

**National Tsing Hua University**  
**Spring 2024**  
**Upper-Intermediate English III\_Reading**  
**Class M1M2**

**COURSE INFORMATION**

|               |  |         |   |           |        |
|---------------|--|---------|---|-----------|--------|
| Course Number | LANG 103003  | Credits | 2 | Classroom | 綜二 203 |
| Class hours   | <input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday<br><input checked="" type="checkbox"/> 8:00A.M. – 9:50A.M. <input type="checkbox"/> 10:10A.M. – 12:00P.M. |         |   |           |        |
| 學生身分別         | <input checked="" type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生   |         |   |           |        |

**INSTRUCTOR**

| Name                     | Email                  | Office | Office Hour                                       |
|--------------------------|------------------------|--------|---|
| 劉文貞<br>(Jennifer W. Liu) | wenchenl2013@gmail.com | 綜二 210 | <b>Friday</b> 1:30 pm-3:30 pm<br>(By Appointment) |

**Extra Selection (Not Available)**

本課程不開放加簽

**COURSE GOALS & DESCRIPTION**

This upper-intermediate English III reading course aims at helping freshmen consolidate and sharpen their English reading ability. Through extensive reading, students will learn to quickly capture the gist of an article and develop their vocabulary and reading skills in various disciplines. Through intensive reading, students will learn to understand the literal and figurative meaning of a passage, discuss and analyze the writer's purpose, and then develop their critical thinking ability. Class activities include lectures, group discussions, pair practice and presentations.

**UNIVERSITY STUDENT CORE COMPETENCY INDICATORS 課程核心能力**

|  |     |
|--|-----|
| 1. The ability to communicate and express oneself in English<br>英語溝通與表達能力  | 25% |
| 2. The ability to think critically and organize ideas logically in English<br>深度分析與組織思考能力  | 25% |
| 3. The knowledge of English learning strategies and techniques<br>英語學習策略與技巧  | 25% |
| 4. Global views of English and multicultural diversity<br>對英語與多元文化的國際視野  | 10% |
| 5. The ability to use existing English learning resources and development of independent self-learning habit<br>善用英語學習資源，培養獨立學習英語的習慣能力 | 15% |

**UNIFORM TEXTBOOK**

Blass, L. & Vargo, M. (2018). Pathways: Reading, Writing, and Critical Thinking (2<sup>nd</sup> Edition). National Geographic Learning. ISBN: 9781337407809

CEFR Scale  B2+  B2  B1  A2+  A2

## E-Learning Platform

<https://eeclass.nthu.edu.tw>

## RECOMMENDED ONLINE DICTIONARIES

1. Longman Dictionary of Contemporary English Online  
<https://www.ldoceonline.com/>
2. Cambridge Dictionary  
<https://dictionary.cambridge.org/dictionary/english/>
3. The Free Dictionary  
<http://www.thefreedictionary.com/>

## Regulations for Using AI (AI 使用原則)

Students are not allowed to use AI to generate any assignments. However, they are allowed to use AI to revise their assignments. When doing so, students need to provide their original version, the revised version by the AI, and a list of lessons or insights they have gained from the AI's revised version.

## GRADING

1. Attendance and Participation - 15%
2. Pair Article Presentation - 15 %
3. Quizzes - 15%
4. Reading Strategy Journal - 15%
5. Assignments - 5%
6. Uniform Final Exam - 35%

## ATTENDANCE AND PARTICIPATION

Students are expected to attend each class punctually and actively participate in pair, group, and class discussions. **When not being able to come to class, students have to inform the teacher in advance and provide valid proof within two weeks.** Students' attendance, punctuality, and class participation will be recorded for evaluation.

## Attendance/Participation Policy

- starting point: 9 (起始點: 9 分)
- lateness: -2 (遲到: 2 分)
- absence: -5 (缺席: 5 分)
- active participation in class discussion: 1 (踴躍參與課堂討論 1 分)

The starting point of your class participation/ attendance score is 9. Each late arrival will cost you 2 points, and absence, 5 points. In each class, when you actively participate in class discussion (i.e. volunteering to express your ideas or ask questions more than 3 times), you get 1 point. (Volunteering to speak just one time can still make a small but solid contribution--0.5 point--to your score.) The score accumulation or deduction does not stop at 15 or 0 but has an upper limit when the total reaches 20. In other words, a negative attendance and participation score will be carried over to influence your semester grade, but a strong positive attendance and class participation score will give you 5 extra points to your semester grade.

**All these seemingly complicated and trivial attendance and class participation score calculations are to encourage you to speak English more and participate more in class. The more you are involved in each class, the more harvest you'll reap from this course.**

### **PAIR ARTICLE PRESENTATION**

Students have to choose an article from the course packet and give a 10-minute pair presentation in class. The sign-up is to be completed in the **third** week and the presentation list will be announced afterwards. . To fulfill this course requirement, **students need to begin the preparation work at least 2 weeks ahead, meet all the deadlines, memorize their speeches and be well-practiced.** (For details, please see Appendices I & II.)

