

National Tsing Hua University

中高級選讀英文 [詞彙與閱讀 Vocabulary & Reading]

Fall 2024

Course Number	LANG 200053	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 type="checkbox"/> 1:20P.M. – 3:10P.M. <input checked="" 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 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	<p>Typically, students would need to have a certain level of English proficiency, usually equivalent to the B1 level or higher, to enroll in a B2-level course. This proficiency level ensures that students have a foundational understanding of English grammar, vocabulary, and reading comprehension skills. In addition to the general proficiency level, there may be specific prerequisites or requirements set by the institution offering the course. These could include:</p> <ol style="list-style-type: none"> 1) Completion of lower-level English courses or assessments to ensure readiness for the B2 level course. 2) Meeting any language proficiency requirements set by the school. 3) Being able to understand the main points in short articles about current and familiar topics in their daily life. 4) Being able to find and understand the information they need and other short texts relating to their interests in their daily life. 				
加簽說明	<p>This course does not accept manual enrollment. All students must be randomly assigned through the course selection system.</p> <p>不開放人工加簽。所有學生須由選課系統亂數選課。</p>				

Instructor & Contact Information:

Name	Email
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Course Aims / Description

Primary aim:

This course aims to reinforce students' power of vocabulary by introducing vocabulary systematically and to improve their reading comprehension as well.

- **Expand Vocabulary**: The primary aim of this course is to expand students' vocabulary repertoire at the B2 level. Through various reading materials, activities, and exercises, students will encounter new words and phrases within context, enhancing their ability to comprehend and use a wider range of vocabulary accurately and effectively.
- **Develop Reading Comprehension Skills**: Another key aim is to develop students' reading comprehension skills. This involves improving their ability to understand, analyze, and interpret a variety of texts, including articles, essays, and excerpts from literature. Students will learn strategies for extracting key information, identifying main ideas, making inferences, and recognizing nuances in meaning.

Subsidiary aim:

Vocabulary Building (Spelling Bee contests):

- **Level of Bloom's Taxonomy**: Remembering and Understanding
- **Explanation**: Students recall and recognize words they've learned, as well as understand their meanings and usage in context.

Dictionary Skills:

- **Level of Bloom's Taxonomy**: Understanding and Applying
- **Explanation**: Students comprehend how to use dictionaries effectively and apply this knowledge by looking up unfamiliar words and understanding their definitions, pronunciation, and usage in context.

Guided Reading:

- **Level of Bloom's Taxonomy**: Understanding and Applying
- **Explanation**: Students understand the content of challenging texts suited to their proficiency level and apply guidance and support to develop their reading skills effectively.

Discussion and Debate:

- **Level of Bloom's Taxonomy**: Analyzing, Evaluating, and Creating
- **Explanation**: Students analyze different points of view during discussions and debates, evaluate arguments and evidence presented, and create their own arguments supported by evidence.

Skimming and Scanning:

- **Level of Bloom's Taxonomy**: Understanding and Applying
- **Explanation**: Students understand the purpose of skimming and scanning techniques and apply these techniques to quickly identify main ideas and key points in texts.

Summarization:

- **Level of Bloom's Taxonomy**: Understanding and Creating
- **Explanation**: Students understand the main ideas and arguments presented in texts and create concise and accurate summaries by selecting and organizing relevant information.



CEFR Can-do Statements (B2 & B2+)

Reading	B2	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 EOP
	B2	Can scan quickly through long and complex texts, locating relevant details. [reading for orientation]	
	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
Working with Text	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
Control	B2	Spelling, punctuation and layout are accurate but may show signs of mother tongue influence.	

