National Tsing Hua University
中級選讀英文〔詞彙與閱讀〕
Fall 2024

Course Number	11310LANG200061	Credits	2	Classroom	綜二館 103

Class hours	☐ Monday ■ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ■ 10:10A.M. – 12:00P.M. ☐ 3:30P.M. – 5:20P.M. ☐ _____ P.M. – 5_____ P.M.
Course Type	☐ EGP (English for general purposes) ■ EAP (English for academic purposes) ☐ EOP (English for occupational purposes)
Language Level	■ B1（中級） ☐ B1-B2 ☐ B2（中高級） ☐ B2+ ☐ C1
Core Ability	■ comprehension/reception ■ communication/interaction ☐ production
可選課學生 身分別	☐ 頂標生 ☐ 前標生 ■ 中級生 ■ 初級生
Prerequisites	修畢中級英文一二／初級英文一二課程且成績及格
加簽說明	☐ 不開放人工加簽。所有學生須由選課系統亂數選課。 ■ 開放人工加簽__2__位學生。學生符合以下條件，得於第__1__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。 ■ 條件 1：必須於第一週到課 ☐ 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） ■ 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） ■ 條件 4：應屆畢業生 備註：符合以上條件者若超過 2 位，則依優先順序加簽前 2 名。 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
汪友于	lucywang2012th@gmail.com

Course Aims / Descriptions

Primary aim	This course aims to reinforce/consolidate the use of language they already know by familiarizing them with vocabulary, developing their reading strategies and skills, and giving them further practice. All the reading materials are theme-based and systematically presented, which are highly useful in building up students' vocabularies. The abilities of information organization and critical thinking are also the emphasis of this course.
Subsidiary aim	Subsidiary aims show the language or skills learners must be able to use well in order to achieve the main aim of the course. This course is designed in six levels to help students cultivate reading ability in academic contexts.

(1) Students can recognize unfamiliar words from the context on topics presented in the academic reading passages.

(2) Students can apply different reading skills for different needs in academic reading scenarios.

(3) Students can infer meanings from implied messages in academic reading scenarios.

(4) Students can annotate texts for the academic reading passages.

(5) Students can identify the main idea presented in the academic reading passages.

(6) Students can interpret the author's purposes and intentions in the academic reading passages.

Students will work in groups to build up theme-based vocabulary as well as synonyms and antonyms through collaborative learning such as brain storming. Prefixes, suffixes, root words, and collocations will be also focused. After being familiar with the new words and reading skills involving making inferences in context, students will improve reading comprehension. By the way, listening skills help reinforce letter-sound relationships to correctly pronounce written words. Video teaching helps review words to enhance word recognition and reading comprehension via situational conversation in videos. After mid-term, in order for students to read extensively, they will vote for three topics out of six to read and they will be encouraged to get other reading materials, such as the China Post, Taiwan News, related to the topics they vote for, as their reading assignments. Students have to highlight the key points and take notes on their outside reading materials to share the main ideas and their reading comprehension with their group members.

CEFR Can-do Statements (B1 & B1+)

	Reading	**OVERALL READING COMPREHENSION**	
Reception		B1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. [overall reading comprehension]	**EAP**
		READING FOR INFORMATION & ARGUMENT	
		B1 Can recognize significant points in straightforward newspaper articles on familiar subjects. [reading for information & argument]	**(EAP)**

		IDENTIFYING CUES & INFERRING (SPOKEN & WRITTEN)		
Reception	Communication Strategies	B1	Can identify unfamiliar words from the context on topics related to his/her field and interests. [identifying cues & inferring (spoken & written)]	**EAP**
		B1	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. [identifying cues & inferring (spoken & written)]	**(EAP)**
		NOTE-TAKING (LECTURES, SEMINARS, ETC.)		
Working with Text		B1+	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well-structured. [note-taking (lectures, seminars, etc.)]	**EAP**
		PROCESSING TEXT		
		B1	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. [processing text]	**EAP**
		B1+	Can collate short pieces of information from several sources and summarize them for somebody else. [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) 20%

