一、教學目標所要達成之能力培養項目

【依據課程委員會審議通過之課程與基本素養核心能力關聯表填寫】

| 系所 / 年級 | 基礎課程 / 1年級 | 課號 / 畢業 | 必修
|-------------|-----------------|-------------|--------
| 學分數 | 3學分 | 選必修 | 必修
| 科目中文名稱 | 英語聽講(一): 高級初級班 | 科目英文名稱 | English Listening and Speaking(1), Low Advanced
| 主要授課老師 | 黃保羅 | 開課期間 | 一學年之學期
| 人數上限 | 60人 | 已選人數 | 33人

基本素養/核心能力

- Core Literacy/Core Competencies
- Information Competencies
- English Competencies
- Chinese Competencies
- Excellence
- Innovation
- Care
- Health

中度相關

- 關懷 Care
- 合作 Cooperation
- 關心文化(關心世界，多元文化) Concern for Culture (Concern for the World, Multicultural)
- 關懷社會(扶助弱勢、服務社區) Concern for Society (Assisting the Weak, Serving the Community)

高度相關

- 健康 Health
- 關懷 Care
- 合作 Cooperation
- 關心文化(關心世界，多元文化) Concern for Culture (Concern for the World, Multicultural)
- 關懷社會(扶助弱勢、服務社區) Concern for Society (Assisting the Weak, Serving the Community)

第一部分

1. 知識面:[使學生理解、應用、分析、綜合、比較、推論、評估本課程之理論與概念]

   1. Range: First, the student is able to understand the course content, ranging from daily life matters, current issues, entertainment, personal interests, school, work, and travel. Second, the student will become more familiar with how to read websites and do emails in English. Third, the student will be able to remember and understand vocabulary in order to expand their English ability in reading, learning about websites and in preparation for the TOEIC exam. 2. Accuracy: The student uses accurate expressions and vocabulary in predictable situations and routine matters. 3. Fluency: The student can communicate with a limited vocabulary even if faced with a grammatical or syntactical problem. The student is also able to rephrase or ask questions for better comprehension in order to carry on communicating. 4. Interaction: The student can be able to continue, and finish, simple face-to-face conversation on topics related to daily frequent life matters, entertainment, personal interests, school, work, and travel. 5. Cohesion: The student can connect a series of short phrases to produce longer sentences in order to describe a sequence of events and in writing emails on specific topics related to culture and the workplace. The student is also able to give a prepared speech (5-10 minutes) on topics related to daily frequent life matters, entertainment, personal interests, school, work, and travel.

   2. 技能面: [使學生能獲得運用與實做本課程理論與概念之技巧]

   - The Can-Dos for Reading: 1. Can recognize and use the Present Progressive, Present Simple, Past Tense Simple, Present Perfect, Future Simple, and Future Progressive. 2. Can express modality by using modal verbs like must, need to, should, as well as past modals such as would and should. 3. Can use complex compounds such as the Reported Speech, and the Passive voice. 6. Can understand and use some basic abbreviations such as in emails and letter writing. 7. Can write simple informal and formal letters, postcards, and telegrams. 8. Can write business letters, cover letters, and construct a CV. 9. Can write sentences to describe situations related to daily life, familiar situations, school matters, work, hobbies, and interests. 10. Can write an email of 100 words to describe, give an opinion, or explain a topic of the instructor’s choice. The Can-Dos for Reading: 1. Can understand texts that encompass everyday life, work, or school situations (1000 - 4000 common words). 2. Can understand basic texts in informal language as well as some in formal style such as reading a newspaper for jobs, for guides, for tours, for movie reviews, for proverbs, and for advice columns. 3. Can skim texts for their gist, as well as scan them for information and key points. 4. Can understand and perform written directions related to common daily tasks such as following recipes, non-technical work related instructions, daily life matters, etc. 6. Can understand standard business letters, and letters from public authorities. 7. Can interpret important information when reading texts from magazines and brochures and messages (who, what, when, where, why, how). 8. Reading the basics for websites, in particular, how to understand the basic layout of websites, commonly used internet words, and the format of the paragraph to explain texts. 9. Readers: the students will have at least three different readers that will be used for improving reading comprehension and vocabulary using intensive reading. These readers will be just above the students’ reading level so that the student can increase their reading ability. Moreover, the readers will incorporate both fictional and non-fictional elements to give students a broader range of life experience and vocabulary. 10. Vocabulary for the TOEIC exam. From the first term through the second, the students will be given TOEIC vocabulary words that will prepare them for their TOEIC exam at the end of the year so that many can obtain the benchmark set by the school in order to graduate.

三、符合教學目標之課程內容設計

Increasing a student’s interest, motivation and self-confidence in English is of utmost importance during the course. The course focuses mainly upon speaking and listening skills through the use of the textbook (Intermediate 2B), the workbook and the internet utilizing pair-work, group work, and interaction with the teacher. Whilst the course covers listening and speaking skills, reading, vocabulary, and writing skills are also an essential element. To improve these skills, the use of six emails of 100 words each, the overview of three websites by the instructor, and the learning new TOEIC words will be used. Moreover, three readers will be completed in class to improve students’ reading comprehension. This course will be using tests, either written and or oral to test the students’ progress on the textbook. Written tests will be given for the readers and the vocabulary. Students will submit emails to the
instructor for grading.

Since this is the first course offered in the series, only admission to the school and acceptance of the Center for Language Exchange is needed.

第二部分/Part II

一、多元教學方法 (Teaching Method)

- 由學生自訂學習目標與抱負水準
- 案例或故事討論
- 小組討論
- 參訪
- 機遇式民主
- 觀察與資料收集
- 一分鐘回饋
- 其他

二、參考書目 (Reference)

- AU1 Readers:
  - Reader 1: The Secret Garden, Oxford Bookworms, Stage
  - Reader 2: Black Gold, Oxford Bookworms, Stage 3
  - Reader 3: The Call of the Wild, Oxford Bookworms, Stage 3

三、教學進度 (Syllabi)

- 評量方式
- 分數
- 評量方式
- 分數

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五、講義位址 (http://)

課程查系統 Viewable With Any Browser & 1024 x 768 Resolution
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