



Course Number	LANG 101012	Credits	<b>2</b>	Classroom	綜二館 202 教室
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday				
	<input type="checkbox"/> 8:00A.M. – 9:50A.M. <input checked="" type="checkbox"/> 10:10A.M. – 12:00P.M.				
學生身分別	<input type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
加簽說明	<p><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。</p> <p><input type="checkbox"/> 開放人工加簽__位學生。學生符合以下條件，得於第__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 type="checkbox"/> 條件 1：必須於第一週到課</p> <p><input type="checkbox"/> 條件 2：須有其他時段【中高級英文一】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）</p> <p><input type="checkbox"/> 條件 3：為本時段【中高級英文一】限定學院之大一學生，且自新生選課階段起，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）</p> <p><input type="checkbox"/> 條件 4：應屆畢業生</p> <p><input type="checkbox"/> 條件 5：_____（如老師有其他加簽條件，請自行書寫）</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，未對應年級與學院分配時段而逕自改於其他修業年級選課或改選其他時段之英文領域課程，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>				



## Instructor &amp; Contact Information:

Name	Email	Office & Tel	Office Hour
吳聖鵬	hank.spwu@gmail.com	N/A	N/A



## Course Aims / Description

## 1. Primary aim

This one-year course is designed to enhance students' overall English competence through listening, speaking, and reading activities plus grammar review and vocabulary development. A four-skill coursebook plus a self-access learning project will be integrated to design learning tasks and provide opportunities for students to practice language learning strategies, get exposed to English in any form, and develop their confidence and fluency in the classroom and outside the classroom. After having taken this course, students are expected to consolidate their knowledge of English language and

engage themselves more confidently and fluently in authentic communication in everyday settings and even in school settings.

## 2. Subsidiary aim

In this class, students will have opportunity to

1. review and practice grammar points and sentence structures to describe and discuss a variety of topics and issues related to their life
2. build up theme-based vocabulary and even academic words for and through reading and listening to conversations, interviews, talks, and lectures
3. practice academic skills such as outlining, summarizing, critical thinking while listening, reading, speaking and writing
4. manage and present information, perspectives, or problem-solving in speaking and writing tasks or activities

## 3. Corresponding CEFR Can-do statements

Can-do statement #1 **[LISTENING]** can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.

Can-do statement #2 **[READING]** can understand articles, reports and reviews in which the writers express specific points of view.

Can-do statement #3 **[SPEAKING 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 **[SPEAKING PRODUCTION]** can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.

Can-do statement #5 **[WRITTEN PRODUCTION]** 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 #6 **[STRATEGIES]** can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.

Can-do statement #7 **[QUALITY OF LANGUAGE]** 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.”



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## 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)                  | 30% |
| 2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) | 10% |
| 3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques)                | 30% |
| 4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity)                | 15% |
| 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                          | 15% |



## Teaching materials and References

<b>Uniform textbook</b>	Christina Latham-Koenig, Clive Oxenden, and Kate Chomacki. (2021) <i>American English File 4, 3rd Edition</i> . New York: Oxford University Press. ISBN: 978-0-19-490685-2
	CEFR Scale <input type="checkbox"/> B2+ <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B1 <input type="checkbox"/> A2+ <input type="checkbox"/> A2

### Platform for course material

Teachers may upload the teaching materials such as audio files, lectures slides, assignments, quizzes, and supplementary materials or hyperlinks to either of the learning platforms:

**eeClass** <https://eeClass.nthu.edu.tw>

**eLearn** <https://eLearn.nthu.edu.tw>



## Grading

1. Attendance and participation	20%
2. Midterm Exam	15%
3. Final Exam	15%
4. Assignments & quizzes	30%
5. Group Presentations	20%

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).
  - ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score.
  - ✓ If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please email the instructor as you decide to take a leave and give the instructor **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.
  - ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted).
  - ✓ If you are absent for more than **8 hours, you will definitely be flunked**.
- 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.**
- 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.

4. AI-assisted reports and assignments are

encouraged broadly: Students can use AI without identifying what parts it generated  
完全開放使用且無須註明

encouraged broadly: Students can use AI but must identify what parts it generated  
完全開放使用但須註明使用生成式 AI 產出之部分

allowed with appropriate attribution: AI-assisted work on some assignments is allowed when students clearly identify what parts of the assignments were AI generated and how it helped them.

