

Course Information

Course Number	LANG 2000 <u>31</u>	Credits	2	Classroom	綜二館 201
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday				
	<input checked="" type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.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 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				

Instructor & Contact Information

Name	Contact Information	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 novel course is designed for students who hope to read English novels for pleasure and for improvement of reading comprehension and skills. Through reading the novel and discussing the issues presented in the plot, students are expected to engage in a close reading of the language used in a specific section of the novel and make connections between the novel and any or all of the following: the personal world, aspects of human nature, society and the wider world.

2. Subsidiary aim

The activities related to reading a novel will be divided into six phases:

- (1) understanding and examining the literary elements and structures of a novel
- (2) developing the habit of reading through chapter-by-chapter reading
- (3) enhancing reading comprehension skills and reading strategies
- (4) interacting with classmates in the discussion of the situations, confrontations, and challenges faced by the main characters
- (5) exploring and sharing context clues, perspectives, and cultural information
- (6) 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.

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) | 30% |
| 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) | 10% |
| 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)

Lisa Genova. (2007, 2009, 2019). *Still Alice* 《我想念我自己》，10th anniversary edition. New York: Gallery Books. ISBN: 978-1-4391-0281-7.

【遵守智慧財產權觀念，不得非法影印】

CEFR Scale B1 B1-B2 B2 B2+ C1

Platform for course material and learning resources

1. 清華大學 **eeClass** 數位學習系統 <https://eeClass.nthu.edu.tw/>
2. **MS Forms** (for assignments & quizzes)
3. **MS Teams** (using your office365 account when online classes are offered)
Team code: **bxkinh6**

Grading Scheme

- | | |
|---|-----|
| 1. Attendance and participation (See Requirements & Rules #1) | 15% |
| 2. Assignments (Story details and developments, plot analysis, language and rhetorical devices) | 35% |
| 3. Novel-reading Logs (summaries, reflections, glossary, memorable quotes, culture notes) | 25% |
| 4. Discussions & presentations (guided readings, cultural information, extension readings) | 15% |
| 5. Final oral report | 10% |



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
- Student presentations 學生報告



Classroom Languages

English 80 % Mandarin 20 %



Detailed Syllabus

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
1	2/15	Course introduction	Why do we read novels?
2	2/22	Elements of a story/novel	Why novels have the first page?
3	3/1	<i>Still Alice</i> – September 2003 (pp. 3-26)	Character development
4	3/8	<i>Still Alice</i> – October 2003 (pp. 27-36) <i>Still Alice</i> – November 2003 (pp. 37-49)	Conflicts + Struggles = plot
5	3/15	<i>Still Alice</i> – December 2003 (pp. 50-66)	Vocabulary which is critical to understand the story
6	3/22	<i>Still Alice</i> – January 2004 (pp. 67-81) <i>Still Alice</i> – February 2004 (pp. 82-89)	Forgetfulness vs. dementia
7	3/29	<i>Still Alice</i> – March 2004 (pp. 90-100) <i>Still Alice</i> – April 2004 (pp. 101-109)	Culture information in the story

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
8	4/5	No class (Tomb Sweeping Festival)	
9	4/12	<i>Still Alice</i> – May 2004 (pp. 110-122) <i>Still Alice</i> – June 2004 (pp. 123-142)	imagery & figurative language
10	4/19	<i>Still Alice</i> – July 2004 (pp. 143-156) <i>Still Alice</i> – August 2004 (pp. 157-174)	Parent-child relationship
11	4/26	<i>Still Alice</i> – September 2004 (pp. 177-190) <i>Still Alice</i> – October 2004 (pp. 191-203)	Story Timeline
12	5/3	<i>Still Alice</i> – November 2004 (pp. 204-212) <i>Still Alice</i> – December 2004 (pp. 213-226)	
13	5/10	<i>Still Alice</i> – January 2005 (pp. 227-240) <i>Still Alice</i> – February 2005 (pp. 241-248)	
14	5/17	<i>Still Alice</i> – March 2005 (pp. 249-254) <i>Still Alice</i> – April 2005 (pp. 255-264)	Caregiver's perspective
15	5/24	<i>Still Alice</i> – May 2005 (pp. 265-268) <i>Still Alice</i> – June 2005 (pp. 269-279)	Reader's reflections
16	5/31	<i>Still Alice</i> – Summer to September 2005 (pp. 280-287) <i>Still Alice</i> – Epilogue (pp. 288-292)	
17	6/7	Final oral report – What's my next read?	
18	6/14	Final oral report – What's my next read?	

