

|                       |   |                |   |                  |        |
|-----------------------|---|----------------|---|------------------|--------|
| <b>Course Number</b>  | 11310LANG200024   | <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<br><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)<br><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                     |
|------|---------------------------|
| 林鈺凡  | yufanlin@gapp.nthu.edu.tw |

**Course Aims / Description****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.

## **Corresponding CEFR Can-do statements**

## **Notes**

|                                   |   |                          |
|-----------------------------------|---|--------------------------|
| <b>[Listening]</b>                | 1. Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. [listening to announcements & instructions]                                  |                          |
|                                   | 2. Can keep up with an animated conversation between native speakers. [understanding interaction between native speakers]   |                          |
| <b>[Speaking]</b>                 | 3. Can account for and sustain his/her opinions in discussion by providing relevant explanation, arguments and comments. [informal discussion (with friends)]   | <b>EAP</b><br><b>EOP</b> |
|                                   | 4. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. [addressing audiences] | <b>EAP</b>               |
| <b>[Communication strategies]</b> | 5. Can give feedback on and follow up statements and inferences and so help the development of the discussion. [cooperating]  | <b>EAP</b><br><b>EOP</b> |
|                                   | 6. Can use stock phrases (e.g., "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say. [taking the floor (turntaking)]                               |                          |
| <b>[Sociolinguistic Control]</b>  | 7. Can use a limited number of cohesive devices to link his/her utterance into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. [coherence]                    | <b>EAP</b>               |
|                                   | 8. Spelling, punctuation and layout are accurate but may show signs of mother tongue influence. [orthographic control]  |                          |

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

1. 30% 英語溝通與表達能力 (ability to communicate and express oneself in English)
2. 25% 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)
3. 25% 英語學習策略與技巧 (knowledge of English learning strategies and techniques)
4. 10% 對英語與多元文化的國際視野 (global views of English and multicultural diversity)
5. 10% 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)



### 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<br>CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" 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> |



### Grading:

|    |   |      |
|----|---|------|
| 1. | <b>Attendance and participation</b>   | 20%  |
| 2. | <b>Midterm-</b> Group 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 % |

## Requirements & Rules:

### 1. **Class attendance, lesson preparation and active class participation are required.**

- ✓ The instructor **takes attendance every week at 13:25** throughout the semester. If you are all present whenever the instructor takes the roll, you will get **60** (i.e. the primitive score) in this category (i.e. attendance & participation). The other **40** points will be given based on how passionate, active and interactive you are in class and the contributions you make to the class.  
每次上課 13:25 點名，皆無缺席即可於此類別得到 60 分，此類別另外的 40 分為課堂活動參與，老師將觀察學生是否積極於課堂中與同學互動並積極主動參與討論並完成交派任務。
- ✓ If you are absent from a class meeting, **10 points** from “participation” will be deducted from this primitive score. **(5 points for each class hour)**  
若缺席一節課(一小時)，參與類別將被扣原始分數 5 分，意指兩節課共扣 10 分。
- ✓ Being late for more than **10 minutes (13:30)** is treated as absence from that hour (**5 points** will be deducted).  
遲到十分鐘，當節課視同缺席，扣 5 分
- ✓ If you are absent due to uncontrollable situations (e.g. illness, emergency, important occasions, etc.), **please ask the permission for a leave on the app “iNTHU”, your instructor Candy will later receive and examine the request. (whether to permit the leave will be based on how detailed you describe the condition)** For example, you can tell Candy what you’ve done to deal with the illness, and what you will do in order to feel better. The more detailed you describe, the more possible your request will be permitted.  
若因特殊理由無法出席課堂，請務必至學校的請假系統（可使用 iNTHU app）向教師提出請假申請，請假事由必須詳細說明(如:目前身體狀況如何、已經做了什麼樣的處置、將會於何時就診)，根據請假理由的詳細與否，授課教師 Candy 將有權決定是否核可請假申請。
- ✓ **Your absence significantly affects your participation point** as mentioned above, which means that you will still be deducted 5 points for each class hour even when you are permitted for the leave.  
缺席將嚴重影響你於課堂的參與度，因此每缺席一節課(一小時)，將從參與類別扣除原始分 5 分。
- ✓ You will not pass the course when you ask for any leave for more than 4 times, so please allocate your time well for every course.  
若請假次數超過四次，你將無法通過此門課，若加入這門課，請務必確保本學期能夠分配足夠的學習時間於本課程。

