TV PRODUCTION IN
ADVANCED ENGLISH

N
(Thu)1-2;
INTRODUCTION TO
(Thu)1-2
(Thu)2-4
(Fri)1-2
(Fri)6-8

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2 smester

Elective Course
Required Course
Required Course

Starting from Greek literature to Renaissance works, famous books will be introduced.

LINGUISTICS
PUBLIC SPEAKING
ENGLISH
TRAINING
PUBLIC SPEAKING
INTRODUCTION TO
LITERARY WORKS
ENGLISH READING
MANAGEMENT SKILL
MANAGEMENT SKILL

English
Department of

Department of

Department of

Department of

Department of

Communication

The students will be able to:

4. choose appropriate topics for different audiences;
2. articulate the factors affecting effective delivery of speeches;

Students will be able to

6. create and make use of visual aids in a presentation;
4. choose appropriate topics for different audiences;
3. make effective use of eye contact, gestures, and one's voice,
2. articulate the factors affecting effective delivery of speeches;

The course aims at guiding students to the enjoyment in studying literature and the appreciation in the art of fiction. Literary conventions and terminology, including the

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Students listen to a variety of authentic video listening materials for native speakers - including news/documentary, science, topical issues, drama - as well as advanced audio

This is a 4-credit year-long course designed for students of English Department in the first year of two-year college. This course introduces students to the fundamental skills

This course aims at guiding students to the enjoyment in studying literature and the appreciation in the art of fiction. Literary conventions and terminology, including the

The course enables advanced-level students to:

2. understand different cultures,
1. integrate 4 language skills: speaking, reading, listening, writing,
4. choose appropriate topics for different audiences,
3. appreciate the art of literature,
2. understand different cultures,
3. complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.
4. think critically,
3. appreciate the art of literature,
2. understand different cultures,
1. integrate 4 language skills: speaking, reading, listening, writing,
4. choose appropriate topics for different audiences,
ENGLISH READING

- Required Course
- 3 credits
- Division College of Day 5-Year Junior
- English Department of
- 4-Year

(E1C) The course will develop students' reading and writing skills. They will learn to apply reading skills to comprehend short simple texts on familiar topics and acquire a vocabulary of 2300 high frequency headwords. Students will also learn how to organize a paragraph and how to write different genres.

(E1B) There are five course objectives.

1. Students can understand up to 2300 words. S
2. Students can comprehend the main idea of paragraphs or chapters.
3. Students can perform the following functions: describe people and things, compare objects and possessions, explain likes or dislikes, deliver short rehearsed announcements and interviews.
4. Students can write 3-paragraph essays with well-organized, grammatically accurate paragraphs on a variety of topics.
5. Students will be able to develop practical skills in translation, comprehension, composition, and speaking.

(E1A) Students will be able to perform the following functions:

1. Students can understand and comprehend up to 2300 words. Students will be able to describe people and things, compare objects and possessions, explain likes or dislikes, deliver short rehearsed announcements and interviews.
2. Students can write 3-paragraph essays with well-organized, grammatically accurate paragraphs on a variety of topics.
3. Students will be able to develop practical skills in translation, comprehension, composition, and speaking.

(E2A) At the end of the course, students will be able to:

1. Students can understand and comprehend up to 3400 words. Students will be able to describe people and things, compare objects and possessions, explain likes or dislikes, deliver short rehearsed announcements and interviews.
2. Students can write 3-paragraph essays with well-organized, grammatically accurate paragraphs on a variety of topics.
3. Students will be able to develop practical skills in translation, comprehension, composition, and speaking.

(E2B) This course is designed for 2nd year students to get acquainted with different reading texts, to develop reading comprehension skills, and to expand their knowledge of English culture and vocabulary.

- Students will be able to:
  1. expand students' knowledge of English culture and vocabulary,
  2. communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.
  3. perform the following functions: describe personality types, compare people's customs and careers, lend or refuse to lend items, role-play a committee discussion, describe experiences, habits and routines, likes and dislikes, travel, lodging, eating, shopping, free-time activity, plans and arrangements, and past activities.

- Students will be able to:
  1. develop critical thinking abilities and analyze texts on a variety of topics.
  2. compose well-organized, grammatically accurate 3-paragraph essays.
  3. develop practical skills in translation, comprehension, composition, and speaking.

(E2C) This course will develop students' reading and writing skills. Students will learn to apply reading skills to comprehend longer texts on familiar topics and acquire a vocabulary of 2300 high frequency headwords. Students will also learn how to organize a paragraph and how to write different genres.

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  1. develop critical thinking abilities and analyze texts on a variety of topics.
  2. compose well-organized, grammatically accurate 3-paragraph essays.
  3. develop practical skills in translation, comprehension, composition, and speaking.

