Design a part of/a full lesson plan based on appropriate choices of methods, participants, teaching materials, conditions and environment								
Attitude	CLO4: Evaluate one's own and others' behaviors and practices, thereby selectively acting in a professional and ethical manner, as an individual as well as a team member, in class activities and on group projects. CLO5: Display discipline and responsibilities in attending class regularly.								

¹ 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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbook: [1] Larsen-Freeman, D. & Anderson, M. (2018). <i>Techniques and Principles in Language Teaching</i> (3rd ed.). Oxford University Press. Reference books: [2] Harmer J. (2007). <i>How to Teach English</i>. Pearson Longman. [3] Richards, J. C. & Rodgers T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd ed.). Cambridge University Press. [4] Scrivener, J. (2012). <i>Classroom Management Techniques</i>. Cambridge University Press. [5] Ur, P. (2024). <i>A course in English language teaching</i> (3rd ed.). Cambridge University Press.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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	A brief history of language teaching - Grammar Translation method	1, 4, 5	Lecture, Discussion	Ongoing assessment Midterm test	[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, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp. 25-34 [3] pp. 8-19 [3] pp. 20-43
3	The oral approach and Situational Language Teaching	1, 4, 5	Lecture, Discussion	Ongoing assessment Midterm test	[3] pp. 44-57

Week	Topic	CLO	Learning activities	Assessments	Resources
4	The Audio-Lingual Method	1, 4, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp.35-50 [3] pp. 58-80
5	Communicative Language Teaching	1, 4, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp.115-130 [3] pp. 83-115
6	Content-based instruction and Content and Language Integrated Learning (CLIL)	1, 4, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp.131-148 [3] pp. 116-138
7	Task-based Language Teaching Text-based instruction	1, 4, 5	Lecture, Discussion	Ongoing assessment Midterm test	[2] pp. 149-163 [3] pp. 174-199 [3] pp.200-214
8	MIDTERM TEST				
9	- Multiple Intelligences - Alternative twentieth-century approaches and methods (Total Physical Response & Suggestopedia)	1, 4, 5	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, 5	Lecture, Discussion	Ongoing assessment Final exam	[2] pp. 11-33 [5] pp. 256-283 [4] pp. 36-108
11-12	Managing the classroom	2, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[2] pp. 34-45 [4] pp.179-226 [5] pp. 244-255
13-14	Planning lessons	3, 4, 5	Lecture, Discussion, Presentation	Ongoing assessment Final exam	[2] pp. 156-165 [4] pp. 246-292 [5] pp. 15-26
15	Review	3, 4, 5	Lecture, Discussion,	Ongoing assessment Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)			Group Project – Assessment criteria 1-4 60%Pass	Group Project – Assessment criteria 5-7 60%Pass	Attendance score 60%Pass
Midterm test (Written test) (20%)	60%Pass				
Final exam (Written test) (50%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 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)
- Group project (70 pts): Lesson planning and presentation

Group project

	<i>Criterion</i>	<i>Points</i>
L e s s o n p l a n	1. Objectives (knowledge, skills, attitudes)	15
	2. Procedures and timing (necessary steps in a lesson, organization of activities, and appropriate time allotment)	20
	3. Teaching and learning activities (variety and appropriateness, innovativeness is a plus)	30
	4. Rationale (approach & justification)	15
P r e s e n t a t i o n	5. Professionalism: - Use of presentation style and techniques - Preparation of materials (copies of lesson plan, text book extracts, slides, etc.)	5.0
	6. Response to questions from audience	10
	7. Contribution to groupwork (for each individual member)	5.0

6. Date revised: June 2nd, 2025

7. Lecturer: Dr. Đào Nguyễn Anh Đức

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

Ho Chi Minh City, June 6th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

A handwritten signature in blue ink, appearing to be 'Ngân', written in a cursive style with a large loop at the beginning.

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: LISTENING 2 (C1-C2)

Course Code: EL009IU/EL009WE

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 8 units with up-to date 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. Through these units, students can develop fundamental listening skills, such as identifying main ideas and specific details, etc., while also being introduced to more advanced skills like note-taking and anticipating the content of listening passages.
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization ☐ Electives ☐ Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1&2
Person responsible for the course	Trần Thúy Hằng Bùi Diễm Bích Huyền Nguyễn Hoàng Phương Mai
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name): EL003IU/EL003WE - 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	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: accurately identify a variety of expressions for signaling main ideas, specific details, examples, comparison & contrast, problems & solutions, and clarification, while making inferences, and recognizing facts vs. opinions, and speaker attitude and bias to understand and analyze authentic materials across the diverse topics covered in the course.
	Skill	CLO2: Apply effective listening strategies, such as making inferences, interpreting attitude and bias, clarifying and elaborating, etc., to improve comprehension and retention of information. CLO3: effectively apply advanced note-taking skills, including chronological timelines, Venn diagrams, T-charts, and formal outlines, etc., to synthesize and organize information from various sources across different contexts.
	Attitude	CLO4: Display discipline and responsibilities in attending class regularly.

¹ 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
	Chapter 1: New Trends in Marketing Research	1	T,U
	Chapter 2: Business Ethics	1	T,U
	Chapter 3: Trends in Children's Media Use	1	T,U
	Chapter 4: The Changing Music Industry	1	T,U
	Unit 1: Linguistics – How does language affect who we are?	1	T,U
	Unit 2: Behavior Science – What is the tipping point between work and fun?	1	T,U
	Unit 3: Psychology – How can the eyes deceive the mind?	1	T,U
	Unit 4: International Relations – How can we achieve global sustainability?	1	T,U
	Chapter 7: Sibling Relationships	1	T,U
	Chapter 8: Multiple Intelligences	1	T,U
	Chapter 9: The Art of Graffiti	1	T,U
	Unit 5: Urban Planning – What should the modern city look like?	1	T,U
	Unit 6: Marketing – What inspires innovation?	1	T,U
	Unit 8: Environmental Studies – Where should the world's energy come from?	1	T,U
Examination forms	Written examination: True/ False; Multiple-choice items, Short answer questions, and 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 at least 50/100 points overall to pass this course.</i>		
Reading list	Course books: [1] Earle- Carlin, S. (2019). Q Skills for Success: Listening and Speaking 5 (3rd edition). Oxford: Oxford University Press. [2] Frazie, L.&Leeming, S. (2013). Lecture ready 3. Oxford: Oxford University Press Reference books: [3] Patricia A. Dunkel and Phyllis L. Lim (2022). Listening & Notetaking skills 2 (4th edition). National Geographic, Cengage learning. [4] Patricia A. Dunkel and Phyllis L. Lim (2022). Listening & Notetaking skills 3 (4th edition). National Geographic, Cengage learning. [5] H., Lansford, L., Dummett, P. and Stephenson (2016) Keynote. Upper Intermediate. National Geographic, Cengage Learning.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use communication strategies in an international 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)	Demonstrate digital skills in study and research (Skills, 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	Chapter 1: New Trends in Marketing Research	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.2-13
2	Chapter 2: Business Ethics (More practice on note-taking skills)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.14-25 Chosen from [3] [4] [5]
3	Chapter 3: Trends in Children's Media Use	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.27-39

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Chapter 4: The Changing Music Industry (<i>More practice on note-taking skills</i>)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[2] p.40-50 Chosen from [3] [4] [5]
5	- Unit 1: Linguistics – How does language affect who we are?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 2-17
6	Unit 2: Behavior Science – What is the tipping point between work and fun?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 30-44
7	Unit 3: Psychology – How can the eyes deceive the mind?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 58-69
8	MIDTERM TEST				
9	Unit 4: International Relations – How can we achieve global sustainability? Midterm test	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Midterm test Final Exam	[1] p. 86-100
10	Chapter 7 Sibling Relationships	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[2] p.80-91
11	Chapter 8 Multiple Intelligences (<i>More practice on note-taking skills</i>)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[2] p.92-105 Chosen from [3] [4] [5]
12	Chapter 9 The Art of Graffiti	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[2] p.106-113
13	Unit 5: Urban Planning – What should the modern city look like?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[1] p. 114-129
14	Unit 6: Marketing – What inspires innovation? (<i>More practice on note-taking skills</i>)	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[1] p. 144-161 Chosen from [3] [4] [5]
15	Unit 8: Environmental Studies – Where should the world's energy come from?	1, 2, 3, 4	- Lecture - Individual practice - Group work - Discussion	Ongoing Assessment Final Exam	[1] p. 202-217
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments (Part 1) 60%Pass	In-class assignments (Parts 2-3) 60%Pass	In-class assignments Part (4) 60%Pass	Attendance score 60%Pass
Midterm test (20%)		Parts (1-3) 60%Pass	Part (4) 60%Pass	
Final exam (50%)		Parts (1-3) 60%Pass	Part (4) 60%Pass	

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

5. Rubrics

Ongoing assessment

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

6. Date revised: August 2nd, 2025

7. Lecturer: Trần Thúy Hằng

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: INTRODUCTION TO TRANSLATION

Course Code: EL016IU/EL016WE

1. General information

Course name	- <i>Introduction to Translation</i> - <i>Nhập môn Dịch</i>
Course designation	<i>Introduction to Translation is the very first course regarding the expertise of translation and interpretation in the program. The course introduces the fundamental concepts of translation in the context where translation is considered as a profession. It provides the models of the translation process and basic translation techniques. Furthermore, translation practice (in both written and oral forms) with various topics is offered as an integral part of the course. It focuses on translating sentences and less-than-150-word passages. The course involves both English – Vietnamese and Vietnamese – English translation.</i>
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1 & 2
Person responsible for the course	Phạm Hữu Đức Đỗ Thị Diệu Ngọc Nguyễn Thị Ngọc Châu
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name) EL001IU/EL001WE Reading 1 EL002IU/EL002WE Writing 1 EL003IU/EL003WE Listening 1 EL004IU/EL004WE Speaking 1	
Course objectives	The course aims to: - introduce the fundamental concepts of Translation Studies and translation as a profession - present some translation models by providing basic translation methods and techniques via translation practice in various topic areas	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Describe key concepts in translation.
	Skill	CLO2: Apply appropriate strategies to maintain equivalence on different levels (Words/ Above words/ Grammar/ Text) when translating sentences CLO3: Analyze short texts for their main functions and use appropriate translation techniques and methods
	Attitude	CLO4: Value translation techniques used by professional translators and justify their evaluation CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities

¹ 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 An overview of Translation studies Translating v. Translation Interpreting v. Interpretation	1	T
	Chapter 2: Equivalence at word level (Baker, 2018, pp.10-52)	1	TU
	Chapter 3: Equivalence above word level (Baker, 2018, pp.53-93)	1	TU
	Chapter 4: Grammatical equivalence (Baker, 2018, pp.94-133)	1	TU
	Chapter 5: Textual equivalence – Thematic and information structures (Baker, 2018, pp.134-193)	1	TU
	Chapter 6: Textual equivalence - Cohesion (Baker, 2018, pp.194-233)	1	TU
	Chapter 7: Pragmatic equivalence (Baker, 2018, pp.234-278)	1	TU
	Informative text type (Newmark, 1988, pp.39-44) e.g. technical reports, news articles, scientific papers, meeting minutes, etc.	1	TU
	Expressive text type (Newmark, 1988, pp.39-44) e.g. imaginative literature, authoritative statements, autobiography, essays, personal correspondence, etc.	1	TU
	Vocative/Operative text type: (Newmark, 1988, pp.39-44) e.g. notices, instructions, propaganda, persuasive writing (electoral speech, advertisements), etc.	1	TU
	Interpreting - Consecutive translation & Simultaneous translation	1	I
	Computer-assisted translation	1	I
Examination forms	Short answer 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 at least 50/100 points overall to pass this course.</i>
Reading list	<i>[1] Baker, M. (2018). In other words – A coursebook on translation. Routledge.</i> <i>[2] Newmark, P. (1988). A textbook of translation. The USA: Prentice Hall Europe.</i>

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Orientation An overview of Translation studies Translating v. Translation Interpreting v. Interpretation	1,5	Lecture	Ongoing assessment Midterm test	Designed by lecturer
2	Chapter 2: Equivalence at word level	1,2,4,5	Lecture, Group work, Individual work	Ongoing assessment Midterm test	(Baker, 2018, pp.10-52)
3	Chapter 3: Equivalence above word level	1,2,4,5	Lecture, Group work, Individual work	Ongoing assessment Midterm test	(Baker, 2018, pp.53-93)
4	Chapter 4: Grammatical equivalence	1,2,4,5	Lecture, Group work, Individual work	Ongoing assessment Midterm test	(Baker, 2018, pp.94-133)
5	Chapter 5: Textual equivalence – Thematic and information structures	1,2,4,5	Lecture, Group work, Individual work	Ongoing assessment Midterm test	(Baker, 2018, pp.134-193)
6	Chapter 6: Textual equivalence - Cohesion	1,2,4,5	Lecture, Group work, Individual work	Ongoing assessment Midterm test	(Baker, 2018, pp.194-233)
7	Chapter 7: Pragmatic equivalence	1,2,4,5	Lecture, Group work, Individual work	Ongoing assessment Midterm test	(Baker, 2018, pp.234-278)
8	MIDTERM TEST				
9	Informative text type	3,4,5	Lecture, Group work, Individual work	Ongoing assessment Final exam	(Newmark, 1988, pp.39-44)
10	Expressive text type	3,4,5	Lecture, Group work, Individual work	Ongoing assessment Final exam	(Newmark, 1988, pp.39-44)
11	Vocative/Operative text type	3,4,5	Lecture, Group work, Individual work	Ongoing assessment Final exam	(Newmark, 1988, pp.39-44)
12	Project Orientation	3,4,5	Lecture, Group work	Ongoing assessment Final exam	Designed by lecturer
13	Interpreting - Consecutive translation & Simultaneous translation	1,5	Lecture	Ongoing assessment Final exam	Designed by lecturer
14	Computer-assisted translation	1,5	Lecture	Ongoing assessment Final exam	Designed by lecturer

15	Final Sample Test	3,4,5	Individual work, Feedback	Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Components	Types	Percentage
A1: On-going assessment	A1.1. Attendance & participation	10%
	A1.2. Project	20%
A2: Midterm test	Written Examination	20%
A3: Final Examination	Written Examination	50%

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)				Project – Criteria 1&2 60% Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass			
Final exam (50%)		Part 1.1 60% Pass	Part 1.2 & Part 2 60% Pass		

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

5. Rubrics

Ongoing assessment

- Attendance score (30 pts)
- Project (70 pts)

Group project: Book Reflection

Criteria	10–9	8-7	6-5	4-3	2-0
1. Reflection	The reflection demonstrates various accurate connections between the translation examples and the knowledge from the course.	The reflection demonstrates various connections between the translation examples and the knowledge from the course despite some minor inaccuracies.	The reflection demonstrates some connections between the translation examples and the knowledge from the course.	Little reflection is drawn from the translation in accordance with the knowledge from the course.	Irrelevant reflection or no reflection is included.
2. Analysis	Quoted translation examples are well analyzed according to the	Quoted translation examples are analyzed according to	Some translation examples are analyzed according to	Some translation examples are analyzed	The writing simply lists the translation examples

	context of the ST and the TT.	the context of the ST and the TT although some parts can be better analyzed in details.	the context of the ST and the TT.	but at a superficial level.	without any clarification or analysis.
3. Organization & Convention	The report is well-organized. No errors (grammar, word choice, spelling and punctuation) exists.	The report is well-organized. Some errors (grammar, word choice, spelling and punctuation) exists.	The report is somewhat organized. There is a noticeable errors (grammar, word choice, spelling and punctuation).	The report shows a lack of thorough revising and editing. Some parts are not in the right places. Errors are quite frequent.	The poorly organized report is characterized with an accumulation of serious errors (grammar, word choice, spelling and punctuation).

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyen Thi Ngoc Chau (M.Ed.)

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Cross-cultural Communication

Course Code: **EL018IU/EL018WE**

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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name): EL007IU/EL007WE - Reading 2 EL008IU/EL008WE - Writing 2 EL009IU/EL009WE - Listening 2 EL010IU/EL010WE - Speaking 2								
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	Upon the successful completion of this course students will be able to: <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 basic concepts related to culture and intercultural communication</td></tr> <tr> <td>Skill</td><td>CLO2: Apply the knowledge gained to explain and compare cultural phenomena and patterns of different countries/territories/communities in the world;</td></tr> <tr> <td>Attitude</td><td>CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities;</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Identify basic concepts related to culture and intercultural communication	Skill	CLO2: Apply the knowledge gained to explain and compare cultural phenomena and patterns of different countries/territories/communities in the world;	Attitude	CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities;
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Identify basic concepts related to culture and intercultural communication								
Skill	CLO2: Apply the knowledge gained to explain and compare cultural phenomena and patterns of different countries/territories/communities in the world;								
Attitude	CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities;								

¹ 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>Course orientation</td><td>1</td><td>I</td></tr><tr><td>Fundamental concepts in intercultural communication</td><td>1</td><td>TU</td></tr><tr><td>Cultural History</td><td>1</td><td>TU</td></tr><tr><td>Worldview – Cultural History</td><td>1</td><td>TU</td></tr><tr><td>Essential Cultural Value Patterns</td><td>2</td><td>TU</td></tr><tr><td>Culture and verbal communication</td><td>2</td><td>TU</td></tr><tr><td>Culture and non-verbal communication</td><td>2</td><td>TU</td></tr><tr><td>Culture shock</td><td>2</td><td>TU</td></tr><tr><td>Bias and Intercultural Conflict</td><td>2</td><td>TU</td></tr><tr><td>Intercultural Communication in Business Contexts</td><td>1</td><td>T</td></tr><tr><td>The Challenges of Intercultural Communication</td><td>1</td><td>T</td></tr><tr><td>Reviews for exam</td><td>1</td><td>T</td></tr></table>	Topic	Weight	Level	Course orientation	1	I	Fundamental concepts in intercultural communication	1	TU	Cultural History	1	TU	Worldview – Cultural History	1	TU	Essential Cultural Value Patterns	2	TU	Culture and verbal communication	2	TU	Culture and non-verbal communication	2	TU	Culture shock	2	TU	Bias and Intercultural Conflict	2	TU	Intercultural Communication in Business Contexts	1	T	The Challenges of Intercultural Communication	1	T	Reviews for exam	1	T
Topic	Weight	Level																																						
Course orientation	1	I																																						
Fundamental concepts in intercultural communication	1	TU																																						
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Worldview – Cultural History	1	TU																																						
Essential Cultural Value Patterns	2	TU																																						
Culture and verbal communication	2	TU																																						
Culture and non-verbal communication	2	TU																																						
Culture shock	2	TU																																						
Bias and Intercultural Conflict	2	TU																																						
Intercultural Communication in Business Contexts	1	T																																						
The Challenges of Intercultural Communication	1	T																																						
Reviews for exam	1	T																																						
Examination forms	Quiz, Presentation, Essay																																							
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 at least 50/100 points overall to pass this course.</i>																																							
Reading list	Coursebooks: [1] Ting-Toomey, S., & Dorjee, T. (2018). <i>Communicating across cultures</i>. Guilford Publications. [2] Ting-Toomey, S., & Chung, L. C. (2012). <i>Understanding intercultural communication</i>. New York: Oxford University Press. [3] Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2017). <i>Communication between cultures</i>. Boston: Cengage Learning. [4] Martin, J. N., & Nakayama, T. K. (2012). <i>Intercultural communication in contexts</i>. New York: McGraw-Hill Education. Reference books: [5] Gesteland, R. R. (2012). <i>Cross-Cultural Business Behavior: A Guide for Global Management</i>. Copenhagen: Copenhagen Business School Press.																																							

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Course orientation Culture: A Learned Meaning System - The Iceberg model - Surface-Level Culture - Intermediate-Level Culture - Deep-Level Culture	1,2,3	Lecture, Group work	Ongoing assessment Midterm test Final exam	[1] pp. 03-32 [2] pp. 03-21
2	Cultural History: - US - Russia - Japan - India	1,3	Lecture, Group work	Ongoing assessment Midterm test	[3] pp. 161-197
3	Worldview – Cultural History: - Buddhism - Christianity - Confucianism - Islam	1,3	Lecture, Group work	Ongoing assessment Midterm test	[3] pp. 103-157 [4] pp. 121-162

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Essential Cultural Value Patterns: - Kluckhohn and Strodtbeck's Value Orientation - Hall's high-context and low-context orientations	1,2,3	Lecture, Group work	Ongoing assessment Midterm test Final exam	[1] pp. 162-196 [2] pp. 38-62 [3] pp.198-242 [4] pp. 82-120 [5] pp. 21-72, 111-117
5	Essential Cultural Value Patterns: - Hofstede's set of value dimensions - Minkov's cultural dimensions	1,2,3	Lecture, Group work	Ongoing assessment Midterm test Final exam	[1] pp. 162-196 [2] pp. 38-62 [3] pp.198-242 [4] pp. 82-120 [5] pp. 21-72, 111-117
6	Culture and verbal communication - Sapir-Whorf Hypothesis	1,2,3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 199-231 [2] pp. 110-128 [3] pp. 265-294 [4] pp. 223-271 [5] pp. 76-78, 97-98
7	Culture and non-verbal communication	1,2,3	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 233-263 [2] pp. 130-152 [3] pp. 295-338 [4] pp. 273-313 [5] pp. 73-76, 79-102
8	MIDTERM TEST				
9	Culture shock and Intercultural Adjustment Patterns	1,2,3	Lecture, Group work	Ongoing assessment Final exam	[1] pp.72-99 [2] pp. 91-109 [3] pp. 380-386 [4] pp. 316-358
10	Bias and Intercultural Conflict	1,2,3	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 267-338 [2] pp. 295-338 [3] pp. 179-202 [4] pp. 440-477
11	The Challenges of Intercultural Communication	1,2,3	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 370-393 [3] pp. 387-408
12	Intercultural Communication in Business and Education Contexts	1,2,3	Lecture, Group work	Ongoing assessment Final exam	[3] pp. 339-378 [5] pp. 119-130, 131-393
13	Group presentations	2,3	Group work	Ongoing assessment Final exam	
14	Group presentations	2,3	Group work	Ongoing assessment Final exam	
15	Review for exam	1,3		Final exam	

Week	Topic	CLO	Learning activities	Assessments	Resources
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Ongoing assessment (30%)	X 60% Pass	X 60% Pass	Attendance score 60% Pass
Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass	
Final exam (50%)	Part 1 60% Pass	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): Group presentation
Group Presentation

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/60
2.	Design (organization, slide design)	/20
3.	Language use (vocabulary, grammar, pronunciation)	/20
	Total:	/100

5.2. Midterm & Final Exam (part 1: multiple choice; part 2: essay questions)

Marking rubrics for Part 2

	Criterion	Marks
1.	Content (arguments, supporting details)	/40
2.	Organization (coherence, cohesion)	/10
3.	Language use (vocabulary, grammar)	/10
	Total:	/60

6. Date revised: August 2nd, 2025

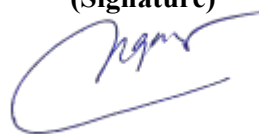
7. Lecturer: Mai Hồng Quân

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
 School of Languages

COURSE SYLLABUS

Course Name: British and American Civilizations

Course Code: **EL062IU**

1. General information

Course name	- <i>British and American Civilizations</i> - <i>Các nền văn minh Anh và Mỹ</i>
Course designation	<i>This course provides students with background and contemporary information on British and 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.K., the U.S. and the world.</i>
Course type	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	Semester 1
Person responsible for the course	Đỗ Thị Diệu Ngọc (M.A.) Nguyễn Lê Bảo Ngọc (M.A.) Mai Hồng Quân (M.A.) Phan Thanh Quang (M.A.)
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 60 hours	
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS (<i>optional</i>)	
Number of periods	Theory: 30 Practice: 0	
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	<i>This course will enable students to</i> • know various aspects of British Civilization (BC) and American Civilization (AC), to learn the English language better • apply, synthesize, and evaluate information about the U.K., the U.S. and other related countries, to foster a comparative perspective • develop their analytical and critical thinking skills, to enhance other language courses	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Comprehend and explain various aspects of British and American Civilizations
	Skill	CLO2: Analyze, compare, and evaluate the learned information about the U.K., the U.S. and related countries
	Attitude	CLO3: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities

¹ 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 (BC + AC) The British context	1	I	
	British Civilization			
	The country	1	I, T, U	
	The people	1	I, T, U	
	Religious culture	1	I, T, U	
	Political institutions: the federal government	1	I, T, U	
	1. The legal system 2. The economy	1	I, T, U	
	1. Religion 2. Education	1	I, T, U	
	Review/Midterm	1	U	
	American Civilization			
	The country	1	I, T, U	
	The people: settlement and immigration	1	I, T, U	
	Religious culture	1	I, T, U	
	Politics and Government	1	I, T, U	
	International relations	1	I, T, U	
	1. The economy 2. Social services	1	I, T, U	
	1. Education 2. The arts, sports, and leisure	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 at least 50/100 points overall to pass this course.</i>		

Reading list	[1] Oakland, J. (2020). British Civilization: An Introduction (9th ed.) Routledge. [2] Mauk, D. and Oakland, J (2020). American Civilization, An Introduction (8th ed.) Routledge. Reference books: [1] Christopher, D. P. (2015). British culture: An Introduction (3rd ed.). Routledge. [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. + Relevant web resources
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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-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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1				X	X		X	
2				X	X			
3							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topic	CLO	Learning activities	Assessment	Resources
1	1. Course introduction (BC + AC) 2. The British context	1,3 1, 2, 3	Introduction Lecture Discussion	Ongoing assessment Midterm exam	Course syllabus [1] pp. 01-26
2	The country (BC)	1, 2, 3	Lecture	Ongoing assessment	[1] pp. 27-60

Week	Topic	CLO	Learning activities	Assessment	Resources
			Discussion	Midterm exam	
3	The people (BC)	1, 2, 3	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 61-88
4	Politics and government (BC)	1, 2, 3	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 117-158
5	International relations (BC)	1, 2, 3	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 161-185
6	1. The legal system (BC) 2. The economy (BC)	1, 2, 3	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 187-217 [1] pp. 219-251
7	1. Religions (BC) 2. Education (BC)	1, 2, 3	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 89-115 [1] pp. 287-317
8	Midterm test	BRITISH CIVILIZATION			
9	The country (AC)	1, 2, 3	Review	Ongoing assessment Final exam	[2] pp. 29-56
10	The people: settlement and immigration (AC)	1, 2, 3	Review	Ongoing assessment Final exam	[2] pp. 57-81
11	Religious culture (AC)	1, 2, 3	Review/ Quiz 1	Ongoing assessment Final exam	[2] pp. 123-151
12	Political institutions: the federal government (AC)	1, 2, 3	Review	Ongoing assessment Final exam	[2] pp. 153-190
13	1. Foreign policy (AC) 2. The legal system (AC)	1, 2, 3	Review	Ongoing assessment Final exam	[2] pp. 211-241 [2] pp. 243-269
14	1. The economy (AC) 2. Social services (AC)	1, 2, 3	Review	Ongoing assessment Final exam	[2] pp. 271-299 [2] pp. 201-325
15	1. Education (AC) 2. The arts, sports, and leisure (AC)	1, 2, 3	Review Quiz 2	Ongoing assessment Final exam	[2] pp. 327-355 [2] pp. 385-410
	Final exam	AMERICAN CIVILIZATION			

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 (20%)	Part 1 60%Pass	Part 2 60%Pass	
Final exam (50%)	Part 1 60%Pass	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 (30 pts) + group presentations & activities (40 pts)

Marking Rubric

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/60
2.	Design (organization, slide design)	/20
3.	Language use (vocabulary, grammar, pronunciation)	/20
	Total:	/100

5.2. Midterm & Final Exam: written exam (Part 1: 40pts; Part 2: 60pts)

Part 1: multiple choice & short answer questions

Part 2: essay questions

Marking Rubric for Part 2 (Essay)

	Criterion	Marks
1.	Content (arguments, supporting details)	/40
2.	Organization (coherence, cohesion)	/10
3.	Language use (vocabulary, grammar)	/10
	Total:	/60

6. **Date revised: August 2nd, 2025**

7. **Lecturer: Đỗ Thị Diệu Ngọc**

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

Lecturer: Mai Hồng Quân

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

Ho Chi Minh City, August 10, 2025

VICE-DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Phonetics and Phonology

Course Code: EL022IU/EL022WE

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	General knowledge / College Foundation Courses Fundamental/ English Foundation courses & English Core courses Specialized knowledge/ Specialization Core Courses & Specialization Electives Internship/Project/Thesis 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	☒ Compulsory Elective
Teaching methods	Lecture 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 ¹ : 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	- Previous course: EL013IU/EL013WE – Introduction to Linguistics	
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:	
	Competency level	Course learning outcome (CLO)
	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 both an individual and a team member in group work and in attending class regularly and actively participating in class activities.