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) 20%

Teaching materials and References

Textbook(s)	Baron, J., Henley, J. (2018). *Flow 21st Century Strategic Reading 2*. Caves Books. ISBN: 978-957-606-836-2 CEFR Scale ■ B1 □ B1-B2 □ B2 □ B2+ □ C1
Additional Textbook(s)	Friend, C. E., Knight, L. D., and Glazier, T. F. (2011). *The Least You Should Know About Vocabulary Building: Word Roots, 7th Edition*. Cengage Learning. ISBN: 978-0-495-91697-0

Requirements & Rules:

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

present whenever I call the roll, you will get **90** (i.e. the primitive score) in this category (i.e. Class attendance). If you are absent for **two hours**, **ten points** will be deducted from this primitive score. If you are absent for more than 12 **hours**, <u>**you will definitely be flunked**</u>.

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 classmates or me what has been covered in the class**.

3. <u>**Cheating**</u> on the exam is <u>**absolutely not permitted**</u>. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.

4. 請敘明學生使用 AI 的條件

   AI-assisted reports and assignments are not allowed: only content done by a student or as part of an assigned group is accepted
   禁止使用，作業或報告必須由學生或小組產出

   Reminder: When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of Chat GPT's biggest limitations is its databases only goes up to 2021, making it unaware of current events.

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.

6. Assignments are expected to be completed and submitted by due date. No late submission will be accepted or graded unless the instructor approves your application of late submission.

   NO full credit for late submission/Penalty for late submission: 10% of the total mark awarded will be deducted for each working day after the submission date.

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1	10%	81	54
2	20%	72	48
3	30%	63	42
4	40%	54	36
5	50%	45	30
More than 5 days	Not completed and grade of zero awarded		

7. **Penalty for no or poor participation in groupwork**

   Students are expected to take part in various groupwork activities. Failure to engage with these activities may lead to reductions in grades awarded. Sometimes the reduction may be suggested

by other group members, in other circumstances the academic in charge may reduce the grade awarded without reference to other group members.

8. Mobile devices are only used for educational purposes relevant to the subject or tasks in the classroom setting with the permission of or at the request of the instructor.

   During class students are not to be seen with a cell phone in hand. Mobile phones are expected to be turned off or switched to a silent mode.

Grading:

1.	Attendance and participation	20%
2.	Assignments	25%
3.	Final written exam	20%
4.	Quizzes	20%
5.	Presentation	15%

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	Class Activities / Assignments		
		Unit title / Topic	**Class activities /Assignments**	**Main EAP language skills**
1	9/3	Course Introduction	Reading and Vocabulary Strategies	Identifying appropriate reading techniques
2	9/10	Language and Behavior	Visualizing and Summarizing/ The Prefix inter- Ordinal Numbers and and Sequential Words Collaboration	Expanding academic vocabulary and knowledge of definitions and parts of words

3	9/17	**Holiday**	**No class**	
4	9/24	Health	Quiz/ Recognizing Sources and Understanding Literary Devices/ Gender-Specific Nouns Collaboration	Developing a sophisticated knowledge of lexical resources
5	10/1	Festivals	Recognizing Emphasis and Recognizing Addition The Suffixes -*able* and -*ible*, and Prefixes of Location	Expanding academic vocabulary and knowledge of definitions and parts of words
6	10/8	Video 1-2: Determined, Dedicated and Disciplined to Be Fit/ America's Man on Infectious Diseases	Quiz/ Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video.	Understanding of a range of academic vocabulary and grammatical structures
7	10/15	Food	Annotating a Text and Identifying Comparison and Contrast/ Modifiers and Participle Adjectives Expressing States	Taking notes /Understanding of a range of academic vocabulary
8	10/22	Food	Modifiers and Participle Adjectives Expressing States Creativity and Communication	Understanding of a range of academic vocabulary and grammatical structures
9	10/29	Art	Quiz/ Deducing the Meaning of Words and Making Associations	Developing sentence structures and discourse patterns for academic competence
10	11/5	Group Presentation	One unit taught in class will be presented by student group. PPT involves sentences-making by using new words and summary of the reading.	Understanding graphic presentation of data /Interpreting process diagrams and flowcharts
11	11/12	Video 3-4: Creating Art on Human Bodies/ The Creative Power of	Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via	Understanding of a range of academic vocabulary and grammatical