(E1C) Students will be able to:

1. encourage students' critical thinking on the relationship between language and culture.
2. read from different point of view for controversial issues.
3. develop practical skills in translation, comprehension, composition, and speaking.

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3. Students will be able to develop practical skills in translation, comprehension, composition, and speaking.

(E2A) At the end of the course, students will be able to:

1. Students can understand and comprehend up to 3400 words. Students will be able to describe people and things, compare objects and possessions, explain likes or dislikes, deliver short rehearsed announcements and interviews.
2. Students can write 3-paragraph essays with well-organized, grammatically accurate paragraphs on a variety of topics.
3. Students will be able to develop practical skills in translation, comprehension, composition, and speaking.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 465</td>
<td>English Department</td>
<td>This course aims to familiarize students with the language and rhetorical strategies of these documents. By the end of the course, students will be able to: 1. raise students' multicultural awareness 2. give guidelines for correctly preparing resumes and college-application required documents, 3. improve students' critical thinking 4. teach the process of resume writing, 5. master delivery skills, 6. learn to compose at least 6 three-to-five-paragraph essays of 250 ~ 400 words in genres of process analysis, comparison and contrast, narration, cause-effect and fashions. 7. to increase students' self study motivation and ability in English reading.</td>
</tr>
<tr>
<td>EN 448</td>
<td>English Department</td>
<td>This advanced reading course has the following goals: 1. teach the process of resume writing, 2. give guidelines for correctly preparing resumes and college-application required documents, 3. to increase students' self study motivation and ability in English reading.</td>
</tr>
<tr>
<td>EN 447</td>
<td>English Department</td>
<td>This course aims at developing students' ability in writing in English. Students taking this course will be able to compose various styles of essays by using proper and correct thinking. This course aims to familiarize students with the following types of speeches: informative speeches (Fall semester), persuasive speeches, speeches for special issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</td>
</tr>
<tr>
<td>EN 436</td>
<td>English Department</td>
<td>This course aims to familiarize students with the following types of speeches: informative speeches (Fall semester), persuasive speeches, speeches for special issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</td>
</tr>
<tr>
<td>EN 410</td>
<td>English Department</td>
<td>This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures.</td>
</tr>
<tr>
<td>EN 404</td>
<td>English Department</td>
<td>This course aims to develop students' ability to produce and interpret documents in variety of fields. Students will translate documents from various fields such as manufacturing, technology, economy etc. During interpretation weeks, courses will be conducted in the format of discussions, lectures and oral presentations. The course studies mainly the twentieth century American short stories and selected stories of Sherlock Holmes. Texts of other fields so as to enhance appreciation of literary contexts. Students will be required to look to more specialised sources in this course component.</td>
</tr>
<tr>
<td>EN 403</td>
<td>English Department</td>
<td>This course aims to familiarize students with the following types of speeches: informative speeches (Fall semester), persuasive speeches, speeches for special issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</td>
</tr>
<tr>
<td>EN 402</td>
<td>English Department</td>
<td>This course aims to familiarize students with the following types of speeches: informative speeches (Fall semester), persuasive speeches, speeches for special issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</td>
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<tr>
<td>EN 401</td>
<td>English Department</td>
<td>This course aims to familiarize students with the following types of speeches: informative speeches (Fall semester), persuasive speeches, speeches for special issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</td>
</tr>
</tbody>
</table>
### Course Description

**Course Title:** English 3A

**Level:** Required Course

**Department:** Center for English

**Division:** Graduate Institute of European Studies

**College:** 4-Year Degree

**Day:** (Wed) 1-2, (Wed) 3-4, (Tue) 6-7, (Thu) 3-4

**Course Code:** 0467

**Focus:** This course is designed for students who have successfully completed the intermediate level English course. It aims to build upon the foundational skills developed in previous courses, focusing on advanced communication and comprehension abilities. Students will engage in activities that enhance their vocabulary, grammar, and listening skills within various contexts.

### Learning Outcomes

- **Communication Skills:** Students will be able to initiate and participate in conversations in pairs, demonstrating control of communication using advanced grammar points and vocabulary.

- **Knowledge Acquisition:** Students will comprehend a variety of spoken and written forms of selected text-types.

- **Analytical Thinking:** Students will be able to describe past events, compare and contrast them, discuss health problems and solutions, and talk about daily routines.

- **Competence Development:** Students will be able to communicate using the following functions:
  - Expressing interests and hobbies
  - Commenting on ways of communicating
  - Describing and responding to accidents
  - Expressing locations
  - Future tense

- **Strategic Reading:** Students will demonstrate comprehension of new texts using the acquired headwords.

- **Critical Thinking:** Students will be able to make future plans, give and respond to advice, and describe appearance.

