



Course Number	11310LANG200073	Credits	2	Classroom	南大 1411
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input 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 type="checkbox"/> EAP (English for academic purposes) <input checked="" type="checkbox"/> EOP (English for occupational purposes)				
Course Type: English for occupational purposes (EOP) 職場英語 Primary aim : The aim of this course is to develop students' English listening and oral skills by using real-life international business scenarios to help students develop their ability to express English accurately and clearly in a business context. Students will also demonstrate how to communicate in business English to reflect the knowledge they have learned in this course.					
Subsidiary aim: This course will help students repeat and memorize business English. The instructor will explain and select the key vocabulary and phrases to students. The students will exexute and demonstrate how to use those business English in specific contexts. Also, students will examine their understanding of the course materials by taking paper-based exams and through organizing their ideas in a conversational dialogues. Students will engage in listening to other students' business presentations to critique how well how they have performed in class compared to their peers. Students will design their own individual business presentations, construct meaningful dialogues, and develop an appropriate face-to-face interview with the instructor.					
Language Level	<input checked="" type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
可選課學生身分別	<input type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input checked="" type="checkbox"/> 初級生				
Prerequisites	學生已修過「初級英文一/二」、「中級英文一/二」				

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_____位學生。學生符合以下條件，得於第_____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
林玉書	teresa.indiana@gmail.com	Contact by email	none



CEFR Can-do Statements (B1 & B1+)

Reception	Listening	OVERALL LISTENING COMPREHENSION	
	B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, articulated. [overall listening comprehension]	EOP
	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]	EOP
	UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS		
	B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. [understanding interaction between native speakers]	
	LISTENING AS A MEMBER OF A LIVE AUDIENCE		
B1	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard dialect. [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]	
		LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS		
		B1	Can understand simple technical information, such as operating instructions for every equipment. [listening to announcements & instructions]	
		B1	Can follow detailed directions. [listening to announcements & instructions]	EOP
		LISTENING TO RADIO, AUDIO & RECORDINGS		
		B1	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. [listening to radio, audio & recordings]	
		B1+	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. [listening to radio, audio & recordings]	
		WATCHING TV & FILM		
		B1	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. [watching TV & film]	
		B1	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. [watching TV & film]	
		B1+	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. [watching TV & film]	
Reception	Reading	OVERALL READING COMPREHENSION		
		B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. [overall reading comprehension]	
		READING CORRESPONDENCE		
		B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. [reading correspondence]	
		READING FOR ORIENTATION		
		B1	Can find and understand relevant information in everyday material, such as advertisements, prospectuses, menus, reference lists and timetables. [reading for orientation]	EOP
		B1+	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. [reading for orientation]	EOP
		READING FOR INFORMATION & ARGUMENT		
		B1	Can recognize significant points in straightforward newspaper articles on familiar subjects. [reading for information & argument]	

		B1+	Can identify the main conclusions in clearly signaled argumentative texts. [reading for information & argument]	
		B1+	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. [reading for information & argument]	
		READING INSTRUCTIONS		
		B1	Can understand clearly written, straightforward instructions for a piece of equipment. [reading instructions]	
Interaction Spoken	Speaking	OVERALL SPOKEN INTERACTION		
		B1	Can exploit a wide range of simple language to deal with most situations likely to arise whilst traveling. [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]	
		UNDERSTANDING NATIVE SPEAKER INTERLOCUTOR		
		B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. [understanding native speaker interlocutor]	EOP
		CONVERSATION		
		B1	Can enter unprepared into conversations on familiar topics. [conversation]	
		B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. [conversation]	EOP
		B1	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. [conversation]	
		B1	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. [conversation]	
		INFORMAL DISCUSSION (WITH FRIENDS)		
		B1	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. [informal discussion (with friends)]	
		B1	Can give or seek personal views and opinions is discussing topics of interest. [informal discussion (with friends)]	
		B1	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g., an outing). [informal discussion (with friends)]	
		B1	Can express belief, opinion, agreement, and disagreement politely. [informal discussion (with friends)]	
		B1+	Can follow much of what is said around him/her on general topics provided interlocutors avoid every idiomatic usage and articulate clearly. [informal discussion (with friends)]	

