National Tsing Hua University
小說選讀
Fall 2024

Course Number	LANG 200029	**Credits**	2	**Classroom**	綜二 103

Class hours	☐Monday ■Tuesday ☐ Wednesday ☐Thursday ☐ Friday ■ 15:30 p.m.-17:20 p.m. ☐ _____ P.M. – _____ P.M.

Course Type	■ EGP (English for general purposes) ☐ EAP (English for academic purposes) ☐ EOP (English for occupational purposes)

Language Level	☐ B1（中級） ■B1-B2 ■ B2（中高級） ■ B2+ ☐ C1

Core Ability	■ comprehension/reception ■ communication/interaction ☐production

可選課學生身分別	■ 頂標生 ■ 前標生 ☐ 中級生 ☐ 初級生

Prerequisites	To enroll in this course, students must meet <u>one of the</u> following requirements. ■ completed Upper-Intermediate English II ■ completed Upper-intermediate English III ■ acquired B1-level English proficiency and the level above of the CEFR According to CEFR, a B1- level learner can understand main points of clear texts; produce simple coherent texts about topics they are familiar with; and describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans

加簽說明	不開放人工加簽。所有學生須由選課系統亂數選課。 There will be NO manual enrollments. Please get on a waitlist of the course selection system or keep checking until the course add/drop deadline

Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
李偉哲	waycher@gapp.nthu.edu.tw	N/A	By appointment

Course Aims / Description

1.Primary aim

Travel literature has been increasingly popular. Including several writing styles— such as narrative and expository, and providing intriguing knowledge and information—the genre is great for the ESL students who attempt to read the authentic materials and to cultivate their lifetime reading habits. This elective course aims to give the students an opportunity to read an unmodified English text which is created for native speakers of English and to apply their reading skills to actually read a novel.

In this course, students are introduced to a humorous travel memoir, the Geography of Bliss, written by Eric Weiner, a longtime NPR foreign correspondent. The delightful travelogue provides students with an opportunity to learn from people with different perspectives about happiness in different countries. Furthermore, they are exposed to a variety of discourse patterns: witty dialogues, amusing anecdotes, and general research findings about happiness. Finally, they will be taught several reading strategies—identifying main ideas, story mapping to increase structure awareness, and retelling a story to improve paraphrasing and synthesizing skills —to improve their reading fluency and comprehension. Consequently, the students will develop practical reading strategies and become sophisticated and active readers.

2. Subsidiary aim

In addition to reading skills, this course is designed to expand students' vocabulary and to polish their writing skills. To develop their vocabulary, students learn to guess the meaning of unknown words in the book by considering communicative purposes, audiences, and contexts. Consequently, students get familiar with the structure of various texts, thereby gaining knowledge of various sentence structures for academic competence.

To improve students' writing skills, there are several writing assignments. First, students are instructed to write short-answer and essay-question response to practice synthesizing several viewpoints from the book. Furthermore, they are guided to draft and revise a book-inspired story to master narrative and descriptive language. Finally, they need to produce an edit report, based on their draft and revision, to show their understanding of the core features of a typical written report.

Corresponding CEFR Can-do statements

READING FOR ORIENTATION

B2	1.	Can scan quickly through long and complex texts, locating relevant details. [reading for orientation]	**EAP**

OVERALL SPOKEN INTERACTION

B2	2. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. [overall spoken interaction]	
INFORMAL DISCUSSION		
B2	3. 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]	
B2	4. Can account for and sustain his/her opinions in discussion by providing relevant explanation, arguments and comments. [informal discussion]	**EAP** **EOP**
OVERALL SPOKEN PRODUCTION		
B2	5. Can give clear, detailed description and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. [overall spoken production]	**EAP** **EOP**
CREATIVE WRITING		
B2	6. Can write a review of a film, book, or play. [creative writing]	**EAP**
B2+	7. Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. [creative writing]	**EAP**
C1	8. Can write clear, detailed, well-structured and developed descriptions and imaginative tests in an assured, personal, natural style appropriate to the reader in mind. [creative writing]	**EAP**
OVERALL WRITTEN PRODUCTION		
B2	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. [overall written production]	**EAP** **EOP**
PROCESSING TEXT		
B2	9. Can summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. [processing text]	**EAP**
SOCIOLINGUISTIC APPROPRIATENESS		
B2+	10. 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**

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

4.	**Core Competency Indicators**	**%**
1.	英語溝通與表達能力 (ability to communicate and express oneself in English)	20
2.	深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)	20
3.	英語學習策略與技巧 (knowledge of English learning strategies and techniques)	20
4.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	30
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	10

learning resources and development of independent self-learning habit)

Teaching Materials and References

Textbook(s)	The Geography of Bliss: One Grump's Search for the Happiest Places in the World
	CEFR Scale ☐ B1 ■ B1-B2 ■ B2 ☐ B2+ ☐ C1

Grading:

No.	Grading	%
1.	Attendance and participation	20%
2.	Quizzes (vocab)	15%
3.	Mid-term	20%
4.	Presentation (video+ online peer review)	20%
5.	Final exam (writing)	25%

Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required. Your attendance grades are based on your contribution to class discussions.

