

National Tsing Hua University
 中高級選讀英文—小說選讀
 Selected English Novels
 Spring 2024



Course Information

Course Number	LANG 2000 <u>31</u>	Credits	2	Classroom	綜二館 201
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday				
	<input type="checkbox"/> 1:20P.M. – 3:10P.M. <input checked="" type="checkbox"/> 3:30P.M. – 5:20P.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 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				
加簽說明	<input checked="" type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。				
停修條件	The student's application for course withdrawal will NOT be approved if <ol style="list-style-type: none"> The student never attends class nor submits assignments. The student is absent or asks for leave with NO valid excuses for more than 6 classes. The student never explains to or discusses with the teacher his/her difficulty in taking care of this subject. The student neither offers valid excuses on his application for course withdrawal nor notifies the teacher beforehand. 學生如遇有以下情形，其停修申請將「 不予同意 」 <ol style="list-style-type: none"> 學生未曾到課或繳交任何作業。 學生無故缺席或未有證明之請假超過六次 學生從未向老師解釋、或與之討論，修讀本課程時的困難 學生未在停修申請上敘明或以其他通訊方式告知老師停修本課程之原因 避免學生規避「低修」學分數而選課，或以其他理由選課但不上課等情事 提醒：請於選課前參考課程大綱，了解評分方式、各週進度。並於第一堂課進一步了解作業、報告、考試的規劃與所需處理時間。評估自己的學習量能，避免修課失衡。				



Instructor & Contact Information

Name	Contact Information	Office & Tel	Office Hour
徐桂平 Vicky Hsu	personal messaging on eeclass¹	綜二館 B 側 209 (☎ 34417)	Tuesday 10:00 A.M.-12:00 P.M. 綜二館 B 側 209

¹ No email will be replied to, especially when the sender's email address does not belong to the student. Please leave



Course Aims / Description

1. Primary aim

This novel course is designed for students who hope to read English novels for pleasure and for improvement of reading comprehension and skills. Through reading the novel and discussing the issues presented in the plot, students are expected to engage in a close reading of the language used in a specific section of the novel and make connections between the novel and any or all of the following: the personal world, aspects of human nature, society and the wider world.

2. Subsidiary aim

The activities related to reading a novel will be divided into six phases:

- (1) understanding and examining the literary elements and structures of a novel
- (2) developing the habit of reading through chapter-by-chapter reading
- (3) enhancing reading comprehension skills and reading strategies
- (4) interacting with classmates in the discussion of the situations, confrontations, and challenges faced by the main characters
- (5) exploring and sharing context clues, perspectives, and cultural information
- (6) investigating authentic language use and rhetorical devices such as form, tone, word use, and imagery

3. Corresponding CEFR Can-do statements

Can-do statement #1 **[READING]** can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.

Can-do statement #2 **[READING]** can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer.

Can-do statement #3 **[SPOKEN INTERACTION]** can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.

Can-do statement #4 **[STRATEGIES]** can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.

Can-do statement #5 **[QUALITY OF LANGUAGE]** can explain the details of an event, idea or problem reliably.



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) | 30% |
| 2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) | 30% |
| 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) | 10% |

messages on eeClass, using the "personal messages" function. 請使用 eeClass 的私人訊息聯絡，email 將不回覆，特別是發送郵件的電子郵件地址並非發信人所有。

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) Lisa Genova. (2007, 2009, 2019). *Still Alice* 《我想念我自己》, 10th anniversary edition. New York: Gallery Books. ISBN: 978-1-4391-0281-7.

【遵守智慧財產權觀念，不得非法影印】

CEFR Scale B1 B1-B2 B2 B2+ C1

Platforms for course materials and learning resources

1. 清華大學 **eeclass** 數位學習系統 <https://eeclass.nthu.edu.tw/>
2. **MS Forms** (for assignments & quizzes)
3. **MS Teams** (using your office365 account when online classes are offered)
Team code: **nhv6d2q**



Grading Scheme

- | | |
|---|-----|
| 1. Attendance and participation (See Requirements & Rules #1) | 15% |
| 2. Assignments (Story details and developments, plot analysis, language and rhetorical devices) | 35% |
| 3. Novel-reading Logs (summaries, reflections, glossary, memorable quotes, culture notes) | 25% |
| 4. Discussions & presentations (guided readings, cultural information, extension readings) | 15% |
| 5. Final oral report | 10% |

Note: The percentage of this grading scheme is subject to possible adjustments. To be announced.



