

9/4 National Tsing Hua University
中高級選讀英文—小說選讀
Selected English Novels

Fall 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 checked="" type="checkbox"/> 1:20P.M. – 3:10P.M. <input 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				

Instructor & Contact Information

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

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 (EAP)
- (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

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

(6) investigating authentic language use and rhetorical devices such as form, tone, word use, and imagery **(EAP)**

3. Corresponding CEFR Can-do statements			
Can-do statement #1	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]	
Can-do statement #2	B2	Can scan quickly through long and complex texts, locating relevant details. [reading for orientation]	EAP
Can-do statement #3	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)]	
Can-do statement #4	B2	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]	EAP
Can-do statement #5	B2	Can use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues. [identifying cues & inferring (spoken & written)]	EAP
Can-do statement #6	B2+	Can give feedback on and follow up statements and inferences and so help the development of the discussion. [cooperating]	EAP
Can-do statement #7	B2	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information. [note-taking (lectures, seminars, etc.)]	EAP
Can-do statement #8	B2	Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. [sociolinguistic appropriateness]	

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% |
| 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)



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 in 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 Attendance and Participation. 經常性點名，全勤者可得「出席與參與」項目中的 70% 成績。
 - ✓ If you skip class, each skip will cost **2 points** from the category Attendance and Participation. 未假不到課（翹課），每次從「出席與參與」成績扣 2 分。
 - ✓ If you are absent in case of **UNCONTROLLABLE** situations (e.g. illness, emergency, important occasions, etc.), please apply for a leave on the **Student Leave System** on Academic Information System of National Tsing Hua University or on the iNTHU app (from the Office of Student Affair website), with clear leave information, including leave type, leave period, and reasons (must be clear and valid enough for the teacher's approval). 遇不可抗力情形需請假者，請於本校校務資訊系統上的學生請假系統或下載 iNTHU APP，填寫資料（請假類別、請假日期、請假事由）。請假事由必須合理並敘述清楚，提供老師是否准假之參考。
 - ✓ Please observe the information you are expected to offer for each of the following leave types:
 - For sick leave, please describe severe symptoms and medical treatments you have been taking in the box "Reason." 請病假時，請於理由欄位敘明顯著症狀，以及就醫或服藥等處理。
 - For personal leave, please describe the uncontrollable event and how it makes you absent from the class. 請事假時，請於理由欄位敘明該不可抗力事件，並說明該事件如何致使你無法前來上課。
 - No leave application will be approved on the dates of presentations, peer evaluations, and final presentation. Please care for your health and reserve the time for these important class activities.

報告、同儕互評、期末報告當日不得請假。請注意身心健康並為這些重要課程活動預留時間。

■ There will be **NO make-up exams or presentations** unless you apply for leave with valid and official reasons for your absence **beforehand**. 無合理且正式的缺課原因，將不予補考或補行報告。

- ✓ As the reasons or the documents are not clear or sufficient enough, the teacher may deny the application. 請假單上的理由或所附證明文件不清楚或不充分時，該次請假申請得不予核准。
- ✓ You are expected to apply for leave before the class you are absent from. Any overdue leave application must be made within 7 days from the last day of absence. 請假已事先申請為原則。逾期請假申請必須於 7 日內補請。未能於規定期間申請者，均以曠課論。
- ✓ 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 30 分鐘，視為該次上課未到課。
- ✓ If you are absent for more than **8 hours**, your course withdrawal may NOT be approved, and **you will get 0 credits for this course**. 無故不到課逾 8 小時者，將不予同意其停修申請，亦無法取得本課程學分。

2. Absence from a class is no excuse for failing to complete in-class practices, to submit assignments in time, or to get informed of assignments or the class you have missed. **It is your responsibility to hand in the assignments within 5 days** (weekends & holidays included) **and to reach your classmates or the instructor and refer to the course platform** (eclass) **for the relevant information concerning what has been covered in the class**. You may ask a classmate of yours to help with assignment submission and collection of assignment worksheets, if any. You may make an appointment with the instructor for taking assignment worksheets. 缺席與請假不得作為未能完成當日上課練習、無法及時繳交作業或不知道該次課後作業之藉口。缺席與請假者負有及時（五日內）繳交作業，並透過同學、課程平台或老師了解該次上課內容與課後作業之責。（委託同學代為繳交作業或拿取作業單，或自行前來教師研究室繳交或領取。）

3. Assignments are expected to be completed and submitted by the 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。

Your absence CANNOT be an assumption that you are entitled to hand in the overdue assignments more than 5 days or until your next presence. 請勿自以為逾期的作業可以自動延遲超過五日，或下次出現時才繳交。

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	Grade of zero awarded 遲交逾 5 日，不計分		

