

National Tsing Hua University

中高級選讀英文 [時事英文選讀 Journalism English]

Fall 2024

Course Number	LANG 200051	Credits	2	Classroom	_____
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input checked="" 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 (listening & reading) <input checked="" type="checkbox"/> communication/interaction (spoken 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	<ul style="list-style-type: none"> ➤ Learners must have English proficiency close to B1 or B2 level. ➤ Learners should be interested in reading English news and be able to understand the headlines and main points in short newspaper articles about current and familiar topics. 				
加簽說明	<ul style="list-style-type: none"> ➤ This course does not accept manual enrollment. All students must be randomly assigned through the course selection system. 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
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Course Aims / Description

Primary aim:

The primary aim of the course is **to enhancing English News Comprehension**: Improving students' English language skills, particularly in the context of understanding news articles, broadcasts, and reports. This includes expanding vocabulary, improving comprehension, and refining listening skills.

Plus, increasing students' awareness of global issues, cultural contexts, and diverse perspectives through exposure to English-language news from around the world are included.

Subsidiary aim:**Starting Each Class with Current Events Overview:**

- Level of Bloom's Taxonomy: Remembering
- Explanation: Students recall and recognize key headlines and events from the news, demonstrating their ability to remember factual information.

News Analysis Worksheets:

- Level of Bloom's Taxonomy: Understanding
- Explanation: Students comprehend the main ideas of news articles, identify key points, and answer comprehension questions, demonstrating their understanding of the content.

Global Issue Presentations:

- Level of Bloom's Taxonomy: Analyzing and Evaluating
- Explanation: Students analyze global issues, gather information from English-language news sources, and evaluate their significance, impact, and potential solutions.

News Quizzes:

- Level of Bloom's Taxonomy: Understanding and Applying
- Explanation: Quizzes assess students' understanding of news content, including vocabulary and main ideas. Students apply their comprehension skills to answer questions effectively.

Fact-Checking Exercises:

- Level of Bloom's Taxonomy: Evaluating and Creating
- Explanation: Students evaluate the accuracy of claims in news articles, demonstrating critical thinking skills by assessing the reliability of sources and information. Additionally, they create strategies for fact-checking, utilizing resources effectively to verify information.

Corresponding CEFR Can-do Statements (B2 & B2+)

Listening	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 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
	B2	Can understand most TV news and current affairs programs. [watching TV & film]	
	B2	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [watching TV & film]	

Reading	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
	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
	B2	Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. [reading instructions]	EAP EOP
Speaking	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 express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. [formal discussion (meetings)]	EAP EOP
	B2	Can give a clear, detailed description of how to carry out a procedure. [information exchange]	EAP EOP
Writing	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
	B2	Can summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion. [processing text]	EAP



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) 30%
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) 10%
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) 20%



Teaching Materials and References

Textbook(s)	<u>How to Understand English News</u> Writers: Brian Foden & Zachary Fillingham Publisher: Cosmos ISBN: 978-986-318-696-0 CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Materials	<u>Breaking News English</u> Writer: Tim Ferry ISBN: 978-986-318-342-6 CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Learning/Resource Platform	https://edition.cnn.com/ https://www.bbc.com/ https://abcnews.go.com/ (最新的新聞報導將取自 CNN, ABC, VOA, DW, Taiwan News 跟 BBC · 教師逐週做摘要補充)



Grading:

1.	Attendance	10%
2.	Participation & Discussion	15%
4.	Midterm	25%
5.	Presentation	15%
6	Final Exam	35%



Requirements & Rules:

1. Class attendance, lesson preparation and active class participation are required. (**Flunked** if you are absent more than six times, including all kinds of leaves.)
2. Absence from a class is **NO excuse for not knowing** the assignment and what has been discussed in that class. It is YOUR responsibility to ask your fellow classmates what has been covered and what will be doing in the class.
3. Cheating on the exam is absolutely not permitted. If someone is found plagiarizing or cheating on an exam, it means he/she will get a zero point for that exam.
4. There will be **NO make-up exams/presentations** unless valid and official reasons for absence are presented beforehand.
5. AI-assisted tools are encouraged broadly, but students must indicate which part of the assignment

is AI-generated.

