

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213105	1.8 Course name: Academic Listening
1.9 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 3	
1.11 Time allocation: 15 weeks	
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	0 hours
- Self-study:	90 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Lê Thị Tiểu Phượng
- Co-lecturer:	Lê Thị Ngân Vang Đào Như Nguyễn
- Department:	TESOL
1.13 Course requirements:	
- Prerequisite course:	None
- Prior course:	Listening and Speaking 2
- Concurrent course:	None

2. Course description

Academic Listening is designed to help students understand the theory of abbreviations and symbols and master a variety of listening techniques used in lectures and long academic dialogues on topics in the fields of history of technology, nature, energy, language, animals. In

addition, students will be able to identify linguistic and syntactical systems used in lectures and conversations on academic topics such as quantifiers, phrases, and terms related to these topics. The course also trains students to take notes effectively in listening practice lessons.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with essential vocabulary and sentence structures while listening to a variety of academic topics of history, economics, health, technology, nature, energy, language, and animals.
- Help learners apply skills in listening to and noting down main and detailed ideas in listening lessons at the intermediate level; Apply effective teamwork skills in an English-speaking academic environment.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners are able to memorize essential words and sentence structures on a variety of topics of history, economics, health, technology, nature, energy, languages, and animals.
- CO2: Learners are able to distinguish the typical linguistic structures in lectures to understand the lesson structure; words and phrases indicating relationships which are cause-effect, comparison, explanation, analysis, and inference; relations between ideas in a lecture or conversation.

3.2.2. Skills:

- CO3: Learners are able to apply multiple note-taking techniques and listening skills simultaneously to comprehend the content of an intermediate-level lecture on a variety of topics.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop teamwork skills
- CO5: learners forge independent thinking skills, positive learning attitudes, self-study and develop listening skills based on theories.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%): Classroom activity attendance & Homework assignments
2. On-going assessment (20%): Test
3. Midterm score (20%): Test
4. Final score (50%): Test

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year	Name of Book/ Textbook/ Article/	Name of
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		of public ation	Document	Publisher/Magazine/ Place of publication
Required material				
1	Dunkel, P. A. & Lim, P. L.	2014	Listening and Notetaking Skills – 4th Edition – Level 1	Heinle Cengage Learning
References				
1	Cullen, P., French, A. & Jakema, V.	2014	The Official Cambridge Guide to IELTS	Cambridge University Press
2	Chase, B. T. & Johannsen, K. L.	2012	Pathways 2, Listening, Speaking and Critical Thinking	Heinle Cengage Learning
3	Sarory, P., Sherak, K., Frazier, L. & Leeming, S.	2013	Lecture Ready Level 2	Cambridge University Press
Website				
			Link	Updated date
1			http://www.bbc.co.uk/learning english/	December 09, 2022
2			https://www.esl-lab.com/	December 09, 2022

Ho Chi Minh City, December 9th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Liên Hương

Lê Thị Tiểu Phượng

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213108	1.7 Course name: Academic Speaking
1.2 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.3 Credits: 3	
1.4 Time allocation: 15 weeks	
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	0 hours
- Self-study:	90 hours
1.5 Lecturers:	
- Main lecturer in-charge:	Nguyễn Đặng Thị Cúc Huyền
- Co-lecturer:	
- Department:	TESOL
1.6 Course requirements:	
- Prerequisite course:	Speaking 1
- Prior course:	Listening and Speaking 2
- Concurrent course:	None

2. Course description

The Academic Speaking module is designed to intensively develop students' speaking ability, including 12 diverse and highly academic topics, requiring students to improve their own socio-cultural knowledge. Students will be provided with language knowledge to practice speaking by topic. Teaching and learning activities are organized in various forms to help students develop

information-seeking skills, self-study skills, teamwork and effective communication. Students are able to present fluently topics in English, answer questions, develop the ability to think in relation to the world around them, and improve their confidence in communicating in English.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge of vocabulary, sentence structure, layout for academic English speaking, and other factors to ensure the persuasiveness of the essay.
- Help students improve their English-speaking skills effectively, ensuring the use of style, vocabulary and grammar with accuracy; develop critical thinking, synthesizing, debating, and presentation skills.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students understand the knowledge of language, how to present basic socio-cultural issues, understand and apply the basic and advanced knowledge of the English major to speak on academic topics.

3.2.2. Skills:

- CO2: Students use appropriate language for each topic category, ensuring accurate use of style, vocabulary, and grammar to enhance the effectiveness of their speech.
- CO3: Students can use English fluently to present debate or critique different topics.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Students develop self-study skills, teamwork; value different perspectives, and study proactively and actively.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%): regular attendance
2. On-going assessment (20%): group discussions
3. Midterm score (20%): Speaking test
4. Final score (50%): Speaking test

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Karen Kovacs	2020	Collins Speaking For IELTS	Fahasa

References				
1	Leo Jones	2003	Cambridge IELTS Intensive Training Speaking	Foreign Language Teaching and Research Press
2	Adam Smith	2015	Tips for IELTS Speaking	IELTS Journal

Ho Chi Minh City, November 25th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Đặng Thị Cúc Huyền

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213111	1.2 Course name: Academic Reading
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15 weeks	
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	0 hours
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Thị Kim An
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Reading 2
- Concurrent course:	None

2. Course description

Academic Reading is designed to deepen the development of reading comprehension of academic texts in order to train students' question-answering skills to various types of reading comprehension questions.

Through the process of reading comprehension, learners will enrich their vocabulary as well as their knowledge of sentence structure and text structure. From there, learners can improve their ability to use English vocabulary and reading comprehension at level B2 according to the European framework of reference.

The above activities are organized in different teaching forms to help learners develop self-study, teamwork and communication skills, and at the same time help improve their critical thinking, synthesizing, and debating skills.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with general knowledge of advanced reading comprehension question types and the skills to answer them. Thereby helping learners develop the ability to think critically, analyze and synthesize.
- With a variety of topics and layouts, the readings in this module help students expand their understanding of vocabulary and grammar, sentence structure and text structure. This type of knowledge will assist students in understanding more about interdisciplinary subjects.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners are able to memorize essential words and sentence structures on a variety of topics of history, economics, health, technology, nature, energy, languages, and animals.
- CO2: Learners are able to distinguish the typical linguistic structures in lectures to understand the lesson structure; words and phrases indicating relationships which are cause-effect, comparison, explanation, analysis, and inference; relations between ideas in a lecture or conversation.

3.2.2. Skills:

- CO3: Learners are able to apply multiple note-taking techniques and listening skills simultaneously to comprehend the content of an intermediate-level lecture on a variety of topics.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop teamwork skills
- CO5: learners forge independent thinking skills, positive learning attitudes, self-study and develop listening skills based on theories.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): Regular attendance & discussions
2. Midterm score (30%): Test
3. Final score (60%): Test

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Sam McCarter & Norman Whitby	2014	Improve Your Skills Reading for IELTS 4.5 – 6.0	Macmillan Education
References				
1	Guy Brook-Hart & Vanessa Jakeman	2012	Complete IELTS Band 5.5 – 6.5	Cambridge University Press
2	Lin Loughheed	2016	Baron’s IELTS Strategies and Tips	Baron’s Educational Series Inc.
3	Malcom Mann & Steve Taylore-Knowles	2006	Destination B2 Vocabulary and Grammar	Macmillan Education
4	Malcom Mann & Steve Taylore-Knowles	2008	Destination C1/C2 Vocabulary and Grammar	Macmillan Education

Ho Chi Minh City, December 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Thị Kim An

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 202602	1.2 Course name: Introduction to Vietnamese Culture
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10 weeks	
- Theory:	30 hours
- Assignment/Discussion:	0 hours
- Practice/Experiment:	0 hours
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Võ Thị Hồng
- Co-lecturer:	
- Department:	English for Management
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

The subject Vietnamese Cultural Foundation helps students understand the basic concepts of culture and cultural characteristics and identify cultural areas in the territory of Vietnam and the historical process of Vietnamese culture from its origins to the present.

Students will investigate cultural elements: cognitive culture and community organization culture; cultural interactions with the natural and social environment as well as learn about the exchange of influence of Vietnamese culture with Chinese, Indian and Western cultures.

3. Course Objectives (CO)

3.1 General objectives

- The subject equips students with cultural concepts and definitions and related concepts such as civilization, culture, material.... Relationship and impact of the natural environment with Vietnamese culture; The relationship and impact of the environment society towards Vietnamese culture; Theory of intercultural communication and process
- Knowledge of Vietnamese culture in the historical process (with Southeast Asia, China, Chinese, Indian and Western); Forms and patterns of culture; Text function and structure chemical; Characteristics of Vietnamese cultural elements: language, religion, beliefs, festivals and the performance of Vietnamese culture; Historical process of Vietnamese culture.
- In short, students need to understand the expressions and values of Vietnamese culture and the movement of those values from traditional to modern.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: The module provides students with basic knowledge of cultural concepts and related concepts; master the process of Vietnamese culture; cultural elements.

3.2.2. Skills:

- CO2: Students are able to identify, analyze and evaluate Vietnamese cultural phenomena from which to draw out the traditional characteristics of the national culture.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Love, respect, preserve and promote the traditional cultural values of the nation.
- CO5: Awareness, behavior to correct standards and to explain problems that occur in life

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & discussions
2. Midterm exam (10%)
3. Final exam (80%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of public	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
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		ation		
Required material				
1	Ph.D. Vo Thi Hong	2018	Đề cương bài giảng Cơ sở Văn hoá Việt Nam	
References				
1	Đặng Đức Siêu	2004	Cơ sở văn hóa Việt Nam	DHSP
	Trần Ngọc Thêm	1999	Cơ sở văn hoá Việt Nam	Education
	Trần Quốc Vượng	1997	Cơ sở Văn hoá Việt Nam	
	Trần Ngọc Thêm	1996	Tìm hiểu bản sắc văn hoá Việt Nam	HCMC
	Đình Gia Khánh	1995	Các vùng văn hoá Việt Nam	Culture
	Nguyễn Khắc Thuần	2004	Đại cương lịch sử văn hoá Việt Nam	Education
	Lương Duy Thứ	1998	Đại cương văn hoá phương Đông	Education
	Phan Ngọc, Hà Nội,	1994	Văn hoá Việt Nam và cách tiếp cận mới	NXBVHNT
	Internet sources			

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Võ Thị Hồng

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213117	1.2 Course name: The Art of Public Speaking
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10 weeks	
- Theory:	10 hours
- Group presentation	15 hours
- Assignment/Discussion:	05 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	Language-skills subjects: Listening, Speaking, Reading, and Writing
- Prior course:	Academic Speaking
- Concurrent course:	None

2. Course description

The course is designed to guide learners step-by-step on how to prepare for a public speaking: choose a topic, synthesize material, organize ideas, plan a speech, practice public speaking, etc. Learners will apply techniques for expressing, organizing ideas, and presenting ideas. The course also requires students to access materials to analyze issue about scientific, social, etc. in the process of choosing a topic, and preparing content for the talk. Students must practice presenting and giving feedback and criticizing to practice presentation skills and techniques for using audio-visual aids to speak. The course aims to equip students with important skills for life and future work and to help students improve their speaking skills and general confidence in public.

3. Course Objectives (CO)

3.1. General objectives

- The course helps learners to master the theory of Public Speaking, and simultaneously creates a practice environment for learners to get acquainted, gain more experience, and be more confident when presenting a public speech. In addition to improving the ability to use English in general, the subject supplies learners with an important skill in study (presentation skill for 2nd stage and specialized subjects), in life, and in their future career.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners master the theory of the subject, including the steps to prepare the talk and the techniques of presentation.
- CO2: Preparing for speaking topics also helps learners to expand their knowledge of science, culture, society, etc.

3.2.2. Skills:

- CO3: Learners have skills in accessing and synthesizing documents, and using technical means (Internet, PowerPoint) for synthesizing and presenting the content of the talk.
- CO4: Learners have the skills to design a complete speech with a coherent outline, with evidence, illustrations, and logical arguments.
- CO5: Learners have the skills to speak clearly and coherently in front of a crowd, using words, intonation, facial expressions, and gestures flexibly and appropriately.
- CO6: Learners have the skills to comment and critique the speech of other people/groups.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners practice serious study attitude towards the subject; constantly expanding knowledge and objective thinking; be creative in designing a talk/presentation; actively practice, exchange experiences in class, help achieve the ultimate goal of confidence in public speaking.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & participation
2. Midterm score (30%): Group presentation
3. Final score (60%): Individual presentation

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Hamilton Gregory	2016	Public speaking for College and Career, 11th edition	McGraw-Hill
References				
1	Stephen E. Lucas	2015	The Art of Public Speaking, 12th edition	McGraw-Hill
2	Department of English Linguistics and Literature	2001	Public Speaking: A Course For Third-year English Majors	Published in Ho Chi Minh City

Ho Chi Minh City, June 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Huỳnh Trung Chánh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 123120	1.2 Course name: Theory of Translation
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15 weeks	
- Theory:	30 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Bùi Quốc Chính
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Grammar
- Concurrent course:	None

2. Course description

The course is designed to help students majoring in English Language mastery of basic translation patterns, principles and techniques. Specifically, students will practice the rules to perform accurate, situational, and skillful translation and interpretation work, with a thorough understanding of translation theories, and the ability to apply theories flexibly and effectively,

achieving optimal levels in English-Vietnamese and Vietnamese-English translation, being able to evaluate and analyze the quality of translations to self-correct their own translations and those of others when applying translation theories to specific contexts and situations. The course also helps students develop the ability to self-study, work in groups, support secondary foreign language learning and prepare well for future jobs.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with general knowledge, and linguistic knowledge of translation skills and strategies, helping to achieve advanced language proficiency (C1/C2). After the course, students can master the principles and techniques of translation.
- Improve self-study skills, work in groups, support secondary foreign language learning.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students gain an overview of translation theories and related issues. Listen to teacher/colleague feedback to make adjustments.

- CO2: Understand common translation mistakes to avoid repeating the same mistakes. (Research: Bachelor, Master, Ph.D. thesis/dissertation)

- CO3: Provide learners with enough conditions for future jobs or continue their higher studies to obtain a Master's/Ph.D degree).

3.2.2. Skills:

- CO4: Flexibly apply related specialties to the translation, appropriate to the context for optimal quality.

- CO5: Evaluate the quality of your own translation and that of others to adjust.

- CO6: Present in English and use English as a foreign language medium to communicate in class, thus creating opportunities to communicate in English in real life.

- CO7: Use computers, presentations, word processing at a basic level to present translation theories, therefore, students are encouraged to present using POWERPOINT.

- CO8: Practice teamwork skills. Actively participate in communication with members. Working with a sense of responsibility

3.2.3. Attitudes (Autonomy and Responsibility)

- CO9: - Proactive, creative, active learner, and committed to lifelong learning.

- CO10: Honesty, dynamic adapting to the working environment.

- CO11: Respecting human dignity, being confident and promoting personal potential. Respect the difference. Complete assigned tasks on time and efficiently.

- CO12: Respect each other's cultural differences in the workplace.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%)
2. Midterm exam (30%)
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Nguyễn Quốc Hùng, MA	2012	Hướng Dẫn Kỹ Thuật Dịch Anh-Việt, Việt-Anh	Vietnamese Academy of Social Sciences
2	Bui Quoc Chinh (self-compiled)		Main Sentence Patterns	Oxford Dictionary of English
References				
1	Felicity O'Dell & Michael McCarthy	2017	English Collocations in Use (Advanced)	Cambridge University Press

Ho Chi Minh City, November 25th, 2022

Dean of Faculty

Head of Department

Prepared by

Bùi Quốc Chính

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213402	1.8 Course name: Introduction to Linguistics
1.2 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.3 Credits:	
1.4 Time allocation: 10 weeks	
- Theory:	12 hours
- Assignment/Discussion:	18 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.5 Lecturers:	
- Main lecturer in-charge:	Lê Minh Hà
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.6 Course requirements:	
- Prerequisite course:	None
- Prior course:	Academic Reading, Basic Grammar
- Concurrent course:	None

2. Course description

Introduction to Linguistics provides basic knowledge of linguistics which are:

- Language nature: characteristics, origin of language, language processing functions in the human brain.

- Social aspects of language: languages in society, language transformation, language acquisition.
- Structural system of language: introduces basic concepts of phonemes, morphemes, semantics and syntax of language.

Through lectures, practical exercises, discussions and group presentations, students master basic knowledge of linguistics, apply knowledge to learning and teaching foreign languages in the future, and cultivate positive attitude towards foreign languages in the world and interest in studying languages.

