COURSE INTRODUCTION

Level 9 (2nd year, Group 6)
Instructor

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Course description

The course is designed to enhance high advanced level students’ English listening, speaking, reading and writing skills. Students will listen to and read a variety of authentic selections, including news, documentary, science and topical issues. In accordance with these topics, they will learn to deliver speeches, hold debates as well as panel discussions, and write well-organized speeches, and an academic term paper with 5 pages. The genres include explanation, recount, argumentation, description and classification.
Course objectives

With respect to the topics, students will be able to

1. comprehend a variety of spoken and written forms of selected text-types
2. make and deliver various types of speeches
3. initiate and participate in debates of various topics
4. demonstrate comprehension of new texts using the acquired headwords
5. compose speeches of various length and an academic term paper with 5 pages
Evaluation criteria

40%: Class-related performance

(attendance, participation, writing assignments, oral presentations, quizzes, Abstract, Outline, & Introduction, Main Arguments, Quotations, Conclusion, Bibliography and other writing practice, **CSEPT score** & self-learning at the LDCC)

30%: Midterm exam

(Listening 30% + Reading 30% + Writing 20% + Speaking 20%)

30%: Final exam

(Listening 30% + Reading 30% + Writing 20% + Speaking 20%)
Evaluation criteria (continued)

◦ CSEPT score

<table>
<thead>
<tr>
<th>CSEPT</th>
<th>260</th>
<th>270</th>
<th>280</th>
<th>290</th>
<th>300</th>
<th>310</th>
<th>320</th>
<th>330</th>
<th>340</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

◦ Incentives

1. If you attend the CSEPT test, five extra point will be added to your participation score.
2. You may win a prize prepared by Ivy if you….
   a. got the highest score in our class (NT 400)
   b. got the second highest score in our class (NT 300)
   c. got the third highest score in our class (NT 200)
Self-learning at the LDCC

1. Website: [http://c017.wzu.edu.tw/front/bin/home.phtml](http://c017.wzu.edu.tw/front/bin/home.phtml)

2. Location: 3rd floor, Lourdes Hall 露德樓

3. Extra points for English class (maxi 10 points added to score for class-related performance)
   a. Time period: weeks 3 to 17
   b. Procedure:
      Learning log → Dr. E Learning (clinic) → Prescription → Self-learning → on-line registration and learning record → Log along with a hard copy of learning record (give it to Ivy in Week 17)
   c. Learning hour (hr) and extra point (pt):
      10 hr-3 pt, 15 hr-5 pt, 20 hr-7 pt, 25 hr-9 pt, & 30 hr or above-10 pt
   d. ‘Safe-keeping’: Ivy will deposit your log in the LDCC
Course requirements/policies

REQUIREMENTS:

1. Punctuality
   a. Be in class on time. No extension of time in quiz will be given to late students.
   b. No late assignments will be accepted.

2. Tasks, assignments, and quiz.
   a. Group/Pair presentation should be completed as scheduled. No postponement will be accepted for personal reasons.
   b. Pop quiz will be given for preparation and review purposes and no announcement will be given in advance.
   c. No make-up quiz, tests, presentation will be given.

3. Leave of any kind should be informed to the teacher by phone, email, by classmates before or on the day of absence. The teacher has the right to reserve approval.
   - 4. **English** in class.
ATTENDANCE POLICIES:
All students must abide by the attendance regulations set by Wenzao University of Languages. (e.g., Regardless of any kinds of leave, more than one second of absence during an 18-week semester will result in students' ineligibility to take any final exams.)

1. Being late for more than 10 minutes or leaving the class at least 10 minutes before the bell rings is an absence.

2. An excused absence must be supported by an official proof. For sick leave, receipts from the clinics or medicine bags marked with prescription date are accepted.

3. The student who has accumulated more than 15 hours of absence for any reasons risks failing this course.

4. Cell phones must be turned off during class.
ASSIGNMENT FORMAT:
1. All turned-in assignments must be typed and double-spaced.
2. Use font Times New Roman size 12. (An acceptable alternative is font Arial size 12.)
3. Leave 1 inch (=2.5 cm) of margins on four sides.
Textbooks (Do NOT copy any of them)

1. Reading & Writing (Bring it in weeks 3, 4, 7, 8, 12, 15, 16, 17)
   Q: Skills for Success 5: Reading and Writing (Q5-RW)