¹ 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 production of speech sounds	1	T
	Long vowels, diphthongs and triphthongs	1	T
	Voicing and consonants	1	T
	Phonemes and symbols	1	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
	Group Project/Presentation	1	U
Examination forms	Multiple choice questions Transcription exercises Explanation tasks Syllable structure completion Identification tasks Fill-in-the-blanks tasks		
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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Roach, P. (2009). <i>English phonetics and phonology (4th edition)</i>. Cambridge: Cambridge University Press. [2] Carr P. (2019). <i>English phonetics and phonology: An Introduction (3rd ed.)</i>. Wiley-Blackwell. Reference book: [3] Ladefoged, P., & Johnson, K. (2011) <i>A course in phonetics (6th edition)</i>. Wadsworth Cengage Learning. [4] Website of the International Phonetic Alphabet: http://www.internationalphoneticalphabet.org/		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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, 5	Lecture		[1] pp. 1-7
2	The production of speech sounds: - Articulators - Vowel and consonant - Short vowels	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 8-15; [2] p. 1, 17-22
3	Long vowels, diphthongs and triphthongs	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 16-21; [2] pp. 23-28

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Voicing and consonants: - The larynx - Respiration and voicing - Plosives - Fortis and lenis	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 22-30; [2] pp. 1-2, 6
5	Fricatives and affricates	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 31-38; [2] pp. 6-7, 12-13
6	Nasals and other consonants /l/; /r/; /j/; /w/	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 39-45; [2] pp. 7-8, 13-16
7	Phonemes and symbols: - Phonemic transcription - Phonetic transcription	1, 2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 46-55; [2] pp. 29-54
8	MIDTERM TEST				
9	The syllable Strong and weak syllables	1, 2, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 56-72; [2] pp. 55-70
10	Stress in simple words - Levels of stress - Placement of stress within the word	1, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 73-81; [2] pp. 71-79
11	Complex word stress: - Suffixes - Prefixes - Compound words - Variable stress - Word-class pairs Weak forms	1, 3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 82-98; [2] pp. 80- 108
12-13	Aspects of connected speech: - Rhythm - Assimilation - Elision - Linking	1, 2, 3, 5	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 - Some functions of English tones - The tone-unit	1, 2, 3, 5	Lecture	Ongoing assessment Final exam	[1] pp. 119-135; [2] pp. 109-128
15	Review Project/Presentation	1, 2, 3, 4, 5	Presentation or Project	Ongoing assessment Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz 60%Pass	Quiz 60%Pass Project/Presentation 60%Pass	Quiz 60%Pass Project/Presentation 60%Pass	Attendance score 60%Pass Project/Presentation 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	
Final exam (50%)	Part 1 60%Pass	Part 2, Part 3 60%Pass	Part 4 60%Pass	

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

5. Rubrics

Ongoing assessment = 100 points, in which

- Attendance score = 30 pts
- In-class assignments = 70 pts

QUIZ

	Criterion	Marks
CLO 1	Multiple choice questions	____/30
CLO 2	Transcription exercises	____/30
CLO 3	Explanation(s) of phenomena	____/40
	Total:	____/100

GROUP PROJECT/PRESENTATION

	Criterion	Marks
CLO 2	Students' own - transcriptions of texts in the presentation handout(s) or speech in the project or - pronunciation features in the presentation(s)	_____/40
CLO 3	Pronunciation accuracy or Explanation(s) of phenomena	_____/40
CLO 4	Contribution to the presentation/project	_____/20
	Total:	_____/100

MIDTERM TEST

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

FINAL EXAM

	Criterion	Marks
CLO 1	Multiple choice questions	_____/40
CLO 3	Syllable structure completion	_____/10
	Explanation of stress patterns	_____/25
	Identification of missing aspects of connected speech (either using multiple choice questions or fill-in-the-blanks tasks)	_____/25
	Total:	_____/100

6. **Date revised:** August 2th, 2025

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

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
 (Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Morphology

Course Code: **EL023IU/EL023WE**

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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	2
Person responsible for the course	Võ Thanh Nga Vũ Hoa Ngân Trần Đoàn Thư Nguyễn Hoàng Khánh
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name): EL013IU/EL013WE – 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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Explain morphological terms and concepts
	Skill	CLO2: Analyze the structure of words in English and other languages CLO3: Explain the word formation process of English words CLO4: Apply morphological theories to analyze language use in real-world contexts.
	Attitude	CLO5: Attend class regularly and actively participate in class activities

¹ 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 Morphology	1	T
	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
	Class discussion	1	U
	A word and its structure	2	TU
	Productivity	1	TU
	The historical sources of English word formation	1	T
	Group project: Word formation	1	IU
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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbooks: [1] Carstairs-McCarthy, A. (2001). <i>An introduction to English Morphology: Words and their Structure</i> . Edinburgh: Edinburgh University Press. [2] Lieber, R. (2021). <i>Introducing morphology (3rd edition)</i> . Cambridge University Press.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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,	perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches,	use communication strategies in an international working environment by recognizing the relationship between language and culture and	display the competence in using languages (English and a second foreign language) flexibly and successfully for social,	demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research	adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social	Demonstrate digital skills in study and research (Skills, Attitudes)

		with regard to the aesthetic values of English literary works. (Knowledge, Skills)	incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	analysing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)	academic, and professional purposes. (Skills)	methods, technology, and critical thinking. (Skills, Attitudes)	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 to Morphology	1, 5	Lecture	Ongoing assessment Midterm test	[1] pp. 1-3 [2] section 1.5
2	Words, sentences and dictionaries	1, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 4-14 [2] section 1.1-1.4 section 2.1-2.4
3	A word and its part: - Taking words apart - Bound morpheme vs. free morpheme - Root, affix and combining form	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 16-27 [2] section 3.1-3.2
4	A word and its part (cont): - Morphemes & allomorphs	1, 2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 16-27 [2] section 9.2

Week	Topic	CLO	Learning activities	Assessments	Resources
5	A word and its forms: - Lexemes, word forms and grammatical words - Regular and irregular inflection - Forms of nouns/ pronouns/ determiners /verbs/ adjectives	1, 2, 3, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 28-43 [2] section 6.1-6.8
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, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 44-58 [2] section 3.3
7	Compound words, blends and phrasal words	4, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 59-69 [2] section 3.4
8	MIDTERM TEST				
9	A word and its structure: - Meaning and structure Affixes as heads - Multiple affixation Compounds within compounds	3,5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 71-84
10	A word and its structure: - Morphological tree diagram	3,5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 71-84

Week	Topic	CLO	Learning activities	Assessments	Resources
11	Other word formation processes - Group project guideline	4,5	Lecture, Group work	Ongoing assessment Final exam	[2] section 3.5-3.7 [2] section 5.2-5.7
12	Productivity	1,5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 85-99 [2] section 4.1-4.6
13	The historical sources of English word formation	1,5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 100-113
14	Group project presentation	4, 5	Group work	Ongoing assessment	
15	Revision: Class discussion + Quiz	1,2,3,4, 5	Group work	Ongoing assessment Midterm test	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz 1 60%Pass	Quiz 1 60%Pass		Quiz 1 60%Pass	Attendance score 60%Pass
	Quiz 2 60%Pass	Quiz 2 60%Pass	Quiz 2 60%Pass	Project 60%Pass	
Midterm test (20%)	Part 1, 2 60%Pass	Part 3 60%Pass		Part 4 60%Pass	
Final exam (50%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	Part 4 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): Quizzes (50 pts); Group project (20 pts)

PROJECT

Analyze newly coined words in real-world contexts by applying morphological theories through explanation and tree diagram representation.

	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. <i>Background information of the new words</i>	_____/10
	2. <i>Analysis of the new word formation processes</i>	_____/30
	3. <i>Tree diagrams of the new words</i>	_____/30
	Total:	_____/100

6. **Date revised:** August 2, 2025

7. **Lecturer:** Võ Thanh Nga, M.A.

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Syntax

Course Code: **EL024IU/EL024WE**

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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Nguyễn Lê Bảo Ngọc Nguyễn Thị Quyên
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course: EL013IU/EL013WE – Introduction to Linguistics	
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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Explain basic concepts of English syntax including sentence constituents, categories and functions
	Skill	CLO2: Analyze constituents, categories and functions of English phrases, simple and complex sentences
	Attitude	CLO3: Evaluate different approaches to analyzing English sentences CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities

¹ 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	Written 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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbook: [1] Burton-Roberts, N. (2021). <i>Analyzing Sentences: An Introduction to English Syntax (5th edition)</i> . New York: Routledge. Reference book: [2] Carnie, A. (2021). <i>Syntax: A Generative Introduction</i> (4th ed). Wiley-Blackwell [3] Roberts, I. (2023). <i>Beginning Syntax: An Introduction to Syntactic Analysis</i> . Cambridge University Press		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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 : Sentence structure: constituent - Structure - Establishing constituents - 'Phrase' and 'constituent' Sentence structure: functions - Subject and predicate - Noun Phrase and Verb Phrase - Dependency and function	1, 2, 4	Lecturing Group discussion Questions and answers	Ongoing assessment Midterm test	[1] chapter 1 [1] chapter 2

Week	Topic	CLO	Learning activities	Assessments	Resources
2	Sentence structure: categories - Nouns - Lexical and phrasal categories (noun and Noun Phrases) - Adjectives and adverbs - Adjective Phrases and Adverb Phrases - Prepositions and Prepositional Phrases - Coordinated Phrases	1, 2, 4	Lecturing Group discussion Questions and answers	Ongoing assessment Midterm test	[1] chapter 3
3	The basic: Verb Phrase - A first look at verbs - The complements of lexical verbs - Transitive verbs - Intransitive verbs - Ditransitive verbs - Intensive verbs - Complex transitive verbs Prepositional verbs	1, 2, 4	Lecturing Group discussion Questions and answers	Ongoing assessment Midterm test	[1] chapter 4
4	Adverbials and other matters - Adjunct adverbials (VP adverbials) - Levels of Verb Phrase - The mobility of adverbials - Phrasal verbs - Ellipsis - Sentence adverbials (S adverbials)	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm test	[1] chapter 5
5	More on verbs: auxiliary VPs Part I: Lexical and auxiliary verbs - Tense and time - The contrast between lexical and auxiliary verbs - Modal auxiliaries (MOD) - The perfect auxiliary – <i>have</i> (PERF) - The progressive auxiliary – <i>be</i> (PROG) - The passive auxiliary – <i>be</i> (PASS) - Where auxiliaries fit in the structure of VP Auxiliary VPs and adverbials	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm test	[1] chapter 6

Week	Topic	CLO	Learning activities	Assessments	Resources
6	More on verbs: auxiliary VPs Part II: Constructions that depend on auxiliaries - Passive sentences - Negative sentences and auxiliary do - Questions – fronting the tensed auxiliary - More on have and be	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm test	[1] chapter 6 (cont)
7	The structure of Noun Phrases - Determiners and pre-determiners - NOM and the pro-NOM <i>one</i> - Pre-modifiers in NOM - Adjunct APs and restricted APs - Quantifying adjectives - Participle phrases (PartP) - Noun modifiers; compound nouns - Post-modifiers - Prepositional Phrases - More on Adjective Phrases - Modification of pronouns	3	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Midterm test	[1] chapter 7
8	MIDTERM TEST				
9	Sentences within sentences - Complementizers: <i>that</i> and <i>whether</i> - The function of <i>that</i>- and <i>whether</i>-clauses	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] chapter 8
10	Sentences within sentences - Adverbial clauses	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] chapter 8 (cont)
11	Wh-clauses - Wh-questions - Subordinate wh-clauses - Subordinate wh-interrogative clauses	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] chapter 9
12	Wh-clauses - Relative clauses	3, 4	Lecturing Group discussion Questions and answers Oral group presentation Assignment 2	Ongoing assessment Final exam	[1] chapter 9 (cont)

Week	Topic	CLO	Learning activities	Assessments	Resources
13	Non-finite clauses - The form of non-finite clauses - Complementisers and non-finite clauses	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] chapter 10
14	Non-finite clauses The functions of non-finite clauses - Subject and extraposed subject - Complement of A in AP - Complement of P in PP - Adverbial - Complement of N in NP - Modifier in NP - Complement of V	3, 4	Lecturing Group discussion Questions and answers Oral group presentation	Ongoing assessment Final exam	[1] chapter 10 (cont)
15	Introduction of Universal Grammar	4	Lecturing Group discussion Questions and answers	Ongoing assessment Final exam	[1] chapter 11
FINAL EXAMINATION					

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 test (20%)	Part 1 60%Pass	Part 2 60%Pass			
A3: Final exam (50%)	Part 1 60%Pass		Part 2 60%Pass	Part 3 60%Pass	

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

5. Rubrics

Ongoing assessment

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

6. Date revised: August 2nd, 2025

7. Lecturer: Dr. Nguyễn Thị Quyên

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

A handwritten signature in blue ink, appearing to be 'Ngân', written in a cursive style with a large loop at the beginning.

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: Semantics

Course Code: EL025IU/EL025WE

1. General information

Course name	- (in English) <i>Semantics</i> - (in Vietnamese) <i>Ngữ nghĩa học</i>
Course designation	<i>This course introduces the core concepts and analytical methods used to study meaning in natural language, with a focus on both word and sentence meaning. Students will examine three major semantic theories, namely lexical semantics, formal semantics, and cognitive semantics, while exploring key topics through philosophical inquiry and practical analysis of real language data. Coursework emphasizes mastering semantic terminology, applying analytical tools, and synthesizing different semantic characteristics to address meaning-related issues in English.</i>
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☒ Compulsory ☐ 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 ¹ : 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	- Previous course (Course code – Course name): EL013IU/EL013WE – Introduction to Linguistics								
Course objectives	<i>The course aims to introduce students to the basics of semantics. It covers central topics in the analysis of word and sentence meaning and reviews three important semantic theories, namely lexical semantics, formal semantics, and cognitive semantics.</i>								
Course learning outcomes	Upon the successful completion of this course students will be able to: <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 from major theories of meaning, including sense and reference, componential semantics, lexical semantics, truth-conditional semantics, and cognitive semantics.</td></tr> <tr> <td>Skill</td><td>CLO2: apply semantic theories to critically analyze the meaning and meaning relations of words and sentences in novel linguistic data. CLO3: use accurate logical notation to represent the meanings of simple and complex propositions. CLO4: critically examine a certain approach to or a theory of meaning analysis.</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: explain key concepts from major theories of meaning, including sense and reference, componential semantics, lexical semantics, truth-conditional semantics, and cognitive semantics.	Skill	CLO2: apply semantic theories to critically analyze the meaning and meaning relations of words and sentences in novel linguistic data. CLO3: use accurate logical notation to represent the meanings of simple and complex propositions. CLO4: critically examine a certain approach to or a theory of meaning analysis.	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: explain key concepts from major theories of meaning, including sense and reference, componential semantics, lexical semantics, truth-conditional semantics, and cognitive semantics.								
Skill	CLO2: apply semantic theories to critically analyze the meaning and meaning relations of words and sentences in novel linguistic data. CLO3: use accurate logical notation to represent the meanings of simple and complex propositions. CLO4: critically examine a certain approach to or a theory of meaning analysis.								
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.								

¹ 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
	Basic concepts in meaning	2	TU
	Word and sentence meaning relations	3	TU
	Sentence semantics	3	TU
	Lexical semantics	2	TU
	Formal semantics	2	TU
Cognitive semantics	2	TU	
Examination forms	MCQs Short answer 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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbook [1] Saeed, J. I. (2023). <i>Semantics (5th ed)</i> . John Wiley & Sons. Co-textbook [2] Hurford, J.R., Heasley, B., & Smith, M.B. (2007). <i>Semantics: A Coursebook. (2nd ed)</i> . Cambridge University Press. Additional materials [3] Riemer, N. (2010). <i>Introducing Semantics</i> . Cambridge University Press. [4] Kroeger, P. R. (2023). <i>Analyzing meaning: An introduction to semantics and pragmatics</i> . Language Science Press.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
CLO	demonstrate an active command of linguistic theory and linguistic	select appropriate theories and tools of translation and	perform English teaching lessons and assessment by evaluating	use communication strategies in an international working environment by	display the competence in using languages (English and a second foreign	demonstrate the ability to conduct scientific research effectively	adhere to discipline, responsibilities, and ethical practices as an individual and	Demonstrate digital skills in study and research (Skills, Attitudes)

	investigation in at least one area of linguistics. (Knowledge)	interpreting in their translation- interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)	various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	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)	language) flexibly and successfully for social, academic, and professional purposes. (Skills)	and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)	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	Readings
1	Semantics: Preliminaries + Semantics in a model of grammar + Some basic notions	1, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 1 [2] Units 1-2 [4] Chapter 1
2	Meaning, thought and reality + Reference and sense + Mental representations + Words, concepts and thinking	1, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 2 [2] Unit 3, 4, 6, 8 [3] Chapter 1
3	Word meaning + Words and lexical relations	1, 2, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 3 [2] Units 10-11 [3] Chapter 5
4	Sentence relations and truth + Logic and truth + Sentence properties + Entailment + Presupposition	1, 2, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 4 [2] Unit 9, Units 12-13 [3] Chapter 6 [4] Chapter 3

5	Sentence semantics (I): Situations + Situation types + Tense + Aspect + Modality	1, 2, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 5 [3] Chapter 9 [4] Chapter 16, 17, 20
6	Sentence semantics (I): Situations + Aspect + Modality	1, 2, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 5 [3] Chapter 9 [4] Chapter 16, 17, 20
7	Sentence semantics (II): Participants + Thematic roles	1, 2, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] Chapter 6 [2] Unit 20 [3] Chapter 10
8	MIDTERM TEST				
9	Meaning components (I) + Lexical relations in componential analysis + Katz's semantic theory	1, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] Chapter 8 [2] Units 18-19
10	Meaning components (II) + Motion events + Jackendoff's conceptual structure	1, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] Chapter 8
11	Formal Semantics (I) + Logical metalanguage + Quantifiers in predicate logic + Checking truth-values of sentences	1, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] Chapter 9 [2] Units 14-15
12	Formal Semantics (II) + Meaning postulates + Natural language quantifiers	1, 2, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] Chapter 9 [2] Unit 17 [4] Chapter 14
13	Cognitive Semantics (I) + Embodiment and schema + Polysemy, metaphor and metonymy	1, 2, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] Chapter 10 [2] Unit 27 [3] Chapter 7
14	Cognitive Semantics (II) + Langacker's Cognitive grammar + Construction grammar	1, 2, 3, 4, 5	Discussion In-class quiz Reflection	Ongoing assessment Final exam	[1] pp. 388-395
15	Review	1, 2, 3, 4, 5	Discussion In-class quiz Reflection	Ongoing assessment Final exam	
	FINAL EXAM				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz 1 60% Pass	HW 1 60% Pass	Quiz 2 60% Pass	HW 2 60% Pass	Attendance score 60% Pass
Midterm test (20%)	Part 1 60% Pass	Part 2 & Part 3 60% Pass			
Final exam (50%)	Part 1 60% Pass		Part 2 & Part 3 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)
- Assignments (70 pts): In-class quizzes (40 pts); Home assignment (30 pts)

5.2. Midterm test

Part I. Theory (30 pts): MCQs

Part II. Practice (70 pts): Short answer questions

5.3. Final examination

Part I. Theory (30 pts): MCQs

Part II. Practice (70 pts): Short answer question

6. Date revised: August 2nd, 2025**7. Course coordinator/Lecturer: Dr Nguyen Thi Quyen**

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

Ho Chi Minh City, August 10th, 2025

**VICE DEAN IN CHARGE
OF SCHOOL OF LANGUAGES
(Signature)**

Dr. Vu Hoa Ngan



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

COURSE SYLLABUS

Course Name: TRANSLATION

Course Code: EL063IU/EL063WE

1. General information

Course name	- <i>Translation</i> - <i>Biên dịch</i>
Course designation	<i>This course explores the translation of various factual genres such as news, academic, technical as well as audiovisual and literary texts. Students will analyze genre-specific challenges, apply appropriate translation strategies, and evaluate translations generated by AI.</i>
Course type	☐ <i>General knowledge / College Foundation Courses</i> ☐ <i>Fundamental/ English Foundation courses & English Core courses</i> ☒ <i>Specialized knowledge/ Specialization Core Courses & Specialization Electives</i> ☐ <i>Internship/Project/Thesis</i> ☐ <i>Others:</i>
Semester(s) in which the course is taught	2
Person responsible for the course	Assoc. Prof. Dr. Phạm Hữu Đức Ms. Đỗ Thị Diệu Ngọc Ms. Nguyễn Thị Ngọc Châu
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	Previous course (Course code – Course name): EL016IU/EL016WE - Introduction to Translation	
Course objectives	The course aims are twofold: to provide students with a hands-on experience of translation with AI assistance, applying and further exploring theoretical issues related to and necessary in translation that have been taught in the Introduction to Translation course, 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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO 1. Identify the distinctive features and challenges of translating various factual genres (technical, academic, news) and audiovisual and literary texts.
	Skill	CLO 2. Apply appropriate translation strategies and techniques in translating texts of various factual genres, audiovisual and literary texts.
	Attitude	CLO 3. Evaluate the effectiveness and accuracy of translations, especially those generated by AI (VI.6.3). 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.

¹ 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 & Review of translation theories</td><td>1</td><td>T</td></tr><tr><td>Factual Genres: Translating Technical Texts</td><td>2</td><td>T, U</td></tr><tr><td>Factual Genres: Translating Academic Texts</td><td>2</td><td>T, U</td></tr><tr><td>Factual Genres: Translating News</td><td>2</td><td>T</td></tr><tr><td>Arts: Audiovisual Translation</td><td>2</td><td>T, U</td></tr><tr><td>Arts: Translating Literary Texts</td><td>2</td><td>T, U</td></tr><tr><td>Project orientation & Showtime</td><td>2</td><td>I</td></tr><tr><td>Sample Midterm & Final</td><td>2</td><td>U</td></tr></table>	Topic	Weight	Level	Orientation & Review of translation theories	1	T	Factual Genres: Translating Technical Texts	2	T, U	Factual Genres: Translating Academic Texts	2	T, U	Factual Genres: Translating News	2	T	Arts: Audiovisual Translation	2	T, U	Arts: Translating Literary Texts	2	T, U	Project orientation & Showtime	2	I	Sample Midterm & Final	2	U
Topic	Weight	Level																										
Orientation & Review of translation theories	1	T																										
Factual Genres: Translating Technical Texts	2	T, U																										
Factual Genres: Translating Academic Texts	2	T, U																										
Factual Genres: Translating News	2	T																										
Arts: Audiovisual Translation	2	T, U																										
Arts: Translating Literary Texts	2	T, U																										
Project orientation & Showtime	2	I																										
Sample Midterm & Final	2	U																										
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.</i> <i>Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have at least 50/100 points overall to pass this course.</i>																											
Reading list	Textbook: [1] Malmkjær, K. (Ed.). (2022). <i>The Cambridge Handbook of Translation</i>. Cambridge University Press. DOI: 10.1017/9781108616119 [2] Duong, D.N. (2014). <i>Giảng Trình Biên Dịch và Phiên Dịch Tiếng Anh</i>. HCMC: VNU-HCMC Publishing House. Reference books: [3] Scammel, C. (2018). <i>Translation Strategies in Global News: What Sarkozy Said in the Suburbs</i>. Palgrave Macmillan. [4] Sasamoto, R. (2024). <i>Relevance and Text-on-screen in Audiovisual Translation</i>. Routledge. [5] Future Today Institute. (2024). <i>Tech Trends Report</i>. Retrieved from https://futuretodayinstitute.com/wp-content/uploads/2024/03/TR2024_Executive_Summary_FINAL_LINKED.pdf.																											

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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
1	Orientation Review of Translation Theories	1, 3	Lecture, Group work, Individual work	A1.1 A1.2 A2	
2	Factual Genres: Translating Technical Texts	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A2	[1] pp. 321-339 [1] pp. 379-400 [2] pp. 45-63, pp. 105-118, pp. 143-157 Selected excerpts from [5]
3	Factual Genres:	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2	[1] pp. 321-339 [1] pp. 363-378

Week	Topic	CLO	Learning activities	Assessment	Resources
	Translating Technical Texts			A2	[2] pp. 45-63, pp. 105-118, pp. 143-157 Selected excerpts from [5]
4	Factual Genres: Translating Academic Texts	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A2	[1] pp. 340-362 [2] pp. 29-40
5	Factual Genres: Translating Academic Texts	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A2	[1] pp. 340-362 [2] pp. 29-40
6	Factual Genres: Translating News	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A2	[1] pp. 401-420 [2] pp. 87-100, pp. 124-136, pp. 237-256 [3] pp. 21-29
7	Factual Genres: Translating News Sample Midterm Test	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A2	[2] pp. 87-100, pp. 124-136, , pp. 237-256 [3] pp. 47-56
8	Midterm test (A2)				
9	Arts: Audiovisual Translation	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A3	[1] pp. 440-460 [2] pp. 285-300 [4] pp. 22-50
10	Arts: Audiovisual Translation	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A3	[1] pp. 440-460 [2] pp. 306-317 [4] pp. 51-71
11	Project Orientation: Subtitling	1, 2, 3, 4	Lecture, Group work	A1.2	Designed by lecturers [2] pp. 325-336
12	Arts: Translating Literary Texts	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A3	[1] pp. 461-479 [2] pp. 165-184
13	Arts: Translating Literary Texts	1, 2, 3, 4	Lecture, Group work, Individual work	A1.1 A1.2 A3	[1] pp. 461-479 [2] pp. 165-184
14	Sample final test	1, 2, 3, 4	Individual work	A1.1 A1.2 A3	
15	Project Showtime	1, 2, 3, 4	Lecture, Group work - Teacher's feedback and evaluation.	A1.1 A1.2 A3	
FINAL (A3)					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
A1: Ongoing assessment (30%)		Translation Projects (70% of A1) 60% Pass	Translation Projects (70% of A1) 60% Pass	Attendance & Participation (30% of A1) 60% Pass
A2: Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 60% Pass	
A3: Final exam (50%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 60% Pass	

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

5. Rubrics

Ongoing assessment:

- Attendance score (30 pts) (CLO4)
- Project (70 pts) (CLO 2,3)

Project rubrics:

Rubric for Book Summary Translation Video Project

This rubric assesses the quality of students' translation, their ability to create a video with accurate subtitles, and their skill in evaluating others' translations. The maximum score is 100 points.

1. Translation Quality (40 points) – Group work (CLO2)

Accuracy (15 points):

- 15: The translation accurately reflects the original text, with no significant errors.
- 10: Most of the translation is accurate, with minor errors that do not affect meaning.
- 5: Frequent errors affecting meaning, but key ideas are still conveyed.
- 0: Translation contains major errors that misrepresent the original text.

