

National Tsing Hua University
 中高級選讀英文〔英文批判閱讀與寫作〕English Critical Reading and Writing
 Fall 2024



Course Information

Course Number	LANG 2000 __	Credits	2	Classroom	綜二 202
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M. <input checked="" type="checkbox"/> __10__ A.M. – __12__ 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 type="checkbox"/> communication/interaction <input checked="" 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	修畢中高級英文一、二或中高級英文三				
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。 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
林嘉瑜	joylin.nthu@gmail.com	綜二 209 34417	Monday 13:00-15:00



Course Aims / Description

1. Primary aim

This course aims to develop students' source-based writing skills on academic reading texts. In this class, students are introduced with the skills to recognize and respond to specific points in the materials they read, to synthesize ideas from several reading selections, as well as to evaluate and to argue about the ideas they have found in those reading materials. Class activities include lectures, writing exercises, small-group and whole-class discussion, as well as individual and group presentations. Supplementary course materials can be found on eeClass course website (<https://eeClass.nthu.edu.tw/>).

Participation in class discussion and activities is required and will contribute to the final grade. Homework may be given daily 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 sentence skills. Source-based writing will focus specifically on the summary and response on the academic texts. The final report will be designed to incorporate all the source-based writing skills covered in this semester.

2. Subsidiary aim

In this class, students will utilize academic reading ability to strengthen comprehension, note-taking, and outlining skills. This will enable students to practice paraphrasing, summarizing, and synthesizing information from various texts. Additionally, students will cultivate the ability to formulate their own viewpoints based on different sources and relevant supporting points, facilitating the creation of comprehensive source-based writing.

3. Corresponding CEFR Can-do statements

Reception	Reading	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	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]	
Production Written	Writing	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
		C1	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. [overall written production]	EAP EOP

REPORTS & ESSAYS		
B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. [reports & essays]	EAP EOP
B2	Can synthesize information and arguments from a number of sources. [reports & essays]	EAP
B2+	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. [reports & essays]	EAP EOP
B2+	Can evaluate different ideas or solutions to a problem. [reports & essays]	EAP
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. [reports & essays]	EAP
C1	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. [reports & essays]	EAP EOP



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)	20%
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)	20%



Teaching materials and References

Textbook(s)	Zemach, D., Broudy, D., & Valvona, C. (2020). <i>Writing Research Papers: From Essay to Research Paper</i> . Singapore: Macmillan Education Limited. ISBN: 978-1-380-05926-0 CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	
Learning/Resource Platform	https://eeclass.nthu.edu.tw/



Requirements & Rules

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

- (1) If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please give me **the valid proof WITHIN TWO WEEKS**. (2) **If you miss more than 3 CLASSES (without valid reasons), you will FAIL the course**. (3) **Being LATE for more than 20 minutes is treated as ABSENCE from that day's class**.
- Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **Ask your classmates or me what has been covered in the class**.
 - Cheating** on the exam is **absolutely not permitted**. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
 - There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
 - Please **turn off** your **cell phone** during the two-hour class period.
 - Late assignments** should be delivered to me or my mailbox **with your name, your course number, and teacher's name** written on it **by the Friday noon of the due week**.
 - 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.



Grading Scheme

No.	Grading	%
1.	Attendance and participation	20%
2.	Final paper (Semester research project)	20%
3.	Final presentation (Semester research project)	10%
4.	Take-home assignments	20%
5.	Sentence skill quizzes	20%
6.	Sentence skill report	10%



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	Course Content (Topic)	Source-based Writing	Chapter / Grammar Quiz	Main EAP language skills
1	9/5	Course Introduction & Project Overview	Research Questions		
2	9/12	Ch 1: Review of the essay		Chap: Writing process	Understanding the core features of a typical written report
3	9/19	Ch 2: Choosing a topic	Proposal	Chap: Topic selection	Describing research findings
4	9/26	Ch 3: Peer review		Chap: Introduction and conclusion	Building paragraphs in academic writing
5	10/3	Ch 4: Researching	Reading list	Chap: Topic in sentences	Comparing and synthesizing ideas and arguments
6	10/10	No class (Double Tenth Holiday)			
7	10/17	Ch 5: Outlining		Chap: Main ideas and supports	Using supporting information in academic writing
8	10/24	Ch 6: Avoiding plagiarism	Reading note*3	Chap: Quoting & paraphrasing	Avoid plagiarism
9	10/31	Ch 7: Language of research papers		Chap: Connectors	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
10	11/7	Ch 8: Writing the first draft	Summary*3	Chap: Thesis and essay writing	Drawing conclusion from data (developing your own position on a topic)
11	11/14	<i>Student-teacher Conference</i>			
12	11/21	Ch 9: In-text citations	Synthesis	Gr: Pronoun reference	Synthesizing sources and viewpoints (comparing literature on a topic)
13	11/28	Ch 10: Academic language		Gr: Sentence fragment	Understanding of a range of academic vocabulary and grammatical structures

14	12/5	Ch 11: Editing your paper	Paper draft	Gr: Comma splice and run/on	Writing a literature review
15	12/12	Ch 12: Presenting your research		Gr: Misplaced & dangling modifier	Creating a poster to report results
16	12/19	<u>Final Report: Poster Presentation</u>			Creating a poster to report results

Academic Linguistic Skills Indicators¹

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 type="checkbox"/> Following descriptions of processes and sequences
	<input 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
Writing	<input checked="" type="checkbox"/> Understanding the core features of a typical written report
	<input checked="" type="checkbox"/> Building paragraphs in academic writing
	<input checked="" type="checkbox"/> Using supporting information in academic writing
	<input type="checkbox"/> Incorporating graphic information and data into writing (in support of claims)
	<input type="checkbox"/> Describing research findings
	<input type="checkbox"/> Describing and explaining data
	<input checked="" type="checkbox"/> Discussing research findings
	<input type="checkbox"/> Explaining the possible implications of events
	<input checked="" type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<input checked="" type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<input checked="" type="checkbox"/> Drawing conclusion from data (developing your own position on a topic)
	<input checked="" type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<input checked="" type="checkbox"/> Using inferential language (communicating about ideas across contexts)
	<input type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)

¹ Teacher may indicate the academic skills taught or practiced in this course.

	<ul style="list-style-type: none"> ■ Writing a literature review
	<ul style="list-style-type: none"> ■ Creating a poster to report results
	<ul style="list-style-type: none"> ■ Avoid plagiarism
Vocabulary & Grammar	<ul style="list-style-type: none"> ■ Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<ul style="list-style-type: none"> ■ 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"> ■ Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	<ul style="list-style-type: none"> ■ Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)