

## National Tsing Hua University

## 中高級選讀英文〔詞彙與閱讀 Vocabulary and Reading〕

Fall 2023

<b>Course Number</b>	LANG 200041	<b>Credits</b>	2	<b>Classroom</b>	綜二 201
<b>Class hours</b>	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" 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.				
<b>Course Type</b>	<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)				
<b>Language Level</b>	<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				
<b>Core Ability</b>	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
<b>可選課學生 身分別</b>	<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				
<b>Prerequisites</b>	<ul style="list-style-type: none"> <li>■ Students should have successfully studied Upper-Intermediate English I &amp; II or English III.</li> <li>■ Students should be able to comprehend reading text at Lexile Range 925L~1235L or beyond. (Lexile score is a measurement of a student's reading ability. Many books are assigned a Lexile score that help students to find the right books to read that matches their reading level.)</li> <li>■ Students have a voracious appetite for words and an enthusiastic attitude towards class interaction. Those who feel reluctant to participate should reconsider taking the course.</li> </ul>				

■ 開放人工加簽 2 位學生。學生符合以下條件，得於第 2 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。

■ 條件 1：必須於第一週到課

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。

**Instructor & Contact Information:**

Name	Email
張華芸 Jenny	changhuayun@hotmail.com

**Course Aims / Description<sup>1</sup>:**

<sup>1</sup> 請參閱 Bloom's Taxonomy of Measurable Verbs。

Primary aim: Numerous studies have indicated that vocabulary is one of the main keys to reading comprehension. Adequate vocabulary knowledge ensures less comprehension difficulties. It also enriches one's ability to deliver more complete and precise reading-based production. This course, therefore, aims to expand and deepen student's vocabulary skills which will have profound impact on enhancing student's reading abilities.

Subsidiary aim: Throughout the course, students will learn to use the following strategies to build their vocabulary knowledge:

- (1) Studying context to find clues to the meaning of words
- (2) Using structural analysis to determine the meaning of words
- (3) Paraphrasing text using synonyms or antonyms
- (4) Creating domains to associate and compare related words

Corresponding CEFR Can-do Statements:

Statement (1) [READING] I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Statement (2) [READING] I can understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc).

Statement (3) [LISTENING] I can understand announcements and messages spoken in standard dialect at normal speed.

Statement (4) [SPOKEN INTERACTION] I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.

Statement (5) [STRATEGIES] I can generally cover gaps in vocabulary and structure with paraphrases.

Statement (6) [QUALITY OF LANGUAGE] I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on most general topics.



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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)   | 20% |
| 2. 深度分析與組織思考能力 (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)	<p>Jerome Shostak. (2013). <i>Vocabulary Workshop Level A</i>. New York: William H. Sadlier, Inc. ISBN: 978-0-8215-8006-6</p> <p>CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1</p>
References	<p>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</p> <p>Keen, D. (1985). <i>Developing Vocabulary Skills</i>. Boston, Massachusetts: Heinle &amp; Heinle Publishers. ISBN: 0-8384-2683-2</p> <p>McCarthy, M., and O'Dell, F. (1994). <i>English Vocabulary In Use</i>. Cambridge, Great Britain: Cambridge University Press. ISBN: 0-521-42396-1</p> <p>Rozakis, L. (2009). <i>Ultimate Word Success, 2nd Edition</i>. NJ: Peterson's. ISBN: 978-0-7689-2819-8</p> <p>Trump, K., Trechter, S., and Holisky, D. A. (1992). <i>Walk, Amble, Stroll: Vocabulary Through Domains, Level 2</i>. Boston, Massachusetts: Heinle &amp; Heinle Publishers. ISBN: 0-8384-2280-2</p>
Learning/Resource Platform	<p><a href="http://eeclash.nthu.edu.tw/">http://eeclash.nthu.edu.tw/</a></p> <p><a href="http://vocabularyworkshop.com">http://vocabularyworkshop.com</a></p>



## Requirements & Rules:

1. Part of the learning materials will be available on eeclash one day prior to class. Students are strongly required to download or print out the material beforehand and bring it to class for intensive note-taking.
2. Class attendance is the initial step to good learning results. Any absence for reasons beyond control (e.g. illness, emergency, school events, etc.), please notify the instructor through email and provide valid written proof within one week. Each unexcused absence will result in **two** points off the attendance and participation grade. Any student who has **four** unexcused absence or beyond will fail the course.
3. A) There will be no make-up assessments unless you submit valid and official proof for absence beforehand. B) All assignments must be submitted by date due. Absence from a class is no excuse for not knowing and not submitting the assignment. Late submissions will result in **two** points deduction. Any assignment not turned in will receive a grade of **zero**.
4. A) Cheating on the exam is absolutely not permitted. Any student found cheating will receive **zero** point penalty for that exam. B) No cooperative effort should be engaged to fulfill any

assignment. Any assignment found to plagiarize other's work will get **zero** point.

