

UNDERGRADUATE PROGRAM
MAJOR: ENGLISH LANGUAGE

COURSE SYLLABUS

1. General information:

▪ Course title: ORGANIZE PLAY ACTIVITIES IN ENGLISH (1+1)
▪ Course title in Vietnamese : TỔ CHỨC HOẠT ĐỘNG VUI CHƠI TIẾNG ANH (1+1)
▪ Course code:
▪ Types of knowledge/skills: <input type="checkbox"/> General <input type="checkbox"/> Fundamentals <input checked="" type="checkbox"/> Disciplines <input type="checkbox"/> Graduation project/paper
▪ Credit units: 2 (1:1) + No. of theoretical periods: 15 + No. of practical periods: 30
▪ Project: 0
▪ Self-study: 90 periods + Reading materials: 30 periods + Doing exercises: 60 periods + Doing other activities (if any): 0
▪ Pre-requisites: All of the courses belong to Fundamentals 1 and 2
▪ Prior courses: Primary educational psychology, Teaching phonetics to children, Teaching methodology to children

2. Course description

The course *Organize play activities in English* develops teaching abilities in organizing classroom activities. Simultaneously, topics include 6 models of organizing play activities, i.e. folk games, role-play games, assembling games, performing games, movement games and study games. Then, the course equips learner with situational exercises in organizing play activities. After each situational exercise, learners are able to select and develop or design suitable models of organizing play activities related to their own interest and ability. In addition, learners can estimate difficulties in organizing play activities and can flexibly handle different pedagogical situations.

3. Course Goals

Upon successful completion of this course, the student will be able to do the following: differentiate 6 models of organizing play activities; organizing play activities which fit learners' interest and ability; and adapt suitable models of organizing play activities related to learners' ability and interest.

4. Text and Learning Materials:

▪ **Required textbooks:**

[1] Wendy, A. S., & Lisbeth, H. Y. (1999). *Teaching English to children*. Longman.

▪ **Optional textbooks:**

[2] Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.

▪ **Suggested readings:**

[3] Nguyen, T., T., H. (2011). *Tổ chức hoạt động vui chơi của trẻ ở trường mầm non*. NXB: Giáo dục Việt Nam.

5. Course Outcomes (CELOx):

Attribute to the Programme Outcomes (ELOx):

N: Non Supportive; **S:** Supportive; **H:** Highly Supportive

Course code	Course title	Degree of attribution													
	ORGANIZE PLAY ACTIVITIES IN ENGLISH (1+1)	EL O1	EL O2	EL O3	EL O4	EL O5	EL O6	EL O7	EL O8	EL O9	EL O10	EL O11	EL O12	EL O13	EL O14
		N	N	S	N	H	S	S	S	H	H	N	H	H	H

Course outcomes are described in detail in the following table:

Course expected learning outcomes (CELOx)			Programme Outcomes (ELOx)
Knowledge	CELO1	Differentiate 6 models of organizing play activities.	ELO5, ELO9, ELO10
	CELO2	Organizing play activities which fit learners' interest and ability.	ELO5, ELO9, ELO10
Skills	CELO3	Display their complete understanding of 6 models of organizing play activities.	ELO5, ELO9, ELO10
	CELO4	Organize successfully play activities in class.	ELO5, ELO9, ELO10
Attitudes	CELO5	Adapt suitable models of organizing play activities related to learners' ability and interest.	ELO12, ELO13, ELO14

6. Performance Indicators:

CELOx	Performance	Description of performance indicators
-------	-------------	---------------------------------------

	indicators	
CELO1	CELO1.1	Understand theory on play and play activities.
	CELO1.2	Differentiate 6 models of organizing play activities, i.e. folk games, role-play games, assembling games, performing games, movement games and study games.
CELO2	CELO2.1	Analyze the pros and cons of each model of play activities.
	CELO2.2	Design play activities that are suitable to learners' interest and ability.
CELO3	CELO3.1	Organize play activities effectively.
	CELO3.2	Follow step-by-step procedures in designing play activities.
CELO4	CELO4.1	Engage all of the learners in play activities.
	CELO4.2	Organize play activities interestingly.
CELO5	CELO5.1	Adapt models of play activities in accordance with learners' interest and ability.
	CELO5.2	Adjust models of play activities in accordance with learners' ability.

