

EL296 English for Academic Purposes (for Economics Students)

Course Syllabus

This course focuses on students' English listening, speaking, reading and writing skills in English academic purposes. The course content includes summarising, giving definitions, presenting arguments, explaining cause and effect relationships, and describing compare and contrast relationships.

Course Objectives and Learning Outcomes (COLO)

Objective 1: Students will be able to listen and speak in academic English efficiently.
Learning Outcome 1.1: Listen to/watch a 2-3 minute economic talks/lectures and summarise the issue(s) in a graphic form. Learning Outcome 1.2: Listen to/watch a 2-3 minute economic talks/lectures and discuss the issues verbally or in a written form with concrete examples and/or reasons. Learning Outcome 1.3: Present and argue for/against an economic topic of interest based on a well-researched study.
Objective 2: Students will be able to write English paragraphs correctly and efficiently.
Learning Outcome 2.1: Write a 100-word paragraph of giving definitions on economic topic(s) with correct conjunctions and complex sentence structures. Learning Outcome 2.2: Write a 150-word paragraph of presenting arguments for an against an issue. Learning Outcome 2.3: Write a 150-word paragraph explaining cause and effect relationships on economic topics with technical economic words and complex sentence structures.
Objective 3: Students will be able to produce academic reports in English efficiently.
Learning Outcome 3.1: Read, summarise and write a 1000-word informative economic report based on primary and secondary sources. Learning Outcome 3.2: Write a 1000-word comparison and contrast report on an economic topic based on primary and secondary sources.

Course Materials

Articles from the Economists, Harvard Business Reviews, and local newspapers

Suggested readings:

Askari, M. & Rahim, M. S. (2014). *Advanced reading with the economist*. <https://www.bookskiki.com/2019/03/advanced-reading-with-economist.html>

Bailey, S. (2015). *Academic writing: A handbook for international students*. 4th ed. Routledge.

McCormack, J. & Slaght, J. (2012). *Extended writing & research skills*. Garnet Education.

Pallant, A. (2012). *Writing: Course book*. Garnet Education.

Course Contents

1. Note-taking and summarising
2. Academic paragraph writing
3. Academic reading, research and writing skills

Course Evaluation

3 Assignments: 1) A personal reflection	15%
2) 3 written assignments (20% each)	60%
3) An economic report	<u>25%</u>
TOTAL	<u>100%</u>

Details of assignment

Tasks	Details
<p>Assignment 1 (15%) A personal reflection</p>	<p>COLO: 1.1, 1.2</p> <p><u>What to do:</u></p> <ol style="list-style-type: none"> 1. Watch/listen to a 2-3 minute program on any economic topic(s) 2. Take notes and make a graphic summary based on the issue(s) presented on the program. 3. Write a personal reflection on what you think about the issue(s). <p><u>What to submit:</u></p> <ol style="list-style-type: none"> 1. A 1-page graphic summary of the economic issue (5%) 2. A 150-word reflection on what you think about the issue (10%)
<p>Assignment 2 (60%) 3 written assignments</p>	<p>COLO: 2.1, 2.2, 2.3</p> <p><u>What to do:</u></p> <ol style="list-style-type: none"> 1. Each week, you will be assigned to write a paragraph on an economic topic. You need to write on the issue with the assigned type of paragraph accordingly. 2. Write a 100-150-word paragraph on an economic topic. <p><u>What to submit:</u></p> <p>Assignment 2.1: A 100-word paragraph of defining definitions on an economic issue Assignment 2.2: A 150-word paragraph of an argument on economic policy Assignment 2.3: A 150-word paragraph of cause and effect relationships in economics (Each assignment worths 20%; Criteria: content 5%, organisation 5%, language 10%)</p>
<p>Assignment 3 (25%) An economic research project</p>	<p>COLO: 3.1, 3.2, 1.3</p> <p><u>What to do:</u></p> <ol style="list-style-type: none"> 1. In groups of 4-5 members, design a survey topic on how TU students plan their budget. Specifically, your group should decide on an aspect of economic issue. 2. Design a questionnaire and collect data from the samples 3. Write a group report to present data 4. Write an individual reflection on the findings <p><u>What to submit:</u></p> <ol style="list-style-type: none"> 1. A group report of 1000 words presenting the data analysis (10%) 2. An individual report of 1000 words on how you think about the findings based on additional reading/listening and your personal concrete examples (15%)

Active Learning Activities

Each assignment denotes active learning experience for the students who take this course. In the first assignment, students need to listen and write a summary based on their personal reflections. This helps develop students' critical and analytical skills for an economic issue. In the written assignments, students can progressively develop their academic writing skills through both group and pair activities. This not only helps students master their writing proficiency, but also promotes each individual reflection on how to use English eloquently. In the last assignment, interpersonal communication and academic research skills are promoted. This is for students to work collaboratively on a research project, thereby supporting advanced academic study in their prospective discipline.