4. **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。
5. AI-assisted reports and assignments are allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming and tentative revision, but students must show how AI helps them reach the result. 僅限使用生成式 AI 於作業或報告之準備（如腦力激盪與初步修訂等），學生須註明 AI 如何用於協作其作業或報告。
6. **Penalty for no or poor participation in pair or group work**
Students are expected to take part in pair or group activities. Failure to engage in these activities (due to you absence or lateness) will 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. 學生負有參與雙人或小組活動之義務。如因個人遲到或缺席導致小組活動無法順利進行，請假或缺席者該次活動成績將以扣分或甚至 0 分計算。
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. 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。
8. 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	EAP features/linguistic skills
1	9/4	Course Introduction	Why do we read novels?	
2	9/11	Elements of a story/novel	Why do novels have the first page?	
3	9/18	<i>Still Alice</i> – September 2003 (pp. 3-26 [cf. 3-30])	Character development	<ul style="list-style-type: none"> Identifying appropriate reading techniques
4	9/25	<i>Still Alice</i> – September 2003 (pp. 3-26 [cf. 3-30]) <i>Still Alice</i> – October 2003 (pp. 27-36 [cf. 31-41])	inciting events	<ul style="list-style-type: none"> Following descriptions of processes and sequences Explaining the possible implications of events
5	10/2	<i>Still Alice</i> – November 2003 (pp. 37-49 [cf. 42-55]) <i>Still Alice</i> – December 2003 (pp. 50-66) [cf. 56-75])	Conflicts + Struggles = plot	<ul style="list-style-type: none"> Following descriptions of processes and sequences Using narrative and descriptive language (clearly describing a series of events)
6	10/9	<i>Still Alice</i> – January 2004 (pp. 67-81) [cf. 76-93]) <i>Still Alice</i> – February 2004 (pp. 82-89) [cf.94-102])	Vocabulary which is critical to understand the story	
7	10/16	<i>Still Alice</i> – March 2004 (pp. 90-100) [cf. 103-115]) <i>Still Alice</i> – April 2004 (pp. 101-109) [cf. 116-126])	Forgetfulness vs. dementia Culture information in the story	<ul style="list-style-type: none"> Creating a poster to report results
8	10/23	<i>Still Alice</i> – May 2004 (pp. 110-122) [cf. 127-141]) <i>Still Alice</i> – June 2004 (pp. 123-142) [cf.142-164])	imagery & figurative language	<ul style="list-style-type: none"> Identifying appropriate reading techniques Taking notes
9	10/30	<i>Still Alice</i> – July 2004 (pp. 143-156) [cf. 165-180]) <i>Still Alice</i> – August 2004 (pp. 157-174) [cf.181-201])	Parent-child relationship	<ul style="list-style-type: none"> Following descriptions of processes and sequences Explaining the possible implications of events
10	11/6	No class (Sports Day)		
11	11/13	<i>Still Alice</i> – September 2004 (pp. 177-190) [cf. 205-220]) <i>Still Alice</i> – October 2004 (pp. 191-203) [cf. 221-235])	Story Timeline	<ul style="list-style-type: none"> Using narrative and descriptive language (clearly describing a series of events)

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed	Academic Linguistic Skills Indicators
12	11/20	<i>Still Alice</i> – November 2004 (pp. 204-212) [cf. 236-245] <i>Still Alice</i> – December 2004 (pp. 213-226) [cf. 246-262])		<ul style="list-style-type: none"> • Explaining the possible implications of events
13	11/27	<i>Still Alice</i> – January 2005 (pp. 227-240) [cf. 263-278]) <i>Still Alice</i> – February 2005 (pp. 241-248) [cf. 279-287]) <i>Still Alice</i> – March 2005 (pp. 249-254) [cf. 288-294])		<ul style="list-style-type: none"> • Expressing and defending opinions • Exchanging and challenging ideas appropriately (in academic discussion)
14	12/4	<i>Still Alice</i> –April 2005 (pp. 255-264) [cf. 295-305] <i>Still Alice</i> – May 2005 (pp. 265-268) [cf. 306-309]) <i>Still Alice</i> – June 2005 (pp. 269-279) [cf. 310-321])	Caregiver’s perspective	<ul style="list-style-type: none"> • Explaining the possible implications of events • Exchanging and challenging ideas appropriately (in academic discussion)
15	12/11	<i>Still Alice</i> – Summer 2005 (pp. 280-285) [cf. 322-328]) <i>Still Alice</i> – September 2005 (pp. 286-287) [cf. 329-330]) <i>Still Alice</i> – Epilogue (pp. 288-292) [cf. 331-336])	Reader’s reflections	<ul style="list-style-type: none"> • Exchanging and challenging ideas appropriately (in academic discussion) • Using narrative and descriptive language (clearly describing a series of events)
16	12/18	Final oral report – What’s my next read? (pre-recorded video on YouTube) Peer Evaluation		<ul style="list-style-type: none"> • Creating a presentation to report results



Academic Linguistic Skills Indicators

Reading	<input checked="" type="checkbox"/> Identifying appropriate reading techniques
	<input checked="" type="checkbox"/> Following descriptions of processes and sequences
	<input checked="" type="checkbox"/> Taking notes
Writing	<input checked="" type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)
	<input checked="" type="checkbox"/> Creating a poster to report results

Speaking/Discuss

- Exchanging and challenging ideas appropriately (in academic discussion)
- Expressing and defending opinions
- Explaining the possible implications of events
- Creating a presentation to report results