7. Grading and Assessment:

Assessment methods	Contents	Date	Performance indicators	Weight (%)
Mid-course assessment				50
Check attendance Contribute to class discussion	Participation - Attending all teaching periods. - Participating in-class discussions.	Week 1-9	CELO5.1 CELO5.2	10
Presentation	Presentation - Presenting the theory and teaching demonstration	Week 3-8	CELO1.1 CELO1.2 CELO2.1 CELO2.2 CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	15
Design a	Mid-term test	Week 9	CELO1.1	25

lesson plan (90 minutes)	<ul style="list-style-type: none"> - Compose a 35-minute lesson plan to organize play activities + Student level: grade 2. + Number of students: 20 students. - Duration: 90 minutes - No materials and cell phones are allowed. 		CELO1.2 CELO2.1 CELO2.2 CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	
Final course assessment				50
Design a lesson plan (90 minutes)	<ul style="list-style-type: none"> - Compose a 35-minute lesson plan to organize play activities + Student level: grade 2. + Number of students: 20 students. - Duration: 90 minutes - No materials and cell phones are allowed. 	Follow the plan	CELO1.1 CELO1.2 CELO2.1 CELO2.2 CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	50

8. Course Outlines:

Week	Contents	Teaching and learning activities	Performance indicators	References
1	<p>Chapter 1: Introduction to play</p> <ul style="list-style-type: none"> • Viewpoints on play activities. • Definition of play • Characteristics of play • Origin and nature of play activities • The benefits of play <p>Homework:</p> <p>Solve the following situational exercise :</p> <p>“In the corner of ‘FASHION STORE’, Huong plays a role as a customer. Huong goes to Mai’s store and gives Mai a small</p>	<p>Teaching methods:</p> <p>Lectures and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.</p> <p>Homework should be</p>	CELO1.1;	[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i> . Longman. Page 7-8. Part 1; Page 9-17. Chapter 1

	<p>receipt. Huong says, ‘May I take my clothes? Here is my receipt. Mai receives the receipt and pretends to put Huong’s clothes into her hand ‘Here you are’. Both of them look at each other and smile. How can you help Huong and Mai play more interesting?’”</p>	checked before the lesson.		
	<p>Self-study:</p> <ul style="list-style-type: none"> - Play and education - Psychology of play - The interrelation of play and labor, play and study, play and art + The relationship between play and labor + The relationship between play and study + The relationship between play and art 	Discuss in group and share their knowledge to the whole class in the next meeting	CELO1.1	Free sources from the Internet
2	<p>Check and correct Homework</p> <p>Chapter 2: Toys</p> <ul style="list-style-type: none"> ● Characteristics ● The benefits ● Types of toys <ul style="list-style-type: none"> + Symbolic toys + Technological toys + Construction toys + Physical toys + Fun toys + Music toys + Folk toys + Clay toys <p>Homework:</p> <p>Prepare presentation at home</p> <ul style="list-style-type: none"> ● Types of play 	<p>Teaching methods:</p> <p>Lectures and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.</p> <p>Homework should be checked before the lesson</p>	CELO1.1;	<p>[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i>. Longman. Page 18-25. Chapter 2</p>

	<ul style="list-style-type: none"> ● Folk play <p>Solve the following situational exercise:</p> <p>“In the corner ‘FAMILY’, pupils select toys for Lunar New Year. Here are the pupils’ conversation:</p> <p>+ Hung said, ‘I’m a shop owner selling decorated trees.’</p> <p>+ Minh said, ‘I’m a sales person at Co-opmart supermarket. I will sell cookies, jam and candy.’</p> <p>+ Hai said, ‘I’d like to sell flowers.’”</p> <p>+ Huong, Ly, Binh said, ‘We are customers buying items for Tet holiday.’</p> <p>Soon, they bring some trees while some pupils bring some confectionary and some are still looking for toys. Ten minutes later, their role-play still fails to happen and one by one pupil quit playing. How can you help them continue to play?”</p>			
	<p>Self-study:</p> <ul style="list-style-type: none"> - Some requirements towards toys - Guidelines to use toys 	Discuss in group and share their knowledge to the whole class in the next meeting	CELO 1.1	Free sources from the Internet
3	<p>Check and correct Homework</p> <p>Give feedback to presentation</p> <p>Unit 3: Types of play</p> <p>3.1. Folk plays</p> <ul style="list-style-type: none"> - Definition - Characteristics - How to play 	<p>Teaching methods:</p> <p>Lectures, presentation and class discussion are communicatively delivered and flexibly organized under various</p>	CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i> . Longman. Page 19-34. Chapter 3