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 **70** (i.e. the primitive score) in this category (i.e. Class attendance). 經常性點名，全勤者可得此評分項目中70%。
 - ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score. 每次未假未到課，扣除此評分項目的10%。
 - ✓ If you are absent in case of **UNCONTROLLABLE** situations (e.g. illness, emergency, important occasions, etc.) and you decide to take a leave, please fill out the MS Forms (Request for leave with proof) using your office 365 account issued by Computer and Communication Center of National Tsing Hua University, with **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. 遇不可抗力情形需請假者，請用本校計通中心核發的office365帳號填寫請假申請，並附上請假證明（就醫收據、藥袋、公假單等）。
- Request for leave with proof (MS Forms): <https://forms.office.com/r/h0aVy3DxNj>
- ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted). Being late for more than 60 minutes is treated as absence from the whole class. 遲到逾10分鐘，扣



除此評分項目的5%。遲到逾60分鐘，視為該次上課未到課。

✓ If you are absent for more than **12 hours**, your course withdrawal will NOT be approved, and **you will definitely be flunked**. 無故不到課逾12小時者，將不予同意其停修申請，學期成績以不及格論

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**. 缺席不得作為無法及時繳交作業或完成作業之藉口。缺席者富有處理作業繳交或完成之責。（委託同學代為繳交或領取，或自行前來教師研究室繳交或領取。）

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. 嚴禁抄襲與作弊。抄襲與作弊者，學期成績以不及格處理。情節重大時，將提報至相關單位依校規處理。

4. 學生使用 AI 的條件

AI-assisted reports and assignments are

■ allowed with appropriate attribution: AI-assisted work on some assignments is allowed when students clearly identify what parts of the assignments were AI generated and how it helped them.

有條件開放，註明如何使用生成式 AI 於作業或報告之產出

■ 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，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 go up to 2021, making it unaware of current events.

5. 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. 無合理且正式的缺課原因，將不予補考或補行報告。

6. 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.

作業請按時繳交（或上傳）。未獲教師同意可延遲繳交者或超過以下寬限期，其遲交作業不批改、不計分。

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. 每遲交一日。扣 10%成績

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1	10%	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 遲交逾 5 日，不計分		

7. **Penalty for no or poor participation in pair or group work**

Students are expected to take part in various pair or group activities. Failure to engage in these activities may lead to reductions in grades awarded. Sometimes the reduction may be suggested by other group members; in other circumstances, the instructor may reduce the grade awarded without reference to other group members.

8. **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.** 行動裝置僅限於學習活動，使用須獲得老師同意或遵照老師指示。

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. 課程進行時，請關閉行動電話或轉為靜音模式。未獲教師指示或許可，不得於上課時間使用。

9. **The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam.** 課程相關各項文件請妥為保存至學期結束。

Teaching Activities

- Lectures 口頭講授 Pair/Group discussion 配對 / 分組討論 Guided reading 導讀
 Reading Strategies & Comprehension practices 閱讀策略與理解練習
 Student presentations 學生報告

Classroom Languages

English 80 % Mandarin 20 %

Detailed Syllabus

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
1	2/21	Course introduction	Why do we read novels?
2	2/28	No class (228 Peace Memorial Day)	
3	3/6	Elements of a story/novel	Why novels have the first page?
4	3/13	<i>Still Alice</i> – September 2003 (pp. 3-26)	Character development

