

National Tsing Hua University

中高級選讀英文

[詞彙與閱讀 Vocabulary and Reading]

Fall 2024



Course Number	LANG 2000 <u>47</u>	Credits	2	Classroom	綜二 204
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" 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 type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" 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	<ul style="list-style-type: none"> ■ The student should have successfully studied Upper-Intermediate English I & II or English III. ■ The Student should be able to comprehend reading text at Lexile Range 945L~1215L. (Lexile score is a measurement of a student's reading ability. Many books are assigned a Lexile score that help students to find the right books to read that matches their reading level.) ■ The student should have a voracious appetite for words and an enthusiastic attitude towards class interaction. Those who feel reluctant to participate should reconsider taking the course. 				



開放人工加簽 2 位(班級學生不超過 32 名)

加簽必備條件:

1. 第一週需到課。

加簽優先條件:

1. 大四以上學生。

如欲加簽人數超過 2 位，採抽籤方式處理。

This course allows manual enrollment for 2 additional students (with a maximum of 32 in the class).

Requirement for adding the course:

1. The student must attend the first week of class.

Priority conditions for adding the course:

1. Senior student (Fourth year or above)

If more than two students wish to add the course, a lottery will be used to determine the result.

Instructor & Contact Information:

Name	Email
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Course Aims / Description:

Primary aim: Numerous studies have indicated that vocabulary is one of the main keys to reading comprehension of academic text. Solid vocabulary knowledge ensures less comprehension difficulties. It also strengthens one's ability to deliver more complete and precise reading-based production for academic purposes. This course, therefore, aims to expand students' vocabulary pool, deepen students' understanding of words with multiple meanings, and sharpen students' vocabulary decoding skills which will all have profound impact on enhancing student's academic reading abilities.

Subsidiary aim: Throughout the course, students will learn to build the following vocabulary decoding skills:

- (1) Studying academic context to find clues to the meaning of words
- (2) Using structural analysis to determine the meaning of words
- (3) Paraphrasing academic text using synonyms or antonyms
- (4) Creating domains to associate and compare related words

Corresponding CEFR Can-do Statements:

1. Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. [listening to announcements & instructions]	
2. Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentations which are propositionally and linguistically complex. [listening as a member of a live audience]	EAP
3. Can scan quickly through long and complex texts, locating relevant details. [reading for orientation]	
4. Can account for and sustain his/her opinions in discussion by providing relevant explanation, arguments and comments. [informal discussion (with friends)]	EAP
5. Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting details. [addressing audiences]	EAP
6. 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

7. Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. [compensating]	EAP
8. 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
9. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. [general linguistic range]	EAP
10. Can vary formulation of what he/she wants to say. [flexibility]	



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

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| 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) | 25% |
| 3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) | 25% |
| 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)	Jerome Shostak. (2013). <i>Vocabulary Workshop Level A</i> . New York: William H. Sadlier, Inc. ISBN: 978-0-8215-8006-6 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)	Friend, C. E., Knight, L. D., and Glazier, T. F. (2011). <i>The Least You Should Know About Vocabulary Building: Word Roots, 7th Edition</i> . Cengage Learning. ISBN: 978-0-495-91697-0 Keen, D. (1985). <i>Developing Vocabulary Skills</i> . Boston, Massachusetts: Heinle & Heinle Publishers. ISBN: 0-8384-2683-2 McCarthy, M., and O'Dell, F. (1994). <i>English Vocabulary In Use</i> . Cambridge, Great Britain: Cambridge University Press. ISBN: 0-521-42396-1 Rozakis, L. (2009). <i>Ultimate Word Success, 2nd Edition</i> . NJ: Peterson's. ISBN: 978-0-7689-2819-8 Trump, K., Trechter, S., and Holisky, D. A. (1992). <i>Walk, Amble, Stroll: Vocabulary Through Domains, Level 2</i> . Boston, Massachusetts: Heinle & Heinle Publishers. ISBN: 0-8384-2280-2

Learning/Resource Platform	http://eeclash.nthu.edu.tw/ http://vocabularyworkshop.com
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Grading:

1.	Attendance and participation	12%
2.	Assignments (In each of the three assignments, students will do research on unit words as well as paraphrase that uses words and details from the reading passage.)	30%
3.	Assessments (Two assessments will be given, one in Week 10 and the other in Week 17.)	50%
4.	Group presentation (Students will work with group members to create and present a poem, video commercial incorporating unit words)	8%



Requirements & Rules:

