

National Tsing Hua University
中高級選讀英文〔學術閱讀與討論〕

Fall 2024

Course Number	LANG 2000 _____	Credits	2	Classroom	請查閱校務資訊系統的課程資訊後填入
Class hours	<input type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input 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. – 5_____ P.M.				
Course Type	<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)				
Language Level	<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				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
可選課學生身分別	<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				
Prerequisites	修畢中高英文一、二或中高英文三閱讀、聽講				
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。				

Instructor & Contact Information:

Name	Email	Office & Tel	Office Hour
林嘉瑜	joylin.nthu@gmail.com	綜二 209	TBD

Course Aims / Description¹

Primary aim

This course primarily aims to introduce students to a diverse range of academic topics, providing them with a foundation for further discussion and exploration. Additionally, the course offers supplementary practice in academic vocabulary and critical reading strategies. Through a variety of textual and visual materials, students will be guided to consider different perspectives on various issues. After receiving input, students will be encouraged to express their opinions, demonstrate their understanding, and engage in formal discussions related to the topics covered. Supplementary course materials can be found on the eclass course website. (<https://eclass.nthu.edu.tw/>).

Participation in class discussions and activities is required and will contribute to the final grade. Homework may be given weekly 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 reading and vocabulary skills. The final report will be designed to incorporate various reading topics and discussion skills covered in this semester.

¹ 請參閱 Bloom's Taxonomy of Measurable Verbs。

Subsidiary aim

In this class, students are encouraged to develop the following abilities for academic purposes.

- (1) To identify main ideas and supporting details in academic readings.
- (2) To explain the main points of readings in academic discussions.
- (3) To interpret the meaning from complex sentence structures in academic readings.
- (4) To exchange and collect the main points from various academic texts.
- (5) To construct ongoing discussions on academic topics.
- (6) To evaluate writer's perspectives in readings and argue for their own points of view.

CEFR Can-do Statements (B2, B2+ and C1)

Reception	Listening	OVERALL LISTENING COMPREHENSION		
		B2	Can understand the main ideas of propositionally and linguistically complex speech of both concrete and abstract topics in a standard dialect, including technical discussions in his/her field of specialization. [overall listening comprehension]	EAP EOP
		B2	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [overall listening comprehension]	
		B2+	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. [overall listening comprehension]	EAP EOP
		C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. [overall listening comprehension]	EAP EOP
Reception	Reading	OVERALL READING COMPREHENSION		
		B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency vocabulary. [overall reading comprehension]	
		C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections. [overall reading comprehension]	
		READING FOR ORIENTATION		
		B2	Can scan quickly through long and complex texts, locating relevant details. [reading for orientation]	EAP
		B2	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. [reading for orientation]	EAP EOP
READING FOR INFORMATION & ARGUMENT				

		B2	Can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints. [reading for information & argument]		
		B2+	Can obtain information, ideas and opinions from highly specialized sources within his/her field. [reading for information & argument]	EAP EOP	
		B2+	Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. [reading for information & argument]	EAP EOP	
		C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. [reading for information & argument]	EAP EOP	
Interaction Spoken	Speaking	OVERALL SPOKEN INTERACTION			
		B2	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. [overall spoken interaction]		
		B2	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. [overall spoken interaction]		
		B2+	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. [overall spoken interaction]	EAP EOP	
		B2+	Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. [overall spoken interaction]		
		C1	Can express him/herself fluently and spontaneously, almost effortlessly. [overall spoken interaction]		
		C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. [overall spoken interaction]		
		C1	There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. [overall spoken interaction]		
		UNDERSTANDING NATIVE SPEAKER INTERLOCUTOR			
		B2	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. [understanding native speaker interlocutor]		
		C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. [understanding native speaker interlocutor]	EAP EOP	
CONVERSATION					