	<p>Homework:</p> <p>Solve the following situational exercise:</p> <ul style="list-style-type: none"> • “In the corner of the classroom, Phuong, Hung, Son and Tuan are engaged in building a park. While Hung and Tuan are building an amusement area, Son is building a swimming pool and Phuong is building a fence. They have been focus on their instructions for a while. Then, Son stops constructing, meditates and stares at his swimming pool and look for something on the toy shelf. Can you guess what Son needs? How can we help him satisfy his need to play?” 	types of teaching approaches. Homework should be checked before the lesson		
	<p>Self-study:</p> <ul style="list-style-type: none"> • Benefits of folk plays • Advantages and disadvantages of this kind of play 	Study the materials at home	CELO 1.1; CELO 1.2	Free sources from the Internet
4	<p>Check and correct Homework</p> <p>Give feedback to presentation</p> <p>Unit 3: Types of play (cont’d)</p> <p>3.2. Do-role-play plays</p> <ul style="list-style-type: none"> - Definition - Characteristics - How to play <p>Homework:</p> <ul style="list-style-type: none"> - Read theory about Construction 	<p>Teaching methods:</p> <p>Lectures, presentation and class discussion are communicatively delivered and flexibly organized under various types of teaching</p>	CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i> . Longman. Page 41-50. Chapter 4

	<p>Play</p> <p>- Prepare for presentation</p>	<p>approaches.</p> <p>Homework should be checked before the lesson.</p>		
	<p>Self-study:</p> <ul style="list-style-type: none"> ● Benefits of do-role-play plays ● Advantages and disadvantages of this kind of play 	<p>Study the materials</p>	<p>CELO 1.1; CELO 1.2</p>	<p>Free sources from the Internet</p>
5	<p>Check and correct Homework</p> <p>Give feedback to presentation</p> <p>Unit 3: Types of play (cont'd)</p> <p>3.3. Construction play</p> <p>- Definition</p> <p>- Characteristics</p> <p>- How to play</p> <p>Homework:</p> <p>- Read theory about dramatic play</p> <p>- Prepare for presentation</p>	<p>Teaching methods:</p> <p>Lectures, presentation and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.</p> <p>Homework should be checked before the lesson.</p>	<p>CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2</p>	<p>[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i>. Longman. Page 52-60. Chapter 4</p>
	<p>Self-study:</p> <ul style="list-style-type: none"> ● Benefits of construction plays ● Advantages and disadvantages of this kind 	<p>Study the materials at home.</p>	<p>CELO 1.1; CELO 1.2</p>	<p>Free sources from the Internet</p>

	of play			
6	<p>Check and correct Homework</p> <p>Give feedback to presentation</p> <p>Unit 3: Types of play (cont'd)</p> <p>3.4. Dramatic play</p> <ul style="list-style-type: none"> - Definition - Characteristics - How to play <p>Homework:</p> <ul style="list-style-type: none"> - Read theory about study play - Prepare for presentation 	<p>Teaching methods:</p> <p>Lectures, presentation and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.</p> <p>Homework should be checked before the lesson.</p>	<p>CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2</p>	<p>[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i>. Longman. Page 62-70. Chapter 4</p>
	<p>Self-study:</p> <p>Benefits of construction plays</p> <p>Advantages and disadvantages of this kind of play</p>	<p>Study the materials at home</p>	<p>CELO 1.1; CELO 1.2</p>	<p>Free sources from the Internet</p>
7	<p>Check and correct Homework</p> <p>Give feedback to presentation</p> <p>Unit 3: Types of play (cont'd)</p> <p>3.5. Study play</p> <ul style="list-style-type: none"> - Definition - Characteristics - How to play <p>Homework:</p> <ul style="list-style-type: none"> - Read theory about physical play 	<p>Teaching methods:</p> <p>Lectures, presentation and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.</p>	<p>CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2</p>	<p>[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i>. Longman. Page 72-80. Chapter 4</p>