### Course Content

- **Listening and Speaking:** Activities will include listening to and practicing different types of dialogues, reading and discussing texts (1000~1400 headwords) relating to the themes or reading strategies, and composing paragraph writings (around 140 words). The course is topic-based and designed to extend low intermediate level students' English listening, speaking, reading, and writing skills.

- **Reading and Writing:** Students will engage in activities that enhance their reading comprehension and writing skills, focusing on various contexts such as making friends, hobbies, health, holidays and celebrations, growing up, and giving directions.

- **Grammar and Vocabulary:** The course emphasizes the development of advanced grammar points and vocabulary, with a focus on participial phrases, reflexive pronouns, and existential sentences.

- **Sociocultural Understanding:** Students will be exposed to European culture and societal issues, fostering an understanding of diversity and global perspectives.

### Assessment

- **Homework and Participation:** Regular assignments and active participation in class discussions will contribute to the final grade.

- **Projects and Presentations:** Students will complete projects that require critical thinking and communication skills, reflecting on both personal and academic achievements.

- **Exams:** Mid-term and final exams will assess students' mastery of the course content.

### Additional Notes

- This course is a unique opportunity to discuss with students about these successes and challenges.

- Students will have the chance to explore the diversity of European culture and societal issues, fostering an understanding of the integration of European States in both regional and global contexts.
The course is topic-based and designed to enhance high intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to relationships, everyday dilemmas, technology, social life, movies, feelings and reactions, news events, extreme weather and natural disasters by listening to and practicing a variety of dialogues, news reports, reading and discussing texts (up to 1800-2500 headwords) and writing paragraphs (of around 180 words). The genres include recount, instruction, argument and classification.

### Learning Outcomes

1. **Comprehension Skills**
   - Comprehend a variety of spoken and written forms of selected text-types, including personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, and strange events.
   - Comprehend a variety of spoken and written forms of selected text-types, including news, documentary, science and topical issues. In accordance with these topics, they will learn to conduct listening and reading practice, deliver speeches, and participating in debates.

2. **Communication Skills**
   - Communicate using the following functions:
     - Simple past passive tense
     - Participial adjectives
     - Participial phrases
     - Comparative adjectives
     - Making future plans
     - Commenting on ways of communicating
     - Expressing contrasting ideas
     - Giving different opinions
     - Giving advice
     - Expressing soft comments
     - Modal verbs: must, may, might, can't, or could for speculating
     - Demonstrating control of communication using the following grammar points:
       - With respect to the topics, students will be able to:
         - Demonstrate control of communication using the following grammar points:
           - Using statement questions to check understanding
           - Giving different opinions
           - Giving advice
           - Expressing soft comments
           - Demonstrating control of communication using the following grammar points:
             - Asking for a favor politely
             - Giving different opinions
             - Giving advice
             - Expressing soft comments
             - Demonstrating control of communication using the following grammar points:
               - Showing respect for others
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<tr>
<th>Course</th>
<th>Year</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Teaching</td>
<td>4-Year</td>
<td>Tuesday</td>
<td>6-7</td>
<td>Center for English</td>
<td>[Instructor Name]</td>
</tr>
</tbody>
</table>

- Communicate using the following functions:
  - Imperatives
  - Demonstrating control of communication using the following grammar points:
    - Describing time, place, and quantity
    - Modals expressing ability

- Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.

- Communicate using the following functions:
  - Expressing and supporting opinions
  - Highlighting personal stories and events
  - Comparisons using "as . . as" and "not as . . as"

- Compose articles, stories and letters, each with 220 words

With respect to the topics, students will be able to:
- Comprehend a variety of spoken and written forms of selected text-types
- Comprehend simple spoken and written forms of selected text-types
- Organize viewpoints
- Summarize what people say to show understanding
- Highlighting personal stories and events
- Agreeing with viewpoints