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
5	3/20	<i>Still Alice</i> – October 2003 (pp. 27-36) <i>Still Alice</i> – November 2003 (pp. 37-49)	Conflicts + Struggles = plot
6	3/27	<i>Still Alice</i> – December 2003 (pp. 50-66)	Vocabulary which is critical to understand the story
7	4/3	No class (Intercollegiate Activities)	
8	4/10	<i>Still Alice</i> – January 2004 (pp. 67-81) <i>Still Alice</i> – February 2004 (pp. 82-89)	Forgetfulness vs. dementia
9	4/17	<i>Still Alice</i> – March 2004 (pp. 90-100) <i>Still Alice</i> – April 2004 (pp. 101-109)	Culture information in the story
10	4/24	<i>Still Alice</i> – May 2004 (pp. 110-122) <i>Still Alice</i> – June 2004 (pp. 123-142)	imagery & figurative language
11	5/1	<i>Still Alice</i> – July 2004 (pp. 143-156) <i>Still Alice</i> – August 2004 (pp. 157-174)	Parent-child relationship
12	5/8	<i>Still Alice</i> – September 2004 (pp. 177-190) <i>Still Alice</i> – October 2004 (pp. 191-203)	Story Timeline
13	5/15	<i>Still Alice</i> – November 2004 (pp. 204-212) <i>Still Alice</i> – December 2004 (pp. 213-226)	
14	5/22	<i>Still Alice</i> – January 2005 (pp. 227-240) <i>Still Alice</i> – February 2005 (pp. 241-248)	
15	5/29	<i>Still Alice</i> – March 2005 (pp. 249-254) <i>Still Alice</i> – April 2005 (pp. 255-264)	Caregiver's perspective
16	6/5	<i>Still Alice</i> – May 2005 (pp. 265-268) <i>Still Alice</i> – June 2005 (pp. 269-279) <i>Still Alice</i> – Summer 2005 (pp. 280-285) <i>Still Alice</i> – September 2005 (pp. 286-287) <i>Still Alice</i> – Epilogue (pp. 288-292)	Reader's reflections
17	6/12	Final oral report – What's my next read? (pre-recorded video on YouTube)	
18	6/19	Final oral report – What's my next read? (pre-recorded video on YouTube)	



Final Oral Report—My Next Read
Task Prompts & PowerPoint Slide Guide Sheet

You are going to give a talk to your classmates about a novel you may read after having read *Still Alice* in our class. Your talk will last for about **5 minutes**. Reports that are shorter than **4 minutes** or longer than **6 minutes** cannot get a better grade than a “C-”. (Reminder: Preparedness is a must; rehearsals may help.)

Time: Video by June 17, 2024 & Peer evaluation from June 18 to June 20, 2024

This “My Next Read” presentation does not have to be a perfect book report. Instead, it is more like a sharing that focuses on **how** you find out and **why** you decide to read the novel.

Your “My Next Read” presentation may include at least five out of these aspects:

- an appealing opening as a hook or an attention-getter
- factors or reasons for your choice
- brief book information (e.g., author, subject matters, synopsis, social/cultural background, memorable quotes, level of language difficulty, ...)
- your expectations (fun reading, language learning, culture, history, figurative language, ...)
- a memorable or impressive concluding remark



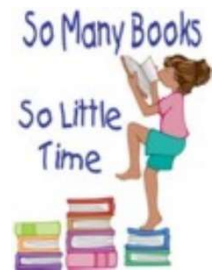
Reminder of the content and organization

- ✓ **Greetings & overview of the oral report** (Note: The opening of an oral presentation is a key moment to grab your audience’s attention and make them wonder and anticipate what will be going on like the opening chapter of a novel.)
- ✓ **Book information** (Note: Remember that you haven’t read this novel yet, and it’s illogical that you know the detailed development of the novel and even the ending. Please keep the book information short but clear enough for you and your classmates to consider the novel a worthy read. It’s enough.)
- ✓ **Factors/reasons for your choice** (Note: It’s the highlight and the essence of the oral report. Please make the audience feel your genuine desire to read the novel.)
- ✓ **Your expectation of reading the novel** (Note: Remember that you haven’t read or finished this novel; it’s impossible to talk as if you were familiar with the plot. Instead, you are expected to talk like a reader who gets ready to remove the wrapping off the novel and turn to the first page. You may secretly turn to the last page to read the ending, but you are supposed to expect what you will get after reading the whole novel.)
- ✓ **Inspirational quotes for reading the novel (optional)** (Note: You may google the novel, especially those bestsellers, and you may find some sentences on the Internet that inspire or move readers. If you read some, you may feel moved or inspired immediately without knowing too much about the plot. Or, you may imagine what would be in the novel while reading these sentences selected from the novel. It’s great to share with your audience how you feel reading these inspirational quotes.)
- ✓ **An impressive or aspirational conclusion**
- ✓ **Please avoid spoilers in the presentation**