3. Course Objectives (CO)

3.1. General objectives

- After the course, students are able to compare different theories of language, analyze linguistic phenomena, compare social aspects of language in general, and between English and Vietnamese.
- Students also improve their English skills as well as practice their ability to analyze and evaluate through reading specialized documents, presenting, discussing and writing essays.
- With a general and scientific view on languages, students are easier and more interested in approaching linguistics majors in the next semesters; forming simultaneously a positive attitude about the languages of the world, passionate about studying languages.

3.2 Specific objectives

3.2.1. Knowledge:

-CO1: Master basic knowledge of the nature of linguistics, apply linguistic knowledge to analyze linguistic phenomena.

3.2.2. Skills:

- CO2: Compare and evaluate different theories of languages.
- CO3: Apply language knowledge to compare and contrast with Vietnamese, apply to foreign language learning.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Improve the ability to analyze and evaluate through document synthesis, master presentation skills and teamwork.
- CO5: Form a positive attitude about languages, being interested in learning about languages.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): group discussions
2. Group Presentation (30%): Group presentation
3. Final exam (50%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Fromkin, Victoria et al.	2017	An Introduction to language	Cengage, 11 th Edition
References				
1	Edward Finegan	2008	Language: Its Structure and Use	Thomson Wadsworth, 5 th Edition
2	Nguyễn Thiện Giáp et al.	2012	Dẫn Luận Ngôn Ngữ Học	Nhà Xuất Bản Giáo Dục Hà Nội

Ho Chi Minh City, December 8th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Minh Hà

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213411	1.8 Course name: Practice of Vietnamese Language
1.9 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 3	
1.11 Time allocation: 15 weeks	
- Theory:	15 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	15 hours
- Self-study:	45 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Đặng Thị Thu Lan
- Co-lecturer:	
- Department:	English for Management
1.13 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

This course is designed for basic understanding of the history of formation, development process of Vietnamese language; helping students consolidate and practice their skills in using Vietnamese in five main areas: Spelling, Vocabulary, Grammar, Language Style, and Text. From there, students

can actively apply their mother tongue properly in studying and researching, contributing to preserving the purity and beauty of the Vietnamese language. In addition, this course also helps students get started with how to write research papers, provide students with some knowledge and skills to write common administrative documents, and help students to form and practice some active learning skills such as skills in finding references, skills in public speaking, teamwork skills, etc.

3. Course Objectives (CO)

3.1. General objectives

- Improve scientific knowledge of Vietnamese to meet students' requirements for creating and comprehending texts.
- Orient students' attitudes and methods of studying Vietnamese practice.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students understand the content, duration and requirements of practical Vietnamese subjects at university level.

3.2.2. Skills:

- CO2: Students are able to create and receive texts.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO3: Students respect for the Vietnamese language
- CO4: Students Practice the habit and sense of using Vietnamese carefully, achieving high efficiency in communication.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment
2. Midterm score
3. Final score

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
11	Michael Armstrong	2007	A Handbook of Human Resource Management Practice	Kogan Page
References				

1	Hà Thúc Hoan	2009	Tiếng Việt thực hành	Nxb. Tổng hợp TP. HCM
2	Hà Thúc Hoan,	2003	Viết đúng tiếng Việt - Tiếng Việt thực hành	Nxb. Tổng hợp TP. HCM
3	Bùi Minh Toán, Lê A & Đỗ Việt Hùng,	2003	Tiếng Việt thực hành	Nxb. Giáo dục
4	Nguyễn Khánh Nông	2006	Để viết tiếng Việt thật hay	Nxb. Trẻ
5	Nguyễn Minh Thuyết (chủ biên),.	1997	Tiếng Việt thực hành,	Nxb. Đại học Quốc gia Hà Nội
6	Diệp Quang Ban (chủ biên),	1998	Ngữ pháp tiếng Việt hai tập, 1998.	Nxb. Giáo dục,
7	Nguyễn Tài Cẩn,	1999	Ngữ pháp tiếng Việt	NXB. Đại học Quốc gia, Hà Nội
8	Cao Xuân Hạo,	2005	Ngữ pháp chức năng tiếng Việt	Nxb. Giáo dục

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Đặng Thị Thu Lan

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.14 Course code: 213114	1.15 Course name: Academic Writing
1.16 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.17 Credits: 3	
1.18 Time allocation: 10 weeks	
- Theory:	15 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.19 Lecturers:	
- Main lecturer in-charge:	Huỳnh Trung Chánh
- Co-lecturer:	
- Department:	TESOL
1.20 Course requirements:	
- Prerequisite course:	None
- Prior course:	Writing 3
- Concurrent course:	None

2. Course description

Academic Writing is designed to intensively develop students' academic writing ability in line with international English language proficiency tests. Topics of articles are highly academic, requiring learners to enrich their own socio-cultural knowledge, thereby enhancing the understanding of interdisciplinary knowledge.

In addition, learners will learn how to organize an essay with a coherent layout, thinking about topics to ensure the persuasiveness and consistency of the essay. This process will improve learners' analytical and critical thinking and synthetic skills. Learners have the ability to use flexibly a variety of vocabulary as well as different sentence structures to fully express different topics, reaching B2 level according to the European reference frame. The above activities are organized in different teaching forms to help learners develop self-study, teamwork and communication skills.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge about the structure and layout of the English language proficiency test according to international standards, and factors to ensure the academic and persuasiveness of the essay;
- Help learners gain competence in writing effectively English essays, ensuring the accurate use of style, vocabulary and grammar; analytical and critical thinking, and synthetic skills; and descriptive skills.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the style of academic essay writing and apply advanced knowledge of English majors to write articles. At the same time, learners use proficient methods of writing a number of short essays (about 300 words).

3.2.2. Skills:

- CO2: Learners organize ideas and use appropriate language for each type of writing proficiently, using correct style, vocabulary and grammar;
- CO3: Learners are confident in exchanging opinions, developing ideas and sharing experiences through written communication.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners perfect teamwork skills and work independently, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): Quick assessment
2. Midterm exam (20%)
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year	Name of Book/ Textbook/ Article/	Name of
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		of public ation	Document	Publisher/Magazine/ Place of publication
Required material				
1	Sam McCarter, Norman Whitby.	2014	Improve Your Skills - Writing for IELTS. 4.5-6.0	Macmillan
References				
1	Pam Watson	2013	Lessons for IELTS Advanced Writing.	New Oriental

Ho Chi Minh City, June 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Huỳnh Trung Chánh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213403	1.2 Course name: Phonology
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	
1.5 Time allocation: 10 weeks	
- Theory:	20p hours
- Assignment/Discussion:	10 hours
- Practice/Experiment:	0
- Self-study:	60 ours
1.6 Lecturers:	
- Main lecturer in-charge:	Đào Như Nguyệt
- Co-lecturer:	Phan Thị Lan Anh
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Introduction of Linguistics
- Concurrent course:	None

2. Course description

The course provides a solid theoretical basis for the English phonemic system, helping learners to have the skills and ability to practice correct pronunciation, understand and explain the changing laws in English phonetics.

The first part of the course introduces the basis of phonetics and systematization of phonemes in English based on pronunciation characteristics. Phonemes are classified into vowels, consonants, groups of consonants, groups of vowels. Each phoneme group is presented in detail about pronunciation characteristics and phonemic variations in specific phoneme distribution contexts, from which phoneme laws are derived. After presenting the phonological properties, called segments, the course will continue with meta segments, i.e. features that govern phonological units larger than phonemes such as stress, intonation, rhythm, and phenomena of assimilation, rhyming, etc. in utterances.

This is an important part of knowledge, skills, and awareness in the oral communication capacity of a Bachelor of English in general, and in particular for the capacity of lecturing, presenting, interpreting, and teaching, etc. in their future work.

3. Course Objectives (CO)

3.1. General objectives

- Provide a solid theoretical basis for the English phonemic system, approaching the subject in an authentic direction: combining theory and practice, helping learners to acquire knowledge systematically and effectively.
- Help improve learners' listening and speaking skills, prepare learners to enter a major in Teaching English or Business English later, as well as lay the foundation for lifelong learning for further self-improvement on pronunciation in particular and improve English in general in the long run.

3.2 Specific objectives

3.2.1. Knowledge:

- -CO1: Learners master the knowledge of English phonology, which is the theoretical foundation for pronunciation skills in particular and skills in general, and also related knowledge for other subjects on linguistics such as morphology, syntax, and semantics.

3.2.2. Skills:

- CO2: Learners have the skills to apply phonological knowledge to the pronunciation process, judge correct sounds, choose intonation, intonation, and connect sounds correctly according to standard English. Learners also have the skills to analyze, comment and compare in the process of approaching pronunciation and utterances of native speakers, making them aware of phonemic variations in actual utterances and in other methods. different languages;
- CO3: With basic phonological knowledge, learners have more ability to look up and self-study pronunciation, helping to improve their English listening and speaking abilities.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners are well aware of the importance of the subject, enjoy exploring more and diligently practice their phonological knowledge to perfect their English listening and speaking skills in general.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): attendance, in-class questions, and homework assignments
2. Midterm Score (20%): exam, pronunciation-practice assignments, group presentation
3. Final exam (60%)

5. Course materials

Table5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Philip Carr	2013	English Phonetics and Phonology	Wiley-Blackwell
References				
1	Beverly Collins, Inger M. Mees, and Paul Carley	2019	Practical English Phonetics and Phonology	Routledge
2	Peter Roach	1998	English Phonetics and Phonology	Da Nang Publishing House
3	Peter Ladefoged	2006	A Course in Phonetics	Thomson Wadsworth
4	Victoria Fromkin, Robert Rodman, Peter Collins, David Blair	1990	An Introduction to Language	Harcourt Brace Jovanovich Group (Australia) Pty Limited
5	Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin	1996	Teaching Pronunciation	Cambridge University Press
6	Rebecca M. Dauer	1992	Accurate English	Prentice Hall

Ho Chi Minh City, June 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Minh Hà

Đào Như Nguyễn

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213405	1.8 Course name: Morphology
1.9 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 2	
1.11 Time allocation: 10 weeks	
- Theory:	15 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Nguyễn Đặng Thị Cúc Huyền
- Co-lecturer:	
- Department:	TESOL
1.13 Course requirements:	
- Prerequisite course:	None
- Prior course:	Introduction of Linguistics
- Concurrent course:	Phonology

2. Course description

The Morphology module is designed to provide English language students with knowledge of form and structure of a word, the basic concepts of morphology, the formation processes, and the rules for analyzing English words and methods of word formation in English. Teaching and learning activities are organized in various forms to help students develop information-seeking

skills, self-study skills, teamwork and effective communication. Students are able to speak fluently in English, answer questions, develop thinking ability in relation to the world around them, and improve their confidence in communicating in English.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge about morphology, morphemes, rules for analyzing word structure.
- Help students improve their ability to guess the meaning of words, make good use of vocabulary in communication and in academia, and be able to form new words when necessary.
- Help students develop the ability to seek information, self-study, teamwork, self-confidence, and proactive learning.

3.2 Specific objectives

3.2.1. Knowledge:

-CO1: Students understand concepts in English morphology, word forms, word structure, and morphological changes while creating words.

3.2.2. Skills:

-CO2: Students flexibly apply the rules and forms of morphological structure in communication and in academia.

- CO3: Students are able to explain and argue problems related to morphological structure.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Students develop self-study and group work ability; proactive in learning on the basis of respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): participation in answering questions, discussions & group presentation
2. Midterm score (30%): multiple choice test& assignments
3. Final exam (50%)

5. Course materials

Table5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				

1	To Minh Thanh	2019	English Morphology	National University Press
References				
1	Nguyen Thuy Nga	2004	English Morphology and Syntax	Open University Press
2	Victoria Fromkin, Robert Rodman, & Nina Hyams	2018	An introduction to language (11th Edition)	Cengage Learning
3	Norman Stageberg	1981	An Introductory English Grammar (4th Edition)	Holt, Rinehart and Winston, Inc.
4	Andrew Spencer & Arnold M. Zwicky	2017	The Handbook of Morphology	

Ho Chi Minh City, December 25th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Đăng Thị Cúc Huyền

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213408	1.8 Course name: Introduction to Literature
1.9 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 2	
1.11 Time allocation: 10 weeks	
- Theory:	12 hours
- Assignment/Discussion:	18 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Lê Minh Hà
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.13 Course requirements:	
- Prerequisite course:	None
- Prior course:	Academic Reading
- Concurrent course:	None

2. Course description

Introduction to Literature provides basic theory on the characteristics of literature, literary genres, artistic elements in each genre.

Through practical exercises, students analyze typical works in Anglo-American literature, develop the ability to perceive and critique from many different angles. From there, students can write their feelings about the work, and draw lessons to apply to their personal life.

3. Course Objectives (CO)

3.1. General objectives

- After the course, students are able to define what literature is, the functions of literature, distinguish three main genres: poetry, narrative and drama, identify the characteristics of literature and art forms art of each genre. In addition, students apply literary theory to analyze works in Anglo-American literature, thereby developing the ability to think critically, appreciate literature, and draw lessons for them. Thus, students are passionate about self-reading and discovering human values in literary works.

3.3 Specific objectives

3.2.1. Knowledge:

- CO1: Master the basic theory of literature, present definitions, functions, and literary genres, identify artistic elements in literary works.

3.2.2. Skills:

- CO2: Apply theory to analyze works based on content and art form.
- CO3: Apply analytical and critical thinking skills in literary criticism.
- CO4: Improve skills in reading and understanding artistic texts, discussing and presenting in English.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Have an interest in discovering literature, feeling the beauty in the work, and drawing lessons for themselves.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): group discussions
2. Group presentation (30%): group presentation & answering questions
3. Final score (50%): Essay test

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/magazine/ Place of publication
Required material				
1	Virginia Evans -		Pathways To Literature	Express Publishing,

	Jenny Dooley			2014
	References			

Ho Chi Minh City, December 8th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Minh Hà

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 2137404	1.8 Course name: Syntax
1.9 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 3	
1.11 Time allocation: 15 weeks	
- Theory:	18 hours
- Assignment/Discussion:	27 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Phan Thi Lan Anh
- Co-lecturer:	Nguyễn Đặng Thị Cúc Huyền
- Department:	Linguistics, Culture, and Literature
1.13 Course requirements:	
- Prerequisite course:	Phonology, Morphology
- Prior course:	Morphology
- Concurrent course:	None

2. Course description

The Syntax module is designed for 3rd-year English-major students to introduce learners to basic concepts of syntax, theories and principles of sentence analysis in English including topics such as: Generative grammar, elements, structure, relationships of sentence structures, word forms. As a result, students can achieve high accuracy while speaking, writing, and translating English.

Through the process of analyzing the structure of the elements in a language, a clause or a sentence, it will help learners develop analytical thinking skills to compare English with other languages (or mother tongue) and help them simultaneously develop skills in English language learning. Learners are well aware of the scope as well as the meaning of syntactic learning in teaching and studying a language.

Through group discussions, presentations and class exercises, learners will develop a sense of self-study and the ability to work in groups and communicate effectively.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge of syntax so that learners can understand the basic structural system of English, thereby being able to analyze the structure of a language;
- Help learners form critical thinking, analysis and comparison skills;
- Help learners realize the importance of learning syntax in teaching and research.

3.4 Specific objectives

3.2.1. Knowledge:

- CO1: Provide learners with concepts in syntactic learning including sentence structures, concepts from type, function and position of a word or a phrase in a sentence.
- CO2: Equip learners with syntactic terms to explain sentence structure in English.

3.2.2. Skills:

- CO3: Explain the steps of sentence analysis and sentence structure in English.
- CO4: Compare and contrast sentence structures in English.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Be well aware of the meaning and importance of syntactic learning in translation, teaching and research;
- CO6: Having a serious look and attitude of a linguist through self-study

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): Quick assessment
2. Midterm exam (30%)
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication

Required material				
1	Noel Burton- Roberts	2011	Analysing Sentences: An Introduction to English Syntax	Pearson Education
References				
1	Gerald P. Delahunty & James J. Garve	1994	Language, Grammar, Communication	McGrawHill
Website				
			Link	Updated date
1	Syntax Tree Diagram		http://mshang.ca/syntaxtree/	December 09, 2022

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Phan Thị Lan Anh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213502	1.8 Course name: British Studies
1.9 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 2	
1.11 Time allocation: 10 weeks	
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Hoàng Nhị Hà
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.13 Course requirements:	
- Prerequisite course:	Language-skills subjects
- Prior course:	None
- Concurrent course:	American Studies, British Literature, American Studies

2. Course description

This is a course designed for students majoring in English Language after they reach an English level equivalent to B2 according to the European Framework of Reference. The course provides a basic knowledge of British culture including geographical features, historical development,

and national cultural values (customs, traditions and beliefs). Lessons are organized by various activities such as self-study, listening to lectures, group work, discussions, presentations, role plays... to develop learners' skills of self-study, critical thinking, analyze or compare issues related to cultural topics, meeting the goals and output standards of the English Language Studies of Nong Lam University.

