

PROGRAM FOR UNDERGRADUATE
 HORTICULTURE AND LANDSCAPE DESIGN
 OPTION 1: GREENHOUSE PRODUCTION AND MANAGEMENT
 OPTION 2: LANDSCAPE DESIGN AND CONSTRUCTION

COURSE SPECIFICATION
 RQ03016: PROFESSIONAL ENGLISH 2

I. General information

- Term: 7
- Credits: **Total credits 02 (Lecture: 02 – Practice: 0) - Self-study: 06**
- Credit hours for teaching and learning activities:
 - + Lecture: 12hrs
 - + Exercises on class: 18hrs
- Self-study: 90hrs
- Department conducting the course:
 - Department: General English
 - Faculty: Education and Foreign Languages
- Kind of the course:

Foundation <input type="checkbox"/>		Fundamental <input type="checkbox"/>		Option 1 <input type="checkbox"/>		Option 2 <input type="checkbox"/>	
Compulsory <input type="checkbox"/>	Elective <input type="checkbox"/>	Compulsory <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Compulsory <input type="checkbox"/>	Elective <input type="checkbox"/>	Compulsory <input type="checkbox"/>	Elective <input type="checkbox"/>

- Parallel course(s): None
- Prerequisite course(s): SN01033: English 2
- Course language: English x Vietnamese

II. Program learning outcomes

Program learning outcomes and program's performance criteria to which the course contributes:

Program learning outcomes After successfully completing this program, students are able to	Program Learning outcome's performance criteria
General knowledge	
PLO1	1.3. Apply social science knowledge and understanding of contemporary issues in the Horticulture and Landscape Design.
General skills	
PLO5	5.5. Use English at B1 level
Professional skills	
PLO6	6.3. Implement properly survey and research methods.
Ethics and Attitudes	

Program learning outcomes After successfully completing this program, students are able to	Program Learning outcome's performance criteria
PLO9	9.3. Behave in an ethical manner and show respect for multiculturalism.
PLO10	10.2. Be willing to learn when given the opportunity to learn, and improve knowledge and capacity.

III. Course objectives and Program learning outcomes

* *Course objectives:*

- Knowledge: Course provides students with English vocabulary, grammar and expression in landscaping.
- Skills: Course helps students to train such skills as
 - + Reading and listening comprehension towards English materials in landscaping; communicating in short conversations and presentation skills;
 - + Academic writing with topics related to the profession.
- Attitude: Course helps students to
 - + Share information openly with fellows and teachers; be active in probleming raising during their learning; follow the school schedule strictly;
 - + Build up their positive attitudes towards their learning; develop their self-study skills through Internet materials research; Be creative in learning activities;

* *Course expected learning outcomes*

This course contributes to program expected learning outcomes as follows:

I – Introduction; P – Practice; R – Reinforce; M – Master

Code	Course name	Program learning outcome's performance criteria				
		1.3	5.5	6.3	9.3	10.2
RQ03016	English Professional 2	P	R	R	M	M

Notation	Course expected learning outcomes After successfully completing this course, students are able to	Program learning outcome's performance criteria
Knowledge		
CELO1	Apply social science knowledge and understanding of contemporary issues when using English in landscaping.	1.3 (P)
Skills		
CELO2	Use English at the B1 level when reading, listening, speaking and writing English materials in landscaping;	5.5 (R)
CELO3	Develop presentation skills in English on a topic related to landscaping.	6.3 (R)
Ethics and Attitude		

CELO4	Act actively in problem raising and problem solving during their English learning with regards to cross-cultural aspect	9.3 (M)
CELO5	Maintain their positive attitudes towards their English learning	10.2 (M)

IV. Course description

Code: RQ03016 – Name: English Professional 2 (Total credits 02: lecture 02 - practice 0 - self-study 6)

Brief description of the course: This course consists of 6 units including unit 1 - Introduction to today's landscaping, unit 2 - Design analysis, unit 3 - Areas and circulation, unit 4 - Studying the land forms, unit 5 - Planning the alteration of land forms, unit 6 - The walls and ceiling. Each unit provides a wide range of technical vocabulary, grammar, and expressions through different reading passages, grammar exercises and use-of-English activities in the the contexts of landscaping. Listening, presenting and writing activities are designed properly based on the topic of each unit.

