



Uttaradit Rajabhat University
Faculty of Humanities and Social Sciences

Faculty: Humanities and Social Sciences **Field:** English Curriculum
Subject Code: 1553223Z **Course Title (Thai):** การวิเคราะห์ความเรียง
Course Title: (English): Text Analysis **Credit:** 3(3-0)
Instructor: Aj. Ubolrat Poonsup **Semester/ Academic year:** 2/2014
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Office hour: Tuesday 3:00 – 5:00, Friday 12:00 am – 3:00 pm.

Course Description

Critical reading and problem-solving skills to analyze various academic texts including narrations, descriptions, and expositions; to synthesize, and to apply the knowledge in different contexts

Course Objectives

In this course, students should:

1. enable to think and read critically through elements of critical reading and how to read any text efficiently;
2. enable to understand critical linguistic and discourse meaning of text;
3. enable to identify topic, main idea and supporting idea and other elements of text;
4. enable to recognize author's purposes, modes of discourse and methods of paragraph development;
5. become more aware of making inferences, recognize the differences between facts and opinions, figurative languages;
6. learn responsibility, punctuality and honesty.

Course Outline

Week	Learning Contents	Class times	Learning Activities	Learning Aids
1	<ul style="list-style-type: none"> - Setting learning goals - Sharing experiences and problems from reading any kinds of text - aware and understand course syllabus details - Pre-test 	3 periods	<ul style="list-style-type: none"> - Discuss about a course syllabus and course overview - Discuss about experiences and problems from reading any kinds of text - Do pre-test 	<ol style="list-style-type: none"> 1. Course syllabus 2. Laptop (PPT.) 3. Handouts 4. Pre-test

Course Outline (continued)

Week	Learning Contents	Class times	Learning Activities	Learning Aids
2	<p>Chapter 1: Critical Linguistics-Reading meaning from the text</p> <ul style="list-style-type: none"> - Understanding the basic of English grammar analysis: level, label, and function 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the content - Discuss about level, label, and function - Practice and do exercises/ group works (Exercises) - Group works with small presentations or discussions 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
3	<p>Chapter 1: Critical linguistics-Reading meaning from the text (Continued)</p> <ul style="list-style-type: none"> - Understanding the basic of English grammar analysis: level, label, and function - Practice and exercise discussion 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about genres and organization of text - Discuss about modes of discourse - Practice and do exercises/ group works (Exercises) - Group works with small presentations or discussions 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
4	<p>Chapter 1: Critical linguistics-Reading meaning from the text (Continued)</p> <ul style="list-style-type: none"> - Modes of discourse <ul style="list-style-type: none"> - Narration - Description - Persuasion - Exposition -Text structure <ul style="list-style-type: none"> - Sequence/ time order - Description - Cause and effect - Comparison and contrast - Problem and solution - Cohesion: the glue that holds the structure <ul style="list-style-type: none"> - Transition words 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about genres and organization of text - Discuss about modes of discourse - Practice and do exercises/ group works (Exercises) - Group works with small presentations or discussions 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
5	<p>Chapter 1: Critical linguistics-Reading meaning from the text (Continued)</p> <ul style="list-style-type: none"> - Modes of discourse <ul style="list-style-type: none"> - Narration - Description 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about genres and organization of text - Discuss about modes of discourse 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets

	<ul style="list-style-type: none"> - Persuasion - Exposition <p>-Text structure</p> <ul style="list-style-type: none"> - Sequence/ time order - Description - Cause and effect - Comparison and contrast - Problem and solution <p>- Cohesion: the glue that holds the structure</p> <ul style="list-style-type: none"> - Transition words 		<ul style="list-style-type: none"> - Practice and do exercises/ group works (Exercises) - Group works with small presentations or discussions 	
6	<p>Chapter 2: Critical linguistics</p> <p>- Reading for main idea and other elements of paragraph</p> <ul style="list-style-type: none"> - Main idea in paragraphs - The Placement of the main idea and implied main ideas 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about main idea in paragraphs placement of the main idea and implied main ideas - Practice and do exercises/ group works (Exercises) 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
7	<p>Chapter 2: Critical linguistics</p> <p>- Reading for main idea and other elements of paragraph (Continued)</p> <ul style="list-style-type: none"> -The placements of the stated main idea and implied main idea - Applying strategies 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about the placements of the stated and implied main ideas - Discuss about how to applying strategies - Practice and do exercises/ group works 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
8	<p>Practical Application</p> <p>First session discussion and summary</p> <ul style="list-style-type: none"> - Quiz#1-2 (Chapter 1-2) 	3 periods	<ul style="list-style-type: none"> - Present and discuss about their assignments - Do the quiz#1 	<ol style="list-style-type: none"> 1. Visual Aid 2.Quiz#1
Midterm Examination 25% (2 hours)				
9	<p>Chapter 3: Critical discourse - Reading meaning into the text</p> <ul style="list-style-type: none"> -The authors' purpose and tone -Figures of speech VS Figures of Language 	3 periods	<ul style="list-style-type: none"> - Discuss and take note about authors' purpose and tone - Discuss about figurative languages - Practice and do exercises/ group works (Exercises) 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets