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) | 40 |
| 2. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) | 20 |
| 3. 對英語與多元文化的國際視野 (global views of English and multicultural diversity) | 20 |
| 4. 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)	<p><i>Academic Vocabulary in Use: Vocabulary Reference and Practice: Self-study and Classroom Use</i></p> <p>Publisher: Cambridge University Press</p> <p>ISBN 9781107591660</p>
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	CEFR Scale <input type="checkbox"/> B1 <input checked="" type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	TOEIC Vocabulary Builder ISBN 978-986-89684-0-0
Learning/Resource Platform	https://www.cambridgeenglish.org/test-your-english/

Grading:

1.	Attendance	10%
2.	Participation	15%
2.	Spelling Bee	15%
3.	Midterm	25%
4.	Final Exam	35%

Requirements & Rules:

- Class attendance, lesson preparation and active class participation are required. (Flunked if you are absent **more than six times, including all kinds of leaves.**)
- 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.
- 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.
- There will be **NO make-up exams/presentations** unless valid and official reasons for absence are presented beforehand.
- AI-assisted tools are encouraged broadly, but students must indicate which part of the assignment is AI-generated.
- The handouts given in the class should be kept at least **till the end of the semester** for later reference or final exam.
- 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:

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| <input checked="" type="checkbox"/> Lectures 口頭講授 | <input checked="" type="checkbox"/> Assignments 作業 |
| <input checked="" type="checkbox"/> Spelling Bee | <input checked="" type="checkbox"/> Quizzes 小考 |

Classroom Languages:

English 95 % Mandarin 5 %



Detailed Syllabus:

Week	Date	Unit title / Topic	Class activities / Assignments	Main EGP/EAP/EOP language skills
1	0906	Orientation (syllabus, agenda, target...)		
2	0913	Topic 1: The Physical Characteristics Reading: Robots that show emotion		Taking notes
3	0920	Topic 2: Relationship Reading: Social Network	Spelling Bee Topic 1 Personnel & Recruitment	
4	0927	Topic 3: Leisure and lifestyle Reading: Pixar Movies	Spelling Bee Topic 2 Office Administration	Expanding academic vocabulary and knowledge of definitions and parts of words
5	1004	Topic 4: A changing world Reading: Can we build AI without losing control over it?	Spelling Bee Topic 3 Announcement & Lectures	Comparing and synthesizing ideas and arguments
6	1011	Topic 5: Institutions Reading: Our failing schools	Spelling Bee Topic 4 Health & Medicine	Developing sentence structures and discourse patterns for academic competence
7	1018	Topic 6: News and current affairs Reading: How the news distorts our worldview	Spelling Bee Topic 5 Marketing & Publicity	Understanding graphic presentation of data

8	1025	Topic 7: Work and finance Reading: American's forgotten working class	Spelling Bee Topic 6 Financial & Accounting	Developing a sophisticated knowledge of lexical resources
9	1101	Midterm on Topic 1~7		
10	1108	Topic 8: Concepts Reading: Success, failure and the drive to keep creating	Spelling Bee Topic 7 Performance & Exhibition	Understanding of a range of academic vocabulary and grammatical structures
11	1115	Top 9: Spoken English Reading: Go ahead, make up new words	Spelling Bee Topic 8 Business & Management	Comparing and synthesizing ideas and arguments
12	1122	Topic 10: University & Occupation Reading: The jobs we'll lose to machines	Spelling Bee Topic 9 Diets & Accommodation	Identifying appropriate reading techniques
13	1129	Topic 11: Written English Reading: Photos from a storm chaser	Spelling Bee Topic 10 Travel & Traffic	
14	1206	Topic 12: Traveling English Reading: Flight attendant announcement	Spelling Bee Topic 11 Workshop & Profession	Expanding academic vocabulary and knowledge of definitions and

15	1213	Topic 13: Disaster Nature disasters Reading: AI-Robots to detect wildfire	Spelling Bee Topic 12 Shopping & Consumers	parts of words (prefixes, suffixes, roots, etc.)
16	1220	Final Exam		

Academic Linguistic Skills Indicators

Reading	<input type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Identifying appropriate reading techniques
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
	<input type="checkbox"/> Taking notes
Vocabulary & Grammar	<input type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<input 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 type="checkbox"/> Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)