# 中級選讀英文 [英語發音練習 English Pronunciation]

## Fall 2024

| Course Number | LANG 2000 72 | Credits | 2 | Classroom | 南大 9104 |
|---|---|---|---|---|---|

| Class hours | ■ Monday    □ Tuesday    □ Wednesday    □ Thursday    □ Friday<br>■ 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)<br>□ 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** | 無 |
| 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。<br><br>■ 開放人工加簽_4_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。<br><br>■ 條件 1：必須於第一週到課<br><br>■ 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）<br><br>■ 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）<br><br>■ 條件 4：應屆畢業生<br><br>□ 條件 5：_____ （如老師有其他加簽條件，請自行書寫）<br><br>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 |
|---|---|---|---|

| 吳聖鵬 | hank.spwu@gmail.com | N/A | N/A |
|---|---|---|---|

## Course Aims / Description[1]

**Primary aim**

This course aims to consolidate the use of English language the learners already know by giving them further knowledge and practices from the aspect of pronunciation. Learners are expected to: 1) identify and recognize the accurate sounds of basic vowels and consonants; 2) research and report on fundamental phonic rules such as stress, prominence and linking; and 3) apply these rules in the audios and videos to generate clear, natural and fluent talks.

**Subsidiary aim**

At the syllable and word level, learners must be able to apply their knowledge of K.K. phonetic symbols to convert the symbols back and forth into standardized reading of the sounds. Learners are encouraged to check on online dictionaries like Cambridge, Oxford or Longman to get the actual pronunciation of each word in UK/US area. At the sentence and paragraph level, learners are instructed to identify and imitate the use of prominence and intonation in authentic talks or communications. Learners will be assigned to groups to demonstrate their cognitive understanding of research results from a linguistic perspective and are expected to apply the newly acquired knowledge in sociocultural contexts, such as our midterm and final presentations.

Corresponding

CEFR Can-do

statements

## CEFR Can-do Statements (B1 & B1+)

| | | | | |
|---|---|---|---|---|
| **Reception** | Listening | **OVERALL LISTENING COMPREHENSION** | | |
| | | B1 | 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] | **EGP EOP** |
| | | **LISTENING AS A MEMBER OF A LIVE AUDIENCE** | | |
| | | B1+ | 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] | **EOP EAP** |
| **Interaction** | Speaking | **OVERALL SPOKEN INTERACTION** | | |
| | | B1 | Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to every life (e.g., family, hobbies, work, travel, and current events).   [overall spoken interaction] | |
| | | **INFORMATION EXCHANGE** | | |

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

| | | B1+ | Can exchange, check out and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.   [information exchange] | EAP EOP |
|---|---|---|---|---|
| Production Spoken | Speaking | **OVERALL SPOKEN PRODUCTION** | | |
| | | B1 | Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.   [overall spoken production] | |
| | | **ADDRESSING AUDIENCES** | | |
| | | B1 | Can give a prepared straightforward presentation on a familiar topic within his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.   [addressing audiences] | |
| Communicative | Range | **GENERAL LINGUISTIC RANGE** | | |
| | | B1 | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.   [processing text] | |
| | | **PHONOLOGICAL CONTROL** | | |
| | | B1+ | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. [phonological control] | |

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

| 30% | 英語溝通與表達能力 (ability to communicate and express oneself in English) |
|---|---|
| 15% | 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) |
| 20% | 英語學習策略與技巧 (knowledge of English learning strategies and techniques) |
| 15% | 對英語與多元文化的國際視野 (global views of English and multicultural diversity) |
| 20% | 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) |

## Teaching Materials and References

| Textbook(s) | Teaching materials:<br><br>Carley, P., Mees, I. M., & Collins, B. (2018). *English phonetics and pronunciation practice.* Routledge.<br><br>Low, Ee-Ling. (2015). *Pronunciation for english as an international language: From research to practice*. Routledge.<br><br>References: |
|---|---|

| | |
|---|---|
| | Collins, B., & Mees, I. M. (2008). *Practical phonetics and phonology: A resource book for students*. 2<sup>nd</sup> Ed. Routledge.<br><br>CEFR Scale  □ B1  ■ B1-B2  □ B2  □ B2+  □ C1 |
| Additional Textbook(s) | LiveABC. (2014). *Vocabulary Words Used in Everyday English Conversations*. LiveABC Interactive Corp. |
| Learning/Resource Platform | eeclass, Oxford English Dictionary, Cambridge Dictionary, Longman Dictionary, Taipei Times, VoiceTube |

(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. | Mid-term Individual Online News Recitation | 15% |
| 3. | Final Children's Literature Group Presentation | 15% |
| 4. | ✓ Presentations on further examples (5% * 7 = 35%)<br><br>✓ Quizzes and Assignments on phonetic symbols (2% * 8 = 16%)<br><br>✓ Other research projects and group presentations (2% * 2 = 4%) | 55% |
| | | |

Requirements & Rules:

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

   ✓ The instructor takes attendance almost every class throughout the semester. If you are all present whenever the instructor takes the roll, you will get **70** (i.e. the primitive score) in this category (i.e. Class attendance).

   ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score.

   ✓ 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 **10 minutes** is treated as absence from that hour (**5 points** will be deducted).

   ✓ If you are absent for more than **8 hours**, **you will definitely be flunked**.

2. Absence from a class is no excuse for submitting assignments in time or ignoring assignments or the class you have missed. **It is your responsibility to ask your classmates or the instructor what has been covered in the class**.

3. **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.

4. AI-assisted reports and assignments are

    ☐ encouraged broadly: Students can use AI without identifying what parts it generated
完全開放使用且無須註明

    ■ encouraged broadly: Students can use AI but must identify what parts it generated
完全開放使用但須註明使用生成式 AI 產出之部分

    ☐ 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.
有條件開放，請註明如何使用生成式 AI 於作業或報告之產出

    ☐ allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming, but students must show how it helped them reach the result.
限定使用，請註明如何使用生成式 AI 於作業或報告之準備（如腦力激盪等）

    ☐ 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（請註明相關的監管機制）

    ☐ no involvement in this subject. 本課程無涉及 AI 使用

**Reminder**: When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of ChatGPT'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.

9. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam.

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## 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

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## Classroom Languages:

English ___70___ %　　　Mandarin ___30___ %

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## Detailed Syllabus:

| WEEK | DATE | Class Activities / Assignments | | |
| --- | --- | --- | --- | --- |
| | | Unit title / Topic | Class activities / Assignments | Main EGP/EAP/EOP language skills |
| 1 | 9/2 | **Orientation** | Share course and personal info; | Understanding description of data in spoken language / Following an account of the development of ideas over time / Creating a presentation to report results |
| 2 | 9/9 | **Intro to Vowels** | Learn the symbols and sounds of English vowels; Corresponding assignments; Ask to set up groups; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between |

| | | | | multiple texts or reports |
|---|---|---|---|---|
| 3 | 9/16 | **Intro to Consonants** | Learn the symbols and sounds of English consonants; Corresponding assignments; Group assignment confirmed; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports |
| 4 | 9/23 | **Intro to Stress** | Learn the concept of stress with examples; Prep for GP1; Group members share contact info; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Explaining, comparing and interpreting sources (comparing literature on a topic)/ Writing a literature review |
| 5 | 9/30 | **Group Presentation 1** | Follow the patterns and find more similar examples; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Describing research findings / Synthesizing sources and viewpoints (comparing literature on a topic) |
| 6 | 10/7 | **Lit Review on Phonetic Symbols** | Quiz to do; Assignment to complete; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Explaining, comparing and interpreting sources (comparing literature on a topic)/ Writing a literature review |

| 7 | 10/14 | **Group Presentation 2** | Multiple syllable words and their pronunciation patterns | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Describing research findings / Synthesizing sources and viewpoints (comparing literature on a topic) |
|---|---|---|---|---|
| 8 | 10/21 | **Mid-term Presentation** | Read out loud a self-selected piece of online news to share in class; | Understanding description of data in spoken language **/** Following an account of the development of ideas over time **/** Describing and explaining data **/** Creating a presentation to report results |
| 9 | 10/28 | **Intro to Prominence** | Which words/phrases to stress in a sentence? | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Explaining, comparing and interpreting sources (comparing literature on a topic)/ Writing a literature review |
| 10 | 11/4 | **Group Presentation 3** | Assignment to complete; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Describing research findings / Synthesizing sources and viewpoints (comparing literature on a |

| | | | | |
|---|---|---|---|---|
| | | | | topic) |
| 11 | 11/11 | **Intro to Morphology/Linking** | Content words and function words | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Explaining, comparing and interpreting sources (comparing literature on a topic)/ Writing a literature review |
| 12 | 11/18 | **Group Presentation 4** | Assignment to complete; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Describing research findings / Synthesizing sources and viewpoints (comparing literature on a topic) |
| 13 | 11/25 | **Intro to Intonation** | Types of Intonation | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Explaining, comparing and interpreting sources (comparing literature on a topic)/ Writing a literature review |
| 14 | 12/2 | **Group Presentation 5** | Assignment to complete; | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / |

| | | | | Describing research findings / Synthesizing sources and viewpoints (comparing literature on a topic) |
|---|---|---|---|---|
| 15 | 12/9 | **Intro to Accents** | Accents and variations | Understanding of a range of academic vocabulary and grammatical structures / Following discussions between multiple texts or reports / Explaining, comparing and interpreting sources (comparing literature on a topic)/ Writing a literature review |
| 16 | 12/16 | **Final Group Presentation** | Group presentation story-telling videos ready for peer review | Understanding description of data in spoken language **/** Following an account of the development of ideas over time **/** Describing and explaining data **/** Creating a presentation to report results |

## SDGs (UN Sustainable Development Goals) Indicators[2]



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

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[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.

| 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 |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ■ |