



Course Number	11120LANG200066	Credits	2	Classroom	Nanda 南大：教室尚未確定
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 checked="" type="checkbox"/> 3:30P.M. – 5:20P.M. <input type="checkbox"/> ____ P.M. – 5 ____ P.M.				
Course Type	<input type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input checked="" 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 type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
<p>Students can follow clearly spoken, straightforward short talks on familiar topics.</p> <p>Students can ask someone to clarify or elaborate what they have just said.</p> <p>Students can have simple telephone conversations with people they know.</p>					
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	學生已修過「初級英文一/二」、「中級英文一/二」				

**Instructor & Contact Information:**

Name	Email	Office & Tel	Office Hour
林玉書	teresa.indiana@gmail.com	Contact by email	none

**Course Aims / Description¹****1. Primary aim:**

The aim of this course is to develop students' English listening and oral skill by using real-life international business scenarios to help students develop their ability to express English accurately and clearly in a business context. Students will also demonstrate how to communicate in business English to reflect the knowledge they have learned in this course.

2. Subsidiary aim:

Students will recite, recognize the audios that they have listened to, and they will produce, apply the Business English they have memorized to role-play in real-life English office settings.

¹ 請參閱 Bloom's Taxonomy of Measurable Verbs。

3. Corresponding CEFR Can-do statements

Can-do statement #1

Listening: Students can understand what is said to them in everyday conversations, but students sometimes need help in clarifying particular details.

Students can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but students sometimes need help in understanding details.

Can-do statement #2

Reading: Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Can-do statement #3

Spoken interaction: Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Students can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc. Students can have simple telephone conversations with people they know.

Can-do statement #4

Strategies: Students can ask someone to clarify or elaborate what they have just said.

Can-do statement #5

Qualities of Language: Students can keep a conversation going, but sometimes have to pause to plan and correct what they are saying.



英文核心能力指標 University Student Core Competency Indicators

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|--|-----|
| 1. 英語溝通與表達能力 (ability to communicate and express oneself in English) | 40% |
| 2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) | 10% |
| 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) | 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) | 10% |



Teaching materials and References

Textbook(s)	<u>Textbook: English for Business Communication Book 1</u> CEFR Scale <input type="checkbox"/> B1 Author: Michelle Witte Publication year: First published in 2017 ISBN:978-986-318-568-0 Publisher: Cosmos Culture Limited
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Additional Textbook(s)	Online handouts and supplements from the instructor
Learning/Resource Platform	Wikipedia/Webopedia/YouTube/Google/Capital Benefits, LLC/ Cargo-Link International/Comtel Technologies/Dictionary.com/ The Free Dictionary/Merriam-Webster/Unitedworldline/Wiktionary



Requirements & Rules

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

*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**, **30 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 give me **the valid proof WITHIN TWO WEEKS**. Your health insurance card with correct stamp of date by accredited hospitals can be seen as a valid proof. Being late for more than **20 minutes** is treated as absence from that hour (**15 points** will be deducted). If you are absent for more than **10 hours without any proper reason, you will probably be flunked. If you are absent 5 times, you'll receive 0 on attending including bonus points. (Constantly asking for a leave without any proof or legitimate reason will not be accepted.)**
- 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 or what the assignment is going to be because your instructor will explain everything clearly in the beginning of the semester; also, I usually remind students at least one week before the assignment in class together with a reminder via email. Please ask your teacher what the assignments are face to face instead of keeping emailing me back and forth so as to avoid confusion.** (對於課程有任何問題,歡迎下課當面問老師,老師都會提醒同學但是也請同學自己務必要去詳細的看清楚這些說明及評分規定)
- 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.
- There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
- The handouts I give you should be kept at least to the end of this semester for later reference or final exam if there are printed ones; however, all the handouts will be provided online via the Google Drive if the instructor does not print the handouts for you.
- Please **turn off** your **cell phone** during the two-hour class period.



Grading:

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|---|------------|
| 1. Attendance and participation (answering bonus) | <u>15%</u> |
| 2. Final presentations 期末報告 | <u>20%</u> |
| 3. Pair work (role-play)/Group discussion | 20% |
| 4. Listening assignments | 10% |
| 5. textbook vocabulary + assigned listening quizzes (Twice) | 25% |
| 6. one-on-one interview with the teacher | 10% |
- (The teacher will reveal the interview topics at least two weeks beforehand to the students.)



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 80 %
 Mandarin 20 %



Detailed Syllabus: The below detailed syllabus might be subject to change based on students' learning needs and pace.

WEEK	DATE	Class Activities / Assignments
1	2/16	Orientation + Class activities
2	2/23	unit 10, unit 11 (pair work 1)
3	3/2	unit 3, unit 5 (pair work 2)
4	3/9	unit 1, 2 (pair work 3)
5	3/16	unit 6, 7 (pair work 4) + reminder for students to do the listening assignment with detailed instructions
6	3/23	unit 8, 9 (pair work 5) + reminder for students to do the listening assignment with detailed instructions

7	3/30	units 18, 19 (pair work 6) review before the midterm quiz 1 + activities
8	4/6	校際活動週
9	4/13	Midterm: Quiz 1 (15%): textbook vocabulary + assigned listening quizzes (units covered before week 9)
10	4/20	units 20, 21 (pair work 7)
11	4/27	units 22, 23 (pair work 8)
12	5/4	units 24, 25 (pair work 9)
13	5/11	units 26, 27 (pair work 10)
14	5/18	units 28, 29 (pair work 11) + the instructor's instructions and explanations on the final presentations (the teacher's demo) + instructing students' to start preparing for the one-on-one interview
15	5/25	units 31, 32 (pair work 12) + review before the final quiz
16	6/1	quiz 2: textbook vocabulary+ assigned listening quizzes (units covered from week 10 to week 15)
17	6/8	one-on-one interview with the teacher (10%) Questions and instructions provided at least two weeks beforehand.
18	6/15	Final presentations (20%) 期末報告 + listening assignments due (10%)