

**National Tsing Hua University**  
**Fall 2019**  
**Upper-Intermediate English III\_Reading**  
**Class M1M2**

**COURSE INFORMATION**

Course Number	LANG 103003	Credits	2	Classroom	綜二 202
Class hours	<input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 8:00A.M. – 9:50A.M. <input type="checkbox"/> 10:10A.M. – 12:00P.M.				
學生身分別	<input checked="" type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				

**INSTRUCTOR**

Name	Email	Office	Office Hour
劉文貞 (Jennifer W. Liu)	wenchenl2013@gmail.com	綜二 210	Friday 1:30 pm-3:30 pm (By Appointment)

**COURSE GOALS & DESCRIPTION**

This upper-intermediate English III reading course aims at helping freshmen consolidate and sharpen their English reading ability. Through extensive reading, students will learn to quickly capture the gist of an article and develop their vocabulary and reading skills in various disciplines. Through intensive reading, students will learn to understand the literal and figurative meaning of a passage, discuss and analyze the writer's purpose, and then develop their critical thinking ability. Class activities include lectures, discussions, pair practice and presentations.

**UNIVERSITY STUDENT CORE COMPETENCY INDICATORS 課程核心能力**

1. The ability to communicate and express oneself in English 英語溝通與表達能力	25%
2. The ability to think critically and organize ideas logically in English 深度分析與組織思考能力	25%
3. The knowledge of English learning strategies and techniques 英語學習策略與技巧	25%
4. Global views of English and multicultural diversity 對英語與多元文化的國際視野	10%
5. The ability to use existing English learning resources and development of independent self-learning habit 善用英語學習資源，培養獨立學習英語的習慣能力	15%

**UNIFORM TEXTBOOK**

Smith, L. & Mare, N. (2017). *Reading for Today 4: Concepts (4<sup>th</sup> Edition)*. Boston: National Geographic Learning. ISBN: 978-1-305-57999-6

CEFR Scale  B2+  B2  B1  A2+  A2

## E-Learn

moodle.nthu.edu.tw

## RECOMMENDED ONLINE DICTIONARIES

1. Longman Dictionary of Contemporary English Online  
<https://www.ldoceonline.com/>
2. Cambridge Dictionary  
<https://dictionary.cambridge.org/dictionary/english/>
3. The Free Dictionary  
<http://www.thefreedictionary.com/>

## GRADING

1. Attendance and Participation - 15%
2. Pair Article Presentation - 15 %
3. Quizzes - 15%
4. Reading Strategy Journal - 15%
5. Assignments - 5%
6. Uniform Final Exam - 35%

## ATTENDANCE AND PARTICIPATION

Students are expected to attend each class punctually and actively participate in pair, group, and class discussions. When not being able to come to class, students have to inform the teacher in advance and provide valid proof **within two weeks**. Students' attendance, punctuality, and class participation will be recorded for evaluation.

### Attendance/Participation Policy

- starting point: 9 (起始點: 9 分)
- lateness: -2 (遲到: 2 分)
- absence: -5 (缺席: 5 分)
- active participation in class discussion: 1 (踴躍參與課堂討論 1 分)

The starting point of your class participation/ attendance score is 9. Each late arrival will cost you 2 points, and absence, 5 points. In each class, when you actively participate in class discussion (i.e. volunteering to express your ideas or ask questions more than 3 times), you get 1 point. (Volunteering to speak just one time can still make a small but solid contribution--0.5 point--to your score.) The score accumulation or deduction does not stop at 15 or 0 but has an upper limit when the total reaches 20. In other words, a negative attendance and participation score will be carried over to influence your semester grade, but a strong positive attendance and class participation score will give you 5 extra points to your semester grade.

**All these seemingly complicated and trivial attendance and class participation score calculations are to encourage you to speak English more and participate more in class. The more you are involved in each class, the more harvest you'll reap from this course.**

## **PAIR ARTICLE PRESENTATION**

Students have to choose an article from the course packet and give a 10-minute pair presentation in class. The sign-up is to be completed in the fourth week and the presentation list will be announced afterwards. To fulfill this course requirement, presenters need to meet with the teacher **twice as early as two weeks ahead** to report on the progress of their preparation. (For details, please see Appendices I & II.)