Guideline for a Reading Log for *Still Alice*

In addition to reading and discussing *Still Alice* (written by Lisa Genova) throughout the semester, you are required to create a **READING LOG** as a final/term project.



Deadline: June 23 (Sunday), 2024

Submission: upload to eclass (a PDF file)

Your **READING LOG** is supposed to include the following:

1. Book Information

- To list the book's **title, author(s), genre**
- To list the **main characters** or create a character map or web for their relationships
- To briefly **summarize** the plot (no more than 300 words; without giving away any surprises, twists, or the ending) for a novel or the subject matters discussed in *Still Alice*
- To explain what you like and dislike about the novel or a list of its positives and negatives
- To support a recommendation to a specific audience (optional)
- To offer a list of at least **THREE** websites (e.g., official site) that provide information about the author, the novel, the subject matter, and/or reviews.

Note: The above information is mainly **the result of an Internet search**, not your personal ideas. In other words, the book information you find may be the reasons that you choose, like, or read the book.

2. Reflection

Write a reflection about **500 words in length**. You can't be wrong with your responses, as these reflect your personal reactions to the text. Take some risks and be honest. Use the sample prompts to help you get started with expressing your likes/dislikes, confusion, and observations. Use your personal experiences to connect with the plot or the subject matter. Specify the page number(s) if you refer to a specific scene or chapter in your reflection.

Sample Prompts:

- *I really don't understand the part where . . .*
- *I really like/dislike this idea because . . .*
- *This character reminds me of somebody I know because . . .*
- *This character reminds me of myself because . . .*

Book Information 的部份是這本書的基本資料，只要做網路資料的蒐集就可以（但需註明資料來源）

在書的內頁、博客來、或 Amazon.com 都可以找到這些 **book title, author, genre, 出版社、出版年份**。

有些小說，在網路上還可以找到人物的關係圖，**plot summary**，讀者喜歡或不喜歡這本書的理由。或是這本書的優缺點（例如文字的難易度、情節的安排合理或鬆散等）與推薦的理由。某些作者或暢銷書甚至還有自己的網頁。

Reflection 的部分是要自己寫的唷。不可以抄網路上的文字。

這部份是根據你自己已經閱讀的部分，以英文寫一篇感想。**Guideline** 上所列的 **Prompts** 不需要全部使用，你可以挑選你想回應的幾個重點來回答。但是不要像回答簡答題一樣，一題一題答。請寫成一篇有頭有尾有邏

- *I think this setting is important because . . .*
- *This scene reminds me of a similar scene in (title of book/movie/T.V. show) because . . .*
- *I like/dislike this writing because . . .*
- *This part is very realistic/unrealistic because . . .*
- *I think the relationship between _____ and _____ is interesting because . . .*
- *This section makes me think about . . .*
- *I like/dislike (name of character) because . . .*
- *This situation reminds me of a similar situation in my own life. What happened was . . .*
- *If I were (name of character) at this point, I would . . .*
- *I began to think of . . .*
- *I love the way . . .*
- *I can't believe . . .*
- *I wonder why . . .*
- *I noticed . . .*
- *I'm not sure . . .*
- *My favorite character is _____ . . .*
- *I like the way the author . . .*
- *I felt sad when . . .*
- *I wish that . . .*
- *I was surprised . . .*
- *I want to know more about.*

3. Chapter summaries and/or discussions

Our weekly discussions provide plenty of information and ideas for you to write a summary for **SOME** chapters. Though you are welcome to write a summary for each chapter, you are allowed to write about your favorite chapters **ONLY** (4-5 chapters preferred).