3. Course Objectives (CO)

3.1. General objectives

- Provides learners with basic knowledge about the country, people and culture of England.
- Help learners form critical thinking skills, analyze, synthesize and compare topics related to British and Vietnamese culture.
- Students have a positive attitude to work in groups.
- Actively explore and study culture.

3.5 Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand basic knowledge about the country, people, and culture of England.

3.2.2. Skills:

- CO2: Learners are trained to analyze problems, evaluate cultural phenomena, and compare cultural characteristics of England and Vietnam through reading documents, presenting, discussing and writing reports.

- CO3: Learners have the ability to exchange opinions, deploy ideas and share experiences through teamwork.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop skills to work in groups and work independently, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): quick assessment (questions/group discussions)
2. Midterm score (30%): group presentation
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication

Required material				
1	Department of Linguistics, Culture, and Literature		Introduction to British Studies	
2	James O’Driscoll	2009	Britain for Learners of English	Oxford University Press
References				
1	Sheerin, Susan & Seath, Jonathan	1995	Sportlight on Britain	Oxford University Press
2	George Mikes	2000	How to be Inimitable	Penguin Books Ltd.
3	Adrew Whittaker	2009	Speak the Culture: Britain: Be Fluent in British Life and Culture	Thorogood Publisher
4	David P. Christopher	2015	British Culture: An Introduction	Routledge Publisher
5	Relevant journals and documents on the Internet			

Ho Chi Minh City, December 3rd, 2022

Dean of Faculty

Head of Department

Prepared by

Đào Đức Tuyên

Lê Minh Hà

Hoàng Nhị Hà

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213406	1.8 Course name: Semantics
1.9 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 2	
1.11 Time allocation: 10 weeks	
- Theory:	12 hours
- Assignment/Discussion:	18 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Phan Thi Lan Anh
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.13 Course requirements:	
- Prerequisite course:	Phonology, Morphology, Syntax
- Prior course:	Syntax
- Concurrent course:	None

2. Course description

Semantics is designed to equip 4th-year English majors with knowledge of the semantics of the English language with a variety of language uses. Students have systematized knowledge of English semantic levels of word meanings (types of meaning, meaning elements and changes in the meaning of words), meaning of sentences, meaning of utterances, language in words, effect

of middle language, effect after words, the implied meaning of presuppositions. Through this course, students will have knowledge and skills related to semantics to apply make good use of the process of using language in work and in life.

Through group discussions, presentations and class exercises, learners will develop a sense of self-study and the ability to work in groups and communicate effectively.

3. Course Objectives (CO)

3.1. General objectives

- Provide knowledge about semantics: the meaning of words, the meaning of sentences and the meaning of utterances, rhetorical form.
- Help learners develop analytical and critical thinking skills.
- Help learners realize the importance of semantics for everyday communication as well as for language teaching and research.

3.6 Specific objectives

3.2.1. Knowledge:

-CO1: Provide learners with the concepts of semantics: the meaning of words, the meaning of sentences and the meaning of utterances.

- CO2: Equip learners with knowledge of rhetorical form

3.2.2. Skills:

- CO3: Analyze the meanings of English words, sentences and statements
- CO4: Analyze the implications and inferences of language

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Show a serious attitude to learning, studying, listening and respecting the opinions of others.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): Quick assessment in class
2. Midterm score (30%): Essay test
3. Final score (60%): Essay test

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	James R. Hurford,	2007	Semantics - A coursebook	Cambridge University

	Brendan Heasley, & Michael B. Smith			Press
References				
1	Gerald P. Delahunty & James J. Garve	1994	Language, Grammar, Communication	McGrawHill
2	John I. S.	2003	Semantics	Blackwell Publishing.

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Phan Thị Lan Anh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.2 Course code: 213410	1.3 Course name: American Studies
1.4 Course type	
<input checked="" type="checkbox"/> Compulsory	
<input type="checkbox"/> Required elective	
<input type="checkbox"/> Elective	
1.5 Credits: 2	
1.6 Time allocation: 10 weeks	
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	0
- Self-study:	60 hours
1.7 Lecturers:	
- Main lecturer in-charge:	Lê Thị Tiểu Phụng
- Co-lecturer:	Nguyễn Thị Kim An
- Department:	Linguistics, Culture, and Literature
1.8 Course requirements:	
- Prerequisite course:	None
- Prior course:	Academic Reading
- Concurrent course:	British Studies, British Literature

2. Course description

American Studies is a course designed for students of the English Language Arts major to provide an overview of American culture and civilization. The course introduces students to an overview of the symbols of the United States, and a summary of the history and geography of the United States. In addition, students also learn more about religion, government, economy,

ethnic groups, education, sports, and culture of the United States. Most importantly, throughout the course, students will learn more about American values and attitudes and the influence these values have had on American history and everyday culture. Lessons are organized by various activities such as self-study, listening to lectures, group work, discussions, presentations, and writing small research papers to help students better understand the United States of America, thereby be more confident in everyday communication situations with the American people, have the background knowledge to better study American Literature, and develop skills for self-research, critical thinking, analysis, or problem comparison.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge of American history, geography, language, education, people, culture, and politics.
- Help learners form self-study skills, critical thinking, analysis or comparison of problems.

3.7 Specific objectives

3.2.1. Knowledge:

- CO1: Students understand the basics of US history, geography, language, education, people, culture, and politics.
- CO2: Students are knowledgeable about the core values of American society

3.2.2. Skills:

- CO3: Students improve their reading, speaking, and writing skills in academic English.
- CO4: Students know how to look up and synthesize documents for a topic of public presentation.
- CO5: Students are able to analyze and evaluate American history and culture, argue and defend their opinions.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO6: Students develop teamwork skills and work independently, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): 10% of group discussions & 20% of presentation
2. Midterm score (20%): essay
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of public	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication

		ation		
Required material				
1	Maryanne Datesman, JoAnn Crandall, Edward N. Kearny	2014	American Ways: an Introduction to American Culture, 4th edition	Pearson ESL
References				
1	Cheryl Benz, Steven Benz	2008	Impressions 1 – America through Academic Reading.	Thomson Heine
2	Elaine Kim	1989	About the USA	Washington, D.C: Bureau of Educational and Cultural Affairs.
3	Jessica Williams	2017	Academic Encounters Level 2 Student's Book Reading and Writing: American Studies (2nd edition)	Cambridge University Press

Ho Chi Minh City, December 9th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Thị Tiêu Phượng

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213415	1.2 Course name: British Literature
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15weeks	
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	0 hours
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Hoàng Nhị Hà
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	Introduction to Literature
- Prior course:	British Studies
- Concurrent course:	None

2. Course description

- This course is designed in the 7th semester after learners have completed the groups of subjects on culture and literature introduction. The course aims to provide students with basic knowledge about the history of English literature and some typical authors and works through

each period of English literature with the following main contents: History of English literature, Notable authors and works, Cinematographic works adapted from literary works

Lessons are organized by various activities such as self-study, listening to lectures, group work, discussions, presentations, making videos and writing articles to develop learners' skills of self-research, critical thinking, analyze or compare literary works from which to build a life perspective for themselves or draw many lessons for themselves to meet the goals and outcomes of the course.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with knowledge about English literary history and typical authors and works through each period of English literature.
- Help learners develop critical thinking, analytical skills, and how to compare themes, literary schools, and styles in English and Vietnamese literary works.
- Have a positive attitude to work in groups.
- Actively research the work.

3.8 Specific objectives

3.2.1. Knowledge:

- CO1: Learners master basic knowledge of English literary characteristics through historical periods; authors and works express typical literary ideas of each period of English literature.
- CO2: Learners understand more deeply about the birth circumstances, context, plot, main contents as well as the style of each author in each specific work.

3.2.2. Skills:

- CO3: Learners improve their ability to analyze and compare a literary work from context, plot to style, thereby forming the ability to perceive human and cultural values expressed through each work.
- CO4: Learners can exchange opinions, deploy ideas and share experiences through teamwork.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners develop teamwork skills and work independently, respecting different points of view.
- CO6: Learners actively build reading culture and the love for literature.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance
2. Midterm score (40%): essay, group presentation, group creating video
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1			British Literature Through Its History	
References				
1	John Peck& Martin Coyle	2002	A Brief History of English Literature	Palgrave McMillan Press
2	Gary Day & Jack Lynch	2015	The Encyclopedia of British Literature	Weley-Blackwell Press
3	Joseph Black & Leonardo Conolly	2016	The Broadview Anthology of British Literature	Broadview Press
4	Matthew Whittle	2016	Post War British Literature and the” End of Empire”	Palgrave MacMillan

Ho Chi Minh City, December 06th, 2022

Dean of Faculty

Head of Department

Prepared by

Hoàng Nhị Hà

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213412	1.2 Course name: American Literature
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15weeks	
- Theory:	45hours
- Assignment/Discussion:	0hours
- Practice/Experiment:	0hours
- Self-study:	90hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Thị Kim An
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	Introduction to Literature
- Prior course:	American studies
- Concurrent course:	None

2. Course description

This course is designed to provide concepts and knowledge about the history of American literature and some typical authors and works of this literature with the main contents including the history of American literature, authors and representative works, and cinematographic works

adapted from literary works. With the lecturing method, students are guided to apply the knowledge of American social history to analyze and perceive the works. In the process, students learn, feel, analyze and evaluate works and authors through acting activities, pair/group discussions, and writing analytical essays.

Lessons are organized by various activities to develop learners' skills of self-study, critical thinking, analysis, and comparison of literary works, thereby building a life perspective for themselves or draw many lessons for themselves.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with knowledge about American literary history and typical authors and works through each period of American literature.
- Helps learners to form skills of critical thinking, comparing of themes, literary styles in American and Vietnamese literary works.
- Students have a positive teamwork attitude.
- Actively research the work.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students master basic knowledge about concepts in literature, typical authors and works in six historical periods of American literature.
- CO2: Students memorize the birth circumstances, background, plot, main contents as well as the style of each author in each specific work.

3.2.2. Skills:

- CO3: Students improve their reading, speaking and writing skills in academic English.
- CO4: Students know how to look up and synthesize documents for a topic of public presentation.
- CO5: Students know how to find documents, synthesize and write an analysis of a specific literary work from context, plot to style.
- CO6: Students are able to analyze and evaluate topics in the 6 periods of American literature, argue and defend their opinions.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO7: Students have a positive, serious and diligent study attitude.
- CO8: Students have creative thinking, critical thinking, and curiosity about problems.
- CO9: Students promote reading culture and love of American literature.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): attendance, group discussions, participating in class lessons
2. Midterm score (20%): essay

3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Evans, V. & Dooley, D.	2014	Pathways to Literature	Express Publishing
2	Lê Huy Lộc, Nguyễn Hoàng Linh	2011	A course in American Literature Part 2: Selected Works for Study and Discussion	NXB ĐHQG TP.HCM
References				
1	Robert Pinsky and Maggie Dietz	2000	Americans' Favorite Poems, The Favorite Poem Project Anthology	Norton
2	Richard Gray	2011	A Brief History of American Literature	Wiley-Blackwell

Ho Chi Minh City, December 11th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Thị Kim An

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213801	1.2 Course name: Foreign Language 2 - French 1
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15weeks	
- Theory:	30hours
- Assignment/Discussion:	15hours
- Practice/Experiment:	0hours
- Self-study:	90hours
1.6 Lecturers:	
- Main lecturer in-charge:	Luu Đình Phúc
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

Students are equipped with knowledge related to the phonetic system of French, knowledge of grammar, vocabulary, types of sentences used to greet, inquire about health, personal information, character descriptions, maps, objects, places, directions. After completing French

class 1, students can use the simple present tense of verb forms, know how to ask questions, negative sentences, and interrogative sentences, and can write short descriptive essays.

3. Course Objectives (CO)

3.1. General objectives

To equip students with basic knowledge of social culture as well as knowledge of French. After finishing the French 1, 2, and 3, students have a language ability equivalent to A2 level according to the European competency assessment framework. After completing the French 1 program, students achieve A1.1 according to the European competency framework.

3.10 Specific objectives

3.2.1. Knowledge:

-CO1: Master the general pronunciation and special sounds of French: diphthongs and nasal vowels. Apply vocabulary on familiar topics about yourself, friends, family, where to live, shop and get directions. Use basic French grammar and sentence forms, mastering the conjugations of group 1

3.2.2. Skills:

- CO2: - Listen to understand sentence patterns and conversations with simple and familiar topics
- Read and understand short texts on simple and familiar topics: friends, family, accommodation, shopping, and travel.
- Write simple sentences and familiar topics
- CO3: has the ability to ask questions related to personal information, characters, furniture, accommodation and directions.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Introduce yourself and be able to meet and describe friends and shop and provide information on a tourist attraction, and directions

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): quick assessment in class
2. Midterm score (30%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Guy CAPPELLE &	2008	Le Nouveau Taxi 1	Hachette, Paris

	Robert MENAND			
	References			
1	J.BADY, I.GEAVES & A.PETETIN	1991	Grammaire: Cours de la civilisation de française de la Sorbonne 350 exercices niveau debutant	Hachette, Paris

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Lưu Đình Phúc

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213802	1.2 Course name: Foreign Language 2 - French 2
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15weeks	
- Theory:	30hours
- Assignment/Discussion:	15hours
- Practice/Experiment:	0hours
- Self-study:	90hours
1.6 Lecturers:	
- Main lecturer in-charge:	Luu Đình Phúc
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	Foreign Language 2 - French 1
- Prior course:	Foreign Language 2 - French 1
- Concurrent course:	None

2. Course description

Students are equipped with knowledge of vocabulary related to date, time, daily activities, travel, summer vacation, recreational and sports activities, past double tense, pronouns. After studying French 2, students can use grammar and vocabulary to describe things, activities that took place in

the past or a holiday recently in spoken or written language. Students can exchange with others about hobbies, festivals, activities related to familiar and close topics in life.

3. Course Objectives (CO)

3.1. General objectives

To equip students with basic knowledge of French language. After finishing the French 1, 2, and 3, students have a language ability equivalent to A2 level according to the European competency assessment framework. After completing the French 2, students achieve A1 level according to the European competency framework.

3.11 Specific objectives

3.2.1. Knowledge:

- CO1: Master the basic grammar knowledge of nouns, verbs, adjectives; structures related to interrogative, negative and imperative sentences
- Mastering the past tense (Passe-Composé)
- vocabulary related to French time, daily activities, festivals, food, social culture

3.2.2. Skills:

- CO2: Be able to buy train tickets, shop at the supermarket, inquire about other people's activities, talk about hobbies and habits, ask and present needs, present past events, make suggestions or prohibit someone
- CO3: Listen to understand conversations with simple and familiar topics and read and understand short articles on simple and familiar topics.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Be able to communicate in the activities of social life with simple sentences, related to shopping, means of transportation, showing interests, habits, and past events

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): quick assessment in class
2. Midterm score (30%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Guy CAPPELLE &	2008	Le Nouveau Taxi 1	Hachette, Paris

	Robert MENAND			
	References			
1	J.BADY, I.GEAVES & A.PETETIN	1991	Grammaire: Cours de la civilisation de française de la Sorbonne 350 exercices niveau debutant	Hachette, Paris

Ho Chi Minh City, December 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Luu Đình Phúc

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213802	1.2 Course name: Foreign Language 2 - French 3
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15weeks	
- Theory:	30hours
- Assignment/Discussion:	15hours
- Practice/Experiment:	0hours
- Self-study:	90hours
1.6 Lecturers:	
- Main lecturer in-charge:	Luu Đình Phúc
- Co-lecturer:	
- Department:	Linguistics, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	Foreign Language 2 - French 1 Foreign Language 2 - French 2
- Prior course:	Foreign Language 2 - French 1 Foreign Language 2 - French 2
- Concurrent course:	None

2. Course description

This course equips students with basic knowledge and communication skills in French at A2 level. Students are equipped with the following background knowledge: (i) vocabulary related to familiar topics in life, culture and society; (ii) grammar: present tense for reflexive verbs and some group 3 verbs; past compound (passé-composé), past continuous (imparfait), past near (passé récent), near future (futur proche), future simple (futur simple); Pronouns COD, COI; statement using COD and COI; SI clause; (iii)- sentence patterns and expressions of acceptance, rejection, advice, prohibition, etc.

With the above background knowledge, students are trained in 4 additional skills: listening, speaking, reading and writing on familiar topics in daily French cultural life.

3. Course Objectives (CO)

3.1. General objectives

After finishing the French 1, 2, and 3, students have a language ability equivalent to A2 level according to the European competency assessment framework. After completing the French 3 program, students achieve A2.1 according to the European competency framework.

