National Tsing Hua University
中級選讀英文〔辦公室口語溝通/ Oral Communication at Workplace〕
Fall 2024

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	■ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ■ 1:20P.M. – 3:10P.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	None				
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 ☐ 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
Sharon Wu	Sharonwu413@gapp.nthu.edu.tw	By arrangement	By arrangement

Course Aims / Description[1]

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[1] 請參閱 Bloom's Taxonomy of Measurable Verbs。

Primary aim

The aim of the course is to equip students with the essential skills needed for effective communication in an office environment. Students will be introduced to commonly used vocabulary, phrases, and idioms specific to various office scenarios. To enhance language acquisition and output, the course will feature role-play exercises and group projects. These activities, particularly role-play and presentations, will serve as key opportunities for students to actively use and practice the language. Students will also be expected to present their findings and articulate their opinions in a structured and professional manner, further reinforcing their language skills.

Subsidiary aim

This course is designed to build students' professional manners, ethics, and English proficiency for effective workplace communication.

(1) Students can understand and use professional vocabulary, phrases, and idioms common in office settings.

(2) Students can apply interviewing techniques to enhance communication and assessment skills.

(3) Students can understand the significance of positive teamwork dynamics.

(4) Students can be familiar with technological advancements in office.

(5) Students can create and deliver clear and effective presentations.

(6) Students can develop strategies for understanding and navigating office politics.

(7) Students can analyze sales strategies and apply them in real-world selling scenarios.

Corresponding CEFR Can-do statements	1. Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. [overall listening comprehension]
	2. Can follow a lecture or a talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. [listening as a member of a live audience]
	3. Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulated clearly. [formal discussion (meetings)]
	4. Can synthesize and report information and arguments from a number of sources. [information exchange]
	5. Can take some initiatives in an interview/consultation (e.g., to bring up a new subject) but is very dependent on interviewer in the interaction. [interviewing and being interviewed]
	6. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. [processing text]

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) <mark>15</mark>

3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) <mark>15</mark>

4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity) <mark>25</mark>

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) <mark>15</mark>

Teaching Materials and References

Textbook(s)	<u>Beck, Jessica. English Works for the Office 2. Caves Books, 2017, ISBN-13: 9789576068164.</u> CEFR Scale ☐ B1 ■ B1-B2 ☐ B2 ☐ B2+ ☐ 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	<mark>15%</mark>
2.	Midterm Exam	<mark>15%</mark>
3.	Quizzes (5%*8)	<mark>40%</mark>
4.	Dialogue Role-play	10%
5	Final Project	10%
6	Assignments	10%

Requirements & Rules:

1 Attendance Policy:
- Each class is worth one point.
- Missing a class results in the loss of one point.
- Valid proof is required for absences due to uncontrollable situations.
- Lateness exceeding 30 minutes is considered an absence for that hour

2 Responsibility for Missed Classes:
- Missing a class does not excuse ignorance of assignments or discussions.
- Students are responsible for obtaining missed information from classmates or the instructor.

3 Exam Integrity:
- Cheating on exams is strictly prohibited.
- Any student caught cheating will receive a zero score for that exam.

4   Make-Up Exams:

    - Make-up exams are granted only if you attend another Office Communication in Workplace class.

5   Cell Phone Usage:

    - Please ensure your cell phone is turned off during the two-hour class period.

6   AI Usage and Academic Integrity:

    - When using AI tools, ensure they supplement rather than replace your original work.

    - Proper citation and acknowledgment of AI-generated content are mandatory to maintain academic integrity.

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

Please indicate the activities you may use in this course

Classroom Languages:

English ___85___ % Mandarin ___15___ %

Detailed Syllabus:

WEEK	DATE	Class Activities / Assignments Avoid listing the title of the chapter only. It's suggested that the teacher add the theme, language skills, activity types for the weekly schedule.		
		Unit title / Topic	**Class activities / Assignments**	**Main EGP/EAP/EOP language skills**
1		First Class	Course Orientation/Ice Breaking Activity	
2		Unit 1 Interviewing for Success	Pair Discussion: Identify one's strengths and weaknesses	Understanding of a range of academic vocabulary and grammatical structures
3		Unit 1 Interviewing for Success	Dialogue Practice	Exchanging and challenging ideas appropriately (in academic discussion)
4		Unit 2 Working as a Team	Quiz 1	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
5		Unit 2 Working as a Team	Communication Activity/Problem solving skills	Explaining the possible implications of events
6		Unit 3 Talking Technology	Quiz 2	Exchanging and challenging ideas appropriately (in

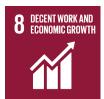|				
				academic discussion)
7		Unit 3 Talking Technology	Micro presentation: Black Technology	Creating a presentation to report results
8		Pair project	Quiz 3 Role play	Exchanging and challenging ideas appropriately (in academic discussion)
9		Midterm Exam	Written Exam	
10		Unit 4 Presentations	Dialogue Practice	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts
11		Unit 4 Presentations	Quiz 4	Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)/ Listening Skill
12		Unit 6 Making the Sale	Micro presentation: Business Trend	Creating a presentation to report results
13		Unit 6 Making the Sale	Dialogue Practice /Quiz 5	Following discussions between multiple speakers
14		Unit 7 Surviving Office Politics	Quiz 6	Explaining the possible implications of events
15		Unit 7 Surviving Office Politics	Dialogue Practice /Quiz 7	Following discussions between multiple speakers
16		Final Presentation	Report	Creating a presentation to report results

SDGs (UN Sustainable Development Goals) Indicators[2]

| ☐ | ☐ | ☐ | ☐ | ◼ | ☐ |

SDG icons row 1: 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 ☐

SDG icons row 2: 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

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

n g	☐ 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 language 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
	☐ Avoid plagiarism

S p e a ki n g / Di s c u s si o n	☐ 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 language for your own claim (developing your own position on a topic)
	■ Creating a presentation to report results

V o c a b ul ar y & G ra m m ar	☐ 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)