有條件開放，請註明如何使用生成式 AI 於作業或報告之產出

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）

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（請註明相關的監管機制）

no involvement in this subject. 本課程無涉及 AI 使用

**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.

5. 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.

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.

**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.**

<i>Late Submission</i>		<i>Mark Awarded After Penalty</i>	
<i>Number of days late</i>	<i>Penalty</i>	<i>Original grade 90</i>	<i>Original grade 60</i>
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.

## 9. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam.



### 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    ■ Mini projects 專題



### Classroom Languages

English 80 %    Mandarin 20 %



### Detailed Syllabus<sup>1</sup>

WEEK	DATE	Units	Tentative Learning Tasks
1	2/21	Course orientation Using and learning English in college	TED Talk Summary & Response

WEEK	DATE	Units	Tentative Learning Tasks
2	2/28	228 Peace Memorial Day	No class
3	3/6	File 6A Night night	Grammar – used to (p.56) Grammar – grammar bank 6A (p.142) Reading – segmented sleep (p.57) Group Formation
4	3/13	File 6A Night night	Reading – things people do at night (p.57) Vocabulary – sleep (p.58) Vocabulary – vocab race (p.58)

<sup>1</sup> Please refer to the school calendar for holidays and dates of school events. Teacher may have some teaching tasks adjusted or rescheduled.

			Presentation Topic Set up
5	3/20	<b>File 6A Night night</b>	Listening – sleep expert (p.59) Speaking – Q&A (p.59) Presentation Slides Checkup
6	3/27	<b>File 7A Let’s not argue</b>	Grammar – past modals (p.66) Grammar – grammar bank 7A (p.144) Pronunciation – weak form of have (p.66)
7	4/3	<b>File 7A Let’s not argue</b>	Reading/Speaking – student house arguments (p.67) Listening – how to argue better (p.68) Grammar – would rather (p.68)
8	4/10	<b>File 7A Let’s not argue</b>	Reading/Speaking – student house arguments (p.67) Listening – how to argue better (p.68) Grammar – would rather (p.68)
<b>9</b>	<b>4/17</b>	<b>Midterm Exam—Files 6A/7A PLUS listening &amp; reading proficiency test</b>	
10	4/24	<b>1<sup>st</sup> Group Presentation</b>	Peer Review in class
11	5/1	<b>File 8B Fake news</b>	Listening/Speaking – fake news? (p.80) Grammar – reporting verbs (p.81) Grammar – grammar bank 8B (p.147) Presentation Topic Set up
12	5/8	<b>File 8B Fake news</b>	Pronunciation – word stress (p.81) Grammar – reporting verbs in the past tense (p.81) Vocabulary/Speaking – the media (p.82)
13	5/15	<b>File 8B Fake news</b>	Vocabulary – vocab bank: the media (p.161) Reading – how to spot fake news (p.82) Video Listening – the speed of news once (p.83) Presentation Slides Checkup
14	5/22	<b>2nd Group Presentation</b>	Peer Review in class

WEEK	DATE	Units	Tentative Learning Tasks
15	5/29	<b>File 9B Super cities</b>	Reading – what makes a city attractive? (p.90) Listening/Speaking – the most beautiful cities (p.90)
16	6/5	<b>File 9B Super cities</b>	Grammar – uncountable and plural nouns (p.91) Grammar – grammar bank 9B (p.149) Activity – just a minute (p.91)
17	6/12	<b>File 9B Super cities</b>	Reading/Speaking – Songdo in South Korea (p.92-93) Vocabulary – prefixes and suffixes (p.93) Pronunciation/Speaking – word stress (p.93)
<b>18</b>	<b>6/19</b>	<b>Final Exam—Files 6A/7A/8B/9B PLUS listening &amp; reading proficiency test</b>	



## SDGs (UN Sustainable Development Goals) Indicators<sup>2</sup>



## Academic Linguistic Skills Indicators<sup>3</sup>

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

<sup>2</sup> 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.

<sup>3</sup> Teacher may indicate the academic skills taught or practiced in this course.