



### Course Information

Course Number	11210LANG200052	Credits	2	Classroom	綜二
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input checked="" 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. – ____ P.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 type="checkbox"/> communication/interaction <input type="checkbox"/> production				
課程練習的語言種類	<input type="checkbox"/> 聽講 <input checked="" type="checkbox"/> 閱讀 <input type="checkbox"/> 寫作				
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	<ul style="list-style-type: none"><li>● Students should be able to understand the main points in <b>short</b> articles about current and familiar topics in their daily life.</li><li>● Students can find and understand the information they need and other <b>short</b> texts relating to their interests in their daily life.</li></ul>				



### Instructor & Contact Information

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### Course Aims / Description

#### 1) Why study vocabulary?

- Vocabulary is a basic part of reading comprehension. If students don't know enough words, they will have trouble understanding what they read.
- Vocabulary is a major part of almost every standardized test. The more words students know, the better students are likely to do on important tests.
- Studies show that students with strong vocabulary do better in school.
- A solid vocabulary is a source of power. Words can make students better readers, writers and thinkers.

2) This course aims to reinforce students' power of vocabulary by introducing vocabulary systematically and to improve their reading comprehension as well, including the following **subsidiary**

### aims:

- Students can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- Students 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).
- Students can rapidly grasp the content and the significance of news, articles and reports on topics.

### Corresponding CEFR Can-do statements

- Can-do statement #1 Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
- Can-do statement #2 Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
- Can-do statement #3 Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task
- Can-do statement #4 Can obtain information, ideas and opinions from highly specialized courses within his/ her field.
- Can-do statement #5 Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/ her interpretation of terminology.



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

No	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.	英語學習策略與技巧 (knowledge of English learning strategies and techniques)	20
3.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	20
4.	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)	<b><i>Oxford Word Skills-Intermediate</i></b> Publisher: Oxford University Press ISBN 978-0-19-462007-9 First published in 2008 and latest published in 2018 CEFR Scale □ B1 ■ B1-B2 ■ B2 □ B2+ □ C1
Learning/Resource Platform	<a href="http://www.oup.com/elt/wordskills">www.oup.com/elt/wordskills</a>



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## Requirements & Class Rules

1. Class attendance, lesson preparation and active class participation are required. (Flunked if you are absent more than six classes.)
2. 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 fellow classmates what has been covered and what will be doing in the class.
3. Plagiarism and cheating on the exam is absolutely not permitted. If someone is found plagiarizing or cheating on an exam, it means he/she will get a zero point for that exam.
4. There will be NO make-up exams/presentations unless valid and official reasons for absence are presented beforehand.
5. The handouts given in the class should be kept at least till the end of the semester for later reference or final exam.
6. Cellular phone should be turned off during the two-hour class period.



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## Grading Scheme

No.	Grading	%
1.	Attendance	10%
2.	Quizzes	25%
3.	Assignments (Spelling Bee)	15%
4.	Presentation & Participation	10%
5.	Final Exam	40%



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## Teaching Activities

- Spelling Bee 拼字演練 : A Spelling Bee Contest will be held once a week.
- Lectures 口頭講授 : Some difficult materials, such as words and their usage and parts of articles, will be taught and explained.
- Assignments 作業 : The heading '**How about you**' indicates personalized exercises which give students and opportunity to use the new vocabulary within the context of their own lives.



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## Classroom Languages

English	90	%
Mandarin	10	%



課堂讀寫比例

Reading (video script, newspaper reports, speech script...)	80%
Writing (translation, rewrite newspaper reports, summary...)	20%



Detailed Syllabus:

Week	Date	Class Topics & Topic-related Reading	Assignments & Activities	Skills to learn
1	9/15	Orientation (syllabus, agenda, target...)		
2	9/22	Topic 1: The Body Reading: Robots that show emotion		
3	9/29	Mid-Autumn Festival (no class)		
4	10/6	Topic 2: You and other people Reading: Social Network	Spelling Bee Topic 1 +2	New words in context
5	10/13	Topic 3: Leisure and lifestyle Reading: Pixar Movies	Spelling Bee Topic 3	
6	10/20	Topic 4: A changing world Reading: Can we build AI without losing control over it?	Spelling Bee Topic 4	
7	10/27	Topic 5: Institutions Reading: Our failing schools	Spelling Bee Topic 5	
8	11/3	Topic 6: News and current affairs Reading: How the news distorts our worldview	Spelling Bee Topic 6	Synonyms Antonyms
9	11/10	Topic 7: Work and finance Reading: American's forgotten working class	Spelling Bee Topic 7	
10	11/17	Topic 8: Concepts Reading: Success, failure and the drive to keep creating	Spelling Bee Topic 8	

11	11/24	<b>Quiz on Topic 1~8 (25%)</b>		
12	12/1	<b>Top 9: Spoken English</b> <b>Reading: Go ahead, make up new words</b>	<b>Spelling Bee</b> <b>Topic 9</b>	<b>Prefixes</b>
13	12/8	<b>Topic 10: University &amp; Occupation</b> <b>Reading: The jobs we'll lose to machines</b>	<b>Spelling Bee</b> <b>Topic 10</b>	
14	12/15	<b>Topic 11: The Word around Us</b> <b>Reading: Let's not use Mars as a backup plane</b>	<b>Spelling Bee</b> <b>Topic 11</b>	
15	12/22	<b>Topic 12: Written English</b> <b>Reading: Photos from a storm chaser</b>	<b>Spelling Bee</b> <b>Topic 12</b>	<b>Prefixes</b>
16	12/29	<b>Topic 13: Traveling English (1)</b> <b>Reading: Flight attendant announcement</b>	<b>Spelling Bee</b> <b>Topic 13</b>	<b>Suffixes</b>
17	1/5	<b>Top 14: Traveling English (2)</b> <b>Reading: Safety Demo</b>	<b>Spelling Bee</b> <b>Topic 14</b>	<b>Suffixes</b>
<b>18</b>	<b>1/12</b>	<b>Final Exam Topic 1~15 (40%)</b>		