二、教學目標

Students will be able to: 1. adopt to typical spoken English for a given situation or topic. 2. share ideas and techniques with classmates. 3. cooperate with classmates. 4. value spoken English as a valued asset to help them in everyday life and future career. 5. feel confidence in his/her ability to speak English to anyone. 6. challenge themselves to take their learning further than general expectations. 7. feel that learning is producing results for him/herself personally.

三、符合教學目標之課程內容設計

This course is designed with the underlying assumptions: (1) Teaching and learning is taking place not with "big kids," but with young adults who are looking for direction, choices, and challenges to help them to take their learning further. These students are not oblivious to international woes currently affecting all societies, and students do not misunderstand career dilemmas and today's tight and competitive job market that they will face after graduation. Further, many students arrive in class with varying levels of English speaking skills. Therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract. (2) This is not a test-prep course; therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract. (3) This is not a test-prep course; therefore, TOEIC-style business listening skills and speaking fluency in everyday situations are interrelated activities. There are many students who are looking for direction, choices, and challenges to help them to take their learning further. These students are not oblivious to international woes currently affecting all societies, and students do not misunderstand career dilemmas and today's tight and competitive job market that they will face after graduation. Further, many students arrive in class with varying levels of English speaking skills. Therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract. (4) This is not a test-prep course; therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract. (5) This is not a test-prep course; therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract. (6) This is not a test-prep course; therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract. (7) This is not a test-prep course; therefore, my students have a say-so in their own learning process and strategies in this course. They may choose to go entirely in my direction or they can choose to negotiate with me through a learning contract.

四、先修科目

not applicable

五、多元教學方法

- 自課
- 課後練習
- 小組練習
- 參訪
- 案例教練
- 會計
- 其他
二、參考書目
(Reference)
(Course book doubles as partial use in Composition and partial use in Oral Training)
3. generous usage of teacher-supplied handouts

三、教學進度
(Syllabi)
2013/9/12 Vacations: agreeing and disagreeing; word stress (Unit 1)
2013/9/19 Vacations: agreeing and disagreeing; word stress (Unit 1)
2013/9/26 Movies and Music: adjectives ending in “ing” and “ed” (Unit 2)
2013/10/3 Movies and Music: adjectives ending in “ing” and “ed” (Unit 2)
2013/10/10 Extreme sports: present perfect: linked sounds (Unit 3)
2013/10/17 Extreme sports: present perfect: linked sounds (Unit 3)
2013/10/24 Review Units 1-3
2013/10/31 Midterm Oral Exam
2013/11/7 Geography: superlatives, reduction of “t” (Unit 4)
2013/11/14 Geography: superlatives, reduction of “t” (Unit 4)
2013/11/21 Celebrations: adverbial clauses (Unit 5)
2013/11/28 Celebrations: adverbial clauses (Unit 5)
2013/12/5 Healthy lifestyles: "should" and "have to"; reduction of "has to" (Unit 6)
2013/12/12 Healthy lifestyles: "should" and "have to"; reduction of "has to" (Unit 6)
2013/12/19 Review Units 4-6
2013/12/26 Final Oral Exam
2014/1/2 Final Oral Exam
2014/1/9 Final Oral Exam

四、多元評量方法
(Evaluation)

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五、講義位址
(http://)

課程查詢系統 Viewable With Any Browser & 1024 x 768 Resolution
亞洲大學 41354 台中縣霧峰鄉柳豐路500號 TEL: 886 + (0)4 + 2332-3456 FAX: 886 + (0)4 + 2331-6699 © Asia University, Taiwan