



<b>Course Number</b>	11220LANG200024	<b>Credits</b>	2	<b>Classroom</b>	綜二 104
<b>Class hours</b>	<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"/> 1:20 P.M. – 3:10P.M. <input type="checkbox"/> 3:30 P.M. – 5:20P.M. <input type="checkbox"/> 10:10 a.m.-12:00 p.m.				
<b>Course Type</b>	<input type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input checked="" type="checkbox"/> EOP (English for occupational purposes)				
<b>Language Level</b>	<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				
<b>Core Ability</b>	<input type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
<b>可選課學生身分別</b>	<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				
<b>Prerequisites</b>	修畢中高級英文一/二，中高級英文聽講或閱讀				
<b>加選說明</b>	不開放人工加簽。所有學生須由選課系統亂數選課。				

**Instructor & Contact Information:**

Name	Email
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**Course Aims / Description<sup>1</sup>****Primary aim**

The course “Oral Communication for Professional Contexts” mainly aims to help students acquire the required knowledge for transitioning from college to the target workplace. Students will also become familiar with specific English occupational terms, phrases, and expressions for work and obtain knowledge of business etiquette and cultural differences at different workplaces. Throughout the semester, students will be given the chance to be exposed to the English oral learning environment, which focuses especially on occupation-related topics. Furthermore, job interview techniques, presentation skills, and international etiquette at work are also the key components that will be touched upon throughout the semester.

In addition to occupational oral training, this course also briefly introduces the writing techniques of résumé and cover letter, which are basic job-hunting elements for students’ future careers. More importantly, students must engage in a variety of in-class activities and are encouraged to apply English to occupation-related situations as frequently as possible to strengthen their English speaking, and writing skills as well as their confidence in using the language.

## Subsidiary aim

In this class, students will be given the opportunity to:

1. Be aware of the knowledge that they should acquire prior to entering workplaces through reading, and doing the role-play of occupation-related dialogues and group discussions.
2. Engage in an interview scenario by doing mock interview with their peers, and they will also be rated and commented on by their instructor and peers for further improvement.
3. Promote themselves and show their strengths as an interviewee through giving individual presentation.
4. Build up a learning networking with peers with different expertise to get them exposed to different possibilities of English applications.
5. Apply the techniques of writing resume and cover letter for future careers and practice their critical thinking skill by providing suggestions and commenting on peers' performances.



## Teaching materials and References

Textbook(s)	Live ABC Editor, (2018). <i>Workplace English-A Hands-on Course for Workplace Professionals, Book 3, 1st edition</i> . Live ABC. ISBN:978-986-441-2501 CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	Live ABC Editor, (2021). <i>Workplace English-A Hands-on Course for Workplace Professionals, Book 2, 2nd edition</i> . Live ABC. ISBN: 978-986-441-594-6
Learning/Resource Platform	<ul style="list-style-type: none"><li>✧ Stefan Kostarelis, (2018). <i>English Works for the Office, Book 1, 2<sup>nd</sup> printing</i>. Caves Book Ltd. ISBN: 978-957-606-814-0</li><li>✧ Barry Tomalin, (2020). <i>English for Key Business Skills, 1st edition</i>. HarperCollins. ISBN: 978-986-318-914-5</li><li>✧ LinkedIn: <a href="https://tw.linkedin.com/">https://tw.linkedin.com/</a></li><li>✧ British Council: <a href="https://learnenglish.britishcouncil.org/business-english/youre-hired/episode-04">https://learnenglish.britishcouncil.org/business-english/youre-hired/episode-04</a></li></ul>



## Requirements & Rules:

1. **Class attendance, lesson preparation and active class participation are required.**
  - ✓ The instructor takes attendance every week at 10:15 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. **(5 points for each class hour)**
  - ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted).
  - ✓ If you are absent due to 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 in person**. A receipt or a medicine prescription with correct stamp of date by accredited hospitals can be seen as a valid proof.
  - ✓ **For menstrual leave**, only one leave is acceptable a month, which doesn't mean you can take the leave once a month. If you ask for more than two menstrual leave for the whole semester, 5 points will be deducted when it is the second time. There will be no valid proof for the type of leave, but please be genuine to yourself and your instructor.
  - ✓ If you are absent for more than **8 hours**, **you will be flunked**.
2. Absence from a class is no excuse for not submitting assignments by the deadline 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 **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 the deadline. No late submission will be accepted or graded unless the instructor approves your application of late submission.<sup>2</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.**
  - \* **AI is only allowed in limited instances:** AI is only accepted when you see it as a reference but not an assignment generator. You can use it for brainstorming, but your reports at the end should be organized with your own effort. If you copy and paste the ideas directly from AI without specification, your submission of assignment will be considered invalid.