3.2. Specific objectives

3.2.1. Knowledge:

-CO1: Grammar: types of questions, negatives; present tense, imperative, past continuous and future simple.

Vocabulary blocks of familiar topics about vacations, childhood, future projects, changing interests,

Types of conditional sentences, and subjunctive speech

3.2.2. Skills:

-CO2: Listen to understand conversations with simple topics about current, future and past social events

- CO3: Read and understand articles and events happening in the past or in the future on familiar topics

- CO4: Write texts with familiar topics about the past and the future

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: present preferences, habits, and events in the past and in the future

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): quick assessment in class
2. Midterm score (30%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Guy CAPPELLE & Robert MENAND	2008	Le Nouveau Taxi 1	Hachette, Paris
References				
1	J.BADY, I.GEAVES & A.PETETIN	1991	Grammaire: Cours de la civilisation de française de la Sorbonne 350 exercices niveau debutant	Hachette, Paris

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Luu Đình Phúc

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213413	1.2 Course name: Western History and Civilization
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10 weeks	
- Theory:	23 hours
- Assignment/Discussion:	07 hours
- Practice/Experiment:	0 hours
- Self-study:	95 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Võ Thị Hồng
- Co-lecturer:	
- Department:	Political Theory Department
1.7 Course requirements:	
- Prerequisite course:	Introduction to Vietnamese Culture Principles of Marxist-Leninist Philosophy Eastern History and Civilization
- Prior course:	Introduction to Vietnamese Culture Principles of Marxist-Leninist Philosophy Eastern History and Civilization
- Concurrent course:	None

2. Course description

This course aims to provide students with basic knowledge about the history - the foundation and basic achievements of world civilization in the West through the presentation of typical civilizations such as Greek Civilization, Roman Civilization, Medieval Western European Civilization (Renaissance), Western European industrial civilization, the civilization of the twentieth century, etc. As a result, students will grasp the laws of human civilization development. This subject also helps students become more aware of the fact that what they are having today is the result of renovation and innovation in the past. In addition, this course helps students formulate and consolidate several active learning skills such as reference-material searching, public speaking, and teamwork.

3. Course Objectives (CO)

3.1. General objectives

- This course aims to provide students with basic knowledge about the history of world civilization in the Western part.
- Provide knowledge about the foundation and basic achievements of major civilizations in the world. Thereby, students will grasp the laws of human civilization development. This subject also helps students become more aware of what they enjoy today. Students will appreciate and be more aware of the heritage of world civilization.
- Ability to present an issue of civilization history and think independently in analyzing and applying knowledge of human culture and civilization to his/her professional fields.

3.2 Specific objectives

3.2.1. Knowledge:

- Provide knowledge about the foundation and basic achievements of major civilizations in the world. Thereby, students will grasp the laws of human civilization development.

3.2.2. Skills:

- Ability to present an issue of civilization history and think independently in analyzing and applying knowledge of human culture and civilization to his/her professional fields.

3.2.3. Attitudes (Autonomy and Responsibility)

- This subject also helps students become more aware of what they have today. Students will appreciate and be more aware of the heritage of world civilization.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & class participation
2. Midterm score (10%): midterm test
3. Final score (80%): final exam

5. Course materials

Table5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
	Required material			
1				
	References			
1				

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

TS. Võ Thị Hồng

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213414	1.2 Course name: Eastern History and Civilization
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10 weeks	
- Theory:	23 hours
- Assignment/Discussion:	07 hours
- Practice/Experiment:	0 hours
- Self-study:	95 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Võ Thị Hồng
- Co-lecturer:	
- Department:	Political Theory Department
1.7 Course requirements:	
- Prerequisite course:	Introduction to Vietnamese Culture Principles of Marxist-Leninist Philosophy
- Prior course:	Introduction to Vietnamese Culture Principles of Marxist-Leninist Philosophy
- Concurrent course:	None

2. Course description

This course aims to provide students with basic knowledge about the history - the foundation and basic achievements of world civilization in the East through the presentation of typical civilizations such as Egyptian civilization, Mesopotamian civilization, Chinese Civilization, Indian Civilization, Arab Civilization, Southeast Asian civilization, etc. As a result, students will grasp the laws of human civilization development. This subject also helps students become more aware of the fact that what they are having today is the result of renovation and innovation in the past. In addition, this course helps students formulate and consolidate several active learning skills such as reference-material searching, public speaking, and teamwork.

3. Course Objectives (CO)

3.1. General objectives

- This course aims to provide students with basic knowledge about the history of world civilization in the Eastern part.
- Knowledge about the foundation and basic achievements of major civilizations in the world. Thereby, students will grasp the laws of human civilization development. This subject also helps students become more aware of what they enjoy today. Students will appreciate and be more aware of the heritage of world civilization.
- Ability to present an issue of civilization history and think independently in analyzing and applying knowledge of human culture and civilization to his/her professional fields.

1.2 Specific objectives

3.2.1. Knowledge:

- Provide knowledge about the foundation and basic achievements of major civilizations in the world. Thereby, students will grasp the laws of human civilization development.

3.2.2. Skills:

- Ability of selecting, sorting, and organizing material sources, planning skills
- Ability to work in groups to discuss and solve problems related to the course content, teamwork skill
- The first step to practice public speaking (respond, display)

3.2.3. Attitudes (Autonomy and Responsibility)

- Be aware of what has happened in the world
- Appreciate and be more aware of the world's civilized heritages
- Ability to apply knowledge to solve world exchange problems on economic, political, socio-cultural issues.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & class participation
2. Midterm score (10%): midterm test

3. Final score (80%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
	Required material			
1				
	References			
1				

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

TS. Võ Thị Hồng

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 202616	1.2 Course name: Psychology
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10weeks	
- Theory:	30 hours
- Assignment/Discussion:	0 hours
- Practice/Experiment:	0 hours
- Self-study:	0 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Phạm Quỳnh Trang
- Co-lecturer:	
- Department:	
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Principles of Marxist-Leninist Philosophy
- Concurrent course:	None

2. Course description

The Psychology module equips learners with the most basic knowledge of psychological science about human psychological phenomena. The module includes the following main contents: the natural and social bases of human psychology; the formation and development of

psychological consciousness; cognitive activity; affection and will; personality and psychological attributes of personality.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic understanding of psychological processes, human psychological attributes.
- Practice the ability to apply psychological knowledge in students' future career.

3.2. Specific objectives

3.2.1. Knowledge:

Provide learners with basic understanding of psychological processes, human psychological attributes, through which learners have correct understanding of their own psychology as well as those of others.

3.2.2. Skills:

Practice the ability to apply psychological knowledge to solve problems in the field of psychology that arise in your life as well as in your career in the future.

3.2.3. Attitudes (Autonomy and Responsibility)

Practice and develop teamwork, presentation, and problem-solving skills.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (5%): attendance
2. Midterm score (15%): essay
3. Final score (80%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1				
References				
1				

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Phạm Quỳnh Trang

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 215307	1.2 Course name: Research Methodology
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10weeks	
- Theory:	30hours
- Assignment/Discussion:	0hours
- Practice/Experiment:	0hours
- Self-study:	0hours
1.6 Lecturers:	
- Main lecturer in-charge:	Võ Văn Việt
- Co-lecturer:	
- Department:	
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

One of the essential skills that students need to have is the ability to analyze problems and how to solve educational problems. The research methods course will help students identify, formulate, and develop a research problem, design a research framework to address it, transform the problem into a research question, and collect and analyze data to answer the research

question and, finally, to write the research report. Students will learn a variety of ways to conduct research, and how research affects problem solving.

3. Course Objectives (CO)

3.1. General objectives

Provide students with basic knowledge about the steps of implementing scientific research to be able to carry out scientific research in general and educational science in particular. Students are able to write a research proposal and organizing the implementation of a scientific research.

3.2. Specific objectives

3.2.1. Knowledge:

- Understand and explain the characteristics, types of research and fields of scientific research in education; requirements for scientific researchers
- Explain the concept of methods and methodologies of educational scientific research.
- Understand and analyze data collection methods
- Identify research problem, develop a scientific research proposal, and prepare observation and survey forms

3.2.2. Skills:

- Be able to cooperate and follow the assignment in group work and in class
- Have the ability to convey information clearly, ability to write scientific reports

3.2.3. Attitudes (Autonomy and Responsibility)

- Honesty and responsibility in scientific research
- Have a passion for scientific research and lifelong learning

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (15%): attendance
2. Midterm score (35%): 20% of group presentation & 15% of group assignments
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1				
References				
1				

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Võ Văn Việt

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 215345	1.2 Course name: Education Studies
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10 weeks	
- Theory:	17 hours
- Assignment/Discussion:	13 hours
- Practice/Experiment:	0 hours
- Self-study:	120 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Phạm Quỳnh Trang
- Co-lecturer:	
- Department:	
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

The main content of this subject provides students with the basic knowledge of pedagogy, including: General problems of Education as a science; the role of education in personality development; educational goals and tasks and an overview of educational paths.

3. Course Objectives (CO)

3.1. General objectives

Students can master the concepts, explain the basic problems of education and pedagogy, and develop the ability to study and research.

3.2. Specific objectives

3.2.1. Knowledge:

- Master the concepts, explain the basic problems of education and pedagogy.
- Understand education as a science, determining the role of education in personality development, understanding the purposes and tasks of education and educational paths.

3.2.2. Skills:

Initially form study and research skills, contact skills, apply knowledge to consider and solve problems of human education.

3.2.3. Attitudes (Autonomy and Responsibility)

Begin to have feelings, and gradually forming a love for their career, responsibility and love for students.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance
2. Midterm score (10%): group discussions
3. Final score (80%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1				
References				

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Phạm Quỳnh Trang

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213119	1.2 Course name: Listening 1
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 10weeks	
- Theory:	10hours
- Assignment/Discussion:	20hours
- Practice/Experiment:	0 hours
- Self-study:	60hours
1.6 Lecturers:	
- Main lecturer in-charge:	Lê Thị Tiểu Phượng
- Co-lecturer:	Huỳnh Thị Cẩm Loan Nguyễn Đặng Thị Cúc Huyền Nguyễn Đình Như Hà Nguyễn Thị Phi Oanh
- Department:	English Pedagogy
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

Listening1 provides English language majors with extensive and in-depth knowledge of English listening comprehension skills. The lessons are designed according to each topic in a scientific and reasonable way, and the topics in the lesson are quite familiar, creating conditions for students to easily access the lesson. At the end of the course, students are able to listen and understand different types of lessons with general topics about society, life, work, environment, family, education, law, technology, and news. at an advanced level with a vocabulary of 200-500 words.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with vocabulary related to everyday communication topics such as greetings, weekends, transportation, food, shopping, work schedules, games, advertising programs, travel calendar...
- Help learners apply skills of gathering information on related topics, listening strategies at the pre-intermediate level, and effective group work skills.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Clearly distinguish the content of conversations about greetings, weekends, transportation, food, shopping, work schedules, games, advertising programs, travel...
- CO2: Recognize the intonation of question types, how to connect sounds and reduce sounds
- CO3: Develop knowledge about communication, socio-cultural behavior

3.2.2. Skills:

- CO4: Proficiently apply listening skills and strategies (pre-listening, listening for main ideas, details, notes, summaries) at the pre-intermediate level

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Develop teamwork skills and work independently
- CO6: Be aware of respect and cultural behavior in communication

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): Class participation & mini tests
2. Midterm score (20%): midterm test
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of public	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication

		ation		
Required material				
1	Richards, J. C. Tactics for	2016	Listening, Expanding, 3rd edition	Oxford University Press
References				
1	Chase, B. T. & Johannsen, K. L. Pathways 1,	2012	Listening, Speaking and Critical Thinking	Heinle Cengage Learning
2	Kenny, T. & Wada, T	2008	Listening advantage 2	Heinle Cengage Learning
3	Logan, S. & Thaine, C.	2008	Real Listening and Speaking 2	Cambridge University Press

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Thị Tiểu Phụng

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213106	1.2 Course name: Speaking 1
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10weeks	
- Theory:	10hours
- Assignment/Discussion:	20hours
- Practice/Experiment:	0 hours
- Self-study:	60hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Đặng Thị Cúc Huyền
- Co-lecturer:	
- Department:	Department of TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

Speaking 1 is designed to develop students' speaking ability, including 8 topics about daily life. Students will be provided with vocabulary, communication methods, and sentence patterns as well as how to behave in different situations. A variety of teaching activities help students

discuss and practice English communication skills through classroom situations, know how to work in groups, be active in learning, and develop personality.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge of vocabulary, appropriate sentence patterns to practice speaking techniques according to situations.
- Help students develop English speaking skills in a variety of topics, express ideas naturally with correct grammar, correct style, appropriate to the situation, confident in handling situations, develop self-study and group work skills.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Students clearly understand vocabulary, sentence patterns, appropriate speaking techniques, flexibly according to topics and situations while speaking English; Apply socio-cultural knowledge to handle situations appropriately.

3.2.2. Skills:

- CO2: Students apply appropriate vocabulary and sentence patterns according to each specific situation.
- CO3: Students can use English effectively to express ideas, present and handle different situations.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Students get acquainted and develop teamwork skills and work independently, confidently, positively, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): attendance & group discussions
2. Midterm score (20%): speaking test
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Laurie Blass & Mari Vargo	2022	Reflect 3: Listening & Speaking	National Geographic Learning-Cengage
References				

1	Becky Tarver Chase	2018	Pathways 1: Listening, Speaking and Critical Thinking (2nd edition)	National Geographic Learning-Cengage
2	Leo Jones	2008	Let's Talk 2 (2nd edition)	Cambridge University Press
	David Bohnlke & Robyn Brinks Lockwood	2013	Skillful Listening & Speaking 2	Macmillan

Ho Chi Minh City, November 11th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Đặng Thị Cúc Huyền

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213101	1.2 Course name: Basic Pronunciation
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 2	
1.5 Time allocation: 10weeks	
- Theory:	18hours
- Assignment/Discussion:	12hours
- Practice/Experiment:	0hours
- Self-study:	60hours
1.6 Lecturers:	
- Main lecturer in-charge:	Hoàng Nhị Hà
- Co-lecturer:	Phạm Quỳnh Mai
- Department:	Department of TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

Basic Pronunciation course introduces an overview of English phonetics. Learners will learn to distinguish easily confused sound pairs and apply phonological knowledge to practice listening and speaking skills. Learners are also provided with vocabulary and communication sentences on common topics, thereby contributing to improving their English ability. In addition, learners

will develop communication and teamwork skills. The subject helps learners build awareness of the importance of phonetics in listening and speaking skills and actively practice phonics and lifelong self-study.

3. Course Objectives (CO)

3.1. General objectives

- Equip learners with basic knowledge of phonetics
- Equip learners with knowledge of vocabulary and communication patterns on some common topics
- Help learners apply phonological knowledge in listening and speaking skills

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Provide learners with knowledge of single vowels, diphthongs, voiced consonants, voiceless consonants and knowledge of common vocabulary and communication sentence patterns

3.2.2. Skills:

- CO2: Practice analyzing the difference between vowel pairs and consonant pairs that are easily confused and apply phonological knowledge in listening and speaking practice to achieve effective communication
- CO3: Develop critical thinking skills on common speaking topics, skills in organizing ideas and appropriate language for speaking, developing communication and teamwork skills

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Building learners' awareness of the importance of phonics in listening and speaking skills and a high sense of responsibility in phonics practice and lifelong self-study

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance
2. Midterm score (30%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Linda Lane Pearson	2013	Focus on Pronunciation 1, 3rd edition	Pearson

References				
1	Ann Baker	2006	Ship or Sheep, 3rd edition	Cambridge University Press
2	Jonathan Marks	2007	English Pronunciation in use Elementary: Self-study and classroom use	Cambridge University Press
3	Mark Hancock	2003	English Pronunciation in use Intermediate: Self-study and classroom use	Cambridge University Press

Ho Chi Minh City, December 3rd, 2022

Dean of Faculty

Head of Department

Prepared by

Phạm Quỳnh Mai

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213115	1.2 Course name: Basic Grammar
1.3 Course type	
<input checked="" type="checkbox"/> Compulsory	
<input type="checkbox"/> Required elective	
<input type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Tạ Mỹ Nga
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

The course provides students with basic grammar knowledge corresponding to the standard B1 level. Specifically, through knowledge of grammar such as using tenses, words, verb defects, sentence structure types, etc., students will easily create complete, correct, and meaningful

sentences. In addition, students can also apply this basic grammar knowledge to perfect their language ability.