Clarity and Fluency (10 points):

- 10: The translation reads smoothly and naturally, with appropriate sentence structure and word choice.
- 7: Generally fluent, with occasional awkward phrasing.
- 3: Some phrases are confusing or unnatural, making the text hard to understand.
- 0: Translation is awkward and difficult to follow.

Cultural Adaptation (10 points):

- 10: The translation appropriately adapts cultural references, metaphors, and idioms to suit the target language.
- 7: Some cultural adaptation is made, but a few references remain unclear.
- 3: Limited cultural adaptation, making some references difficult to understand.
- 0: No cultural adaptation, resulting in confusing or misleading content.

Consistency (5 points):

- 5: Terminology and tone are consistently applied throughout.
- 3: Some inconsistencies in terminology or tone.

- 0: Frequent shifts in tone or inconsistent use of terminology.

2. Video Production (30 points) – Group work (CLO2)

Subtitling Accuracy (10 points):

- 10: Subtitles are an exact match to the spoken content, with no errors.
- 7: Subtitles mostly match the spoken content, with minor errors.
- 5: Frequent errors in subtitling, but the main ideas are still conveyed.
- 0: Subtitles contain major errors or do not match the spoken content.

Synchronization (10 points):

- 10: Subtitles are well-timed with the video, making it easy to follow.
- 7: Timing is generally accurate, with a few moments where subtitles are out of sync.
- 5: Subtitles are frequently out of sync, making it difficult to follow.
- 0: Subtitles are poorly timed, creating confusion for viewers.

Overall Video Quality (10 points):

- 10: The video is clear, engaging, and enhances understanding of the translation.
- 7: The video is mostly clear and contributes to the viewer's understanding, with minor technical issues.
- 5: Technical issues (e.g., poor sound, unclear visuals) detract from the overall quality.
- 0: The video is difficult to follow due to significant technical issues.

3. Peer Evaluation (30 points) – Individual work (CLO3)

Constructive Feedback (15 points):

- 15: Provides detailed, constructive, and respectful feedback, highlighting both strengths and areas for improvement.
- 11: Feedback is generally helpful but lacks depth or specificity in some areas.
- 7: Provides feedback, but it is vague or lacks clear suggestions for improvement.
- 0: Feedback is minimal or unhelpful.

Analytical Depth (15 points):

- 15: Demonstrates a strong understanding of translation principles and accurately evaluates the other group's work.
- 11: Shows a good understanding of translation, but analysis could be more in-depth.
- 7: Evaluation is superficial, missing important translation issues.
- 0: Fails to demonstrate understanding of key translation concepts.

Date revised: August 2nd, 2025

6. Lecturer: Nguyễn Thị Ngọc Châu

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

A handwritten signature in blue ink, appearing to be 'Ngân', written in a cursive style.

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: Statistics for Social Sciences

Course Code: MA030IU/MA030WE

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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Vũ Hoa Ngân
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 90 hours

¹ 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	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 (1.2)	
	Skill	CLO3: Replicate quantitative data analysis in a statistical software program, such as R Studio (3.4)	
	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)		
	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 at least 50/100 points overall to pass this course.</i>		

Reading list	Textbook: [1] Triola, M. F. (2018). <i>Elementary Statistics</i> (13th ed.). Boston: Pearson. Referenced book [2] Larson-Hall, J. (2016) <i>A Guide to Doing Statistics in Second Language Research Using SPSS and R</i> (2 nd ed.). NY: Routledge.
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1						X		
2								X
3								X
4							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Contents	CLO(s)	Learning activities	Assessments	Resources
1.	Orientation to the course and syllabus. Module 1: Important concepts of Statistics, Sampling, and Data 1.1 Introduction to Statistics & Probability 1.2 Statistical significance 1.3 Population and Sample	1, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 1-39

Week	Contents	CLO(s)	Learning activities	Assessments	Resources
2.	1.4 Variables 1.5 Types of data & levels of measurements	1, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 1-39
3.	1.6 Presenting data visually 1.7 Data collection 1.8 Descriptive and inferential statistics	2, 3, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 1-39
4.	Module 2: Descriptive statistics 2.1 Measures of center 2.2 Measures of variation	1, 3, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 80-130
5.	2.3 Measures of relative standing 2.4. Descriptive statistics in R	1, 3, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 80-130
6.	Module 3: Normal distribution 3.1 Definition of normality 3.2 The Central Limit Theorem 3.3 Skewness	1, 3, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 254-296
7.	3.3 Visual exploration of normality 3.5 Assessing normality in R	2, 3, 5	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 254-296
8.	MIDTERM TEST				
9.	Module 4: Inferential statistics 4.1 Basic concepts of inferences from two samples 4.2 Hypothesis testing	1, 5	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 356-413
10.	4.3 p-value approach 4.4 confidence intervals	1, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 356-413
11.	Module 5: Testing hypothesis of association 6.1 Chi-square of independence 6.2 Correlation analysis 6.3 Simple Linear Regression	1, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 468-510
12.	Module 6: Testing hypothesis of difference 5.1 Comparing two independent population proportions 5.2 Comparing two population variances	1, 3, 5	Lecture Discussion	Ongoing assessment Final exam	[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	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 442-467
14.	Module 7: Ethics in statistics	1, 4, 5	Lecture Discussion	Ongoing assessment Final exam	[1] pp. 677-681
15.	• Review: Test 2	1, 4, 5	Lecture Discussion	Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Test 1 & Test 2 60%Pass	Homework 1-5 (Part 1) 60%Pass	Homework 1-5 (Part 2) 60%Pass	Attendance score 60%Pass
Midterm exam (20%)	Parts 1, 2 60%Pass	Part 3 60%Pass		
Final exam (50%)	Parts 1, 3 60%Pass	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):
 - *Quantitative research presentation,*
 - *Homework assignments: Digital skills – 3. Digital content creation (3.4)*
 - *Tests 1 & 2*

5.2. Midterm test

Part 1: Theory (40pts): True/False, MCQ

Part 2: Read provided abstracts and Tables to fill in gaps in the descriptions of the study (40pts)

Part 3: Interpret visuals (20 pts) *Digital skills – 1. Information and data literacy (1.2)*

5.3. Final exam

Part 1: Theory (40pts): True/False, MCQ

Part 2: Examine R codes and R outputs to fill in gaps in the descriptions of the study (30 pts) *Digital skills – 1. Information and data literacy (1.2)*

Part 3: Read an excerpt and answer short questions to suggest and justify appropriate statistical tests (20 pts)

6. Date revised: August 2nd, 2025

7. Lecturer: Dr. Vũ Hoa Ngân

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Language and Culture

Course Code: EL017IU/EL017WE

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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Ms. Nguyễn Thị Mai Trâm Mr. Mai Hồng Quân
Language	English
Relation to curriculum	☐ Compulsory ☒ Elective
Teaching methods	Lectures Seminars
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: 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	- Previous course (Course code – Course name): none																										
Course objectives	The course aims to: a. provide students with knowledge about the organic relationship between language and culture, with an emphasis on: the diversity of world languages, the consequences of the death/loss of languages, the importance of language revitalization, the experiences of being bilingual and bicultural, the roles of culture in language teaching and learning, and the issues of language ideology, power, and policy; b. enable students to apply knowledge on language and culture into exploring local linguistic and cultural communities; c. develop students’ professional and ethical manner, as an individual as well as a team member, in class activities and on group projects; d. train students’ discipline and responsibilities in attending class regularly;																										
Course learning outcomes	<table><tr><td colspan="4">Upon the successful completion of this course students will be able to:</td></tr><tr><td>Competency level</td><td colspan="3">Course learning outcome (CLO)</td></tr><tr><td>Knowledge</td><td colspan="3">CLO1: Define basic concepts related to language and culture; CLO2: Discuss the diversity of world languages, the experiences of bilingualism and biculturalism, and the challenges related to language ideology, power, and policy;</td></tr><tr><td>Skill</td><td colspan="3">CLO3: Apply knowledge related to language and culture into exploring local linguistic and cultural communities.</td></tr><tr><td>Attitude</td><td colspan="3">CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities;</td></tr></table>			Upon the successful completion of this course students will be able to:				Competency level	Course learning outcome (CLO)			Knowledge	CLO1: Define basic concepts related to language and culture; CLO2: Discuss the diversity of world languages, the experiences of bilingualism and biculturalism, and the challenges related to language ideology, power, and policy;			Skill	CLO3: Apply knowledge related to language and culture into exploring local linguistic and cultural communities.			Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities;						
Upon the successful completion of this course students will be able to:																											
Competency level	Course learning outcome (CLO)																										
Knowledge	CLO1: Define basic concepts related to language and culture; CLO2: Discuss the diversity of world languages, the experiences of bilingualism and biculturalism, and the challenges related to language ideology, power, and policy;																										
Skill	CLO3: Apply knowledge related to language and culture into exploring local linguistic and cultural communities.																										
Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member by 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><td>Topic</td><td>Weight</td><td>Level</td></tr><tr><td>Introduction</td><td>1</td><td>I</td></tr><tr><td>World Languages</td><td>2</td><td>T</td></tr><tr><td>Language Death</td><td>2</td><td>T</td></tr><tr><td>Language Revitalization</td><td>2</td><td>T</td></tr><tr><td>Bilingualism and Biculturalism</td><td>2</td><td>TU</td></tr><tr><td>Culture in Second Language Studies</td><td>2</td><td>TU</td></tr><tr><td>Language, Power, and Policy</td><td>2</td><td>T</td></tr></table>			Topic	Weight	Level	Introduction	1	I	World Languages	2	T	Language Death	2	T	Language Revitalization	2	T	Bilingualism and Biculturalism	2	TU	Culture in Second Language Studies	2	TU	Language, Power, and Policy	2	T
Topic	Weight	Level																									
Introduction	1	I																									
World Languages	2	T																									
Language Death	2	T																									
Language Revitalization	2	T																									
Bilingualism and Biculturalism	2	TU																									
Culture in Second Language Studies	2	TU																									
Language, Power, and Policy	2	T																									
Examination forms	Essay question, group 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 at least 50/100 points overall to pass this course.</i>
Reading list	Coursebooks: [1] Harrison, K. D. (2007). <i>When languages die: the extinction of the world's languages and the erosion of human knowledge</i>. Oxford University Press. [2] Bonvillain, N. (2019). <i>Language, Culture, and Communication: The Meaning of Messages (8th edition)</i>. Pearson Prentice Hall. Reference books: [3] Grosjean, F. (2010). <i>Bilingual: life and reality</i> (1st ed.). Harvard University Press. https://doi.org/10.4159/9780674056459 [4] Other web-based resources

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	1, 3, 4	Lecture	Ongoing assessment Midterm test Final exam	None
2	World Languages - The diversity of languages - The evolution of languages	1, 3, 4	Seminar	Ongoing assessment Midterm test Final exam	Harrison, K. D. (2007) + Handouts
3	World Languages - Living languages - Dead languages	1, 3, 4	Seminar	Ongoing assessment Midterm test Final exam	Harrison, K. D. (2007) + Handouts
4	Language Death - How does a language die? - Consequences of language death/loss	1, 3, 4	Seminar	Ongoing assessment Midterm test Final exam	Harrison, K. D. (2007) + Handouts Bonvillain, N. (2019).
5	Language Death Case studies of language death/loss	1, 3, 4	Seminar	Ongoing assessment Midterm test Final exam	Harrison, K. D. (2007) + Handouts Bonvillain, N. (2019).
6	Language Revitalization Language revitalization models	1, 3, 4	Seminar	Ongoing assessment Midterm test Final exam	Harrison, K. D. (2007) + Handouts Bonvillain, N. (2019).
7	Language Revitalization Case studies of language revitalization Connect the dots: world languages; language death; language revitalization	1, 3, 4	Seminar	Ongoing assessment Midterm test Final exam	Harrison, K. D. (2007) + Handouts Bonvillain, N. (2019).
8	MIDTERM TEST				
9	Bilingualism & Biculturalism - Bilingualism vs biculturalism - Pros and cons of being bilingual	1, 3, 4	Seminar	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).
10	Bilingualism & Biculturalism - Models of bilingual education - A case study of a bicultural bilingual	1, 2, 3, 4	Seminar	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).

Week	Topic	CLO	Learning activities	Assessments	Resources
11	Culture in Second Language Studies • Culture in SLA theories	1, 3, 4	Seminar	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).
12	Culture in Second Language Studies • Case studies of SLA	1, 2, 3, 4	Seminar	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).
13	Language, Power, and Policy • Language ideology • Language policy and planning	1, 3, 4	Seminar	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).
14	Language, Power, and Policy • Case studies of language policy and planning	1, 3, 4	Seminar	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).
15	Connect the dots: bilingualism & biculturalism; culture in second language studies; language, power, and policy	1, 3, 4	Lecture	Ongoing assessment Final exam	Grosjean, F. (2010) + Handouts Bonvillain, N. (2019).
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass		Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass		
Final exam (50%)			Criteria 1-4 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): seminar moderation (Presentations + Activities)

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/60
2.	Design (organization, slide design)	/20
3.	Language use (vocabulary, grammar, pronunciation)	/20
	Total:	/100

5.2. Midterm & Final Exam: written exam (Part 1: 40pts; Part 2: 60pts)

Part 1: multiple choice & short answer questions

Part 2: essay questions

Marking Rubric for Part 2 (Essay)

	Criterion	Marks
1.	Content (arguments, supporting details)	/40
2.	Organization (coherence, cohesion)	/10
3.	Language use (vocabulary, grammar)	/10
	Total:	/60

5.3. Final Exam: Group projects (a video or a booklet about one linguistic and/or cultural community in HCMC)

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/70
2.	Organization (coherence, cohesion)	/10
3.	Design (audio/visual effects, colors, cinematographic techniques)	/10
4.	Language use (vocabulary, grammar, pronunciation)	/10
	Total:	/100

6. **Date revised:** August 2nd, 2025

7. **Lecturer:** Nguyễn Thị Mai Tram

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

Ho Chi Minh City, August 6th, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Global Englishes

Course Code: EL021IU/EL021WE

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 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, 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	☐ General knowledge / College Foundation Courses ☒ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Persons responsible for the course	Dr. Nguyễn Thị Quyên Mr. Nguyễn Hoàng Khánh (M.A.) Ms. Nguyễn Lê Bảo Ngọc (M.A.)
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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	- Previous course: EL007IU/EL007WE - Reading 2 EL008IU/EL008WE - Writing 2 EL009IU/EL009WE - Listening 2 EL010IU/EL010WE - 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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Identify the characteristics of and foundational key concepts and themes in the field of global Englishes. CLO2: Discuss 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.
	Skill	CLO3: Apply theoretical knowledge to critically analyze and evaluate written and oral global Englishes-related texts. CLO4: Produce either a written work or oral presentation on 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

¹ 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
	The historical, social and political context	2	TU
	The legacy of colonialism	1	T
	Postcolonial Africa and North America	1	T
	Who speaks English today?	1.5	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
	Variation across postcolonial Englishes	1.5	T
	'Legitimate' vs 'illegitimate' offspring of English	1	TU
	'Sub'-varieties of English: the example of Singlish		
	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	Multiple choice questions Short answer questions Short 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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Jenkins, J. (2024). <i>Global Englishes: A resource book for students (4th ed.)</i>. Routledge. Reference books: [2] Galloway, N. & Rose, H. (2014). <i>Introducing Global Englishes</i>. Routledge. [3] Alsagoff, L., McKay, S. L., Hu, G. W. & Renandya, W. (ED.). (2012). <i>Principles and practices for teaching English as an international language</i>. Routledge. [4] Cogo, A. & Dewey, M. (2012). <i>Analysing English as a Lingua Franca: A Corpus-driven Investigation</i>. Continuum. [5] Jenkins, J. (2000). <i>The phonology of English as an international language: new models, new norms, new goals</i>. Oxford University Press.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 test	[1] pp. 2-9
3	The legacy of colonialism	1, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp. 58-63
4	Postcolonial Africa and North America	1, 2, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp. 112-119
5	Who speaks English today?	1, 5	Lecture, Discussion	Ongoing assessment Midterm test	[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 test	[1] pp. 64-68
7	Standard language ideology in the Anglophone world Standards across Anglophone space	1, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp. 21-26 [1] pp. 69-79
8	MIDTERM TEST				

Week	Topic	CLO	Learning activities	Assessments	Resources
9-10	Variation across postcolonial Englishes	1,3, 5	Lecture	Ongoing assessment Final exam	[1] pp. 27-34
11	'Legitimate' and 'illegitimate' offspring of English 'Sub'-varieties of English: the example of Singlish	1,2,3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 80-84
12-13	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
14	English as an international lingua franca	1,3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 41-44
15	The nature of ELF communication	1, 3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 90-98
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz Part 1 60%Pass	Quiz Part 2 60%Pass	Project Part 1 60%Pass	Project Part 2 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass			
Final exam (50%)	Part 1 60%Pass	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, 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
	Total:	/100

QUIZ/ASSIGNMENT

	Criterion	Marks
1.	Multiple choice questions	/40
2.	Short answer questions	
	1. <i>Description of a model of the spread of English</i>	/20
	2. <i>Review of a quote/argument</i>	/30
	3. <i>Description of an event in GE</i>	/10
	Total:	/100

MIDTERM TEST

	Criterion	Marks
1.	Multiple choice questions	/40
2.	Short answer questions	
	1. <i>Description of a model of the spread of English</i>	/20
	2. <i>Review of a quote/argument</i>	/30
	3. <i>Description of an event in GE</i>	/10
	Total:	/100

FINAL TEST

	Criterion	Marks
1.	Short answer questions	/40
2.	Description of features and identification of pidgins/creoles	
	1. <i>Pidgin/Creole A</i>	/15
	2. <i>Pidgin/Creole B</i>	/15
	3. <i>Pidgin/Creole C</i>	/15
	4. <i>Identification of pidgin/creole</i>	/5
3.	Short essay	/10
	Total:	/100

6. **Date revised:** August 2nd, 2025

7. **Lecturer:** Nguyễn Thị Quyên

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	2
Persons responsible for the course	Mr. Nguyễn Hoàng Khánh (M.A.)
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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: EL013IU/EL013WE – Introduction to Linguistics	
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:	
	Competency level	Course learning outcome (CLO)
	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

¹ 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
	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	Short answer questions Analysis exercises		
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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Butt, D., Fahey, R., Feez, S., Sprinks, S. & Yallop, C. (2000). Using Functional Grammar. Macquarie University. [2] Banks D. (2019). <i>A Systemic Functional Grammar of English: A Simple Introduction</i>. Routledge. Reference books: [3] Eggins, S. (2004). <i>Introduction to systemic functional linguistics</i>. A&C Black. [4] Martin JR, Quiroz B, & Wang P. (2023). <i>Systemic Functional Grammar: A Text-Based Description of English, Spanish and Chinese</i>. Cambridge University Press.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Orientation Ideas and philosophy	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 47-110; [2] pp. 1-6
2	Toward a functional grammar	1, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] pp. 111-134; [2] pp. 7-25
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; [2] pp. 26-46
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; [2] pp. 47-56

Week	Topic	CLO	Learning activities	Assessments	Resources
7	How speakers interact with language: Exploring interpersonal meanings further	1,2, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] pp. 185-207; [2] pp. 84-94
8	MIDTERM TEST				
9-10	How speakers organize their message: Exploring textual meanings	1,2, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 318-333; [2] pp. 57-83
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. 103-109; [3] pp. 95-100; 125-128
14-15	Exploring texts	1,2,3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 428-444; [3] pp. 63-71
	FINAL EXAMINATION				

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 (20%)	Part 1, Part 2 50%Pass	Part 3 50%Pass		Part 4 50%Pass	
Final test (50%)		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

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
	Total:	/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
	Total:	/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
	Total:	/100

6. **Date revised:** August 2nd, 2025

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

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: Pragmatics

Course Code: EL029IU/EL029WE

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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ 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 ¹ : 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	- Previous course (Course code – Course name): EL013IU/EL013WE – Introduction to Linguistics								
Course objectives	<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>								
Course learning outcomes	Upon the successful completion of this course students will be able to: <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 concepts or topics in pragmatics</td></tr> <tr> <td>Skill</td><td>CLO2: Produce a reflection on what has just learned, or a reflection, which is based on stimulating questions that can trigger further reading. CLO3: Apply the knowledge gained from extensive reading to discuss the issue-based questions.</td></tr> <tr> <td>Attitude</td><td>CLO4: Evaluate awareness of pragmatics knowledge into language learning and teaching. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities</td></tr> </tbody> </table>	Competency level	Course learning outcome (CLO)	Knowledge	CLO1: Explain concepts or topics in pragmatics	Skill	CLO2: Produce a reflection on what has just learned, or a reflection, which is based on stimulating questions that can trigger further reading. CLO3: Apply the knowledge gained from extensive reading to discuss the issue-based questions.	Attitude	CLO4: Evaluate awareness of pragmatics knowledge into language learning and teaching. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities
Competency level	Course learning outcome (CLO)								
Knowledge	CLO1: Explain concepts or topics in pragmatics								
Skill	CLO2: Produce a reflection on what has just learned, or a reflection, which is based on stimulating questions that can trigger further reading. CLO3: Apply the knowledge gained from extensive reading to discuss the issue-based questions.								
Attitude	CLO4: Evaluate awareness of pragmatics knowledge into language learning and teaching. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities								

¹ 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 pragmatics	1	I
	Presupposition	1	TU
	Grice’s Theory Cooperative principle Implicatures	1	IT
	Analyzing Grice’s Theory	1	U
	Politeness and Impoliteness	1	IT
	Analyzing Politeness and Impoliteness	2	U
	Quiz		
	Student Oral Presentation	1	IT
	MIDTERM	1	IT
	Direct speech acts	1	IT
	Indirect speech acts	1	U
	Analyzing speech acts	1.5	TU
	Student Oral Presentation	1	TU
Pragmatics and language teaching and learning	0.5	TU	
Student Oral Presentation	0.5	U	
Final Exam Review Q&A session	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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbooks [1] Cutting, J. & Fordyce, K. (2021). <i>Pragmatics: A Resource Book for Students</i> (4th ed). New York, NY: Routledge. [2] 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) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 to pragmatics	1, 5	Lecture Group work	Ongoing assessment Midterm test	[1] pp. 3-10; 102-104 [2] pp. 3-8
2	Presupposition	2, 5	Lecture, Group work	Ongoing assessment Midterm test	[2] pp. 25-32
3	Grice's Theory - Cooperative principle - Implicatures	2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] 24-31 [2] pp. 36-40
4	Analyzing Grice's Theory	2, 5	Lecture	Ongoing assessment Midterm test	[1] pp. 108-111
5	Politeness and Impoliteness	2, 5	Lecture	Ongoing assessment Midterm test	[1] 36-46 [2] pp. 59-66
6	Analyzing Politeness and Impoliteness Quiz	3, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 112-116
7	Student Oral Presentation	3, 5	Lecture, Group work	Ongoing assessment Midterm test	
8	MIDTERM TEST				
9	Direct speech acts	1, 5	Lecture, Group work	Ongoing assessment Final exam	
10	Indirect speech acts	1, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 18-24 [2] pp. 54-58
11	Analyzing speech acts	3, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 105-108
12	Student Oral Presentation	3, 5	Lecture, Group work	Ongoing assessment Final exam	
13	Pragmatics and language teaching and learning	4, 5	Lecture, Group work	Ongoing assessment Final exam	[1] pp. 84-99 [2] pp. 131-135
14	Student Oral Presentation	4, 5	Lecture, Group work	Ongoing assessment Final exam	
15	Final Exam Review Q&A session	4, 5	Lecture	Ongoing assessment Final exam	

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		Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass		
Final Examination (50%)		Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	

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

5. Rubrics:

Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): Student Oral Presentation (40 pts); Quiz (30 pts)

QUIZ

	Criterion	Marks
CLO 1	Responses that demonstrate a full understanding of the topics	____/20
CLO 2	Responses that demonstrate an ability to integrate material	____/20
CLO 3	Completeness of the responses	____/20
CLO 5	References in APA format	____/10
CLO 5	Grammar & Mechanics	____/10
CLO 5	No Plagiarism & AI Generated Writing Free	____/20
	Total:	____/100

STUDENT ORAL PRESENTATION

	Criterion	Marks
CLO 1	Present Research Question + Purpose of the study	____/10
CLO 1	Present Theoretical Framework provided in the Literature Review	____/10
CLO 1	Summarize Methods employed	____/20
CLO 2	Present main findings	____/30
CLO 2	Reflection (what you've learned from the article)	____/10
CLO 5	Class handout	____/10
CLO 5	Contribution to the presentation	____/10
	Total:	____/100

MIDTERM TEST

	Criterion	Marks
CLO 1	Theory Questions	____/50
CLO 2	Discussion Questions	____/30
CLO 3	Data Interpretation (Data provided, have students analyze)	____/20
	Total:	____/100

FINAL TEST

	Criterion	Marks
CLO 2	Discussion Questions	____/30
CLO 3	Data Interpretation (Data provided, have students analyze)	____/30
CLO 4	Pragmatic and Language teaching Questions/Design	____/40
	Total:	____/100

6. Date revised: August 2nd, 2025

7. Lecturer: Dr. Lầu Mộng Thu

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: Discourse Analysis

Course Code: **EL030IU/EL030WE**

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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	<i>I</i>
Person responsible for the course	<i>Vũ Hoa Ngân</i> <i>Lâu Mộng Thu</i> <i>Võ Thanh Nga</i> <i>Đặng Hoài Phương</i> <i>Trần Đoàn Thư</i>
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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	- Previous course: EL013IU/EL013WE – Introduction to Linguistics		
Course objectives	<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>		
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 explain fundamental concepts and notions in the core areas of discourse analysis	
	Skill	CLO2: Apply the learned theories in the core areas of discourse analysis into prompted uses of written and spoken texts CLO3: Analyze discourse features of unplanned spoken and written texts in the field of discourse studies/analysis for various teaching and research related purposes.	
	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)		
	Topic	Weight	Level
	What is discourse?	1	T
	Discourse classification	2	TU
	Structured content	2	TU
	Discourse connections	2	TU
	Conversation analysis	2	TU
	Informative discourse	2	TU
	Argumentation and persuasion	1	TU
	Critical discourse analysis	1	TU

¹ 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.