		Young Adults on the Autism Spectrum Reading: Art	situational conversation in the video. Assignment: making sentences by using the words in the video. Idiomatic Expressions and Participle Adjectives Expressing Feelings	structures
12	11/19	Culture	Recognizing Uncertainty and Understanding Past Events/ Job Suffixes and The Suffix -ity Communication **Outside Reading Report 1**	Understanding of a range of grammatical structures /Following discussions between reports
13	11/26	Education	Quiz/ Recognizing Changes and Identifying Pros and Cons/ The Prefix *dis-* and *en-* **Outside Reading Report 2**	Developing sentence structures and discourse patterns for academic competence /Following discussions between reports
14	12/3	Personality	Recognizing Scenarios and Analogies/ The Prefix *multi-* and Commonly Confused Words **Outside Reading Report 3**	Expanding academic vocabulary and knowledge of definitions and parts of words /Following discussions between reports
15	12/10	Video 5-6: Didn't Have to Come Here. I Chose to Come Here/ Creating Messages Through Public Art and Design Reading: Engineering	Quiz/ Audio-Visual Approach helps review the words in previous units to enhance word recognition and reading comprehension via situational conversation in the video. Assignment: making sentences by using the words in the video. Scanning for Statistics and Numbers and Recognizing Paragraph Transitions/ The Suffix -ship and The Prefix counter- **Outside Reading Report 4**	Expanding academic vocabulary and knowledge of definitions and parts of words /Following discussions between reports

16	12/17	**Final**	**Written Exam**	Understanding of a range of academic vocabulary and grammatical structures

SDGs (UN Sustainable Development Goals) Indicators[1] <mark>（如您規劃加入 SDGs 議題的學習活動，請勾選相關主題。如無，可將以下列圖示刪除）</mark>

☐ 1 NO POVERTY ☐ 2 ZERO HUNGER ☐ 3 GOOD HEALTH AND WELL-BEING ■ 4 QUALITY EDUCATION ☐ 5 GENDER EQUALITY ☐ 6 CLEAN WATER AND SANITATION

☐ 7 AFFORDABLE AND CLEAN ENERGY ☐ 8 DECENT WORK AND ECONOMIC GROWTH ☐ 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE ☐ 10 REDUCED INEQUALITIES ☐ 11 SUSTAINABLE CITIES AND COMMUNITIES ☐ 12 RESPONSIBLE CONSUMPTION AND PRODUCTION

☐ 13 CLIMATE ACTION ☐ 14 LIFE BELOW WATER ☐ 15 LIFE ON LAND ☐ 16 PEACE, JUSTICE AND STRONG INSTITUTIONS ☐ 17 PARTNERSHIPS FOR THE GOALS

Academic Linguistic Skills Indicators[2] <mark>（如您的課程規劃與學術性質的語言技能相關，請勾選相關能力。）</mark>

Reading	■ Understanding of a range of academic vocabulary and grammatical structures
	■ Understanding graphic presentation of data
	☐ Evaluating, comparing and critically analyzing graphic data
	■ Identifying & applying appropriate reading techniques

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[1] 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.

[2] Teacher may indicate the academic skills taught or practiced in this course.