The course is topic based and designed to enhance high intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate events and superstitions by listening to and practicing a variety of dialogues, reading and discussing texts (up to 2700 headwords) relating to the themes or reading strategies, and writing.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make Friends</td>
<td>express soft comments, talking about daily routines, describing weather and seasons, expressing needs, wants, abilities and limitations, giving advice, making requests, offering, accepting and declining things, expressing soft comments, making and following plans and predictions, starting a conversation with strangers</td>
</tr>
<tr>
<td>2</td>
<td>Growing Up</td>
<td>demonstrating control of communication using the following grammar points: infinitives and gerunds, expressing interests and hobbies, using phrasal verbs, giving a short oral presentation about a news event, demonstrating comprehension of new texts using the acquired headwords</td>
</tr>
<tr>
<td>3</td>
<td>Celebrations</td>
<td>giving a short oral presentation about a news event, demonstrating comprehension of new texts using the acquired headwords, demonstrating control of communication using the following grammar points: expressing soft comments, commenting on an idea or suggestion, agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations), agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations)</td>
</tr>
<tr>
<td>4</td>
<td>Hobbies</td>
<td>demonstrating control of communication using the following grammar points: expressing soft comments, commenting on an idea or suggestion, agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations), agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations)</td>
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<tr>
<td>5</td>
<td>Health</td>
<td>demonstrating control of communication using the following grammar points: expressing soft comments, commenting on an idea or suggestion, agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations), agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations)</td>
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<tr>
<td>6</td>
<td>Time</td>
<td>demonstrating control of communication using the following grammar points: expressing soft comments, commenting on an idea or suggestion, agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations), agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations)</td>
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<tr>
<td>7</td>
<td>Free-Time Activities</td>
<td>demonstrating control of communication using the following grammar points: expressing soft comments, commenting on an idea or suggestion, agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations), agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations)</td>
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<tr>
<td>8</td>
<td>Classroom</td>
<td>demonstrating control of communication using the following grammar points: expressing soft comments, commenting on an idea or suggestion, agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations), agreeing to requests, expressing contrasting ideas, indirect questions, modal verbs: must, may, might, can’t, or could for speculating, conditional sentences with if (for imagined situations)</td>
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The course is topic based and designed to develop students' basic English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to daily interactions, personal information, ownership, habits and routines, likes and dislikes, time, free-time activities and classroom activities by listening to and practicing simple dialogues, reading and responding to texts (400~700 headwords) and writing paragraphs (of around 100 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.
The course is topic based and 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 conduct listening and reading practice, deliver speeches, compositions, debates, and other applications such as summaries, minutes of meetings, and proposals. Types of texts may include a mixture of genres such as exposition, recount, description and classification, cause and effect, compare and contrast.

This course is topic based and designed to enhance high intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to relationships, everyday dilemmas, technology, social life, movies, feelings and reactions, news events, extreme weather and natural disasters by listening to and practicing a variety of dialogues, news reports, reading and discussing texts (up to 1800-2500 headwords) and writing paragraphs (of around 180 words).

The course is topic based and designed to enhance intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to travel and vacations, daily routines, accidents and injuries, ways of communicating, appearance, occupations, and future plans by listening to and practicing different types of dialogues.

With respect to the topics, students will be able to:

1. Comprehend different spoken and written forms of selected text-types
2. Initiate and participate in conversations in pairs.
3. Give a short oral presentation about a news event
4. Demonstrate comprehension of new texts using the acquired headwords
5. Compose articles, each with 180 words
6. Demonstrate control of communication using the following grammar points:
   - Present perfect continuous tense vs. present perfect tense
   - Participial phrases
   - Possessive pronouns
   - Conditional sentences with if (for imagined situations)
   - Fronting of subjects
   - Agreement to requests
   - Expressing contrasting ideas
   - Indirect questions
   - E.g. giving different opinions
   - Expressing soft comments
   - Simple past passive tense
   - Modal verbs: must, may, might, can’t, or could for speculating
   - Task of planning and organizing
   - E.g. giving different opinions
   - Giving advice
   - Participial adjectives
   - Direct questions

With respect to the topics, students will be able to:

1. Compose speeches of various length and mini academic researched paper with documentation and references.
2. Initiate and participate in debates of various topics.
3. Express contrasting ideas
4. Give a short oral presentation about a news event
5. Demonstrate control of communication using the following grammar points:
   - Present perfect continuous tense vs. present perfect tense
   - Participial phrases
   - Possessive pronouns
   - Conditional sentences with if (for imagined situations)
   - Agreement to requests
   - Expressing contrasting ideas
   - Indirect questions
   - E.g. giving different opinions
   - Expressing soft comments
   - Simple past passive tense
   - Modal verbs: must, may, might, can’t, or could for speculating
   - Task of planning and organizing
   - E.g. giving different opinions
   - Giving advice
   - Participial adjectives
   - Direct questions

With respect to the topics, students will be able to:

1. Comprehend a variety of spoken and written forms of selected text-types, e.g. giving different opinions
2. Initiate and participate in conversations in pairs.
3. Give a short oral presentation about a news event
4. Demonstrate comprehension of new texts using the acquired headwords
5. Compose articles, each with 180 words
6. Demonstrate control of communication using the following grammar points:
   - Present perfect continuous tense vs. present perfect tense
   - Participial phrases
   - Possessive pronouns
   - Conditional sentences with if (for imagined situations)
   - Agreement to requests
   - Expressing contrasting ideas
   - Indirect questions
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   - E.g. giving different opinions
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   - Simple past passive tense
   - Modal verbs: must, may, might, can’t, or could for speculating
   - Task of planning and organizing
   - E.g. giving different opinions
   - Giving advice
   - Participial adjectives
   - Direct questions
With respect to the topics, students will be able to