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 at least 50/100 points overall to pass this course.</i>
Reading list	Textbook: [1] Renkema, J.& Schubert, C. (2018). <i>Introduction to discourse studies</i> . New John Benjamins Publishing. Referenced books: [2] Cook, G. (2010). <i>Discourse</i> . Oxford: Oxford University Press. [3] Canning, P., & Walker, B. (2024). <i>Discourse analysis: A practical Introduction</i> (1st ed.). Routledge. https://doi.org/10.4324/9781003351207

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1	X							
2	X							
3	X							
4							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

Week	Topics	CLO	Learning activities	Assessments	Reading texts
1.	Course orientation 1. What is discourse?	1, 4	Lecture Discussion	Ongoing assessment Midterm test	[1] pp. 1-7 [2] pp. 1-13 [3] pp. 1-13
2.	2. Discourse classification 2.1. Introduction 2.2. Typologies of discourse 2.3. Written language and spoken interaction	1, 4	Group presentation Discussion	Ongoing assessment Midterm test	[1] pp. 67-74 [2] pp. 44-50 [3] pp. 20-23
3.	2. Discourse classification (cont.) 2.4. Genre theory and analysis 2.5. Multimodality 2.6. Electric discourse	1, 4	Group presentation Discussion	Ongoing assessment Midterm test	[1] pp. 74-92
4.	3. Structured content 3.1. Introduction 3.2. Propositions	1, 2, 3, 4			[1] pp. 101-105 [3] pp. 31-56
5.	3. Structured content (cont.) 3.3. Sentence and discourse topics	1, 2, 3, 4			[1] pp. 105-109
6.	4. Discourse connections 4.1. Introduction 4.2. Cohesion	1, 2, 3, 4	Group presentation Discussion	Ongoing assessment Midterm test	[1] pp. 125-132 [2] pp. 14-15 [3] pp. 62-80
7.	4. Discourse connections (cont.) 4.3. Coherence	1, 2, 3, 4	Group presentation Discussion	Ongoing assessment Midterm test	[1] pp. 132-136 [2] pp. 23-29 [3] pp. 14-22
8.	MIDTERM TEST				
9.	5. Conversation analysis 5.1. Introduction 5.2. Transcription methods 5.3. The turn-taking model	1, 2, 3, 4		Ongoing assessment Final Exam	[1] pp. 215-221 [2] pp. 51-53 [3] pp. 84-107
10.	5. Conversation analysis (cont.) 5.4. Sequential organization 5.5. Discourse markers	1, 2, 3, 4		Ongoing assessment Final Exam	[1] pp. 221-228 [2] pp. 54-58
11.	6. Informative discourse 6.1. Introduction 6.2. Academic writing as informative discourse 6.3. Readability in a formula	1, 2, 3, 4		Ongoing assessment Final Exam	[1] pp. 233-240
12.	6. Informative discourse (cont.) 6.4. The measurement of understanding 6.5. Judging discourse quality 6.6. The improvement of documents	1, 2, 3, 4		Ongoing assessment Final Exam	[1] pp. 240 – 248
13.	7. Argumentation and persuasion 7.1. Introduction 7.2. The structure of argumentation	1, 2, 3, 4		Ongoing assessment Final Exam	[1] pp. 267-270

Week	Topics	CLO	Learning activities	Assessments	Reading texts
	7.3. The quality of argumentation to relation to persuasion				[1] pp. 278-281 [2] pp. 68-73
14.	8. Critical Discourse analysis	1, 4		Ongoing assessment Final Exam	[1] pp. 348-351
15.	Review	1, 2, 3, 4		Ongoing assessment Final Exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Practice test: Part 1 60%Pass In-class presentation 60%Pass	Practice test: Part 2 60%Pass	Practice test: Part 3 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	
Final exam (50%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 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) CLO 4
- In-class assignments (70 pts): Practice test (35 pts), In-class presentation (35 pts)

5.2. Midterm test

PART 1: (40 points) Choose the best answers. (CLO 1)

PART 2: (30 points) Language analysis of the prompted discourse. (CLO 2)

PART 3: (30 points) Analyze an excerpt of unplanned discourse from the perspectives of theories about discourse analysis. (CLO 3)

5.3. Final examination

PART 1: (40 points) Choose the best answers. (CLO 1)

PART 2: (30 points) Language analysis of the prompted discourse. (CLO 2)

PART 3: (30 points) Analyze an excerpt of unplanned discourse from the perspectives of theories about discourse analysis. (CLO 3)

6. Date revised: August 2nd, 2025

7. Lecturer: Dr. Vũ Hoa Ngân

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

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

Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: SOCIOLINGUISTICS

Course Code: EL031IU/EL031WE

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> • <i>outline the major relationships between language and society;</i> • <i>define the main sociolinguistic concepts used to analyze these relationships;</i> • <i>identify the main features of studies of sociolinguistic variation;</i> • <i>describe the most common methodologies for studying language in society.</i>
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Võ Thanh Nga Nguyễn Lê Bảo Ngọc
Language	English
Relation to curriculum	☒ Compulsory ☐ 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 ¹ : 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	- Previous course: EL013IU/EL013WE – Introduction to Linguistics								
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	Upon the successful completion of this course students will be able to: <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: Apply the learned theories and methods in Sociolinguistics to solve real-life problems</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: Apply the learned theories and methods in Sociolinguistics to solve real-life problems	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: Apply the learned theories and methods in Sociolinguistics to solve real-life problems								
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								

¹ 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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbook [1] Wardhaugh, R. & Fuller, J.M. (2021). Sociolinguistics: An introduction to sociolinguistics (8th ed.). New York: Basil Blackwell. Reference [2] Holmes, J. (2022). An introduction to sociolinguistics (6 th ed.). New York: Routledge.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO
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	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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, 3, 4, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] chapter 1
2	Languages, dialects and varieties	1, 2, 3, 4, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] chapter 2
3	Defining groups	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Midterm exam	[1] chapter 3

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Multilingual societies and Multilingual discourse	1, 2, 3, 4, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] chapter 8
5	Contact varieties Structural consequences of social factors	1, 2, 3, 4, 5	Lecture, Discussion, Group work	Ongoing assessment Midterm exam	[1] chapter 9
6	Language variation and change	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Midterm exam Project	[1] chapter 5
7	Ethnographic approaches in sociolinguistics	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Midterm exam Project	[1] chapter 6
8	MIDTERM TEST				
9	Language in context: Pragmatics	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] chapter 4
10	Discourse analysis	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] chapter 7
11	Language, gender and sexuality	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] chapter 11
12	Sociolinguistics & Education	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] chapter 12
13	Language policy and planning	1, 2, 3, 4, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] chapter 13
14-15	Sociolinguistics project	1, 2, 3, 4, 5		Ongoing assessment Final exam	Provided by lecturers
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	Quiz Parts 1, 2 60%Pass	Quiz Part 3 60%Pass	Quiz Part 4 60%Pass	Group Project 60%Pass	Group Project 60%Pass Attendance score 60%Pass
Midterm test (20%)	Parts 1, 2 60%Pass	Part 3 60%Pass	Part 4 60%Pass		
Final exam (50%)	Parts 1, 2 60%Pass	Part 3 60%Pass			

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

5. Rubrics

Ongoing assessment

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

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyen Le Bao Ngoc

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

Ho Chi Minh City, August 10th, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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

COURSE SYLLABUS

Course Name: Comparative Linguistics

Course Code: EL032IU/EL032WE

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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:
Semester(s) in which the course is taught	2
Person responsible for the course	Assoc. Prof. Phạm Hữu Đức Dr. Lầu Mộng Thu
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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/EL013WE – Introduction to Linguistics - Parallel courses (Course code – Course name): EL022IU/EL022WE – Phonetics and Phonology EL023IU/EL023WE – Morphology EL024IU/EL024WE – Syntax EL025IU/EL025WE – 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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Explain the similarities and differences in the two languages
	Skill	CLO2: Apply linguistic knowledge into problem solutions related to language acquisition. CLO3: Analyze language errors through comparing and contrasting the two languages.
	Attitude	CLO4: Evaluate an understanding of linguistic features in a variety of languages. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities

¹ 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 Contrastive Linguistics	1	I
	The Principles and Methods of Contrastive Analysis (1)	1	T
	The Principles and Methods of Contrastive Analysis (2)	1	TU
	Phonetic and Phonological Contrastive Analyses	1	T
	Student Oral Presentation	1	TU
	Lexical Contrastive Analysis	2	T
	Student Oral Presentation	1	TU
	Midterm Review	1	U
	Grammatical Contrastive Analysis (1)	1	T
	Grammatical Contrastive Analysis (2)	1	TU
	Textual Contrastive Analysis (1)	1.5	T
	Textual Contrastive Analysis (2)	1	TU
	Pragmatic Contrastive Analysis (1)	0.5	T
	Pragmatic Contrastive Analysis (2)	0.5	TU
Final Review	0.5	U	
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 at least 50/100 points overall to pass this course.</i>		
Reading list	Textbooks [1] Ke, P. (2019). Comparative Linguistics. Springer, China: Peking University Press. [2] Durie, M., & Ross, M. (1996). <i>The comparative method reviewed: Regularity and irregularity in language change</i> . Oxford, UK: Oxford University Press.		

Reference books

[3] Bui, M. H. (2008). *Ngôn ngữ học đối chiếu*. HCMC, VN: Giáo dục Publisher.

Related Articles

[1] Levin, M. & Herold, J. (2024). English complex premodifiers and their German and Swedish correspondence. *Languages in Contrast*, 24(1), 5-32. <https://doi.org/10.1075/lic.00033.lev>

[2] Maekelberghe, C. & Delaere, I. (2023). Functional hybridity in translation. *Languages in Contrast*, 23(2), 252-275. <https://doi.org/10.1075/lic.00029.mae>

[3] Pham, T. P. (2023). Contrasting Vietnamese “passive voice” and English passive voice. *Journal of Educational Equipment: Education Management*, 1(296), 44-46.

[4] Nadvornikova, Ol. (2020). Differences in the lexical variation of reporting verbs in French, English and Czech fiction and their impact on translation. *Languages in Contrast*, 20(2), 209-234. <https://doi.org/10.1075/lic.00016.nad>

[5] Jørgensen, A. & Olza, I. (2020). Phraseology in teenage language in Spanish, English and Norwegian: Notes on a number of fixed expressions that articulate disagreement. *Languages in Contrast*, 20(1), 58-83. DOI: 10.1075/lic.17013.jor

[6] Grlj, T. (2018). Blending as a word-formation process: A comparative analysis of blends in English and French. *Journal for Foreign Languages*, 81(373), 85-106. DOI: 10.4312/vestnik.14.85-106

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO
--	-----

	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 to Contrastive Linguistics	1, 5	Lecture	Ongoing assessment Midterm test	[1] pp. 1-24 [2] pp. 3-30
2	The Principles and Methods of Contrastive Analysis (1)	1, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp. 25-31 [2] pp. 39-48
3	The Principles and Methods of Contrastive Analysis (2)	2, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 32-46 [2] pp. 48-69
4	Phonetic and Phonological Contrastive Analyses (1)	3, 5	Lecture	Ongoing assessment Midterm test	[1] pp. 47-62 [2] pp. 72-80
5	Student Oral Presentation	4, 5	Lecture	Ongoing assessment Midterm test	[1] pp. 63-68
6	Lexical Contrastive Analysis (1)	1, 5	Lecture, Discussion	Ongoing assessment Midterm test	[1] pp. 69-92 [2] pp. 218-263

Week	Topic	CLO	Learning activities	Assessments	Resources
7	Student Oral Presentation	4, 5	Lecture, Group work	Ongoing assessment Midterm test	[1] pp. 93-104
8	MIDTERM TEST				
9	Grammatical Contrastive Analysis (1)	1, 5	Lecture	Ongoing assessment Final exam	[1] pp. 105-112
10	Grammatical Contrastive Analysis (2) Quiz	3, 5	Lecture, Discussion	Ongoing assessment Final exam	[1] pp. 115-131
11	Textual Contrastive Analysis (1)	1, 5	Lecture, In-class assignment	Ongoing assessment Final exam	[1] pp. 133-148
12	Textual Contrastive Analysis (2)	3, 5	In-class assignment	Ongoing assessment Final exam	[1] pp. 162-170
13	Pragmatic Contrastive Analysis (1)	3, 5	Lecture	Ongoing assessment Final exam	[1] pp. 173-176
14	Pragmatic Contrastive Analysis (2)	4, 5	Discussion, Group work	Ongoing assessment Final exam	[1] pp. 177-192
15	Final Review	2, 5	Discussion, Group work	Ongoing assessment Final exam	
	FINAL EXAM				

3. 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		Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass		
Final Examination (50%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	Part 4 60%Pass	

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

4. Rubrics:

Ongoing assessment

- Attendance score (30 pts)

- In-class assignments (70 pts): Student Oral Presentation (40 pts); Quiz (30 pts)

QUIZ

	Criterion	Marks
CLO 1	Select two languages to compare	_____/5
CLO 2	Select a common syntactic feature between those two languages	_____/10
CLO 2	Select an analysis framework	_____/5
CLO 3	Select FIVE illustration examples	_____/30
CLO 4	Present emerging patterns based on an observation of the data	_____/50
	Total:	_____/100

STUDENT ORAL PRESENTATION

	Criterion	Marks
CLO 1	Select a common linguistic feature between two languages	_____/5
CLO 2	Have an analysis framework	_____/5
CLO 3	Present FIVE illustration examples	_____/30
CLO 4	Data Interpretation	_____/30
CLO 5	Class handout	_____/10
CLO 5	Contribution to the presentation	_____/20
	Total:	_____/100

MIDTERM TEST

	Criterion	Marks
CLO 1	Theory Questions	_____/50
CLO 2	Phonetic/ Phonological analysis	_____/30
CLO 3	Morphological Analysis	_____/20
	Total:	_____/100

FINAL TEST

	Criterion	Marks
CLO 2	Data analysis (data provided, have students analyze)	_____/30
CLO 3	Syntactic contrastive analysis	_____/30
CLO 4	Textual or pragmatic contrastive analysis	_____/40
	Total:	_____/100

5. Date revised: August 2nd, 2025

6. Lecturer: Dr. Lầu Mộng Thu

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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

COURSE PILOT SYLLABUS

Course Name: ELT Methods and Techniques – Teaching Listening & Reading

Course Code: EL064IU

1. General information

Course name	- (in English) <i>ELT Methods and Techniques – Teaching Listening & Reading.</i> - (in Vietnamese) <i>Phương pháp giảng dạy tiếng Anh – Kỹ năng Nghe và Đọc</i>
Course designation	<i>This course provides students with knowledge about: the key concepts and the nature of listening and reading skills; various methods and techniques of teaching listening and reading; and the procedures and sequences of teaching listening and reading. The course also covers related issues in teaching listening and reading.</i>
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1
Persons responsible for the course	<i>Đào Nguyễn Anh Đức</i> <i>Vũ Hoa Ngân</i> <i>Bùi Diễm Bích Huyền</i> <i>Đỗ Hoàng Nga</i> <i>Trần Thủy Hằng</i>
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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 theoretical and practical knowledge, methods and techniques in teaching listening and reading skills. By the end of the course, learners can design their own lesson plans and feel confident conducting listening and reading lessons.								
Course learning outcomes	Upon the successful completion of this course students will be able to: <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 theories, principles, methods, techniques, and procedures in teaching listening and reading skills</td></tr> <tr> <td>Skill</td><td>CLO2: Design a lesson plan to teach listening and reading skills CLO3: Demonstrate teaching techniques and procedures for listening and reading skills</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 theories, principles, methods, techniques, and procedures in teaching listening and reading skills	Skill	CLO2: Design a lesson plan to teach listening and reading skills CLO3: Demonstrate teaching techniques and procedures for listening and reading skills	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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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								

¹ 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>																																																			
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Micro-teaching: Reading	2	T, U																																																		
Examination forms	Written tests																																																			

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 at least 50/100 points overall to pass this course.
Reading list	Course books: [1] Wilson, J. J. (2008). <i>How to teach listening</i>. UK: Pearson Longman. [2] Anderson, N.J. (2008). <i>Practical English language teaching: Reading</i>. New York: McGraw-Hill. Reference books: [3] Nemtchinora, E. (2020). <i>Teaching listening, revised edition</i>. Tesol Press. [4] Day, R. R. (2020). <i>Teaching reading, revised edition</i>. Tesol Press. [5] Spiro, J., & Paran, A. (2023). <i>Becoming a reading teacher: Connecting research and practice</i>. Routledge. [6] Goh, C. C. M., & Vandergrift, L. (2022). <i>Teaching and learning second language listening: Metacognition in action</i>. Routledge.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 Topic 1: Listening in the world and in language learning	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp. 9-24 [3] pp. 10-23
2	Topic 2: Listening text and listening strategies Topic 3: Listening sources, listening tasks	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp. 25-39 [1] pp. 40-59 [3] pp. 23-30 [3] pp. 31-52
3	Topic 4: Pre-listening skills and activities	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp. 60-80

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Topic 5: While-listening skills and activities	1,4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp. 81-95
5	Topic 6: Post listening skills and activities Topic 7: Listening in the wider context	1,4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp. 96-110 [1] pp. 134-145
6	Topic 8: Lesson planning	2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp. 111-133 [3] pp. 92-95 Handouts
7	Micro-teaching: a Listening lesson	3, 4	- Demonstration - Discussion - Group work	- Ongoing assessment - Midterm test	
8	Midterm test				
9	Introduction to the course Topic 9: What is Reading?	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp. 1-17 [4] pp. 9-13
10	Topic 10: Reading for Beginning-Level Learners	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp. 18-54 [4] pp. 21-79
11	Topic 11: Reading for Intermediate-Level Learners	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp. 55-88 [4] pp. 21-79
12	Topic 12: Reading for Advanced-Level Learners	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp. 89-129 [4] pp. 21-79
13	Topic 13: Lesson planning	2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Ongoing assessment - Final Examination	[2] pp. 92-100 Handouts
14	Micro-teaching: A Reading lesson	3, 4	- Demonstration - Discussion - Group work	- Ongoing assessment - Final Examination	
15	Review	1-4	- Demonstration - Discussion - Group work	- Ongoing assessment - Final Examination	

Week	Topic	CLO	Learning activities	Assessments	Resources
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)		Group Project (Lesson plan) 60%Pass	Group Project (Micro-teaching) 60%Pass	Attendance score 60% Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass		
Final exam (50%)	Part 1 60%Pass	Part 2 60%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 CLO4)
- Assignments (70 pts CLO 1, CLO2, CLO3): Group project (lesson plan & micro-teaching), etc.

6. Date created: 20/05/2025

7. Course coordinator/Lecturer:

Đỗ Hoàng Nga, M.A.

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

Dr. Vũ Hoa Ngân.

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

Ho Chi Minh City, June 6, 2025

VICE-DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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

COURSE PILOT SYLLABUS

Course Name: ELT Methods and Techniques – Teaching Speaking & Writing

Course Code: EL EL065IU

1. General information

Course name	- (in English) <i>ELT Methods and Techniques – Teaching Speaking & Writing.</i> - (in Vietnamese) <i>Phương pháp giảng dạy tiếng Anh – Kỹ năng Nói và viết</i>
Course designation	<i>This course will provide students with knowledge about: the nature of speaking and writing, different methods of teaching speaking and writing, the sequences and techniques of teaching speaking and writing, and related issues in teaching speaking and writing</i>
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Persons responsible for the course	<i>Đào Nguyễn Anh Đức</i> <i>Vũ Hoa Ngân</i> <i>Bùi Diễm Bích Huyền</i> <i>Đỗ Hoàng Nga</i> <i>Trần Thúy Hằng</i>
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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 theoretical and practical knowledge, methods and techniques in teaching speaking and writing skills. By the end of the course, learners can design their own lesson plans and feel confident conducting speaking 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: Explain theories, principles, methods, techniques, and procedures in teaching speaking and writing skills
	Skill	CLO2: Design a lesson plan for teaching speaking and writing skills CLO3: Demonstrate teaching techniques and procedures for speaking and writing skills
	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

¹ 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>Introduction to the course</td><td>1</td><td rowspan="2">TU</td></tr><tr><td>Topic 1: Speaking and the language learner</td><td></td></tr><tr><td>Topic 2: Cognitive processes in speaking</td><td>0.5</td><td>I</td></tr><tr><td>Topic 3: Speaking competence</td><td>0.5</td><td>TU</td></tr><tr><td>Topic 4: Spoken discourse and genres of speaking</td><td>0.5</td><td>TU</td></tr><tr><td>Topic 5: A a methodological framework</td><td>0.5</td><td>TU</td></tr><tr><td>Topic 6: A model for teaching speaking</td><td>1</td><td>TU</td></tr><tr><td>Topic 7: Speaking tasks</td><td>1</td><td>TU</td></tr><tr><td>Topic 8: Lesson planning</td><td>1</td><td>TU</td></tr><tr><td>Micro-teaching: Speaking</td><td>2</td><td>TU</td></tr><tr><td>Topic 9: Writing and teaching writing</td><td>2</td><td>TU</td></tr><tr><td>Topic 10: Lesson planning</td><td>1</td><td>TU</td></tr><tr><td>Topic 11: Tasks in the L2 writing class</td><td>1</td><td>TU</td></tr><tr><td>Topic 12: Responding to student writing</td><td>1</td><td>TU</td></tr><tr><td>Micro-teaching: Writing</td><td>2</td><td>TU</td></tr></table>	Topic	Weight	Level	Introduction to the course	1	TU	Topic 1: Speaking and the language learner		Topic 2: Cognitive processes in speaking	0.5	I	Topic 3: Speaking competence	0.5	TU	Topic 4: Spoken discourse and genres of speaking	0.5	TU	Topic 5: A a methodological framework	0.5	TU	Topic 6: A model for teaching speaking	1	TU	Topic 7: Speaking tasks	1	TU	Topic 8: Lesson planning	1	TU	Micro-teaching: Speaking	2	TU	Topic 9: Writing and teaching writing	2	TU	Topic 10: Lesson planning	1	TU	Topic 11: Tasks in the L2 writing class	1	TU	Topic 12: Responding to student writing	1	TU	Micro-teaching: Writing	2	TU
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Examination forms	Written tests																																															
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 at least 50/100 points overall to pass this course.</i>																																															
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 Topic 1: Speaking and the language learner	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp.15-34
2	Topic 2: Cognitive processes in speaking Topic 3: Speaking competence	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp.35-48 [3] pp.1-10 [1] pp.49-71 [3] pp.11-40
3	Topic 4: Spoken discourse and genres of speaking Topic 5: A methodological framework	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp.75-130 [1] 133-150

Week	Topic	CLO	Learning activities	Assessments	Resources
4	Topic 6: A model for teaching speaking	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp.151-168
5	Topic 7: Speaking tasks	1, 2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	[1] pp.201-224 [3] pp.63-111
6	Topic 8: Lesson planning	2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Midterm test	Handouts
7	Micro-teaching: Speaking	3, 4	- Demonstration - Discussion - Group work	- Ongoing assessment - Midterm test	
8	Midterm test				
9-10	Topic 9: Writing and teaching writing	1, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp.1-28
11	Topic 11: Lesson planning	2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp.77-83 Handouts
12	Topic 12: Tasks in the L2 writing class	1, 2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp.111-136
13	Topic 13: Responding to student writing	1, 2, 4	- Lecture - Discussion - Pair work - Group work	- Ongoing assessment - Final Examination	[2] pp.171-203
14	Micro-teaching: Writing	3, 4	- Demonstration - Discussion - Group work	- Ongoing assessment - Final Examination	
15	Review	1-4	- Demonstration - Discussion - Group work	- Ongoing assessment - Final Examination	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)		Group Project (Lesson plan) 60%Pass	Group Project (Micro-teaching) 60%Pass	Attendance score 60% Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass		
Final exam (50%)	Part 1 60%Pass	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 CLO4)
- Assignments (70 pts CLO 1, CLO2, CLO3): Group project (lesson plan & micro-teaching), etc.

6. Date created: 20/05/2025

7. Course coordinator/Lecturer:

Dr. Đào Nguyễn Anh Đức

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

Dr. Vũ Hoa Ngân.

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

Ho Chi Minh City, June 6, 2025

VICE-DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE PILOT SYLLABUS

**Course Name: ELT METHODS AND TECHNIQUES – TEACHING
VOCABULARY, GRAMMAR & PRONUNCIATION**

Course Code: **EL067IU**

1. General information

Course name	- <i>(in English) ELT – Teaching Language Aspects</i> - <i>(in Vietnamese) Phương pháp giảng dạy tiếng Anh – Dạy các yếu tố ngôn ngữ</i>
Course designation	This course aims to explore key issues in teaching language aspects by providing a concise overview of the principles underlying the acquisition of vocabulary, pronunciation, and grammar in a second language. It also introduces a range of effective approaches to teaching these components, with an emphasis on practical application. The course focuses on hands-on experience, including discussions on specific instructional procedures, a wide variety of techniques, and classroom activities that pre-service teachers can integrate into their lesson plans and micro-teaching sessions.
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Đào Nguyễn Anh Đức. PhD Bùi Diễm Bích Huyền, MA Trần Thúy Hằng, MA Nguyễn Hoàng Phương Mai, MA Đỗ Hoàng Nga, MA
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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): EL014IU - Introduction to English Teaching Methodology	
Course objectives	The course aims to sketch in the theoretical background while at the same time suggesting ways in which the teaching of vocabulary, pronunciation, and grammar can be integrated into lessons.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Explain theories, principles, methods, techniques, and procedures in teaching vocabulary, grammar, and pronunciation.
	Skill	CLO2: Develop a lesson plan for teaching vocabulary, grammar, and pronunciation CLO3: Demonstrate teaching techniques and procedures for vocabulary, grammar, and pronunciation
	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.

¹ 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
	Teaching vocabulary: What's in a word? & How words are learned?	2	T
	Teaching vocabulary: How to present vocabulary	1	TU
	Teaching vocabulary: How to put words to work	1	TU
	Teaching vocabulary: Teaching word parts and word chunks	1,5	T
	Teaching vocabulary: How to train good vocabulary learners	1	T
	Teaching pronunciation: Sounds in isolation	1	TU
	Teaching pronunciation: Words in isolation	1	TU
	Teaching pronunciation: Connected speech	1	TU
	Teaching grammar: What is grammar? Why teach grammar?	1	T
	Teaching grammar: How to teach grammar form rules, from examples, through texts	1,5	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	Paper and Pen test: Short answer Questions, Lesson Planning Final Group Project: Lesson Planning and Demonstration (Video-filmed)		
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 at least 50/100 points overall to pass this course.		

Reading list	Course books: [1] Ur, P. (2024). <i>A course in English language teaching (3rd ed.)</i>. Cambridge University Press. [2] Thornbury S. (2002). <i>How to teach vocabulary</i>. England: Pearson Longman. [3] Thornbury S. (1999). <i>How to teach grammar</i>. England: Pearson Longman. [4] Underhill, A. (2008). <i>Sound foundations: Learning and teaching pronunciation</i>. Buch (Repr). Macmillan.
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 course content and requirements. <u>Chapter 1</u>: What's in a word? Word classes, word families, word formation, multi-word units, collocations, homonyms, polysemes, synonyms & antonyms, hyponyms, lexical fields, style and connotation (Self-study) <u>Chapter 2</u>: How words are learned? - The importance of vocabulary - The organization of word knowledge - The way words are remembered - Common mistakes learners make - Teaching implication	1, 4	Lecture Discussion	- Ongoing assessment - Midterm test	[1] pp. 71-74 [2] pp. 1-12 [1] pp. 75-76 [2] pp. 13-31
2	<u>Chapter 5</u> : How to present vocabulary - Presenting vocabulary using translation, using visuals, and using other words - Highlighting the forms - How to involve learners	3, 4	Lecture Micro-Teaching Discussion Demonstration	- Ongoing assessment - Midterm test	[1] pp. 77-80 [2] pp. 75-92
3	<u>Chapter 6</u> : How to put words to work - Integrating new knowledge into old - Decision-making tasks - Production tasks - Games	3, 4	Lecture Micro-Teaching Discussion	- Ongoing assessment - Midterm test	[1] pp. 81-84 [2] pp. 93-105

Week	Topic	CLO	Learning activities	Assessments	Resources
4	<u>Chapter 7</u> : Teaching word parts and word chunks - Teaching word formation and word combination - A lexical approach - Teaching lexical chunks - Teaching word grammar - Teaching phrasal verbs - Teaching idioms	3, 4	Lecture Discussion	- Ongoing assessment - Midterm test	[2] pp. 106-128
5	<u>Chapter 9</u> : How to train good vocabulary learners - Learner training - Using mnemonics - Word cards - Guessing from context - Coping strategies for production - Using dictionaries - Spelling rules - Keeping records - Motivation	1, 4	Lecture Discussion	- Ongoing assessment - Midterm test	[2] pp. 144-161
6	Level 1: Sounds in isolation - Discovery toolkit - Classroom toolkit	1,2,3,4	Lecture Micro-Teaching Discussion	- Ongoing assessment - Midterm test	[1] pp.124-126 [4] pp. 2-29 [4] pp. 96-132
7	Level 2: Words in isolation - Discovery toolkit - Classroom toolkit	1,2,3,4	Lecture Micro-Teaching Discussion	- Ongoing assessment - Midterm test	[1] pp.124-126 [4] pp. 48-57 [4] pp. 145-169
8	Level 3: Connected speech - Discovery toolkit - Classroom toolkit	1,2,3,4	Lecture Micro-Teaching Discussion	- Ongoing assessment - Midterm test	[1] pp.124-126 [4] pp. 58-74 [4] pp. 171-202
8	MIDTERM TEST				

Week	Topic	CLO	Learning activities	Assessments	Resources
9	<u>Chapter 1</u> : What is grammar? - 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</u> : Why teach grammar? - Attitude to grammar - The case for grammar - The case against grammar - Grammar and methods - Basic principles for grammar teaching	1, 4	Lecture Discussion	Participation	[1] pp. 85-87 [3] pp. 1-13 [3] pp. 14-28
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	[1] pp. 88-90 [3] 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	[1] pp. 88-90 [3] 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	[1] pp. 88-90 [3] 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	[1] pp. 91-98 [3] pp. 91-112 [3] pp. 113-127

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Chapter 8: How to integrate grammar - The PPP model - An alternative model - Sample lessons	1, 2, 3, 4	Lecture Discussion	Final Group Project	[3] pp. 128-140
15	Course review Lesson plan submission	1, 2, 3, 4	Discussion	Final Group Project	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
On-going assessment (30%)	Reflective Journal 60%Pass	Vocabulary, Pronunciation, and Grammar Lesson Design 60%Pass	Teaching demo; Peer Evaluation 60%Pass	Attendance 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass		
Final exam (50%)	Part 1 60%Pass	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 (10%)
- In-class assignments (20%): Reflective blogs (5%); Activity design and demonstration (Vocabulary, Pronunciation, Grammar) (10%); and Peer evaluation (5%)
 - **Reflective Journals (5%):** 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
 - **Language Aspects Design and Demonstration (10%)**
 - **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).

