



## Course Information

<b>Course Number</b>	LANG 2000 <u>04</u>	<b>Credits</b>	2	<b>Classroom</b>	綜二館 202
<b>Class Hours</b>	<input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input 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.				
<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 checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				



## Instructor &amp; Contact Information

Name	Email	Office & Tel	Office Hour
徐桂平 Vicky Hsu	<i>messaging via eeclass</i>	綜二館 B 側 209 (☎ 34417)	Tuesday 10:00 A.M.-12:00 P.M. 綜二館 B 側 209



## Course Aims / Description

**1. Primary aim**

This course is designed for students who hope to read English short stories for pleasure and for improvement of reading comprehension and skills. Through reading a variety of contemporary and classical short stories and discussing the issues presented in the plot, students are expected to engage in a close reading of the language used in the stories and make connections between the stories and any or all of the following: the personal world, aspects of human nature, society and the wider world. Students will get prepared for reading fiction beyond the classroom after taking up this course.

**2. Subsidiary aim**

The activities related to reading a short story will be divided into seven phases:

- (1) reflecting on the topic before reading and relating prior knowledge and personal experience to the topic
- (2) understanding important literary elements and structures of a story and identify examples in the short stories
- (3) developing the habit of reading fiction
- (4) enhancing reading comprehension skills and reading strategies
- (5) interacting with classmates in the discussion of the situations, confrontations, and challenges faced by the main characters
- (6) exploring and sharing context clues, perspectives, and cultural information

(7) 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]** can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Can-do statement #2 **[READING]** 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]** 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]** can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.

Can-do statement #5 **[QUALITY OF LANGUAGE]** can explain the details of an event, idea or problem reliably.



### Teaching materials and References

Textbook(s)	Course pack (a selection of classical and famous short stories) for in-class discussion and for the independent & extensive reading project
	CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Learning/Resource Platform	1. 清華大學 <b>eeClass</b> 數位學習系統 <a href="https://eeClass.nthu.edu.tw/">https://eeClass.nthu.edu.tw/</a> 2. <b>MS Forms</b> (for assignments & quizzes) 3. <b>MS Teams</b> (using your office365 account when online classes are offered) Team code: <b>any5ftk</b>



### Grading Scheme

- |   |     |
|---|-----|
| 1. Attendance and participation (See Requirements & Rules #1)                               | 15% |
| 2. Assignments (reading comprehension, reading skills, language and rhetorical devices)     | 25% |
| 3. Reader's journal (summaries, reflections, glossary, memorable quotes, figures of speech) | 20% |
| 4. Guided reading for in-class discussion   | 10% |
| 5. Presentations (a poster for a famous short story)  | 10% |
| 6. Final exam (based on the stories discussed in class)                                     | 20% |

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



### Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required.

- ✓ The instructor takes attendance almost every class throughout the semester. If you are all present whenever the instructor takes the roll, you will get **70** (i.e. the primitive score) in this category (i.e. Class attendance).
  - ✓ If you are absent from a class meeting, **10 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 email the instructor as you decide to take a leave and give the instructor **the valid proof WITHIN TWO WEEKS**. A receipt or a medicine prescription with correct stamp of date by accredited hospitals can be seen as a valid proof.
  - ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted).
  - ✓ If you are absent for more than **8 hours, you will definitely be flunked**.
2. Absence from a class is no excuse for submitting assignments in time or ignoring assignments or the class you have missed. **It is your responsibility to ask your classmates or the instructor what has been covered in the class.**
  3. **Plagiarism** on assignments and **cheating** on the exam is **absolutely unacceptable**. If someone is found plagiarizing or cheating, it means he/she will get a zero point for that assignment or exam.
  4. There will be **NO make-up exams** or **presentations** unless you notify the instructor valid and official reasons for your absence **beforehand**. If a group presentation is “crippled” due to your lateness or absence, you will receive no grade on the presentation.
  5. Assignments are expected to be completed and submitted by due date. No late submission will be accepted or graded unless the instructor approves your application of late submission.  
**NO full credit for late submission/Penalty for late submission: 10% of the total mark awarded will be deducted for each working day after the submission date.**

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1	10%	81	54
2	20%	72	48
3	30%	63	42
4	40%	54	36
5	50%	45	30
More than 5 days	Not completed and grade of zero awarded		

6. **Penalty for no or poor participation in groupwork**  
Students are expected to take part in various groupwork activities. Failure to engage with these activities may lead to reductions in grades awarded. Sometimes the reduction may be suggested by other group members, in other circumstances the academic in charge may reduce the grade awarded without reference to other group members.

7. Mobile devices are only used for educational purposes relevant to the subject or tasks in the classroom setting with the permission of or at the request of the instructor.  
During class students are not to be seen with a cell phone in hand. Mobile phones are expected to be turned off or switched to a silent mode.
8. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam.



### Teaching Activities

- Lectures 口頭講授     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     Assignments 作業
- Student presentations 學生報告



### Classroom Languages

English 80 %      Mandarin 20 %



### Detailed Syllabus

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
1	2/13	Course introduction A brief history of short stories	Why reading stories? Types/genres of stories
2	2/20	Elements of a (short) story	Identifying story elements
3	2/27	<b>No class (228 Peace Memorial Day)</b>	
4	3/6	Story 1 <b>Eleven</b> by Sandra Cisneros	<i>Story element: characters</i> <i>Literary device: Narrator perspective</i>
5	3/13	Story 1 <b>Eleven</b> by Sandra Cisneros	<i>Story element: conflict</i> <i>Literary device: Points of view</i>
6	3/20	Story 2 <b>Two Thanksgiving Day Gentlemen</b> by O. Henry	<i>Story element: surprise ending (twist)</i> <i>Literary device: theme</i>
7	3/27	Story 2 <b>Two Thanksgiving Day Gentlemen</b> by O. Henry	<i>Preparing poster presentation</i> <i>Extended Reading – another O. Henry's short story</i>
8	4/3	<b>No class (Extended holiday before a Tuesday holiday – Children's Day)</b>	

WEEK	DATE	Theme / Activities		Skills/Strategies taught or discussed
9	4/10	Story 3	<b>A Secret for Two</b> by Quentin Reynolds	Story element: Plot Literary device: Foreshadowing
10	4/17	Story 3	<b>A Secret for Two</b> by Quentin Reynolds	Extended reading: <i>The Landlady</i>
11	4/24	Story 4	<b>The Lottery</b> by Shirley Jackson	Story element: Rising action & climax
12	5/1	Story 4	<b>The Lottery</b> by Shirley Jackson	Literary device: Irony Literary device: Figurative language
<b>13</b>	<b>5/8</b>	<b>Midterm Presentations (Story poster for a short story)</b>		
14	5/15	Story 5	<b>The Blanket</b> by Floyd Dell	Story element: Plot Literary device: point of view
15	5/22	Story 5	<b>The Blanket</b> by Floyd Dell	Literary device: Poetic Justice
16	5/29	Story 6	<b>A Pair of Silk Stockings</b> by Kate Chopin	Review of story elements
17	6/5	Story 6	<b>A Pair of Silk Stockings</b> by Kate Chopin	Literary device: Sensory details
18	<b>6/12</b>	<b>Final Exam (open-book exam for story analysis and critical thinking)</b>		