B1+	Can express his/her thoughts about abstract or cultural topics such as music, films. [informal discussion (with friends)]	
B1+	Can explain why something is a problem. [informal discussion (with friends)]	
B1+	Can give brief comments on the views of others. [informal discussion (with friends)]	
B1+	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. [informal discussion (with friends)]	
FORMAL DISCUSSION (MEETINGS)		
B1	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. [formal discussion (meetings)]	
B1+	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)]	
GOAL-ORIENTED COOPERATION (E.G., REPAIRING A CAR, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)		
B1	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. [goal-oriented cooperation (e.g., repairing a car, discussing a document, organizing an event)]	
B1	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. [goal-oriented cooperation (e.g., repairing a car, discussing a document, organizing an event)]	
B1	Can invite others to give their views on how to proceed. [goal-oriented cooperation (e.g., repairing a car, discussing a document, organizing an event)]	
B1+	Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended. [goal-oriented cooperation (e.g., repairing a car, discussing a document, organizing an event)]	
B1+	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. [goal-oriented cooperation (e.g., repairing a car, discussing a document, organizing an event)]	
B1+	Can give brief comments on the views of others. [goal-oriented cooperation (e.g., repairing a car, discussing a document, organizing an event)]	
TRANSACTIONS TO OBTAIN GOODS & SERVICES		
B1	Can deal with most transactions likely to arise whilst traveling, arranging travel or accommodation, or dealing with authorities during a foreign visit. [transactions to obtain goods & services]	
B1	Can cope with less routine situations in shops, post office, bank, e.g., returning an unsatisfactory purchase. Can make a complaint. [transactions to obtain goods & services]	
B1	Can deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling, e.g.,	

		asking passengers where to get off for unfamiliar destination. [transactions to obtain goods & services]	
		INFORMATION EXCHANGE	
	B1	Can find out and pass on straightforward factual information. [information exchange]	
	B1	Can ask for and follow detailed directions. [information exchange]	
	B1	Can obtain more detailed information. [information exchange]	
	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]	
	B1+	Can describe how to do something, giving detailed instructions.	
	B1+	Can synthesize and report information and arguments from a number of sources. [information exchange]	
		INTERVIEWING AND BEING INTERVIEWED	
	B1	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]	
	B1	Can use a prepared questionnaire to carry out a structured interview, with spontaneous follow-up questions.	EOP
	B1+	Can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor) but does so with limited precision. [interviewing and being interviewed]	
	B1+	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. [interviewing and being interviewed]	
Interaction Written	Writing	OVERALL WRITTEN INTERACTION	
	B1	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. [overall written interaction]	
	B1+	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. [overall written interaction]	
		CORRESPONDENCE	
	B1	Can write personal letters describing experiences, feelings and events in some details. [correspondence]	
	B1+	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. [correspondence]	
		NOTES, MESSAGES & FORMS	
	B1	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. [notes, messages & forms]	
	B1+	Can take messages communicating inquiries, explaining problems. [notes, messages & forms]	

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]		
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE			
	B1	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. [sustained monologue: describing experience]		
	B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. [sustained monologue: describing experience]		
	B1	Can relate details of unpredictable occurrences, e.g., an accident. [sustained monologue: describing experience]		
	B1	Can relate the plot of a book or film and describe his/her reactions. [sustained monologue: describing experience]		
	B1	Can describe dreams, hope, and ambitions. [sustained monologue: describing experience]		
	B1	Can describe events, real or imagined. [sustained monologue: describing experience]		
	B1	Can narrate a story. [sustained monologue: describing experience]		
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G., IN A DEBATE)			
	B1	Can briefly give reasons and explanations for opinions, plans and actions. [sustained monologue: putting a case (e.g., in a debate)]		
	B1+	Can develop an argument well enough to be followed without difficulty most of the time. [sustained monologue: putting a case (e.g., in a debate)]		
	PUBLIC ANNOUNCEMENTS			
	B1	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. [public announcements]		
	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]		EOP
	B1	Can take follow-up questions, but may have to ask for repetition if the speech was rapid. [addressing audiences]		
	Production	OVERALL WRITTEN PRODUCTION		
B1		Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. [overall written production]		
CREATIVE WRITING				
B1	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. [creative writing]			