3. Course Objectives (CO)

3.1. General objectives

- Help students master basic knowledge and the ability to use words and each sentence structure (need high accuracy) fluently, as well as understand the meaning of using tenses in English.
- Help students improve their English communication, speaking, listening, and writing skills quickly.
- Provide students with basic skills to work in groups, communication skills and the use of English.
- Develop students' professional ethics, environmental awareness and professional working style.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners can master knowledge of grammar related to the use of words as well as types of sentence structures in English, recognize grammatical structures in terms of form and semantics as well as different aspects of the structure, and mastering knowledge of grammar regarding in-depth study of specific viewpoints (later will be studied at Master's level)

3.2.2. Skills:

- CO2: Learners distinguish between which information that needs to learn by heart and which one that needs logical thinking to remember.
- CO3: Learners analyze and explain grammatical phenomena related to syntactic content.
- CO4: Learners can correct grammatical errors in sentences.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners develop self-study, group work and independent work skills.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%)
2. On-going assessment (10%): assignments
3. Midterm score (20%): midterm test
4. Final exam (60%):

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication
Required material				
1	Betty Schramfer & Stacy A.Hagen	2016	Understanding &Using English Grammar (5 th edition)	Pearson
References				
1	Raymond Murphy	2015	English Grammar in use (4 th edition)	Cambridge University Press
2	L.G.Alexander	2000	English Grammar Practice for intermediate students	Longman

Ho Chi Minh City, November 23th, 2022

Dean of Faculty

Head of Department

Prepared by

Tạ Mỹ Nga

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213109	1.2 Course name: Reading 1
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Tạ Mỹ Nga
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213113	None
- Concurrent course:	None

2. Course description

The course will help language majors come into contact with different types of texts, and interact with diverse and rich linguistic and cultural phenomena. Reading comprehension also helps students have conditions to improve vocabulary and develop other language practice skills such as: Speaking, Listening, and Writing, vocabulary barriers, limited knowledge and skills to understand texts, achieve higher levels of comprehension, and better reading skills.

3. Course Objectives (CO)

3.1. General objectives

- Equip students with basic, modern, systematic knowledge of the language, with a focus on English - suitable for the level of development of English competencies, so they can understand texts, develop their learning methods and linguistic thinking, and the ability to apply what they have to life.
- Equip students with basic skills in teamwork, communication and use of English.
- Improve learners' professional ethics, environmental awareness and professional working style.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners develop higher levels of understanding due to better reading proficiency and skills.
 - Information reorganization
 - Inferential comprehension

3.2.2. Skills:

- CO2: Practice and develop all kinds of skills
 - Distinguish main ideas and supporting ideas
 - Skimming
 - Scanning
- CO3: Learners develop the ability to work in groups to discuss and understand the relationships between parts of a text through the use of linking words.
- CO4: Learners develop skills in understanding texts through inference from the outside

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners take part in learning actively, become honest, dynamic and can adapt to different working environments

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%)
2. On-going assessment (10%): assignments
3. Midterm score (20%): midterm test
4. Final exam (60%):

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of	Name of Book/ Textbook/	Name of
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		publication	Article/ Document	Publisher/ Magazine/ Place of publication
Required material				
1	Neil J. Anderson	2014	Active Skills for Reading – Book 3 (third edition)	Cengage Learning
References				
1			Students find materials outside the textbook to practice skills for the subject.	

Ho Chi Minh City, November 23th, 2022

Dean of Faculty

Head of Department

Prepared by

Tạ Mỹ Nga

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213137	1.2 Course name: Listening and Speaking 2
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	3
1.5 Time allocation:	15 weeks
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	None
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Đặng Thị Cúc Huyền
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213106	Speaking 1
- Concurrent course:	None

2. Course description

The course is designed to develop students' listening and speaking ability, including 8 topics on society, culture, language, science, environment, economy, psychology, education to provide students with extensive and in-depth knowledge of English listening and speaking skills. The lessons are designed according to each topic scientifically and reasonably. Diverse teaching activities help students improve many skills of listening comprehension, listening to take notes

of an academic lecture quickly and accurately, and at the same time practice the skills of discussion, presentation, independent work, working in groups, and actively in learning while developing personality and thinking in relation to the surrounding world.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge of vocabulary, appropriate sentence patterns to practice listening and speaking skills.
- Help students develop listening skills to understand different types of lessons with general topics on society, culture, language, science, environment, economy, psychology, education and use of English to discuss and present the above topic fluently and in correct styles.
- Help students develop self-study and teamwork skills, improve their self-confidence and active learning ability.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students clearly understand vocabulary, sentence patterns, listening and speaking techniques, taking notes suitable for each topic; apply socio-cultural knowledge to have a better understanding of the topic in order to improve their listening comprehension and make presentation of relevant issues in a reasonable way.

3.2.2. Skills:

- CO2: Students apply vocabulary, sentence patterns and listening and speaking techniques appropriately relating to each topic.
- CO3: Students possess listening comprehension skills, and can take notes of important information.
- CO4: Students can use English effectively to express ideas and present different topics.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Students develop the ability to work independently and in pairs and groups, become active in learning on the basis of respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (5%)
2. On-going assessment (15%): group discussion & presentation
3. Midterm score (30%): listening test
4. Final score (50%): speaking test

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication
Required material				
1	Laurie Blass & Mari Vargo	2022	Reflect 4: Listening & Speaking	National Geographic Learning-Cengage
References				
1	Becky Tarver Chase	2018	English Grammar in use (4 th edition)	Cambridge University Press
2	Solorzano, H. & Franzier, L.,	2009	Contemporary Topics 1, 3 rd edition	Longman
3	David Bohnlke & Robyn Brinks Lockwood	2013	Skillful Listening & Speaking 3	Macmillan

Ho Chi Minh City, November 25th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Đặng Thị Cúc Huyền

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213110	1.2 Course name: Reading 2
1.3 Course type <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	None
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Tạ Mỹ Nga
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213109	Reading 1
- Concurrent course:	None

2. Course description

The course will help language majors come into contact with different types of texts, and interact with diverse and rich linguistic and cultural phenomena. Reading comprehension also helps students to develop other language practice skills such as: Speaking, Listening and Writing. This module also helps students overcome vocabulary barriers, limited knowledge, and skills to understand texts and achieve higher levels of comprehension and better reading skills.

3. Course Objectives (CO)

3.1. General objectives

- Equip students with basic, modern, systematic knowledge of the language, with a focus on English - suitable for the level of development of English competencies, so they can understand texts, develop their learning methods and linguistic thinking, and the ability to apply what they have to life.
- Equip students with basic skills in teamwork, communication and use of English.
- Improve learners' professional ethics, environmental awareness and professional working style.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners develop higher levels of understanding due to better reading proficiency and skills.
 - Information reorganization
 - Inferential comprehension

3.2.2. Skills:

- CO2: Practice and develop all kinds of skills
 - Distinguish main ideas and supporting ideas
 - Skimming
 - Scanning
- CO3: Learners develop the ability to work in groups to discuss and understand the relationships between parts of a text through the use of linking words.
- CO4: Learners develop skills in understanding texts through inference from the outside

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners take part in learning actively, become honest, dynamic and can adapt to different working environments.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%)
2. On-going assessment (10%): assignments
3. Midterm score (20%): midterm test
4. Final exam (60%):

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of	Name of Book/ Textbook/	Name of
-----	--------	---------	-------------------------	---------

		publicatio n	Article/ Document	Publisher/ Magazine/ Place of publication
Required material				
1	Neil J. Anderson	2014	Active Skills for Reading – Book 4 (third edition)	Cengage Learning
References				
1			Students find materials outside the textbook to practice skills for the subject.	

Ho Chi Minh City, November 23rd, 2022

Dean of Faculty

Head of Department

Prepared by

Tạ Mỹ Nga

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213112	1.2 Course name: Writing 1
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	12 hours
- Assignment/Discussion:	18 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Liên Hương
- Co-lecturer:	Nguyễn Đặng Thị Cúc Huyền
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213115	Basic Grammar
- Concurrent course:	None

2. Course description

The course is designed to help first-year English language students practice writing basic English sentences. Besides, the problems often encountered when writing sentences, and how to combine vocabulary and use punctuation to write sentences effectively are also integrated into the lesson units. In addition, this module also provides knowledge and skills training to help students write a basic paragraph with three components including topic sentences, development sentences, and

conclusion sentences. Through individual or group writing and commenting activities, students reinforce and perfect in vocabulary, grammar, sentence, and paragraph writing skills. Through classroom activities and individual homework, students simultaneously develop communication skills, and work independently and in groups.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with knowledge about the structure of basic types of sentences in English and common errors when writing English sentences, how to use punctuation when writing, and knowledge about the structure of a paragraph in English.
- Helps learners to have skills in writing English sentence types based on writing topics and genres, writing a paragraph in English, using correct punctuation, capitalization rules and avoiding common mistakes when writing sentences.
- Improve self-study skills, lifelong learning spirit and teamwork skills

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students can understand the structure of three basic English sentence types, and the structure of a paragraph.
- CO2: Students can analyze common mistakes when writing English sentences.

3.2.2. Skills:

- CO3: Students can apply knowledge of sentences to write fluently three basic English sentences correctly and effectively.
- CO4: Students can apply knowledge of paragraphs to arrange jumbled sentences logically to form a meaningful paragraph.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners develop skills for teamwork and independent work, and a spirit of lifelong learning.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): attendance & group discussions
2. Midterm score (30%): midterm test
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place

				of publication
Required material				
1	Keith S. Folse, Elena Vestri Solomon, April Muchmore-Vokoun	2015	Great Writing 1: From Great Paragraphs to Great Essays, 4th Edition	Cengage Learning
References				
1	Raymond Murphy	2017	English Grammar in Use	Cambridge University Press

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Liên Hương

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213113	1.2 Course name: Writing 2
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	12 hours
- Assignment/Discussion:	18 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Phan Thi Lan Anh
- Co-lecturer:	Nguyễn Liên Hương
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213112	Writing 1
- Concurrent course:	None

2. Course description

Writing 2 is designed to help second-year English language students achieve intermediate-level writing. The purpose of the course is to guide and support students step-by-step in writing different types of paragraphs. In this module, students will be provided with the basics of academic paragraph writing with three components including topic sentences, development sentences, and conclusion sentences. Students also strengthen their knowledge of sentence structure, punctuation,

and vocabulary through individual or group discussion, writing, and commenting activities, thereby helping learners develop communication skills. and group work.

3. Course Objectives (CO)

3.1. General objectives

- Provides learners knowledge of the process of writing different academic passages (including description, process description, and opinion), the role of the components of a literary passage, the coherence and cohesion of the passage
- Helps learners to have skills in writing English sentence types based on writing topics and genres, writing a paragraph in English, using correct punctuation, capitalization rules and avoiding common mistakes when writing sentences.
- Help learners form the ability to write English paragraphs effectively, ensuring the correct use of style, vocabulary and grammar, and improve learners' written expression skills.
- Equip learners with skills to work independently and in groups.
- Enable learners to be proactive at practising writing skills.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Apply basic knowledge of grammar, vocabulary and social knowledge to write an academic paragraph. (about 150 words).

3.2.2. Skills:

- CO2: Students can make an outline a paragraph with three main components and use appropriate language for each type of paragraph, making sure to use the correct style, vocabulary and grammar.
- CO3: Students have the ability to exchange opinions, develop ideas and share experiences through written communication.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners develop skills for teamwork and independent work, and respect different points of view

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): attendance & group discussions
2. Midterm score (20%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of
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				publication
Required material				
1	Keith S. Folse, Elena Vestri Solomon, and David Clabeaux	2015	Great Writing: Great writing 2: Great Paragraphs, 4 th edition	Cengage Learning
References				
1	Cheryl, P. & Margaret, K. S.	2007	Interactions 1 - Writing	NY: McGraw Hill
2	Hogue, A.	2008	First Steps in Academic Writing. Second edition.	London: Pearson Longman.
3	Oshima, A., & Hogue, A	2007	Introduction to Academic Writing. Third edition.	Person Longman.
4	Zmach, E. D. & Rumisek, A. L.	2005	Academic Writing from Paragraph to Essay.	MacMillan

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Phan Thi Lan Anh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213119	1.2 Course name: Writing 3
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	3
1.5 Time allocation:	15 weeks
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	none
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Huỳnh Trung Chánh
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213113	Writing 2
- Concurrent course:	None

2. Course description

Writing 3 is designed to intensively develop students' academic writing ability for a variety of essay types: descriptive, comparative, cause-effect, and argumentative. Topics of articles are highly academic, requiring learners to enrich their own socio-cultural knowledge; thereby enhancing the understanding of interdisciplinary knowledge. In addition, learners will learn how to organize an essay with a coherent layout. Learners will improve their ability to think

critically, analyze and synthesize to ensure the persuasiveness and consistency of the essay. Learners who reach the B1+ or B2 level according to the European frame of reference will be able to use flexible use of English to fully express different topics. The above activities are organized in different teaching forms to help learners develop self-study, teamwork, and communication skills.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge about the structure, layout of English essays, and elements to ensure the persuasiveness and style of the essay.
- Help learners form the ability to write English essays effectively, ensuring the correct use of style, vocabulary and grammar; develop their ability to think critically, analyze and synthesize; and improve their expressive ability

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the writing style of academic essays. They can also apply basic and advanced knowledge of English to write academic essays. Learners proficiently use writing methods to write some forms of short essays (about 300 words).

3.2.2. Skills:

- CO2: Learners know how to organize ideas and use appropriate language for each type of essay, ensuring the correct use of style, vocabulary and grammar
- CO3: Students have the ability to exchange their opinions, develop ideas and share experiences through written communication.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop skills for teamwork and independent work, and respect different points of view

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication

Required material				
1	Keith S. Folse, Elena Vestri Solomon, and David Clabeaux.	2015	Great Writing: From Great Paragraphs to Great Essays, 3 rd edition	Cengage Learning
References				
1	Alice Savage & Patricia Mayer	2006	Effective Academic Writing 2: The Short Essay	Oxford University Press
2	Alice Oshima & Ann Hogue	1998	Writing Academic English	Longman.
3	Debra Daise, Charl Norloff & Paul Carne	2011	Skills for Success: Reading and Writing 4.	Oxford University Press
4	Dorothy E Zmach & Lisa A Rumisek.	2006	Academic Writing from Paragraph to Essay.	MacMillan

Ho Chi Minh City, June 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Huỳnh Trung Chánh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213121	1.2 Course name: Translation English - Vietnamese
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	10 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Bùi Quốc Chính
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course: 213120	Theory of Translation
- Prior course: 213115	Basic Grammar
- Concurrent course:	None

2. Course description

The course is designed to help English language majors be able to translate from English into Vietnamese passages on various topics of human life - Specifically, students will apply the following principles: principles, techniques, and processes to perform the job of translating from English to Vietnamese accurately, appropriately, and skillfully. The course also helps

students develop the ability to self-study, work in groups, support secondary foreign language learning, and prepare well for future jobs.

3. Course Objectives (CO)

3.1. General objectives

- Apply general knowledge, linguistic knowledge of translation skills and strategies, helping to achieve advanced language proficiency (C1/C2)
- Enable students to fluently translate passages from English to Vietnamese with correct structures, rich vocabulary and appropriate style.
- Improve self-study skills, work in groups, support secondary language learning.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students can fluently translate passages from English to Vietnamese with correct structures and appropriate vocabulary.
- CO2: Students can fulfill the requirements for a future job or further study.

3.2.2. Skills:

- CO3: Students can apply translation theory to practice translating a number of passages relating to a variety of topics from English to Vietnamese.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop creative and active learning, and a spirit of lifelong learning.
- CO5: Learners become honest, active and adapt to the working environment.
- CO6: Learners respect human dignity, become self-confident and develop their individual potential.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): midterm exam
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication
Required material				
1	Compilation	Updated annually	Themes	BBC, CNN, REUTERS, New York Times, VOA, AP

References				
1	Ruth Gairns and Stuart Redman	2020	Advanced Oxford Word Skills	Oxford University Press

Ho Chi Minh City, November 29th, 2022

Dean of Faculty

Head of Department

Prepared by

Bùi Quốc Chính

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213122	1.2 Course name: Translation Vietnamese - English
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Bùi Quốc Chính
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course: 213120	Theory of Translation
- Prior course: 213115	Basic Grammar
- Concurrent course:	None

2. Course description

The course is designed to help English language majors be able to translate from Vietnamese to English passages on various topics of human life - Specifically, students will apply the following principles: principles, techniques, and processes to perform the job of translating from Vietnamese to English accurately, appropriately, and skillfully. The course also helps students develop the

ability to self-study, work in groups, support secondary foreign language learning, and prepare well for future jobs.