### 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. (No email permitted)**

缺席或請假不可作為遲交作業及不了解課堂相關宣布事項的理由，主動詢問同儕或是親自於課堂時間詢問授課老師相關細節是學生應負起的責任。(不受理 email 詢問課堂內容)

- ✧ As for your assigned midterm, final exam, and important presentations, there is no repetitive reminder from your instructor, it is the student who has to take the responsibility for remembering all the scheduled assignments. (When there's a rescheduled assignment, ensure that you mark it on your calendar).

於期初預排的行程(包含期中、期末考時間以及各項課堂活動及作業繳交時間)請務必自行記錄，老師不再反覆提醒，學生負起紀錄課堂重要事宜的責任。學期間若有時間的更動，請務必於課堂中仔細留意並更改自己的行事曆。

3. **Plagiarism** on assignments and **cheating** on the exam are **unacceptable**. If someone is found plagiarizing or cheating, it means he/she will get zero point for that assignment or exam.

一旦發現抄襲或是作弊行為，該項作業或是考試以零分計。

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.

不接受補考或補報告，除非提早與老師討論所遇困難，若為合理的緣由，必須提出相關證明並以不違反課堂評分要求的方式與老師擬定出可行的解決方式。若小組報告因為你遲到或是缺席而表現不佳，你個人將無法獲得該項目的分數。

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.

**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.**

作業一旦缺交，將依照下方表格扣分處置，超過表格規定時間繳交不予受理，以零分計。

- \* **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                   | 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 |                            |                   |

## 6. Penalty for no or poor participation in group work

Students are expected to take part in various group work 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 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.

★ If you could not follow the rules or if you don't agree with the way this class is running, you are suggested not joining this class. However, if you decide to join us, you need to take all the rules seriously, and the instructor will supervise strictly.

請仔細閱讀上述所有項目，若有任何無法達成之處，務必審慎思考是否適合修習本課，若決定參與此課程，務必遵守上述所有規定，老師將嚴格執行並謹守原則。

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### 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

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### Classroom Languages:

**English: 90%**    **Mandarin: 10%**

### Detailed Syllabus:

| WEEK | DATE | Title/Topic                    | Tentative Learning activities/assignment                | Main EGP/EAP/EOP language skills |
|------|------|--------------------------------|---|----------------------------------|
| 1    | 9/3  | Course Orientation             | Pre-course Questionnaire                                |                                  |
| 2    | 9/10 | Self-introduction              | <b>Speaking-</b> Introduce oneself and meet new friends |                                  |
| 3    | 9/17 | <b>Mid-autumn Festival 中秋節</b> |   |                                  |