6. Date revised: May 10, 2025

- 7. Lecturer:** Nguyễn Hoàng Phương Mai, MA
- School/Department: School of Languages
 - Email: nhpmai@hcmiu.edu.vn

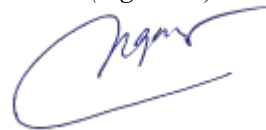
Dr. Vũ Hoa Ngân.

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

Ho Chi Minh City, June 6, 2025

VICE-DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1
Persons responsible for the course	Vũ Tiến Thịnh Vũ Hoa Ngân Bùi Diễm Bích Huyền
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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	- Previous course: EL014IU/EL014WE - Introduction to English Teaching Methodology	
Course objectives	The course aims to introduce the students to 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:	
	Competency level	Course learning outcome (CLO)
	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 a part of the second language classroom tests and assessment materials.
	Attitude	CLO4: Display discipline, responsibilities, and ethical practices as an individual and a team member by contributing to group work and projects. CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly, actively participating in class activities.

¹ 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	2	I, T
	Chapter 1: Testing, Assessing, and Teaching		
	Chapter 2: Principles of Language Assessment	3	T
	Chapter 3: Designing Classroom Language Tests	1	T, U
	Chapter 4: Standards-based Assessment	1	T
	Chapter 5: Standardized Testing	1	T, U
	Chapter 6: Assessing Listening	1	T, U
	Chapter 7: Assessing Speaking	1	T, U
	Chapter 8: Assessing Reading	1	T, U
	Chapter 9: Assessing Writing	1	T, U
	Chapter 10: Assessing Vocabulary and Grammar	1	T, U
Examination forms	Written tests: Multiple-choice items, essays, test design		
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 at least 50/100 points overall to pass this course.</i>		
Reading list	Course books and other required materials: [1] Brown, H.D. & Abeywickrama, P. (2018). <i>Language assessment: principles and classroom practices (3rd Edition)</i>. New York: Pearson Longman. Reference books: [2] Cheng, L., & Fox, J. (2017). <i>Assessment in the language classroom: Teachers supporting student learning</i>. Bloomsbury Publishing. [3] Hughes, A. (2020). <i>Testing for language teachers</i>. Cambridge: Cambridge University Press.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 Chapter 1: Testing, Assessing, and Teaching	1, 5	- Lecture - Discussion - Pair work - Group work	Ongoing assessment Midterm test	[1] pp. 1-6
2	Chapter 1: Testing, Assessing, and Teaching (cont.)	1, 5	- Lecture - Discussion - Pair work - Group work	Ongoing assessment Midterm test	[1] pp. 6-13
3	Chapter 2: Principles of Language Assessment	1, 5	- Lecture - Discussion - Pair work - Group work	Ongoing assessment Midterm test	[1] pp. 27-38
4	Chapter 2: Principles of Language Assessment (cont.)	1, 2, 5	- Lecture - Discussion - Pair work - Group work	Ongoing assessment Midterm test	[1] pp. 38-42

Week	Topic	CLO	Learning activities	Assessments	Resources
5	Chapter 2: Principles of Language Assessment (cont.)	1, 2, 5	- Lecture - Discussion - Pair work - Group work - Project-based learning	Ongoing assessment Midterm test	[1] pp. 42-52
6	Chapter 3: Designing Classroom Language Tests	1, 5	- Lecture - Discussion - Pair work - Group work	Ongoing assessment Midterm test	[1] pp. 57-86
7	Chapter 4: Standards-based Assessment	1, 5	- Lectures - Discussion - Pair work - Group work	Ongoing assessment Midterm test	[1] pp. 90-102
8	MIDTERM TEST				
9	Chapter 5: Standardized Testing	1, 2,5	- Lectures - Discussion - Pair work - Group work	Ongoing assessment Final exam	[1] pp. 110-126
10	Chapter 6: Assessing Listening	1, 3, 4,5	- Lecture - Discussion - Pair work - Group work - Project-based learning	Ongoing assessment Final exam	[1] pp. 128-153
11	Chapter 7: Assessing Speaking	1, 3, 4,5	- Lecture - Discussion - Pair work - Group work - Project-based learning	Ongoing assessment Final exam	[1] pp. 156-194
12	Chapter 8: Assessing Reading	1, 3, 4,5	- Lectures - Discussion - Pair work - Group work - Project-based learning	Ongoing assessment Final exam	[1] pp. 195-225
13	Chapter 9: Assessing Writing	1, 3, 4,5	- Lectures - Discussion - Pair work - Group work - Project-based learning	Ongoing assessment Final exam	[1] pp. 227-257
14	Chapter 10: Assessing Vocabulary and Grammar	1, 3, 4,5	- Lectures - Discussion - Pair work - Group work - Project-based learning	Ongoing assessment Final exam	[1] pp. 260-284
15	Project Feedback Course Review	1, 3,4,5	- Lectures - Discussion - Pair work - Group work	Ongoing assessment Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)			Projects 60% pass	Projects 60% pass	Attendance 60% pass
Midterm test (20%)	Part 1 60% pass	Part 2 60% pass			
Final exam (50%)	Part 1 60% pass		Part 2 60% pass		

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

5. Rubrics (optional)

Ongoing assessment

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

6. Date revised: August 2nd, 2025**7. Lecturer: Bùi Diễm Bích Huyền**

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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	The course explores both the theoretical and practical aspects of employing technology in second language learning and teaching. The relationship between technology and language learning is reviewed. Main topics for class discussion include technology and communication, using technology to learn and teach language skills and language knowledge, multimodal literacies, technology and young learners, technology-based assessment, and choosing TELL materials.
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Dr. Vũ Hoa Ngân Vũ Tiến Thịnh, MA Đỗ Hoàng Nga, MA
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 90 hours

¹ 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	- Previous course: EL014IU/EL014WE - 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	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Identify fundamental concepts and notions in the core areas of Technology-Enhanced Language Learning
	Skill	CLO2: Utilize appropriate technologies to conduct (II-2.1, 2.2) and design activities for English language teaching contexts (III-3.1, 3.2) CLO3: Evaluate and justify the use of selected technologies for activities in English language teaching contexts
	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)		
	Topic	Weight	Level
	Introduction of the course Technology and Language Learning	1	I,T
	How digital technologies create new spaces and purposes for communication Effects of digital communications on language	1	T,U
	Technology with listening and speaking skills Suggested activities for teaching listening and speaking skills	2	T,U
	Technology with reading skills Suggested activities for teaching reading skills	2	T,U
	Technology with writing skills Suggested activities for teaching writing skills	1	T,U
	Multimodal literacies: Learning through visuals	1	T,U
	Technology and young learners	1	T,U
	Activities for teaching vocabulary	1	T,U
	Activities for teaching grammar	1	T,U
	How technology affects assessment	1	T,U
	Choosing and using materials	1	T,U
	Wrap-up and review	2	U
Examination forms	Written exam: Multiple choice questions, Gap-fill questions, Essay questions TELL 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 at least 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] Lewis, G. (2010). <i>Bringing technology into the classroom</i> . Oxford: Oxford University Press. [4] Santosa, M. H. (2023). (Ed.), <i>Pedagogy-driven technology integration in English Language Teaching</i> . Nilacakra Publisher. [5] Son, J.-B. (Ed.). (2023). <i>Online language teaching in action</i> . APACALL. https://www.apacall.org/research/books/7/		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 – Three-phase development of CALL – Role of technology in learning: Tutor, tutee, tool – Communicative and digital competence – From CALL to TELL	1, 4	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 1-11
2	– How digital technologies create new spaces and purposes for communication – Effects of digital communications on language	1, 3, 4	Lecture Discussion Presentation	Ongoing assessment Midterm exam Final exam	[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, 3, 4	Lecture Discussion Presentation	Ongoing assessment Midterm exam TELL project	[1] pp. 27-42
4	– Suggested activities for teaching listening and speaking skills (cont.)	1,2,3, 4	Lecture Discussion Presentation	Ongoing assessment Midterm exam TELL project	
5	– Technology with reading skills – Suggested activities for teaching reading skills	1,2, 3,4	Lecture Discussion Presentation	Ongoing assessment Midterm exam TELL project	[1] pp. 43-58
6	– Suggested activities for teaching reading skills (cont.)	1,2,3, 4	Lecture Discussion Presentation	Ongoing assessment Midterm exam TELL project	
7	– Technology with writing skills – Suggested activities for teaching writing skills	1,2, 3, 4	Lecture Discussion Presentation	Ongoing assessment Midterm exam TELL project	[1] pp. 59-77
8	MIDTERM TEST				
9	– Multimodal literacies: Learning through visuals	3, 4	Presentation	Ongoing assessment TELL project	[1] pp. 79-92
10	– Technology and young learners	1,2, 4	Lecture Discussion Presentation	Ongoing assessment TELL project	[1] pp. 109-122
11	– Activities for teaching vocabulary	1,2,3, 4	Lecture Discussion Presentation	Ongoing assessment TELL project	[2] pp. 39-60
12	– Activities for teaching grammar	1, 2, 3, 4	Lecture Discussion Presentation	Ongoing assessment TELL project	[2] pp. 61-79
13	– How technology affects assessment	1, 2, 4	Lecture Discussion	Ongoing assessment TELL project	[1] pp. 123-136
14	– Choosing and using materials	1, 2, 3, 4	Lecture Discussion	Ongoing assessment TELL project	[1] pp. 153-166
15	– Wrap-up and review	3, 4	Lecture Discussion Presentation	Ongoing assessment TELL project	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	Quiz 60% pass	In-class project Assessment Criteria 1, 2 60% pass	In-class project Criterion 3 60% pass	Attendance score 60% pass
Midterm test (20%)	Part 1 60% pass		Part 2 60% pass	
TELL project/ exam (50%)		Part 1 60% pass	Part 2 60% 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) (CLO4)
- Quiz (20 pts) (CLO1)
- In-class project (50 pts) (CLO2, CLO3)

Rubrics

	Assessment Criterion	Scale of 100	Scale of 50	CLOs
1.	Task introduction	(30)	(15)	<u>CLO2</u>
	1. Overview of the setting (students' proficiency level, previous knowledge)	/10	/5	
	2. Introduction of skill focus, activity/ task aim	/10	/5	
	3. Description of activity (steps)	/10	/5	
2.	Demonstration	(40)	(20)	<u>CLO2</u>
	1. Clarity	/10	/5	
	2. Skillfulness of technology use	/10	/5	
	3. Interaction	/10	/5	
	4. Interestingness	/10	/5	
3.	Evaluation	(30)	(15)	<u>CLO3</u>
	1. Relevance (content vs. aim, prof. level)	/10	/5	
	2. Practicality/ Applicability (context, ease of use, timing, possibilities)	/10	/5	
	3. Effectiveness (involvement, outcome)	/10	/5	
	Groupwork participation & contribution	<u>Penalty (if applicable)</u>		
	Total:	/100	/50	

5.2. Midterm assessment

Part 1: Theories oriented (40 pts; 2 pts/ each) (CLO1)

Part 2: Application-oriented (60 pts) (CLO3)

Rubrics

	Assessment Criterion	Marks
1.	Relevance	(20)
	1. <i>Content vs. proficiency level</i>	/10
	2. <i>Content vs. aim</i>	/10
2.	Practicality/ Applicability	(20)
	1. <i>Context</i>	/5
	2. <i>Ease of use</i>	/5
	3. <i>Timing</i>	/5
	4. <i>Possibilities</i>	/5
3.	Effectiveness	(20)
	1. <i>Involvement</i>	/10
	2. <i>Outcome</i>	/10
	Total: 60	/100

5.3. TELL Project/ Exam

Part 1: Activity design (70 pts) (CLO2)

Part 2: Reflection/Justification of the designed activity (30 pts) (CLO3)

6. **Date revised:** August 2nd , 20257. **Lecturers:** Vũ Tiến Thịnh, Đỗ Hoàng Nga

- School/Department: School of Languages
- Email: vtthinh@hcmiu.edu.vn, dhnga@hcmiu.edu.vn

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: TEACHING ENGLISH TO YOUNG LEARNERS

Course Code: EL038IU/EL038WE

1. General information

Course name	- <i>(in English) Teaching English to Young Learners</i> - <i>(in Vietnamese) Giảng dạy tiếng Anh cho trẻ em</i>
Course designation	The course provides theoretical foundations, such as the characteristics of young learners, the difference between young learners and adult learners in order for teachers to opt for the appropriate teaching methods; language skill activities for children; and lesson plan design and evaluation in teaching 4 integrated skills to young learners. The course also provides the pedagogical knowledge as students are 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. 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 and conducting a demo-teach.
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ Elective
Teaching methods	Lectures Discussion Pair work Group work Microteaching

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 ¹ : 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	- Previous course: EL014IU/EL014WE - Introduction to English Teaching Methodology	
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 for 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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Identify characteristics of young language learners and strategies for communicating and working with parents.
	Skill	CLO2: Apply appropriate classroom management skills to solve problems in a given teaching scenario for young learners. CLO3: Design part of/ a full a lesson plan for young learners based on appropriate choices of methods, participants, teaching materials, conditions and environment. CLO4: Perform microteaching for young learners
	Attitude	CLO5: Evaluate one's own and others' behaviors and practices, thereby selectively acting in a professional and ethical manner, as an individual as well as a team member, in-class activities; and display discipline and responsibilities in attending class regularly.

¹ 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>Basic Principles of TEYL</td><td>1</td><td>I, T</td></tr><tr><td>Classroom management and organization skills</td><td>1</td><td>T,U</td></tr><tr><td>Working with parents of young learners</td><td>1</td><td>I,T</td></tr><tr><td>Teaching listening & speaking to young learners</td><td>4</td><td>T,U</td></tr><tr><td>Teaching reading & writing to young learners</td><td>4</td><td>T,U</td></tr><tr><td>Teaching vocabulary & storytelling to young learners</td><td>1</td><td>T,U</td></tr><tr><td>Creating Thematic Units and Lesson Plans</td><td>3</td><td>T,U</td></tr></table>	Topic	Weight	Level	Basic Principles of TEYL	1	I, T	Classroom management and organization skills	1	T,U	Working with parents of young learners	1	I,T	Teaching listening & speaking to young learners	4	T,U	Teaching reading & writing to young learners	4	T,U	Teaching vocabulary & storytelling to young learners	1	T,U	Creating Thematic Units and Lesson Plans	3	T,U
Topic	Weight	Level																							
Basic Principles of TEYL	1	I, T																							
Classroom management and organization skills	1	T,U																							
Working with parents of young learners	1	I,T																							
Teaching listening & speaking to young learners	4	T,U																							
Teaching reading & writing to young learners	4	T,U																							
Teaching vocabulary & storytelling to young learners	1	T,U																							
Creating Thematic Units and Lesson Plans	3	T,U																							
Examination forms	Written examination																								
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 at least 50/100 points overall to pass this course.																								
Reading list	Course books: [1] Shin, J. K., & Crandall, J. A. (2014). <i>Teaching young learners English: From theory to practice</i>. Boston: National Geographic Learning/Cengage Learning. [2] Linse, C.T. (2005). <i>Practical English language teaching: Young learners</i>. New York: McGraw-Hill. Reference books: [3] Pinter, A. (2006). <i>Teaching Young Language Learners (Oxford Handbooks for Language Teachers series)</i>. Oxford: Oxford University Press. [4] Cameron, L. (2001). <i>Teaching Languages to Young Learners</i>. Cambridge: Cambridge University Press. [5] Moon, J. (2005). <i>Children Learning English</i>. Oxford: Macmillan Education. [6] Scott, W.A. & Ytreberg, L.H. (1990). <i>Teaching English to children</i>. London: Longman [7] Garton, S., & Copland, F. (2019). <i>The Routledge Handbook of Teaching English to Young Learners</i> (1st ed.). Routledge. https://doi.org/10.4324/9781315623672																								

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 to course content and requirements. <u>Chapter 1</u> [1] & [2] : Basic Principles of TEYL • Characteristics of young learners • How children learn • How children learn language • Designing a lesson for young learners	1, 5	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 23-58 [2] pp. 1-16
2,3	<u>Chapter 8</u> [1] & <u>Chapter 9</u> [2]: Classroom management and organization skills • Why teachers need to be good managers • Effective classroom management activities • Designing a Classroom Management Plan • Seating arrangements	2,5	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 287-321 [2] pp. 186-201
4	<u>Chapter 8</u> [2] Working with parents of young learners • Why are parents important? • Ways that parents can be involved and connected. • Creating a teacher- parent partnership	1,5	Lecture Discussion	Ongoing assessment Midterm exam	[2]pp.165-185

Week	Topic	CLO	Learning activities	Assessments	Resources
5,6	<u>Chapter 4 [1] & Chapter 2,3</u> [2]: Teaching listening & speaking to young learners • What is listening? • What is speaking? • Considerations for teaching listening and speaking • Effective Listening and Speaking Techniques and Activities • Designing a Listening and Speaking Lesson	3,5	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 107-156 [2] pp. 21-43 [2] pp. 45-66
7	<u>Chapter 5 [1] & Chapter 4,5</u> [2]: Teaching reading & writing to young learners • What is reading? • What is writing? • Considerations for teaching reading & writing • Effective reading & writing techniques and activities • Designing a Reading & Writing Lesson	3,5	Lecture Discussion	Ongoing assessment Midterm exam	[1] pp. 157-207 [2] pp. 68-94 [2] pp. 97-117
8	MIDTERM TEST				
9	<u>Chapter 6 [2]: Teaching vocabulary to young learners</u> • Why vocabulary instruction? • Basic principles of vocabulary development • Activities to promote vocabulary development <u>Chapter 6 [1]: Storytelling</u> • Why We Tell Stories in the Classroom • How We Tell Stories in the Classroom • Effective Storytelling Activities	3,5	Lecture Discussion	Ongoing assessment Final exam	[2] pp. 120-134 [1] pp. 209-239
10,11,12,13	Teaching demonstration	2,4,5	Micro-Teaching Discussion	Ongoing assessment	

Week	Topic	CLO	Learning activities	Assessments	Resources
14	<u>Chapter 3 [1]: Contextualizing Instruction: Creating Thematic Units and Lesson Plans</u> - Contextualized Instruction - Thematic Instruction - Planning Thematic Units Daily Lesson Planning	3,4,5	Lecture Discussion	Ongoing assessment	[1] pp. 56-102
15	Review	1, 5	Discussion	Ongoing assessment Final exam	
FINAL EXAMINATION					

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
On-going assessment (30%)			Activity Design and Demonstration; Group project 60%Pass	Activity Design and Demonstration; Group project 60%Pass	Attendance score 60% pass
Midterm test (Written test) (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass		
Final exam (Written test) (50%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass		

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

5. Rubrics

Ongoing assessment

- Attendance score (30 pts)
- In-class assignments (70 pts): *Activity Design and Demonstration; and Group project*

Criteria	Points Possible	Points	Comments	Details of the criteria
Demonstration (50 points)				
1. Procedures and timing	15			- Teacher includes logical teaching stages with smooth transitions among the stages. - Teacher activates students' prior knowledge. - Teacher uses <u>strategies</u> that are appropriate for the lesson objectives. - Oral and written instructions are clear. - Teacher successfully communicates accurate, relevant content and key concepts. - Objectives are accomplished in the time frame. No wasted time.
2. Resources and Materials (textbook or teacher-created supporting materials)	5			- Textbooks are effectively used. - Teaching aids and learning materials are appropriate, well-organized, resourceful and stimulating.
3. Presentational style (<i>pronunciation, voice level & tone, and body language</i>)	5			- Vocal quality, body language and eye contact are appropriate. - Teacher exhibits fluency of language.
4. Classroom, Management and Activities	15			- Teacher utilizes classroom rules, procedures, routines and resources to manage the classroom effectively. - Teacher demonstrates fairness in a timely manner. - Teacher demonstrates an awareness of ongoing activities, student behaviors, and student participation throughout the lesson. - Teacher uses relevant praise and comments to reinforce positive behaviors. - Teacher fosters and maintains student engagement by using an appropriate variety of interesting activities that include opportunities for active student participation.
5. Student Engagement	5			Students actively participate in the learning process
6. Teacher's enthusiasm & efforts	5			- Teacher shows enthusiasm for the lesson. - Teacher is creative in designing the activities in the lesson.
Lesson plan (30 points)				
1. Overview of the teaching context	5			Basic information about the teaching context is clearly stated. (learners' age, level, number of students, prior lessons, lesson content, etc.)

2. Definition of the general aim(s) and learning objectives(s)	5			Objectives are clearly stated and provide a sense of what students will be able to do upon completing the lesson. (knowledge, skills, attitude) (observable)
3. Written presentation of the teaching procedures.	15			- The aims for each stage are clearly stated. - The lesson is well-planned, sequential, clearly organized, and has thorough development. - Variety, appropriateness and innovativeness for the activity design is a plus
4. Mechanics	5			All components of the lesson are of excellent quality.
Contribution to group work (for each individual member)	20			
TOTAL:	100			

5. **Date revised:** June 2nd, 2025

6. **Lecturer:** Trần Thúy Hằng

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

Ho Chi Minh City, June 6th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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 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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ 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 ¹ : 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	- Previous course: EL016IU/EL016WE – Introduction to Translation	
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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Describe different types of interpreting
	Skill	CLO2: Apply note-taking techniques in interpreting CLO3: Transfer from source language into target language the contents of short talks and interviews on familiar topics accurately and ethically with appropriate verbal delivery.
	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

¹ 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	T
	Interpretation vs. Translation		
	Types of interpreting		
	Presentation		
	Codes of ethics	1	TU
	Preparation/ Anticipating the speakers	1	TU
	Interpreting Topic	1	U
	- Suggested topic: Tourism		
	Understanding the message to translate: Analysis	1	TU
	Interpreting Topic	1	U
	- Suggested topic: Art		
	Note-taking	1	TU
	Midterm Sample Test	1	U
	Project Orientation		
	Noting less	1	TU
	Interpreting Topic	1	U
	- Suggested topic: Cultural issues		
	Memory	1	TU
	Consecutive without notes		
	Interpreting Topic	1	U
	- Suggested topic: Linguistic issues		
	Complex Syntax/ Compression	1	TU
	Reformulation		
	Interpreting assignment	1	U
	Final Sample Test	1	U
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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Gillies, A. (2019). <i>Consecutive Interpreting: A Short Course</i>. Routledge. [2]AUSIT. (2012). AUSIT Code of Ethics and Code of Conduct. Retrieved from https://ausit.org/wp-content/uploads/2024/07/AUSIT_Code_Of_Ethics_and_Code_Of_Conduct.pdf [3] Nolan, J. (2012). <i>Interpretation – Techniques and Exercises</i>. The USA: Cromwell Press Ltd. [4] Nguyễn, Q. H. (2012). <i>Hướng dẫn kỹ thuật Phiên dịch Anh – Việt & Việt – Anh</i>. Vietnam: HCMC Tổng Hợp Publisher.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, 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 Interpretation vs. Translation Types of interpreting Presentation	1,4	Lecture	A1.2	[1] pp. 5-31 [3] pp. 8-17 [4] pp. 11-25
2	Codes of ethics	3,4	Lecture, Group work, Individual work	A1.2	[2] pp. 1-16 [4] pp. 26-46
3	Preparation/ Anticipating the speakers	3,4	Lecture, Group work, Individual work	A1.2	[1] pp. 69-88 [3] pp. 18-24 [4] pp. 47-80

4	Interpreting Topic - Suggested topic: Tourism	2, 3, 4	Lecture, Group work, Individual work	A1, A2, A3	Original videos from Youtube. E.g.: https://www.youtube.com/watch?v=Vyt1HdR4uLw
5	Understanding the message to translate: Analysis	3	Lecture, Group work, Individual work	A1, A2, A3	[1] pp. 51-68 [3] pp. 18-24 [4] pp. 47-80
6	Interpreting Topic - Suggested topic: Art	2, 3, 4	Lecture, Group work, Individual work	A1, A2, A3	Original videos from Youtube. E.g.: https://www.youtube.com/watch?v=R9FUEScjB1U
7	Note-taking	2	Lecture, Group work, Individual work	A1, A2, A3	[1] pp. 89-118 [3] pp. 294-304 [4] pp. 93-116
8	MIDTERM TEST				
9	Noting less	2	Lecture, Group work, Individual work	A1, A2, A3	[1] pp. 89-118
10	Interpreting Topic - Suggested topic: Cultural issues	2, 3, 4	Lecture, Group work, Individual work	A1, A2, A3	Original videos from Youtube. E.g.: https://www.youtube.com/watch?v=N7laSmP2ohk
11	Memory Consecutive without notes	3	Lecture, Group work, Individual work	A1, A2, A3	[1] pp. 32-49 [4] pp. 81-92
12	Interpreting Topic - Suggested topic: Linguistic issues	2, 3, 4	Lecture, Group work, Individual work	A1, A2, A3	Original videos from Youtube. E.g.: https://www.youtube.com/watch?v=RKK7wGAYP6k&t=3s
13	Complex Syntax/ Compression Reformulation	3	Lecture, Group work, Individual work	A1, A2, A3	[1] pp. 131-143 [3] pp. 25-44
14	Interpreting assignment	2, 3, 4	Individual work	A1.2	
15	Final Sample Test	2, 3, 4	Individual work, Feedback	A1, 3	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO 4
A1: Ongoing assessment (30%)			Assignment 60% Pass	Attendance score 60%Pass
A2: Midterm test (20%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 60% Pass	
A3: Final exam (50%)		Part 2.1 60% Pass	Part 1, Part 2.2 & Part 3 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)
- Interpreting assignment (70 pts)

5.2. Midterm & Final exams

CATEGORIES	DESCRIPTION
Meaning Transfer skill (MTS) (40 pts)	Interprets the propositional content and intent of the message accurately, with no unjustified omissions, insertions and distortions. Demonstrates ability to skillfully resolve all meaning transfer problems.
Rhetorical skill (RS) (30 pts)	Consistently demonstrates the ability to produce language appropriate for specific situations. Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.
Language skill (LS) (30 pts)	Consistently uses spoken language competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register.