2. Listening & Speaking (Bring it in weeks 1, 2, 5, 6, 10, 11, 13, 14)
   Q4: Skills for Success 5: Listening and Speaking (Q5-LS)

3. Others (handouts, worksheets, etc.)
## Course content (brief version)

### Units to be covered and exams

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Weeks 1-8</th>
<th>Week 9</th>
<th>Weeks 10-17</th>
<th>Week 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading &amp; Writing</td>
<td>Q5-RW: Units 6 &amp; 8</td>
<td>Midterm exam (Apr. 18-22)</td>
<td>Q5-RW: Units 9 &amp; 10</td>
<td>Final exam (Jun. 20-24)</td>
</tr>
<tr>
<td>2</td>
<td>Listening &amp; Speaking</td>
<td>Q5-LS: Units 6 &amp; 8</td>
<td>Q5-LS: Units 9 &amp; 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Date, time and classrooms for midterm and final exams will be announced one week before the exam.
Self-study

1. Weeks 1-8
   - R & W: U6-R2, U8-R2
   - L & S: NONE

2. Weeks 9-17
   - R & W: U9-R1, U10-R1&R2
   - L & S: NONE

Note.
U = Unit
R = Reading
W = Writing
L = Listening
S = Speaking
<table>
<thead>
<tr>
<th>No.</th>
<th>Genre</th>
<th>Week</th>
<th>Individual, Pair, or group work</th>
<th>Length</th>
<th>Format</th>
<th>Deadline (tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Compare-contrast essay</td>
<td>3-4</td>
<td>Individual</td>
<td>350 to 400 words</td>
<td></td>
<td>Draft: 3/9 (Wed.) or 3/16 (Wed.)</td>
</tr>
</tbody>
</table>
| 2.  | Researched essay (Main text) | 6-7  | Pair                            | Main text pp. 1-3| See NEXT slide | Draft: 3/30 (Wed.) or 4/6 (Wed.)  
|     |                              | 10-11|                                 |                  |        | Revision: 4/27 (Wed.) or 5/4 (Wed.) |
| 3.  | Researched essay (In-text citation & References) | 12-13 | Pair                            | Main text pp. 1-4 Reference p. 5 |        | Draft: 5/11 (Wed.)  
|     |                              |      |                                 |                  |        | Revision: 5/18 (Wed.)             |
Format

1. Typed-up work (handwritten work is NOT accepted)
2. English only (if using pinyin 漢語拼音, check http://crptransfer.moe.gov.tw/)
3. Times New Roman or Arial, size 12
4. Double-spaced
5. 1-inch margins on all four sides
6. Others:
   a. Use the template, available on the E-Learning
   b. Print your work on an A4-sized paper
   c. Indent the first line of every new paragraph (by using the TAB key)
   d. Besides title and main text, include the following
      Assignment No., Genre type, Draft or Revision, Date, Writer’s or writers’ info. (Class, Student ID, and Eng/Chi names)
   e. Turn in hard copy in class
Researched essay: Main texts

1. Cover page (1 page)
2. **Main text (4 pages)**

You can use one of your essays from fall semester and extend it to 4 pages. A whole new 4-page essay is also possible.

   a. An abstract: 50 words
   b. Introduction
   c. Main arguments & In-text citation (see next slide for details)
   d. Conclusion
In-text citation (quotations)

a. It is needed when you directly quote another person’s (e.g., scholar’s) ideas in your essay.

b. Following APA format, you have to put the person’s last name, the year of publication, and page number in the citation [ Yi-Min Chiu (Chiu, 2015, p. 14); Simon White (White, 2014, p. 338)]

   e.g., According to Chiu (2015, p. 14), “peer review training is indispensable for students in EFL contexts”.

   e.g., “Peer review training is indispensable for students in EFL contexts” (Chiu, 2015, p. 14).

Quotations (APA format)
https://owl.english.purdue.edu/owl/resource/560/02/
In-text citation (paraphrase or summary)

a. It is needed when you use, paraphrase or summarize, another person’s (e.g., scholar’s) ideas in your essay.

b. Following APA format, you have to put the person’s last name and the year of publication in the citation [ Yi-Min Chiu → (Chiu, 2015); Simon White → (White, 2014)]

   e.g., According to Chiu (2015), peer review is not proper pedagogical activity for EFL students unless corresponding training is provided.

   e.g., Peer review is not proper pedagogical activity for EFL students unless corresponding training is provided (Chiu, 2015).

