**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | Media English | | | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | In-class | | | | | | | | **Credits**  **(hours)** | | | | 3 (45 hours) | | | | | | | | |
| **Department** | | | International Studies (English) | | | | | | | | **Professor** | | | | Dr. Sun-Young Shin | | | | | | | | |
| **Classification**  **(year in school)** | | | 2 | | | | | | | | **Course Code** | | | | ELL7012 | | | | | | | | |
| **Classroom** | | | EDU425 | | | | | | | | **E-mail** | | | | suns74@gmail.com | | | | | | | | |
| **Prerequisite(s)** | | | N/A | | | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | Students will develop the English listening and speaking skills required for media contexts. | | | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | This course is designed to develop students' proficiency in understanding and using English within various media contexts. The course focuses on enhancing vocabulary, grammar, and expressions commonly found in news, dramas, movies, advertisements, and other digital media. Students critically analyze media content, exploring tone, bias, and persuasive techniques. Practical tasks include creating and presenting media content, such as podcasts, TED talks, and videos, to apply their language skills. By the end of the course, students will be equipped to navigate and contribute to English-language media effectively and confidently. | | | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | | |
| 20% | 30% | | | | 30% | | | | | 20% | N/A | | | N/A | | | | N/A | | |
| **< Lecture>**   * **Language Skills**: Focus on key linguistic aspects of media language, including vocabulary, idiomatic expressions, and grammar commonly used in media * **Media Analysis**: Teach critical evaluation of tone, bias, and framing * **Practical Tasks**: Apply skills through content creation and real media analysis   < **Presentation / Discussion/Problem-based Learning>**   * **Individual Presentation**: Share and present a personally selected podcast or TED Talk. * **Group Activity**: Readers' Theater: Movie or drama scripts in English will be provided, and students will work in pairs to act them out. * **Question-Based Discussion**: Engage in group discussions based on questions generated by individual students.   **<Project-based Learning>**  Each student will work on a group YouTube creation project centered around a topic of their choice. | | | | | | | | | | | | | | | | | | | | |
| **Grading** | | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | | Attendance | | Others  (TOEIC) | | | | **Total** |
| **25%** | **25%** | | **10%** | | | **10%** | | | **5%** | | | | **15%** | | **10%** | | | | **100%** |
| Evaluation and Grading (Total of 100 points)   * Exams (50 points): midterm (25%) + final exam (25%) * Class participation (5 points): Active participation in class discussion * Individual tasks (10 points): Daily access to podcasts or TED Talk broadcast in English, accompanied by a written summary of each podcast or TED Talk in English * Team Projects (10 points): Creation of a YouTube video (3-5 minutes in length) in English by a team of 2 or 3 members * Attendance (15 points): 1 points deduction for one absence, .5 point deduction for one lateness * TOEIC (10 points): Submission of TOEIC scores   ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than 4 times absence) | | | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | | | Publisher | | | | | | | Year of publication | | | |
| Main textbook | Hackers TOEIC Listening LC | | | | David Cho | | | | | | | | Hackers | | | | | | | 2023 | | | |
| Others | Movie/TV show scripts (provided by the instructor) | | | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | | |
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N.B. I reserve the right to modify the schedule below as needed.

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| **Day**  **(3hurs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | Introduction | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 2 | TOEIC Listening Part 1, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 3 | TOEIC Listening Part 2, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 4 | TOEIC Listening Part 3, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 5 | TOEIC Listening Part 4, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 6 | TOEIC Listening Part 1, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 7 | TOEIC Listening Part 2, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 8 | Midterm Exam | 3 |  |  |
| 9 | TOEIC Listening Part 3, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 10 | TOEIC Listening Part 4, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 11 | TOEIC Listening Part 1, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 12 | TOEIC Listening Part 2, Movie/Drama English, English News | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 13 | TOEIC Listening Part 3,  YouTube Presentation 1 | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 14 | TOEIC Listening Part 4,  YouTube Presentation 2 | 3 | Lecture, Presentation, & Discussion | a textbook, audio, and video materials |
| 15 | Final Exam | 3 |  |  |

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| **References** |
| This course focuses on developing students' English language proficiency in various media contexts. Each day, students engage with different types of media, such as news, movie and video clips, advertisements, and podcasts, to understand their language features and styles. Teaching methods include interactive lectures, media analysis, and practical activities that allow students to apply their knowledge in real-world contexts. Students participate in group activities in which students are paired up to act out English movie or drama scripts and group discussions to critically evaluate the media content's tone, bias, and persuasive techniques.  Assignments involve TOEIC listening, analyzing media samples, creating videos, and writing summaries or reviews. Students are encouraged to develop their language skills by using media-related vocabulary and expressions in their work. Throughout the course, they complete individual projects, such as presenting a podcast of their choice or developing a media content creation project in a group. Student evaluation is based on participation in class discussions, the quality of their written assignments, and the creativity and effectiveness of their media projects. Final project is a group project, where students create a YouTube video, and a final exam that tests their ability to understand various media content in English. |