



Course Number	LANG 200072	Credits	2	Classroom	綜二館 105 教室
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" 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. – 5_____ P.M.				
選讀英語文課程原則以原【英文三】1:20P.M. – 3:10P.M.時段為主。其它時段排課，以不佔用一年級課程時段與教室可用性來排課。					
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)				
選讀英語文課程根據適用向度區分為通用英語 (English for general purposes; EGP)與專業英語 (English for special purposes; ESP)兩大類，專業英語分為學術英文 (English for academic purposes; EAP)與職場英語 (English for occupational purposes; EOP)。請標明本課程的類別。					
Language Level	<input checked="" type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1				
選讀英語文課程以 B2 級數課程為主。EGP 與 EOP 課程可開設 B1 (中級) 或 B2 (中高級) 級數課程；EAP 僅開設 B2 (中高級) 級數課程。如欲開設 C1 (高級) 級數課程，請先與召集人連絡討論。					
Core Ability	<input type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
請標示本課程的主要核心能力至少一項。Reception 課程的核心能力為 listening 或 reading；interaction 課程的核心能力為 spoken 或 written interaction；production 課程的核心能力為 spoken 或 written production。					
請見歐洲共同語文參考標準 (The Common European Framework of Reference for Languages, 簡稱 CEFR) 中的相關說明。 ¹ [Reference: CEFR-Scales and Skills]					
可選課學生身分別	<input type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input checked="" type="checkbox"/> 初級生				
中高級 (B2) 課程請勾選前標生與頂標生；中級 (B1) 課程請勾選中級生與初級生。					
Prerequisites	無				
建議開課教師加入修習本課程時應有的英語能力 (如某些文法概念、詞彙量等，可參考 CEFR 文件或選用教材 introduction/to the teacher 部分)，提供選課參照。如無法提供英語能力資訊，可以改用本校必修英語課程如【初級/中級/中高級英文一/二/三】或其他選讀英語文課程修畢所達的學期成績等第，較適合銜接本課程，提供選課參照。					
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。 <input type="checkbox"/> 開放人工加簽__位學生。學生符合以下條件，得於第__週上課時，				

¹ CEFR 全名為 Common European Framework of Reference for Language, 中文為歐洲共同語言參考標準，是歐洲官方對於不同等級語文水平的描述。除了 CEFR 還有其他類似的官方標準，比如美國的 ACTFL、加拿大的 CLB 以及 ILR 等。CEFR 標準可針對多種語言。

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。

- 條件 1：必須於第一週到課
- 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）
- 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）
- 條件 4：應屆畢業生
- 條件 5：_____（如老師有其他加簽條件，請自行書寫）

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。



Instructor & Contact Information:

Name	Email	Office & Tel	Office Hour
吳聖鵬	hank.spwu@gmail.com	N/A	N/A



Course Aims / Description²

Primary aim

This course aims to consolidate the use of English language the learners already know by giving them further knowledge and practices from the aspect of pronunciation. Learners are expected to: 1) identify and memorize the accurate sounds of vowels and consonants; 2) recognize phonic rules such as stress, prominence and linking; and 3) apply those rules to produce clear, natural and fluent talks.

Subsidiary aim

At the syllable and word level, learners must be able to distinguish K.K. and IPA phonetic symbols and convert the symbols well into standard reading of the sounds. Learners are also encouraged to check on at least one online dictionary to get the actual pronunciation of each word. At the sentence and paragraph level, learners are instructed to identify and imitate the use of prominences and linking in authentic talks or conversations. Those techniques will have to be demonstrated in the assigned recordings, group discussions and individual presentations.

Corresponding

CEFR Can-do statements

Can-do Statements:

² 請參閱 Bloom's Taxonomy of Measurable Verbs。

1) Listening:

- a) Can understand simple technical information, such as operating instructions for everyday equipment.
- b) Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

2) Spoken Interaction:

- a) Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
- b) Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.

3) Spoken Production:

- a) Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
- b) Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

4) Quality of Language:

- a) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
- b) Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.



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

- 1. 英語溝通與表達能力 [30%] (ability to communicate and express oneself in English)
- 2. 深度分析與組織思考的能力 [15%] (ability to think critically and organize ideas logically in English)
- 3. 英語學習策略與技巧 [20%] (knowledge of English learning strategies and techniques)
- 4. 對英語與多元文化的國際視野 [15%] (global views of English and multicultural diversity)
- 5. 善用英語學習資源，培養獨立學習英語的習慣與能力 [20%] (ability to use existing English learning resources and development of independent self-learning habit)



