



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				
加簽說明	<p><input type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。</p> <p><input checked="" type="checkbox"/> 開放人工加簽 <u>2-3</u> 位學生。學生符合以下條件，得於第 <u>1</u> 週上課時，向老師提出加簽申請。老師簽署申請表後，申請表送英語教育中心辦公室。由老師進行線上簽核。</p> <p><input checked="" type="checkbox"/> 條件 1：必須於第一週到課 Requirement #1: Attend the first class</p> <p><input checked="" type="checkbox"/> 條件 2：須有其他時段【選讀英語文】課程衝堂無法選課之證明（如選課紀錄或本學期所有科目課程表） Requirement #2: Offer a proof of time conflict with the other cselective English courses so that you MUST be taking this course</p> <p><input checked="" type="checkbox"/> 條件 3：自所屬選課階段（大一生：新生選課與第 3 次選課；大二以上學生：第 1-2 次選課）起，亂數選課皆未選上（未選課或選上任一【選讀英語文】課程但自行退選者，不予人工加簽再次選課） Requirement #3: Offer the history or record of course registration in the previous sessions that you were NOT selected for any other selective English course or that you are not qualified for course registration</p> <p><input checked="" type="checkbox"/> 條件 4：應屆畢業生 Requirement #4: You are supposed to graduate this semester or this school year</p> <p>提醒：學生修讀英文領域課程，請依本校規劃選課之修業年級選課。如因個人考量，未對應年級而逕自改於其他修業年級選課之英文領域課程，或指定加簽某特定課程，英語教育中心與任課教師將礙難配合或處理。</p> <p>Reminder: Please take the required English courses in accordance with the scheduled curriculum offered by our school. Your personal scheduling or preference of taking courses during your college stay will NOT be a valid excuse for the teacher to take your request for</p>				

	extra course registration into account.
停修條件	<p>The student's application for course withdrawal will NOT be approved if</p> <ol style="list-style-type: none"> 1. The student never attends class nor submits assignments. 2. The student is absent or asks for leave with NO valid excuses for more than 6 classes. 3. The student never explains to or discusses with the teacher his/her difficulty in taking care of this subject. 4. The student neither offers valid excuses on his application for course withdrawal nor notifies the teacher beforehand. <p>學生如遇有以下情形，其停修申請將不予「同意」</p> <ol style="list-style-type: none"> 1. 學生未曾到課或繳交任何作業。 2. 學生無故缺席或未有證明之請假超過六次 3. 學生從未向老師解釋、或與之討論，修讀本課程時的困難 4. 學生未在停修申請上敘明或以其他通訊方式告知老師停修本課程之原因 <p>避免學生規避「低修」學分數而選課，或以其他理由選課但不上課等情事</p> <p>提醒：請於選課前參考課程大綱，了解評分方式、各週進度。並於第一堂課進一步了解作業、報告、考試的規劃與所需處理時間。評估自己的學習量能，避免修課失衡。</p>



Instructor & Contact Information

Name	Contact Information	Office & Tel	Office Hour
徐桂平 Vicky Hsu	messaging via eclass	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

Platforms for course materials 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: **nhv6d2q**

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% |

Note: The percentage of this grading scheme is subject to possible adjustments. To be announced.



Requirements & Rules

- 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). 經常性點名，全勤者可得此評分項目中70%。
 - ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score. 每次未假未到課，扣除此評分項目的10%。
 - ✓ If you are absent in case of **UNCONTROLLABLE** situations (e.g. illness, emergency, important occasions, etc.) and you decide to take a leave, please fill out the MS Forms (Request for leave with proof) using your office 365 account issued by Computer and Communication Center of National Tsing Hua University, with 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. 遇不可抗力情形需請假者，請用本校計通中心核發的office365帳號填寫請假申請，並附上請假證明（就醫收據、藥袋、公假單等）。

