



Course Information

Course Number	LANG 2000 <u>01</u>	Credits	2	Classroom	綜二 203
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"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M.				
Course Type	<input checked="" type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes)				
Language Level	<input type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
可選課學生身分別	<input checked="" type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Prerequisites	<ul style="list-style-type: none"> • Students have taken up Upper-Intermediate English I/II or III. OR • Students are familiar with grammar principles taught in high school and the most frequent 2000 words in English, and are interest in reading stories related to changes in life and relationship with family members and the world. 				



Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
徐桂平 Vicky Hsu	vicky.nthu@gmail.com	綜二館 B 側 209 (☎ 34417)	Thursday 10:00 am-12:00 pm 綜二館 B 側 209



Course Aims / Description

1. Primary aim

This novel course is designed for students who hope to read English novels for pleasure and for improvement of reading comprehension and skills. Through reading the novel and discussing the issues presented in the plot, students are expected to engage in a close reading of the language used in a specific section of the novel and make connections between the novel and any or all of the following: the personal world, aspects of human nature, society and the wider world.

2. Subsidiary aim

The activities related to reading a novel will be divided into six phases:

- (1) understanding and examining the literary elements and structures of a novel
- (2) developing the habit of reading through chapter-by-chapter reading
- (3) enhancing reading comprehension skills and reading strategies

- (4) interacting with classmates in the discussion of the situations, confrontations, and challenges faced by the main characters
- (5) exploring and sharing context clues, perspectives, and cultural information
- (6) investigating authentic language use and rhetorical devices such as form, tone, word use, and imagery

3. Corresponding CEFR Can-do statements

- Can-do statement #1 **[READING]** I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- Can-do statement #2 **[READING]** I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer.
- Can-do statement #3 **[SPOKEN INTERACTION]** I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
- Can-do statement #4 **[STRATEGIES]** I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- Can-do statement #5 **[QUALITY OF LANGUAGE]** I can explain the details of an event, idea or problem reliably.



英文核心能力指標 University Student Core Competency Indicators

No. Core Competency Indicators

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|--|------------|
| 1. 英語溝通與表達能力 (ability to communicate and express oneself in English) | 30% |
| 2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) | 30% |
| 3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) | 20% |
| 4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity) | 10% |
| 5. 善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and development of independent self-learning habit) | 10% |



Teaching materials and References

Textbook(s)	<p>Lisa Genova. (2007, 2009, 2019). <i>Still Alice</i> 《我想念我自己》, 10th anniversary edition. New York: Gallery Books. ISBN: 978-1-4391-0281-7.</p> <p>【遵守智慧財產權觀念，不得非法影印】</p> <p>CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1</p>
References	<p>1. Foster, Thomas C. (2008). <i>How to Read Novels Like a Professor</i>. New York: HarperCollins.</p>

	2. Foster, Thomas C. (2013). <i>How to Read Novels Like a Professor for Kids</i> . New York: HarperCollins.
Learning/Resource Platform	國立清華大學 iLMS 數位學習平台 http://lms.nthu.edu.tw/



Requirements & Rules

- Class attendance, lesson preparation and active class participation are required.
*I will take attendance once in a while throughout the semester. If you are all present whenever I call the roll, you will get **90** (i.e. the primitive score) in this category (i.e. Class attendance). If you are absent for **two hours**, **ten points** will be deducted from this primitive score. If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please give me **the valid proof WITHIN TWO WEEKS**. Your health insurance card with correct stamp of date by accredited hospitals can be seen as a valid proof. Being late for more than _____ **minutes** is treated as absence from that hour (**five points** will be deducted). If you are absent for more than _____ **hours**, **you will definitely be flunked**.
- Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **It is your responsibility to ask your classmates or me what has been covered in the class.**
- Cheating** on the exam is **absolutely not permitted**. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
- There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
- The handouts I give you should be kept at least to the end of this semester for later reference or final exam.
- Please **turn off** your **cell phone** during the two-hour class period.



Grading Scheme

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|----|--|-----|
| 1. | Attendance and participation (See Requirements & Rules #1) | 15% |
| 2. | Assignments (reading comprehension, reading skills, language and rhetorical devices) | 20% |
| 3. | Novel-reading Logs (summaries, reflections, glossary, memorable quotes, culture notes) | 25% |
| 4. | Quizzes (Story details and developments) | 15% |
| 5. | Presentations (guided readings, cultural information, extension readings) | 15% |
| 6. | Final oral report | 10% |

Note: The percentage of this grading scheme is subject to possible adjustments. To be announced.



Teaching Activities

- Lectures 頭講授 Pair/Group discussion 配對 / 分組討論 Guided reading 導讀
- Reading Strategies & Comprehension practices 閱讀策略與理解練習
- Student presentations 學生報告



Classroom Languages

English 80 %

Mandarin 20 %



Detailed Syllabus

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
1	9/9	Course introduction	Reading for pleasure Why do we read novels?
2	9/16	Elements of a story/novel	Why novels have first pages?
3	9/23	<i>Still Alice</i> – September 2003 (pp. 3-26)	Character development
4	9/30	<i>Still Alice</i> – October 2003 (pp. 27-36) <i>Still Alice</i> – November 2003 (pp. 37-49)	conflicts + struggles = plot
5	10/7	<i>Still Alice</i> – December 2003 (pp. 50-66)	Vocabulary which is critical to understanding the story
6	10/14	<i>Still Alice</i> – January 2004 (pp. 67-81) <i>Still Alice</i> – February 2004 (pp. 82-89)	Forgetfulness vs. dementia
7	10/21	<i>Still Alice</i> – March 2004 (pp. 90-100) <i>Still Alice</i> – April 2004 (pp. 101-109)	
8	10/28	<i>Still Alice</i> – May 2004 (pp. 110-122) <i>Still Alice</i> – June 2004 (pp. 123-142)	Culture information in the story
9	11/4	<i>Still Alice</i> – July 2004 (pp. 143-156) <i>Still Alice</i> – August 2004 (pp. 157-174)	Anticipatory questions for what you read
10	11/11	<i>Still Alice</i> – September 2004 (pp. 177-190) <i>Still Alice</i> – October 2004 (pp. 191-203)	Parent-child relationship
11	11/18	<i>Still Alice</i> – November 2004 (pp. 204-212) <i>Still Alice</i> – December 2004 (pp. 213-226)	Story Timeline

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
12	11/25	<i>Still Alice</i> – January 2005 (pp. 227-240) <i>Still Alice</i> – February 2005 (pp. 241-248)	
13	12/2	<i>Still Alice</i> – March 2005 (pp. 249-254) <i>Still Alice</i> – April 2005 (pp. 255-264) <i>Still Alice</i> – May 2005 (pp. 265-268)	Patti Davis: The Long Goodbye – Memories of my father
14	12/9	Movie watching (1) – <i>Memories of Tomorrow</i>	
15	12/16	<i>Still Alice</i> – June 2005 (pp. 269-279) <i>Still Alice</i> – Summer to September 2005 (pp. 280-287) <i>Still Alice</i> – Epilogue (pp. 288-282)	
16	12/23	Movie watching (2) – <i>Still Alice</i>	Novel vs. Movie
17	12/30	Final oral report – What’s my next novel?	
18	1/6	Final oral report – What’s my next novel?	