

National Tsing Hua University
 中級選讀英文〔兒童文學〕Children's Literature R3R4
 Spring 2023



Course Information

Course Number	LANG 2000 _____	Credits	2	Classroom	請查閱校務資訊系統的課程資訊後填入
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M. <input checked="" type="checkbox"/> 10:10 AM. – 12:00 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 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				



Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
林嘉瑜	joylin.nthu@gmail.com	綜二 209 34417	Tuesday 13:00-15:00



Course Aims / Description

1. Primary aim

This course aims to consolidate students' reading ability regarding comprehension, analysis, and appreciation of pleasant reading materials from children's literature including picture books, songs, poems, and short stories. Students are guided from a great variety of readings to contextualized vocabulary, rhyming rules, and story structure so as to recognize the beauty of literature. After input from readings, students are encouraged to present the content within groups and employ discussion strategies for further content analysis.

Lecture, as well as group discussion, and language activities will help students get prepared for literature-related reading tasks. Vocabulary and grammar reviews are designed to improve students' reading comprehension and appreciation for literature. Meanwhile, class discussion, role play, and presentation would be designed throughout the class to help students practice expressing ideas. Supplementary course materials can be found on eclass course website. (<https://eclass.nthu.edu.tw/>).

2. Subsidiary aim

Throughout the course, students will learn to appreciate different forms of children's literature. From the start, students can identify the topic words or grammatical patterns utilized in the books. Afterwards, students may recall personal experience related to the topics discussed in the books. Then, students will practice presenting the content and extending toward life experience with discussion strategies. Before the end of the semester, students will be taught to put together a short story project utilizing all the concepts learned on a self-chosen graded reader from the library. Ultimately, students will review the language knowledge and interpret the stories with more in-depth life lessons they need ahead of their lives.

3. Corresponding CEFR Can-do statements

(1) listening, reading, spoken interaction, spoken production, written production

Listening:

Can-do statement #1 I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification.

Can-do statement #2 I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help for details.

Reading:

Can-do statement #1 I can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.

Can-do statement #2 I can understand the main points in straightforward texts on subjects of personal or professional interest.

Can-do statement #3 I can identify the main conclusions in texts which clearly argue a point of view.

Spoken interaction:

Can-do statement #1 I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Can-do statement #2 I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.

Can-do statement #3 I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.

Can-do statement #4 I can help to solve practical problems, saying what I think and asking others what they think.

Can-do statement #5 I can find out and pass on uncomplicated factual information.

Spoken production:

Can-do statement #1 I can give description on a variety of familiar subjects related to my interest.

Can-do statement #2 I can talk in detail about my experience, feelings, and reactions.

Can-do statement #3 I can relate the main content of short texts I have read.

Written production:

Can-do statement #1 I can write short, comprehensible connected texts on familiar subjects.

Can-do statement #2 I can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.

(2) **strategies, quality of language**

Strategies:

Can-do statement #1 I can ask someone to clarify or elaborate what they have just said.

Can-do statement #2 I can repeat back part of what someone had said to confirm that we understand each other.

Quality of language:

Can-do statement #1 I know enough vocabulary to talk about my family, hobbies, and interest, work, travel, news, and current events.

Can-do statement #2 When I explain something, I can make the other person understand the points that are most important to me.



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)	20%
3.	英語學習策略與技巧 (knowledge of English learning strategies and techniques)	10%
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)	20%



Teaching materials and References

Textbook(s)	Bland, J. (2013). <i>Children's Literature and Learner Empowerment</i> . NY: Bloomsbury Publishing Plc. ISBN: 978-14742-18351 CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	<i>The Little Prince</i> . (2017). Caves Books. ISBN: 957-606-485-6. Self-collected children's books are provided as class materials.
Learning/Resource Platform	



Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required. If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please provide **the valid proof**.
2. Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **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. Please **turn off** your **cell phone** during the two-hour class period.
5. **Late assignments** should be delivered to me or my mailbox **with your name, your course number, and teacher's name** written on it **by the Friday noon of the due week**.



Grading Scheme

No.	Grading	%
1.	Attendance and participation	<u>20%</u>
2.	Final Portfolio (Semester reflection)	<u>10%</u>
3.	Reading journal	20%
4.	Speaking journal	10%
5.	Group presentation	20%
6.	Class practice	10%
7.	Short story project (Self-selected graded readers, e.g. <i>The Little Prince</i> from the library)	10%



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	<u>70</u>	%
Mandarin	<u>30</u>	%



Detailed Syllabus:

WEEK	DATE	Class Content	Language Focus	Assignments
1	2/16	Course introduction		

2	2/23	Presentation and discussion strategies		
3	3/2	Part I: Picture books	Book reflection	Reading journal
4	3/9	1. Colors and Numbers	Theme-based vocabulary, idioms, and proverbs	Reading journal
5	3/16	2. Food and Body parts		Reading journal
6	3/23	3. Animals and Nature		Reading journal
7	3/30	Library research		Short story project
8	4/6	<i>No class</i>		
9	4/13	Part II: Songs, Poems, and Nursery Rhymes	Phonics	Speaking journal
10	4/20	1. Songs	Rhyming words, homophones, pronunciation pairs, and intonation	Speaking journal
11	4/27	2. Poems		Speaking journal
12	5/4	3. Nursery Rhymes		Speaking journal
13	5/11	Practical training	Reader's theater	
14	5/18	Part III: Short Stories	Story structure	Reading journal
15	5/25	1. People and Relationship	Proposing questions, critical thinking, and discussion practice	Reading journal
16	6/1	2. Life and Death		Reading journal
17	6/8	3. Respect and Courage		Reading journal
18	6/15	Wrap-up: Portfolio demonstration	Semester reflection	Due: Short story project