

*National Tsing Hua University*  
**Spring 2023**  
**Upper-Intermediate English III\_Reading**  
**Master Syllabus\_W3W4**

**COURSE INFORMATION**

Course Number	LANG 103020	Credits	2	Classroom	教育館 102
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"/> 8:00A.M. – 9:50A.M. <input checked="" 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 & Tel	Office Hour
Man-Ting Huang (黃滿庭)	mthwang14@hotmail.com		

**COURSE GOALS & DESCRIPTION**

<b>Primary aim</b>	<p>This high-intermediate level English course is designed to help students develop extensive and intensive reading skills to grasp the point and support in the text, to explore vocabulary and reading skills by studying discipline-specific rhetoric of language patterns, and further to analyze and discuss issues that can be inferred or implied by what is presented in the text.</p> <p>中高級英文三閱讀為一門兩學分的學期課程，幫助中高級程度之大一新生鞏固並精進英文閱讀能力。透過廣泛閱讀，學習在短時間內快速正確精準把握文章大意與重點，拓展不同領域的字彙及閱讀技巧。</p>
<b>Subsidiary aim</b>	<p>Students will have training on academic reading skills and strategies and critical thinking skills, working to apply the skills and language being learned in task-based collaborative activities that extend each reading chapter. By the end of this course, students will learn to develop the ability to understand and deliver academic arguments and to gain proficiency in using the language in academic context.</p> <p>次要目標在學習透過精讀，學習深度了解文章具體及抽象意涵，討論分析文本內涵與外延，評估作者立意觀點與語氣，批判思辨議題，與實際世界互動。</p>
<b>Corresponding CEFR Can-do statements</b>	<p>By <b>reading ability</b>, at B2 level, -</p> <ul style="list-style-type: none"> <li>- I can understand lengthy, complex instructions, (e.g. for formal procedures in an academic, professional or health context) including details on conditions and warnings, as long as I can reread difficult sections. – (<b>reading</b>)</li> </ul> <p>By <b>strategies</b>, at B2 level, -</p> <ul style="list-style-type: none"> <li>- I can intervene appropriately in discussion, using a variety of expressions to do so.</li> <li>- I can help the development of a discussion by giving feedback, follow up what people say and relating my contribution to theirs.</li> <li>- I can overcome gaps in vocabulary with paraphrase and alternative expression.</li> </ul>

	<ul style="list-style-type: none"> <li>- I can monitor my speech and writing to correct slips and mistakes that I make.</li> </ul> <p>By <b>language quality</b>, at B2 level, -</p> <ul style="list-style-type: none"> <li>- I can express myself clearly and without much sign of having to restrict what I want to say. I can reformulate ideas in different ways to ensure people understand exactly what I mean.</li> <li>- I can focus my attention effectively on how I formulate things, in addition to expressing the message.</li> <li>- I can use a variety of linking words efficiently to mark clearly the relationships between ideas.</li> <li>- I can maintain good grammatical control. I may sometimes make mistakes but I can correct them afterwards.</li> <li>- I can communicate fluently and spontaneously, even when talking at length about complex subjects.</li> <li>- I can choose different ways of saying things, depending on the person I am talking to and the context concerned.</li> </ul>
--	---

### 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	30%
2. The ability to think critically and organize ideas logically in English 深度分析與組織思考能力	30%
3. The knowledge of English learning strategies and techniques 英語學習策略與技巧	20%
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	10%

### UNIFORM TEXTBOOK

<b>Textbook(s)</b>	Blass, L. & Vargo, M. (2018). Pathways: Reading, Writing, and Critical Thinking (2 <sup>nd</sup> Edition). National Geographic Learning. ISBN: 9781337407809
CEFR Scale	<input checked="" type="checkbox"/> B2+ <input type="checkbox"/> B2 <input type="checkbox"/> B1 <input type="checkbox"/> A2+ <input type="checkbox"/> A2

### GRADING

1.	Attendance and participation	15%
2.	Mid-term Reading Project & 3-minute Presentation	25%
3.	Quizzes	25%

4.	Uniform Final Exam	35%
----	--------------------	-----

### UNIFORM FINAL EXAM

The uniform final exam, accounting for 35% of the semester grade, takes place in the usual classrooms and class meeting times in week 18.