6. The handouts given in the class should be kept at least **till the end of the semester** for later reference or final exam.
7. iPads, or laptops are allowed to use for learning in class. Cell phones should be turned silent. Both of them are **only for learning** in class period.

Teaching Activities:

- Lectures 口頭講授 ■ Assignments 作業
- Student presentations 學生報告 ■ Quizzes 小考 ■ Projects activities 專題活動

Classroom Languages:

English	95%	Mandarin	5%
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Detailed Syllabus:

WEEK	DATE	Class Activities / Assignments		
		Unit title / Topic	Class activities / Assignments	Main EAP/EOP language skills
1	0906	Orientation (Introduce the course, agenda, syllabus...)		
2	0913	Topic 1: Travel The Parade of Mummies + New York	Listening Comprehension Exercises: Play news broadcasts or podcasts in English and have students listen for specific information.	Taking notes
3	0920	Topic 2: Society Changing Faces in Korean Culture		Understanding description of data in spoken language
4	0927	Topic 3: Finance Fintech: Financial Technology	Current Events Discussions: Encourage students to express their opinions, share insights	Describing research findings
5	1004	Topic 4: Technology The Car of Future	News Article Analysis: Provide students with a variety of news articles from different sources and ask them to analyze the content,	Understanding of a range of academic vocabulary and grammatical structures

6	1011	Topic 5: Science The Final Frontier _Hawking	identify the main points	Identifying & applying appropriate reading techniques
7	1018	Topic 6: Celebrity Coffee Kingpin	Guest Speakers or Interviews: Invite guest speakers, or experts in specific fields, to share their insights and experiences with the class.	Understanding and evaluating a speaker's interpretation of data
8	1025	Topic 7: Natural Disaster Tsunami / Earthquake		
9	1101	Midterm (Topic 1~7)		
10	1108	Topic 8: Man-made Disaster Terrorism	Writing News Headlines: Ask students to write catchy and informative headlines for news articles	Using narrative and descriptive language (clearly describing a series of events)
11	1115	Topic 9: Architecture Pantheon	Vocabulary Expansion: Introduce students to vocabulary commonly used in news articles and broadcasts	Understanding of a range of academic vocabulary and grammatical structures
12	1122	Topic 10: Business Google Doodle		
13	1129	Topic 11: Environmental Protection Carbon-Neutral Copenhagen	Comparative Analysis: Compare news coverage of the same event or topic from different sources	Following discussions between multiple texts or reports
14	1206	Topic 12: Industry Post-it Notes	Fact-Checking Exercises: Teach students how to fact-check news sources and verify information	Explaining, comparing and interpreting sources
15	1213	Presentation	The ability to give clear, detailed description on a wide range of subjects to his/her field of interest. (EAP / EOP)	Creating a poster to report results Creating a presentation to report results
16	1220	Final Exam (Topic 1~12)		



Academic Linguistic Skills Indicators

Reading	<input type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input type="checkbox"/> Identifying & applying appropriate reading techniques
	<input type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Following discussions between multiple texts or reports
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
	<input 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"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Following an account of the development of ideas over time
	<input type="checkbox"/> Following discussions between multiple speakers
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
Writing	<input type="checkbox"/> Creating a poster to report results
	<input type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Explaining the possible implications of events
	<input type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<input type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<input type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)
Speaking/Discussion	<input type="checkbox"/> Discussing the meaning and implications of numerical data
	<input type="checkbox"/> Describing research findings
	<input type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Explaining the possible implications of events
	<input type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<input type="checkbox"/> Creating a presentation to report results
Vocabulary & Grammar	<input type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<input type="checkbox"/> Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)