



UNIVERSITY OF SCIENCE AND TECHNOLOGY OF HANOI

English Department

Course syllabus

## 1. GENERAL INFORMATION OF THE SUBJECT

Course title	:	NOTE TAKING AND WRITING SKILLS
Semester	:	Autumn
Number of Credits	:	2
Total hours	:	32 hours
Each class contact duration	:	2 hours
Class contact number	:	16
Prerequisite	:	Proficiency level equivalent to 4.5 IELTS
Teachers in charge	:	

## 2. COURSE DESCRIPTION

This course is designed for the students of USTH to improve their note taking and academic writing skills from reading, listening and critical thinking in science-related topics. The course is an integrated- skill course.

The note taking and writing skills is based on the reading and listening of a lecture on science subjects. The students are required to summarize the information they have read, and relate the information heard in the audio about the same theme. In so doing, the students will develop a logical and critical thinking in English about science issues, getting themselves best prepare for learning science in USTH when they have to read the science material and listen to lectures before writing their report.

This course covers a number of science topics which will allow students to listen and write in several science topics in academic situations. Students will have the opportunity to improve vocabulary in social and natural sciences basic level.

This course adopts learner-centered and communicative approaches.

The proficiency goal of this course is 3.5 out of 5 score scale of TOEFL iBT for integrated writing tasks.

## 3. COURSE OBJECTIVES

By the end of the course, students are expected to be able to:

**Note taking objectives:**

- follow the extended conversation between native speakers on familiar topics, and identify both general messages and specific details, provided that the direction of the conversation is sign-posted by explicit markers and the speech is clearly articulated in the standard accent.
- Consolidate some listening skills such as listening for main ideas, listening for details, etc.
- follow the main points of a lecture or talk,
- listen for clues and make inferences from what has been heard.
- Apply listening strategies to take notes on from reading and listening

**Writing objectives:**

- Organize, paraphrase and present information in logical order
- Display clear connection of ideas presentation
- Display comprehensible connection of reading and listening
- Express ideas on abstract and cultural topics such as fashion, good manner, family, etc.
- Develop simple argument and reasons to support their opinions.
- Prepare and present on some topics with relative ease
- Pronounce rather precisely with awareness of word, sentence stress
- Integrate in group discussion with limited language barriers

## 4. MATERIALS

**Course books:**

1. **Session 1-8** : Paul Edmunds, Nancie McKinnon & Jeff Zeter. (2009). *Developing Skills for the TEOFLR iBT, 2<sup>nd</sup> ed (Intermediate)*. Compass Publishing
2. **Session 11-16** : Moraig Macgillivray & Jeff Zeter. (2009). *Developing Skills for the TEOFLR iBT, 2<sup>nd</sup> ed (Advanced)*. Compass Publishing
3. Homework: Kanaoka. *Academic Listening Encounters- The natural world*. Cambridge University Press

**Supplementary (Optional) Texts and Materials**

1. Peg Sarosy and Kathy Sherak. *Lecture Ready 1*. Oxford University Press
2. Helen Solorzano, Laurie Frazier, Micheal Rost. *Contemporary topics 1, 4<sup>th</sup> edition*. Pearson

## 5. COURSE POLICY

- Students who are absent for 3 sessions onwards will merit an automatic failure.
- No late submission or task completion is accepted, unless otherwise approved by the teacher at least ONE week before the deadline. Late submission will occur in 20% reduction of the allotted grade for each day late.
- Completion of all assignments is required as the condition to sit for the final test
- Technology and Media:
  - **Email:** Students can submit their home writing to the lecturer via email if allowed by him/her.
  - **Laptop Usage:** Students can use their laptops during the lecture to look up for new words, or to type their writing (as required by lecturer). However, they will be asked to leave the classroom immediately and marked as absent on that day if found using laptops for any purpose unrelated to that particular studying session.
- **Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, etc., must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment.

Students are supposed to arrive on time in all class meetings and participate actively in the lessons. Those who habitually disturb the class by talking, arriving late, etc., and have been warned will gain a reduction of up to 50% in their final class grade.
- **Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult University Policy for further details. As in all University courses, the University Policy will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

## 6. ASSESSMENT

### 7.1 Assessment allotment

Assessment	Description	Grade allotment
Attendances	1. Homework completion Either absence or incomplete hw = mark zero for that class 2. Homework completion+ participation= 2.5 pts/ class	20%
Midterm test	Conducted in class by teachers in charge	30%
Final test		50%
Total		100%

### 7.2 Assessment of Mid- term test:

Teacher of each class designs the test by themselves.