|   |       |  |   |   |
|---|-------|--|---|---|
| 4 | 9/24  | <u>Book 2-1</u> : Looking for a Job                                    | <p><b>Reading</b>-Elements of job ads</p> <p><b>Vocabulary</b>- Job-hunting-related words (Action verbs application)</p> <p><b>Writing</b>- Résumé writing (2 weeks)</p>  | <ul style="list-style-type: none"> <li>■ Using narrative and descriptive language (clearly describing a series of events)</li> <li>■ Avoiding plagiarism</li> </ul>   |
| 5 | 10/1  | <u>Book 2-2/3-1</u> : Job Interview                                    | <p><b>Listening</b>- Criticize an interview through video watching</p> <p><b>Vocabulary</b>- Interview conversation<br/>(Group discussion- Possible interview questions)</p> <p><b>Vocabulary</b>- Interview conversation</p> <p><b>Speaking</b>- Q &amp; A techniques (B3,p.10-13)<br/>(Group discussion- How to answer tough questions)</p> | <ul style="list-style-type: none"> <li>■ Following discussions between multiple speakers</li> <li>■ Expressing and defending opinions</li> <li>■ Exchanging and challenging ideas appropriately (in academic discussion)</li> </ul> |
| 6 | 10/8  | <u>Book 2-2/3-1</u> : Job Interview                                    | <p><b>Conversation- Job offer (Negotiation)</b> -Say yes or no to the offer</p> <p><b>Speaking</b>- Q &amp; A techniques (B3,p.10-13)<br/>(Discussion A- Possible interview questions)<br/>(Discussion B- How to answer tough questions)</p>  |   |
| 7 | 10/15 | <i>Resume revision with the instructor</i><br>& Peer review (in class) | <p><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 based on their peer review form.</p>  | <ul style="list-style-type: none"> <li>■ Expressing and defending opinions</li> <li>■ Exchanging and challenging ideas appropriately (in academic discussion)</li> </ul>  |
| 8 | 10/22 | <b><u>Midterm</u>: Group Mock Interview (15 minutes each group)</b>    |   |   |
| 9 | 10/29 | Interview Dress Code   | <p><b>Vocabulary</b>- Words for outfits (B2-2, p.24)</p> <p><b>Speaking</b>- (Group discussion- What to wear for an interview)</p>  |   |

|    |       |   |   |  |
|----|-------|---|---|--|
| 10 | 11/5  | <i>Book 3-7: Negotiations</i>             | <p><b>Knowledge:</b> Core of negotiations (P.104/P.107)</p> <p><b>Video Watching:</b> Salary &amp; perks negotiations.</p> <p><b>Speaking:</b> Negotiation tips (p.108-109)</p> | <p>■ Following discussions between multiple speakers</p> |
| 11 | 11/12 | <i>Book 3-7: Negotiations</i>             | <p><b>Conversation:</b> Planning a negotiation strategy (p.110)</p> <p><b>Group Discussion:</b> Negotiation (Job offer)</p>   |  |
| 12 | 11/19 | <i>Book2-6 (3-6): Presentation</i>        | <p>Core concepts of presentation</p> <p><b>Speaking</b> - discussing and explaining tables, charts, and graphs (P.77-78)</p>  | <p>■ Creating a presentation to report results</p>       |
| 13 | 11/26 | <i>Book2-6 (3-6): Presentation</i>        | <p><b>Speaking A-</b> organizing your speech (B2-p.76)</p> <p><b>Speaking B-</b> Presentations skills (Group discussion-Presentation etiquette)</p>                             |  |
| 14 | 12/3  | <b>Individual Oral Presentation</b>       | <p>Promote yourself to the interviewer (Peer assessment)</p>  |  |
| 15 | 12/10 | <b>Individual Oral Presentation</b>       | <p>* <b>Presenters</b> should finish self-assessment afterwards.</p> <p>* <b>Audience</b> will ask the presenters questions and finish the peer assessment sheet.</p>           |  |
| 16 | 12/17 | <i>Online course (Watch peers' video)</i> | <p>* Students would be randomly assigned a few videos shot by their peers and give comments and suggestions with rating</p>   |  |
|    |       |   |   |  |

### Academic Linguistic Skills Indicators

|           |   |
|-----------|---|
| Listening | <p>■ Following discussions between multiple speakers</p>                                  |
| Writing   | <p>■ Using narrative and descriptive language (clearly describing a series of events)</p> |
|           | <p>■ Avoiding plagiarism</p>  |
| Speaking  | <p>■ Exchanging and challenging ideas appropriately (in academic discussion)</p>          |



|  |   |
|--|---|
|  | ■ Expressing and defending opinions         |
|  | ■ Creating a presentation to report results |