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyen Thi Ngoc Chau

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	2
Person responsible for the course	Nguyễn Thị Ngọc Châu
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 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	- Previous course (Course code – Course name): EL039IU – Interpreting 1	
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:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Describe difficulties of different types of interpreting and strategies to deal with them.
	Skill	CLO2: Transfer from source language into target language the contents of short text (sight translation), and long talks or interviews on complicated topics (politics, economics and other formal situations) accurately and ethically with appropriate verbal delivery. CLO3: Simultaneously interpret up to two sentences of a speech.
	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

¹ 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)	0.5	TU
	Simplification (Nguyen, 2012, pp. 155 – 166)	0.5	TU
	Explanation and interpretation of proper names (Nguyen, 2012, pp. 167 – 176)	1	TU
	Numbers (Nolan, 2005, pp. 288 – 293)		
	Figures of speech (Nolan, 2005, pp. 67 – 116)	1	TU
	Humor (Nolan, 2005, pp. 258 – 276)		
	Quotations/ Allusions/ Transposition (Nolan, 2005, pp. 215 – 221)	1	TU
	Untranslatability (Nolan, 2005, pp. 57 – 66)		
	Diction/ Register (Nolan, 2005, pp. 127 – 172)	1	TU
	Sight Translation	1	TU
	Simultaneous Interpreting: Introduction	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
	Simultaneous Interpreting: Extra Practice	1	U
	Midterm & Final sample test	1.5	U
	Project: Orientation & Showtime	1.5	IU
Examination forms	Short answers, 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.</i> <i>Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have at least 50/100 points overall to pass this course.</i>		

Reading list	[1] Nolan, J. (2005). <i>Interpretation – Techniques and Exercises</i>. Cromwell Press Ltd. [2] Nguyễn, Q. H. (2012). <i>Hướng dẫn kỹ thuật Phiên dịch Anh – Việt & Việt – Anh</i>. HCMC Tổng Hợp Publisher. [3] Setton, R. & Dawrant, A. (2016). <i>Conference Interpreting: A Complete Course</i>. John Benjamins Publishing Company.
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	1, 4	Lecture	Ongoing assessment Midterm test	
2	Review: Paraphrase and Reformulation Simplification	1, 2, 4	Lecture, Group work, Individual work	Ongoing assessment Midterm test	Nguyen, 2012, pp. 133 – 154 Nguyen, 2012, pp. 155 – 166
3	Explanation and interpretation of proper names Numbers	2, 4	Lecture, Group work, Individual work	Ongoing assessment Midterm test	Nguyen, 2012, pp. 167 – 176 Nolan, 2005, pp. 288 – 293
4	Figures of speech Humor	2, 4	Lecture, Group work, Individual work	Ongoing assessment Midterm test	Nolan, 2005, pp. 67 – 116 Nolan, 2005, pp. 258 – 276
5	Quotations/ Allusions/ Transposition Untranslatability	2, 4	Lecture, Group work, Individual work	Ongoing assessment Midterm test	Nolan, 2005, pp. 215 – 221 Nolan, 2005, pp. 57 – 66
6	Diction/ Register	2,4	Lecture, Group work, Individual work	Ongoing assessment Midterm test	Nolan, 2005, pp. 127 – 172
7	Sight Translation Project Orientation	1,2,4	Lecture, Group work, Individual work	Ongoing assessment Midterm test	Setton & Dawrant, 2016, pp. 205-217
8	MIDTERM TEST				
9	Simultaneous Interpreting: An introduction	1,3,4	Lecture, Group work, Individual work	Ongoing assessment Final exam	Setton & Dawrant, 2016, pp.253-314
10	Formal style	2,3,4	Lecture, Group work, Individual work	Ongoing assessment Final exam	Nolan, 2005, pp. 173 – 190
11	Political discourse	2,3,4	Lecture, Group work, Individual work	Ongoing assessment Final exam	Nolan, 2005, pp. 222 – 235
12	Economic discourse	2,3,4	Lecture, Group work, Individual work	Ongoing assessment Final exam	Nolan, 2005, pp. 236 – 257
13	Simultaneous Interpreting: Extra practice	3,4	Group work, Individual work	Ongoing assessment Final exam	Topic of practice is of lecturer's choice and from current issues.

Week	Topic	CLO	Learning activities	Assessments	Resources
14	Project Showtime	1,2,4	Group work, Individual work	Ongoing assessment Final exam	
15	Final Sample Test	1,2,3,4	Individual work, Feedback	Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)		Project 60% Pass		Attendance score 60%Pass
Midterm exam (20%)	Part 1 60% Pass	Part 2,3 60% Pass		
Final exam (50%)	Part 1 60% Pass	Part 2 60% Pass	Part 3 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) (CLO4)
- Project (70 pts) (CLO2)

5.2. Midterm & Final

CATEGORIES	Description
Meaning Transfer skill (MTS) (40 pts)	Interprets the propositional content and intent of the message accurately, with no unjustified omissions, insertions and distortions. Demonstrates ability to skillfully resolve all meaning transfer problems.
Rhetorical skill (RS) (30 pts)	Consistently demonstrates the ability to produce language appropriate for specific situations. Excellent voice projection. Demonstrates clear pronunciation, fluent delivery, good tone and volume.
Language skill (LS)	Consistently uses spoken language competently and idiomatically, demonstrated by accomplished use of pragmatics, lexicon, grammar, syntax, style and register.

6. Date revised: August 2nd, 2025

7. Lecturer: Nguyen Thi Ngoc Chau

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ 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 ¹ : 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	- Previous courses: EL063IU/EL063WE - Translation	
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	Upon the successful completion of this course students will be able to:	
	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. Display discipline, responsibilities, and ethical practices as an individual and a team member in attending class regularly and actively participating in class activities.

¹ 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 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	<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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1] Hatim, B. & Munday, J. (2019). <i>Translation – An advanced resource book</i> (2nd edition). NY: Routledge. [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 updated sources on the Internet such as academic journals, magazines, or fiction and non-fiction books and should focus on issues such as health, life, world issues, prose, poems. Reference books: [3] Hung, N. Q. (2012). <i>Hướng Dẫn Kỹ Thuật Biên Dịch Anh-Việt, Việt-Anh</i>. HCMC: Tong Hop Publishing House. [4] Munday, J. (2009). <i>Nhập Môn Nghiên Cứu Dịch Thuật - Lý Thuyết Và Ứng Dụng</i>. HCMC: Tri Thức.		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
CLO	1	2	3	4	5	6	7	8

	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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	What is translation? Translation strategies	1,2,3,4	Lecturing	HW1 Ongoing assessment Midterm exam	[1]. (pp. 3 – 9, 123 – 132, 225 – 229) [1]. (pp. 10 – 16, 133 – 135, 230 – 234)
2	The Unit of Translation	1,2,3,4	Lecturing, Discussion & Presentation	HW2 Ongoing assessment Midterm exam	[1]. (pp. 17 – 25, 136 – 141, 234 – 241)
3	Translation Shifts	1,2,3,4	Lecturing, Discussion & Presentation	HW3 Ongoing assessment Midterm exam	[1]. (pp. 26 – 32, 142 – 145, 242 – 247)
4	The analysis of meaning	1,2,3,4	Lecturing, Discussion & Presentation	HW4 Ongoing assessment Midterm exam	[1]. (pp. 33 – 38, p. 146 – 153, 248 – 257)

Week	Topic	CLO	Learning activities	Assessments	Resources
5	Dynamic equivalence and the receptor of the message	1,2,3,4	Lecturing, Discussion & Presentation	HW5 Ongoing assessment Midterm exam	[1]. (pp. 39 – 46, 154 – 162, 258 – 267)
6	Textual pragmatics and equivalence	1,2,3,4	Lecturing, Discussion & Presentation	HW6 Ongoing assessment Midterm exam	[1]. (pp. 47 – 55, 163 – 172, 268 – 275)
7	Translation and relevance, Translation Assignment 1	1,2,3,4	Lecturing, Discussion & Presentation	QUIZ 1 60% Pass Ongoing assessment Midterm exam	[1]. (pp. 56 – 65, 173 – 186, 276 – 284)
8	MIDTERM TEST				
9	Text type in translation	1,2,3,4	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	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	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	Lecturing, Discussion & Presentation	HW10 Ongoing assessment Final exam	[1]. (pp. 92 – 100, 210 – 214, 310 – 318)
13	Ideology and translation	1,2,3,4	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	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	In-class quiz	QUIZ 2 60% Pass Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	(HW & Quiz) 60% Pass	(HW & Quiz) 60 % Pass	(HW & Quiz) 60 % Pass	Attendance score 60%Pass
Midterm test (20%)	60% Pass	60% Pass	60% Pass	
Final exam (50%)	60% Pass	60% Pass	60% Pass	

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

5. Rubrics

Ongoing assessment

- Attendance score (30 pts) (CLO4)
- In-class assignments (70 pts): Homework and Quizzes

	CLO 1	CLO2	CLO3
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

6. **Date revised:** August 2nd, 2025

7. **Course coordinator/Lecturer:** Assoc. Prof. Dr. Phạm Hữu Đức

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

Ho Chi Minh City, August 10, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS

Course Name: TRANSLATION IN BUSINESS

Course Code: **EL042IU**

1. General information

Course name	- <i>(in English) Translation in Business</i> - <i>(in Vietnamese) 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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ 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 ¹ : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0)
Number of periods	Theory: 45 Practice: 0

¹ 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 courses: EL063IU/EL063WE - Translation			
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: 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. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have at least 50/100 points overall to pass this course.</i>
Reading list	[1] Hồ, C.T., Vương, X.H. & Th,n, V.T. (2020). Soạn thảo và dịch hợp đồng thương mại quốc tế. Ho Chi Minh City: HCMC General Publishing House. [2] Nguyễn, T.Y. (2010). Luyện dịch tiếng Anh thương mại. Ho Chi Minh City: HCMC General Publishing House.

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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_ Telex, fax and email	1,2,3,4	Lecturing	HW1 Ongoing assessment Midterm exam	[1]. 79 – 86
2	Trademark structure and translation	1,2,3,4	Lecturing	HW2 Ongoing assessment Midterm exam	[1]. 87 – 134
3	Advertisement translation	1,2,3,4	Lecturing	HW3 Ongoing assessment Midterm exam	[1]. 135 – 144
4	Advertisement translation (cont'd)	1,2,3,4	Lecturing	HW4 Ongoing assessment Midterm exam	[1]. 145 – 194
5	Name cards	1,2,3,4	Lecturing	HW5 Ongoing assessment Midterm exam	[1]. 195 – 228
6	Business English translation techniques	1,2,3,4	Lecturing, Discussion & Presentation	HW6 Ongoing assessment Midterm exam	[1]. 229 – 250
7	Business English translation techniques (cont'd)	1,2,3,4	Lecturing, Discussion & Presentation	HW7 Ongoing assessment Midterm exam	[1]. 251 – 269
8	MIDTERM TEST				
9	Business English translation techniques (cont'd)	1,2,3,4	Lecturing, Discussion & Presentation	HW8 Ongoing assessment Final exam	[1]. 297 – 330
10	Business English translation techniques (cont'd)	1,2,3,4	Lecturing, Discussion & Presentation	HW9 Ongoing assessment Final exam	[1]. 331 – 345)
11	Business English translation techniques (cont'd)	1,2,3,4	Lecturing, Discussion & Presentation	HW10 Ongoing assessment Final exam	[1]. 346 – 362
12	Translation of Business Contracts	1,2,3,4	Lecturing, Discussion & Presentation	HW11 Ongoing assessment Final exam	[2]. 185 – 227
13	Translation of Business Contracts (cont'd)	1,2,3,4	Lecturing, Discussion & Presentation	HW12 Ongoing assessment Final exam	[2]. 228 – 277
14	Translation of Business Contracts (cont'd)	1,2,3,4	Lecturing, Discussion & Presentation	HW13 Ongoing assessment Final exam	[2]. 278 – 354
15	Translation Assignment 2	1,2,3,4	In-class quiz	QUIZ 2 Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	(HW & Quiz) 60% Pass	(HW & Quiz) 60 % Pass	(HW & Quiz) 60 % Pass	Attendance score 60%Pass
Midterm test (20%)	60% Pass	60% Pass	60% Pass	
Final exam (50%)	60% Pass	60% Pass	60% Pass	

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

5. Rubrics

Ongoing assessment

- Attendance score (30 pts) (CLO4)
- In-class assignments (70 pts): Homework assignments and quizzes

	CLO 1	CLO2	CLO3
PART I: Theory (40 pts.)	x	x	
PART II: Application (60 pts.) - English - Vietnamese translation (30 pts.) - Vietnamese - English translation (30 pts.)			x

6. **Date revised:** August 2nd, 2025

7. **Course coordinator/Lecturer:** Assoc. Prof. Dr. Phạm Hữu Đức

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ 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 ¹ : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0)

¹ 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 courses: EL063IU/EL063WE - Translation	
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:	
	Competency level	Course learning outcome (CLO)
	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: 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>Introduction – What makes news?</td><td>1</td><td>I</td></tr><tr><td>Gathering the news</td><td></td><td></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?	1	I	Gathering the news			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																																																		
Introduction – What makes news?	1	I																																																		
Gathering the news																																																				
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																																																		
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Other models used in news pages	1	T, U																																																		
Translation seminar	1	T, U																																																		
Review and Translation Assignment 2	1	T, 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. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have at least 50/100 points overall to pass this course.</i>																																																			
Reading list	[1] Cappon, R. J. (2019). The Associated Press guide to news writing. Peterson’s. [2] McKane, A. (2013). <i>News Writing (2nd edition)</i>. London: SAGE. [3] Short texts of 300 – 400 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 updated sources on the Internet 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: [4] Hicks, W., Adams, S., & Gilbert, H. (2001). <i>Writing for journalists</i>. London: Taylor & Francis e-Library [5] Tuggle, C.A., Carr, F. & Huffman, S. (2004). <i>Broadcast news handbook: Writing, reporting and producing in a converging media world</i>. Boston, Mass.; London: McGraw-Hill. [6] Hannerz, U. (2004). Foreign news: Exploring the world of foreign correspondents. Chicago: University of Chicago Press. [7] White, T. (2005). <i>Broadcast News Writing, Reporting, and Producing</i>. UK: Elsevier.																																																			

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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 – What makes news? Gathering the news	1,2,3,4	Lecturing	Ongoing assessment Midterm exam	[1]. (pp. 27 – 45, pp. 17-26)
2	News titles: writing and translation Translation topic: Titles and headings	1,2,3,4	Lecturing	HW1 Ongoing assessment Midterm exam	[1].

Week	Topic	CLO	Learning activities	Assessments	Resources
3	News lead: writing and translation Translation topic: News lead	1,2,3,4	Lecturing, Discussion & Presentation	HW2 Ongoing assessment Midterm exam	[1]. (pp. 27 - 45)
4	The Inverted Pyramid Translation topic: government and politics	1,2,3,4	Lecturing, Discussion & Presentation	HW3 Ongoing assessment Midterm exam	[1]. (pp. 46 – 56)
5	The News Story as Answers Translation topic: economy and finance	1,2,3,4	Lecturing, Discussion & Presentation	HW4 Ongoing assessment Midterm exam	[1]. (pp. 57 – 67)
6	Avoiding Narrative Translation topic: crimes	1,2,3,4	Lecturing, Discussion & Presentation	HW5 Ongoing assessment Midterm exam	[1]. (pp. 77 – 84)
7	Other News Writing Models for Intros Translation topic: sports	1,2,3,4	Lecturing, Discussion & Presentation	HW6 Ongoing assessment Midterm exam	[1]. (pp. 47 – 55, 163 – 172, 268 – 275)
8	MIDTERM TEST				
9	Accuracy in news writing and translation Translation topic: science and technology	1,2,3,4	Lecturing, Discussion & Presentation	HW7 Ongoing assessment Final exam	[1]. (pp. 84 – 93)
10	The Language of News: Choosing the right words Translation topic: disaster and aides	1,2,3,4	Lecturing, Discussion & Presentation	HW8 Ongoing assessment Final exam	[1]. (pp. 94 – 104)
11	Sentence Structure, Brevity and Clarity	1,2,3,4	Lecturing, Discussion & Presentation	HW9 Ongoing assessment Final exam	[1]. (pp. 105 – 112)
12	Grammar, Spelling and Punctuation Translation topic: stories and celebrity world	1,2,3,4	Lecturing, Discussion & Presentation	HW10 Ongoing assessment Final exam	[1]. ((pp. 113 – 140)
13	Other models used in news pages Translation topic: advertising	1,2,3,4	Lecturing, Discussion & Presentation	HW11 Ongoing assessment Final exam	[1]. (pp. 148 – 161)
14	Translation seminar	1,2,3,4	Discussion & Presentation	HW12 Ongoing assessment Final exam	[1].
15	Review and Translation Assignment 2	1,2,3,4	In-class quiz	QUIZ 2 Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (30%)	(HW & Quiz) 60% Pass	(HW & Quiz) 60 % Pass	(HW & Quiz) 60 % Pass	Attendance score 60%Pass
Midterm test (20%)	60% Pass	60% Pass	60% Pass	
Final exam (50%)	60% Pass	60% Pass	60% Pass	

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

5. Rubrics

Ongoing assessment

- Attendance score (30 pts) (CLO4)
- In-class assignments (70 pts): Homework assignments and Quizzes (CLO1,2,3)

	CLO 1	CLO2	CLO3
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

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer: Assoc. Prof. Dr. Phạm Hữu Đức

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ 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	☐ Compulsory ☒ 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 ¹ : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS (<i>optional</i>)

¹ 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: EL015IU/EL015WE – Introduction to Literature	
Course objectives	<i>This course will enable students to</i> - comprehend literature as an expression of human values within historical and social contexts and as an influential medium for international or intercultural communication - identify language expression as an aesthetic or rhetorical medium to get messages across - analyze sound, semantic, and pragmatic devices in content communicated to specific audiences - compose creative works in both written and oral forms	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Identify a wide range of concepts in literature, utilizing it as a powerful medium for international or intercultural communication
	Skill	CLO2: Analyze language expressions as both an aesthetic and rhetorical medium to convey impactful messages across various contexts
	Attitude	CLO3: Evaluate the nuances of sound, semantic, and pragmatic devices in conveying meaning to specific audiences CLO4: Support 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, 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	<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] Steven Earnshaw (ed) (2007). <i>The Handbook of Creative Writing</i> . Edinburgh University Press [2] Relevant journal articles and essays Reference books: [1] David Morley (2007) <i>The Cambridge Introduction to Creative Writing</i> . Cambridge University Press [2] Kelly J. Mays (2022). <i>The Norton Introduction to Literature (14th edition)</i> . New York: W.W. Norton & Company [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 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	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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
4	Prose: Introduction to the Novel	1, 2, 3, 4	Assignment 1 Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 116-125

Week	Topic	CLO	Assessments	Learning activities	Resources
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 Creative nonfiction	1, 2, 3, 4	Ongoing assessment Midterm exam	Lecture Discussion	[1] pp. 169-175 [1] pp. 116-182
8	MIDTERM TEST				
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%)	In-class assignments 60%Pass	In-class assignments 60%Pass	In-class assignments 60%Pass	Attendance score 60%Pass
Midterm test (20%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	
Final exam (50%)	Part 1 60%Pass	Part 2 60%Pass	Part 3 60%Pass	

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

5. Rubrics

5.1. On-going assessment:

- CLO4: 30% class attendance/participation
Students are required to attend at least 20% of the class meetings.
Attendance score makes up 30 out of 100 points of a student's on-going assessment.
Students have 10 points deducted for each absence.
Students have 5 points deducted for being late (after the class starts 15 mins), or leaving early (before the class ends 15 mins).
Students have 5 points deducted for the first absence with permission.
For subsequent absences, students have 10 points deducted for each absence.
Students who are absent from class for more than 3 times (Attendance score: zero or negative) are prohibited from sitting for the final exam.
- CLOs 1, 2, 3, 4: 70% Assignments + Project
Students are required to write at least two assignments, a project report and a presentation.
- Assignments: (Relevant and sufficient content: 70 pts + clear organization 30 pts)
- Report: 50pts (Relevant and sufficient content: 40 pts + clear organization 10 pts)
- Presentation: 50pts (Confidence and clear pronunciation: 40 pts + cooperative manner 10 pts)

5.2. midterm and final exams:

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

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc

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

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☒ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☐ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	Dr. Nguyễn Huy Cường
Language	English
Relation to curriculum	☐ Compulsory ☒ 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 ¹ : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS (<i>optional</i>)
Number of periods	Theory: 45 Practice: 0

¹ 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	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous courses (Course code – Course name): EL015IU/EL015WE - Introduction to Literature		
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:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: To understand the historical development of media; CLO2: To differentiate different forms of modern media;	
	Skill	CLO3: To analyze the use of media in different social domains; CLO4: To analyze ideology behind the media;	
	Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by 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
	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: attendance + portfolio Midterm: written exam Final: 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 at least 50/100 points overall to pass this course.</i>		

Reading list	Coursebooks: [1] Potter, W. J. (2018). <i>Media literacy</i>. Sage publications. [2] Hobbs, R. (2021). <i>Media literacy in action: Questioning the media</i>. Rowman & Littlefield. Reference books: [3] O'Shaughnessy, M., Stadler, J., & Casey, S. (2012). <i>Media & society</i>. South Melbourne: Oxford University Press.
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Orientation	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	
2	Historical development of media	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 3-5 [2] 3-7
3	Media institutions	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 10-20 [2] 12-23
4	Media texts	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 22-30 [2] 25-30
5	Audiences and effects	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 32-50 [2] 40-50
6	The media and violence	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 60-72 [2] 51-55
7	The media and the entertainment industry	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 75-87 [2] 60-65 [1] 90-115
8	MIDTERM TEST				
9	The media and new technologies	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 66-75 [2] 100-105
10	The media and advertising	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 90-110 [2] 106-112
11	The media and advertising	1-7	Guest speaker	Ongoing assessment Final exam	[1] 111-123 [2] 115-120
12	News	1-7	Lecture + Discussion	Ongoing assessment Final exam	[2] 125-130
13	News	1-7	Guest speaker	Ongoing assessment Final exam	[1] 130-150 [2] 131-135
14	Globalization and the media	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 170-200 [2] 140-145
15	Wrap-up	1-7	Discussion	Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass			Attendance score 60%Pass
Midterm test (20%)			Part 1 60%Pass	Part 2 60%Pass	
Final (50%)			Criteria 1-4 60%Pass	Criteria 1-4 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: Group presentation + activity (70 pts)

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/60
2.	Design (organization, slide design)	/20
3.	Language use (vocabulary, grammar, pronunciation)	/20
	Total:	/100

5.2. Midterm & Final Exam: written exam (Part 1: 40pts; Part 2: 60pts)

Part 1: multiple choice & short answer questions

Part 2: essay questions

Marking Rubric for Part 2 (Essay)

	Criterion	Marks
1.	Content (arguments, supporting details)	/40
2.	Organization (coherence, cohesion)	/10
3.	Language use (vocabulary, grammar)	/10
	Total:	/60

5.3. Final assessment: Group project

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/70
2.	Organization (coherence, cohesion)	/10
3.	Design (audio/visual effects, colors, cinematographic techniques)	/10
4.	Language use (vocabulary, grammar, pronunciation)	/10
	Total:	/100

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer

- School/Department: Dr. Nguyễn Huy Cường
- Email: nhcuong@hcmiu.edu.vn

Ho Chi Minh City, August 6th, 2025

VICE-DEAN OF SCHOOL OF LANGUAGES

(Signature)

Dr. Vũ Hoa Ngân



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	☐ <i>General knowledge / College Foundation Courses</i> ☐ <i>Fundamental/ English Foundation courses & English Core courses</i> ☒ <i>Specialized knowledge/ Specialization Core Courses & Specialization Electives</i> ☐ <i>Internship/Project/Thesis</i> ☐ <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	☐ Compulsory ☒ 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 ¹ : 90 hours
Credit points	3 credits (Theory: 3 + Practice: 0) 4.62 ECTS (<i>optional</i>)
Number of periods	Theory: 45 Practice: 0

¹ 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	- Prerequisites: (Course code – Course name): none - Corequisites: (Course code – Course name): none - Previous courses (Course code – Course name): none														
Course objectives	<i>This course will:</i> • <i>provide students with concepts and ideas needed to address the core, or enduring questions of the field of international relations (IR)</i> • <i>to provide a basic understanding of international political-economic affairs;</i> • <i>to attain a firm grasp of important new international policy problems</i>														
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 explain basic concepts and ideas in the field of International Relations; CLO2: To distinguish different International Relations theories;</td></tr><tr><td>Skill</td><td colspan="2">CLO3: To distinguish between International Relations theories and International Relations realities; CLO4: To analyze International Relations policies;</td></tr><tr><td>Attitude</td><td colspan="2">CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities</td></tr></table>			Competency level	Course learning outcome (CLO)		Knowledge	CLO1: To explain basic concepts and ideas in the field of International Relations; CLO2: To distinguish different International Relations theories;		Skill	CLO3: To distinguish between International Relations theories and International Relations realities; CLO4: To analyze International Relations policies;		Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by attending class regularly and actively participating in class activities	
Competency level	Course learning outcome (CLO)														
Knowledge	CLO1: To explain basic concepts and ideas in the field of International Relations; CLO2: To distinguish different International Relations theories;														
Skill	CLO3: To distinguish between International Relations theories and International Relations realities; CLO4: To analyze International Relations policies;														
Attitude	CLO5: Display discipline, responsibilities, and ethical practices as an individual and a team member by 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>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
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													
Examination forms	group presentation & activity; written exam, group 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 at least 50/100 points overall to pass this course.</i>														

Reading list	Coursebooks: [1] Mingst, K. A., McKibben, H. E., & Arreguin-Toft, I. M. (2021). <i>Essentials of international relations</i>. WW Norton & Company. [2] 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. Reference books: [3] Brown, C., & Ainley, K. (2019). <i>Understanding international relations</i>. Macmillan International Higher Education. [4] Baykov, A., & Zinovieva, E. (Eds.). (2023). <i>Digital international relations</i> (First edition.). Springer Nature Singapore Pte Ltd.
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-44) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	Learning activities	Assessments	Resources
1	An Introduction to the Contemporary Global Issues	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	
2	Formation of the international political system	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 3-5 [2] 3-7
3	Introduction to IR theories and Realism	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 10-20 [2] 12-23
4	Connections to International Relations and Core Concepts	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 22-30 [2] 25-30
5	Wars between countries and the underlying causes of war	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 32-50 [2] 40-50
6	Peace, the international distribution of power, and state strategies Nuclear weapons and the Nuclear Revolution	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 60-87 [2] 51-55, 60-65
7	Basic elements of international trade	1-7	Lecture + Discussion	Ongoing assessment Midterm exam	[1] 90-115
8	MIDTERM TEST				
9	Power, Politics, and the World Economy	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 66-75 [2] 100-105
10	Dilemmas of Development	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 90-110 [2] 106-112
11	Pirates, War Lords, and Terrorists	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 111-123 [2] 115-120
12	The Environment and International Relations	1-7	Lecture + Discussion	Ongoing assessment Final exam	[2] 125-130
13	Facing the Future: Six Visions of the Emerging International Order	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 130-150 [2] 131-135
14	Globalization and the media	1-7	Lecture + Discussion	Ongoing assessment Final exam	[1] 170-200 [2] 140-145
15	Wrap-up	1-7	Discussion	Ongoing assessment Final exam	
	FINAL EXAMINATION				

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Ongoing assessment (30%)	In-class assignments 60%Pass	In-class assignments 60%Pass			Attendance score 60%Pass
Midterm exam (20%)			Part 1 60%Pass	Part 1 60%Pass	
Final exam (50%)			Criteria 1-4 60%Pass	Criteria 1-4 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: Group presentation + activity (70 pts)

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/60
2.	Design (organization, slide design)	/20
3.	Language use (vocabulary, grammar, pronunciation)	/20
	Total:	/100

5.2. Midterm assessment: written exam (essay question)

	Criterion	Marks
1.	Content (arguments, supporting details)	/70
2.	Organization (coherence, cohesion)	/15
3.	Language use (vocabulary, grammar)	/15
	Total:	/100

5.3. Final assessment: Group project

	Criterion	Marks
1.	Content (accuracy, depth, breadth)	/70
2.	Organization (coherence, cohesion)	/10
3.	Design (audio/visual effects, colors, cinematographic techniques)	/10
4.	Language use (vocabulary, grammar, pronunciation)	/10
	Total:	/100

6. Date revised: June 2, 2025

7. Course coordinator/Lecturer

- School/Department: Dr. Nguyễn Huy Cường, School of Languages
- Email: nhcuong@hcmiu.edu.vn

Ho Chi Minh City, June 6, 2025

VICE-DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Business

COURSE SYLLABUS

Course Name: Introduction to Business Administration

Course Code: BA115IU

1. General information

Course ID	BA115IU
Relation to curriculum	Elective
Teaching methods	Lectures, projects, homework, examinations.
Workload (incl. contact hours, self-study hours)	15 classes; 1 class = 3 periods; 1 period = 50 minutes
Workload (incl. contact hours, self-study hours)	(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
Credit points	03
Required and recommended prerequisite s for joining the course	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
	Student's tasks	1. Attend more than 80% of contact hours in order to be accepted to the final examination 2. Actively participate in class activities. 3. Fulfill tasks given by the instructor after class. 4. Use their own laptop in class only for learning purposes. 5. Read the textbook in advance. 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.
	Teaching & Learning Materials	Main textbooks: William G. Nickels, James M. McHugh, Susan M. McHugh – Understanding Business, 13th edition , McGraw-Hill
		IM, Video, PPT, Test bank
	Assessment scheme	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

Sessio n	Content	CLO	Bloom's Taxonom y	Category	Teacher' s Material	Assessments
1	Chapter 1: 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	Chapter 2: 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	Chapter 5: Choosing a Form of Business Ownership	1, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
4	Chapter 7: Management, Leadership, And Employee Empowerment	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Casestudy
5	Chapter 8 Adapting Organizations To Today's Markets	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Casestudy
6	Chapter 9 Producing World-Class Goods and Services	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book

7	Chapter10 Motivating Employees And Building SelfManaged Teams	1, 3	KN, CR	Lecture, HBR presentation	Casestudy, Teacher's Resource	Case-study, Student's book
8	Chapter 11 HRM: Finding and Keeping the Best Employees	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
9	Chapter 13 Marketing: Building Customer Relationships	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
10	Chapter14 Developing and Pricing Products and Services	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
11	Chapter 15 Distributing Products Quickly and Efficiently	2	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
12	Chapter 16 Using Effective Promotional Techniques	2	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
13	COURSE REVIEW	1, 2, 3	KN, CR		Instructor Manual, Teacher's Resource	Student's book
14	GROUP PRESENTATI ON AND REPORT SUBMISSION	3,4,5	AP, EV	Group Presentation and Report Submission		
15	GROUP PRESENTATI ON AND REPORT SUBMISSION	3,4,5	AP, EV	Group Presentation and Report Submission		

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Chapter Mindmap (5%)	70%Pass	70%Pass			
Case Analysis (5%)					
Class participation and preparation (5%)					
Group assignment (10%)				70%Pass	70%Pass
Mid-term Exam (30%)	70%Pass		Q1 70%Pass		
Final exam (40%)		70%Pass	70%Pass		

Note: %Pass: Target that 70 % of students having scores greater than 70 out of 100.