## **Reading Strategy Journal**

In this semester, students will learn 7 reading strategies and apply the strategies when reading articles. The reading strategy journal shows how students employ the reading strategies they have learned to optimize their reading fluency and comprehension. More information will be announced later in the semester.

## **ASSIGNMENTS**

All the assignments need to be typed and turned in on time. LATE ASSIGNMENTS WILL NOT BE GRADED.

## **QUIZZES**

Three quizzes, as scheduled in the course outline, will test students on the vocabulary and the content of the articles in the textbook and those presented by fellow students in class. Before students' presentations, pop quizzes may be held and will account for 1/4 of the 15 percent.

## **UNIFORM FINAL EXAM**

The uniform final exam, accounting for 35% of the semester grade, takes place on the Thursday evening in week 17, specific time and place to be announced. Ten chapters of the textbook (six designated chapters 1, 2, 4, 7, 8, & 11 and four self-learning chapters 3, 6, 9 & 10) will be covered in the uniform exam.

NOTE: Six designated chapters 1, 2, 4, 7, 8 & 11 should be taught and discussed in class; four self-learning chapters 3, 6, 9 & 10 are for students to study by themselves after class.

## **COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Main Topic</b>	<b>Pair Article Presentations</b>	<b>Quiz</b>
1.	9/9	<b>Course introduction &amp; Orientation</b>		
2.	9/16	<b>Ch. 1 Learning Through Video Games: Fact or Fiction</b>		
3.	9/23	<b>Ch. 1 Learning Through Video Games: Fact or Fiction</b>		
4.	9/30	<b>Ch. 1 Learning Through Video Games: Fact or Fiction</b>		
5.	10/7	<b>Ch.2 The Birth-Order Myth</b>	Presentation #1 _____ _____	

6.	10/14	<b>Ch.2 The Birth-Order Myth</b>	Presentation #2 _____ _____	
7.	10/21	<b>Ch. 4 Sugar: A Not-So-Sweet Story</b>		Quiz#1
8.	10/28	<b>Ch. 4 Sugar: A Not-So-Sweet Story</b>	Presentation #3 _____ _____	
9.	11/4	<b>Ch. 4 Sugar: A Not-So-Sweet Story</b>	Presentation #4 _____ _____	
10.	11/11	<b>Ch. 7 Stopping the Spread of Superbugs</b>	Presentation #5 _____ _____	
11.	11/18	<b>Ch. 7 Stopping the Spread of Superbugs</b>		Quiz#2
12.	11/25	<b>Ch. 8 It's Time for a Conversation: Learning the Language of Dolphins</b>	Presentation #6 _____ _____	
13.	12/2	<b>Ch. 8 It's Time for a Conversation: Learning the Language of Dolphins</b>	Presentation #7 _____ _____	
14.	12/9	<b>Ch. 11 The Mystery of the Iceman</b>	Presentation #8 _____ _____	
15.	12/16	<b>Ch. 11 The Mystery of the Iceman</b>		Quiz#3
16.	12/23	<b>Ch. 11 The Mystery of the Iceman</b>	Presentation #9 _____ _____ Presentation #10 _____ _____	

17.	12/30	<b>Review</b>	Presentation #11 _____ _____ Presentation #12 _____ _____ Presentation #13 _____ _____ Presentation #14 _____ _____ Presentation #15 _____ _____	
18.	1/6	<b>Uniform Final Exam</b>		

## <Appendix I>

### Pair Article Presentation

Students have to choose an article from the course packet and give a 10-minute pair presentation in class. The sign-up is to be completed in the fourth week and the presentation list will be announced afterwards. To fulfill this course requirement, presenters need to meet with the teacher **twice as early as two weeks ahead** to report on the progress of their preparation.

#### I. Before the First Meeting

- a) Read the article and know its main idea.
- b) Look up the words you don't know.