	<p>- Prepare for presentation</p> <p>Solve the following situational exercise: “In the corner of ‘STORE’ and ‘KITCHEN’, you supplement new toys and make your pupils happy. When they all gather in two different corners, it is so crowded and noisy. As a result, there is no enough space for them to play. How can you solve the problem?”</p>	Homework should be checked before the lesson.		
	<p>Self-study:</p> <p>Benefits of study plays</p> <p>Advantages and disadvantages of this kind of play</p>	Study the materials at home.	CELO 1.1; CELO 1.2	Free sources from the Internet
8	<p>Check and correct Homework</p> <p>Give feedback to presentation</p> <p>Unit 3: Types of play (cont’d)</p> <p>3.6. Physical play</p> <ul style="list-style-type: none"> - Definition - Characteristics - How to play <p>Homework:</p> <ul style="list-style-type: none"> - Prepare for Mid-term test - Solve the following situational exercise: “In the corner of ‘STORE’, Huong and Mai play a role as shop assistants and other pupils plays a role as customers. They buy and sell bustlingly. After a short time, toys are sold out. Huong and Mai look for toys on the shelf and put them on the counter. Customers visit the 	<p>Teaching methods:</p> <p>Lectures, presentation and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.</p> <p>Homework should be checked before the lesson.</p>	CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i> . Longman. Page 82 – 90. Chapter 4

	store, watch the items but then leave without buying any items. How can you help Huong and Mai sell the products?"			
	Self-study: Benefits of physical plays Advantages and disadvantages of this kind of play	Study the materials at home.	CELO 1.1; CELO 1.2	Free sources from the Internet
9	Check and correct Homework Midterm test Practice: Compose a 35-minute lesson plan to organize play activities + Student level: grade 2. + Number of students: 20 students. - Duration: 90 minutes - No materials and cell phones are allowed.	Teaching methods: Lectures and class discussion are communicatively delivered and flexibly organized under various types of teaching approaches.	CELO1.1; CELO1.2; CELO2.1; CELO2.2; CELO3.1 CELO3.2 CELO4.1 CELO4.2 CELO5.1 CELO5.2	[1] Wendy, A. S., & Lisbeth, H. Y. (1999). <i>Teaching English to children</i> . Longman. Chapter 1-4
	Self-study: - Review theories of chapter 1 and 2 - Review 6 types of play - Further reading on pedagogical situations in organizing play activities	Study the materials at home.	CELO 1.1; CELO 1.2	Free sources from the Internet

9. Course Requirements:

- Self-study hours: Besides the scheduled class hours, students should spend over thirty hours on the theoretical and practical credits including the followings:
 - Preparing new lessons, reading the reference materials, and revising notes and materials from the previous lessons;
 - Completing assigned activities which may include researching, doing exercises, doing group work;
 - Completing self-study diaries, etc.
- Attending the classroom lectures adequately, at least 80%'
- Completing all the exercises given by the lecturer;.

- Completing all texts when they are assigned - students not taking the mid-course test without permission will receive 0 mark.

10. Rubrics for assessment and evaluation:

10.1. Rubrics for self-study - 10 out of 10

10.1.1. Rubric for homework

Criteria	GOOD 9-10	FAIRLY GOOD 7-8	FAIR 5-6	WEAK 0-4	Weighting (%)
Completion of the assignments	Fulfill the reading and writing tasks from 90 to 100%.	Fulfill the reading and writing tasks from 70 to 80%.	Fulfill the reading and writing tasks from 50 to 60%.	Not fulfill the reading and writing tasks or fail to do the required tasks.	50%
Attitude	Be willing to do the required tasks and fulfill 90-100% of the contents.	Be willing to do the required tasks but fulfill only 70-80% of the contents.	Be willing to do the required tasks but fulfill only 50-60% of the contents.	Be unwilling to do the required tasks and not follow the deadline.	50%

