

National Tsing Hua University  
Intermediate English II  
中級英文二  
Spring 2024



Course Number	11220LANG102102	Credits	2	Classroom	教 102
Class hours	<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"/> 8:00A.M. – 9:50A.M. <input type="checkbox"/> 10:10A.M. – 12:00P.M.				
可選課學生 身分別	<input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Language Level	<input type="checkbox"/> A2+ - B1 (初級) <input checked="" type="checkbox"/> B1-B2 (中級) <input type="checkbox"/> B2 (中高級)				
加簽說明	<p><input type="checkbox"/> 開放人工加簽 3 位學生。學生符合以下條件，得於第 <u>  1  </u> 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：大四生為優先</p> <p><input type="checkbox"/> 條件 4：希望加簽生整學期出席率可以達 90% 以上，若不能有信心達成此出席率，建議不要加簽這門課</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 & Contact Information:

Name	Email	Office & Tel	Office Hour
楊幸瑜 Jane Yang	janeyang1129@gmail.com	None	By appointment



Course Aims / Description
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<p>Primary aim</p>	<p>This one-year course is designed to improve and enhance students' overall English competence through listening, speaking, and reading activities plus grammar review and vocabulary development. Students will have opportunities to learn the key components of English (pronunciation, vocabulary, and grammar) and practice language learning strategies, get exposed to English in any form (listening, reading, speaking, and even writing), and develop their confidence and fluency while they are practicing and performing various language tasks in the classroom and outside the classroom. After having taken this course, students are expected to consolidate their essential knowledge of English language and engage themselves in everyday and even authentic communication. <b>Requirements</b>—Students are required to prepare the designated learning activities <b>BEFOREHAND, REGULARLY</b> attend the class, <b>ACTIVELY</b> participate in classroom activities, and complete each assignment <b>ON TIME</b>. Aside from class participation and practices based on the textbook, students are encouraged to work on a self-access learning project based on designated videos, reading texts, and online English-learning materials.</p>	
<p>Subsidiary aim</p>	<p>In this class, students will have opportunity to</p> <ol style="list-style-type: none"> <li>1. review and practice simple present and continuous tenses, perfect tenses and narrative tenses to express and discuss various living topics</li> <li>2. build up theme-based vocabulary and even academic words for and through reading and listening to conversations, interviews, talks, and lectures</li> <li>3. practice academic skills such as outlining, summarizing, critical thinking while listening, reading, speaking and writing</li> <li>4. manage and present information, perspectives, or problem-solving in speaking and writing tasks or activities</li> <li>5. show innovative research skills through in-class activities and after-class assignments</li> </ol>	
<p>Corresponding CEFR Can-do statements</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol>	<p>[LISTENING]: Students can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p>[LISTENING]: Student can follow clearly spoken, straightforward short talks on familiar topics.</p> <p>[LISTENING]: Students can understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech</p> <p>[READING]: Students can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards</p> <p>[READING]: Students can understand the main points in short newspaper and magazine articles about current and familiar topics</p> <p>[READING]: Students can understand clear instructions, for example for a game, for the use of medicines or for installing computer software.</p>

7.	[ <b>SPEAKING INTERACTION</b> ] Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interests
8.	[ <b>SPEAKING INTERACTION</b> ] Students can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think.
9.	[ <b>SPEAKING PRODUCTION</b> ]: Students can give a prepared presentation and answer clear questions.
10.	[ <b>WRITTEN PRODUCTION</b> ]: Students can write simple texts about experiences or events, for example about a trip, describing my feelings and reactions.
11.	[ <b>STRATEGIES</b> ]: When students can't think of a word, they can use a word meaning something similar and invite "correction" from the person I am talking to
12.	[ <b>QUALITY OF LANGUAGE</b> ]: Students can use simple expressions politely in a neutral way in everyday situations.



### 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) 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) 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 learning resources and development of independent self-learning habit) 15%



### Teaching materials and References

Uniform Textbook	Christina Latham-Koenig, Clive Oxenden, and Jerry Lambert. (2021) American English File 3, 3rd Edition. New York: Oxford University Press. ISBN: 978-0-19-490662-3  CEFR Scale ■ B1 ■ B1-B2 □ B2 □ B2+ □ C1
Supplement Materials	<ol style="list-style-type: none"> <li>1. BBC Learning English <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a></li> <li>2. TED / TED-Ed <a href="https://www.ted.com/">https://www.ted.com/</a></li> <li>3. VoiceTube / YouTube / Podcasts</li> <li>4. Online news stories, blogs, articles</li> </ol>