- lead a group discussion
- give reasons
- use gerunds and infinitives
- demonstrate control of communication using the following grammar points:
  - simple past; present perfect and past perfect
  - asking for and giving clarification
  - expressing and supporting opinions

Communicate using the following functions:

- compound and complex sentences
- order of adjectives
- real conditionals: present and future
- demonstrating control of communication using the following grammar points:
  - agreeing with viewpoints
  - expressing assertion
  - modals expressing attitude
  - showing understanding

Comprehend a variety of spoken and written forms of selected text-types:

- highlighting personal stories and events
- clarifying meanings
- agreeing with viewpoints
- expressing soft comments

Compose paragraphs, summaries, letters and short essays, each with 250 words:

- demonstrating control of communication using the following grammar points:
  - past perfect tense
  - passive of modal verbs
  - modal verbs: must, may, might, can't, or could for speculating

Compose articles, stories and letters, each with 220 words:

- demonstrating control of communication using the following grammar points:
  - giving different opinions
  - expressing contrasting ideas
  - disagreeing
  - giving different opinions

With respect to the topics, students will be able to

- lead a group discussion
- give reasons
- use gerunds and infinitives
- demonstrate control of communication using the following grammar points:
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  - giving different opinions
<table>
<thead>
<tr>
<th>Division</th>
<th>College</th>
<th>Program</th>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0556</td>
<td>Required Course</td>
<td>Students are expected to...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0550</td>
<td>Required Course</td>
<td>Students are expected to...</td>
</tr>
</tbody>
</table>

**Course Content:**

- **1. Comprehend different spoken and written forms of selected text-types**
- **2. Initiate and participate in short conversations in pairs**
- **3. Compose short paragraphs, each with 140 words**
- **4. Compose speeches of various length and mini academic researched paper with documentation and...**
- **5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.**
- **6. Display and exhibit project work.**

**Goals of the Course:**

- **Outcome:** Students will be able to...
This course is topic based and designed to enhance intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to relationships, everyday dilemmas, technology, social life, movies, feelings and reactions, news events, extreme weather and natural disasters by listening to and practicing a variety of dialogues, news reports, reading and discussing texts (up to 1800-2500 headwords) and writing paragraphs (of around 180 words). The genres include recount, description and classification.

The course is topic based and designed to enhance high intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to relationships, everyday dilemmas, technology, social life, movies, feelings and reactions, news events, extreme weather and natural disasters by listening to and practicing various types of dialogues, reading and discussing texts (1400~1800 headwords) relating to the themes or reading strategies, and composing paragraph writings (around 160 words). The genres include recount, description and classification.

With respect to the topics, students will be able to:

- 1. Comprehend a variety of spoken and written forms of selected text-types.
- 2. Initiate and participate in conversations in pairs.
- 3. Demonstrate comprehension of new texts using the acquired headwords.
- 4. Demonstrate control of communication using the following grammar points:
  - a. Infinitives
  - b. Possessive pronouns
  - c. Simple past and past continuous tenses
  - d. Reflexive pronouns
  - e. Comparative adjectives
  - f. Participial phrases
  - g. Modal verbs: must, may, might, can't, or could for speculating
  - h. Making future plans
  - i. Describing and responding to accidents
  - j. Introducing news events
  - k. Giving advice
  - l. Expressing contrasting ideas
  - m. Giving different opinions
  - n. Present perfect continuous tense vs. present perfect tense
- 5. Compose articles, each with 180 words.
- 6. Communicate using the following functions:
  - a. Giving and responding to advice
  - b. Expressing locations
  - c. Sequencing events
  - d. Future tense
  - e. Comparative adjectives
  - f. Participial phrases
  - g. Future tense
  - h. Making future plans
  - i. Describing and responding to accidents
  - j. Sequencing events

In the course of their studies, students will develop skills in the following areas:

- Speaking: Students will practice speaking in pairs, small groups, and whole class settings to enhance their speaking skills.
- Listening: Students will engage in listening activities to improve their comprehension of spoken English.
- Reading: Students will read a variety of texts, including articles, news reports, and dialogues, to improve their reading skills.
- Writing: Students will write short paragraphs and articles to develop their writing skills.
- Grammar: Students will learn and practice various grammar points to improve their command of the language.
- Vocabulary: Students will expand their vocabulary by learning new words and phrases through reading and listening activities.
- Pronunciation: Students will work on improving their pronunciation through listening and speaking activities.
- Cultural awareness: Students will gain an understanding of English-speaking cultures through reading and listening activities.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Year</th>
<th>Credits</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH 7</td>
<td>College of Day Language Teaching</td>
<td>2</td>
<td>Day</td>
<td>4</td>
<td>Students will be able to initiate and participate in discussions, interviews, presentations on various topics, and reader theater. They will also learn to communicate using the following grammar points: 1. Comprehend a variety of spoken and written forms of selected text-types. 2. Demonstrate control of communication using the following grammar points: a. Simple past; present perfect and past perfect. b. Auxiliary verbs. c. Gerunds and infinitives. d. Quantifiers with count/noncount nouns. e. Organizing viewpoints. 3. Demonstrate comprehension of new texts using the acquired headwords. 4. Compose articles, stories and letters, each with 220 words. 5. Demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm. Taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing.</td>
</tr>
<tr>
<td>ENGLISH 7</td>
<td>College of Day Language Teaching</td>
<td>3</td>
<td>Day</td>
<td>4</td>
<td>Students will learn to communicate in various settings. The course is topic based and designed to enhance low advanced level students' English listening, speaking, reading and writing skills. Students will learn to communicate using the following grammar points: 1. Comprehend a variety of spoken and written forms of selected text-types. 2. Demonstrate control of communication using the following grammar points: a. Simple and continuous forms of verbs. b. Auxiliary verbs. c. Gerunds and infinitives. d. Passive of modal verbs. e. Inseparable phrasal verbs. 3. Demonstrate comprehension of new texts using the acquired headwords. 4. Compose articles, stories and letters, each with 220 words. 5. Demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</td>
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<td>4</td>
<td>Day</td>
<td>4</td>
<td>Students will learn to communicate in various settings. The course is topic based and designed to enhance high intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate using the following grammar points: 1. Comprehend a variety of spoken and written forms of selected text-types. 2. Demonstrate control of communication using the following grammar points: a. Simple and continuous forms of verbs. b. Auxiliary verbs. c. Gerunds and infinitives. d. Past perfect tense. e. Passive of modal verbs. f. Inseparable phrasal verbs. 3. Demonstrate comprehension of new texts using the acquired headwords. 4. Compose articles, stories and letters, each with 220 words. 5. Demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</td>
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<td>5</td>
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<td>4</td>
<td>Students will learn to communicate in various settings. The course is topic based and designed to enhance intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate using the following grammar points: 1. Comprehend a variety of spoken and written forms of selected text-types. 2. Demonstrate control of communication using the following grammar points: a. Simple and continuous forms of verbs. b. Auxiliary verbs. c. Gerunds and infinitives. d. Past perfect tense. e. Passive of modal verbs. f. Inseparable phrasal verbs. 3. Demonstrate comprehension of new texts using the acquired headwords. 4. Compose articles, stories and letters, each with 220 words. 5. Demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</td>
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<td>College of Day Language Teaching</td>
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<td>Day</td>
<td>4</td>
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</tbody>
</table>
Required Course
GRADUATION THESIS
(Wed) 3; 2 smester

Required Course
CLASSROOM
(Mon) 2-4

Center for English
(Thu) 3-4

Division
College
4-Year
EDUCATION
LANGUAGE
TEACHING AND
ENGLISH LANGUAGE
CHILDREN AND
Instruction
Department of
Foreign Language

1. plan and deliver a series of lessons as part of an integrated program,
2. Be able to write a proposal for companies in the cultural or educational sectors on how to integrate innovative or creative ideas into their operation.
3. select and organize contents that are appropriate for specific goals and objectives and consistent with personal beliefs in English teaching and learning,
4. Observe and analyze class management in professional language classes from teachers' point-of-views.
5. apply knowledge about language to the design of lessons and materials;
6. improve their ability in organizing and managing a language class,
7. apply and test various teaching techniques,
8. use teacher's manuals and other teaching resources,
10. to 13-week program for local EFL learners whom the course trainees will teach. Through observation and practice, they will develop practical English language teaching,

This course is a one-year project that all students in the Department of Foreign Language Instruction (DFLI) are required to successfully accomplish before graduation.

1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.
2. Comprehend additional articles that are relevant and/or cross-disciplinary.
3. Work in small groups and develop a project on a cross-disciplinary topic.
4. Initiate a study of illustrators and illustrations in children's literature.
5. Evaluate different classroom-management approaches.

At the end of the course, students will be able to:

1. Incorporate pedagogical and linguistic concepts into 4-skill integrated language teaching based on student needs;
2. Be able to write a proposal for companies in the cultural or educational sectors on how to integrate innovative or creative ideas into their operation.
3. Select and organize contents that are appropriate for specific goals and objectives and consistent with personal beliefs in English teaching and learning,
4. Observe and analyze class management in professional language classes from teachers' point-of-views.
5. Apply knowledge about language to the design of lessons and materials;
6. Improve their ability in organizing and managing a language class,
7. Apply and test various teaching techniques,
8. Use teacher's manuals and other teaching resources,
## Required Course

### 1 sprinter

#### ENGLISH GRAMMAR

**Application & Instruction**

1. Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions.