**Format of the test:** similar to TOEFL iBt format for the integrated writing task

- After listening, students should be given 20 minutes to summarize the reading and listening with connection.

### Marking cubic for writing:

Score	Description	Note
19-20	<ul style="list-style-type: none"> <li>✓ Effectively addresses the topic and task</li> <li>✓ Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details</li> <li>✓ Displays unity, progression and coherence</li> <li>✓ Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors</li> </ul>	
17-18	<ul style="list-style-type: none"> <li>✓ Addresses the topic and task well, though some points may not be fully elaborated</li> <li>✓ Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details</li> <li>✓ Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections</li> <li>✓ Displays facility in the use of language, demonstrating syntactic</li> </ul>	

	variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning	
14-16	<ul style="list-style-type: none"> <li>✓ Addresses the topic and task using somewhat developed explanations, exemplifications and/or details</li> <li>✓ Displays unity, progression and coherence, though connection of ideas may be occasionally obscured</li> <li>✓ May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</li> <li>✓ May display accurate but limited range of syntactic structures and vocabulary</li> </ul>	
10-13	<ul style="list-style-type: none"> <li>✓ Limited development in response to the topic and task</li> <li>✓ Inadequate organization or connection of ideas</li> <li>✓ Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task</li> </ul>	
8-9	<ul style="list-style-type: none"> <li>✓ A noticeably inappropriate choice of words or word forms</li> <li>✓ An accumulation of errors in sentence structure and/or usage</li> </ul>	
7-6	<ul style="list-style-type: none"> <li>✓ Serious disorganization or underdevelopment</li> <li>✓ Little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li> <li>✓ Serious and frequent errors in sentence structure or usage</li> </ul>	
5-4	<ul style="list-style-type: none"> <li>✓ Merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</li> </ul>	
3-0	<ul style="list-style-type: none"> <li>✓ Almost blank, isolated words copied from reading</li> </ul>	

### 7.3 Final test

It is designed and implemented by the Department. Teachers should inform the students the format of the test as follows.

- There are 2 tasks in the exam, following the template of TOEFL iBT integrate writing test.
- Task 1: General topic
- Task 2: Scientific topic

### Marking rubric

- The mark of each task is counted as below
  - + Completion of notes from reading and listening: 10 points
  - + Summary of the two pieces: 10 points
  - + Total: 20 points

## 7. FRAMEWORK FOR NOTE TAKING & WRITING SKILLS

*From Session 1 to 8: Intermediate book and from 11 to 16: Advanced book*

Session #	Lessons	Contents & Main skills
<b>1</b>	<b>Urban planning</b>	<ul style="list-style-type: none"> <li>- Understanding information from both reading and listening passage</li> <li>- Taking note on the reading and listening passage</li> <li>- Using information from notes for writing</li> <li>- Synthesizing the information taken from both reading &amp; listening passage</li> </ul>
	HW: Academic Listening encounters pp.2-14 Chapter 1: The physical earth	<ul style="list-style-type: none"> <li>- Clarifying your notes with a partner</li> </ul>
<b>2</b>	<b>History</b>	<ul style="list-style-type: none"> <li>- Understanding information from both reading and listening passage</li> <li>- Taking note on the reading and listening passage</li> <li>- Using information from notes for writing</li> <li>- Synthesizing the information taken from both reading &amp; listening passage</li> </ul>
	HW: Academic Listening encounters pp.15-17: Lecture part 2 Chapter 1: The physical earth	
<b>3</b>	<b>Environmental Science</b>	<ul style="list-style-type: none"> <li>- Understanding information from both reading and listening passage</li> <li>- Taking note on the reading and listening passage</li> <li>- Using information from notes for writing</li> <li>- Synthesizing the information taken from both reading &amp; listening passage</li> </ul>
	HW: Academic Listening encounters pp.18-31 Chapter 2: The dynamic earth	<ul style="list-style-type: none"> <li>- Focusing on the Introduction</li> <li>- Using telegraphic language</li> </ul>
<b>4</b>	<b>Climatology</b>	<ul style="list-style-type: none"> <li>- Understanding original text accurately</li> <li>- Using your own words to convey essential information &amp; ideas from reading and the lecture</li> <li>- Expressing the same information using different vocabulary &amp; sentence structure</li> </ul>