You are also expected to include **SOME** of our in-class discussions. We have discussed a lot, and you are encouraged to write your responses to some questions listed in the handouts. (Discussions on 4-5 questions preferred)

4. Glossary

- Creating a glossary is an important part of English learning. A glossary helps a reader understand the words in the text and facilitates the reading process. In addition to English, a glossary can be helpful especially a lot of terminology (e.g. medical or legal terms) is used for the story or the subject matter.
- Go through the pages you have read in the book, create a short glossary. The glossary is divided into two sections: **VOCABULARY** and **EXPRESSIONS**.

In the **VOCABULARY** section, you are required to list **at least 30 words**. For each item, you list

1. Word entry

Glossary 的部分重點是**查字典**的工作。選出**30-50**個你覺得應該要懂的新單字(不要隨便列出 **Vicky** 覺得你國中或高中就應該懂得的單字), 利用網路上的英英字典 (Longman, MacMillan, Oxford, Cambridge 等), 查出**英文的 definition**, 如果可以加上**詞性與中文定義**更好。記得要列**至少二句例句**, 其中一句從你閱讀的文本裡選出, 句末加上頁碼), 另加一句從字典或其他來源上選出的例句。

15-20 idiomatic expressions 也是同樣的格式 (英文定義、詞類、中文定義、例句)。**Idiomatic expressions** 是指字詞的搭配與組合是固定用法, 某些 **idiomatic expressions**

2. Part of speech 詞性
3. Definition (**in English**; you are welcome to add a Chinese translation to the word); the definition should be carefully selected to meet the context. 英文定義 (可以附加中文定義)
4. **TWO** example sentences: One example sentence from the dictionary or any other text and the other should be the sentence in the novel that contains the word, along with the page number in the parentheses.

附上單字出現在小說中的句子，並註明頁碼，加上一句其他來源（字典、網路文章等）的例句。

Sample:

1. **paradigm** (n.) a model or example that shows how something works or is produced
Frankly, pure pleasure is not my cultural paradigm. [Eat Pray Love, p. 79]
the basic paradigm of the family tree
2. **sheer** (adj.) luck, happiness etc with no other feeling or quality mixed with it [= pure]
Generally speaking, though, Americans have an inability to relax into sheer pleasure.
[Eat Pray Love, p. 80]
I'll never forget the look of sheer joy on her face.

In the **EXPRESSION** section, you are required to list at least **15 fixed or idiomatic expressions**. For each expression, you list:

1. Expression entry
2. Definition (**in English**; you are welcome to add a Chinese translation to the word); the definition should be carefully selected to meet the context
3. **2** example sentences: One example sentence from the dictionary or any other text and the other should be the sentence in the novel that contains the word, along with the page number in the parentheses.

Note: You may use online English-English dictionaries to facilitate creating the glossary.

Longman English Dictionary Online

<http://www.ldoceonline.com/>

Cambridge Dictionaries Online

<http://dictionary.cambridge.org/>

Oxford Dictionaries Online

<http://oxforddictionaries.com/>

5. Memorable Quotes

Copy at least **TWO sentences** in each chapter (page numbers included) in your reading log and explain why these lines caught your attention and/or how the quotes move or inspire you. Your explanation can be in English or Chinese.

Sample:

“People think a soul mate is your perfect fit, and that’s what everyone wants. But a true soul mate is a mirror, the person who shows you everything that’s holding you back, the person who brings

Memorable quotes 是希望你列出在閱讀這本小說時，喜歡或有特別感受的句子，並加以解釋你對這個句子的感受（中文或英文的註解都可以）。你所選出的句子不一定要很優美或很艱澀。可以是英文用得很棒的句子，也可以是你心有戚戚焉的句子，也可以是你覺得表達書中角色或情節的佳句。請列出這些句子、標示頁數，並加上自己的註解、對應的心情、感想等（中英文皆可）。

you to your own attention so you can change your life. A true soul mate is probably the most important person you'll ever meet, because they tear down your walls and smack you awake." [Eat Pray Love, p. 198]

6. Culture Notes

A "culture note" originally refers to a small "pop-up" text that explains a cultural element on a TV program or film that the target audience is not expected to understand. Examples can be:

- Cultural artifacts and symbols
- Definitions for specific terms
- Puns and jokes that are hard or impossible to explain with just subtitles.