Paraphrase or Summary (APA format)

https://owl.english.purdue.edu/owl/resource/560/02/
Researched essay: References

References (1 page)

a. It appears at the end of your essay (last page).
b. It is a new page separate from the main text of your essay.
c. It lists all the research work (e.g., journal articles or book chapters) you have cited (quoted or paraphrased).

Reference list formatted following APA guidelines
https://owl.english.purdue.edu/owl/resource/560/05/
### Course content (brief version, continued)

**Researched essay presentation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Week</th>
<th>Pair</th>
<th>Task (Grading 100%)</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bring your essay (draft, revision, and/or PPT slides) and <strong>discuss</strong> with Ivy your presentation plan.</td>
<td>5 min/1 pair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-14</td>
<td>W 12: Pairs for W 15 W 13: Paris for W 16 W 14: Pairs for W 17</td>
<td>10%  [Also participation score]</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>An old topic (from fall semester) OR a new topic</td>
<td>15</td>
<td>5/30 (Mon.) Pairs 6/1 (Wed.) Pairs</td>
<td>15%  <strong>PPT design</strong> (Title slide, Overview, Introduction, Main Argument, Conclusion, References, Q&amp;A)</td>
<td>8-10 min</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>16</td>
<td>6/6 (Mon.) Pairs 6/8 (Wed.) Pairs</td>
<td>40%  <strong>Content</strong>                                                                SPARENT</td>
<td>15%  <strong>Organization</strong></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>17</td>
<td>6/13 (Mon.) Pairs 6/15 (Wed.) Pairs</td>
<td>20%  <strong>Language, Timing, Delivery</strong></td>
<td></td>
</tr>
</tbody>
</table>
Grouping (for researched paper presentation)

1. **Find** your own essays, completed last semester
2. **Talk to the person** who wrote an essay with you last semester (or who will write one with you this semester)
3. **Draw lots** to determine your presentation order
4. **Write** your class and Eng/Chi names on the lots (a slip of paper)
5. **Turn in** the slip of paper
PPT presentation contest

◦ Registration
  1. Deadline: 12:00 noon, Wednesday, April 20
  2. Office website: http://c043.wzu.edu.tw/front/bin/ptdetail.phtml?Part=1050217002&Rcg=1

◦ Contest
  1. Date: 3:10-5:00 pm, Wednesday, May 18
  2. Topic: Viewing global trends from changes in Taiwan
  3. Grouping: In pairs
  4. Length: 3 min per pair
PPT presentation contest (continued)

- **Supervision**
  1. You are eligible for the incentives listed below only if you invite Ivy to be your supervisor.
  2. Ivy will help you with your summary writing (for registration), ppt slide design and rehearsals (for presentation contest).

- **Incentives**
  1. If you are a presenter, *five extra point* will be added to your participation score.
     a. A copy of your registration form
     b. A photo you take on the contest day
  2. You may *win a prize* prepared by Ivy if you….
     c. win the first place (NT 500 per pair)
     d. win the second place (NT 400 per pair)
     e. win the third place (NT 300 per pair)
References

1. Longman Academic Writing Series: Essays to Research Papers
2. www.Qonlinepractice.com
4. BBC http://www.bbc.co.uk/news/
5. Al Jazeera English http://www.aljazeera.com/
Consultation

- **When should I come?**
  Ivy’s office hours, class break, lunch break, or other time periods
  *(Please inform Ivy of your visit in class or via e-mail)*

- **Who can I come with?**
  1. Before midterm exam (weeks 2-7)
     - Come with your partners (pairs or groups)
  2. After midterm exam (weeks 11-16)
     - Come alone or with your partners

- **What can I talk about?**
  1. Learning problems (CSEPT test, quizzes, exams, writing and Ivy’s comments on it, etc.)
  2. In-class oral presentation or ppt presentation contest
  3. Other issues
E-Learning 網路學園

Learning resources

1. R & W: PPT slides, audio tracks, & Template for writing assignments
2. L & S: PPT slides, audio tracks

Weekly homework (HW) assignments, if any

1. Speaking assignments
2. Writing assignments
3. Others (unit preview/review, midterm or final exam announcement, self-study, etc.)

Writing assignment submission

1. Upload the soft copy to the e-learning AND
2. Turn in the hard copy in class (MAY drop it in the box outside Ivy’s office)
Grouping  (for in-class discussion)

◦ Look for your partners (4 people in a group)
◦ Draw lots to determine your group number
◦ Fill out the seat chart