V. Teaching and learning methods

1. Teaching methods

Table 1: Matrix of Teaching methods and CELOs

CELOs	CELO1	CELO2	CELO3	CELO4	CELO5
Teaching Methods					
Lecturing	x				
Role-play		x	x	x	x
Group-based		x	x	x	x
MCQs		x			x
Discussion				x	x
Teaching with research papers		x	x	x	x
Project-based learning		x	x	x	x

2. Learning methods

- Note-taking
- Role-play
- Group-work
- Pair-work
- Presentation
- Individual work

VI. Student tasks

- Attendance: All students taking this course must attend all the required classes in the class; participate in class discussion according to the teacher's instructions;
- Preparation for the lecture: All students taking this course must read relevant materials and check the new vocabulary for the new lesson before class.
- Assignment: All students must complete all the assignments/ homework assigned by the teacher.

- Mid-term exam: All students taking this course must make a group-based presentation for mid-term exam.

- Final exam: All students taking this course must take a speaking test for final exam.

VII. Assessment methods

1. Grading: 10

2. Average score of course is the total points of rubrics multiplied by the respective weight of each rubric.

3. Assessment summary

Table 2. Matrix of Assessment methods and CELOs

CELOs	CELO1	CELO2	CELO3	CELO4	CELO5	Week
Formative assessment (40%)						
Rubric 1. Participation (10%)	x			x	x	Week 1-10
Rubric 2. Presentation (30%)		x	x			Week 10
Summative assessment (60%)						
Rubric 3. Final exam (60%)		x	x			According to the exam schedule published by the VNUA

Rubric 1. Participation

Areas of assessment	Weighting (%)	Excellence 8.5 – 10 point	Good 6.5 – 8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Attendance	50	Attending more than 90% of class hours	Attending between 80%-90% of class hours	Attending between 60%-80% of class hours	Attending less than 50% of class hours
Participation	50	Listening attentively to the teacher, cooperating well with partners in pair-work or group work, being active in discussions	Listening attentively to the teacher, cooperating well with partners in pair-work or group work, but not being active in discussions	Listening attentively to the teacher, but not cooperating well with partners in pair-work or group work, not being active in discussions	Not listening attentively to the teacher, not cooperating well with partners in pair-work or group work, not being active in discussions

Rubric 2. Presentation (group-based)

Criteria	Weight (%)	Excellent 8.5-10 point	Good 6.5-8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Content	10	More various than required	Enough as required	Not enough, miss some important content	Miss a lot of important content
	20	Correct, scientific	Quite correct, scientific, some small mistakes	Correct, scientific, some big mistakes	Not correct, scientific, a lot of big mistakes
Structure and visuality	10	Structure and slides are reasonable	Structure and slides are quite reasonable	Structure and slides are relatively reasonable	Structure and slides are not reasonable
	10	Very visual and aesthetic	quite visual and aesthetic	relatively visual and aesthetic	Not visual and aesthetic
Presentation skill	10	Lead in and argue attractively, persuasively	Present clearly but not attractively, argue quite persuasively	Hard to follow but can understand important contents	Present unclearly, listeners can't understand important points.
Interaction gestures	10	Good eye contact and gesture	Quite good eye contact and gesture	Not good eye contact and gesture	Do not have eye contact and gesture
Time management	10	Master time and adjust situation flexibly	Finish on time, sometimes adjust situation flexibly	Finish on time but not flexible under situation	Exceed the fixed hours
Response to questions	10	Answer all questions clearly and completely	Answer most questions clearly and provide suitable suggestion for unanswered questions	Answer almost questions but not clearly and can't provide suitable suggestion for unanswered questions	Do not answer questions
Cooperating in group	10	All group members participate, collaborate and help each other in presentation and response to questions	group members participate and help each other in presentation and response to questions in some cases	members participate and involve in presentation and response to question rarely	There is no collaboration in the group