Teaching materials and References

Textbook(s)	<u>Teaching materials</u> : Carley, P., Mees, I. M., & Collins, B. (2018). <i>English phonetics and pronunciation practice</i> . Routledge.
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	<p>Low, Ee-Ling. (2015). <i>Pronunciation for english as an international language: From research to practice</i>. Routledge.</p> <p><u>References:</u></p> <p>Collins, B., & Mees, I. M. (2008). <i>Practical phonetics and phonology: A resource book for students</i>. 2nd Ed. Routledge.</p> <p>CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1</p>
Additional Textbook(s)	<p>LiveABC. (2014). <i>Vocabulary Words Used in Everyday English Conversations</i>. LiveABC Interactive Corp.</p>
Learning/Resource Platform	<p>eeclass, Oxford English Dictionary, Cambridge Dictionary, Longman Dictionary, Taipei Times, VoiceTube</p>
<p>(1) 選讀英語文課程之教材，可由開課教師自選。惟所使用教材需註明或能辨明 CEFR 級數（註：請以教材所列級別為準，非教師自行認定級別）。</p> <p>(2) 如老師已有合用的教材，可直接列上。如仍在評估中，請列出所有正在評估的教材。擬自編教材者，請列參考資料來源。</p> <p>(3) 所列教材，請列名稱、作者、出版年、出版社、ISBN 等資訊。</p> <p>(4) 教師休息室列有出版社提供的各類教材可供瀏覽參考。如欲借閱教材，請至語文中心辦公室辦理借閱登記手續。</p>	

(Note: If you plan to add any other textbook or material to this course, please list the books here.)



Grading:

1.	Attendance and participation	15%
2.	Mid-term Individual Online News Recitation	15%
3.	Final Children's Literature Group Presentation	15%
4.	<ul style="list-style-type: none"> ✓ Presentations on further examples (5% * 6 = 30%) ✓ Quizzes on phonetic symbols ✓ Other Assignments on research 	55%
<p>(1) 建議至少包含 4 項評量項目，其中包含出席（10%-20%）與期末評量（20%-30%）。</p> <p>(2) 除評分項目外，需與語言中心合作，編製期初與期末問卷或量表，了解學生學習與課程成效。</p> <p>(3) 如有其他評量或百分比上的考量，可與召集人討論。</p>		



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).

- ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score.
 - ✓ If you are absent in case of 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**. A receipt or a medicine prescription with correct stamp of date by accredited hospitals can be seen as a valid proof.
 - ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted).
 - ✓ If you are absent for more than **8 hours**, **you will definitely be flunked**.
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. AI-assisted reports and assignments are
 - encouraged broadly: Students can use AI without identifying what parts it generated
完全開放使用且無須註明
 - encouraged with reference: Students can use AI but must identify what parts it generated
完全開放使用但須註明使用生成式 AI 產出之部分
 - 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，請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，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）
 - not allowed: only content done by a student or as part of an assigned group is accepted
禁止使用，作業或報告必須由學生或小組產出（請註明相關的監管機制）
 - no involvement in this subject. 本課程無涉及 AI 使用

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.
 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.
 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.
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.

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		

7. **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.

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.

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.

9. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam.



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

Please indicate the activities you may use in this course



Classroom Languages:

English 70 % Mandarin 30 %

- (1) Please indicate the percentage of the languages you may use in this course.
- (2) Our courses are supposed to be offered in English. In other words, the teacher is required to teach this course mainly in **English** (more than 70%). When explaining notions and class activities or assigning homework, you may speak Mandarin for clarification.



Detailed Syllabus:

- (1) No school calendar is available for the fall term of 2022 until April, 2023. Therefore, the teacher does not have

to fill in the weekly plan.

(2) The teacher may indicate the possible lesson plans (weekly, monthly, etc.).

WEEK	DATE	Class Activities / Assignments Avoid listing the title of the chapter only. It's suggested that the teacher add the theme, language skills, activity types for the weekly schedule.
1	2/22	-Orientation: KK & IPA symbols
2	2/29	-Topic: Basic Vowels Recognition
3	3/7	-Group Presentation (1): Advance Examples of Vowel Variations (5%)
4	3/14	-Topic: Basic Consonants Recognition
5	3/21	-Group Presentation (2): Advanced Examples of Consonant Variations (5%)
6	3/28	-Topic: Stress & Prominence
7	4/4	-Children's Day: No Class
8	4/11	-Group Presentation (3): Advanced Examples of Stress/Prominence Shifts (5%)
9	4/18	-Topic: Prep for Mid-term Project
10	4/25	-Mid-term Individual Project: Prepare to read out loud and pre-record a piece of online news and play the audio in class for peer review (15%)
11	5/2	-Topic: The sound system & morphology
12	5/9	-Group Presentation (4): Morphology and Explanation (5%)
13	5/16	-Topic: Intonation [6 types of rhythm]
14	5/23	-Group Presentation (5): Intonation Variations (5%)
15	5/30	-Topic: Linking (speaking clear, natural & fluent) & Accents
16	6/6	-Group Presentation (6): Examples of Linking and Accents from all over the world (5%)
17	6/13	-Special topic: Accents from US, UK, Canada and Australia -Plus: Prep for Final Project

18	6/20	-Final Group Project: Prepare for 5-10 minute presentations to share with class recital of children's literature with good pronunciation and intonation. (15%)
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SDGs (UN Sustainable Development Goals) Indicators³



Academic Linguistic Skills Indicators⁴

- Academic Writing
- Attention to Detail
- Brainstorming
- Collaborating
- Critical Thinking
- Debate
- Editing
- Information Gathering
- Listening
- Note Taking
- Organizing
- Peer Review
- Presentations
- Public Speaking
- Reading Comprehension
- Verbal Communication
- Writing

³ Teachers may indicate the relevancy of the units or the themes in this course to the Sustainable Development Goals, which were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030.

⁴ Teacher may indicate the academic skills taught or practiced in this course.