Learning/Resource Platform	1. 清華大學 eeclass 數位學習系統 <a href="https://eeclass.nthu.edu.tw/">https://eeclass.nthu.edu.tw/</a> 2. AmericanEnglishFile3eOnlinePractice <a href="https://americanenglishfile3e.oxfordonlinepractice.com/">https://americanenglishfile3e.oxfordonlinepractice.com/</a> 3. MS Teams (using your office365 account)
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### Requirements & Rules:

1. 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 **80** (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**.
2. 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.**
3. **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. 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.
5. 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.<sup>1</sup>

**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	
Number of days late	<b>Penalty</b>	Original grade 90	Original grade 60
1	<b>10%</b>	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		

**6. 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.

**7. 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.

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



Ethics Statement on Generative Artificial Intelligence

**Conditionally open; please specify how to utilize generative AI in course output**

Grounded in the principles of transparency and responsibility, this course encourages students to leverage AI for collaboration and mutual learning to enhance the quality of course outputs. In accordance with the published Guidelines for Collaboration, Co-learning, and Cultivation of Artificial Intelligence Competencies in University Education, this course adopts the following policy: Conditionally open

Students must briefly explain how generative AI was used for topic ideation, sentence refinement, or structural reference in the footnotes of the title page or after the reference in their assignments or reports. If usage is discovered without proper disclosure, instructors, the institution, or relevant units have the right to reevaluate the assignment or report or withhold scores. If the course materials or learning resources have been derived from generative AI, the instructor will also indicate this in the slides or orally. Students enrolled in this course agree to the above ethics statement if registering for the class.

### Grading:

1.	Attendance and participation	15%
2.	Midterm exam	20%
3.	Final Exam	20%
4.	Assignment (Reading / Writing)	20%
4.	Quizzes	10%
5.	Presentation (Project)	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 90 %

Mandarin 10 %



### Detailed Syllabus:

WEEK	DATE	Units	Tentative Learning Tasks
1	2/22	Course orientation	Grouping/Preview 5A (online practice :vocabulary)
2	2/29	<b>File 5A Sporting superstitions</b>	Vocabulary (p. 46, 157) Pronunciation and Speaking (p. 46) Do you like sports?
3	3/7	<b>File 5A Sporting superstitions</b>	Reading: (p. 47) (Do “lucky socks really work?”) Listening (p.48)
4	3/14	<b>File 5A Sporting superstitions</b>	Grammar (p.48, p. 140): past tenses Speaking (p.49)
5	3/21	<b>File 7B The hotel of Mom and Dad</b>	<b>Quiz #1: 5A Sporting superstitions</b> Reading & Speaking

			(p. 70): Things you know if you still live with your parents Grammar: Second conditional, choosing between conditionals (p. 71)
6	3/28	<b>File 7B The hotel of Mom and Dad</b>	Pronunciation & Speaking (p.71) Vocabulary (p.72 & 162)
7	<b>4/4</b>	<b>No Class (Spring Break)</b>	
8	4/11	<b>File 7B The hotel of Mom and Dad</b>	<b>Quiz #2:</b> <b>7B The hotel of Mom and Dad</b> Listening (p.72): Speaking and Writing (p.73)
9	<b>4/18</b>	<b>Mid-term Exam</b>	5A & 7B
10	4/25	<b>File 8A The right job for you</b>	Vocabulary (p. 76, 163) Pronunciation and Speaking (p. 76)
11	5/2	<b>File 8A The right job for you</b>	Grammar: choosing between gerunds and infinitives (p. 77) Match your personality to the job (p. 77): Personality Test
12	5/9	<b>File 8A The right job for you</b>	Reading (p. 78): In the Shark Tank Listening and Speaking (p. 79)
13	5/16	<b>Group Presentation Day</b>	<b>Peer Evaluation</b>
14	5/23	<b>Group Presentation Day</b> <b>File 9B Digital Detox</b>	1 <sup>st</sup> period: presentation Vocabulary & Pronunciation: (p. 90)
15	5/30	<b>File 9B Digital Detox</b>	Listening & Speaking (p.91) Grammar quantifiers (p. 92)
16	6/6	<b>File 9B Digital Detox</b>	Reading & Speaking (p. 92)

17	6/13	<b>Unit Review and Class Evaluation</b>	Writing (resume) + Interviewing Questions (In-class activity) <b>Class Evaluation Survey</b>
18	<b>6/20</b>	<b>Final Exam</b>	<b>Good Luck😊</b>