



Course Information

Course Number	LANG 200013	Credits	2	Classroom	綜二202
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> 1:20P.M.–3:10P.M. <input checked="" type="checkbox"/> 3:30P.M.–5:20P.M.				
Course Type	<input checked="" type="checkbox"/> EGP(English for general purposes) <input checked="" type="checkbox"/> EAP(English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes)				
Language Level	<input checked="" type="checkbox"/> B1 (中級) <input checked="" 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 checked="" type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Prerequisites	Have Finished Freshman English				



Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
Nga Khing Lim	yclin2005@gmail.com	class hours	class hours



Course Aims / Description

1. Primary aim

The course aims to not only advance students' general English proficiency but, more importantly, to broaden students' scope of not only viewing their own country but also comprehending the international world. To achieve the goal, students of this course will be assigned to read news articles from publishers of global prestige such as *The Economist*, *The Guardian*, *The New York Times*, *The Strait Times*, to name just a few. With the reading practices and training as has illustrated, students are expected to master English as well as a knowledge of the global conditions that intellectuals ought to possess.

2. Subsidiary aim

Students will be guided to read articles assigned for each week, and go through as well as discuss the main points and major ideas with the teacher and classmates together during the classes. By doing so, students will acquire English proficiency in vocabulary, grammatical accuracy and reading

comprehension efficiency together with a themed knowledge of the global situations through in-class lectures and discussions.

3. Corresponding CEFR Can-do statements

I. Reading / Spoken interaction / Written interaction / Linguistic skills

II. Can-do statement #1 READING CORRESPONDENCE

Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms

Can-do statement #2 READING FOR ORIENTATION

Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

Can-do statement #3 READING FOR INFORMATION & ARGUMENT

Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

Can-do statement #4 SPOKEN INTERACTION

I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Can-do statement #5 LINGUISTIC SKILLS

Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.

Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.

III. Communication Strategies

- a. I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
- b. I can generally cover gaps in vocabulary and structure with paraphrases.
- c. I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.

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

No.	Core Competency Indicators	%
1.	英語溝通與表達能力 (ability to communicate and express oneself in English)	20
2.	深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)	20
4.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	30
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)	30



Teaching materials and References

Textbook(s)	The Economist, The Guardian, The New York Times, The Strait Times, etc. CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	Dictionaries Advanced Grammar in Use (Cambridge) Longman Grammar of Spoken and Written English (Longman)
Learning/Resource Platform	Library resources; Online links to designated publications



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**.
- 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.



Grading Scheme

No. Grading	%
1. Attendance and participation	20
2. Report/Presentation/Assignment	20
3. Midterm examination (with essay questions)	30
4. Final examination (with essay questions)	30



Teaching Activities

- Lectures 口頭講授 Pair/Group discussion 配對/分組討論 Assignments 作業
 Student presentations 學生報告 Quizzes 小考 Projects 專題

The activities and assignments in each week:

Activities: students have to be able to answer questions when named and point out key ideas in the articles.

Assignment: students need to finish previews of assigned articles and complete written homework on demand.



Classroom Languages

English	<u>70</u>	%
Mandarin	<u>30</u>	%



Detailed Syllabus:

WEEK	DATE	Class Activities / Assignments
1	9/11	Orientation ; course introduction
2	9/18	South China Sea Dispute: introduction a. Wikipedia b. Troubled waters in South China Sea (The Strait Times)
3	9/25	South China Sea Dispute South China Sea dispute: what you need to know about The Hague court ruling (Guardian)
4	10/2	South China Sea Dispute a. China condemns US for South China Sea operation (Al Jazeera) b. Is the South China Sea Dispute a Foregone Conclusion?

5	10/9	student response and oral presentation
6	10/16	Brexit All you need to know about the UK leaving the EU (BBC News)
7	10/23	Brexit What Is Brexit? A Simple Guide to Why It Matters and What Happens Next (The New Yorktimes)
8	10/30	Brexit Theresa May's Brexit Deal Was Crushed. What Happens Next?
9	11/6	student response and oral presentation
10	11/13	Sports Day (No Class)
11	11/20	Midterm examination
12	11/27	Midterm reflection One Belt One Road What is China's Belt and Road Initiative? (the Guardian)
13	12/4	One Belt One Road The Economist explains: What is China's belt and road initiative? (The Economist)
14	12/11	One Belt One Road One Belt, One Road, One Big Mistake (Foreign Policy)
15	12/18	One Belt One Road Many Belts and Roads? Demystifying China's Africa Ambitions (Daily Maverick)
16	12/25	student response and oral presentation
17	'19/01/01	New Year Holiday (No Class)
18	'19/01/08	Final examination