

Course Number	11210LANG200023	Credits	2	Classroom	教 307
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"/> 1:20 P.M. – 3:10P.M. <input type="checkbox"/> 3:30 P.M. – 5:20P.M. 10:10 a.m.-12:00 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 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 type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
可選課學生身分別	<input checked="" type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Prerequisites	修畢中高級英文一/二，中高級英文聽講或閱讀				
加選說明	不開放人工加簽。所有學生須由選課系統亂數選課。				

Instructor & Contact Information:

Name	Email
林鈺凡	yufanlin@gapp.nthu.edu.tw

Course Aims / Description¹**Primary aim**

The course “Oral Communication for Professional Contexts” mainly aims to help students acquire the required knowledge for transitioning from college to the target workplace. Students will also become familiar with specific English occupational terms, phrases, and expressions for work and obtain knowledge of business etiquette and cultural differences at different workplaces. Throughout the semester, students will be given the chance to be exposed to the English oral learning environment, which focuses especially on occupation-related topics. Furthermore, job interview techniques, presentation skills, and international etiquette at work are also the key components that will be touched upon throughout the semester.

In addition to occupational oral training, this course also briefly introduces the writing techniques of résumé and cover letter, which are basic job-hunting elements for students’ future careers. More importantly, students must engage in a variety of in-class activities and are encouraged to apply English to occupation-related situations as frequently as possible to strengthen their English

speaking, and writing skills as well as their confidence in using the language.

Subsidiary aim

In this class, students will be given the opportunity to:

1. Be aware of the knowledge that they should acquire prior to entering workplaces through reading, and doing the role-play of occupation-related dialogues and group discussions.
2. Engage in an interview scenario by doing mock interview with their peers, and they will also be rated and commented on by their instructor and peers for further improvement.
3. Promote themselves and show their strengths as an interviewee through giving individual presentation.
4. Build up a learning networking with peers with different expertise to get them exposed to different possibilities of English applications.
5. Apply the techniques of writing resume and cover letter for future careers and practice their critical thinking skill by providing suggestions and commenting on peers' performances.

Corresponding CEFR Can-do statements	<ol style="list-style-type: none">1. [Listening] I can understand in detail what is said to me in standard spoken language, even with an element of background noise.2. [Reading] I can understand correspondence relating to my personal and professional interests with occasional use of a dictionary.3. [Spoken interaction] I can keep up with a discussion and express my ideas and opinions clearly, precisely and convincingly, even in formal meetings4. [Spoken production] I can give a clear, well-structured presentation, with highlighting of significant points and can answer questions about the content.5. [Written production] I can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on my correspondent's news and views.6. [Strategies] I can help the development of a discussion by giving feedback, follow up what people say and relating my contribution to theirs7. [Quality of language] I can communicate fluently and spontaneously, even when talking at length about complex subjects.
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英文核心能力指標 University Student Core Competency Indicators

1. 30% 英語溝通與表達能力 (ability to communicate and express oneself in English)
2. 25% 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)
3. 25% 英語學習策略與技巧 (knowledge of English learning strategies and techniques)
4. 10% 對英語與多元文化的國際視野 (global views of English and multicultural diversity)
5. 10% 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



Teaching materials and References

Textbook(s)	<p>Live ABC Editor, (2018). <i>Workplace English-A Hands-on Course for Workplace Professionals, Book 3, 1st edition</i>. Live ABC. ISBN:978-986-441-2501</p> <p>CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1</p>
Additional Textbook(s)	<p>Live ABC Editor, (2021). <i>Workplace English-A Hands-on Course for Workplace Professionals, Book 2, 2nd edition</i>. Live ABC. ISBN: 978-986-441-594-6</p>
Learning/Resource Platform	<ul style="list-style-type: none"> ✧ Stefan Kostarelis, (2018). <i>English Works for the Office, Book 1, 2nd printing</i>. Caves Book Ltd. ISBN: 978-957-606-814-0 ✧ Barry Tomalin, (2020). <i>English for Key Business Skills, 1st edition</i>. HarperCollins. ISBN: 978-986-318-914-5 ✧ LinkedIn: https://tw.linkedin.com/ ✧ British Council: https://learnenglish.britishcouncil.org/business-english/youre-hired/episode-04



Requirements & Rules:

1. **Class attendance, lesson preparation and active class participation are required.**
 - ✓ The instructor takes attendance every week throughout the semester. If you are all present whenever the instructor takes the roll, you will get **80** (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. **(5 points for each class hour)**
 - ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted).
 - ✓ 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.
 - ✓ **For menstrual leave**, only one leave is acceptable a month, which doesn't mean you can take the leave once a month. If you ask for more than two menstrual leave (including two) for the whole semester, 10 points will be deducted. There will be no valid proof for the type of leave, but please be genuine to yourself and your instructor.
 - ✓ If you are absent for more than **8 hours**, **you will be flunked**.

2. Absence from a class is no excuse for not submitting assignments by the deadline 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 **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 the deadline. No late submission will be accepted or graded unless the instructor approves your application of late submission.²
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.