		B1	Can write accounts of experiences, describing feelings and reactions in simple connected text. [creative writing]	
		B1	Can write a description of an event, a recent trip – real or imagined. [creative writing]	
		B1	Can narrate a story. [creative writing]	
		REPORTS & ESSAYS		
		B1	Can write very brief report to a standard conversational format, which pass on routine factual information and state reasons for actions. [reports & essays]	
		B1+	Can write short, simple essays on topics of interest. [reports & essays]	
		B1+	Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. [reports & essays]	
Reception	Communication Strategies	IDENTIFYING CUES & INFERRING (SPOKEN & WRITTEN)		
		B1	Can identify unfamiliar words from the context on topics related to his/her field and interests. [identifying cues & inferring (spoken & written)]	
		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)]	
Interaction	Communication Strategies	TAKING THE FLOOR (TURNTAKING)		
		B1	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. [taking the floor (turntaking)]	
		B1+	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. [taking the floor (turntaking)]	
		COOPERATING		
		B1	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. [cooperating]	
		B1+	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. [cooperating]	
		B1+	Can summarize the point reached in a discussion and so help focus the talk. [cooperating]	
		ASKING FOR CLARIFICATION		
		B1+	Can ask someone to clarify or elaborate what he/she has just said. [asking for clarification]	
		PLANNING		
B1	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. [planning]			

	B1+	Can rehearse and try out new combinations and expressions, inviting feedback. [planning]		
	COMPENSATING			
	B1	Can use a simple word meaning something similar to the concept he/she wants to convey and invites “correction”. [compensating]		
	B1	Can foreignize a mother tongue word and ask for confirmation. [compensating]		
	B1+	Can define the feature of something concrete for which he/she can’t remember the word. [compensating]		
	B1+	Can convey meaning by qualifying a word meaning something similar (e.g., a truck for people = bus) [compensating]		
	MONITORING & REPAIR			
	B1	Can ask for confirmation that a form used is correct. [monitoring & repair]		
	B1	Can start again using a different tactic when communication breaks down. [monitoring & repair]		
B1+	Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. [monitoring & repair]			
Working with Text	NOTE-TAKING (LECTURES, SEMINARS, ETC.)			
	B1	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar and the talk is both formulated in simple language and delivered in clearly articulated standard speech. [note-taking (lectures, seminars, etc.)]		
	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.)]		
	PROCESSING TEXT			
	B1	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. [processing text]		
B1+	Can collate short pieces of information from several sources and summarize them for somebody else. [processing text]			
Communicative Language	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]	
		B1+	has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. [processing text]	
		VOCABULARY RANGE		

		B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. [vocabulary range]	
Control	GRAMMATICAL ACCURACY			
		B1	Uses reasonably accurately a repertoire of frequency used "routine" and patterns associated with more predictable situations. [grammatical accuracy]	
		B1+	Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. [grammatical accuracy]	
	VOCABULARY CONTROL			
		B1	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. [vocabulary control]	
	PHONOLOGICAL CONTROL			
		B1+	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. [phonological control]	EOP
	ORTHOGRAPHIC CONTROL			
		B1	Can produce continuous writing, which is generally intelligible throughout. [orthographic control]	
		B1	Spelling, punctuation and layout are accurate enough to be followed most of the time. [orthographic control]	
Sociolinguistic	SOCIOLINGUISTIC APPROPRIATENESS			
		B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. [sociolinguistic appropriateness]	
		B1	Is aware of the salient politeness conventions and acts appropriately. [sociolinguistic appropriateness]	
		B1	Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. [sociolinguistic appropriateness]	
Pragmatic	FLEXIBILITY			
		B1	Can exploit a wide range of simple language flexibly to express much of what he/she wants. [flexibility]	
		B1+	Can adapt his/her expressions to deal with less routine, even difficult situations. [flexibility]	
	TAKING THE FLOOR (TURNTAKING)			
		B1	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. [taking the floor (turntaking)]	