- Any absence due to illness, emergency, school events, etc., please apply for leave through the **Student Leave System**. Each unexcused absence (without request for leave) will result in **2** points off. Any student who has **3** unexcused absences or beyond will get **0** point in the whole attendance and participation category.
- Class attendance is the initial step to good learning results. An active learner participates by showing respect such as arriving on time, listening attentively, using electronic devices only for class purposes as well as by aggressive responding to questions and discussions. Absentees should follow up on class content and requirements themselves by checking eeclash materials or with classmates.
- Absentees both excused and unexcused should have assignments submitted within **one** week. Unexcused late submissions will get **3** points deduction. Any assignments not turned in or found to plagiarize will receive a grade of **0**.
- Applications for leave shall **not** be submitted during the midterm and final exam periods (**Regulations for Student Leave of Absence**). However, for official affairs, acute illness, or factors not attributable to the applicants, **relevant certificates** are required for make-up exam. Any student found cheating will receive **0** point penalty for the exam.
- AI-assisted reports and assignments are allowed in limited instances: AI can be used to prepare for reports and assignments during brainstorming, but students must show how it helped them reach the result.



Teaching Activities:

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| ■ Lectures 口頭講授 | ■ Pair/Group discussion 配對／分組討論 |
| ■ Online practices/ Paper exercises 練習 | ■ Assignments 作業 |
| ■ Project presentations 專題報告 | ■ Assessments 測驗 |



Classroom Languages:

English 90 % Mandarin 10 %



Detailed Syllabus:

WEEK	DATE	Class Activities / Assignments		
		Unit title / Topic	Class activities / Assignments	Main EGP/EAP/EOP language skills
1	9/5	Course overview/Why words matter?	Oral discussions/Questionnaire/eeclass online discussions	Expressing and defending opinions (EAP speaking)
2	9/12	Word structure analysis/Unit 1 City of Gold (First-person Narrative)	Practice on word structure analysis/Pair writing using first-person narrative	Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)/ Using narrative and descriptive language (clearly describing a series of events) (EAP writing)
3	9/19	Unit 1 City of Gold (First-person Narrative)	Oral discussions/Exercise on finding three types of context clues/Exercise on identifying negative prefixes	Identifying & applying appropriate reading techniques (EAP reading)/Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)
4	9/26	Unit 2 Comestible Curriculum (Interview)	Oral discussions/Exercise on identifying relational prefixes	Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)/ Comparing and synthesizing ideas and arguments (EAP reading)

5	10/03	Unit 3 This Day in 1923 (Archived Newspaper Article)	Oral discussions/Exercise on identifying roots of size and numbers/Assignment 1	Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)/ Avoiding plagiarism (EAP writing)
6	10/10	No Class (Double Tenth Day)		
7	10/17	Unit 3 This Day in 1923 (Archived Newspaper Article)/Unit 4 The Art and Science of Traditional Healing (Expository Essay)	Oral discussions/Associating and comparing medicine domain vocabulary	Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)
8	10/24	Unit 4 The Art and Science of Traditional Healing (Expository Essay)	Pair practice on paraphrasing/Practice on shadowing	Understanding of a range of academic vocabulary and grammatical structures (EAP reading)
9	10/31	Unit 1-4/eeclass materials	Assignment 2/Assessment I	Avoiding plagiarism (EAP writing)
10	11/07	Unit 5 Continue Space Exploration (Persuasive Speech)	Oral discussions/Exercise on identifying prefixes of direction	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts) (EAP vocabulary)/ Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)
11	11/14	Unit 5 Continue Space Exploration (Persuasive Speech)/Unit 6 WWI Propaganda Images	Pair practice on paraphrasing/Practice on shadowing	Comparing and synthesizing ideas and arguments (EAP reading)/Understanding of a range of academic vocabulary and grammatical structures

				(EAP reading)
12	11/21	Unit 6 WWI Propaganda Images	Oral discussions/Exercise on identifying roots of government and society/Crossword puzzle	Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP Vocabulary)
13	11/28	Unit 7 Made for the Shade (Informational Essay)	Oral discussions/Exercise on identifying roots of body parts/Assignment 3	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts) (EAP vocabulary)/ Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)
14	12/05	Unit 11 Galapagos Log (Log)	Exercise on identifying roots of motion/ Associating and comparing walk domain vocabulary	Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.) (EAP vocabulary)
15	12/12	Unit 5, 6, 7, 11/eeclash materials	Assessment II	Avoiding plagiarism (EAP writing)
16	12/19	Unit 1-7, 11/eeclash materials	Group Presentation	Creating a presentation to report results (EAP speaking)



Academic Linguistic Skills Indicators:

Reading	■ Understanding of a range of academic vocabulary and grammatical structures
	■ Identifying & applying appropriate reading techniques
	■ Comparing and synthesizing ideas and arguments
	■ Comparing and synthesizing ideas and arguments

	<ul style="list-style-type: none"> ■ Using narrative and descriptive language (clearly describing a series of events)
	<ul style="list-style-type: none"> ■ Avoiding plagiarism
	<ul style="list-style-type: none"> ■ Expressing and defending opinions
	<ul style="list-style-type: none"> ■ Creating a presentation to report results
Vocabulary	<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"> ■ Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)

[The End]