5. Grading rubric for presentation			
	Capstone 3	Milestone 2	Benchmark 1
Organization	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.
Delivery	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.

Supporting Material	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.
Central Message	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.

6. Grading rubric for group report

	Capstone 4	Milestones 3 2		Benchmark 1
Content Development	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.
Sources and Evidence	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.
Control of Syntax and Mechanics	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

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
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 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

Originality and usefulness of the analysis	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
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.	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		
Use of frameworks	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 Economics, Finance, and Accounting

COURSE SYLLABUS

Course Name: INTRODUCTION TO MICROECONOMICS

Course Code: BA117IU

1. General information

Course designation	This course aims to provide students with a strong foundation in Economics. It is designed as an introductory course to acquaint students with basic concepts in Economics as well as basic tools for economic analysis. Common applications of economic analysis to real-world phenomena are also introduced to help students realize the importance of economic thinking in everyday life.
Semester(s) in which the course is taught	1,2
Person responsible for the course	Dr. Le Van Chon Dr. Trinh Cong Tam Dr. Le Quoc Thai Mr. Duong Minh Hoang (MSc.)
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures, Q&As, Discussions, Individual/Group project/assignment, Presentation
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 127.5 Contact hours (please specify whether lectures, discussions, projects, presentations, etc.): 37.5 Private study including examination preparation, specified in hours: 90
Credit points	4.62 ECTS
Required and recommended prerequisites for joining the course	N/A

Course objectives	Microeconomics is a branch of Economics, focusing mainly on how economic agents (consumers, households, firms, governments, etc.) make decisions as well as the consequence(s) of their choices. Several questions to be addressed in this course include how to think like an economist, how markets work, when markets “fail”, what happens when governments intervene in markets, how consumers make choices, how firms behave in different market structures, etc. The course aims to equip students with: (1) a good understanding of economic concepts, (2) a good understanding of the methodology employed in Economics as a scientific discipline, (3) a good understanding of how market works, (4) an ability to apply the demand-and-supply framework to analyse real-world phenomena, (6) a good understanding of how markets produce an “efficient” allocation of resources, (7) a good understanding of why as well as how governments intervene in markets, (8) a good insight into how consumers make choices and (9) a good insight into how firms behave in different market structures. The course does not assume any prior knowledge of Economics. However, a good knowledge of Mathematics, Statistics, Business, Economics and Management is an advantage.
Course learning outcomes	Upon the successful completion of this course students are able to: CLO1. Understand the core concepts (scarcity, opportunity cost, marginality, rationality, comparative advantage, elasticity, efficiency, etc.) as well as how such concepts can be applied in all facets of life. CLO2. Recognize the importance that economic models play in economic analysis. CLO3. Use the demand-and-supply framework to determine the equilibrium price/quantity in a market, CLO4. Understand how market outcomes are shaped by government interventions, CLO5. Understand how consumers make choices. CLO6. Understand the basic theory of firms. CLO7. Understand the characteristics of the four different market structures: perfect competition, monopoly, monopolistic competition and oligopoly. CLO8. Understand how firms behave in different market structures.

Content	Chapter 1: Ten Principles of Economics Chapter 2: Thinking Like an Economist Chapter 3: Interdependence and the Gains from Trade Chapter 4: The Market Forces of Supply and Demand Chapter 7: Consumers, Producers and the Efficiency of Markets Chapter 5: Elasticity and Its Application Chapter 6: Supply, Demand and Government Policies Chapter 22: The Theory of Consumer Choice Chapter 14: The Cost of Production Chapter 15: Firms in Competitive Market Chapter 16: Monopoly Chapter 17: Monopolistic Competition Chapter 18: Oligopoly
Examination forms	Multiple-choice questions, Short-answer questions, Problem sets
Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Discussions are strongly encouraged. Assignments/Examination: Students must score at least 50/100 points overall to pass this course.
Reading list	Main textbook: Mankiw, N. G. (2024). <i>Principles of Economics</i>, 10th Edition. Boston, MA: Cengage. Further readings: 1. Acemoglu, D.; Laibson, D. and List, J. A. (2019). <i>Microeconomics</i>, 2nd Edition. Harlow: Pearson. 2. CORE Econ: https://www.core-econ.org/the-economy/ 3. Vietnam Economic Times: https://en.vneconomy.vn/

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-8) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1	x			x			x			
2	x		x				x			x
3	x		x				x			
4	x		x	x			x			
5	x						x			
6	x					x	x			
7	x						x			
8	x						x			

3. Planned learning activities and teaching methods

Week	Topics	CLO	Assessments	Learning Activities
1	Chapter 1: Ten Principles of Economics	1	Quiz	Lectures, Discussions
	Case study: Case on Adam Smith and Invisible Hands (Case should be designed to cover the overall meaning of market conditions)	1		Tutorials
2	Chapter 2: Thinking Like an Economist	2	Quiz	Lectures
3	Chapter 3: Interdependence and the Gains from Trade	1,2	Quiz, Problem set	Lectures, Discussions
	Case study: Economics within a Marriage; Trade between Countries (North to South, South to North, etc.)	1,2		Tutorials
4,5	Chapter 4: The Market Forces of Supply and Demand	2,3	Quiz, Problem set	Lectures, Discussions
	Case study: Price Increase After Disasters (e.g. the CoViD-19 pandemic)	2,3		
	Chapter 7: Consumers, Producers and the Efficiency of Markets	1,3	Quiz, Problem set	Lectures, Discussions
6	Chapter 5: Elasticity and Its Application	1	Quiz, Problem set	Lectures, Discussions
	Case study: the change in the oil prices and OPEC decisions	1		Tutorials
7	Chapter 6: Supply, Demand and Government Policies	4	Quiz, Problem set	Lectures, Discussions
Mid-term examination				
8,9	Chapter 22: Theory of Consumer Choice	5	Quiz, Problem set	Lectures, Discussions
	Case study: Utility - An Alternative Way to Describe Preferences and Optimization			Tutorials
10	Chapter 14: Cost of Production	6	Quiz, Problem set	Lectures
	Exercises			Tutorials
11	Chapter 15: Firms in Competitive Market	7,8	Quiz, Problem set	Lectures, Discussions
12	Chapter 16: Monopoly	7,8	Quiz, Problem set	Lectures, Discussions
13	Chapter 17: Monopolistic Competition	7,8	Quiz, Problem set	Lectures, Discussions
14	Chapter 18: Oligopoly	7,8	Quiz, Problem set	Lectures, Discussions
	Exercises: What are the differences among the four market structures? Exercises: What are the differences in the firm's behaviour among the four market structures?			Tutorials
15	Revision	1-8		Tutorials
	Report submission	1-8		Individual/Group project/assignment
Final Examination				

4. Assessment plan

Evaluation Category	Weight	Duration	CLO	Type of questions
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Quizzes	5%	20 minutes each	1-8	Multiple choice questions, Case study exercises
Individual/Group assignment/project	5%		1-8	Individual students will choose one topic related to Economics to work on. By using references from the textbook and other sources, students will outline the key aspects of the topic, identify a real-world example, and discuss how economic analysis tools can be applied to correct/improve the phenomenon/issue/problem.
Case Analysis	5%		1-8	Overview: A brief overview of the case. This can include either an analysis of the market/industry or an overview of a major issues facing the firm. Please do not rehash the case. Present recommendations for the case. Then provide analysis and rationale for the recommendation. When appropriate, provide an overview of how the recommendation will be implemented. Overview/Summary remarks. Provide a case study update when possible. Questions and Answers.
Class participation and preparation	5%			
Group assignment	10%		1-8	Most of the cases are selected from good journals in the Economics field and other cases are selected from Fulbright Economics Teaching Program. Some authors present more complicated mathematical models in their papers. You are not required to understand and present these models. Each team will include 4-8 students. Each team has maximum 30 minutes to present the case and answer questions. Teams will be formed to present one case approximately from the third week through the semester. Team members should work together to determine their approach and assign individual responsibilities and participation in the presentation. The recommended style for the presentation is presented below.
Mid-term Exam	30%	≥ 90 minutes	1-4	Multiple choice questions (≤ 20%) + Problem sets (≥ 80%)
Final exam	40%	≥ 90 minutes	1-8	Multiple choice questions (≤ 20%) + Problem sets (≥ 80%)
Total	100%			

5. Rubrics (optional)

5.1. Grading checklist

Grading checklist for Written Reports			
Student:	HW/Assignment:		
Date:	Evaluator:		
	Max.	Score	Comments
Content (60%)			
Abstract clearly identifies purpose and summarizes principal content	10		

Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
Organization (10%)			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
Quality of Layout, tables, and graphics (10%)	10		
Presentation (20%)			
Organization	4		
Language	4		
Delivery	4		
Supporting Material	4		
Central Message	4		
TOTAL SCORE	100		

5.2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

5.3. Analytic rubric

Critical thinking value rubric for evaluating questions in exams:

	Capstone	Milestone		Benchmark
	4	3	2	1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

Oral communication value rubric for evaluating presentation tasks:

	Capstone	Milestone		Benchmark
	4	3	2	1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	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.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	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.

Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly 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 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.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	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.

Source: Association of American Colleges and Universities

6. Date revised: August 19, 2024

Ho Chi Minh City, dd/mm/yyyy

Head/Dean of Department/School

(Signature)

<Full Name>



International University
School of Economics, Finance and Accounting

SYLLABUS on

FUNDAMENTAL OF FINANCIAL MANAGEMENT

1. General Information

- Course Title:		
+ Vietnamese:	Nguyên lý Quản trị Tài chính	
+ English:	Fundamental of Financial Management	
- Course ID:	BA016IU	
- Course level:	☒ Undergraduate ☐ Master ☐ Both	
- Course type:	☐ General ☐ Specialization (required) (elective) ☐ Project/Internship/Thesis ☒ Fundamental ☐ Specialization ☐ Others: 	
- Number of credits:	3	
+ Lecture:	3	
+ Labotary:	0	
- School:	School of Business	
+ Department:	Finance and Banking	

2. Course Description

Fundamental of Financial Management course provides students with basic concepts of financial management such as time value of money, security valuation as well as project valuation, risk-return relationship, capital structure and cost of capital estimation. This course may fulfill requirements of curriculum for students majoring in business administration in general; however is the foundation for students majoring in finance and accounting. For those

students that major in finance and accounting, they can take higher level of courses in finance after this course, to count for some, Corporate Finance, Financial Institutions and Market, Portfolio Theory and Investment Analysis, International Finance Management, etc. The course covers 09 following topics: (1) introduction to financial management; (2) analysis of financial statements; (3) time value of money; (4) bond valuation; (5) stock valuation; (6) project investment criteria and capital budgeting decision; (7) capital budgeting and cash flows projection; (8) risk and return; (9) capital structure and cost of capital.

3. Textbooks and Other Materials

Textbooks:

Brealey, R.A., Myers, S.C. and Marcus, A.J., *Fundamentals of Corporate Finance*, 9th ed, McGraw Hill 2017.

Additional Materials:

Brigham, E.F. & Ehrhardt M.C. *Financial Management: Theory and Practice*, 14th ed, Thompson South-Western.

Ross, S. A., Westerfield, R. W., and Jordan, B. D. (2010) *Fundamentals of Corporate Finance* - 7th ed, McGraw Hill.

Online Materials:

http://highered.mcgraw-hill.com/sites/007353062x/information_center_view0/

<http://www.mhhe.com/business/finance/corpfonline/>. Choose "Finance Tutor Series".

www.finance.yahoo.com

www.bloomberge.com

www.reuters.com

www.vneconomy.com

www.efinance.com.vn

Recommended Journals

Journal of Finance and Banking; Journal of Finance; Journal of Corporate Finance.

4. Course Objectives

To expose students to and familiarize them with the theoretical frameworks and practical matters of financial management. The learning experience will include: an introduction to financial management; time value of money; techniques of pricing of financial instruments such as bonds and stocks; evaluation of major projects; the relationship between risk and return; an introduction to Capital Asset Pricing Model (CAPM) and Portfolio theory; and cost of capital and capital structure.

5. Course Learning Outcomes

After successful completion of this course, students should be able to:

- LO1. Explain the purpose, goals, and importance of financial management.
- LO2. Calculate financial ratios and conduct company's basic financial analysis.
- LO3. Understand financial statements; interpret accounting information for managerial decisions.
- LO4. Understand time value of money and possess skills to convert financial time values.
- LO5. Make basic valuation of bonds, stocks, and investment projects.
- LO6. Evaluate capital budgeting alternatives, using the firm's cost of capital in conjunction with internal rate of return and net present value techniques.
- LO7. Understand the relationship between risk and return.
- LO8. Compute cost of capital and capital structure.

6. Course Assessment

6.1 Grading

Assessment component	Assessment form	Percentage (%)
A1. Quiz	A1.1 Quiz 1	10%
	A1.2 Quiz 2	10%
A2. Attendance	A2.1 Check attendance	10%
A3. Mid-term Exam	A3.1 Mid-term Exam	30%
A4. Final Exam	A4.1 Final Exam	40%
Total		100%

6.2 Assessment Rubrics

Class participation

Students are expected to attend class regularly and are responsible for materials covered during their absences. Those who are absent more than 5 lectures are not allowed to sit the exam. Although it is the responsibility of the student for non-attendance, the lecturer has full authority to drop a student for excessive absences.

Quiz

The quiz will be conducted through exercises and conducted in week 6 and week 12 to timely help students understand lessons in class. Each quiz will contain problem-solving questions and MCQs within 30 to 45 minutes.

Midterm exam

The midterm exam (90-120 minutes) will be conducted through multiple choice questions and exercises.

Final exam

The final exam (120 minutes) will be conducted through multiple choice questions and problem-solving questions.

** Midterm and Final Exam will be graded as the total grade of all correct answers given by students.*

7. Course policies

7.1 Workload

It is expected that the students will spend at least *eight* 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.

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.

7.2 Attendance

Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes, they may not be considered for final assessment. Exemptions may only be made on medical grounds.

7.3 General Conduct and Behavior

Beeper, cell phones, and pagers need to be turned off before entering the classroom. The students are expected to conduct themselves with consideration and respect for the needs of the 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. More information on student conduct is available at the university webpage.

7.4 Keeping informed through Black Board and school email

<https://blackboard.hcmiu.edu.vn> provides students with access to course materials, class notices, and resources while student email is used to receive information relevant to the program. Blackboard is used to email the whole class; hence it is important that students check their student emails and Blackboard regularly.

7.5 Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one's own (definition proposed by the University of Newcastle). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and 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.

8. Course Outline

COURSE SCHEDULE

Week	Lecture	Learning materials and activities
1&2	Introduction to financial management Introduction Corporation Goals of the corporation Agency problems Financial Decision Investment Decision Financing Decision	Brigham Chapter 1, 3

	Dividend Policy Roles of Financial Manager Why corporations need financial markets? Functions of financial markets and intermediaries	
3	Time Value of Money Basic concepts Time line/ Future values (FV)/ Present values (PV) Simple interest rate (SR)/ Compound interest rate(CR) Multiple cash flows Future value of Multiple Cash Flows Present value of Multiple Cash Flows Perpetual cash flows Present Value of a Perpetuity Ordinary annuity cash flow/ Annuity due cash flow Future Value of an Annuity Present Value of an Annuity	Brealey Chapter 5
4	Time Value of Money (Cont.) Growing ordinary annuity cash flow/ Growing annuity due cash flow Future Value of a growing annuity Present Value of a growing annuity Mortgage loans Inflation and time value of money Real versus nominal cash flows Effective annual interest rates	Brealey Chapter 5
5&6	Bonds and their evaluation Bond characteristics Bond evaluation Coupon bonds, semi-annual coupon bonds Zero-coupon bonds Bond yield Current yield Yield to maturity (YTM)	Brealey Chapter 6 Quiz 1

	Rate of return Relationship between market interest rate and bond price Bond premiums and bond discounts	
7&8	Stock and their evaluation Equity versus debt Common stocks Preferred stocks Book values, Liquidation values, and Market values Stock valuation: Dividend Discount Model (DDM) Zero growth common stocks Constant growth common stocks Differential growth common stocks Preferred stocks Growth stocks and Income stocks Midterm revision	Brealey Chapter 7
	Midterm exam	
9&10	Project Investment Criteria and Capital Budgeting Decision Capital budgeting decision Capital budgeting process Project classifications Net Present Value (NPV) method Internal Rate of Return (IRR) method Payback Period (PP)/ Discount Payback period (DPP) method Profitability Index (PI)	Brealey Chapter 8
11&12	Capital Budgeting and Cash Flows Projection Principles of identifying cash flows Calculating Cash Flows Capital investment Operating cash flows Investment in working capital Terminal-year incremental cash flow Principles of identifying cash flows	Brealey Chapter 9

	Calculating Cash Flows Capital investment Operating cash flows Investment in working capital Terminal-year incremental cash flow Minicase	
13	Risk, Return and Capital Budgeting Introduction relationship between Risk and Return Rates of return Measuring risk Variance and standard deviation Risk and diversification Diversification Asset versus portfolio risk Variance and standard deviation of returns for a two-asset portfolio Unique risk versus market risk Measuring market risk Concept of beta Portfolio betas Risk and return Capital Asset Pricing Model (CAPM) Security Market Line (SML) Capital budgeting and Project Risk	Brealey Chapter 12 Quiz 2
14	Capital Structure and Cost of Capital Measuring capital structure Market versus book weight Cost of capital Cost of debt Cost of preferred stocks Cost of equity Cost of retained earning Weighted Average Cost of Capital (WACC)	Brealey Chapter 13

	WACC and business evaluation	
15	Revision	

9. Course Coordinator / Lecturer

- Course Coordinator / Lecturer: Vu Thuy Mai Uyen
- Email: vtmuyen@hcmiu.edu.vn

Ho Chi Minh City,

HEAD OF DEPARTMENT

DEAN OF SCHOOL OF BUSINESS

	VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY School of Business
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COURSE SYLLABUS

Course Name: Principles of Marketing

Course Code: **BA003IU**

1. General information

Course designation	The course named “Principles of Marketing” provides the students with necessary information on the basic concepts of marketing and its principles. It focuses on the understanding of Market Demand and Customers Behaviors as well as Marketing strategies developed by firms in terms of Pricing, Product, Place, Promotion, etc. The course also mentions various methods to market research and environmental factors that affect the marketing activities.
Semester(s) in which the course is taught	1, 2
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lectures, projects, quizzes, examinations.
Workload (incl. contact hours, selfstudy hours)	(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
Credit points	03

Required and recommended prerequisites for joining the course	None		
Course objectives	This course is an introduction to the field of marketing. In this course, the students will start to examine the most basic concepts in marketing – customer needs, wants, and demand to understand the marketplace. Next, main steps in designing a customer-driven marketing strategy are also explored. This course specially focuses on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. At last, other new contents of modern marketing, such as customer relationship management and partner relationship management are also briefly mentioned.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm. CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets. CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.	
	Skill	CLO4. Describe different research methodologies in developing marketing plans. CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities	
	Attitude	CLO6. State the ethical requirements of marketing activities	

Content	The description of the contents should clearly indicate the weighting of the content and the level.			
	Weight: lecture session (3 hours)			
	Learning level: I (Introduced); R (Reinforced); M (Mastered)			
		Topic	Weight	Level
		Chapter 1: Creating and Capturing Customer Value	1	I, R
		Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1	I, R
		Chapter 3: Analyzing the marketing environment	1	I, R
		Chapter 5: Understanding consumer buyer behavior	2	I, R
		Chapter 6: Business Markets and Business Buying Behavior	1	I, R
		Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	2	I, R
		Chapter 8: Product, Services, and Brands: Building Customer Value	2	I, R
		Chapter 10: Pricing: Understanding and Capturing Customer Value	1	I, R
		Chapter 12: Marketing Channels: Delivering Customer Value	1	I, R
	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1	I, R	
	Chapter 15: Advertising and Public Relations	1	I, R	
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis			

Study and examination requirements	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.
Reading list	[1] Textbook: Philip Kotler and Gary Armstrong (2015), Principles of Marketing, 16th Edition, Prentice Hall, Upper Saddle River, New Jersey [2] Slides and other materials are provided in the Blackboard

2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Creating and Capturing Customer Value	1	MCQs; analysis Case	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships	1,2	MCQs; analysis Case	Lecture, Discussion	[1], [2]
3	Chapter 3: Analyzing the marketing environment	1,2	MCQs; analysis Case	Lecture, Discussion	[1], [2]
4, 5	Chapter 5: Understanding consumer buyer behavior	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
6	Chapter 6: Business Markets and Business Buying Behavior	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
7, 8	Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
9	Midterm	1,2,3, 6	Short-answer questions; MCQs; Case analysis 70%*		
10, 11	Chapter 8: Product, Services, and Brands: Building Customer Value	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]

12	Chapter 10: Pricing: Understanding and Capturing Customer Value	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
13	Chapter 12: Marketing Channels: Delivering Customer Value	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]
14	Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	Chapter 15: Advertising and Public Relations	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
16	Oral group project presentation	4,5	Oral Presentation 70%*	Q&A	
17	Final exam	1,2,3, 4,6	Short- answer questions; MCQs; Case analysis 70%*		

Note:* Target that 70% of students having scores greater than 70 out of 100.

3. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) and Program/Student Learning Outcomes (PLO) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	I, R									
2	I, R									
3	I, R									
4		I								
5			I							

6				I						
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4. Assessment plan

Assessment Type	CLO 1-6
In class (30%)	Quiz, Group Project, Case study
Midterm (30%)	MCQ, Short essay/Case study
Final (40%)	MCQ, Short essay/Case study

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

5. Date revised: April 10th, 2023

	<i>Ho Chi Minh City, 10/4/2023</i> <i>Dean of School of Business</i>
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GRADING RUBRIC FOR WRITTEN COURSEWORK PRINCIPLES OF MARKETING (BA003IU)

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
Organization and clarification	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized 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
Originality and usefulness of the analysis	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

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
Use of frameworks	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
Quality of arguments	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 arguments 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.



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:** 1st 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 (1st B.C century to 10th century A. D). Sinicization and Desinicization during the domination by Chinese feudalism.
- Week 3: The centralized independent States (10th to 14th centuries). Dai Viet Civilization (Ly – Tran cultural era)
- Week 4: 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).
- 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 19th and the early 20th 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: Critical Thinking

Course Code: PE008IU/PE008WE

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	☒ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization ☐ Electives ☐ 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	☐ Compulsory ☒ 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 ¹ : 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	None								
Course objectives	<i>This course will enable students to</i> • know basic concepts of critical thinking • identify, construct, analyze, and evaluate inductive and deductive arguments in spoken and written forms • recognize common fallacies in everyday reasoning								
Course learning outcomes	Upon the successful completion of this course students will be able to: <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 & 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								

¹ 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	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1				X		X	X	
2				X		X	X	
3				X		X	X	
4				X		X	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

Week	Topic	CLO	Assessments	Learning activities	Resources
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	MIDTERM TEST				
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
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		
	FINAL EXAM				

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 (20%)	X 60%Pass		X 60%Pass		
Final exam (50%)		X 60%Pass		X 60%Pass	

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

5. Rubrics

Marks for multiple choice questions:

CLO1: 2pts/correct answer

CLO2: 2pts/correct answer

CLO3: 3pts/correct answer

CLO4: 4pts/correct answer

6. Revised date: August 2nd, 2025**7. Course coordinator/Lecturer: Đỗ Thị Diệu Ngọc**

- School of Languages

- Email: dtdngoc@hcmiu.edu.vn

Ho Chi Minh City, August 10, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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) THỰC TẬP 1
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	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☒ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	1
Person responsible for the course	SoL Lecturers
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Discussion
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 hours Contact hours 30 periods Private study including a written report, specified in hours ¹ : 90 hours

¹ 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>Previous courses: at least 44 credits, including:</i> • EL014IU/EL014WE - Introduction to English Teaching Methodology • EL013IU/EL013WE - Introduction to Linguistics • EL016IU/EL016WE - Introduction to Translation	
Course objectives	Internships can be with a variety of host organizations, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices, cultural institutions, etc. Students can do one of the following activities such as attending workshops, proceeding with classroom observation, or working 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 (05 days of site visiting OR 01 complete workshop/webinar/ conference session, 05 days to write the final report, and 05 days to get approval from Dean and/or advisors). Specific deliverables include a Registration form, Attendance record or Evidence of participation, and one final report completed by the intern and evaluated with comments by the Advisor(s) to be designated at the beginning of the course.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Describe real-life working environments in the field of English Linguistics and Literature.
	Skill	CLO2: Apply report writing skills in academic and professional settings of English Linguistics and Literature. CLO3: Relate students' professional environment exposure to the learned theories in the field of English Linguistics and Literature.
	Attitude	CLO4: Evaluate the implications of their real-world experiences on their future academic and professional career.

