



Course Information

Course Number	LANG 2000_42_	Credits	2	Classroom	綜二 202
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__ A.M. – __12__ P.M.				
Course Type	<input type="checkbox"/> EGP (English for general purposes) <input checked="" 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 type="checkbox"/> communication/interaction <input checked="" 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、二或中高級英文三				
加簽說明	<input checked="" type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。 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	Office & Tel	Office Hour
林嘉瑜	joylin.nthu@gmail.com	綜二 209 34417	Monday 13:00-15:00



Course Aims / Description

1. Primary aim

This course aims to develop students' source-based writing skills on academic reading texts. In this class, students are introduced with the skills to recognize and respond to specific points in the materials they read, to synthesize ideas from several reading selections, as well as to evaluate and to argue about the ideas they have found in those reading materials. Class activities include lectures, writing exercises, small-group and whole-class discussion, as well as individual and group presentations. Supplementary course materials can be found on eeclass course website (<https://eeclass.nthu.edu.tw/>).

Participation in class discussion and activities is required and will contribute to the final grade. Homework may be given daily and will be due in the following week. Students are expected to come to

class prepared to discuss designated chapters and assignments. Quizzes will be designed to test students' learning on sentence skills. Source-based writing will focus specifically on the summary and response on the academic texts. The final report will be designed to incorporate all the source-based writing skills covered in this semester.

2. Subsidiary aim

Before taking this class, students should be equipped with academic reading experience so as to consolidate the ability of full comprehension, note-taking, and outlines for graphic organizers. Meanwhile, students should have experience of essay writing so as to turn main points from different reading materials into synthesized articles of source-based writing.

3. Corresponding CEFR Can-do statements

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

Reading:

- Can-do statement #1 I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- Can-do statement #2 I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests, and decide if a closer reading is needed.
- Can-do statement #3 I can understand articles, reports and reviews in which the writers express specific points of views.

Spoken production:

- Can-do statement #1 I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- Can-do statement #2 I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
- Can-do statement #3 I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
- Can-do statement #4 I can summarize information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.

Written production:

- Can-do statement #1 I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- Can-do statement #2 I can write clear, detailed descriptions on a variety of subjects related to my field of interest.
- Can-do statement #3 I can write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

(2) strategies, quality of language

Strategies:

- Can-do statement #1 I can use standard phrases like "That's a difficult question to answer" to gain

time and keep the turn while formulating what to say.

Can-do statement #2 I can generally cover gaps in vocabulary and structure with paraphrases.

Can-do statement #3 I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.

Quality of language:

Can-do statement #1 I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on general topics.

Can-do statement #2 I can explain the details of an event, idea or problem reliably.

Can-do statement #3 I can link what I say or write into clear, well-organized text, though I may not always do this smoothly so there may be some “jumps.”

Can-do statement #4 I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.



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)	20%
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)	20%



Teaching materials and References

Textbook(s)	McDonald, S., & Salomone, W. (2004). <i>The Writer's Response: A Reading-Based Approach to College Writing</i> (5 th . Ed.) Boston: Wadsworth, Thomson Corporation. CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	
Learning/Resource Platform	https://eeclass.nthu.edu.tw/



Requirements & Rules

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

(1) 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.** (2) **If you miss more than 3 CLASSES (without valid reasons), you will FAIL the course.** (3) **Being LATE for more than 20 minutes is treated as ABSENCE from that day's class.**

- 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.**
- 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**.
- Please **turn off** your **cell phone** during the two-hour class period.
- 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.**
- 學生使用 AI 的條件 **AI-assisted reports and assignments are**

allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming, but students must show how it helped them reach the result.

限定使用，請註明如何使用生成式 AI 於作業或報告之準備（如腦力激盪等）

Reminder: When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of ChatGPT's biggest limitations is its databases only goes up to 2021, making it unaware of current events.



Grading Scheme

No.	Grading	%
1.	Attendance and participation	<u>20%</u>
2.	Final paper (Semester research project)	<u>20%</u>
3.	Final presentation (Semester research project)	10%
4.	Take-home assignments	20%
5.	Sentence skill quizzes	20%
6.	Sentence skill report	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	Chapter Assignments	Research project	Sentence skill →Quiz
1	9/14	Course introduction	Class survey		
2	9/21	Proficiency test and Overview		Research questions	
3	9/28	No class (Teacher's Day)			
4	10/5	Ch 1: Writing with a central idea	Writing process		Ch 1: Embedding ideas
5	10/12	Ch 2: Reading for a central idea	Active reading	Proposal	Ch 2: Coordination
6	10/19	Ch 3: Supporting a central idea	Supports		Ch 3: Subordination
7	10/26	Ch 4: Unity and Coherence	Coherence	Reading list	Ch 4: Verbal phrases
8	11/2	Ch 5: Summary and Response	Summary	Reading note*3	Ch 5: Appositives
9	11/9	Ch 5: Summary and Response			Ch 10: Fragments
10	11/16	Ch 6: Evaluating reading selections	Evaluation	Summary* 3	Ch 6: Parallelism
11	11/23	Ch 6: Evaluating reading Selections			Ch 11: CS/Run-on
12	11/30	Student-teacher Conference on Research project			
13	12/7	Ch 7: Synthesis from readings	Organizing ideas	Synthesis	Ch 7: Sentence variety
14	12/14	Ch 7: Synthesis from readings			Ch 16: Modifiers
15	12/21	Ch 8: Arguing from readings	Arguments	Paper draft	Review
16	12/28	Ch 8: Arguing from readings			
17	1/4	Student-teacher Conference on Research project		Paper Revision	
18	1/11	Final report: Poster presentation			