Learning English through reading also means learning about the culture. These notes aim to provide insight into the people, places, customs, and history of English-speaking countries.

In the **CULTURE NOTES** section, you are required to create **at least 10 notes**. Each note includes the following: (In order to explain the cultural element better, you may explain it in English or Mandarin.)

1. the cultural element
2. explanation or information **in English** plus photos. (You may also add information in Mandarin.)
3. information source or at least one website that provides information for the cultural element

Sample:

1. sweet 'n' Lo: a brand of artificial sweetener made primarily from granulated saccharin. It also contains dextrose and cream of tartar, and is distributed primarily in packets. There have been over 500 billion Sweet'N Low packets produced.

最有名的代糖品牌，現在在英文中可直接用 Sweet 'N Low 表示代糖。

<http://www.sweetnlow.com/>

<http://www2.mmh.org.tw/nutrition/chao/sweetner.htm>

2. gravy boat: Could you bring me a gravy boat? 能不能請你幫我帶一個滷汁皿?

a long, low container with a handle, used for serving gravy at the table

gravy 是一種褐色的稠汁，通常老美在吃 mashed potato 時都會加上一點 gravy 調味。那這個 gravy boat 就是用來裝 gravy 的一種器皿。(utensil)。這樣講也許太抽象，大家有沒有吃過牛排？拿來裝黑胡椒醬那種像船一樣的器皿就是 gravy boat。話說第一次老美跟我說，"Could you bring me a gravy boat?" 我的直覺反應就是 "boat?" 帶什麼樣的船啊？原來此船非彼船，指的是盛裝東西用的器皿。(Source: <http://www.amazon.com/exec/obidos/tg/browse/-/13413561/102-0857506-0383315>)



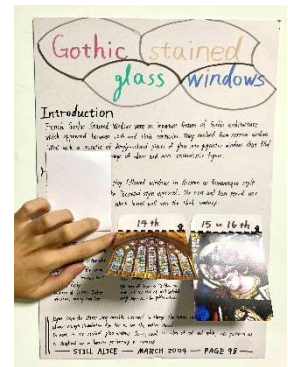
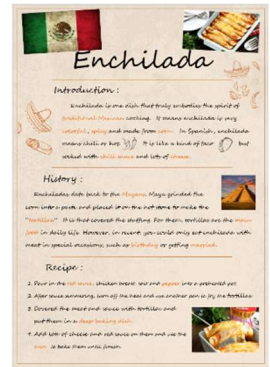
Culture Notes 的範圍十分廣泛，可以是書中提到的某種食物、藥品、品牌、書籍、建築或是歌手、企業家等。甚至歷史上的事件、醫學常識或是某種科技產品或概念。只要是你覺得對我們這些英語學習者值得多知道一些的事物或概念，都可以列在 **Culture Notes**。這 **10 個 Culture Notes** 也是查資料的工作。請把基本的資訊列出（不要只列網址），除了英文資訊（必要），附加中文資料也歡迎。有圖片也不錯。記得要列出資料

Culture Notes (September 2003 —April 2004)

While reading a novel, we engage in the story, especially what the characters experience along with conflicts and struggles. Some readers may have a chance to learn more real, authentic language by reading conversations and descriptions in the novel. If we readers take a closer look at the story, we may find some “culture”² scattered here and there on the pages. Understanding the culture in the story familiarizes ourselves with values, visions, language, behaviors and beliefs in the setting of the story and promotes our engagement in the story.