Rubric 3. Final exam

Criteria	Weight (%)	Excellent 8.5 – 10 point	Good 6.5 – 8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Grammar and Vocabulary	25	Show a good degree of control of simple grammatical forms and attempts some complex ones; Use a wide range of appropriate vocabulary to give and exchange views on the given questions	Show a good degree of control of simple grammatical forms; Uses a range of appropriate vocabulary when answering the given questions	Show some control of simple grammatical forms, Use a limited range of vocabulary to answer the given questions; Repetition is frequent	Show limited control of simple grammatical forms with a lot of mistakes. Do not have enough vocabulary to answer the given questions
Discourse management	25	Produces extended stretches of language despite some hesitations; Contributions are relevant despite some repetitions; Uses a range of cohesive devices	Produces responses which are extended beyond short phrases, despite some hesitations; Contributions are mostly relevant, but there may be some repetitions; Uses basic cohesive devices	Produces short responses. Contributions are mostly irrelevant; Use basic cohesive devices with repetitions	Produces responses with short phrases and frequent hesitations; Repeats information of digresses from the topic
Pronunciation	25	Is intelligible; Intonation is generally appropriate; Sentence and word stress is generally accurately placed; Individual sounds are generally articulated clearly	Is mostly intelligible, and has some control of phonological features at both utterance and word levels	Is fairly intelligible, and has limited control of phonological features at both utterance and word levels	Is mostly unintelligible, has very limited control of phonological features

Criteria	Weight (%)	Excellent 8.5 – 10 point	Good 6.5 – 8.4 point	Fair 4.0 – 6.4 point	Poor 0 – 3.9 point
Interactive communication	25	Usually Initiates and responds appropriately; Use appropriate interactive strategies to maintain or repair communication; Be sensitive to the norms of turn-taking	Often initiates and responds appropriately. Use some interactive strategies to maintain or repair communication, Quite sensitive to the norms of turn taking.	Sometimes initiates and responds appropriately; Use limited interactive strategies to maintain or repair communication, but not appropriate sometimes; Not very sensitive to the norms of turn taking	Maintains simple exchanges, despite some difficulty Requires prompting and support

4. Course requirements and policies

Late homework: Late homework will account to the subtraction of attendance assessment

Absence: absence from 1 class hour means 1 point subtracted from the attendance points

Make-up exams: Missing the midterm will lead to a grade of 0

Ethical policy: All students must follow the school regulations in class. *You may work on the homework collaboratively with your friends, but the work that you hand in must be written in your own handwriting (or typed by you), in your own words, and you represent that you understand everything you wrote.*

Exceptional circumstances: In the case of a documented illness or other documented circumstances beyond student's control, he/she will be allowed to make an individual presentation instead of a group-based one for the mid-term exam.

VIII. Text books and references

* Lecture Notes:

Ngoc, N. T. B. (2019). English for Landscaping (For internal use only)

* Additional references:

Buder, S. (1990). Visionaries and planners: the garden city movement and the modern community, Oxford University Press, New York.

Kolganova, I. S., & Taran, S. S. (2019). Usage practicability of acer l. Species in landscaping in the central part of Rostov region, World Ecology Journal, 92 - 95.

IX. Course outline

Week	Content	Course expected learning outcomes
1	Unit 1. Introduction to today's landscaping	
	<i>A/ Main contents: (3 hours)</i> Theory: 1.1. Reading: Introduction to today's landscaping	CELO1, CELO2, CELO3, CELO4