Week	Learning Contents	Class times	Learning Activities	Learning Aids
10	Chapter 3 Critical discourse: Reading meaning into the text (Continued) <ul style="list-style-type: none"> - Inferences and existing knowledge - Facts and opinions - Distinguishing between fact and opinion 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about inferences and existing knowledge - Discuss about facts and opinions - Practice exercises/ group works (Exercises) 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
11	<u>Part 3: Reading academic and non-academic texts critically</u> Chapter 4 Critical Thinking and Reading of Texts <ul style="list-style-type: none"> - Recognize the roles of critical reading - What is critical thinking? - How do I engage in critical thinking? 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about roles of critical thinking and reading - Discuss about engaging in critical thinking - Practice and do exercises/ group works (Exercises) 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
12	Chapter 4 Critical Thinking and Reading of Texts (continued) <ul style="list-style-type: none"> - What is the reading process? - Steps in the reading process 	3 periods	<ul style="list-style-type: none"> - Discuss and take note the contents - Discuss about reading process - Discuss about steps in the reading process - Practice and do exercises/ group works (Exercises) 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
13	Chapter 4 Critical Thinking and Reading of Texts (continued) <ul style="list-style-type: none"> - Reading closely and actively (Response Log) - Interpreting Texts Critically: Asking Questions 	3 periods	<ul style="list-style-type: none"> - Discuss about reading closely and actively - Discuss about Interpreting Texts Critically: Asking Questions - Practice and do exercises/ group works (Exercises) 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets
14	Chapter 4 Critical Thinking and Reading of Texts (continued) <ul style="list-style-type: none"> - How can I recognize and avoid logical fallacies? - Quiz#2 	3 periods	<ul style="list-style-type: none"> - Discuss about how to avoid logical fallacies - Do the quiz#2 	<ol style="list-style-type: none"> 1. Handouts 2. Laptop (PPT.) 3. Worksheets

Week	Learning Contents	Class times	Learning Activities	Learning Aids
15	Chapter 4 Critical Thinking and Reading of Texts (continued) - Criticize and analyze a text into three levels	3 periods	- Discuss about how to analyze and evaluate a text - Discuss about exercises/ group works (Exercises)	1. Handouts 2. Laptop (PPT.) 3. Worksheets
16	Final examination (25 % of grade)			

Assessment and Evaluation

1. Assessment

Attendance	=	10%
2 quizzes	=	20%
Homework	=	5%
Analysis papers	=	15
Midterm examination	=	25%
Final examination	=	25%
Total	=	100%

2. Evaluation

Grading Scale

Grade	Percent	Group-based Criteria
A	87-100	≤5%
B+	80-86	≤10%
B	73-79	≤15%
C+	66-72	Not exceed the number of C's
C	55-65	At the discretion of the instructor
D+	50-54	At the discretion of the instructor
D	45-49	At the discretion of the instructor
F	0-44	At the discretion of the instructor

Classroom Policies:

- All assignments must be turned in the specified date and time. **Any late works: one point per day will be deducted for work after the specified date and time, except holidays and weekends.**
- If students miss for class assignments, they must submit assignments **next week after the absent with an absent permission form.**

Sources:

Celce-Murcia, M. and Olshtain, E. (2005). **Discourse and Context in Language Teaching**. Cambridge: Cambridge University Press.

Maingay, S. (1983). **Making Sense of Reading**. Edinburgh: Thomas Nelson and Sons Ltd.

Punyaratabandhu, B. (2007). **Reading for Mass Communication**. 8th ed. Bangkok: Kasetsart University Press.

Spear, D. (2009). **Developing Critical reading skills**. 8th ed. New York. McGrawhill.

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