



Course Information

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|-----------------------|---|----------------|---|------------------|--------|
| Course Number | LANG 2000_42_ | Credits | 2 | Classroom | 綜二 202 |
| 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 checked="" type="checkbox"/> __10__ A.M. – __12__ P.M. | | | | |
| Course Type | <input type="checkbox"/> EGP (English for general purposes) <input checked="" type="checkbox"/> EAP (English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes) | | | | |
| Language Level | <input type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1 | | | | |
| Core Ability | <input checked="" type="checkbox"/> comprehension/reception <input type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production | | | | |
| 可選課學生身分別 | <input checked="" type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生 | | | | |
| Prerequisites | 修畢中高級英文一、二或中高級英文三 | | | | |



Instructor & Contact Information

| Name | Email | Office & Tel | Office Hour |
|------|-----------------------|-----------------|--------------------|
| 林嘉瑜 | joylin.nthu@gmail.com | 綜二 209 34417 | Monday 13:00-15:00 |



Course Aims / Description

1. Primary aim

This course aims to develop students' source-based writing skills on academic reading texts. In this class, students are introduced with the skills to recognize and respond to specific points in the materials they read, to synthesize ideas from several reading selections, as well as to evaluate and to argue about the ideas they have found in those reading materials. Class activities include lectures, writing exercises, small-group and whole-class discussion, as well as individual and group presentations. Supplementary course materials can be found on eeclass course website (<https://eeclass.nthu.edu.tw/>).

Participation in class discussion and activities is required and will contribute to the final grade. Homework may be given daily and will be due in the following week. Students are expected to come to class prepared to discuss designated chapters and assignments. Quizzes will be designed to test students' learning on sentence skills. Source-based writing will focus specifically on the summary and response on the academic texts. The final report will be designed to incorporate all the source-based writing skills covered in this semester.

2. Subsidiary aim

Before taking this class, students should be equipped with academic reading experience so as to consolidate the ability of full comprehension, note-taking, and outlines for graphic organizers. Meanwhile, students should have experience of essay writing so as to turn main points from different reading materials into synthesized articles of source-based writing.

3. Corresponding CEFR Can-do statements

(1) listening, reading, spoken interaction, spoken production, written production

Reading:

- Can-do statement #1 I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- Can-do statement #2 I can rapidly grasp the content and the significance of news, articles, and reports on topics connected with my interests, and decide if a closer reading is needed.
- Can-do statement #3 I can understand articles, reports and reviews in which the writers express specific points of views.

Spoken production:

- Can-do statement #1 I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- Can-do statement #2 I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.
- Can-do statement #3 I can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
- Can-do statement #4 I can summarize information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.

Written production:

- Can-do statement #1 I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- Can-do statement #2 I can write clear, detailed descriptions on a variety of subjects related to my field of interest.
- Can-do statement #3 I can write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

(2) strategies, quality of language

Strategies:

- Can-do statement #1 I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.
- Can-do statement #2 I can generally cover gaps in vocabulary and structure with paraphrases.
- Can-do statement #3 I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.

Quality of language:

- Can-do statement #1 I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my field and on general topics.
- Can-do statement #2 I can explain the details of an event, idea or problem reliably.
- Can-do statement #3 I can link what I say or write into clear, well-organized text, though I may not always do this smoothly so there may be some “jumps.”
- Can-do statement #4 I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.



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

| No. | 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) | 30% |
| 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) | 10% |
| 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

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|----------------------------|---|
| Textbook(s) | McDonald, S., & Salomone, W. (2004). <i>The Writer's Response: A Reading-Based Approach to College Writing</i> (5 th . Ed.) Boston: Wadsworth, Thomson Corporation. CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input checked="" type="checkbox"/> B2+ <input type="checkbox"/> C1 |
| Additional Textbook(s) | |
| Learning/Resource Platform | https://eeclass.nthu.edu.tw/ |



Requirements & Rules

- Class attendance, lesson preparation and active class participation are required.
(1) 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**. (2) **If you miss more than 3 CLASSES (without valid reasons), you will FAIL the course.** (3) **Being LATE for more than 20 minutes is treated as ABSENCE from that day's class.**
- Absence from a class is no excuse for not knowing the assignment and what has been discussed in

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

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. Please **turn off** your **cell phone** during the two-hour class period.
6. **Late assignments** should be delivered to me or my mailbox **with your name, your course number, and teacher's name** written on it **by the Friday noon of the due week**.



Grading Scheme

| No. | Grading | % |
|-----|--|-----|
| 1. | Attendance and participation | 20% |
| 2. | Final paper (Semester research project) | 20% |
| 3. | Final presentation (Semester research project) | 10% |
| 4. | Take-home assignments | 20% |
| 5. | Sentence skill quizzes | 20% |
| 6. | Sentence skill report | 10% |



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 Content | Chapter Assignments | Research project | Sentence skill → Quiz |
|------|------|-----------------------------------|---------------------|--------------------|-----------------------|
| 1 | 9/15 | Course introduction | Class survey | | |
| 2 | 9/22 | Proficiency test and Overview | | Research questions | |
| 3 | 9/29 | Ch 1: Writing with a central idea | Writing process | | Ch 1: Embedding ideas |

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|----|-------|---|------------------|----------------|------------------------|
| 4 | 10/6 | Ch 2: Reading for a central idea | Active reading | Proposal | Ch 2: Coordination |
| 5 | 10/13 | Ch 3: Supporting a central idea | Supports | | Ch 3: Subordination |
| 6 | 10/20 | Ch 4: Unity and Coherence | Coherence | Reading list | Ch 4: Verbal phrases |
| 7 | 10/27 | Review of Ch 1-4 | | | |
| 8 | 11/3 | Ch 5: Summary and Response | Summary | Reading note*3 | Ch 5: Appositives |
| 9 | 11/10 | Ch 5: Summary and Response | | | Ch 10: Fragments |
| 10 | 11/17 | Ch 6: Evaluating reading selections | Evaluation | Summary* 3 | Ch 6: Parallelism |
| 11 | 11/24 | Ch 6: Evaluating reading Selections | | | Ch 11: CS/Run-on |
| 12 | 12/1 | Student-teacher Conference on Research project | | | |
| 13 | 12/8 | Ch 7: Synthesis from readings | Organizing ideas | Synthesis | Ch 7: Sentence variety |
| 14 | 12/15 | Ch 7: Synthesis from readings | | | Ch 16: Modifiers |
| 15 | 12/22 | Ch 8: Arguing from readings | Arguments | Paper draft | Review |
| 16 | 12/29 | Ch 8: Arguing from readings | | | |
| 17 | 1/5 | Student-teacher Conference on Research project | | Paper Revision | |
| 18 | 1/12 | Final report: Poster presentation | | | |