

National Tsing Hua University
 中級選讀英文〔詞彙與閱讀〕
 Spring 2023



Course Number	11120LANG200062	Credits	2	Classroom	綜二 201
Class hours	<input type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 10:10A.M. – 12:00P.M. <input type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> ____ P.M. – 5 ____ 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 checked="" type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input 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				
可選課學生身分別	<input type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input checked="" type="checkbox"/> 初級生				
Prerequisites	修畢中級英文一二／初級英文一二課程且成績及格				



Instructor & Contact Information:

Name	Email
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Course Aims / Descriptions

Primary aim This course aims to enhance students' reading abilities by familiarizing them with vocabulary and developing their reading strategies and skills. All the reading materials are theme-based and systematically presented, which are highly useful in building up students' vocabularies. The abilities of information organization and critical thinking are also the emphasis of this course.

Subsidiary aim Students will work in groups to build up theme-based vocabulary as well as synonyms and antonyms through collaborative learning such as brain storming. Prefixes, suffixes, roots words, collocations will be also focused. After being familiar with the new words and reading skills involving making inferences in context, students will improve reading comprehension. By the way, listening skills help reinforce letter-sound relationships to correctly pronounce written words. Video teaching helps review words to enhance word recognition and reading comprehension via situational conversation in videos. After mid-term, in order for students to read extensively, they will vote for three topics out of six to read and they will be encouraged to get other reading materials, such as the China Post, Taiwan News, related to the topics they vote for, as their reading assignments. Students have to take notes on their outside reading materials to show their reading comprehension and share the main ideas with their group members.

Corresponding CEFR Can-do statements	<p>Can-do statement (1) [READING] I can point out the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.</p> <p>Can-do statement (2) [READING] I can point out the main points in short newspaper and magazine articles about current and familiar topics.</p> <p>Can-do statement (3) [Listening] I can point out the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p>Can-do statement (4) [SPOKEN INTERACTION] I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>Can-do statement (5) [STRATEGIES] When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.</p> <p>Can-do statement (6) [QUALITY OF LANGUAGE] I can link a series of short phrases into a connected, sequence of points.</p>
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英文核心能力指標 University Student Core Competency Indicators

1.	英語溝通與表達能力 (ability to communicate and express oneself in English)	20%
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)	25%
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)	20%



Teaching materials and References

Textbook(s)	Baron, J., Henley, J. (2018). <i>Flow 21st Century Strategic Reading 2</i> . Caves Books. ISBN: 978-957-606-836-2 CEFR Scale <input checked="" type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	Friend, C. E., Knight, L. D., and Glazier, T. F. (2011). <i>The Least You Should Know About Vocabulary Building: Word Roots, 7th Edition</i> . Cengage Learning. ISBN: 978-0-495-91697-0



Requirements & Rules:

<p>1. Class attendance, lesson preparation and active class participation are required.</p> <p>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</p>

absent for more than 12 **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. 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:

1.	Attendance and participation	20%
2.	Assignments	25%
3.	Final written exam	20%
4.	Quizzes	20%
5.	Presentation	15%



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 70 %
Mandarin 30 %



Detailed Syllabus:

Week	Date	Topics	Reading Skills/ Vocabulary Builders
1	2/14	Course Introduction	Reading and Vocabulary Strategies

2	2/21	Language and Behavior	Visualizing and Summarizing/ The Prefix inter-Ordinal Numbers and and Sequential Words Collaboration
3	2/28	Holiday	No class
4	3/7	Health	Quiz/ Recognizing Sources and Understanding Literary Devices/ Gender-Specific Nouns Collaboration
5	3/14	Festivals	Recognizing Emphasis and Recognizing Addition The Suffixes <i>-able</i> and <i>-ible</i> , and Prefixes of Location creativity
6	3/21	Video 1-2: Determined, Dedicated and Disciplined to Be Fit/ America's Man on Infectious Diseases Reading: Festivals	Quiz/ Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Recognizing Emphasis and Recognizing Addition/ The Suffixes <i>-able</i> and <i>-ible</i> , and Prefixes of Location
7	3/28	Food	Annotating a Text / Modifiers Creativity and Communication
8	4/4	Holiday	No class
9	4/11	Food	Identifying Comparison and Contrast/ Participle Adjectives Expressing States
10	4/18	Group Presentation	Quiz/ One unit taught in class will be presented by student group. PPT involves sentences-making by using new words and summary of the reading.
11	4/25	Video 3-4: Creating Art on Human Bodies/ The Creative Power of Young Adults on the Autism Spectrum Reading: Art	Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Deducing the Meaning of Words and Making Associations

12	5/2	Art	Idiomatic Expressions and Participle Adjectives Expressing Feelings Outside Reading Report 1
13	5/9	Culture	Understanding Past Events/ Job Suffixes and The Suffix <i>-ity</i> Outside Reading Report 2
14	5/16	Education	Quiz/ Recognizing Changes and Identifying Pros and Cons/ The Prefix <i>dis-</i> Outside Reading Report 3
15	5/23	Video 5-6: Didn't Have to Come Here. I Chose to Come Here/ Creating Messages Through Public Art and Design Reading: Personality	Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Recognizing Scenarios and Analogies/ The Prefix <i>multi-</i> Outside Reading Report 4
16	5/30	Engineering	Quiz/ Scanning for Statistics and Numbers and Recognizing Paragraph Transitions/ The Suffix <i>-ship</i>
17	6/6	Moving Pictures	Attributing Attitudes and Points of View and Identifying Reasons/ The Suffix <i>-hood</i>
18	6/13	Final	Written Exam