Week	Content	Course expected learning outcomes
	1.2. Points to remember 1.3. Comprehension questions	
	B/Self- study contents: (9 hours) 1.4. Use of English 1.5. Extra challenge	CELO1, CELO2, CELO5
	Unit 2. Design analysis	
	A/Main contents: (3 hours) Theory: 2.1. Reading: Design analysis 2.2. Points to remember 2.3. Comprehension questions	CELO1, CELO2, CELO3, CELO4
2	B/Self- study contents: (9 hours) 2.4. Use of English 2.5. Extra challenge	CELO1, CELO2, CELO5
	Unit 3. Areas and circulation	
	A/Main contents: (3 hours) Theory: 3.1. Reading: Areas and circulation 3.2. Points to remember 3.3. Comprehension questions	CELO1, CELO2, CELO3, CELO4
3	B/Self- study contents: (9 hours) 3.4. Use of English 3.5. Extra challenge	CELO1, CELO2, CELO5
	Unit 4. Studying the land forms	
	A/Main contents: (3 hours) Theory: 4.1. Reading: Studying the land forms 4.2. Points to remember 4.3. Comprehension questions	CELO1, CELO2, CELO3, CELO4
4	B/Self- study contents: (9 hours) 4.4. Use of English 4.5. Extra challenge	CELO1, CELO2, CELO5
	Unit 5: Planning the alteration of land forms	
	A/Main contents: (3 hours) Theory: 5.1. Reading: Planning the alteration of land forms 5.2. Points to remember 5.3. Comprehension questions	CELO1, CELO2, CELO3, CELO4
5	B/Self- study contents: (9 hours) 5.4. Extra reading 5.5. Extra challenge	CELO1, CELO2, CELO5
	Unit 6. The walls and ceiling	
	A/Main contents: (3 hours) Theory: 6.1. Reading: The walls and ceiling 6.2. Points to remember 6.3. Comprehension questions	CELO1, CELO2, CELO3, CELO4
6	B/Self- study contents: (9 hours) 6.4. Extra reading	CELO1, CELO2, CELO5

Week	Content	Course expected learning outcomes
	6.5. Extra challenge	
7	Seminar	CELO1, CELO2, CELO3, CELO4, CELO5
8	Review	CELO1, CELO2, CELO3, CELO4, CELO5
9	Group presentation	CELO1, CELO2, CELO3, CELO4, CELO5
10	Group presentation	CELO1, CELO2, CELO3, CELO4, CELO5

X. Facility and other requirements:

- Classroom: 60 seats, air-conditioned, sufficient light and fans.
- Teaching equipment: Projector, speakers, micro speaker, board & chalk.
- Other facilities: Internet Wi-Fi.
- E-learning: Students must have a computer/ laptop at home.

Hanoi, date 10 month...7 year 2022

HEAD OF DEPARTMENT

(Full name and signature)

ph
Phạm Hương Lan

DEAN OF FACULTY

(Full name and signature)

[Signature]

Nguyễn Tất Hằng

LECTURER

(Full name and signature)

ph

Phạm Hương Lan, M.A.

PRESIDENT

(Full name and signature)



ph
PHÓ GIÁM ĐỐC
GS.TS. *Phạm Văn Cường*

APPENDIX
LIST OF LECTURERS AND ASSISTANTS FOR THE COURSE

Lecturer

Full name: Pham Huong Lan	Title: M.A.
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Lecturer

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Lecturer

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**ALIGNMENT BETWEEN COURSE EXPECTED LEARNING OUTCOMES,
TEACHING AND ASSESSMENT METHODS**

CELOs	CELO1	CELO2	CELO3	CELO4	CELO5
Teaching methods					
Lecturing	x				
Role-play		x	x	x	x
Group-based		x	x	x	x
MCQs		x			x
Discussion				x	x

Teaching with research papers		x	x	x	x
Project-based learning		x	x	x	x
Assessment					
Rubric 1. Participation	x			x	x
Rubric 2. Presentation		x	x		
Rubric 3. Final exam		x	x		

Adjustment times

- The First: 7/ 2019

Redistribute the teaching content including 6 weeks of 6 units, one week of seminar, one week of review and two weeks of group presentation

- The Second: 7/ 2020

No adjustment

- The Third: 7/ 2021

No adjustment

- The Fourth: 7/ 2022

No adjustment