	B1+	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. [taking the floor (turntaking)]	
THEMATIC DEVELOPMENT			
	B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. [thematic development]	
COHERENCE			
	B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. [coherence]	
PROPOSITIONAL PRECISION			
	B1	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. [propositional precision]	
	B1	Can express the main point he/she wants to make comprehensibly. [propositional precision]	
SPOKEN FLUENCY			
	B1	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. [spoken fluency]	
	B1+	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he/she is able to keep going effectively without help. [spoken fluency]	



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) 40%
2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) 10%
3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) 15%
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)	<u>Textbook: English for Business Communication Book 1</u> CEFR Scale ■ B1 Author: Michelle Witte Publication year: First published in 2017 ISBN:978-986-318-568-0 Publisher: Cosmos Culture Limited
Additional Textbook(s)	Online handouts and supplements from the instructor

Learning/Resource Platform	Wikipedia/Webopedia/YouTube/Google/Capital Benefits, LLC/ Cargo-Link International/Comtel Technologies/Dictionary.com/ The Free Dictionary/Merriam-Webster/Unitedworldline/Wiktionary
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Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required.
*I will take attendance once in a while throughout the semester. 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**, **30 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 give me **the valid proof WITHIN TWO WEEKS**. Your health insurance card 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 (**15 points** will be deducted). If you are absent for more than **__10__ hours without any proper reason, you will probably be flunked. If you are absent 5 times, you'll receive 0 on attending including bonus points. (Constantly asking for a leave without any proof or legitimate reason will not be accepted.)**
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 or what the assignment is going to be because your instructor will explain everything clearly in the beginning of the semester; also, I usually remind students at least one week before the assignment in class together with a reminder via email. Please ask your teacher what the assignments are face to face instead of keeping emailing me back and forth so as to avoid confusion.** (對於課程有任何問題,歡迎下課當面問老師,老師都會提醒同學但是也請同學自己務必要去詳細的看清楚這些說明及評分規定)
3. **Cheating** on the exam is **absolutely not permitted**. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
4. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
5. The handouts I give you should be kept at least to the end of this semester for later reference or final exam if there are printed ones; however, all the handouts will be provided online via the Google Drive if the instructor does not print the handouts for you.
6. Please **turn off** your **cell phone** during the two-hour class period.
7. **學生使用 AI 的條件** AI-assisted reports and assignments are: Students are allowed to gather more ideas via ChatGPT to brainstorm when doing reports or presentations as well as correction on their English grammar usage. However, students are not allowed to rely solely on ChatGPT to complete homework for them without putting any effort into this class.



Grading:

Our course's homepage (will be updated once the student list is final)

1. Attendance and participation (answering bonus)	15%
2. Final presentations 期末報告	20%
3. Pair work (role-play)/Group discussion	20%
4. Listening assignments	10%
5. textbook vocabulary + assigned listening quizzes (Twice)	25%
6. one-on-one interview with the teacher	10%

(The teacher will reveal the interview topics at least two weeks beforehand to the students.)



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	80	%
Mandarin	20	%



Detailed Syllabus:

WE EK	DATE	Class Activities / Assignments		
		Unit title / Topic	Class activities / Assignments	Main EOP language skills
1	9/5	Orientation	Self-introduction activities	Speaking and Listening
2	9/12	unit 10, unit 11: First meetings, talking about jobs+ (pair work)	Pair work: speech and writing activity Lessons include listening +	Understanding graphic presentation

			reading	of data Following discussions between multiple speakers
3	9/19	unit 3, unit 5: Taking messages and transferring information, dealing with communication difficulties +(pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
4	9/26	Unit 1, 2 reminder for students to do the listening assignment with detailed instructions + (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
5	10/3	unit 6, 7: Arranging a meeting, arranging an appointment with a client or supervisor + (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
6	10/10	Holiday: no class Self-study: unit 8, 9: arranging a schedule, canceling or changing times + (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data