	■ Following descriptions of processes and sequences
	■ Interpreting process diagrams and flowcharts (critical reading)
	☐ Analyzing reported statistics (critical reading)
	■ Following discussions between multiple texts or reports
	☐ Comparing and synthesizing ideas and arguments
	■ Taking notes

Listening	☐ Understanding description of data in spoken language
	☐ Understanding and evaluating a speaker's interpretation of data
	☐ Understanding references to graphic data
	☐ Following descriptions of processes and sequences
	☐ Following an account of the development of ideas over time
	☐ Following discussions between multiple speakers
	☐ Comparing and synthesizing ideas and arguments

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

	☐ Creating a poster to report results
	☐ Avoiding plagiarism
Speaking/Discussion	☐ Discussing the meaning and implications of numerical data
	☐ Using statistical data in support of claims
	☐ Referring to graphics in support of claims
	☐ Describing research findings
	☐ Describing and explaining data
	☐ Exchanging and challenging ideas appropriately (in academic discussion)
	☐ Expressing and defending opinions
	☐ Explaining the possible implications of events
	☐ Explaining, comparing and interpreting sources (comparing literature on a topic)
	☐ Synthesizing sources and viewpoints (comparing literature on a topic)
	☐ Drawing conclusion from data (developing your own position on a topic)
	☐ Drawing cautious langauge for your own claim (developing your own position on a topic)
	☐ Creating a presentation to report results
VocaBulary & Grammar	■ Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	■ 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)
	☐ Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	■ Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)

Figure 1: Dimensions and Features of Academic Language

Dimensions	AL Features	AL Skills
Vocabulary	• Content terms and collocations • Figurative expressions and multiple-meaning terms • Affixes, roots and transformations • General academic terms (aspects, consider, as long as, perhaps, evaluate)	• Figure out the meaning of new words and terms in a particular message, connect to underlying concepts and for comprehension of text • Use new words to build ideas or create products • Choose and use the best words and phrases to get the message across
Syntax	• Sentence structure and strength • Transitions/connectives • Complex verb tenses and passive voice • Pronouns and references	• Craft sentences to be clear and correct • Use a variety of sentence types to clarify a message, condense information and combine ideas, phrases and clauses
Discourses	• Organization and text structure • Voice and register • Density • Clarity and coherence	• Combine features to communicate, clarify and negotiate meaning • Create a logical flow and connection between ideas • Match language with purpose of message (clear complete, focused, logical and appropriate to the disipline)

What is Academic Language Proficiency?

"Academic language proficiency is knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures – all for the purpose of acquiring new knowledge and skills, interacting about a topic, or imparting information to others," (Bailey, 2007). In sum, students who are proficient AL users are well-equipped to learn new knowledge through reading or listening, and to express their knowledge and ideas through oral discussions and writing.

Source: https://www.serpinstitute.org/wordgen-weekly/academic-language

When we refer

When we refer to "academic language", we're talking about the language students need in order to understand the content that is being taught across the curriculum; the language needed to process learning; and the language students need in order to understand what they are learning, how and why; as well as to self-monitor this.

…

Dr Robin Scarcella, in 2003, told us that this "academic language" also includes the language of higher-order thinking such as inventing, inferring and conceptualizing, and includes both oral and written communication skills too.

…

Echevarria, Short and Powers also identified that students must have an in-depth knowledge of words in context, in order to achieve fluency; something that is crucial for students' academic success.

It's been identified that there are three dimensions of academic language which are:

- Linguistic

- Cognitive

- Sociocultural/ Psychological

These three dimensions work together to achieve academic English fluency and were first identified by Kern in 2003, who argued that all three dimensions must be addressed by schools in order for EAL students to reach their potential.

Summarized briefly, linguistic fluency includes:

- an understanding how language functions (grammar rules, intonation, parts of words parts);

- where and when to use certain genres and forms of writing;

- writing organization and structure (discourse markers, etc.); and

- academic vocabulary, including words that are used across subject areas, for example: analyze, explain.

Cognitive fluency includes:

- critical thinking skills;

- higher-order thinking skills;

- identifying fact from opinion;

- reading texts critically;

- writing and speaking persuasively using evidence; and

- students thinking about their own language acquisition, and evaluating/monitoring their own learning.

Sociocultural/Psychological fluency includes:

- "social and cultural norms, values, beliefs, attitudes, motivations, interests, behaviors, practices, and habits" (Scarcella 2003); and

- "the particular conventions and norms that characterize the people who use it" (Scarcella, 2003);

Source: https://www.ealinclusive.com/overview-of-academic-language