



## Course Information

<b>Course Number</b>	LANG 2000 17	<b>Credits</b>	2	<b>Classroom</b>	Room 103 General Classroom II
<b>Class Hours</b>	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M. <input checked="" type="checkbox"/> 10:10 A.M. – 12:00 A.M.				
<b>Course Type</b>	<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)				
<b>Language Level</b>	<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				
<b>Core Ability</b>	<input type="checkbox"/> comprehension/reception <input type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production				
<b>可選課學生身分別</b>	<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				
<b>Prerequisites</b>					



## Instructor &amp; Contact Information

Name	Email	Office & Tel	Office Hour
蔣光煌	khc72003@yahoo.com.tw		By appointment only



## Course Aims / Description

## 1. Primary aim

This course aims at providing students with high-intermediate level of English proficiency with the essential skills in general written communication skill. Specific strategies for composing and revising texts will be introduced to guide students in writing for different purposes. They will also be asked to analyze some example essays and join panel discussions to speak up what good or bad points are. Then, they will make a short group presentation to the rest of the classmates to cultivate their critical analysis skill.

## 2. Subsidiary aim

Students will also be required to do a lot of peer corrections and comments, so they will know much of the general mistakes made. At the same time, they will get quite a few comments from their classmates and the teacher to enhance their writing skill. Through this way, they also cultivate their critical thinking regarding the content and how to polish the text.

## 3. Corresponding CEFR Can-do statements

- Can-do statement #1 [Listening] Can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in his/her field.
- Can-do statement #2 [Speaking] Can sustain opinions in discussion by providing relevant explanations, arguments and comments.
- Can-do statement #3 [Written production] Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- Can-do statement #4 [Written production] Can write a paper developing argument with appropriate highlighting of significant points and relevant supporting details.
- Can-do statement #5 [Quality of language] Can communicate with reasonable accuracy and can correct mistakes 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)	30
2.	深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)	20
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)	20
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)	<u>Folse, K.S., Solomon, E.V., Clabeaux, D., Great Writing 3, National Geographic Learning, 4<sup>th</sup> edition, 2015. ISBN: 978-1-285-75073-6</u> CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	
Reference Book	
Learning/Resource Platform	<a href="https://www.voicetube.com/">https://www.voicetube.com/</a>



### Requirements & Rules

1. 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 for more than 6 **hours, you will definitely be flunked.**

2. 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.**
3. **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.
4. **Plagiarism is quite a serious violation of the ethics in academic field.** You will definitely get zero point for that particular homework.
5. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand.**
6. Please **turn off** your **cell phone** during the two-hour class period.



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### Grading Scheme

No.	Grading	%
1.	Attendance and participation	<u>15</u>
2.	Quiz	<u>20</u>
3.	Homework assignment	<u>50</u>
4.	Final Exam	<u>15</u>



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### 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

課堂練習的語言種類

聽講     閱讀     寫作



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### Classroom Languages

English    70 %

Mandarin    30 %

Reading    30 %

Writing    70 %



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### Detailed Syllabus:

週數	課內單字/ 練習/考試	文 法	課 程 內 容	單元/ 討論	作 業
W1 9/12	Timed Writing	–	Course introduction		Timed writing typing
W2 9/19	Topic sentence (Act. 3-6)	Punctuation Marks (pp.207-213)	Paragraph Structure	Unit 1	
W3 9/26	Brainstorming (pp.14-15) Vocabulary (pp. 32-34)	Articles (p. 217,219)	Brainstorming & clustering (pp.23-24, 103)	Unit 1	
W4 10/3	Writing (pp. 23-26, 27-28)	Pronoun Reference (p.51)	🎵Supporting details (pp. 15-20) Concluding sentence	Unit 1	HW1
W5 10/10		No class	Double Tenth Holiday		Peer Review
W6 10/17	Quiz Unit 1	Subject-Verb Agreement (p. 75-76)	Unity and Coherence (pp. 53-58) Clarity (pp. 46-50)	Unit 2	Revised
W7 10/24	Vocabulary (pp. 59-60)	Transition Signals (pp.57, 220-222)	Review	Unit 2	
W8 11/31	Quiz Unit 2 Five senses (p. 98)	Relative Clause (pp.179-180) Preposition p.99	Descriptive Essays (pp. 66-70)	Unit 4	
W9 11/7	Vocabulary (pp.109-110)	Participle Clause	Descriptive Essays	Unit 4	HW 2
W10 11/14	Quiz Unit 4	Transition words (p. 126)	Comparison/contrast essays	Unit 5	
W11 11/21	Collocations (pp. 132-134)	Comparative structure (p. 128)	Comparison/contrast essays	Unit 5	HW3
W12 11/28	-	Preposition with Nouns	🎵Cause/effect essays	Unit 6	Peer Review
W13 12/5	Vocabulary (pp. 159-160)	Past Tenses (pp.150)	Cause/effect essays	Unit 6	HW 4
W14 12/12	Quiz Unit 6	Participle Clause	Essay Review		
W15 12/19	Vocabulary (pp. 185-186)	Emphatic Structures	🎵Classification	Unit 7	Timed Writing HW5

W16 12/26	-	Prepositions	Classification	Unit 7	Peer Review
W17 1/2	Quiz Unit 7	Review	General Review		Revised
W18 1/9	Final Exam				