

National Tsing Hua University  
 中高級選讀英文〔學術英語聽力〕Academic Listening Training  
 Spring 2024



Course Information

<b>Course Number</b>	LANG 2000 __	<b>Credits</b>	2	<b>Classroom</b>	綜二 202
<b>Class Hours</b>	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M. <input type="checkbox"/> _____ P.M. – _____ P.M.				
<b>Course Type</b>	<input type="checkbox"/> EGP (English for general purposes) <input checked="" type="checkbox"/> EAP (English for academic purposes) <input 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 checked="" type="checkbox"/> B2+ <input type="checkbox"/> C1				
<b>Core Ability</b>	<input checked="" 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 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、二或中高級英文三				
<b>加簽說明</b>	<p><input 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 checked="" type="checkbox"/> 開放人工加簽_4_位學生。學生符合以下條件，得於第_1_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 checked="" type="checkbox"/> 條件 1：必須於第一週到課</p> <p><input checked="" type="checkbox"/> 條件 2：須有其他時段【選讀英語文】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：自所屬選課階段（大二生：第 1-2 次選課；大三、大四學生：第 3 次選課）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 checked="" 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，未對應年級而逕自改於其他修業年級選課之英文領域課程，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
林嘉瑜	joylin.nthu@gmail.com	綜二 209 34417	Monday 13:00-15:00



## Course Aims / Description

### 1. Primary aim

This course mainly aims to enhance students' listening ability in academic context with useful strategies. In addition, practical listening materials in daily life are provided as supplementary practices. Students are guided from a great variety of listening materials to master contextualized vocabulary and speaking skills. After listening input, students are encouraged to practice expressing opinions with related issues, demonstrating comprehension toward listening materials. Supplementary course materials can be found on eeclass course website (<https://eeclass.nthu.edu.tw/>).

Participation in class discussion and activities is required and will contribute to the final grade. Homework may be given daily and will be due in the following week. Students are expected to come to class prepared to discuss designated chapters and assignments. Quizzes will be designed to test students' learning on listening skills. The final report will be designed to incorporate various listening skills covered in this semester.

### 2. Subsidiary aim

Before taking this class, students should be equipped with intermediate listening ability so as to consolidate the ability of understanding implied language, effective note-taking, and synthesizing information from different sources. Meanwhile, students will be trained to apply the receptive information from listening for their productive result of discussion on specific academic subjects.

### 3. Corresponding CEFR Can-do statements

(1) listening, reading, spoken interaction, spoken production, written production

#### Listening:

- Can-do statement #1 I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
- Can-do statement #2 I can generally understand everybody I talk to, though I may need to confirm some details, especially if the accent is unfamiliar.
- Can-do statement #3 I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
- Can-do statement #4 I can follow most lectures, discussions and debates both within and outside my field.

#### Spoken interaction:

- Can-do statement #1 I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I talk to.
- Can-do statement #2 I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation and clarification is needed.

(2) strategies, quality of language

### Strategies:

Can-do statement #1 I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.

Can-do statement #2 I can monitor my speech and writing to repair slips and improve formulation.

### Quality of language:

Can-do statement #1 I can express myself fluently and spontaneously, except occasionally when speaking about a conceptually difficult subject.

---

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

No.	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)	30%
4.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	10%
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)	20%

---

## Teaching materials and References

Textbook(s)	Hamlin, D., & Koza, Linda-Marie. (2016). <i>Inside Listening and Speaking 4</i> . New York: Oxford University Press. CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input checked="" type="checkbox"/> C1
Additional Textbook(s)	Ingrid Wisniewska. (2013). <i>Vocabulary and Grammar for the TOEFL Test</i> . London: HarperCollins Publishers.
Learning/Resource Platform	<a href="https://eeclass.nthu.edu.tw/">https://eeclass.nthu.edu.tw/</a>

---

## Requirements & Rules

- Class attendance, lesson preparation and active class participation are required.  
(1) If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please give me **the valid proof WITHIN TWO WEEKS**. (2) **If you miss more than 3 CLASSES (without valid reasons), you will FAIL the course.** (3) **Being LATE for more than 20 minutes is treated as ABSENCE from that day's class.**
- Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **Ask your classmates or me what has been covered in the class.**

3. **Cheating** on the exam is **absolutely not permitted**. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
4. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
5. Please **turn off** your **cell phone** during the two-hour class period.
6. **Late assignments** should be delivered to me or my mailbox **with your name, your course number, and teacher's name** written on it **by the Friday noon of the due week**.
7. 學生使用 AI 的條件 **AI-assisted reports and assignments are**
  - 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）

**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.



### Grading Scheme

No.	Grading	%
1.	Attendance and participation	15%
2.	Final exam	25%
3.	Final presentation	10%
4.	Skill-related assignments	30%
5.	Unit quizzes	20%



### 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	<u>70</u>	%
Mandarin	<u>30</u>	%



### Detailed Syllabus:

<b>WEEK</b>	<b>DATE</b>	<b>Class Content</b>	<b>Content Area</b>	<b>Chapter Assignments (Listening; speaking skills)</b>
1	2/21	<b>Course introduction Proficiency test</b>	Academic listening test	<b>Class survey</b>
2	2/28	<b>No class (Peace Memorial Day)</b>		
3	3/6	<b>U2 Wait for it</b>	Psychology	<b>Outlining lecture notes</b>
4	3/13	<b>U2 Wait for it</b>		<b>Stating, rephrasing, and illustrating</b>
5	3/20	<b>U4 Sound Response</b>	Public Health	<b>Cause-Effect Relationship</b>
6	3/27	<b>U4 Sound Response</b>		<b>Citing Sources</b>
7	4/3	<b>No class (Intercollegiate activities)</b>		
8	4/10	<b>U5 Changing your brain</b>	Neuroscience	<b>Listening for signal phrases</b>
9	4/17	<b>U5 Changing your brain</b>		<b>Expressing and responding to an opinion</b>
10	4/24	<b>Midterm checkup Mock proficiency test</b>	Academic listening test	
11	5/1	<b>U6 Macro approach, macro improvement</b>	Economics	<b>Inferences</b>
12	5/8	<b>U6 Macro approach, macro improvement</b>		<b>Checking for understanding</b>
13	5/15	<b>U9 High-performance machines</b>	Robotics	<b>Facts and opinions</b>
14	5/22	<b>U9 High-performance machines</b>		<b>Polite requests and interruptions</b>
15	5/29	<b>U10 A world apart</b>	Geography	<b>Synthesizing information</b>
16	6/5	<b>U10 A world apart</b>		<b>Deductive and inductive reasoning</b>
17	6/12	<b>Final presentation</b>		
18	6/19	<b>Final exam (Textbook &amp; proficiency test)</b>		