B2	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. [conversation]	
B2	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. [conversation]	
B2	Can convey degrees of emotion and highlight the personal significance of events and experiences. [conversation]	
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking and joking usage. [conversation]	
INFORMAL DISCUSSION (WITH FRIENDS)		
B2	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [informal discussion (with friends)]	
B2	Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [informal discussion (with friends)]	
B2	Can account for and sustain his/her opinions in discussion by providing relevant explanation, arguments and comments. [informal discussion (with friends)]	EAP EOP
B2+	Can keep up with an animated discussion between native speakers. [informal discussion (with friends)]	
B2+	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. [informal discussion (with friends)]	EAP EOP
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. [informal discussion (with friends)]	EAP EOP
FORMAL DISCUSSION (MEETINGS)		
B2	Can participate actively in routine and non-routine formal discussion. [formal discussion (meetings)]	EAP EOP
B2	Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. [formal discussion (meetings)]	EAP EOP
B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. [formal discussion (meetings)]	EAP EOP
B2+	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. [formal discussion (meetings)]	EAP EOP
B2+	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. [formal discussion (meetings)]	EAP EOP
C1	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. [formal discussion (meetings)]	EAP EOP

		C1	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. [formal discussion (meetings)]	EAP EOP	
Interaction Written	Writing	OVERALL WRITTEN INTERACTION			
		B2	Can express news and views effectively in writing, and relate to those of others. [overall written interaction]		
		C1	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. [overall written interaction]		
		CORRESPONDENCE			
		B2	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. [correspondence]		
		C1	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. [correspondence]		
Interaction	Communication Strategies	TAKING THE FLOOR (TURNTAKING)			
		B2	Can intervene appropriately in discussion, exploiting appropriate language to do so. [taking the floor (turntaking)]	EAP EOP	
		B2	Can initiate, maintain, and end discourse appropriately with effective turntaking. [taking the floor (turntaking)]		
		B2	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. [taking the floor (turntaking)]		
		B2	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)]		
		C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. [taking the floor (turntaking)]	EAP EOP	
		COOPERATING			
		B2	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. [cooperating]		
		B2+	Can give feedback on and follow up statements and inferences and so help the development of the discussion. [cooperating]	EAP EOP	
		C1	Can relate his/her own contributions skillfully to those of other speakers. [cooperating]		
		ASKING FOR CLARIFICATION			
		B2	Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. [asking for clarification]		
		PLANNING			
		B2	Can plan what is to be said and the means to say it, considering the effect on the recipient(s). [planning]		

		COMPENSATING	
	B2	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. [compensating]	EAP
		MONITORING & REPAIR	
	B2	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. [monitoring & repair]	
	B2	Can make a note of “favorite mistakes” and consciously monitor speech for it/them. [monitoring & repair]	EAP
	C1	Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech. [monitoring & repair]	EAP EOP
Sociolinguistic		SOCIOLINGUISTIC APPROPRIATENESS	
	B2	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. [sociolinguistic appropriateness]	
	B2+	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and the person(s) concerned. [sociolinguistic appropriateness]	EAP EOP
Pragmatic		THEMATIC DEVELOPMENT	
	B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. [thematic development]	EAP
	C1	Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. [thematic development]	
		COHERENCE	
	B2	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]	EAP
	B2+	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. [coherence]	EAP EOP
	C1	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices. [coherence]	EAP EOP
		PROPOSITIONAL PRECISION	
	B2	Can pass on detailed information reliably. [propositional precision]	
	C1	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc. [propositional precision]	
	SPOKEN FLUENCY		
B2	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. [spoken fluency]		

		B2	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. [spoken fluency]	
		B2+	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. [spoken fluency]	
		C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. [spoken fluency]	



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

1. 英語溝通與表達能力 (ability to communicate and express oneself in English) 25%
2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) 25%
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) 20%
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)	<u>Pattison, T. (2022). Reflect: Reading and Writing 6. Boston: Cengage Learning, Inc.</u> 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)	TBD
Learning/Resource Platform	eeclass



Grading:

1.	Attendance and participation	15%
2.	Final Exam	20%
3.	Assignments	20%
4.	Quizzes	20%
5.	In-class discussion practices	25%



Requirements & Rules: (Note: These rules were originally written by Michael Wu. You can have yours.)

