



Course Information

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|-----------------------|---|----------------|---|------------------|--------------------------|
| Course Number | LANG 2000026 | Credits | 2 | Classroom | 202, General Building II |
| Class Hours | <input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday 1:20P.M. – 3:10P.M. <input type="checkbox"/> <input checked="" type="checkbox"/> 3:30P.M. – 5:20P.M. <input type="checkbox"/> _____ P.M. – _____ P.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 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 | | | | |
| 課程練習的語言種類 | <input type="checkbox"/> 聽講 <input checked="" type="checkbox"/> 閱讀 <input type="checkbox"/> 寫作 | | | | |
| 可選課學生身分別 | <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 | | | | |
| Prerequisites | Upper-Intermediate English Reading III | | | | |



Instructor & Contact Information

| Name | Email | Office & Tel | Office Hour |
|------|-------------------|--------------|----------------|
| 李偉哲 | waycher@gmail.com | NO | By appointment |



Course Aims / Description¹

1. Primary aim

Literature has been increasingly integrated to EFL curriculums to expose EFL students to authentic materials and to cultivate their lifetime reading habits. This elective course aims to give the students an opportunity to read an unmodified narrative text which is created for native speakers of English and to apply their reading skills to understand a novel.

In the course, students are introduced to a bestselling novel, *Mercy*, written by Jodi Picoult, a prolific bestselling author known for her works about critical social issues. The students will be taught the structure of a narrative text to enhance their comprehension and to help them efficiently recall information in the texts. Nevertheless, the course is not intended to teach them how to read a novel for literature-analysis but for information-gathering techniques. Having gathered sufficient information, they are encouraged to interact with texts by anticipating, picturing, interacting, and evaluating. Consequently, the students will develop practical reading strategies and become sophisticated and active readers.

2. Subsidiary aim

In addition to reading skills, the course is also designed to expand students' vocabulary to different fields. While trying to decipher words in the novel, students deepen and widen their vocabulary knowledge.

3. Corresponding CEFR Can-do statements

- Can-do statement #1 Students can understand main ideas expressed in articles on complex and controversial topics.
- Can-do statement #2 Students can read texts of different styles independently.
- Can-do statement #3 Students can achieve a certain degree of fluency while sharing their opinions.
- Can-do statement #4 Students can present a detailed description and weigh up pros and cons on a range of topics.
- Can-do statement #5 Students can produce a continuous stretch of language without glaring errors that cause misunderstandings and without noticeable pauses that hinder effective communication.



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) | 25 |
| 2. | 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) | 25 |
| 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

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|----------------------------|---|
| Textbook(s) | Mercy by Jodi Picoult CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1 |
| Additional Textbook(s) | |
| Learning/Resource Platform | |
| | |



Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required.
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. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
5. The handouts I give you should be kept at least to the end of this semester for later reference or final exam.

6. Please **turn off** your **cell phone** during the two-hour class period.

Grading Scheme

| No. | Grading | % |
|-----|-----------------------------------|-----|
| 1. | Attendance and participation | 15% |
| 2. | Quizzes | 20% |
| 3. | Project (journal or presentation) | 20% |
| 4. | Final paper | 20% |
| 5. | Final exam | 25% |

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

Classroom Languages

English 90 %
Mandarin 10 %

課堂讀寫比例

閱讀 (類型包含-novels, news articles) 80 %
寫作 (類型包含- summary, argumentative essays) 20 %

Detailed Syllabus:

| WEEK | DATE | Class Activities / Assignments | |
|------|------|----------------------------------|--|
| 1 | 9/12 | Class Orientation/ Questionnaire | Narrative vs. expository texts |
| 2 | 9/19 | P.1-32 | Structure of narrative texts |
| 3 | 9/26 | p.33-64 | Reading for literature vs. reading for information |

| | | | |
|----|--------------|----------------------------------|---|
| 4 | 10/3 | p.65-96 | How to tell a story |
| 5 | 10/10 | No Class (Double Ten Day) | |
| 6 | 10/17 | p.97-128 p.129-160 | 1. recognizing scenarios 2. deducing the meaning of words/ discussing word choice |
| 7 | 10/24 | p.161-192(quiz1) | visualizing |
| 8 | 10/31 | P. 193-224 | making notes |
| 9 | 11/7 | p.224-256 | description of characters |
| 10 | 11/14 | p.257-228 (quiz2) | who's telling the stories |
| 11 | 11/21 | p.229-320 | comparing and contrasting different perspectives |
| 12 | 11/28 | P.320-352 | understanding events |
| 13 | 12/5 | p.353-384 | making associations (how and why characters change throughout the chapter) |
| 14 | 12/12 | p.385-416(quiz3) | interpreting passages Making inferences |
| 15 | 12/19 | p.417-448 | Text-to-text connection |
| 16 | 12/26 | p.449-480 | Text- to- self connection |
| 17 | 1/2 | p.481-512 | Text-to-world connection |
| 18 | 1/9 | Final exam+ final paper+ journal | |