Tentative Teaching and Learning Schedule

Week	Date	Contents + Assignments
1		<p>Course Introduction My English Learning Experience</p> <ul style="list-style-type: none"> - 'Find someone who...' game - A pair-work activity on how students learn English and their academic discipline
2		<p>Summarising skills Reading and summarising activity</p> <ul style="list-style-type: none"> - An Economist's article on 'Wealth by degrees' (2014) - Identify facts and opinions and design a graphic summary based on the reading - In groups of 3 members, compare each summary and comment on how to develop the graphic summary better. <p>(Reference: Bailey, 2012, Unit 1.6)</p>
3		<p>Summarising skills Listening and summarising activity</p> <ul style="list-style-type: none"> - A short talk on YouTube on 'Is college a waste of money? College Degrees that will get you RICH' https://youtu.be/3Bp-vSiXdr4 - In pairs, take notes on what characteristics a speaker suggested for getting or not getting a degree. - Compare notes among groups. - In class, discuss students' opinions on the listening issue. <p>(Reference: Bailey, 2012, Unit 1.7)</p> <p>Assignment 1: A personal reflection *Due in week 4.</p>
4		<p>Writing definitions</p> <ul style="list-style-type: none"> - Practice the structure of how to write for definitions (Bailey, 2012, Unit 2.6) - In pairs, study and discuss how to write definitions on an economic issue (https://www.ukessays.com/essays/economics/definitions-concepts-economics-studies-7921.php) - In groups of 3 members, write a draft to define what economics is. Then, each group compares their definitions. <p>Assignment 2.1: Each student will be assigned an economic term. What they need to do is to define the term in their own words. The 100-word paragraph is due in week 5.</p> <p>*** Assignment 1 Due</p>
5		<p>Understanding arguments</p> <ul style="list-style-type: none"> - A class discussion on developing English using TED Talks - An Economist's article on 'Ideas reinvented' (2014) - In groups of 3 members, read the article and identify arguments for and against TED Talks. - Identify how argumentative structures are used in the passage. (Refer to Bailey (2012), Unit 2.1 for argumentative structures) - In class, discuss how they agree or disagree with the article. <p>*** Assignment 2.1 Due</p>

Week	Date	Contents + Assignments
6		<p>Presenting arguments</p> <ul style="list-style-type: none"> - In groups of 3 members, read an article on economic policy in Thailand (Sources are drawn from English newspapers in Thailand.) - In the same groups, write an argumentative essay on the economic policy using technical terms in economics and complex English structures - Students may refer to the following link for economic argumentative essay writing: https://howtowrite.customwritings.com/post/economics-argumentative-essay-guide/) <p>Assignment 2.2: Students choose their own topic on an economic policy and write an argumentative essay of 150 words on the issue.</p>
7		<p>Understanding causes and effects</p> <ul style="list-style-type: none"> - An Economist's article on 'Decluttering the company' (2014) - In groups of 3 members, read and identify causes and effects in the article. - In class, discuss in what way a company in Thailand could do to manage its capitals in response to the changing economy. <p>*** Assignment 2.2 Due</p>
Midterm Exam Break		
8		<p>Writing causes and effects</p> <ul style="list-style-type: none"> - In class, study the structures of causes and effects (refer to Pallant, 2012, Unit 7) - In pairs, one student write a cause paragraph on an economic problem, and another write an effect paragraph for the same issue. Then, students compare how well they develop their thoughts and how complicated their language is used in writing. <p>Assignment 2.3: Students choose their own topic on an economic problem and write a cause-and-effect essay of 150 words on the issue.</p>
9		<p>Designing a research project</p> <ul style="list-style-type: none"> - Class activity: 'Find someone who...' on spending behaviour - The class discusses their spending behaviour findings - In pairs, read a small-scale research article on 'student budgeting and spending behaviour by Singh, Gupta, Jarin, Kabra & Gupta (2020). Notice how the research article is developed. - Discuss in class what components of a research article consist of. <p>Assignment 3: An economic research project on TU students' spending behaviour, budgeting or any related topic. This is to be due in Week 15.</p>
10		<p>Incorporating literature in research writing</p> <ul style="list-style-type: none"> - In class, students practice paraphrasing and how to include references in writing (refer to McCormack & Slaght, 2012, Unit 3). - In the team project group, work together to research existing literature from websites or library. - In the same group, take notes and do a summary from the literature found. - In the same group, write a draft introduction and aims of the study, including references in their writing.
11		<p>Designing a questionnaire</p> <ul style="list-style-type: none"> - In the team project group, students study how to write questions for the questionnaires (Refer to https://www.uxbooth.com/articles/the-essential-guide-to-writing-effective-survey-questions/) - In the same group, write 10-20 questions for a research topic. - In class, take turns commenting on how well or how to improve the questions. <p>Assignment: Distribute the questionnaire to targeted samples and collect data.</p>

Week	Date	Contents + Assignments
12		<p>Describing data and findings</p> <ul style="list-style-type: none"> - In class, students study how to incorporate and data and illustrations from McCormack & Slaght (2012), Unit 7. - In the team project group, work on how to describe data of the findings. Distribute tasks to team members to describe the graphs. - In the same group, recheck and improve graph descriptions.
13		<p>Comparison and contrast writing</p> <ul style="list-style-type: none"> - In class, students study how to write compare and contrast from Pallant (2012), Unit 8. - In the team project group, use the summary table from Week 10 to compare and contrast the findings of the group. - In the same groups, write a draft discussion part to include in the literature to conclude the report. <p><u>Assignments:</u> 1) Prepare the final draft of group report for Week 15 2) Prepare the individual reflection for the research project</p>
14		<p>Presenting findings professionally</p> <ul style="list-style-type: none"> - In the term project group, present key feature findings of the project for 5-10 minutes. - Each group evaluate how well the presentation groups are. Give comments on how to improve writing, if possible. - In the same group, revise and improve the final draft group report from presentation comments.
15		<p>Wrap up and review how academic English presentations and writings can be improved.</p> <p>*** Assignment 3 Due</p>