### **Reading Strategy Journal**

In this semester, students will learn 7 reading strategies and apply these strategies when reading articles. The reading strategy journal shows how students employ the reading strategies they have learned to optimize their reading fluency and comprehension. More information will be announced later in the semester.

### **ASSIGNMENTS**

All the assignments need to be typed and turned in on time. LATE ASSIGNMENTS WILL NOT BE GRADED.

### **QUIZZES**

**Two quizzes**, as scheduled in the course outline, will test students on the vocabulary and the content of the articles in the textbook and those presented by fellow students in class. **Before students' presentations, pop quizzes may be held and will account for 1/3 of the 15 percent.**

### **UNIFORM FINAL EXAM**

The uniform final exam, accounting for **35% of the semester grade**, takes place in the usual classrooms and class meeting times in week 18. **Five units of the textbook, units 3, 4, 6, 7, and 8, will be covered in the uniform exam.**

## COURSE SCHEDULE

| Week | Date | Main Topic                        | Pair Article Presentation  | Quiz   |
|------|------|-----------------------------------|--|--------|
| 1.   | 2/19 | Course introduction & Orientation |  |        |
| 2.   | 2/26 | Unit 1 Changing the Planet        |  |        |
| 3.   | 3/4  | Unit 1 Changing the Planet        |  |        |
| 4.   | 3/11 | Unit 1 Changing the Planet        |  |        |
| 5.   | 3/18 | Unit 1 Changing the Planet        | Presentation #1<br>_____<br>_____                                      |        |
| 6.   | 3/25 | Unit 3 Beauty & Perception        | Presentation #2<br>_____<br>_____                                      |        |
| 7.   | 4/1  | Unit 3 Beauty & Perception        | Presentation #3<br>_____<br>_____                                      |        |
| 8.   | 4/8  | Unit 3 Beauty & Perception        |  |        |
| 9.   | 4/15 | Quiz#1                            |  | Quiz#1 |
| 10.  | 4/22 | Unit 6 Language and Culture       | Presentation #4<br>_____<br>_____                                      |        |
| 11.  | 4/29 | Unit 6 Language and Culture       | Presentation #5<br>_____<br>_____<br>Presentation #6<br>_____<br>_____ |        |
| 12.  | 5/6  | Quiz#2                            |  | Quiz#2 |
| 13.  | 5/13 | Unit 7 Resources and Development  | Presentation #7<br>_____<br>_____                                      |        |
| 14.  | 5/20 | Unit 7 Resources and Development  | Presentation #8<br>_____   |        |

|     |             |   |  |  |
|-----|-------------|---|--|--|
|     |             |   | _____  |  |
| 15. | 5/27        | <b>Unit 8 Living Longer</b>                 | Presentation #9<br>_____<br>_____  |  |
| 16. | 6/3         | <b>Unit 8 Living Longer</b>                 | Presentation #10<br>_____<br>_____<br>Presentation #11<br>_____<br>_____<br>Presentation #12<br>_____<br>_____<br>Presentation #13<br>_____<br>_____<br>Presentation #14<br>_____<br>_____ |  |
| 17. | <b>6/10</b> | <b>No Class (Dragon Boat Festival)</b>      |  |  |
| 18. | 6/17        | <b>Uniform Final Exam</b><br>(原班級教室與上課時間考試) |  |  |

## Appendix I

### Pair Article Presentation

Students have to choose an article from the course packet and give a 10-minute pair presentation in class. **The sign-up is to be completed in the third week** and the presentation list will be announced afterwards. To fulfill this course requirement, **students need to begin the preparation work at least 2 weeks ahead, meet all the deadlines, memorize their speeches and be well-practiced.**

#### I. Two weeks before the presentation Day

- a) Make sure which article is your presentation article.
- b) Meet with your partner and evenly allocate your work.
- c) Read your presentation article at least once.
- d) Post your questions on the article title as well as your answers to them on eeclss.**

#### II. One Week Before the Presentation Day

- a) Post your subheadings of the article on eeclss.
  1. Please remember to number all the paragraphs first.
  2. Try to group the paragraphs and give each group of paragraphs a subheading.
  3. Your subheadings should be phrases rather than sentences.
- b) Post your vocab list of the article on eeclss.
- c) The vocabulary list is different from 'word sharing.' There should be around 15 or more vocab words on the list, depending on the length and difficulty level of the article chosen.