10.2. Rubric for Attendance - 10 out of 10

Indicator	GOOD 9-10	FAIRLY GOOD 7-8	FAIR 5-6	WEAK 0-4	Weighting
Time	Attend 15 weeks	Attend 12-14 weeks	Attend 9-11 weeks	Attend less than 8 weeks	50%
Attitude	Focus and actively contribute in class	Focus and contribute in class	Focus and sometimes contribute in class	Do not focus and contribute in class	50%

10.3. Rubric for in-class presentation

Criteria	Bad (0-3m)	Fair (4-6m)	Good (7-8ms)	Excellent (9-10ms)	Performance indicator	Weighting (%)
EYE CONTACT	No eye contact with audience, as entire report	Displayed minimal eye contact with	Consistent use of direct eye contact with	Holds attention of entire	LO 1.3 LO 2.1 LO 2.2	10

	is read from notes.	audience, while reading mostly from the notes.	audience, but still returns to notes	audience with the use of direct eye contact, seldom looking at notes.	LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	
BODY LANGUAGE	No movement or descriptive gestures.	Very little movement or descriptive gestures	Made movements or gestures that enhances articulation	Movements seem fluid and help the audience visualize	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10
POISE	Tension and nervousness is obvious; has trouble recovering from mistakes.	Displays mild tension; has trouble recovering from mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension	Student displays relaxed, self-confident nature about self, with no mistakes.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10
ENTHUSIASM	Shows absolutely no interest in topic presented.	Shows some negativity toward topic presented.	Occasionally shows positive feelings about topic.	Demonstrates a strong, positive feeling about topic during entire presentation.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10
ELOCUTION	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10
SUBJECT KNOWLEDGE	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, without elaboration	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	30
ORGANIZATION	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1	10

		around.		follow.	LO 5.2	
MECHANICS	Student's presentation has four or more spelling and/or grammatical errors	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10

10.4. Rubric for designing a lesson plan

Criteria	Bad (0-3m)	Fair (4-6m)	Good (7-8ms)	Excellent (9-10ms)	Performance indicator	Weighting (%)
Learning Objectives	This category was not applicable to the completion of this specific lesson planning assignment.	Learning objectives are not identified or are not measurable.	Learning objectives are identified, but one or two objectives are not measurable or are not clearly written; or some relevant learning objectives are missing.	Measurable learning objectives are identified.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10
Warm-up/ Review/ Make Connections	Activity was missing or did not connect students to their own experiences.	Made few connections to previous experiences.	Provided an activity which activated prior knowledge by reviewing previous learning.	Lesson started with a warm-up activity that helped students review any previous instruction and make connections to what they already knew or believed about the new topic.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10
Procedure	Lacks description of class activity and the roles of teachers and students.	Poorly describe class activities, lacking what students and teacher does during the lesson in enough detail to guide other	Adequately describe class activities specifying what students and teacher does during the lesson in enough detail to guide other teachers.	Clearly describe class activities specifying what students and teacher does during the lesson in enough detail to guide other teachers.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	30

		teachers.				
Sequencing of Instruction	This category was not applicable to the completion of this specific lesson planning assignment.	Sequence of procedures and transitions is not presented or contains major or consistent problems.	Sequence of procedures and transitions is presented, but lacks clarity or needs some revision in sequence.	Sequence of procedures and transitions is clear and logical.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	20
Time Estimates	This category was not applicable to the completion of this specific lesson planning assignment.	Time allotted for each component of the lesson is not identified.	Time allotted for each component of the lesson is identified, but over- or under-estimates the time requirements for one or more components	Time allotted for each component of the lesson is identified and achievable.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	20
Grammar	This category was not applicable to the completion of this specific lesson planning assignment.	Lesson contains several misspellings or grammatical errors.	Lesson contains a few misspellings or grammatical errors.	Lesson has been edited for proper grammar, spelling, and punctuation.	LO 1.3 LO 2.1 LO 2.2 LO 3.1 LO 3.2 LO 4.1 LO 4.2 LO 5.1 LO 5.2	10

11. Revised Version:

Version 2.0, Date: March 15th, 2019.

12. In charge of the course:

- Faculty: Faculty of Foreign Languages - English Language Programme
- Address: 06 Tran Van On Street, Phu Loi Ward, Thu Dau Mot City, Binh Duong Province
- Telephone: 02743837804

Binh Duong, March 15th, 2019

TRAINING DEPARTMENT

FACULTY

PROGRAMME