2. Students can understand up to 2300 words. Students will also learn how to organize writings of three paragraphs and how to write different genres.

3. Students will be able to organize at least 6 one-paragraph writings (including midterm and final exams) of about 140-180 words and write different genres: recount, instruction, description, and expressing opinions.

4. Students will be able to read and understand the description of events, feelings and wishes in texts of letters, brochures and short official documents. In response to this, students are developed to think through discussing the questions related to the topics.

5. Students will be able to plan and develop an effective language learning project.

#### Division 1

- Students will be able to perform at an intermediate level.

- Students can understand up to 2300 words. Students will also learn how to organize writings of three paragraphs and how to write different genres.

- Students will be able to organize at least 6 three-paragraph writings (including midterm and final exams) of about 180-250 words and write different genres including description, narration and expressing opinions.

- Students will be able to apply the following reading skills:
  - separate fact and opinion
  - comparison: adjectives, nouns
  - b. adverbs: quantity, sequence, permission, obligation, prohibition.

- Students will be able to perform the following functions: describe personality types, compare people's customs and careers, lend or refuse to lend items, role-play a committee discussion, describe spiritual development of one's personal life. The course covers themes on exploring career development, multidimensional learning, sex education and life ethics.

- This subject is approved as a core compulsory course that aims to provide students a foundation for the development of Life objective included in Wenzao's 3L education.

- This course is about to help students understanding the role of assessment and evaluation in instruction and education. Fundamental concepts and terminology will be discussed with examples and activities.

- This course is a one-year project that all students in the Department of Foreign Language Instruction (DFLI) are required to successfully accomplish before graduation.

- At the end of the course, students will be able to plan and develop an effective language learning project.

- Through self-reflection, peer observation, teaching analysis, repeated practice to polish their skills in the field of language teaching and learning.

- 3. Students will be able to organize at least 6 one-paragraph writings (including midterm and final exams) of about 140-180 words and write different genres: recount, instruction, description, and expressing opinions.

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### 1. To promote students' ability in handling and joining a meeting and the appropriate way in speaking.

#### Required Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To master at least a 3500 vocabulary.</td>
<td>The course introduces students to the development of vocabulary in English.</td>
</tr>
<tr>
<td>2.</td>
<td>To understand simple, compound and complex sentence structures and the use of noun, adjective and adverb clauses.</td>
<td>The course focuses on sentence structure and clause usage in English.</td>
</tr>
<tr>
<td>3.</td>
<td>To build up vocabulary by context clues, synonyms and antonyms.</td>
<td>The course aims to enhance students' vocabulary skills.</td>
</tr>
<tr>
<td>4.</td>
<td>To analyze the meaning and implications of words used in specific contexts.</td>
<td>The course teaches students to understand the context of vocabulary.</td>
</tr>
<tr>
<td>5.</td>
<td>To learn the following listening strategies:</td>
<td>The course covers various listening strategies to enhance students' listening skills.</td>
</tr>
<tr>
<td></td>
<td>- (E2A) Analyzing the meaning of words in context.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (E2A) Comparing vocabulary across different cultures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- (E3C) The course aims to enhance students' grammatical knowledge and essay writing skills.</td>
<td>The course covers grammar and essay writing skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The rules which have been introduced since the first grade will be revisited and practiced.</td>
</tr>
<tr>
<td>6.</td>
<td>To make a speech, the manner in discussion and asking questions.</td>
<td>The course aims to improve students' speaking and presentation skills.</td>
</tr>
<tr>
<td>7.</td>
<td>To understand and apply what they learn into a real-life application.</td>
<td>The course focuses on applying theoretical knowledge to practical situations.</td>
</tr>
<tr>
<td>8.</td>
<td>To be familiar with those core concepts, giving them an important foundation in analyzing the political aspects of their everyday lives.</td>
<td>The course aims to enhance students' understanding of political concepts.</td>
</tr>
</tbody>
</table>

The course continues with Max Weber's epic work on the history of economics. The lecture will trace back the history of human society from the ancient hunter-gatherer era to the development of modern economies. Lessons covered in the first semester are mostly key concepts of microeconomics, including the basics of economics, the working mechanism of markets, markets and competition, and the organization of industry and the economics of labor markets. Lessons covered in the second semester are key concepts of macroeconomics, including the principles of national income and product determination, fiscal and monetary policy, and international economics.

