

National Tsing Hua University
Academic English Reading & Discussion, Fall 2024
Tentative Syllabus



Course Code Number: 11310LANG500003

Class hours: Tuesday 12:20 pm~3:10 pm

Classroom: 綜二 103

Credits: 3

Instructor & Contact Information:

Name	Email	Office & Tel	Office Hour
汪友于	lucywang2012th@gmail.com	(full-time teachers only)	(full-time teachers only)



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%

COURSE GOALS & DESCRIPTION:

This course aims to reinforce/consolidate the use of language the students 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.

- At the high-intermediate level
- Academic, personal or professional purposes/goals
- Learn how to predict the content of a reading
- Capture main ideas
- How to read for details
- Adopt a variety of strategies, such as skimming, getting meaning from context, and summarizing
- Locate specific information in a text to help better comprehension
- Read and recognize different text types
- Make inferences to improve comprehension and understand a text more deeply
- Distinguish fact from opinion

- Develop critical thinking ability:
 - Recognize bias to better evaluate ideas
 - Explain ideas to demonstrate comprehension
 - Support opinions with reasons and examples
 - Express ideas/ reactions/ opinions orally and in writing
 - Discuss in groups to clarify understanding
 - Apply new information to one’s own experience
 - Build up vocabulary by learning word roots
 - Students gain exposure to academic content
 - **AI-assisted reports and assignments are not allowed: only content done by a student or as part of an assigned group is accepted**

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.

UNIFORM TEXTBOOK:

Anderson, N, J. (2014). *Active Skills for Reading 4*. Boston: National Geographic Learning
 Richmond, K. (2017). *Inside Reading 4*. New York: Oxford University Press

GRADING:

- | | |
|---------------------------------|-----|
| 1. Attendance and participation | 20% |
| 2. Presentations | 20% |
| 3. Assignments | 30% |
| 4. Midterm project | 15% |
| 5. Final project | 15% |

SUGGESTED CLASS ACTIVITIES:

- Group/ individual presentations on selected articles
- Listening comprehension activities
- In-class discussion
- Vocabulary building activities
- Thought-provoking questions & discussion
- Interpretation project/ text comprehension

CLASS RULES:

1. **Class attendance, lesson preparation and active class participation** are required.
2. **Plagiarism and cheating on the projects are absolutely not permitted.**



DETAILED SYLLABUS:

Week	Date	Main Topic
1.	9/3	Course introduction & Orientation
2.	9/10	The World of Work: Not Your Typical 9-to-5 Job (Magazine article) Skills: Predicting/ The root Word: <i>ten/tain</i>
3.	9/17	Holiday (No class)
4.	9/24	The World of Work: Job Interview Types (Web article) Skills: Skimming for Content/ Homophones
5.	10/1	The World of Work/ Individual Presentation Skills: Reading Job Ads
6.	10/8	Travel Adventures: Into the Heart of a Family in Casablanca (Magazine article) Skills: Scanning/ Adverbs of Emotion
7.	10/15	Travel Adventures: Travel for Good (Magazine article) Skills: Previewing/ The Root Word <i>ject</i>
8.	10/22	Travel Adventures/ Individual Presentation Skills: Choosing a Travel Guidebook
9.	10/29	A Good Read: What Exactly Is a Short Story? (Magazine article) Skills: Recognizing Simile and Metaphor/ The Root Word <i>scribe</i>
10.	11/5	A Good Read: An Interview with J.K. Rowling (Web interview) Skills: Scanning/ Phrasal Verbs
11.	11/12	A Good Read/ Individual Presentation Skills: Understanding Literary Terms
12.	11/19	A New Generation of Thinking: Emotional Intelligence (Reference article) Skills: Skimming/ The Root Word <i>tend</i>
13.	11/26	A New Generation of Thinking: Left Brains, Right Brains, and Board Games (Reference article) Skill: Identifying Main and Supporting Ideas/ The Root Word <i>cap</i>

14.	12/3	A New Generation of Thinking/ Individual Presentation Skill: Determining Your Intelligence
15.	12/10	It's Dinner Time: The Mediterranean Diet (Reference article) Skill: Identifying Meaning from Context/ Numerical Root Words: <i>mono, dec, cent, and mill</i>
16.	12/17	Group Presentation

SDGs (UN Sustainable Development Goals) Indicators

					
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Academic Linguistic Skills Indicators

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| <input type="checkbox"/> Academic Writing | <input type="checkbox"/> Attention to Detail | <input type="checkbox"/> Brainstorming | <input checked="" type="checkbox"/> Collaborating |
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Debate | <input type="checkbox"/> Editing | <input type="checkbox"/> Information Gathering |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Note Taking | <input type="checkbox"/> Organizing | <input type="checkbox"/> Peer Review |
| <input checked="" type="checkbox"/> Presentations | <input type="checkbox"/> Public Speaking | <input checked="" type="checkbox"/> Reading Comprehension | |
| <input type="checkbox"/> Verbal Communication | | <input type="checkbox"/> Writing | |