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. **請敘明學生使用 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.
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.
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



Classroom Languages:

English 70 % Mandarin 30 %



Detailed Syllabus:

Week	Date	Unit title / Topic	Class activities / Assignments	Main EAP language skills
1	9/3	Course Introduction	Class survey	
2	9/10	Reading and Discussion Strategies	Proficiency test	
3	9/17	No class (Mid-Autumn Festival)		
4	9/24	Unit 7 It's how we say it (Communication)	Reading: Annotate a text Critical Thinking: Consider the limitations of research claims	Following discussions between multiple texts or reports
5	10/1	Unit 7 It's how we say it (Communication)	Reflection & Discussion: Consider the relationship between lg and thought	Exchanging and challenging ideas appropriately
6	10/8	Theme-based discussion	Analyze potential areas of difficulty in communication	
7	10/15	Unit 2 Burning the midnight oil (Biology)	Reading: Question what you read Critical Thinking: Compare research to your own experience	Analyzing reported statistics
8	10/22	Unit 2 Burning the midnight oil (Biology)	Reflection & Discussion: Consider the effects of caffeine consumption	Describing and explaining data

9	10/29	Theme-based discussion	Relate concepts to your own experience	
10	11/5	Unit 3 Working together (Psychology)	Reading: Determine a writer's purpose and audience Critical Thinking: Recognize a writer's cultural context	Evaluating, comparing and critically analyzing graphic data
11	11/12	Unit 3 Working together (Psychology)	Reflection & Discussion: Consider what makes a team successful	Referring to graphics in support of claims
12	11/19	Theme-based discussion	Generate strategies for successful teamwork	
13	11/26	Unit 8 Making the right choice (Ethics)	Reading: Identify arguments and counterarguments Critical Thinking: Understand bias	Comparing and synthesizing ideas and arguments
14	12/3	Unit 8 Making the right choice (Ethics)	Reflection & Discussion: Analyze whether actions are ethical	Expressing and defending opinions
15	12/10	Theme-based discussion	Evaluate situations and make ethical decisions	
16	12/17	Final Exam		



SDGs (UN Sustainable Development Goals) Indicators²



² 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.



Academic Linguistic Skills Indicators

Reading	<input checked="" type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input checked="" type="checkbox"/> Understanding graphic presentation of data
	<input checked="" type="checkbox"/> Evaluating, comparing and critically analyzing graphic data
	<input checked="" type="checkbox"/> Identifying appropriate reading techniques
	<input checked="" type="checkbox"/> Following descriptions of processes and sequences
	<input checked="" type="checkbox"/> Interpreting process diagrams and flowcharts (critical reading)
	<input checked="" type="checkbox"/> Analyzing reported statistics (critical reading)
	<input checked="" type="checkbox"/> Following discussions between multiple texts or reports
	<input checked="" type="checkbox"/> Comparing and synthesizing ideas and arguments
	<input checked="" type="checkbox"/> Taking notes
Listening	<input type="checkbox"/> Understanding description of data in spoken language
	<input type="checkbox"/> Understanding and evaluating a speaker's interpretation of data
	<input type="checkbox"/> Understanding references to graphic data
	<input type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Following an account of the development of ideas over time
	<input checked="" type="checkbox"/> Following discussions between multiple speakers
	<input checked="" type="checkbox"/> Comparing and synthesizing ideas and arguments
Speaking/Discussion	<input type="checkbox"/> Discussing the meaning and implications of numerical data
	<input checked="" type="checkbox"/> Using statistical data in support of claims
	<input checked="" type="checkbox"/> Referring to graphics in support of claims
	<input type="checkbox"/> Describing research findings
	<input checked="" type="checkbox"/> Describing and explaining data

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Exchanging and challenging ideas appropriately (in academic discussion)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expressing and defending opinions
	<ul style="list-style-type: none"> <input type="checkbox"/> Explaining the possible implications of events
	<ul style="list-style-type: none"> <input type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Drawing conclusion from data (developing your own position on a topic)
	<ul style="list-style-type: none"> <input type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creating a presentation to report results
Vocabulary & Grammar	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Developing a sophisticated knowledge of lexical resources (that are used to determine referents, organize ideas, establish relationships between concepts, and develop cohesion within a text)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)