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
	Attending academic/ professional workshops, webinars or conferences	5	T, U
	Interviewing experts		
	Working as a part-time assistant		
	Observing English classes		
	Observing a translating/ interpreting session		
	Visiting an internship site		
	Writing report	5	T
	* Descriptions of recommended internship activities and requirements for qualified host organizations		
	Activities	Requirements for qualified hosts/ activities	
1.	Contents of workshop must be relevant to student's chosen academic specialization (Linguistics, Language Teaching, and Translation–Interpreting, Communication and Literature)		
2.	Interviewee experts can be linguists, lecturers, researchers, and professors, experienced translators/ interpreters, experienced authors/ cultural critics/ editors in the fields who are working full-time in an affiliated organization or universities.		
3.	The tasks or duties that intern students perform at a working site must be related to student's specialization, such as teaching assistants, research assistants, or assistant for translators/ interpreters, trainee MC/ editors, etc. 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. <i>Some ineligible classes</i> to be observed include classes on IU campus, online classes, and tutoring sessions at private homes.		
5.	The target language of the observations/ translation/ interpreting/ editorial meetings must be English.		
6.	The workspace must be in a professional office, or an educational/ cultural 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, Thanhniennnews, etc.)		

	7.	Proposed internship activities must be related to student's academic specialization. Approvals are granted on a case-by-case basis.
Examination forms	One written report	
Study and examination requirements	• The course registration is done through EDUSOFT. • Students are required to attend the course orientation. • The internship registration is done through a registration form in which students register one internship activity related to one of the four specializations. (See <i>Form 1a. Internship 1a_Registration form</i>). • In case students want to change the planned Internship activity after the Internship Decision has been issued, students must submit <i>Form 1b. Internship 1b_Changes in Registration Form</i> with their SoL advisor's signature. <i>This form can be submitted to the SoL office any time that the changes incur, but at least 15 working days before the deadline for the final report submissions (hard-copy and e-copy); otherwise, students will get a zero (0 point) for the final results.</i> • It is also noted that a minimum of 15 working days is required, including at least 05 days of site visiting, 05 days to write the final report and 05 days to get the approval from the Dean and/or advisors. Students are NOT allowed to change their specializations in the registration form. Students should discuss the planned activity with their designated SoL advisors. • Attendance record OR Evidence of Participation 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, or by certified certificates/ e-certificates from certified workshops/ webinars/ conferences. • ONE report is required after the site visits OR participation in a workshop/ webinar/ conference. Their contents vary according to the registered activity. Interns should describe and analyze their experience from their internship activities as well as relate to what they have learned at International University. This report must be submitted on the date specified by the OUAA. 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 report. • This report is to be completed by the intern and will be evaluated with comments by the advisor(s) designated at the beginning of the course. • Students must have at least 50/100 points overall to pass this course.	
Reading list	NA	

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1	X	X	X	X				
2					X			
3	X	X	X	X				
4							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

The course summary is described as the following.

Items	Description	People in charge
1	Register Internship Course on Edusoft website	Students
2	Fill in the online Registration form: specify ONE specialization (English Linguistics, English Teaching, Translation-Interpreting or Communication and Literature) and propose a tentative internship activity .	Students
3	Attend Preparatory Orientation Session	SoL - Students
4	Request a reference letter from IU (if any)	Students - SoL
5	Assign advisors	SoL
6	Discuss the internship plan with the designated SoL advisors	Students - Advisors
7	Submit <i>Form 1a_Internship I_Registration Form</i> with Advisor's approval to Blackboard	Students - Advisors
8	Forward a list of students, and their advisors to OUAA OAA issues decision	SoL
9	Approve the official list of interns	OUAA
10	Conduct planned activity	Students - Advisors

11	Submit report drafts to advisors	Students - Advisors
12	Receive feedback from advisors	Students - Advisors
13	Revise the Internship report (e-copy & hard copy)	Students
14	Submit Internship Report on the Blackboard	
15	Submit the hard-copy booklet on the date specified by the OUAA	OUAA
16	Forward student submissions (booklets and e-copy) to advisors	SoL office
17	Grade the internship reports	Advisors
18	Archive the hard copies and score files	SoL office

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Report (100%)	Criterion 1 60% Pass	Criterion 4 60% Pass	Criterion 2 60% Pass	Criterion 3 60% 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: 12, 1.5 spacing, indent the first line of every paragraph 0.5 inches.)
- The cover page includes the following information (Use *Internship 1 - Template for Internship Report*)
 - Student Name
 - Student ID
 - Course name
 - Course code
 - Oriented Specialization (English Linguistics, English Teaching, Translation-Interpreting or Communication and Literature).
 - Internship Activity
 - Advisor Name
 - Date of submission
 - A checklist of required documents
 - Student's signature & Full name
- Pages numbered
- Report structure:
 - Organize the report by incorporating clear headings and subheadings to distinguish different sections.
 - Present the content in well-structured paragraphs. Avoid using bullet points or lists.

Contents of the Report:

Students are required to write one report out of four specializations.

- The contents of the report vary based on the registered activity.
- The length is expected to be at least 1,000 words.
- The references must follow the APA 7th format. Include at least 01 reference.
- The appendix should include additional information that supports the content of the main report.

Scoring criteria:

	Criterion	Marks	Comments/Notes
	1. Descriptions (30 points)		
	• Background information	_____/15	
	• Procedure and Purpose	_____/15	
	2. Reflection of the association between learned theories and observed experience in internship activity (30 points)	_____/30	
	3. Implications for Future Study and Career (20 points)	_____/20	
	4. Language use and Format (20 points)	_____/20	
(1)	Total score	_____/100	
(2)	Score deduction		If applicable
(2a)	Due to ONE or more than one of the following: • NO visual evidence • NO printout of submission receipts from Blackboard	____ points	Deduct 50% of the Total Internship score (2)
(2b)	Plagiarism and/or AI-detection	____ points	Deduct ____ % of Total Internship score (3)
(3) Final Internship score		____/100	(3) – (2a) – (2b), rounded to the nearest whole number.

Penalties of plagiarism and/or AI-detection 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 .

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer: Đỗ Hoàng Nga, M.A.

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

A handwritten signature in blue ink, consisting of a large, stylized 'C' shape followed by the letters 'ngân'.

Dr. Vũ Hoa Ngân



VIETNAM NATIONAL UNIVERSITY HCMC
INTERNATIONAL UNIVERSITY
School of Languages

COURSE SYLLABUS
Course Name: INTERNSHIP 2
Course Code: EL045IU

1. General information

Course name	- <i>(in English)</i> INTERNSHIP 2 - <i>(in Vietnamese)</i> THỰC TẬP 2
Course designation	<i>This course will provide</i> students the opportunity to obtain a range of practical experience and to network within an intended career field. 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.
Course type	General knowledge / College Foundation Courses Fundamental/ English Foundation courses & English Core courses Specialized knowledge/ Specialization Core Courses & Specialization Electives Internship/Project/Thesis Others:.....
Semester(s) in which the course is taught	1, 2, 3
Person responsible for the course	SoL Lecturers
Language	English
Relation to curriculum	Compulsory 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 a written report, specified in hours ¹ : 260 hours
Credit points	4 credits

¹ 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: 60 Practice: 0		
Required and recommended prerequisites for joining the course	Previous courses: at least 71 credits, including EL044IU - Internship 1 OR EL047IU – International Internship 1		
Course objectives	Internships can be with a variety of host organizations, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices, cultural institutions, etc. Students will work with teachers/professors and/or Internship directors in their specialization to establish plans and learning objectives specific to their internships (e.g. have more classroom observations, prepare classwork documents, and proceed with demonstration teaching). A minimum of 40 working days or 320 working hours is required (at least 24 days of site visiting, 10 days to write the final report, and 06 days to get approval from the Dean and/or advisors). 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 a registration form, weekly journal entries reflecting the week’s activities on the job, visual evidence form (photos, videos), evaluation forms completed by students’ supervisor and advisor, and a complete final report.		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1: Describe real-life working environments and the professional standards relevant to their specialization in the field of English Linguistics and Literature. CLO2: Discuss and identify the connections between academic theories and professional settings.	
	Skill	CLO3: Analyze career path, work environments, required competencies, personal goals, and company fit. CLO4: Apply report writing skills in academic and professional settings of English Linguistics and Literature.	
	Attitude	CLO5: Evaluate career interests and professional skills against real-world workplace’s expectations about ethics and professionalism.	
Content	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Identifying and researching the internship site	3	U

	Teaching English classes Conducting educational activities Conducting administrative work Working as a translator/ Interpreter/ tour guide/ research assistant	12	TU TU TU
	Writing report	5	TU
Examination forms	Evaluation from the site supervisor (on student intern's effort, discipline, professional communication, learning on the job, quality of word and overall performance) Evaluation from the SoL advisors (on a written report)		
Study and examination requirements	• The course registration is done through EDUSOFT. • Students are required to attend the course orientation. • Students obtain <i>Form 1_Internship offer</i> to secure their internship position. • The internship registration is done through a registration form in which students register one internship activity related to one of the four specializations. (See <i>Form 2_Registration form</i>). • It is also noted that a minimum of 40 working days or 320 working hours is required (24 days of site visiting, 10 days to write the final report, and 06 days to get approval from the Dean and/or advisors). Students are NOT allowed to change their specialization in the registration form. • In case students want to change the planned Internship activity after the Internship Decision has been issued, students must submit <i>Form 3_Changes in Registration Form</i> with their SoL advisor's signature. <i>This form can be submitted to the SoL office any time that the changes incur, but at least 14 working days before the deadline for the final report submissions (hard-copy and e-copy); otherwise, students will get a zero (0 point) for the final results.</i> • Weekly diaries: Students are expected to maintain weekly diary of internship activities, including work assignments, interaction with learners, supervisors, managers and other employees, expectations whether fulfilled or not, on the job learning experiences. These diaries should be signed and confirmed by the site supervisors, then submitted to the assigned SoL advisor once every week (excel file). The weekly diary included in the final report must be consistent with the excel file. • Supervisor & Advisor Evaluation Forms: Students are responsible for requesting their site supervisor and advisor to complete these forms with their signatures, including the internship site's official stamps (red round stamp). These original documents must be attached to the final report and submitted at the end of the internship. • Visual evidence: Students are required to take photos or videos during their internship as proof for their active participation. • ONE report is required. Interns should describe and analyze their hands-on experience from their internship activities as well as provide an in-depth analysis of what they have learned at International University. This report must be submitted on the date specified by the OUAA. 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 report. • The internship cannot be done online. If students persist in doing the internship online, they must specify the assigned internship activities and show equivalence to the on-site activities. • Students must have at least 50/100 points overall to pass this course.
Reading list	<i>NA</i>

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1	X	X	X	X				
2	X	X	X	X				
3	X	X	X	X	X			
4					X			
5							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

The course summary is described as the following.

Items	Steps	Agents in charge
1	Attend Preparatory Orientation Session	Coordinator - Students
2	Request a reference letter from IU, if any	Students - Secretary

3	Find internship positions and obtain <i>Form 1. Internship Offer</i> from the Internship institution	Students
4	Register Internship Course on Edusoft website	Students
5	Fill in the Online Registration Form	Students
6	Submit <i>Form 1. Internship Offer</i> to SoL office	Students - Secretary
7	Attend Internship orientation session	Coordinator - Students
8	Assign Advisor-Student	SoL
9	Meet advisors (online/ offline) to discuss Internship activities	Students - Advisors
10	Submit <i>Form 2. Registration Form</i> on Blackboard	Students - Advisors
11	Forward a list of students, and their advisors to OUAA OUAA issues decision	Coordinator
12	Approve the official list of interns	OUAA
13	Conduct internship activities	Students, Supervisors, Advisors
14	Submit report drafts to advisors	Students - Advisors
15	Receive feedback from advisors	Students - Advisors
16	Revise internship reports (hard copy & e-copy)	Students
17	Submit the Internship Report on the Blackboard	Students
18	Submit the hard-copy booklet on the date specified by the OUAA	Students
19	Forward student submissions (booklets and e-copy) to advisors	SoL office
20	Grade the internship reports	Advisors
21	Archive the hard copies and score files	SoL office

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Evaluation from the site supervisor (50%)					Criteria 1-6
Evaluation from SoL advisor (50%)	Criterion 1 60% Pass	Criterion 2 60% Pass	Criteria 3 60% Pass	Criteria 4 60% Pass	

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 spacing, indent the first line of every paragraph 0.5 inches.)
- The cover page includes the following information (Use *Template for Internship report to Advisor*)
 - Student Name
 - Student ID
 - Course name
 - Course code

- Oriented Specialization (English Linguistics, English Teaching, Translation-Interpreting or Communication and Literature).
- Internship Institution
- Internship Activity
- Supervisor Name
- Advisor Name
- Date of submission
- A checklist of required documents
- Student's signature & Full name
- Pages numbered
- Report structure:
 - Organize the report by incorporating clear headings and subheadings to distinguish different sections.
 - Present the content in well-structured paragraphs. Avoid using bullet points or lists.

Content of the Report:

Students are required to write one report out of four specializations.

- The contents vary according to the registered activity.
- The length is expected to be at least 1,500 words.
- The references must follow the APA 7th format. Include at least 03 references.
- The appendix should include additional information that supports the content of the main report.

Scoring criteria:

The final score for Internship 2 is the average of the scores provided by both the supervisor and the SoL advisor.

Evaluation from the Site supervisor

No.	Criteria	Weight
1.	Effort (Intern demonstrated perseverance and interest in assigned tasks.)	10 points
2.	Discipline (Intern was punctual, well-behaved and adhered to regulations and deadlines.)	20 points
3.	Professional Communication (Intern worked well with others and well adapted to the organization's culture.)	10 points
4.	Learning on the Job (Intern was quick to learn and showed good judgment of new knowledge and procedures.)	15 points
5.	Quality of Work (Intern finished work with excellency, creativity and originality.)	30 points
6.	Overall Performance (Intern's made progress, and his/her overall performance was effective and contributed to the organization.)	15 points
	Total score from the Supervisor	100 points

Evaluation from SoL advisor

	Criterion	Marks	Comments/Notes
	1. Descriptions (30 points)		
	• Background information of the	_____/15	

	internship site		
	• Working procedure	_____/15	
	2. Reflection of the association between learned theories and hands-on experience in internship activity (30 points)	_____/30	
	3. Implications for Future Study and Career (20 points)	_____/20	
	4. Language use and Format (20 points)	_____/20	
(1)	Total score from the Advisor	_____/100	
(2)	Total score from the Supervisor	_____/100	Write the total score of the Supervisor from Form 4
(3)	Total Internship score	_____/100	Average of (1) and (2), rounded to the nearest whole number.
(4)	Score deduction		If applicable
(4a)	Due to ONE or more than one of the following: • NO visual evidence • Inconsistent weekly diary • NO printout of submission receipts from Blackboard	____ Points	Deduct 50% of the Total Internship score (3)
(4b)	Plagiarism and/or AI-detection	____ points	Deduct ____ % of Total Internship score (3)
(5) Final Internship score		_____/100	(3) – (4a) – (4b), rounded to the nearest whole number.

Notes: Students will receive a zero (0 point) in their final Internship score if they fail to provide any one or more of the following:

- Forms without stamps from Internship institution
- Unapproved changes in Internship registration

Penalties of plagiarism and/or AI-detection 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 .

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer: Đỗ Hoàng Nga, M.A.

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)

A handwritten signature in blue ink, consisting of a large, stylized 'C' shape followed by the letters 'ngân'.

Dr. Vũ Hoa Ngân



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) THỰC TẬP QUỐC TẾ 1
Course designation	<i>International 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 an international professional setting will help them perform better on their jobs after graduation.</i>
Course type	☐ General knowledge / College Foundation Courses ☐ Fundamental/ English Foundation courses & English Core courses ☐ Specialized knowledge/ Specialization Core Courses & Specialization Electives ☒ Internship/Project/Thesis ☐ Others:.....
Semester(s) in which the course is taught	3
Person responsible for the course	SoL Lecturers
Language	English
Relation to curriculum	☒ Compulsory ☐ Elective
Teaching methods	Discussion

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 120 hours Contact hours 30 periods Private study including a written report, specified in hours ¹ : 90 hours	
Credit points	2 credits	
Number of periods	Theory: 30 Practice: 0	
Required and recommended prerequisites for joining the course	<i>Equivalent course: EL044IU Internship 1</i> <i>Previous courses: at least 44 credits, including:</i> • EL014IU/EL014WE- Introduction to English Teaching Methodology • EL013IU/EL013WE - Introduction to Linguistics • EL016IU/EL016WE - Introduction to Translation	
Course objectives	Internships can be with a variety of host organizations in a foreign country, including companies, schools and universities, language centers, travel companies, translating offices, cultural institutions, etc. Students can do one of the following activities such as attending workshops, proceeding with classroom observation, or working 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 (05 days of site visiting OR 01 complete workshop/ webinar/ conference session, 05 days to write the final report, and 05 days to get approval from Dean and/or advisors). Specific deliverables include a Registration form, Attendance record or Evidence of participation, and one final report completed by the intern and evaluated with comments by the Advisor(s) to be designated at the beginning of the course.	
Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1: Describe real-life working environments in the field of English Linguistics and Literature.
	Skill	CLO2: Apply report writing skills in academic and professional settings of English Linguistics and Literature. CLO3: Relate students' professional environment exposure to the learned theories in the field of English Linguistics and Literature.
	Attitude	CLO4: Evaluate the implications of their real-world experiences on their future academic and professional career.

¹ 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
	Attending academic/ professional workshops, webinars or conferences	5	T, U
	Interviewing experts		
	Working as a part-time assistant		
	Observing English classes		
	Observing a translating/ interpreting session		
	Visiting an internship site		
	Writing report	5	T
	* Descriptions of recommended internship activities and requirements for qualified host organizations		
	Activities	Requirements for qualified hosts/ activities	
1.	Contents of workshop must be relevant to student's chosen academic specialization (Linguistics, Language Teaching, and Translation–Interpreting, Communication and Literature)		
2.	Interviewee experts can be linguists, lecturers, researchers, and professors, experienced translators/ interpreters, experienced authors/ cultural critics/ editors in the fields who are working full-time in an affiliated organization or universities.		
3.	The tasks or duties that intern students perform at a working site must be related to student's specialization, such as teaching assistants, research assistants, or assistant for translators/ interpreters, trainee MC/ editors, etc. 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. <i>Some ineligible classes</i> to be observed include classes on IU campus, online classes, and tutoring sessions at private homes.		
5.	The target language of the observations/ translation/ interpreting/ editorial meetings must be English.		
6.	The workspace must be in a professional office, or an educational/ cultural 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, Thanhniennews, etc.)
	7.	Proposed internship activities must be related to student's academic specialization. Approvals are granted on a case-by-case basis.
Examination forms	One written report	
Study and examination requirements	• The course registration is done through EDUSOFT. • Students are required to attend the course orientation. • The internship registration is done through a registration form in which students register one internship activity related to one of the four specializations. (See <i>Form 1a. International Internship 1_Registration form</i>). • In case students want to change the planned Internship activity after the Internship Decision has been issued, students must submit <i>Form 1b. International Internship 1_Changes in Registration Form</i> with their SoL advisor's signature. <i>This form can be submitted to the SoL office any time that the changes incur, but at least 15 working days before the deadline for the final report submissions (hard-copy and e-copy); otherwise, students will get a zero (0 point) for the final results.</i> • It is also noted that a minimum of 15 working days is required, including at least 05 days of site visiting, 05 days to write the final report and 05 days to get the approval from the Dean and/or advisors. Students are NOT allowed to change their specializations in the registration form. Students should discuss the planned activity with their designated SoL advisors. • Attendance record OR Evidence of Participation 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, or by certified certificates/ e-certificates from certified workshops/ webinars/ conferences. • ONE report is required after the site visits OR participation in a workshop/ webinar/ conference. Their contents vary according to the registered activity. Interns should describe and analyze their experience from their internship activities as well as relate to what they have learned at International University. This report must be submitted on the date specified by the OUAA. 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 report. • This report is to be completed by the intern and will be evaluated with comments by the advisor(s) designated at the beginning of the course. • Students must have at least 50/100 points overall to pass this course.	

Reading list	NA
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2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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 the Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)	use 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)	Demonstrate digital skills in study and research (Skills, Attitudes)
1	X	X	X	X				
2					X			
3	X	X	X	X				
4							X	

**Use Bloom's Taxonomy*

3. Planned learning activities and teaching methods

The course summary is described as the following.

Items	Description	People in charge
1	Register Internship Course on Edusoft website	Students
2	Fill in the online Registration form: specify ONE specialization (English Linguistics, English Teaching, Translation-Interpreting or Communication and Literature) and propose a tentative internship activity .	Students
3	Attend Preparatory Orientation Session	SoL - Students
4	Request a reference letter from IU (if any)	Students - SoL

5	Assign advisors	SoL
6	Discuss the internship plan with the designated SoL advisors	Students - Advisors
7	Submit <i>Form 1a International Internship 1 Registration Form</i> with Advisor's approval to Blackboard	Students - Advisors
8	Forward a list of students, and their advisors to OUAA OAA issues decision	SoL
9	Approve the official list of interns	OUAA
10	Conduct planned activity	Students - Advisors
11	Submit report drafts to advisors	Students - Advisors
12	Receive feedback from advisors	Students - Advisors
13	Revise the Internship report (e-copy & hard copy)	Students
14	Submit Internship Report on the Blackboard	
15	Submit the hard-copy booklet on the date specified by the OUAA	OUAA
16	Forward student submissions (booklets and e-copy) to advisors	SoL office
17	Grade the internship reports	Advisors
18	Archive the hard copies and score files	SoL office

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Report (100%)	Criterion 1 60% Pass	Criterion 4 60% Pass	Criterion 2 60% Pass	Criterion 3 60% 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: 12, 1.5 spacing, indent the first line of every paragraph 0.5 inches.)
- The cover page includes the following information (Use *International Internship 1 - Template for Internship Report*)
 - Student Name
 - Student ID
 - Course name
 - Course code
 - Oriented Specialization (English Linguistics, English Teaching, Translation-Interpreting or Communication and Literature).
 - Internship Activity
 - Advisor Name
 - Date of submission
 - A checklist of required documents
 - Student's signature & Full name

- Pages numbered
- Report structure:
 - Organize the report by incorporating clear headings and subheadings to distinguish different sections.
 - Present the content in well-structured paragraphs. Avoid using bullet points or lists.

Contents of the Report:

Students are required to write one report out of four specializations.

- The contents of the report vary based on the registered activity.
- The length is expected to be at least 1,000 words.
- The references must follow the APA 7th format. Include at least 01 reference.
- The appendix should include additional information that supports the content of the main report.

Scoring criteria:

	Criterion	Marks	Comments/Notes
	1. Descriptions (30 points)		
	• Background information	_____/15	
	• Procedure and Purpose	_____/15	
	2. Reflection of the association between learned theories and observed experience in internship activity (30 points)	_____/30	
	3. Implications for Future Study and Career (20 points)	_____/20	
	4. Language use and Format (20 points)	_____/20	
(1)	Total score	_____/100	
(2)	Score deduction		If applicable
(2a)	Due to ONE or more than one of the following: • NO visual evidence • NO printout of submission receipts from Blackboard	____ points	Deduct 50% of the Total Internship score (2)
(2b)	Plagiarism and/or AI-detection	____ points	Deduct ____ % of Total Internship score (3)
(3) Final Internship score		____/100	(3) – (2a) – (2b), rounded to the nearest whole number.

Penalties of plagiarism and/or AI-detection 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 .

6. Date revised: August 2nd, 2025

7. Course coordinator/Lecturer: Đỗ Hoàng Nga, M.A.

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

Ho Chi Minh City, August 10th, 2025

VICE DEAN OF SCHOOL OF LANGUAGES

(Signature)



Dr. Vũ Hoa Ngân



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	General knowledge / College Foundation Courses Fundamental/ English Foundation courses & English Core courses Specialized knowledge/ Specialization Core Courses & Specialization Electives Internship/Project/Thesis 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. 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. Vũ Tiến Thịnh Ms. Trần Đoan Thư Ms. Nguyễn Thị Mai Trâm
Language	English
Relation to curriculum	Compulsory 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 ¹ : 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	- Previous courses: have taken at least 100 credits - Students have met the second foreign language requirements - GPA at least 75/100

¹ 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:		
	Competency level	Course learning outcome (CLO)	
	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)		
	Topic	Weight	Level
	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 at least 50/100 points overall to pass this course.</i>		
Reading list	[1]. Guidelines for Graduation Thesis v.4.0 [2]. Materials and resources relating to students’ research topics		

2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	• Seminar • Group discussion		[1]
2-3	Prepare for a research proposal	1, 2, 4	• Individual conference with Supervisor • Independent work	Thesis review	[1] [2]
4-11	Conduct a research project	1, 2, 4	• Individual conference with Supervisor • Independent work	Thesis review	[1] [2]
12-14	Complete a thesis manuscript	1, 2, 4	• Individual conference with Supervisor • Independent work	Thesis review	[1] [2]
15	Prepare for oral thesis defense	1, 3, 4	• Individual conference with Supervisor • Independent work	Oral thesis defense	[1] [2]

4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Ongoing assessment (20%)	Supervior's report 60%Pass	Supervior's report 60%Pass		Supervior's report 60%Pass
Thesis review (20%)	Written report 60%Pass	Written report 60%Pass		
Oral thesis defense (60%)	Presentation 60%Pass		Q & A section 60%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: August 2nd, 2025

7. Course coordinator/Lecturer: Dr. Nguyễn Thị Quyên

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân



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	General knowledge / College Foundation Courses Fundamental/ English Foundation courses & English Core courses Specialized knowledge/ Specialization Core Courses & Specialization Electives Internship/Project/Thesis 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	Compulsory 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 ¹ : 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	- Previous courses: have taken at least 100 credits - Students have met the second foreign language requirements

¹ 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
Examination forms	Complete a project report	1	T, U
	Prepare for oral project defense	1	T, U
	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 at least 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) (1-4) and Program Learning Outcomes (PLO) (1-8) is shown in the following table:

	PLO							
	1	2	3	4	5	6	7	8
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)	use 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)	Demonstrate digital skills in study and research (Skills, 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	- Seminar - Group discussion		[1]
2-3	Prepare for a project proposal	1, 2, 4	- Individual conference with Supervisor - Independent work	Thesis review	[1] [2]
4-11	Conduct a project	1, 2, 4	- Individual conference with Supervisor - Independent work	Thesis review	[1] [2]
12-14	Complete a project report	1, 2, 4	- Individual conference with Supervisor - Independent work	Thesis review	[1] [2]
15	Prepare for oral project defense	1, 3, 4	- Individual conference with Supervisor - Independent work	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: August 2nd, 2025

7. Course coordinator/Lecturer: Dr. Nguyễn Thị Quyên

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

Ho Chi Minh City, August 10th, 2025
VICE DEAN OF SCHOOL OF LANGUAGES
(Signature)



Dr. Vũ Hoa Ngân