3. Course Objectives (CO)

3.1. General objectives

- Apply general knowledge, linguistic knowledge of translation skills and strategies, helping to achieve advanced language proficiency (C1/C2)
- Enable students to fluently translate passages from English to Vietnamese with correct structures, rich vocabulary and appropriate style.
- Improve self-study skills, work in groups, support secondary language learning.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Students can fluently translate passages from Vietnamese to English with correct structures and appropriate vocabulary.
- CO2: Students can fulfill the requirements for a future job or further study.

3.2.2. Skills:

- -CO3: Students can apply translation theory to practice translating a number of passages relating to a variety of topics from Vietnamese to English.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop creative and active learning, and a spirit of lifelong learning.
- CO5: Learners become honest, active and adapt to the working environment.
- CO6: Learners respect human dignity, become self-confident and develop their individual potential.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): midterm test
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Compilation	Updated annually	Themes	Online newspapers, textbooks and Vietnamese literary works

References				
1	Ruth Gairns and Stuart Redman	2020	Advanced Oxford Word Skills	Oxford University Press

Ho Chi Minh City, November 29th, 2022

Dean of Faculty

Head of Department

Prepared by

Bùi Quốc Chính

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213123	1.2 Course name: Interpretation English - Vietnamese
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	04 hours
- Assignment/Discussion:	13 hours
- Practice/Experiment:	13 hours
- Self-study:	30 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Việt Lâm
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213121	English - Vietnamese Translation
- Concurrent course:	None

2. Course description

English-Vietnamese interpreting is designed to develop students' interpreting skills for a variety of topics: culture, education, current affairs, and economics. The topics are diverse and academically intensive, requiring students to read many topics in many different fields, thereby improving learners' knowledge to apply to the subject of Interpretation. Learners will learn

methods to train temporary memory, take shorthand notes, and judge technical terms in context. The process of researching and researching topics and specialties will improve students' thinking ability, reasoning, analysis, and synthesis ability. After information-gathering activities, learn specialized terms as interpreting activities. Students can use language flexibly and with a variety of sentence structures to accurately translate the source language into the target language. The above activities are implemented in many different teaching forms to help students develop the ability to self-study, work in groups and practice individually.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge and characteristics of different types of interpretation: follow-up and parallel translation
- Provide learners with standard procedures in interpreting and guide them how to practice these procedures including listening comprehension of the source language, analyzing linguistic, cultures and context, paraphrasing in the target language.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the types of interpretation, translation structures, translation process and apply the knowledge to the practice of academic translation.

3.2.2. Skills:

- CO2: Learners know how to use temporary mnemonic methods, shorthand note-taking techniques, critical thinking and contextual reasoning to ensure an accurate and culturally appropriate translation.
- CO3: Learners develop critical thinking in group interpreting activities.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop skills in self-researching data and information, working independently, developing a spirit of autonomy and responsibility when participating in team activities.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): group presentation
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/

		public ation		Place of publication
Required material				
1	Nguyễn Quốc Hùng	2007	Hướng dẫn Kỹ thuật Phiên Dịch Anh – Việt và Việt Anh	Ho Chi Minh City General Publishing House
References				
1	Nguyễn Thu Huyền	2015	Cẩm nang Luyện dịch Việt Anh	Vietnam National University Publishing House

Ho Chi Minh City, December 5th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Viết Lâm

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213124	1.2 Course name: Interpretation Vietnamese - English
1.3 Course type <input type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input checked="" type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	04 hours
- Assignment/Discussion:	13 hours
- Practice/Experiment:	13 hours
- Self-study:	30 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Việt Lâm
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213122	Vietnamese - English Translation
- Concurrent course:	None

2. Course description

Vietnamese - English interpreters are designed to develop students' interpreting skills for a variety of topics: culture, education, current affairs, and economics. The topics are diverse and academically intensive, requiring students to read many topics in many different fields, thereby

improving learners' knowledge to apply to the subject of Interpretation. Learners will learn methods to train temporary memory, take shorthand notes, and judge technical terms in context. The process of researching and researching topics and specialties will improve students' thinking ability, reasoning, analysis, and synthesis ability. After information gathering activities, learn specialized terms as interpreting activities. Students can use language flexibly and with a variety of sentence structures to accurately translate the source language into the target language. The above activities are implemented in different teaching forms to help students develop the ability to self-study, work in groups and practice individually.

3. Course Objectives (CO)

3.1. General objectives

- Provide students with basic knowledge and characteristics of different types of interpretation: follow-up and parallel translation
- Provide learners with standard procedures in interpreting and guide them how to practice these procedures including listening comprehension of the source language, analyzing linguistic, cultures and context, paraphrasing in the target language.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the types of interpretation, translation structures, translation process and apply the knowledge to the practice of academic translation.

3.2.2. Skills:

- CO2: Learners know how to use temporary mnemonic methods, shorthand note-taking techniques, critical thinking and contextual reasoning to ensure an accurate and culturally appropriate translation.
- CO3: Learners develop critical thinking in group interpreting activities.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop skills in self-researching data and information, working independently, developing a spirit of autonomy and responsibility when participating in team activities.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): group presentation
3. Final score (60%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year	Name of Book/ Textbook/	Name of
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		of public ation	Article/ Document	Publisher/Magazine/ Place of publication
Required material				
1	Nguyễn Quốc Hùng	2007	Hướng dẫn Kỹ thuật Phiên Dịch Anh – Việt và Việt Anh	Ho Chi Minh City General Publishing House
References				
1	Nguyễn Thu Huyền	2015	Cẩm nang Luyện dịch Việt Anh	Vietnam National University Publishing House

Ho Chi Minh City, December 5th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Việt Lâm

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213128	1.2 Course name: Technology in Teaching English
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	2
1.5 Time allocation:	10 weeks
- Theory:	10 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	none
- Self-study:	60 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Huỳnh Trung Chánh
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213126	TESOL Methodology 1
- Concurrent course:	None

2. Course description

Technology in Teaching English is designed to develop skills in the application of information and communication technologies (ICTs), and enables students to use various computer software and tools to create modern English teaching resources or environments. In addition, students can apply different language teaching methods in a digital environment.

Learners will learn how to organize language teaching activities using project-based teaching methods. Learners will develop their ability to think critically, analyze and synthesize through the process of exploring, thinking, and debating different projects. The above activities are organized in different teaching forms which also help learners develop self-study, teamwork, and communication skills.

3. Course Objectives (CO)

3.1. General objectives

- Improve students' skills in using information and communication technology (IT-IT) in language teaching and develop learners' critical, analytical and synthesis thinking.
- Introduce methods of teaching English language through digital technologies.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: Learners recognize the advantages and disadvantages of information technology tools in teaching, and effectively apply the project-based teaching method in language teaching.

3.2.2. Skills:

- CO2: Learners are proficient in using computer tools and the internet, and effectively apply the project-based teaching method in teaching English.
- CO3: Learners develop teamwork and communication skills on different platforms.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop creativity, critical, analytical and synthetic thinking.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Reflective writing (20%): essays
3. Presentation (20%): group presentation
4. Individual Project (50%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication
Required material				
1	Gavin Dudeney and Nicky Hockly.	2007	How to Teach English with Technology	Pearson

References				
1	Jeremy Harmer	2007	How to Teach English – New Edition	Pearson

Ho Chi Minh City, June 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Huỳnh Trung Chánh

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213706	1.2 Course name: Public Relations
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	3
1.5 Time allocation:	15 weeks
- Theory:	25 hours
- Assignment/Discussion:	20 hours
- Practice/Experiment:	none
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Huỳnh Thị Cẩm Loan
- Co-lecturer:	
- Department:	English for Management
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213137, 213110, 213119	Listening & Speaking 2, Reading 2, Writing 3
- Concurrent course:	None

2. Course description

The course is designed to equip students with basic knowledge about public relations overview, the role, and importance of public relations in the field of communication, and the basic theories of public relations. It also helps students know the process and how to make an internal and external communication plan, how to evaluate the media plan, internal communication, Vietnamese press

and relations with the press, and relations with the community. community, relations with Government organizations and the media in NGOs, other communication-related issues such as crisis management, and social networks through which to build and maintain a good relationship between businesses with public groups such as customers, employees, investors, partners, the press, government, and the community.

3. Course Objectives (CO)

3.1. General objectives

- Enables students to form relationships built on their understanding of an issue that needs to be shared or of their common interest to the public.
- Equip students with the knowledge and skills to bridge misconceptions clarify criticisms of corporate policies, thereby helping to promote goodwill, create and maintain the image, brand and reputation of the organization and business.
- Equip students of skills in providing information about the company's activities to press managers and writers as well as know how to establish press relations, prepare articles, press releases, images.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1:
 - Learners can define Public Relations (PR), Internal Relations and External Relations.
 - Learners can distinguish two activities in PR strategy; PR communication; PR tools; Implement PR plan.
 - Learners can name the public groups with which PR staff need to build and maintain relationships.
 - Learners can analyze and present basic understanding of PR theories.
 - Learners can distinguish Overview of the press, Press relations, Building relationships with the press, Tools for working with the press.
 - Learners have the knowledge to determine public opinion, conduct research on public opinion, and track public attitudes about organizations, professions, and practices.

3.2.2. Skills:

- CO2:
 - Learners can distinguish the difference between PR and Marketing.
 - Learners can apply knowledge of PR theory in practice to practice PR skills.
 - Learners can apply knowledge communication techniques, digital technology to PR activities.
- CO3:

- Learners can hold a press conference, make a communication plan and build an evaluation form of the effectiveness of communication plan.
- Learners can understand the difference between a problem and a crisis; Problem management; Crisis managing and handling.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4:

- Learners will seriously study, attend all class meetings, have a sense of responsibility when working in groups, study hard to learn more deeply about PR.
- Learners have autonomy and responsibility for PR activities.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): attendance & group discussions
2. Midterm score (30%): group presentation
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication
Required material				
1	Marie McLisky	2011	Public Relations	Garnet Publishing Ltd. 8 South Court South Street
References				
1	Mc Graw	2009	Public Relations – the Profession and the Practice	Hill International
2	Hoàng Xuân Phương – Nguyễn Thị Ngọc Châu	2012	Phong cách PR chuyên nghiệp	NXB Lao Động Xã Hội
3	Philip Henslowe	2007	Public Relations: A Practical Guide to the Basics	NXB Trẻ
4	Ronn Torossian	2011	For Immediate Release: Shape Minds, Build Brands, and Deliver Results with Game-Changing Public Relations	BenBella Books
5	Robert Leaf	2012	Art of Perception Memoirs of a	https://everything-

			Life in PR	pr.com/best-pr-
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Ho Chi Minh City, November 08th, 2022

Dean of Faculty

Head of Department

Prepared by

Huỳnh Thị Cẩm Loan

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213707	1.2 Course name: Organization Behavior
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	3
1.5 Time allocation:	15 weeks
- Theory:	26 hours
- Assignment/Discussion:	19 hours
- Practice/Experiment:	none
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Huỳnh Thị Cẩm Loan
- Co-lecturer:	
- Department:	English for Management
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course: 213137, 213110, 213119	Listening & Speaking 2, Reading 2, Writing 3
- Concurrent course:	None

2. Course description

The subject of Organizational Behavior is an applied course that is designed to be incorporated into the curriculum framework to provide the necessary background knowledge for students (future managers) based on the background of psychological research. It helps future managers understand the causes and influencing factors, both internal and external, leading to the behavior of individuals and groups in the organization. Students will learn some methods to solve

management problems related to people in the organization. In addition, it will help future managers to soon shape their views, and thinking as well as the ability to control and apply standard human attitudes and behaviors in diverse formal organizations.

- Course content covers personal behavior, values, interpersonal relationships and communication, group and group dynamics, organizational culture, leadership, and change, thereby helping 'Employees' ' and 'Employers' develop the skills needed to flexibly handle or deal with any situation involving people in the workplace.
- All topics related to people management, corporate governance, or more specifically, the art of self-leadership, and organizational leadership from the perspective of corporate culture in the period of global integration.

3. Course Objectives (CO)

3.1. General objectives

- Identify organizational behavior.
- Identify key behavioral disciplines that contribute to organizational behavior.
- Consider the challenges and opportunities for Managers when adopting organizational behavior in a multicultural working environment.
- Clarify the key elements of total quality management.
- Discuss the importance of workforce diversity in HR management.
- Explain how managers and organizations deal with 'Employees' in ethical dilemmas
- Develop learners' ability to use organizational behavior knowledge to explain, predict, and control employee behaviors in an organization in order to maximize individual and organizational fit.

3.2 Specific objectives

3.2.1. Knowledge:

- CO1: + Learners understand the basics of Organizational Behavior and the basic elements of the Organizational Behavior model.

+ Learners understand and analyze the bases of employee behavior at the individual, group and organizational levels.

+ Learners can apply knowledge of Organizational Behavior to explain, predict, control and think systematically in solving management problems before specific behavioral patterns of employees in the organization.

3.2.2. Skills:

-CO2: Learners can improve their ability to use organizational behavior knowledge to explain, predict, and control employee behaviors in an organization in order to maximize individual and organizational fit.

-CO3: Learners are able to combine and analyze the bases of employee behavior at all three levels: individual, group and organizational; thereby helping leaders predict the effects of changing any factors in the independent variable of the organizational behavior model to the final value of the dependent variable in the model.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners have the ability to think and perceive opinions to promptly apply behaviors and attitudes that respect cultural diversity in the organization as well as the ability to manage conflicts of interest in specific situations in the organization.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (20%): attendance & group discussions
2. Midterm score (30%): group presentation
3. Final score (50%): final exam

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required materials				
1	Jennifer M.George, Gareth R.Jones:	2002	Understanding and managing Organization Behavior 3 rd edition	Prentice Hall, Cornell University
References				
1	Ken Blanc Hard, Paul Hersey	2009	Quản trị hành vi tổ chức (Management of Organisation Behavior)	Statistical publishing house
2	Hellrigel,D., Slocum, J., & Woodman	2009	Orgnizational Behavior 9 th edition	South Western College: Thormson Learmin
3	Robbins S.P	2009	Orgnizational Behavior	United State of America: Prentice-Hall International Inc
4	Marcic, D., Seltzer, J., & Vail, P.	2001	Orgnizational Behavior: Experience and Cases 6 th edition	Minneapolis: West

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Huỳnh Thị Cẩm Loan

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

6. General information	
1.9 Course code: 213708	1.10 Course name: Human Resource Management
1.11 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.12 Credits: 3	
1.13 Time allocation:	15 weeks
- Theory:	15 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	15 hours
- Self-study:	45 hours
1.14 Lecturers:	
- Main lecturer in-charge:	Nguyễn Việt Lâm
- Co-lecturer:	
- Department:	English for Management
1.15 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

7. Course description

Human Resource Management is designed to provide basic knowledge of human resource management in enterprises. The topics are academic in-depth, requiring students to self-study

material in their major, and discuss and work in groups to reach a consensus on each topic, thereby improving learners' knowledge in the actual working environment in the future. The process of researching topics and specialties will improve students' thinking ability, reasoning, analysis, and synthesis ability. Classroom activities are implemented in different teaching formats to help students develop the ability to self-study, work in groups, and do projects.

8. Course Objectives (CO)

3.1. General objectives

- Provide students with the knowledge and standardized procedures for topics in Human Resource Management: Overview of Human Resource Management, Recruitment & Selection of candidates, Salary & Welfare, Keeping & Motivation, Training & Development, Effective Communication, Performance Management, and Evaluation.
- Provide and guide learners on teamwork techniques, and in-depth presentation skills to be able to present the viewpoint of a team on a topic professionally and meet the actual demand of work in the future.

3.12 Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand topics in the field of Human Resource Management and apply the knowledge to practical exercises, classroom presentations, and even in the future working environment.

3.2.2. Skills:

- CO2: Learners know how to use methods of collecting and analyzing data & information to produce professional and accurate reports and presentations.
- CO3: Learners develop critical thinking in group interpreting activities.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop skills in self-researching data and information, working independently, and developing a spirit of autonomy and responsibility when participating in team activities.

9. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): group presentation
3. Final score (60%): final exam

10. Course materials

Table 5.1. Required materials and references

No.	Author	Year of	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/
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		public ation		Place of publication
Required material				
1	Michael ArmStrong	2007	A Handbook of Human Resource Management Practice	Kogan Page
References				
1	Dave Ulrich	2009	Human Resource Transformation	MC Graw Hill

Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Việt Lâm

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213125	1.2 Course name: Educational Psychology
1.3 Course type	
<input type="checkbox"/> Compulsory	
<input checked="" type="checkbox"/> Required elective	
<input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation:	15 weeks
- Theory:	18 hours
- Assignment/Discussion:	27 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Lê Minh Hà
- Co-lecturer:	
- Department:	English Pedagogy
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

The Psychology of Education course, presented in English, aims to provide basic knowledge of theories related to the teaching and learning process. The course helps students analyze and identify different theories of developmental psychology, theories of learning such as behavioral theory, cognitive theory, constructivism, and theories of learning motivation and classroom management.