5. An electronic device can easily turn from "classroom learning tool" into "classroom disruption"! Use laptops, flat panels, or smart phones for academic purposes related to this course.
6. AI-assisted reports and assignments are allowed in limited instances: AI can be used to prepare for reports and assignments during brainstorming, but students must show how it helped them reach the result.



### Grading:

1.	Attendance and participation	12%
2.	Assignments (In each of the three assignments, students will do research on unit words as well as paraphrase that uses words and details from the reading passage.)	24%
3.	Assessments (Two assessments will be given, one in Week 10 and the other in Week 17.)	50%
4.	Oral presentation (Students will work with group members to create and present a poem, video commercial, or domain incorporating unit words)	8%
5.	Book annotation (Students will be required to annotate each unit reading passage using annotation skills introduced in class.)	6%



### Teaching Activities:

- Lectures 口頭講授
- Pair/Group discussion 配對/分組討論
- Online practices/ Paper exercises 練習
- Assignments 作業
- Project presentations 專題報告
- Assessments 測驗



### Classroom Languages:

English 90 %

Mandarin 10 %



### Detailed Syllabus:

Week	Reading Topic/Class Activity	Vocabulary Strategy
09/14	Course Overview	Basic concept of word structure
09/21	Unit 1: City of Gold <First-Person Narrative>	Studying context to find clues

09/28	No Class (Teacher's Day)	
10/05	Unit 1: City of Gold <First-Person Narrative> Unit 2: West End School Has Comestible Curriculum <Interview>	Using structural analysis to determine the meaning of words
10/12	Unit 2: West End School Has Comestible Curriculum <Interview>	Paraphrasing text using synonyms or antonyms
10/19	Unit 3: This Day in 1923: The Olympic's the Thing! <Archived Newspaper Article>	Creating domains to associate and compare
10/26	Unit 3: This Day in 1923: The Olympic's the Thing! <Archived Newspaper Article> Unit 4: The Art and Science of Traditional Healing <Expository Essay>	Studying context to find clues Using structural analysis
11/02	Unit 4: The Art and Science of Traditional Healing <Expository Essay>	Using structural analysis to determine the meaning of words
11/09	Outside Reading	Paraphrasing text using synonyms or antonyms
11/16	<b>Assessment 1</b>	Presentation skills
11/23	Unit 5: Continue Space Exploration Now! <Persuasive Speech>	Studying context to find clues Using structural analysis
11/30	Unit 5: Continue Space Exploration Now! <Persuasive Speech> Unit 6: The Fine Art of War: WWI Propaganda Images <Textbook Entry>	Using structural analysis to determine the meaning of words
12/07	Unit 6: The Fine Art of War: WWI Propaganda Images <Textbook Entry>	Paraphrasing text using synonyms or antonyms
12/14	Unit 7: Made for the Shade <Informational Essay>	Creating domains to associate and compare
12/21	Unit 7: Made for the Shade <Informational Essay> Unit 11: Here I Am: Galapagos Log <Log>	Studying context to find clues Using structural analysis
12/28	Unit 11: Here I Am: Galapagos Log <Log>	Using structural analysis to determine the meaning of words
01/04	<b>Assessment 2</b>	Paraphrasing text using synonyms or antonyms

01/11	Oral Presentation	Strategies Review
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**Academic Linguistic Skills Indicators:**

- Attention to Detail    ■ Brainstorming    ■ Collaborating    ■ Critical Thinking
- Information Gathering    ■ Listening    ■ Note Taking    ■ Organizing
- Peer Review    ■ Presentations    ■ Public Speaking    ■ Reading Comprehension
- Verbal Communication    ■ Writing

[The End]