



Course Number	LANG 2000 _____	Credits	2	Classroom	請查閱校務資訊系統的課程資訊後填入
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 checked="" 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 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	中高級英文一、二				
加簽說明	<input type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。 <input checked="" type="checkbox"/> 開放人工加簽__2__位學生。學生符合以下條件，得於第__一__週上課時， 向老師提出加簽申請。老師簽署申請表後，申請表送英語教育中心辦公室。由老師進行線上簽核。 <input checked="" type="checkbox"/> 條件 1：必須於第一週到課 <input type="checkbox"/> 條件 2：須有其他時段【選讀英語文】衝堂無法選課之證明（如選課紀錄或本學期所有科目課程表） <input checked="" type="checkbox"/> 條件 3：自所屬選課階段（大二生：第 1-2 次選課；大三、大四學生：第 3 次選課）起，亂數選課皆未選上（選上但退選者，不得以人工加簽再次選課） <input type="checkbox"/> 條件 4：應屆畢業生 <input type="checkbox"/> 條件 5：_____（如老師有其他加簽條件，請自行書寫） 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
吳宇晴	Sharonwu413@gapp.nthu.edu.tw	By appointment	By appointment



Course Aims / Description¹

Primary aim

The central aim of this course is twofold: to enhance students' English reading proficiency and to foster stronger critical thinking skills. Participants will delve into texts, actively engaging with the material to achieve a deeper understanding. Through this process, they will develop the ability to navigate complex narratives and expository texts with ease, while also honing their critical thinking abilities to analyze and interpret the content effectively.

Subsidiary aim

Throughout the duration of the course, students will actively participate in the following steps, which are strategically devised to enhance their critical thinking and reading proficiency:

- (1) Developing the ability to discern between factual information and subjective opinions presented in texts.
- (2) Evaluating the credibility of sources used in academic contexts.
- (3) Recognizing and understanding various perspectives presented in texts.
- (4) Engaging in whole-class discussions on current issues to practice critical thinking and analysis.
- (5) Collaborating in group problem-solving activities to deepen comprehension and analytical skills.
- (6) Enhancing public speaking abilities through individual presentations, thereby applying learned vocabulary and sentence structures effectively.

Corresponding CEFR Can-do statements

Notes

(1) 至少 3 項語言能力類別的敘述	1. Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulties with low-frequency idioms. [overall reading comprehension]	EAP
(2) 至少 1 項語言策略或語言品質的敘述		
(3) 如能力敘述的屬性為 EAP / EOP，請於該項能力敘述右側加註	2. 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.	EAP
	3. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	EAP
	4. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	EAP
	5. 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.	EAP



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

¹ 請參閱 Bloom's Taxonomy of Measurable Verbs。

1. 英語溝通與表達能力 (ability to communicate and express oneself in English) 25
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) 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) 15



Teaching Materials and References

Textbook(s)	Baron, J., Henley J. (2020) Flow 3: 21st Century Strategic Reading. Taipei: Caves Books Ltd. ISBN: 9789576069024 CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input checked="" type="checkbox"/> B2+ <input checked="" type="checkbox"/> C1
Additional Textbook(s)	
Learning/Resource Platform	NTHU eeclass

(Note: If you plan to add any other textbook or material to this course, please list the books here.)

Grading:

1.	Attendance and participation	15%
2.	Midterm Exam	25%
3.	Final Exam	25%
4.	Quizzes	15%
5.	Presentations	20%

Requirements & Rules:

- Class attendance, lesson preparation and active class participation are required.
 - ✓ The instructor takes attendance almost every class throughout the semester.
 - ✓ If you are absent from a class meeting, **1 point** will be deducted from semester grade.
 - ✓ If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please email the instructor as you decide to take a leave and give the instructor **the valid proof WITHIN TWO WEEKS**. A receipt or a medicine prescription with correct stamp of date by accredited hospitals can be seen as a valid proof.
 - ✓ Being late for more than **20 minutes** is treated as absence from that hour (**0.5 point** will be deducted).
- Active Participation Incentive
To encourage and reward active participation, students will receive 5 extra points every time they raise their hand to answer questions or volunteer to come to the stage to make a sentence. Accumulating 100 extra points through active participation will result in gaining one additional point atop your semester grade. This incentive allows for a maximum of 3 extra points to be added to your semester grade, promoting engagement and enhancing learning experiences in our classroom.
- 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.
- Use of AI**
 allowed with appropriate attribution: AI-assisted work on some assignments is allowed when students clearly identify what parts of the assignments were AI generated and how it

helped them.

5. There will be **NO make-up exams** or **presentations** unless you notify the instructor valid and official reasons for your absence **beforehand**. If a group presentation is “crippled” due to your lateness or absence, you will receive no grade on the presentation.