#### II. The First Meeting

- a) You will have to briefly summarize the article, and I will ask both of you some comprehension questions about the article.
- b) Tell me your work allocations.
- c) **Please come to make an appointment with me for the second meeting.**

#### III. The Second Meeting

- a) **Please bring a hard copy of the article, vocabulary list and your written report, which includes the summary, word sharing, and your responses to the article.**
- b) The vocabulary list is different from 'word sharing.' There should be around 15 or more vocabulary words on the list, depending on the length and difficulty level of the article you choose.
- c) **Vocabulary List**
  - i. **For the presentation, you have to make a vocabulary list of the words you don't know from this article.** Each entry on the vocabulary list should include the word, its part of speech, (i.e. noun, verb, or adjective, etc.) the English definition used this article, and an example sentence.
  - ii. Please number your vocabulary words and list the words according to **the order of appearance in the article.**
  - iii. **If not being able to find a word's example sentence from dictionaries, you can use the sentence from your article. Please do not make your own sentence.**
  - iv. When making the vocabulary list, use the following two dictionaries to look up definitions and example sentences:
    1. **Longman Dictionary of Contemporary English**  
(on-line version: <http://www.ldoceonline.com/dictionary/epidemic>)
    2. Cambridge Dictionary  
<https://dictionary.cambridge.org/dictionary/english/>
    3. **TheFreeDictionary**  
<http://www.thefreedictionary.com/innumerable>
- **Note: Please consult 'Longman Dictionary of Contemporary English' first. The definitions I give you in class are mostly from this dictionary because its definitions are easier to be understood and memorized.** If you cannot find a suitable definition in Longman or Cambridge, then try the third option, TheFreeDictionary.
- d) During the meeting, take notes of some necessary revisions.

- e) Ask questions if you have any about the article. (You'll regret it if you don't do so...)
- f) **Be on time for the meeting.**

#### IV. After the Second Meeting

- a) **Please make necessary revisions to your vocabulary list, summary or word sharing.**
- b) Don't email me the revised vocab list. I'll leave the responsibility to you of the revision and proof-reading work. However, if you have trouble finding a suitable definition for a word, you are welcome to ask.
- c) Please rehearse your speech.

#### V. On the Presentation Day

- a) **Distribute your copies of the vocabulary list to your classmates and hand in to the teacher one copy of the vocabulary list and your written report **before** your presentation.**

- b) Content of the Presentation

The content of the presentation should include:

- 1) Summary

(A tip for summarizing an article is to list some key words first. Then, organize the key words/main ideas with your own logic and with your own words.)

- 2) Vocabulary word sharing: choose 2 to 3 new words you have learned from the article and explain why the words have left a deep impression on you. You may also share a sentence that you find interesting in the article instead of words.

- 3) Your response to the article: Tell the audience your thoughts after reading the text. (Each of the speakers has to share his/her response.)

- c) Time Limit

The time limit for the pair presentation is 10 minutes. The suggested time allocation is as follows:

- article summary: 3 minutes
- vocabulary words/ interesting sentences: 2 minutes
- personal response to the article: 2 minutes for each speaker

**Once the time is up, the speaker has to stop immediately whether s/he finishes the presentation or not.**

- d) Q&A

After your presentation, your classmates and I will ask you questions on the article or your presentation. Both of you have to take turns to answer the questions. (As for the people who ask questions, they can get one extra point to their class participation scores that day.)

- e) Written Report

- 1. Please type a written report of your presentation, which should include the article summary, word sharing, and your response to the article, and give it to the teacher **before your presentation on the presentation day.**

- f) Moodle

- Post your vocabulary list on Moodle

<Appendix II>

**Rubric for Pair Article Presentation**

<b>Category</b>	<b>Description</b>	<b>Point Value</b>
<b>Volume, Articulation, &amp; Pronunciation</b>	Speaks loudly and clearly/ articulates his/her words/ uses correct pronunciation	20
<b>Preparation</b>	Has met with the teacher twice on time/ able to briefly summarize the article and answer the teacher's questions at the first meeting/ prepares the article, a detailed vocabulary list, summary and personal response when meeting with the teacher/ ready to discuss with the teacher in the second meeting/ answers questions from both the students and the teacher confidently and correctly during the presentation/ distributes the copies the vocabulary list on time/ hands in the written report on time	20
<b>Delivery</b>	No long pauses/ well-organized/ adopts a proper speed, intonation, and suitable pauses/ has enough eye contact/ doesn't read notes/ has good time control	20
<b>Content</b>	Summary: includes the key points Word sharing: explain the reason for choosing the words Response: meaningful reflection	20
<b>Vocabulary List &amp; Written Report</b>	Vocabulary list: includes all important new words/ chooses correct meanings used in the article/ few errors/ a complete list Written report: typed/ few grammatical errors ● Both revised according to the second meeting	20
<b>Total</b>		100