



Course Number	11210LANG200062	Credits	2	Classroom	綜二 201
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"/> 10:10A.M. – 12:00P.M. <input type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> _____ P.M. – 5_____ 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 checked="" type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input 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				
可選課學生身分別	<input type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input checked="" type="checkbox"/> 初級生				
Prerequisites	修畢中級英文一二／初級英文一二課程且成績及格				
加簽說明	<input type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。 <input checked="" type="checkbox"/> 開放人工加簽__2__位學生。學生符合以下條件，得於第__1__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。 <input checked="" type="checkbox"/> 條件 1：必須於第一週到課 <input type="checkbox"/> 條件 2：須有其他時段【選讀英語文】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） <input checked="" type="checkbox"/> 條件 3：自所屬選課階段（大二生：第 1-2 次選課；大三、大四學生：第 3 次選課）起，亂數選課皆未選上（選上但退選者，不得以人工加簽再次選課） <input checked="" type="checkbox"/> 條件 4：應屆畢業生 備註：符合以上條件者若超過 2 位，則依優先順序加簽前 2 名。 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
汪友于	lucywang2012th@gmail.com



Course Aims / Descriptions

Primary aim	This course aims to enhance students' reading abilities by familiarizing them with vocabulary and developing their reading strategies and skills. All the reading materials are theme-based and systematically presented, which are highly useful in building up students' vocabularies. The abilities of information organization and critical thinking are also the emphasis of this course.
Subsidiary aim	Students will work in groups to build up theme-based vocabulary as well as synonyms and antonyms through collaborative learning such as brain storming. Prefixes, suffixes, roots words, collocations will be also focused. After being familiar with the new words and reading skills involving making inferences in context, students will improve reading comprehension. By the way, listening skills help reinforce letter-sound relationships to correctly pronounce written words. Video teaching helps review words to enhance word recognition and reading comprehension via situational conversation in videos. After mid-term, in order for students to read extensively, they will vote for three topics out of six to read and they will be encouraged to get other reading materials, such as the China Post, Taiwan News, related to the topics they vote for, as their reading assignments. Students have to take notes on their outside reading materials to show their reading comprehension and share the main ideas with their group members.
Corresponding CEFR Can-do statements	<p>Can-do statement (1) [READING] I can point out the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.</p> <p>Can-do statement (2) [READING] I can point out the main points in short newspaper and magazine articles about current and familiar topics.</p> <p>Can-do statement (3) [Listening] I can point out the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p>Can-do statement (4) [SPOKEN INTERACTION] I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>Can-do statement (5) [STRATEGIES] When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.</p> <p>Can-do statement (6) [QUALITY OF LANGUAGE] I can link a series of short phrases into a connected, sequence of points.</p>



英文核心能力指標 University Student 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)	20%
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)	20%
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	20%



Teaching materials and References

Textbook(s)	Baron, J., Henley, J. (2018). <i>Flow 21st Century Strategic Reading 2</i> . Caves Books. ISBN: 978-957-606-836-2 CEFR Scale <input checked="" type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	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



Requirements & Rules:

- Class attendance, lesson preparation and active class participation are required.
I will take attendance once in a while throughout the semester. If you are all present whenever I call the roll, you will get **90** (i.e. the primitive score) in this category (i.e. Class attendance). If you are absent for **two hours, ten points** will be deducted from this primitive score. If you are absent for more than **12 hours, you will definitely be flunked**.
- 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 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.
- 請敘明學生使用 AI 的條件**
AI-assisted reports and assignments are not allowed: only content done by a student or as part of an assigned group is accepted
禁止使用，作業或報告必須由學生或小組產出
Reminder: When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of Chat GPT’s biggest limitations is its databases only goes up to 2021, making it unaware of current events.
- 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.
- 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.
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.

Late Submission	Mark Awarded After Penalty
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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		

7. 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.

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.

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.



Grading:

1.	Attendance and participation	20%
2.	Assignments	25%
3.	Final written exam	20%
4.	Quizzes	20%
5.	Presentation	15%



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 70 %
Mandarin 30 %



Detailed Syllabus:

Week	Date	Topics	Reading Skills/ Vocabulary Builders
1	9/12	Course Introduction	Reading and Vocabulary Strategies
2	9/19	Language and Behavior	Visualizing and Summarizing/ The Prefix inter- Ordinal Numbers and and Sequential Words Collaboration
3	9/26	Health	Quiz/ Recognizing Sources and Understanding Literary Devices/ Gender-Specific Nouns Collaboration
4	10/3	Festivals	Recognizing Emphasis and Recognizing Addition The Suffixes <i>-able</i> and <i>-ible</i> , and Prefixes of Location
5	10/10	Holiday	No class
6	10/17	Video 1-2: Determined, Dedicated and Disciplined to Be Fit/ America's Man on Infectious Diseases Reading: Festivals	Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Recognizing Emphasis and Recognizing Addition/ The Suffixes <i>-able</i> and <i>-ible</i> , and Prefixes of Location
7	10/24	Food	Quiz/ Annotating a Text and Identifying Comparison and Contrast/ Modifiers and Participle Adjectives Expressing States
8	10/31	Food	Modifiers and Participle Adjectives Expressing States Creativity and Communication
9	11/7	Art	Quiz/ Deducing the Meaning of Words and Making Associations
10	11/14	Group Presentation	One unit taught in class will be presented by student group. PPT involves sentences-making by using new words and summary of the reading.

11	11/21	Video 3-4: Creating Art on Human Bodies/ The Creative Power of Young Adults on the Autism Spectrum Reading: Art	Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Idiomatic Expressions and Participle Adjectives Expressing Feelings
12	11/28	Culture	Recognizing Uncertainty and Understanding Past Events/ Job Suffixes and The Suffix <i>-ity</i> Communication Outside Reading Report 1
13	12/5	Education	Quiz/ Recognizing Changes and Identifying Pros and Cons/ The Prefix <i>dis-</i> and <i>en-</i> Outside Reading Report 2
14	12/12	Personality	Quiz/ Recognizing Scenarios and Analogies/ The Prefix <i>multi-</i> and Commonly Confused Words Outside Reading Report 3
15	12/19	Video 5-6: Didn't Have to Come Here. I Chose to Come Here/ Creating Messages Through Public Art and Design Reading: Engineering	Quiz/ Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Quiz/ Scanning for Statistics and Numbers and Recognizing Paragraph Transitions/ The Suffix <i>-ship</i> and The Prefix <i>counter-</i> Outside Reading Report 4
16	12/26	Moving Pictures	Quiz/ Attributing Attitudes and Points of View and Identifying Reasons/ The Suffix <i>-hood</i>
17	1/2	Review	Words in Context/ Vocabulary Builder
18	1/9	Final	Written Exam

SDGs (UN Sustainable Development Goals) Indicators¹ (如您規劃加入 SDGs 議題的學習活動，請勾選相關主題。如無，可將以下列圖示刪除)

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	

Academic Linguistic Skills Indicators² (如您的課程規劃與學術性質的語言技能相關，請勾選相關能力。如無，可將以下表單刪除)

<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 type="checkbox"/> Listening	<input type="checkbox"/> Note Taking	<input type="checkbox"/> Organizing	<input type="checkbox"/> Peer Review
<input checked="" type="checkbox"/> Presentations	<input type="checkbox"/> Public Speaking	<input checked="" type="checkbox"/> Reading Comprehension	
<input type="checkbox"/> Verbal Communication		<input type="checkbox"/> Writing	

¹ 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.

² Teacher may indicate the academic skills taught or practiced in this course.