Five units of the textbook will be covered in the uniform exam.

- Pathways: Units 3, 4, 6, 7 & 8

### CLASSROOM LANGUAGE

■ English 80%      ■ Mandarin 20%

### SUGGESTED CLASS ACTIVITIES

- Lecture
- Text Analysis
- presentations on selected articles
- Listening comprehension activities
- In-class discussion
- Thought-provoking questions & discussion
- Interpretation project/ text comprehension

### CLASS RULES

1. Students are required to attend each class session and conscientiously participate in classroom learning activities in order to be regarded as full attendance, and granted a score of **90** in the category of Attendance & Participation.
2. Occasional absences up to **three** times will lead to a zero in the score for Attendance & Participation category, and **five** absences will result in a failure in this course.
3. Authorized absence under exceptional circumstances can be granted, if evidence for justifiable cause can be produced.

### COURSE SCHEDULE

Week	Date	Main Topic
1.	2/15	Course introduction & Orientation
2.	2/22	<b>Unit 3</b> Title: Beauty and Perception
3.	3/1	Academic Track: Art/Sociology Academic Skills to learn:

4.	3/8	<ul style="list-style-type: none"> <li>- Reading: using a Concept Map; understanding Main Ideas and Details</li> <li>- Critical Thinking: applying ideas; inferring Meaning, synthesizing; guessing Meaning from Context</li> </ul> <p>Writing: supporting a thesis; using language by restrictive and nonrestrictive adjective clauses (Language for writing)</p>
5.	3/15	<b>Unit 4</b>
		Title: Rethinking Business
6.	3/22	Academic Track: Fashion/Business Studies
		Academic Skills to learn:
7.	3/29	<ul style="list-style-type: none"> <li>- Reading: understanding Sentences with Initial Phrases; understanding Main Ideas and Supporting Ideas</li> <li>- Critical Thinking: understanding Multi-word Units; understanding Visual Data, Inferring Meaning, synthesizing</li> </ul> <p>Writing: organizing a comparative essay; using sentences with initial phrases (Language for writing)</p>
<b>8.</b>	<b>4/5</b>	<b>No Class (Tomb Sweeping Festival)</b>
9.	4/12	<b>Mid-term Reading Project w/ Presentation in 3-minute talk</b>
10.	4/19	
11.	4/26	<b>Unit 6</b>
		Title: Language and Culture
12.	5/3	Academic Track: Anthropology/Linguistics
		Academic Skills to learn:
13.	5/10	<ul style="list-style-type: none"> <li>- Reading: using Verbal Phrases; understanding Main Ideas and Details</li> <li>- Critical Thinking: inferring an Author's Attitude; recognizing level of formality, guessing Meaning from Context</li> </ul> <p>Writing: writing introductions and conclusions; adding information with verbal phrases (Language for writing)</p>
14.	5/17	<b>Unit 7</b>
		Title: Resources and Development
		Academic Track: History/Economics
		Academic Skills to learn:
15.	5/24	<ul style="list-style-type: none"> <li>- Reading: annotating a Text; understanding Main Ideas and Details</li> <li>- Critical Thinking: analyzing Point of View; understanding Chronology, guessing Meaning from Context</li> </ul> <p>Writing: researching and note-taking; avoiding plagiarism (II) – referring to sources (Language for writing)</p>
16.	5/31	<b>Unit 8</b>
		Title: Living Longer
17.	6/7	Academic Track: Health/Medicine
		Academic Skills to learn:

		<ul style="list-style-type: none"> <li>- Reading: Asking questions as You Read; understanding Main Ideas and Details; Identifying Supporting Examples</li> <li>- Critical Thinking: interpreting Visual Data; personalizing, synthesizing, guessing Meaning from Context</li> </ul> <p>Writing: planning an argumentative research paper; explaining the significance of evidence (Language for writing)</p>
18.	6/14	<p>Uniform Final Exam (原班級教室與上課時間考試)</p>