* **AI is only allowed in limited instances:** AI is only accepted when you see it as a reference but not an assignment generator. You can use it for brainstorming, but your reports at the end should be organized with your own effort. If you copy and paste the ideas directly from AI without specification, your submission of assignment will be considered invalid.

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1-3	20%	72	48
4-5	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.

✓ **For in-class participation, students are also asked to raise their hands to answer questions and join the group activities actively for getting at most 20 points for the category of class attendance and participation.**

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.



Grading:

1.	Attendance and participation	20%
2.	Midterm- Group Mock Interview with the instructor (4 minutes)	20%
3.	Final- Individual Oral Presentation	20%
4.	Future Career Plan by introducing your specialty and Department (Video tape)	20%
5.	Resume writing practice	10%
6.	Various tasks (Self-introduction, role-play, onstage sharing, answering Qs, voice memo)	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 90 %
 Mandarin 10 %



Detailed Syllabus:

WEEK	DATE	Class Activities / Assignments	Tentative Learning Tasks
1	9/12	Course Orientation	Pre-course Questionnaire
2	9/19	Self-introduction	Speaking- Introduce oneself and meet new friends
3	9/26	<u>Book 2-1:</u> Looking for a Job	Reading- Elements of job ads Vocabulary- Job-hunting-related words Action verbs application Writing- Résumé writing
4	10/3	<u>Book 2-1:</u> Looking for a Job	Writing- Cover letter writing Elements of cover letter
5	10/10	National Holiday: Double Tenth Day	
6	10/17	<u>Book 2-2/3-1:</u> Job Interview	Listening- Criticize an interview through video watching Vocabulary- Interview conversation (Group discussion- Possible interview questions) Vocabulary- Interview conversation

			Speaking- Q & A techniques (B3,p.10-13) (Group discussion- How to answer tough questions)
7	10/24	<i>Discuss Résumé with the instructor & Peer Assessment</i>	Speaking- Students will discuss their works with the instructor, they will assess their peers' works simultaneously by asking questions and giving verbal suggestions.
8	10/31	Group Mock Interview (15 minutes each group)	
9	11/7	<u>Book 2-3/3-2</u> : The First Day of Work	Vocabulary- Company Departments, Speaking- Showing the newcomer around, (Group Discussion- Small talk as a new hire)
10	11/14	<u>Book 3-2</u> : Business Etiquettes	Business Etiquettes- how to shake hands (B3, p.26), Business card exchange, table manner (B3,p.30-32)
11	11/21	Interview Dress Code	Vocabulary- Words for outfits (B2-2, p.24) Speaking- giving suggestions to peers' outfits (Group discussion- What to wear to an interview)
12	11/28	<u>Book2-9</u> : Business Trip	Vocabulary- Hotel room reservations, checking in at the airport, boarding gate and on board Group Discussion- Willingness of working abroad
13	12/5	<u>Book2-6 (3-6)</u> : Presentation	Core concepts of presentation Speaking - discussing and explaining tables, charts, and graphs (P.77-78)
14	12/12	<u>Book2-6 (3-6)</u> : Presentation	Speaking A- organizing your speech (B2-p.76) Speaking B- Presentations skills (slides by the instructor) (Group discussion- Presentation etiquette)
15	12/19	Individual Oral Presentation	Promote yourself to the interviewer (Peer assessment) * Presenters should finish self-assessment afterwards.
16	12/26	Individual Oral Presentation	* Audience will be rated with their performance on asking the presenters questions, peer assessment.
17	1/2	Online course (Watch peers' video)	* Students should pick a few videos shot by their peers and give comments and suggestions
18	1/9	<i>Future Plan- issue Discussion</i>	Speaking and discussion- discuss questions raised by the class * Students should pick at least two questions to answer in class

P.S Final Oral Presentation:

Students will be graded on:

- * Presentation skills (Week 13-14)/ Required elements & presentation language
- * Slides design (with personal profile for job hunting in detail but not redundant)
- * Language and presentation “fluency & coherence”
- * Whether it’s outstanding enough as a candidate of student’s target workplace, convincing or not
- * Certain rubric will be used as the grading criteria for all English proficiency level.

SDGs (UN Sustainable Development Goals) Indicators³



Academic Linguistic Skills Indicators⁴

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| <input type="checkbox"/> Academic Writing | <input type="checkbox"/> Attention to Detail | <input checked="" type="checkbox"/> Brainstorming | <input checked="" type="checkbox"/> Collaborating |
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Debate | <input type="checkbox"/> Editing | <input type="checkbox"/> Information Gathering |
| <input checked="" type="checkbox"/> Listening | <input type="checkbox"/> Note Taking | <input checked="" type="checkbox"/> Organizing | <input checked="" type="checkbox"/> Peer Review |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Public Speaking | <input type="checkbox"/> Reading Comprehension | |
| <input checked="" type="checkbox"/> Verbal Communication | | <input checked="" type="checkbox"/> Writing | |

³ Teachers may indicate the relevancy of the units or the themes in this course to the Sustainable Development Goals, which were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030.

⁴ Teacher may indicate the academic skills taught or practiced in this course.