#### d) Vocabulary List

- i. For the presentation, you have to make a vocabulary list of the words you don't know from this article. Each entry on the vocabulary list should include the word, its part of speech, (i.e. noun, verb, or adjective, etc.) the English definition used in this article, and an example sentence.
  - ii. Please number your vocabulary words and list the words according to the order of appearance in the article.
  - iii. If not being able to find a word's example sentence from dictionaries, you can use the sentence from your article. **Please do not make your own sentence.**
  - iv. When making the vocabulary list, use the following three dictionaries to look up definitions and example sentences:
    1. **Longman Dictionary of Contemporary English**  
<http://www.ldoceonline.com/dictionary/epidemic>
    2. Cambridge Dictionary  
<https://dictionary.cambridge.org/dictionary/english/>
    3. **TheFreeDictionary**  
<http://www.thefreedictionary.com/innumerable>
- **Note: Please consult 'Longman Dictionary of Contemporary English' first. The definitions I give you in class are mostly from this dictionary because its definitions are easier to be understood and memorized.** If you cannot find a suitable definition in Longman or Cambridge, then try the third option, TheFreeDictionary.
- e) Don't email me your vocab list. I'll leave the responsibility to you of the proof-reading work. However, if you have trouble finding a suitable definition for a word, you are welcome to ask Jennifer.
  - f) Please compose your speech as early as possible.
  - g) You will have to memorize your speech and rehearse it well before your presentation day.

### III. On the Presentation Day

a) Distribute your copies of the vocabulary list to your classmates and hand in to the teacher one copy of the vocabulary list and your written report **before** you step up to the podium to present.

b) Content of the Presentation

The content of the presentation should include:

1. Summary: A tip for summarizing an article is to list some key words first. Then, organize the key words/main ideas with your own logic and with your own words. Please do not copy sentences from the article.
2. Vocabulary word sharing: Choose 2 to 3 new words or phrases you have learned from the article and explain why the words have left a deep impression on you. You may also share a sentence that you find interesting in the article instead of words.
3. Your response to the article: Tell the audience your thoughts after reading the text. (Each of the speakers has to share his/her response.)

c) Time Limit

The time limit for the pair presentation is 10 minutes. The suggested time allocation is as follows:

- article summary: 3 minutes
- vocabulary words/ interesting sentences: 2 minutes
- personal response to the article: 2 minutes for each speaker

■ Please make sure you complete your speech within the time limit. Otherwise, once the time is up, you will have to stop immediately whether you finish the presentation or not.

d) Q&A

After your presentation, your classmates and I will ask you questions on the article or your presentation. Both of you have to take turns to answer the questions. (As for the people who ask questions, they can get one extra point to their class participation scores that day.)

e) Written Report

1. Please type a written report of your presentation, which should include the article summary, word sharing, and your responses to the article, hand it in to the teacher **before your presentation on the presentation day.**
2. On the written report, please specify your work allocation.
3. Make sure you post your written report on eclass no later than the presentation day.

## Appendix II

### Rubric for Pair Article Presentation

| Category   | Description   | Point Value |
|--|---|-------------|
| <b>Volume, Articulation, &amp; Pronunciation</b> | <ul style="list-style-type: none"> <li>• speaks loudly and clearly</li> <li>• articulates his/her words</li> <li>• uses correct pronunciation</li> </ul>  | 20          |
| <b>Preparation</b>                               | <ul style="list-style-type: none"> <li>• posts <b>questions about the article title and their answers two weeks</b> prior the presentation day</li> <li>• posts the finalized version of <b>article subheadings</b> and <b>word list</b> on eclass one week before the presentation day</li> <li>• distributes the copies the vocabulary list on time</li> <li>• hands in the written report on time</li> <li>• posts the finalized written report on eclass by the presentation day</li> <li>• answers questions from the teacher as well as the fellow students well</li> </ul> | 20          |
| <b>Delivery</b>                                  | <ul style="list-style-type: none"> <li>• no long pauses</li> <li>• well-organized</li> <li>• adopts a proper speed, intonation, and suitable pauses</li> <li>• has enough eye contact</li> <li>• doesn't read notes</li> <li>• has good time control</li> </ul>   | 20          |
| <b>Content</b>                                   | <p>Summary:</p> <ul style="list-style-type: none"> <li>• includes the key points</li> <li>• does not copy sentences from the article</li> <li>• organized</li> </ul> <p>Word sharing:</p> <ul style="list-style-type: none"> <li>• explains the reasons for choosing the words</li> <li>• explains the meanings of the words used in the article</li> <li>• suggests how the words/phrases can be used</li> </ul> <p>Response:</p> <ul style="list-style-type: none"> <li>• meaningful reflection</li> </ul>  | 20          |
| <b>Vocabulary List &amp; Written Report</b>      | <p>Vocabulary list:</p> <ul style="list-style-type: none"> <li>• includes all important new words</li> <li>• chooses correct meanings used in the article</li> <li>• few errors</li> <li>• a complete list</li> <li>• numbers and lists the words according to their order of appearance in the article</li> </ul> <p>Written report:</p> <ul style="list-style-type: none"> <li>• typed</li> <li>• few grammatical errors</li> <li>• organized</li> <li>• includes work allocations</li> </ul>   | 20          |
| <b>Total</b>                                     |   | 100         |