The Principles of Economics consists of two semesters of courses. The first semester focuses on microeconomics and the second semester is for macroeconomics. No prior knowledge of economics is required. The course is designed to be accessible to students with a variety of majors, and it aims to provide a solid foundation in economic principles that can be applied in a wide range of fields. The course will cover the fundamental concepts of economic theory, including the principles of microeconomics and macroeconomics. The course will also include case studies and discussions of current economic issues, and it will provide students with the tools to analyze and understand economic phenomena.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Days</th>
<th>Time</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH LISTENING</td>
<td>5</td>
<td>1 smester</td>
<td>(Thu)</td>
<td>2-4</td>
<td>Required Course</td>
</tr>
<tr>
<td>ENGLISH GRAMMAR</td>
<td>3</td>
<td>1 smester</td>
<td>(Mon)</td>
<td>3-4</td>
<td>Required Course</td>
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**Course Descriptions:**

1. **Communicate and exchange information on the following themes:**
   - Family
   - Living conditions
   - Places
   - Possessions
   - Personal experience
   - Educational background
   - Study
   - Identify the differences between one sound to the other as well as the correct spelling. Last, students can link phrases, blend consonants, etc. when speaking.

2. **Introduce students to the scope and skills of management.**
   - Communication
   - Leadership
   - Teamwork

3. **Equip students with knowledge of reading translation works from some perspectives of translation theories.**
   - Analytical reading
   - Critical reading
   - Synthesis reading

4. **Equip students with the abilities of applying translation theories to translation practice.**
   - Translation strategies
   - Translation techniques

5. **Design proper research plans according to the issues related to international affairs.**
   - Research methodology
   - Data collection
   - Data analysis

6. **Understand the political change in contemporary Southeast Asia.**
   - Political systems
   - Economic policies
   - Social issues

7. **Understand the analysis and structures of business models.**
   - Business strategies
   - Financial analysis
   - Market analysis

8. **Equip students with the strategic making for foreign-related tasks and the factors influencing the decisions.**
   - Risk assessment
   - Decision-making process
   - Market analysis

9. **Stand on the side of NGO and understand the importance and possible actions of humanitarian concerns.**
   - Social responsibility
   - Global issues
   - Human rights

10. **Communicate customer value (such as advertising, promotion, direct marketing)?**
    - Customer value
    - Marketing strategies
    - Sales techniques

11. **Learn most of 250 basic vocabularies:**
    - Pronunciation
    - Writing
    - Words meaning and usage

12. **Obtain competence in communicating and speaking.**
    - Listening comprehension
    - Speaking skills
    - Pronunciation

13. **Master at least a 3500 vocabulary.**
    - Grammar structures:
      - Present, past, future, progressive, perfect and perfect progressive tenses
      - Auxiliary verbs
      - Relative pronouns

14. **Communicate the daily life issues in English with others.**
    - Social issues
    - Family issues
    - Educational issues

15. **Familiarize with consecutive interpretation strategies for professional issues;**
    - Medical interpretation
    - Legal interpretation
    - Technical interpretation

16. **Theory of development**
    - Introduction of global development
    - Theory of development

17. **Market structure**
    - 5. Producer's choice
    - 2. Demand and supply
    - 8. Tax
    - 9. Market structure

18. **Counterpart of corporate finance for constructing basic concepts of financial management and the professional financial knowledge on corporation operation.**
    - High finance
    - Investment strategy
    - Financial analysis

19. **This course offers a training in consecutive interpreting from CH to EN based on memory, general knowledge and note-taking.**
    - Memory-based interpreting
    - Note-taking skills
    - General knowledge

20. **The course focuses on professional topics, with emphasis on issues and speeches related to actual consecutive interpreting market in Taiwan.**
    - Market analysis
    - Professional topics
    - Speeches

21. **This course aims to assist students to acquire general knowledge of translation studies.**
    - Theoretical background
    - Practical skills
    - Translation theories

22. **In 1978, Mainland China started economic reforms and the open door policy.**
    - Economic reforms
    - Open door policy
    - Business opportunities

23. **The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies.**
    - Intermediate usages
    - Advanced usages
    - Vocabularies

24. **This course aims to facilitate students to be able to grasp the main ideas and topics of various themes through authentic day-to-day conversations as well as to understand the application of special usages and vocabularies.**
    - Day-to-day conversations
    - Special usages
    - Vocabulary application
Elective Course
This course aims to teach students how to understand German culture, e.g. music, movies, holidays, food, literature, history, society, and everyday life.
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<th>Course Name</th>
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<td>11:00 - 18:30</td>
<td>Intermediate English Basic</td>
<td>Room 101</td>
<td>Professor Smith</td>
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<td>11:00 - 14:00</td>
<td>Professional English Tourism</td>
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*Note: Course times and venues subject to change.*
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