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1-3	20%	72	48
4-5	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.

✓ For in-class participation, students are also asked to raise their hands to answer questions and join the group activities actively for getting at most **20 points** for the category of class attendance and participation.

#### 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.



#### Grading:

1.	<b>Attendance and participation</b>	20%
2.	<b>Midterm-</b> Group or individual mock Interview with the instructor (4 minutes)	20%
3.	<b>Final-</b> Individual Oral Presentation	20%
4.	Future Career Plan by introducing your specialty and Department (Video tape)	20%
5.	Resume writing practice	10%
6.	Various tasks (Self-introduction, role-play, onstage sharing, answering Qs, voice memo)	10 %



#### 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	Class Activities / Assignments	Tentative Learning Tasks
1	2/19	Course Orientation	Pre-course Questionnaire
2	2/26	Self-introduction	<b>Speaking-</b> Introduce oneself and meet new friends
3	3/5	<u>Book 2-1</u> : Looking for a Job	<b>Reading-</b> Elements of job ads <b>Vocabulary-</b> Job-hunting-related words Action verbs application <b>Writing-</b> Résumé writing
4	3/12	<u>Book 2-1</u> : Looking for a Job	<b>Writing-</b> Cover letter writing Elements of cover letter
5	3/19	<u>Book 2-2/3-1</u> : Job Interview	<b>Listening-</b> Criticize an interview through video watching <b>Vocabulary-</b> Interview conversation (Group discussion- Possible interview questions) <b>Vocabulary-</b> Interview conversation <b>Speaking-</b> Q & A techniques (B3,p.10-13) (Group discussion- How to answer tough questions)
6	3/26	<u>Book 2-2/3-1</u> : Job Interview	<b>Conversation- Job offer (Negotiation)</b> -Say yes or no to the offer <b>Speaking-</b> Q & A techniques (B3,p.10-13) (Discussion A- Possible interview questions) (Discussion B- How to answer tough questions)
7	4/2	<b>Resume revision with the instructor &amp; Peer Assessment (finish in class)</b>	<b>Speaking-</b> Students will discuss their works with the instructor, they will assess their peers' works simultaneously by asking questions and giving verbal suggestions.
8	4/9	Interview Dress Code	<b>Vocabulary-</b> Words for outfits (B2-2, p.24) <b>Speaking-</b> giving suggestions to peers' outfits (Group discussion- What to wear to an interview)
9	4/16	<b>Midterm: Group Mock Interview (15 minutes each group)</b>	
10	4/23	<u>Book 3-7</u> : Negotiations	<b>Knowledge:</b> Core of negotiations (P.104/P.107) <b>Video Watching:</b> Salary & perks negotiations. <b>Speaking:</b> Negotiation tips (p.108-109)
11	4/30	<u>Book 3-7</u> : Negotiations	<b>Conversation:</b> Planning a negotiation strategy (p.110) <b>Group Discussion:</b> Negotiation (Job offer)
12	5/7	<u>Book2-9</u> : Business Trip_ <u>Book 3-2</u> : Business Etiquettes	<b>Vocabulary-</b> Hotel room reservations, checking in at the airport, boarding gate and on board <b>Business Etiquettes-</b> how to shake hands (B3, p.26), Business card exchange, table manner (B3,p.30-32)

			<b>Group Discussion-</b> Willingness of working abroad
13	5/14	<u>Book2-6 (3-6):</u> Presentation	Core concepts of presentation <b>Speaking</b> - discussing and explaining tables, charts, and graphs (P.77-78)
14	5/21	<u>Book2-6 (3-6):</u> Presentation	<b>Speaking A-</b> organizing your speech (B2-p.76) <b>Speaking B-</b> Presentations skills (slides by the instructor) (Group discussion- Presentation etiquette)
15	5/28	<b>Individual Oral Presentation</b>	Promote yourself to the interviewer (Peer assessment) * <b>Presenters</b> should finish self-assessment afterwards.
16	6/4	<b>Individual Oral Presentation</b>	* <b>Audience</b> will ask the presenters questions and finish the peer assessment sheet.
17	6/11	<i>Online course (Watch peers' video)</i>	* Students should pick a few videos shot by their peers and give comments and suggestions with rating
18	6/18	<i>Future Plan- issue Discussion</i>	<b>Speaking and discussion-</b> discuss questions raised by the class * <b>Students should pick at least two questions to answer in class</b>