	Academic Listening encounters pp.31-34	
5	<b>Psychology</b>	<ul style="list-style-type: none"> <li>- Understanding original text accurately</li> <li>- Using your own words to convey essential information &amp; ideas from reading and the lecture</li> <li>- Expressing the same information using different vocabulary &amp; sentence structure</li> </ul>
	Chapter 3: Earth's Water supply	<ul style="list-style-type: none"> <li>- Using symbols and abbreviations</li> <li>- Using bullets and brackets to organize your notes</li> </ul> <p>Academic Listening encounters pp. 36-51</p>
6	<b>Biology</b>	<ul style="list-style-type: none"> <li>- Understanding original text accurately</li> <li>- Using your own words to convey essential information &amp; ideas from reading and the lecture</li> <li>- Expressing the same information using different vocabulary &amp; sentence structure</li> </ul>
	HW: Academic Listening encounters pp.52-55: Lecture part 2	
7	Environmental science	<ul style="list-style-type: none"> <li>- Understanding original text accurately</li> <li>- Using your own words to convey essential information &amp; ideas from reading and the lecture</li> <li>- Expressing the same information using different vocabulary &amp; sentence structure</li> </ul>
	HW: Chapter 4: Earth's Oceans Academic Listening encounters pp. 56-70	
8	<b>Political science</b>	<ul style="list-style-type: none"> <li>- Making connection</li> <li>- Connecting relationship between ideas</li> <li>- Using transitional words and phrases to indicate ideas relationship</li> <li>- Citing sources</li> </ul>
	HW: Academic Listening encounters pp.71-72: Lecture part 3- After the lecture	
9	<b>Revision</b> : Teachers will select appropriate lessons to help the students overcome their weakness	<i>Skills that students show least confidence so far</i>
10	<b>Mid-term test</b>	
	HW: Completing the unfinished lesson	<ul style="list-style-type: none"> <li>- Note writing of the listening part from the lecture</li> </ul>
11	<b>Medical Science</b>	<ul style="list-style-type: none"> <li>- Understanding information from both reading and listening passage</li> <li>- Taking note on the reading and listening</li> </ul>

		<p>passage</p> <ul style="list-style-type: none"> <li>- Using information from notes for writing</li> <li>- Synthesizing the information taken from both reading &amp; listening passage</li> </ul>
	HW: Academic Listening encounters pp119-121: Lecture part 2- After the lecture	
<b>12</b>	<b>Education</b>	<ul style="list-style-type: none"> <li>- Understanding information from both reading and listening passage</li> <li>- Taking note on the reading and listening passage</li> <li>- Using information from notes for writing</li> <li>- Synthesizing the information taken from both reading &amp; listening passage</li> </ul>
	Chapter 8: Human body: Academic Listening encounters pp. 122- 136	
<b>13</b>	<b>Environmental Science</b>	<ul style="list-style-type: none"> <li>- Understanding information from both reading and listening passage</li> <li>- Taking note on the reading and listening passage</li> <li>- Using information from notes for writing</li> <li>- Synthesizing the information taken from both reading &amp; listening passage</li> </ul>
	HW: Academic Listening encounters pp.136-138- Lecture part 2- After the lecture	
<b>14</b>	<b>Geography</b>	<ul style="list-style-type: none"> <li>- Understanding original text accurately</li> <li>- Using your own words to convey essential information &amp; ideas from reading and the lecture</li> <li>- Expressing the same information using different vocabulary &amp; sentence structure</li> </ul>
	Teachers can select several recordings similar to the midterm test for students to practice.	
<b>15</b>	<b>Global issues</b>	<ul style="list-style-type: none"> <li>- Making connection</li> <li>- Connecting relationship between ideas</li> <li>- Using transitional words and phrases to indicate ideas relationship</li> <li>- Citing sources</li> </ul>
	Teachers can select several recordings similar to the midterm test for students to practice.	
<b>16</b>	<b>Technology</b>	<ul style="list-style-type: none"> <li>- Making connection</li> <li>- Connecting relationship between ideas</li> <li>- Using transitional words and phrases to indicate ideas relationship</li> <li>- Citing sources</li> </ul>