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 85 % Mandarin 15 %

Detailed Syllabus:

(1)

WEEK	DATE	Class Activities / Assignments		
		Unit title / Topic	Class activities / Assignments	Main EGP/EAP/EOP language skills
1		Course Overview		
2		Unit 1 Ups and Downs	Fighting the Monday Blues ● Group Discussion: Discussing the meaning and implications of numerical data	Exchanging and challenging ideas appropriately (in academic discussion)
3		Unit 1 Ups and Downs	Peace of Mind: Time for a Mature Approach to Mental Health ● Group Discussion: Exchanging and challenging ideas	Understanding of a range of academic vocabulary and grammatical structures
4		Unit 2 Beauty	Looking Good from Every Angle: Social Media’s Influence on Surgical Procedures ● Online Research: Describing research finding	Reading: Identifying & applying appropriate reading techniques
5		Unit 2 Beauty	Time to Put the Brakes on Fast Fashion ● Quiz 1	Reading: Understanding of a range of academic vocabulary and grammatical structures
6		Unit 3 Music	Music Trends for the Streaming Age ● Class Survey: Drawing conclusion	Reading: Identifying & applying appropriate reading techniques

			from data	
7		Unit 3 Music	Spotify: A singing Success <ul style="list-style-type: none"> Class Poll: Describing and explaining data 	Vocabulary: Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
8		Review	Presentation 1	Speaking/Discussion: Creating a presentation to report results
9		Midterm Exam		
10		Unit 4 Society	Why People Say “Yes” to Late Marriage Class Survey: Draw conclusion from data	Reading: Identifying & applying appropriate reading techniques
11		Unit 4 Society	Who Is to Blame for Japan’s Low Birth Rate? <ul style="list-style-type: none"> Online Research: Describing research findings 	Vocabulary: Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
12		Unit 6 Environment	The Man Who Grew a Forest / <ul style="list-style-type: none"> Quiz 2 	Reading: Identifying & applying appropriate reading techniques
13		Unit 6 Environment	What Are the Alternatives? <ul style="list-style-type: none"> Mini Debate: Defending Opinions 	Speaking/Discussion: Expressing and defending opinions
14		Unit 8 Global Issues	Water Shortages: The Next Global Catastrophe Europe’s Forgotten People <ul style="list-style-type: none"> Mini Project: Describing research findings 	Reading: Identifying & applying appropriate reading techniques
15			Presentation 2	Speaking/Discussion: Creating a presentation to report results
16			Final Exam	



SDGs (UN Sustainable Development Goals) Indicators²

² Teachers may indicate the relevancy of the units or the themes in this course to the Sustainable Development Goals, which were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030.



Academic Linguistic Skills Indicators³

R e a d i n g	<input checked="" type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Evaluating, comparing and critically analyzing graphic data
	<input checked="" type="checkbox"/> Identifying & applying appropriate reading techniques
	<input checked="" type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Interpreting process diagrams and flowcharts (critical reading)
	<input type="checkbox"/> Analyzing reported statistics (critical reading)
	<input checked="" type="checkbox"/> Following discussions between multiple texts or reports
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
<input type="checkbox"/> Taking notes	
L i s t e n i n g	<input checked="" type="checkbox"/> Understanding description of data in spoken language
	<input type="checkbox"/> Understanding and evaluating a speaker's interpretation of data
	<input type="checkbox"/> Understanding references to graphic 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

³ Teacher may indicate the academic skills taught or practiced in this course.

	<input checked="" type="checkbox"/> Comparing and synthesizing ideas and arguments
Writing	<input 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 checked="" type="checkbox"/> Describing research findings
	<input type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Discussing research findings
	<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"/> Drawing conclusion from data (developing your own position on a topic)
	<input type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<input type="checkbox"/> Using inferential language (communicating about ideas across contexts)
	<input type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)
	<input type="checkbox"/> Writing a literature review
	<input type="checkbox"/> Creating a poster to report results
<input type="checkbox"/> Avoiding plagiarism	
Speaking/ Discussion	<input checked="" type="checkbox"/> Discussing the meaning and implications of numerical data
	<input type="checkbox"/> Using statistical data in support of claims
	<input type="checkbox"/> Referring to graphics in support of claims
	<input checked="" type="checkbox"/> Describing research findings
	<input checked="" type="checkbox"/> Describing and explaining data
	<input checked="" type="checkbox"/> Exchanging and challenging ideas appropriately (in academic discussion)
	<input checked="" type="checkbox"/> Expressing and defending opinions
	<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"/> Drawing conclusion from data (developing your own position on a topic)
	<input type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<input type="checkbox"/> Creating a presentation to report results

V o c a b u l a r y & G r a m m a r	<input checked="" type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<input checked="" type="checkbox"/> 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)
	<input checked="" type="checkbox"/> Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	<input type="checkbox"/> Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)