In addition, the course provides many practical exercises to help students apply psychological knowledge in teaching practice, and also experience different learning methods and thereby improving their learning. Students also change their perception of the role of teachers and learners, so they can be well-prepared for their teaching profession in the future.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge about theories of developmental psychology, learning theory, and motivation, as a theoretical and practical basis for future teaching methods.
- Help learners develop the ability to analyze, compare and evaluate teaching and learning theories, and apply theory to teaching, learning, and classroom management methods.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners master the basic knowledge of learners' psychology, effective learning, and teaching methods.

3.2.2. Skills:

- CO2: Learners analyze and evaluate the meaning and application of different theories, and select the positive aspects from different teaching and learning methods.
- CO3: Learners practice applying methods drawn from teaching and learning theory, designing effective teaching, learning, and classroom management activities themselves.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop teamwork skills, presentation skills, and creativity in designing teaching activities.
- CO5: Learners respect the differences among students, and have a sense of self-training to meet the qualities of a teacher in the future.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): attendance & group discussions
2. Individual assignment (20%): self-regulation plan & portfolio
3. Final exam (50%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
	Required material			

1	Paul Eggen &		Educational Psychology: Windows on Calsroom	Merrill, 8 th edition, 2010
References				
1				
2	Robert E. Slavin		Educational Psychology: Theory and Practice.	Pearson, 12 th edition, 2018
3	Nguyễn Huy Tú.		Tâm lý học giáo dục.	Viện khoa học giáo dục, Hà Nội 2000.

Ho Chi Minh City, December 8th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Minh Hà

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213126	1.2 Course name: TESOL Methodology 1
1.3 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation:	15 weeks
- Theory:	30 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Lê Thị Ngân Vang
- Co-lecturer:	
- Department:	English Pedagogy
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Writing 3 (213119)
- Concurrent course:	None

2. Course description

TESOL Methodology 1 is designed to provide some basic knowledge of concepts and terms related to language, language skills, foundational and practical knowledge in learning and teaching English, lesson plan design, and material selection. This is a basic course, for those who are just starting to

learn about English teaching methods, and is a basic course for students who are oriented to Teaching English and are trained to become English teachers.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge of concepts and terminology in the field of language teaching and learning, language theories of current language teaching practice, and the primary methods and activities in English language teaching, skills to choose effective approaches for each learner, skills to evaluate the benefits of teaching activities in the classroom.
- Equip learners with independent thinking methods, the ability to apply what they have to their lives, and the ability to self-study and self-study.
- Allow learners to discuss, analyze, reflect on experiences, and present ideas in English during group work and in weekly reports.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners clearly understand the basic knowledge of the learner's language acquisition and the factors affecting this cognitive process; apply this knowledge in the selection of English teaching activities.
- CO2: Learners clearly understand English terminology of grammar, vocabulary, pronunciation, and functions and the language skills of listening, speaking, reading, and writing to use when teaching English.
- CO 3: Learners apply their knowledge of language teaching and learning to analyze learners' characteristics and problems, and evaluate learners' needs, abilities, and progress to develop appropriate teaching methods and activities.

3.2.2. Skills:

- CO4: Learners have the skills to analyze, synthesize, and evaluate data and information, and apply knowledge from lectures to make appropriate decisions in teaching activities.
- CO 5: Learners can use English at a proficient level in all 4 skills and describe the rules and meanings in terms of phonetics, grammar, vocabulary, use and explain terminology in the above areas on teaching English as well as mastering English teaching skills in modern and active methods, lesson design skills, class management, and student assessment.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO6: Learners have communication skills, and teamwork skills and work independently while respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm exam (30%)
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required materials				
1	Spratt, M., Pulverness, A., & Williams, M. (2011)	2011	<i>The TKT Course Modules 1, 2 and 3</i>	Cambridge University Press, Cambridge
References				
1	Harmer, J.	2007	<i>How to Teach English</i> (2 nd Ed.)	Longman
2	Harmer, J.	2007	<i>The Practice of English Teaching</i> (4 th Ed.)	Longman

Table 5.2. Useful websites for the course

No.	Content	Websites	Updated date
1		http://www.newcambridgeinstitute.com/cambridge/documenti/TKT_Glossary.pdf http://www.cambridge.org/elt/	

Ho Chi Minh City, June 6th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Thị Ngân Vang

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.8 Course code: 213127	1.9 Course name: TESOL Methodology 2
1.3 Course type <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.10 Credits: 3	
1.11 Time allocation:	15 weeks
- Theory:	30 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.12 Lecturers:	
- Main lecturer in-charge:	Lê Thị Ngân Vang
- Co-lecturer:	
- Department:	TESOL
1.13 Course requirements:	
- Prerequisite course:	None
- Prior course:	TESOL Methodology 1 (213126)
- Concurrent course:	None

2. Course description

TESOL Methodology 2 aims to improve (compared to TESOL Methodology 1) the basic knowledge of the language, language skills, foundational knowledge, and practice in learning and teaching English, designing lesson plans, and selecting appropriate materials. Specifically, this course focuses more on the practice of teaching English, from teaching knowledge of vocabulary,

pronunciation, and grammar to teaching the four language skills, while providing theories and practice of classroom management and lesson plan design. This is an important subject to prepare students majoring in English Pedagogy with the necessary knowledge for their future teaching professions.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with advanced knowledge, deep exploitation of current theories, primary methods and activities in teaching English, and the ability to evaluate the benefits of these activities in the classroom.
- Provide opportunities for learners to apply language teaching methods and skills in designing lectures, and preparing for more in-depth specialized courses in teaching practice such as "Classroom Observation" and "Teaching Practice".
- Allow learners to discuss, analyze, reflect on experiences, and present ideas in English during group work and in weekly reports.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners master advanced knowledge about vocabulary, grammar, pronunciation, and four language skills in teaching activities
- CO2: Learners understand the knowledge of the role of the teacher in the process of teaching language, classroom management, and lesson plan design

3.2.2. Skills:

- CO3: Learners can teach vocabulary, listening, speaking, reading, and writing with modern and positive approaches
- CO 4: Learners can design lessons according to the structure and content required

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: learners develop teamwork skills and work independently while respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm exam (30%)
3. Lesson plan (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/
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				Place of publication
Required materials				
1	Spratt, M., Pulverness, A., & Williams, M. (2011) Thaine, C., (2010)	2011	<i>The TKT Course Modules 1, 2 and 3 Teacher Training Essentials</i>	Cambridge University Press, Cambridge
References				
1	Harmer, J.	2007	<i>How to Teach English</i> (2 nd Ed.)	Longman
2	Harmer, J.	2007	<i>The Practice of English Teaching</i> (4 th Ed.)	Longman

Table 5.2. Useful websites for the course

No.	Content	Websites	Updated date
1		http://www.newcambridgeinstitute.com/cambridge/documenti/TKT_Glossary.pdf http://www.cambridge.org/elt/	

Ho Chi Minh City, June 6th, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Thị Ngân Vang

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.8 Course code: 213133	1.9 Course name: Classroom Observation
1.10 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.11 Credits: 3	
1.12 Time allocation:	15 weeks
- Theory:	0 hours
- Assignment/Discussion:	15 hours
- Practice/Experiment:	30
- Self-study:	90 hours
1.13 Lecturers:	
- Main lecturer in-charge:	Nguyễn Liên Hương, M.A
- Co-lecturer:	
- Department:	English Pedagogy
1.14 Course requirements:	
- Prerequisite course:	TESOL 1, TESOL 2
- Prior course:	TESOL 2
- Concurrent course:	None

2. Course description

This course provides 4th-year students with the opportunity for practicum and English teaching practice through hypothetical situations to apply specialized knowledge into actual practice, thereby gaining real-life teaching experience to teach English. In this course, students will observe classes, conduct lesson preparations, and practice teaching in a specific environment. The ultimate goal is that students can flexibly combine and effectively apply their knowledge of

the language, educational psychology, teaching methods, and information technology to teach English effectively.

3. Course Objectives (CO)

3.1. General objectives

- Learners can observe actual classes and observe each other in groups to learn from other teachers' experiences as well as from classmates.
- Provide opportunities for students to use their knowledge of educational psychology, teaching methods, and technology in designing lessons, imparting knowledge to learners, and managing classrooms.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Apply knowledge to creatively prepare lesson plans and deploy lesson plans in accordance with teaching methods and strategies to meet learners' needs during practice hours.

3.2.2. Skills:

- CO2: Evaluate and learn from experience from practicum and teaching practice, flexibly apply foreign language teaching and learning perspectives and methods to specific situations as well as apply appropriate tools and techniques to assess student outcomes and needs.
- CO3: Capture learners' cognitive and emotional needs, create an appropriate learning environment, as well as conduct appropriate activities to meet those needs.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Show initiative, creativity, and a sense of lifelong learning while complying with professional ethics.
- CO5: Work in teams effectively while observing classes, preparing lesson plans, and delivering trial lessons.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Group observation report (20%)
2. Portfolio (20%): self-assessment report & lesson plan
3. Final score (60%): final teaching practice

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
	Required materials			

1	Craig Thaine	2013	Teacher Training Essentials	Cambridge University Press
2	Mary Spratt, Alan Pulverness, Melanie Williams	2013	The TKT Course Module 1,2,3	Cambridge University Press
3	Penny Ur	2012	A Course in English Language Teaching (2nd edition)	Cambridge University Press

Table 5.2. Useful websites for the course

No.	Content	Websites	Updated date
1	Useful games and activities for teaching English	https://www.english-4u.de/	
2	Useful games, lectures, activities for teaching English	https://www.theteacherscorner.net/	
3	Activities for reviewing vocabulary and grammar	https://quizlet.com/	
4	Activities for reviewing vocabulary and grammar	https://kahoot.com/schools-u/	
5	Useful games and activities for teaching English	https://www.baamboozle.com/games	

Ho Chi Minh City, June 6th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Liên Hương

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.15 Course code: 213133	1.16 Course name: Teaching Practice
1.17 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.18 Credits: 3	
1.19 Time allocation:	15 weeks
- Lý thuyết:	0 hours
- Bài tập/Thảo luận:	15 hours
- Thực hành/Thí nghiệm:	30
- Tự học:	90 hours
1.20 Lecturers:	
- Main lecturer in-charge:	Nguyễn Liên Hương, M.A
- Co-lecturer:	
- Department:	English Pedagogy
1.21 Course requirements:	
- Prerequisite course:	TESOL 1, TESOL 2, Classroom Observation
- Prior course:	Classroom Observation
- Concurrent course:	None

2. Course description

This course provides students in the 4th year with the opportunity to practice and practice English teaching to apply specialized knowledge into practice, thereby gaining practical experience teaching English. In this module, students will be observed in practical classes, conduct lectures, practice teaching in a specific environment. The ultimate goal is that students

have the ability to combine flexibly and effectively apply language knowledge, educational psychology, teaching methods and information technology to teach English effectively.

3. Course Objectives (CO)

3.1. General objectives

- Observe actual classes to learn from other teachers' experiences as well as from classmates.
- Provide opportunities for students to apply their knowledge of educational psychology, teaching methods and technology in designing lessons, imparting knowledge to learners, and managing classrooms.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Apply knowledge to creatively prepare lesson plans and deploy lesson plans in accordance with teaching methods and strategies to meet learners' needs during practice hours.

3.2.2. Skills:

- CO2: Evaluate and learn from experience from practicum and teaching practice, flexibly apply foreign language teaching and learning perspectives and methods to specific situations as well as apply appropriate tools and techniques. appropriate to assess student outcomes and needs.
- CO3: Capture learners' cognitive and emotional needs, create an appropriate learning environment, as well as conduct appropriate activities to meet those needs.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Show initiative, creativity, and a sense of lifelong learning while complying with professional ethics.
- CO5: Work in teams effectively while observing classes, preparing lesson plans, and delivering trial lessons.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Group observation report (20%)
2. Portfolio (20%): self-assessment report & lesson plan
3. Final score (60%): final teaching practice

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required materials				
1	Craig Thaine	2013	Teacher Training Essentials	Cambridge University Press
2	Mary Spratt, Alan Pulverness, Melanie Williams	2013	The TKT Course Module 1,2,3	Cambridge University Press
3	Penny Ur	2012	A Course in English Language Teaching (2nd edition)	Cambridge University Press

Table 5.2. Useful websites for the course

No.	Content	Websites	Updated date
1	Useful games and activities for teaching English	https://www.english-4u.de/	
2	Useful games, lectures, activities for teaching English	https://www.theteacherscorner.net/	
3	Activities for reviewing vocabulary and grammar	https://quizlet.com/	
4	Activities for reviewing vocabulary and grammar	https://kahoot.com/schools-u/	
5	Useful games and activities for teaching English	https://www.baamboozle.com/games	

Ho Chi Minh City, June 6th, 2022**Dean of Faculty****Head of Department****Prepared by**

Nguyễn Liên Hương

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213701	1.2 Course name: Business English 1
1.3 Course type: <input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation: 15 weeks	
- Theory:	<u>15 hours</u>
- Assignment/Discussion:	<u>15 hours</u>
- Practice/Experiment:	15 hours
- Self-study:	45 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Việt Lâm
- Co-lecturer:	
- Department:	English for Management
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

Business English module 1 has updated content with communication situations in businesses following the latest trends to develop and improve the ability to communicate in English effectively

in handling different business situations through class activities. Besides, the module will expand learners' knowledge of the business world, helping them become more proficient and confident in using business language and increasing their career prospects.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with English contexts, vocabulary, structure, and basic knowledge to communicate in business transactions, help learners to develop Business English skills through practical lessons, creating many conditions for students to apply knowledge smoothly and flexibly.
- Provide and guide learners in situations that require learners to work in a team to discuss, analyze a problem, and reach an agreement to be able to present the team's point of view on a topic in a professional manner in front of the class.

3.13 Specific objectives

3.2.1. Knowledge:

- CO1: Learners acquire a lot of vocabulary mainly business English, suitable for working people through creative and interesting assignments. In addition, learners also learn many words or phrases that often go together to gain more knowledge and use it easily in real life. Listening comprehension and reinforcement activities allow learners to access real-life situations from interviews with entrepreneurs and experts in the field. Listening exercises such as predictive listening, detailed listening, and taking notes will help learners develop their acumen.

3.2.2. Skills:

- CO2: the skills section in the course helps learners brainstorm and apply life experience to their working environment. Learners have the opportunity to exchange ideas on topics with each other and the instructor. There are many interesting activities such as answering short questions or filling out a diagram
- CO3: Learners develop critical thinking in group activities.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop self-study skills, work independently, develop a spirit of autonomy, and take responsibility when participating in team activities.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): group presentation
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	David Cotton David Falvey Simon Kent	2018	Intermediate Market Leader 3rd Edition	Pearson Longman
References				
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Ho Chi Minh City, December 10th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Viết Lâm

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213703	1.2 Course name: Business Communication 1
1.3 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	3
1.5 Time allocation:	15 weeks
- Theory:	18 hours
- Assignment/Discussion:	27 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Ngô Phan Lan Dung
- Co-lecturer:	
- Department:	English for Management
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	None
- Concurrent course:	None

2. Course description

Business Communication 1 is designed to develop students' communication skills in the workplace. After completing this course, learners can understand the culture of the other person to know how to communicate appropriately, know how to use the phone in communication, know how to hold meetings, and know how to make a presentation in front of others. During the learning

process, learners can watch videos about real-life situations, read related readings which show how to apply them in actual work, and allow learners to develop specialized knowledge and language, and learn the technical terms and manners in the office environment. The skills in the course will help learners adapt to the workplace in the future.

Learners can communicate and make the process of communication effective in different situations. The above activities are organized in different teaching formats to help learners develop self-study skills, teamwork skills, and communication skills.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge of communication skills, office work
- Help learners develop the ability to communicate with customers from different backgrounds and in different situations; besides, learners also know how to make phone calls, know how to organize calls, hold meetings, and make a presentation.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners acquire communication skills, and understand the culture of customers from different countries to communicate appropriately. Learners understand the principles of communication over the phone, understand the steps of organizing a regular meeting and apply the basic principles when making a presentation in front of others.

