

National Tsing Hua University

Spring 2024

小說選讀

Tentative Syllabus_T7T8

Course Number	LANG200028	Credits	2	Classroom	General Building 103(綜二 103)
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 15:30 p.m.-17:20 p.m. <input type="checkbox"/> _____ P.M. – _____ 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 type="checkbox"/> B1 (中級) <input checked="" type="checkbox"/> B1-B2 <input checked="" 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				
課程練習的語言種類	<input type="checkbox"/> 聽講 <input checked="" type="checkbox"/> 閱讀 <input type="checkbox"/> 寫作				
可選課學生身分別	<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 & Contact Information

Name	Email	Office & Tel	Office Hour
李偉哲	waycher@gapp.nthu.edu.tw	N/A	By appointment

Extra Selection: Not Available

本課程不開放人工加簽。所有學生須由選課系統亂數選課。

There will be NO manual enrollments. Please get on a waitlist of the course selection system or keep checking until the course add/drop deadline

Course Aims / Description

1. Primary aim

Travel literature has been increasingly popular. Including several writing styles, such as narrative and expository, and providing intriguing knowledge and information, the genre is great for the ESL students who attempt to read the authentic materials and to cultivate their lifetime reading habits. This elective course aims to give the students an opportunity to read an unmodified English text which is created for native speakers of English and to apply their reading skills to actually read a novel.

In this course, students are introduced to a humorous travel memoir, the *Geography of Bliss*, written by Eric Weiner, a longtime NPR foreign correspondent. The students will be taught the structure of a narrative text to enhance their comprehension and to help them efficiently recall information in the texts. Nevertheless, the course is not intended to teach them how to read a novel for literature-analysis but for information-gathering techniques. Having gathered sufficient information, they are encouraged to interact with texts by anticipating, picturing, interacting, and evaluating. Consequently, the students will develop practical reading strategies and become sophisticated and active readers.

2. Subsidiary aim

In addition to reading skills, the course is also designed to expand students' vocabulary to different fields. While trying to decipher words in the novel, students deepen and widen their vocabulary knowledge. Furthermore, they will learn writing devices, such as foreshadowing, flashback, and show but not tell, used in creative writing.

3. Corresponding CEFR Can-do statements

Can-do statement #1 Students can understand main ideas expressed in articles on complex and controversial topics.

Can-do statement #2 Students can read texts of different styles independently.

Can-do statement #3 Students can achieve a certain degree of fluency while sharing their opinions.

Can-do statement #4 Students can present a detailed description and weigh up pros and cons on a range of topics.

Can-do statement #5 Students can produce a continuous stretch of language without glaring errors that cause misunderstandings and without noticeable pauses that hinder effective communication.



英文核心能力指標 University Student Core Competency Indicators

4. 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)	30
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)	10



Teaching materials and References

Textbook(s)	The Geography of Bliss: One Grump's Search for the Happiest Places in the World CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
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Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required. Your attendance grades are based on your contribution to class discussions.
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**. Those who fail to contribute to a group presentation won't receive points for the presentation.
5. Assignments are expected to be completed and submitted by due date. **No late submission will be accepted past a grace period of a week. For overdue assignments, you will be marked down by 40% of your original scores.**
6. Mobile devices are only permitted by the instructor for educational purposes.
7. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam.

Guidelines for Using AI Tools

Certain assignments in this course can be done using generative artificial intelligence.

In the assignments permitting the use of AI tools, you must clearly identify which parts of the assignments were AI generated and how AI helped you. Additionally, you are responsible for the information based on AI queries in your submitted assignments.

If permitted, you are allowed to use generative AI tools for the following activities:

- brainstorming ideas
- looking up some words
- finding information about your topics
- checking your grammar and style

If not permitted, by default, you are **not allowed** to seek AI assistance, particularly for the following activities:

- posting answers on online discussion boards
- doing exercises focusing on basic language skills, such as paraphrasing, reducing and combining sentences.

The lists above are not exhaustive, please consult me if you have doubts or questions.



Grading Scheme

No.	Grading	%
1.	Attendance and participation	20%
2.	Quizzes (vocab)	15%
3.	Mid-term	20%
4.	Presentation	20%
5.	Final exam (writing)	25%



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 80 %
Mandarin 20 %



課堂讀寫比例

閱讀 (類型包含-novels, news articles) 80 %

寫作 (類型包含 - summary, argumentative essays, 20 %
creative writing)



Schedule

WEEK	DATE	Class Activities / Assignments	
1	2/20	Orientation	Narrative vs. expository texts
2	2/27	Chapter 1: the Netherlands p.7-18	Reading for literature vs. reading for other purposes
3	3/5	Chapter 2: Switzerland p.18-29	distinguish author's tones of voice: formal, informal, serious, joyful, optimistic, pessimistic, humorous
4	3/12	Chapter 3: Bhutan p. 30-42	humor writing, iceberg theory by Hemingway, unexpectedness, exaggeration
5	3/19	Chapter 3: Bhutan p.43-55 (quiz1)	the structure of a story (two trips) Paraphrasing, reinterpretation, and invention
6	3/26	Chapter4: Qatar p.56-67	Describing techniques ethos: author's character
7	4/2	Chapter4: Qatar p.68-79	character development
8	4/9	Chapter 5: Iceland p. 80-91	Interpreting and creating dialogues (register)
9	4/16	Chapter 5: Iceland p.92-103 (Quiz2)	Who's telling the stories? (Different perspectives)
10	4/23	Chapter6: Moldova p.104-115	comparing and contrasting different perspectives
11	4/30	Midterm	
12	5/7	Chapter6: Moldova + Chapter 7 Thailand p.116-126	Recognizing scenarios
13	5/14	Chapter 7: Thailand p.127-134	Making associations (how and why characters change throughout the chapter)
14	5/21	Chapter 8: Great Britain p.135-146	Interpreting passages
15	5/28	Chapter 8: Great Britain-> Chapter 9: India p.147-158 (Quiz 3)	Making inferences
16	6/4	Chapter 9: India p.159-169	Text-to-text connection

17	6/11	Presentation
18	6/18	Final Exam