Request for leave with proof (MS Forms): <https://forms.office.com/r/fwdFWyiZTd>


 - ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted). Being late for more than 60 minutes is treated as absence from the whole class. 遲到逾10分鐘，扣除此評分項目的5%。遲到逾60分鐘，視為該次上課未到課。
 - ✓ If you are absent for more than **8 hours**, your course withdrawal will NOT be approved, and **you will definitely be flunked**. 無故不到課逾8小時者，將不予同意其停修申請，學期成績以不及格論。
- 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.** 缺席不得作為無法及時繳交作業或完成作業之藉口。缺席者富有處理作業繳交或完成之責。（委託同學代為繳交或領取，或自行前來教師研究室繳交或領取。）
- 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. 嚴禁抄襲與作弊。抄襲與作弊者，學期成績以不及格處理。情節重大時，將提報至相關單位依校規處理。
- AI-assisted reports and assignments are allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming and tentative revision, but students must show how AI helps them reach the result. 僅限使用生成式AI於作業或報告之準備（如腦力激盪與初步修訂等），學生須註明AI如何用於協作其作業或報告。
- 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. 無合理且正式的缺課原因，將不予補考或補行報告。

6. 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. 作業請按時繳交（或上傳）。未獲教師同意可延遲繳交者或超過以下寬限期，其遲交作業不批改、不計分。

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. 每遲交一日。扣10%成績

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 遲交逾5日，不計分		

7. **Penalty for no or poor participation in pair or group work**

Students are expected to take part in various pair or group activities. Failure to engage in these activities may lead to reductions in grades awarded. Sometimes the reduction may be suggested by other group members; in other circumstances, the instructor may reduce the grade awarded without reference to other group members.

8. 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. 行動裝置僅限於學習活動，使用須獲得老師同意或遵照老師指示。

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. 課程進行時，請關閉行動電話或轉為靜音模式。未獲教師指示或許可，不得於上課時間使用。

9. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam. 課程相關各項文件請妥為保存至學期結束。



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	9/13	Course introduction	Why do we read novels?
2	9/20	Elements of a story/novel	Why novels have the first page?
3	9/27	<i>Still Alice</i> – September 2003 (pp. 3-26)	Character development
4	10/4	<i>Still Alice</i> – October 2003 (pp. 27-36) <i>Still Alice</i> – November 2003 (pp. 37-49)	Conflicts + Struggles = plot
5	10/11	<i>Still Alice</i> – December 2003 (pp. 50-66)	Vocabulary which is critical to understand the story
6	10/18	<i>Still Alice</i> – January 2004 (pp. 67-81) <i>Still Alice</i> – February 2004 (pp. 82-89)	Forgetfulness vs. dementia
7	10/25	<i>Still Alice</i> – March 2004 (pp. 90-100) <i>Still Alice</i> – April 2004 (pp. 101-109)	Culture information in the story
8	11/1	<i>Still Alice</i> – May 2004 (pp. 110-122) <i>Still Alice</i> – June 2004 (pp. 123-142)	imagery & figurative language
9	11/8	<i>Still Alice</i> – July 2004 (pp. 143-156) <i>Still Alice</i> – August 2004 (pp. 157-174)	Parent-child relationship
10	11/15	No class (Sports Day)	
11	11/22	<i>Still Alice</i> – September 2004 (pp. 177-190) <i>Still Alice</i> – October 2004 (pp. 191-203)	Story Timeline
12	11/29	<i>Still Alice</i> – November 2004 (pp. 204-212) <i>Still Alice</i> – December 2004 (pp. 213-226)	
13	12/6	<i>Still Alice</i> – January 2005 (pp. 227-240) <i>Still Alice</i> – February 2005 (pp. 241-248)	
14	12/13	<i>Still Alice</i> – March 2005 (pp. 249-254) <i>Still Alice</i> – April 2005 (pp. 255-264)	Caregiver's perspective
15	12/20	<i>Still Alice</i> – May 2005 (pp. 265-268) <i>Still Alice</i> – June 2005 (pp. 269-279)	Reader's reflections

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
16	12/27	<i>Still Alice</i> – Summer to September 2005 (pp. 280-287) <i>Still Alice</i> – Epilogue (pp. 288-292)	
17	1/3	Final oral report – What’s my next read?	(pre-recorded video on YouTube)
18	1/10	Final oral report – What’s my next read?	(pre-recorded video on YouTube)