3.2.2. Skills:

- CO2: Learners know how to organize ideas and use appropriate language for each communication situation to ensure the correct use of style and effective communication (directly and indirectly).
- CO3: Learners can work in an office: receive/answer the phone, organize a meeting, and welcome guests.
- CO4: Learners can make a presentation, debate, and discuss to exchange opinions, develop ideas and learn on their own.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO5: Learners develop teamwork skills and work independently, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm score (30%): presentation
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/ Magazine/ Place of publication
Required material				
1	David Gordon Smith	2011	English for Telephoning	Oxford University Press
2	Sylee Gore & David Gordon	2011	English for Socializing	Oxford University Press
3	Marion Grussendorf	2011	English for Presentation	Oxford University Press
4	Kenneth Thompson	2011	English for Meeting	Oxford University Press
References				
1	Jeremy Comfort	1997	Effective Telephoning	Oxford University Press
2	Jeremy Comfort	1997	Effective Socializing	Oxford University Press
3	Jeremy Comfort	1997	Effective Meeting	Oxford University Press
4	Jeremy Comfort	1997	Effective Presentation	Oxford University Press
5	Simon Sweeney	2005	Communicating in Business	Cambridge

Ho Chi Minh City, November 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Ngô Phan Lan Dung

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.22 Course code: 213702	1.23 Course name: Business English 2
1.24 Course type	
<input type="checkbox"/> Compulsory	
<input checked="" type="checkbox"/> Required elective	
<input type="checkbox"/> Elective	
1.25 Credits: 3	
1.26 Time allocation:	15 weeks
- Theory:	30hours
- Assignment/Discussion:	15hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.27 Lecturers:	
- Main lecturer in-charge:	Đào Đức Tuyên
- Co-lecturer:	Ngô Phan Lan Dung Phạm Quỳnh Mai
- Department:	English for Management
1.28 Course requirements:	
- Prerequisite course:	None
- Prior course:	Business English 1 (213701)
- Concurrent course:	None

2. Course description

The Business English 2 course helps students strengthen their language skills and provides students with an introduction to commerce, business administration, and economics. The course is useful for

graduates who need to use English at work and need more knowledge and experience about the business environment in foreign companies.

3. Course Objectives (CO)

3.1. General objectives

The module is designed to help students strengthen the four English skills of listening, speaking, reading, and writing and accumulate knowledge and vocabulary in the fields of commerce, business administration, and economics. By providing learners with knowledge from both a macro and micro perspective, the course equips learners with integrated knowledge from many aspects.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners master the basic knowledge of business, business administration, and economics as well as issues related to transactions in the international business environment.

3.2.2. Skills:

- CO2: Learners understand and use basic vocabulary in the field of business, business administration, and economics.

- CO3: Learners make good use of the four English skills of listening, speaking, reading, and writing in communicating and negotiating with foreign clients; while developing communication skills, teamwork skills, presentation skills, negotiation, and persuasion skills.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners can self-study to improve their professional qualifications and performance.

- CO5: Learners develop a sense of self-discipline and perform assigned tasks on time.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): participation & group discussions
2. Individual assignment (20%): self-regulation plan & portfolio
3. Final exam (50%)

5. Course materials

Table5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	MacKenzie, I.	2010	English for Business Studies (3 rd Ed.)	Cambridge University Press
References				
1	Jones, L. & Alexander, R	2011	New International Business English (2 nd Ed.)	Cambridge University Press
2	Additional reading materials selected by the instructor from a variety of sources, and e-lectures prepared by the instructor			

Ho Chi Minh City, December 8th, 2022

Dean of Faculty

Head of Department

Prepared by

Đào Đức Tuyên

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213119	1.2 Course name: Business Communication 2
1.3 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation:	15 weeks
- Theory:	18 hours
- Assignment/Discussion:	27 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Ngô Phan Lan Dung
- Co-lecturer:	
- Department:	English for Management
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Business Communication 1
- Concurrent course:	None

2. Course description

Business Communication 2 is designed to develop intensive English communication skills in the workplace, especially skills in writing letters commonly used in the workplace for students who wish to pursue an office job after graduation.

With this course, learners learn how to organize a business letter with a tight, concise, and precise layout. Learners will improve their ability to think critically, analyze and synthesize to ensure the persuasiveness and consistency of the letter. Besides, for each topic studied, learners will present to the class the content of the topic, and discuss it to gain a deeper understanding of each topic. Each lesson has accompanying exercises to help learners understand the topic they are learning. The above activities are organized in different teaching formats to help learners develop self-study, teamwork, and communication skills.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge about the structure and layout of some English business letters commonly used in the workplace and the factors to ensure the persuasiveness, accuracy, and succinctness of the letter; allow learners to know the purpose of each type of correspondence.
- Help learners develop the ability to write/compose a number of English business correspondences, ensuring the correct use of style, vocabulary, and grammar; strengthen their critical thinking skills, analysis and synthesis skills; and expressive language skills.
- Help learners understand the importance of communication, analyze barriers in communication, then know how to overcome them and improve communication to achieve effectiveness.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the purpose of each type of correspondence, understand the style of business correspondence and apply the knowledge of business English to write/compose professional business correspondence succinctly, precisely, and persuasively.

3.2.2. Skills:

- CO2: Learners know how to organize ideas and use appropriate language for each type of correspondence, ensuring the correct use of style, vocabulary, and grammar;
- CO3: Learners can exchange opinions, present problems, develop ideas and share knowledge through written communication and public speaking.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop teamwork skills and work independently, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%)
2. Group presentation (20%)

3. Midterm exam (20%)

4. Final exam (50%)

6. Course materials

Table5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Shirley Taylor.	2005	Communication for Business: A practical approach, 4th edition	Pearson Education
References				
1	R.G. Mellor	1994	How to pass: English for Business (First level)	Logophon Lehrmittel Verlag
2	R.G. Mellor	1994	How to pass: English for Business (Second level)	Logophon Lehrmittel Verlag

Ho Chi Minh City, November30th, 2022

Dean of Faculty

Head of Department

Prepared by

Ngô Phan Lan Dung

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.29 Course code: 213705	1.30 Course name: Principles of Management
1.31 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.32 Credits: 3	
1.33 Time allocation:	15 weeks
- Theory:	30hours
- Assignment/Discussion:	15hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.34 Lecturers:	
- Main lecturer in-charge:	Đào Đức Tuyên
- Co-lecturer:	
- Department:	English for Management
1.35 Course requirements:	
- Prerequisite course:	None
- Prior course:	Business English 2 (213702), Business Communication 2 (213704)
- Concurrent course:	None

2. Course description

The Management course provides learners with basic knowledge and skills in management science. The content of the course includes theory, implementation process, and practical work of 4 main functions in management: planning, organizing, leading, and controlling. After completing this

course, students have a full understanding of the roles, duties, and responsibilities of managers in socio-economic organizations.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with basic knowledge related to the fundamental theories of management.
- Help learners develop thinking, analysis, evaluation, and problem-solving skills in real work situations in an organization.

3.2. Specific objectives

3.2.1. Skills:

- CO1: Learners master the basic knowledge of the four main functions of management – planning, organizing, leading, and controlling and how they interact with each other.
- CO2: Learners understand basic management terminology and core management ideology.

.2.2. Skills:

- CO3: Learners can apply basic management principles in different work contexts and situations.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop a sense of self-discipline and perform assigned tasks on time.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (30%): participation, group discussions, presentations, quizzes, reports
2. Individual assignment (20%): self-regulation plan & portfolio
3. Final exam (50%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Robbins, Stephen P. & Coulter, M.	2018	Management (14th ed.)	Pearson Education
References				
1	Koontz, H & Weihrich, H.	2015	Essentials of Management: An International, Innovation, and Leadership Perspective (10th ed.)	McGraw-Hill Education

2	Additional materials and e-lectures selected and prepared by the instructor			
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Ho Chi Minh City, December 8th, 2022

Dean of Faculty

Head of Department

Prepared by

Đào Đức Tuyên

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213901	1.2 Course name: English Competency 1
1.3 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 6	
1.5 Time allocation:	10 weeks (6 hours /week)
- Theory:	20 hours
- Assignment/Discussion:	40 hours
- Practice/Experiment:	0
- Self-study:	120 hours
1.6 Lecturers:	
- Main lecturer in-charge:	
- Co-lecturer:	
- Department:	English Pedagogy
1.7 Course requirements:	
- Prerequisite course:	
- Prior course:	Academic Listening, Academic Speaking
- Concurrent course:	English Competency 2, English Competency 3

2. Course description

English Competency 1, along with English Competency 2 and English Competency 3 are courses aimed at integrating English competence of all 4 skills listening, speaking, reading, and writing to meet learning outcomes for students graduating from the Faculty of Foreign Languages and Technical Education. This course helps learners achieve an IELTS listening and speaking band

of 6.5 or higher through learning, practicing, and mastering the listening and speaking skills guided and tested in IELTS books.

The assessment of the learning outcomes of 4 skills is conducted similarly to the actual IELTS examination which accurately assesses the English competency of graduates, and helps students confidently take the IELTS test when needed in addition to school application, international training programs, government agencies, domestic and foreign businesses in the future.

3. Course Objectives (CO)

3.1. General objectives

Help learners improve skills, improve listening and speaking ability to reach the output level of English language graduates, and at the same time, learners also master the rules, techniques, and tactics to do well in a job. IELTS Speaking and Listening test.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners master skills and strategies in IELTS Speaking and IELTS Listening in particular, and principles and techniques to help improve English listening and speaking in general.
- CO2: Learners develop their knowledge of vocabulary, grammar, and style; become more fluent in intonation and pronunciation during the periodic practice of IELTS Speaking and Listening tests.
- CO3: Learners develop their knowledge of academic, scientific, social, etc. topics to improve listening comprehension skills and make a better impression when discussing speaking topics.

3.2.2. Skills:

- CO4: For speaking skills, learners can speak coherently and fluently, with natural and flexible speech, by applying techniques such as arranging and linking ideas, using a variety of vocabulary, using idioms, etc.; as well as having the skill to give short or detailed answers when needed.
- CO5: For listening skills, learners can grasp the topic, layout, and main ideas of the listening texts, select the details that need to be more focused and flexibly listen to understand the dialects, as well as other skills features in the IELTS tests such as familiarity with text formats and tasks, pre-reading, predicting answers, maintaining focus, etc.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO6: Learners practice serious learning attitude for the subject: diligently practice, enhance self-study, and self-practice; aware of the importance of English listening, speaking, reading, and writing skills in life, work, and lifelong learning.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. Attendance (10%)
2. On-going assessment (20%): IELTS Mock tests, presentations
3. Midterm score (20%): listening test
4. Final exam (50%): oral test

5. Course materials

Table 5.1. Required materials and references

No	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication
Required material				
1	Andrew Betsis, Lawrence Mamas	2014	Succeed in IELTS	Global ELT Ltd., UK and Nhan Tri Viet Co., Ltd.
References				
1	Pauline Cullen, Amanda French, Vanessa Jakeman	2014	The Official Cambridge Guide to IELTS	Cambridge University Press
2	Barry Cusack, Sam McCarter	2007	Improve your IELTS Listening and Speaking Skills	Macmillan
3	Dr. Lin Loughheed, Ed.D.	2006	Barron's IELTS	Barron's Educational Series Inc., US và Frist News-Trí Việt
4	Cambridge	1996- 2022	Cambridge IELTS 1-17.	Cambridge University Press

Ho Chi Minh City, June 30th, 2022

Dean of Faculty

Head of Department

Prepared by

Đào Như Nguyễn

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code:	1.2 Course name: English Competency 2
1.3 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits:	3
1.5 Time allocation:	15 weeks
- Theory:	15 hours
- Assignment/Discussion:	30 hours
- Practice/Experiment:	0
- Self-study:	90 hours
1.6 Lecturers:	
- Main lecturer in-charge:	Nguyễn Thị Kim An
- Co-lecturer:	
- Department:	Linguistics, Culture, Culture, and Literature
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Academic Reading
- Concurrent course:	None

2. Course description

English Competency 2 is designed to help English language major students improve their reading comprehension of academic texts to practice answering advanced types of reading comprehension questions. Specifically, students will practice reading and comprehension skills through lessons and tests in the IELTS format.

Through the process of reading comprehension, learners will enrich their vocabulary as well as their knowledge of sentence structure and text structure. In this way, learners can improve their ability to use vocabulary and read English at C1/C2 level according to the CEFR.

The above activities are organized in different teaching formats to help learners develop self-study, teamwork, and communication skills, and at the same time, help improve their ability to think critically, analyze and synthesize.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with general knowledge, language knowledge, skills, and reading comprehension strategies at an advanced level of language competence through taking the IELTS test.
- Help students expand their vocabulary, especially vocabulary in academic English at C1/C2 level according to the CEFR.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the question types, reading comprehension skills, and strategies to answer 40 questions of 3 reading comprehension passages in the format of the IELTS test
- CO2: Learners expand and consolidate their vocabulary by themselves through reading texts

3.2.2. Skills:

- CO3: Learners answer questions of advanced reading comprehension passages based on mastering the skills of analyzing and synthesizing information.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop skills in teamwork and independent work, critical thinking, analysis, and information synthesis performance.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm exam (30%)
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/ Place of publication

	Required material			
1	Sam McCarter & Norman Whitby	2014	Improve Your Skills Reading for IELTS 6.0 – 7.5	Macmillan Education
	References			
1	Guy Brook-Hart & Vanessa Jakeman	2012	Complete IELTS Band 6.5 – 7.5	Cambridge University Press
2	Lin Loughheed	2016	Baron’s IELTS Strategies and Tips	Baron’s Educational Series Inc.
3	Lin Loughheed	2016	Baron’s IELTS Practice Exams	Baron’s Educational Series Inc.
4	Malcom Mann & Steve Taylore-	2007	Destination C1/C2 Vocabulary and Grammar	Macmillan Education

Ho Chi Minh City, December 11th, 2022

Dean of Faculty

Head of Department

Prepared by

Nguyễn Thị Kim An

BRIEF COURSE SYLLABUS

Training level: Undergraduate

Mode of study: Full-time, Regular

Programme: English Language Studies

1. General information	
1.1 Course code: 213903	1.2 Tên tiếng Anh: English Competency 3
1.3 Course type: <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Required elective <input type="checkbox"/> Elective	
1.4 Credits: 3	
1.5 Time allocation:	15 weeks
- Theory:	18 hours
- Assignment/Discussion:	27 hours
- Practice/Experiment:	
- Self-study:	90 hours
1.6 Lecturers:	Lê Thị Ngân Vang
- Main lecturer in-charge:	
- Co-lecturer:	
- Department:	TESOL
1.7 Course requirements:	
- Prerequisite course:	None
- Prior course:	Academic Writing
- Concurrent course:	

2. Course description

This course provides students with advanced English writing knowledge and skills based on the foundational Academic English Writing course. Specifically, this course provides students with the knowledge and skills to successfully practice writing two tasks of the IELTS academic writing test; techniques of data analysis for charts and essays to develop the ability to write essays in English, reaching level B2 + or C1 according to the CEFR. Students can use flexible

and diverse vocabulary as well as different sentence structures to produce descriptions of graphs or essays on different topics. The course also provides students with self-study skills, self-accumulation of knowledge, and experience to improve language skills and proficiency. The above activities are organized in different teaching formats to help learners develop self-study, teamwork, and communication skills.

3. Course Objectives (CO)

3.1. General objectives

- Provide learners with advanced knowledge about the structure and layout of task 1 and task 2 writing, and the factors to ensure the persuasiveness and professionalism of the essay.
- Help learners improve their writing performance effectively, ensuring the correct use of style, vocabulary, and grammar; as well as the ability to think critically, analyze and synthesize; and express data.

3.2. Specific objectives

3.2.1. Knowledge:

- CO1: Learners understand the style of academic writing in IELTS format and can apply basic and advanced knowledge in the previous academic years to write articles. At the same time, learners use proficient methods of writing some types of graph descriptions (about 150 words) and short essays (about 250 words).

3.2.2. Skills:

- CO2: Learners know how to analyze, compare and describe each type of graph/chart, and at the same time arrange ideas and use appropriate language for each type of essay, ensuring the correct use of style and words vocabulary, and grammar;
- CO3: Learners can exchange opinions, develop ideas, and share experiences through written communication.

3.2.3. Attitudes (Autonomy and Responsibility)

- CO4: Learners develop teamwork skills and work independently, respecting different points of view.

4. Assessment methods

Students are assessed on their learning results on the basis of component scores as follows:

1. On-going assessment (10%): attendance & group discussions
2. Midterm exam (30%)
3. Final exam (60%)

5. Course materials

Table 5.1. Required materials and references

No.	Author	Year of publication	Name of Book/ Textbook/ Article/ Document	Name of Publisher/Magazine/
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				Place of publication
Required materials				
1	Anneli Williams, A.	2021	<i>Writing for IELTS</i>	Collins COBUILD
References				
1	Anneli Williams, A.	2012	<i>Vocabulary for IELTS</i>	Collins COBUILD
2	Richard Brown & Lewis Richards	2017	<i>IELTS Advantage Writing Skills</i>	Delta Publishing

Ho Chi Minh City, December 23rd, 2022

Dean of Faculty

Head of Department

Prepared by

Lê Thị Ngân Vang