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. There will be **NO make-up exams** or **presentations** unless you notify the instructor valid and official reasons for your absence **beforehand**. Those who fail to contribute to a group presentation won't receive points for the presentation.

5. Assignments are expected to be completed and submitted by due date. **No late submission will be accepted past a grace period of a week. For overdue assignments, you will be marked down by 40% of your original scores.**

6. Mobile devices are only permitted by the instructor for educational purposes.

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

Guidelines for Using AI Tools

Certain assignments in this course can be done using generative artificial intelligence.

In the assignments permitting the use of AI tools, you must clearly identify which parts of the assignments were AI generated and how AI helped you. Additionally, you are responsible for the information based on AI queries in your submitted assignments.

If permitted, you are allowed to use generative AI tools for the following activities:

- brainstorming ideas
- looking up some words
- finding information about your topics
- checking your grammar and style

If not permitted, by default, you are **not allowed** to seek AI assistance, particularly for the following activities:

- posting answers on online discussion boards
- doing exercises focusing on basic language skills, such as paraphrasing, reducing and combining sentences.

The lists above are not exhaustive, please consult me if you have doubts or questions.

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 ___80___ %　　Mandarin ___20___ %

Detailed Syllabus:

WEEK	DATE	Class Activities / Assignments		
		Unit title / Topic	Class activities / Assignments	Main EGP/EAP/EOP language skills
1	9/3	Orientation	Identifying genres (narrative, descriptive, expository, and argumentative writings)	1. Identifying appropriate reading techniques
2	9/10	Chapter 1: the Netherlands p.7-18	Reading for literature vs. reading for other purposes	2. Understanding the core features of a typical written report 3. Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
3	9/17	Chapter 2: Switzerland p.18-29	distinguish author's tones of voice: formal, informal, serious, joyful, optimistic, pessimistic, humorous	Understanding of a range of academic vocabulary and grammatical structures
4	9/24	Chapter 3: Bhutan p. 30-42	humor writing, iceberg theory by Hemingway, unexpectedness, exaggeration	
5	10/1	Chapter 3: Bhutan p.43-55 (quiz1)	the structure of a story (two trips) Paraphrasing, reinterpretation, and invention	Using narrative and descriptive language (clearly describing a series of events)
6	10/8	Chapter4: Qatar p.56-67	Describing techniques ethos: author's character	
7	10/15	Chapter4: Qatar p.68-79	character development	
8	10/22	Chapter 5: Iceland p. 80-91	Interpreting and creating dialogues (register)	
9	10/29	Chapter 5: Iceland p.92-103 (Quiz2)	Who's telling the stories? (Different perspectives)	Compare and synthesizing ideas and arguments
10	11/5	Chapter6: Moldova p.104-115	comparing and contrasting different perspectives	
11	11/12			
12	11/19	Chapter6: Moldova + Chapter 7	Recognizing scenarios	

		Thailand p.116-126		
13	11/26	Chapter 7: Thailand p.127-134	Making associations (how and why characters change throughout the chapter)	Developing sentence structures and discourse patterns for academic competence(comparing, classifying, synthesizing, evaluating, and inferring)
14	12/3	Chapter 8: Great Britain p.135-146	■ Interpreting passages ■ Compare your draft and AI-assisted version (Which one is better?)	
15	12/10	Chapter 8: Great Britain-> Chapter 9: India p.147-158 (Quiz 3)	■ Making inferences ■ Guideline for last week's writing task (basic criteria)	1. Building paragraphs in academic writing 2. Using supporting information in academic writing
16	12/17	**Final Exam (writing in classroom)**		

Academic Linguistic Skills Indicators

Reading	■ Understanding of a range of academic vocabulary and grammatical structures
	■ Identifying appropriate reading techniques
	■ Comparing and synthesizing ideas and arguments
Writing	■ Understanding the core features of a typical written report
	■ Building paragraphs in academic writing
	■ Using supporting information in academic writing
	■ Synthesizing sources and viewpoints (comparing literature on a topic)
	■ Drawing cautious language for your own claim (developing your own position on a topic)
	■ Using narrative and descriptive language (clearly describing a series of events)
Vocabulary & Grammar	■ Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	■ Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)