				Following discussions between multiple speakers
7	10/17	unit 18, 19: making preparations, opening and introducing the topic (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
8	10/24	Midterm: Quiz 1 : textbook vocabulary + assigned listening quizzes (units covered before week 9)	Paper-based exam testing students' listening and reading comprehension	
9	10/31	units 20, 21: stating the points and linking the parts, highlighting and emphasizing+ (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
10	11/7	units 22, 23: interacting with the audience/drawing attention, using visual aids and describing them+ (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
11	11/14	units 24, 25: analyzing facts and trends, suggestions and conclusion+	Pair work: speech and writing activity	Understanding graphic

		(pair work 9)	Lessons include listening + reading	presentation of data Following discussions between multiple speakers
12	11/21	units 26, 27: answering questions from the audience, the opening of a meeting+ (pair work)	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
13	11/28	units 28, 29: progressing and controlling a meeting, asking for opinions/agreeing and disagreeing + (pair work) Units 31, 32: self-study + the instructor's instructions and explanations on the final presentations (the teacher's demo) + instructing students' to start preparing for the one-on-one interview	Pair work: speech and writing activity Lessons include listening + reading	Understanding graphic presentation of data Following discussions between multiple speakers
14	12/5	quiz 2: 10% : textbook vocabulary+ assigned listening quizzes (units covered from week 10 to week 15)	Paper-based exam testing students' listening and reading comprehension	
15	12/12	one-on-one interview with the teacher (10%) Questions and instructions provided at least two weeks beforehand.	Testing students' English oral skills	Synthesizing sources and viewpoints
16	12/19	Final presentation 期末報告 (20%) + listening assignments due (10%) No late assignments will be accepted!	Evaluating students' oral presentation and their feedback on others' performance	Creating a clear presentation



Academic Linguistic Skills Indicators¹

Reading	<input type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input checked="" type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Evaluating, comparing and critically analyzing graphic data
	<input checked="" type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Identifying appropriate reading techniques
	<input 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 type="checkbox"/> Following discussions between multiple texts or reports
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
	<input type="checkbox"/> Taking notes
Listening	<input type="checkbox"/> Understanding description of data in spoken language
	<input type="checkbox"/> Understanding and evaluating a speaker's interpretation of data
	<input checked="" type="checkbox"/> Understanding references to graphic data
	<input type="checkbox"/> Following descriptions of processes and sequences
	<input checked="" type="checkbox"/> Following an account of the development of ideas over time
	<input checked="" type="checkbox"/> Following discussions between multiple speakers
	<input checked="" type="checkbox"/> Comparing and synthesizing ideas and arguments
Writing	<input type="checkbox"/> Understanding the core features of a typical written report
	<input type="checkbox"/> Building paragraphs in academic writing
	<input type="checkbox"/> Using supporting information in academic writing
	<input type="checkbox"/> Incorporating graphic information and data into writing (in support of claims)
	<input type="checkbox"/> Describing research findings
	<input type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Discussing research findings

¹ Teacher may indicate the academic skills taught or practiced in this course.

	<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 checked="" type="checkbox"/> Creating a poster to report results
	<input type="checkbox"/> Avoid plagiarism

Speaking/ Discussion	<input type="checkbox"/> Discussing the meaning and implications of numerical data
	<input type="checkbox"/> Using statistical data in support of claims
	<input checked="" type="checkbox"/> Referring to graphics in support of claims
	<input type="checkbox"/> Describing research findings
	<input checked="" type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Exchanging and challenging ideas appropriately (in academic discussion)
	<input 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 checked="" type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<input checked="" 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 checked="" type="checkbox"/> Creating a presentation to report results
Vocabulary	<input type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)

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| <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"/> 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) |