1. You may read the novel or refer to the section “culture notes” in the vocabulary list of each month for the topic for your poster.
2. You are expected to complete the following tasks:
 - (a) Do Internet search on the topic you select and collect the information that may help you learn more about the knowledge, perception, beliefs, attitudes, behavior and even symbolic gesture related to the people in a particular social background or in a geographical region.
 - (b) Make a **8K-size poster (about 28cmx39cm)** based on the search results. On your poster you may include some key words, explanations, and pictures (if any). Be sure that the words are large enough to read and the pictures are clear to see. You may **highlight**, **underline**, or **circle** the key points that you expect your readers to notice. **(Note: A piece of Imm cardboard sheet will be given to each student.)**



Reminder #1: You may make a poster with creative design and artistic consideration only if it won't take up too much of your time. Even a black-and-white or handmade poster will be fine.

Reminder #2: It's a poster, not a report. Please keep the information **simple, clear** and **easy to read**.

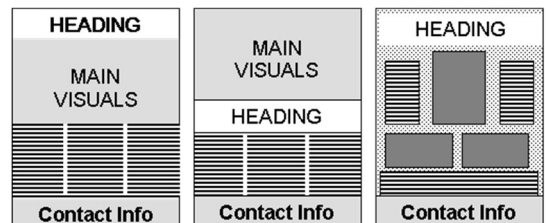


3. **Presentation Date:** Bring your work to our class on **May 1, 2024 (Week 11)**. The whole class will walk around to browse all the posters.

4. Your poster will be evaluated by the teacher and the whole class.

(a) Each of your classmates will be given 5 stickers for their favorite posters.

(b) The teacher will grade your poster for the content, the layout, and readability.



² Culture (from the Latin *cultura* stemming from *colere*, meaning "to cultivate") generally refers to patterns of human activity and the symbolic structures that give such activities significance and importance." As such, it includes codes of manners, dress, language, religion, rituals, art. norms of behavior, such as law and morality, and systems of belief.

Story Timeline for Still Alice (September 2003 - August 2004)

A timeline is a graphical representation of related items or events in sequential order, displayed along a line and labeled with short or long descriptive text. Addition of an image makes a timeline more visually appealing.

Dividing the story events into order of occurrence is a helpful demonstration of important plot points.

You have read the life of Alice Howland for **12 months straight**. It's time to refresh your memory with the important plot events in this patient with Alzheimer's with a story timeline.

Please design and make a timeline using WORD, EXCEL or any other software or application (even by hand).

Deadline: Submission on eelcass no later than May 29, 2024 (week 15)



1. **Browse the novel** (the months you have read) and **find out the events** you'd like to place on the timeline. You may write them down sequentially with the pen on the sticky/Post-it notes, using one note for each event (marked with the month and the page number for later reference). **Check that the order is correct.** Refer to the book to make sure.
2. **Laying Out the Timeline:** Remember that your timeline can be vertical or horizontal, curved or straight; it doesn't have to be a plain horizontal line. At one edge of the paper, draw a hash mark. This is your start date. Draw a straight line that stretches across the paper and ends with another hash mark on the other side of the page. This is your end date. The rest of the information will fall between these marks. Make the appropriate number of **evenly-spaced hash marks** across the line between your start and end dates. Your timeline does not need to be a straight line, or even a line at all - you can get creative with how it looks.
3. **Fill in the timeline with events.** Your events don't have to fall exactly on a hash mark; they're just in place to visually mark the passing of time. Shorten or lengthen your timeline as necessary. If you notice that a lot of the events are crowded together in the same span of time, consider refocusing the timeline so that it covers a shorter amount of time.
4. **Consider creating multiple parallel lines.** If you feel there's too much information to include on just one line, you can have multiple timelines that span the same dates, but detail different themes.
5. **Decide how much description to include.** How much information you include depends on how much research you conducted, the nature of your assignment, and your own personal preference.
6. **Use color and bolded text for emphasis.** To help the information you're presenting look interesting and readable, help it pop by using different colors for the main events. You could also use a different font size, bolded text, or make other design changes to create visual interest.
7. **Consider including images.** You can add visual interest to your timeline with some pictures to go along with the events you're chronicling. Find images online, copy them from books, or get creative and draw them yourself.
8. **Finalize the timeline.** Do your best to present the information neatly. Don't crowd it too much - the timeline should be readable.

