

Syllabus: Applied Language Studies Program

English for Academic Purposes, 2026 Spring

Center for Language Studies, National Chung Cheng University

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| 課程名稱 Course Title | 進階英文閱讀技巧 (二) Academic English Reading Skills High-intermediate (II) | 授課教師 Instructor | 楊岳龍 Daniel Yang |
| 課程# Course # | 1903208-01 | 聯繫郵件 E-mail | clcdy[at]ccu.edu.tw |
| 學期 Semester | 2026 Spring (February 23, 2026~June 26, 2026) | 上課時間及地點 Class Hours & Room | 10:10~13:00 Thursday Room 227, CLS |
| Credits 學分數 | 自由選修 3 學分 3 credits (Elective) | 諮詢時段 Office Hours | 14:00~16:00 Wednesday (or by appointment in advance) |
| 課程網頁 Course Website | http://ecourse2.ccu.edu.tw/ (Ecourse 課程平台) http://cls.ccu.edu.tw/ (CLS website, 語言中心網頁) | Course Level (進階) | CEFR B2-C1 TOEIC L & R: 825 or above IELTS Band 6.5 or above TOEFL iBT 90 or above |

需出席第一堂課之能力檢測，以更明確評估是否適合修課。未出席或未能通過該檢測程度者，得不予以加簽。

Course takers are required to take the first-week placement test in order to make sure that the course level is appropriate.

第一次上課將進行期初英語能力檢核測驗（佔學期成績 4%），系統選課者或有意修課者請準時出席

本課程鼓勵修課者準備好長期持續修課之心態與時間管理，以利養成學術英文技巧、及其高度相關的外語技能（如 **summarizing, paraphrasing, presenting with visuals or with PowerPoint**），對於欲出國至英語系國家進修或交換、或國內全英語授課之英語授課之課程學習的必備技巧。

1. 本課程之分級、課程內涵屬性與語言技能分類

| 分級 Proficiency Levels | 學術語言技能 EAP Language skills | 課程內涵屬性 Language spheres | |
|--------------------------------|----------------------------|--------------------------------|---|
| Intermediate (CEFR B1-B2) | Listening & Speaking | English for Academic purpose | ★ |
| High-intermediate (CEFR B2-C1) | ★ Reading & Writing | ★ English for Specific purpose | |
| Advanced (CEFR C1-C2) | EAP vocabulary & grammar | English for General purpose | |
| | Academic language & style | | |

1) English for academic purpose 之課程為 *Study skills for Academic English*，例如在「英文為母語」之國家進修或遊學時，以英文為主之課堂上所需具備的學術英文或課堂學習技巧，如聽課及筆記技巧、閱讀學術文章技巧、課堂報告寫作技巧、討論議題技巧、摘要或改寫技巧等。這學術英文能力與各學術專業領域的英文有所不同。
English for specific purpose 之課程為商務英文溝通、全球英語溝通力或職場英文技巧為主要導向的課程為主。

2. Course Materials/課程教材

| Title | Author(s) & publication year | Publisher |
|----------------------|-------------------------------------|----------------------------|
| Making Connections 3 | McEntire, J., & Williams, J. (2013) | Cambridge University Press |

配合教育部針對保護智慧財產權觀念之宣導：請尊重智慧財產權，不得非法影印教師指定之教科書籍。

3. Grading /評量

| | Grading/Scoring | 評量項目 | Percent |
|---|--|----------------|---------|
| 1 | Placement Test + Post-test | 期初前測及會考後測 | 4% + 8% |
| 2 | Attendance, Participation & Self-access Learning | 出席率與課程參與、及自學練習 | 20% +3% |
| 3 | Weekly Assignments (mini-projects) & Quizzes | 每週作業及小考 | 25% |
| 4 | Midterm exam + Final exam | 期中考及期末考 | 15%+15% |
| 5 | Final Project Presentation | 期末呈現發表 | 10% |

4. Instructional methods /授課方式

| | | |
|---|--------------------------------------|---------------|
| 1 | Preview & Review tasks | 預習與複習課題或任務 |
| 2 | Lecturing & interactive activities | 課堂講解及課堂互動活動 |
| 3 | Individual practice & Learning tasks | 個別練習及學習任務 |
| 4 | Group tasks and team projects | 小組共同任務或同儕合作計畫 |

5. Course Objectives/課程目標

| | | |
|----------------------|--|-----------------------|
| This course will.... | | 本課程後將.... |
| 1 | foster students reading skills and strategies including identifying main ideas, cause and effect, managing unknown vocabulary, continuing ideas, point of view, reduced relative clauses, identifying the thesis of a reading, definition and classification, passive sentences, problem-solution texts, graphic materials and nominalization in subjects. | 幫助學生提升多元學術領域中的閱讀技巧及策略 |
| 2 | help students accumulate academic vocabularies | 幫助學生累積大量學術字彙 |
| 3 | foster students critical thinking skills by evaluating and synthesizing information in the reading passages | 幫助學生提升批判思考之能力 |
| 4 | help students develop basic academic writing skills | 幫助學生發展學術寫作之基本能力 |

6. Learning Outcomes/學習成效

| | | |
|---|--|-----------------|
| By the end of the semester, learners will able to.... | | 修完本堂課，學習者將能.... |
| 1 | apply various reading skills and strategies | 運用閱讀之技巧及策略 |
| 2 | increase vocabulary size in academic fields | 增進學術單字使用之能力 |
| 3 | improve critical thinking skills through extensive reading | 透過廣泛閱讀提升批判思考之能力 |
| 4 | develop academic writing skills | 增進學術寫作之技巧 |
| 5 | increase reading speed | 提升閱讀速度 |

7. Course Schedule & Topics/課程大綱 (每週進度與主題)

| Week | Date | Topics | 主題 |
|------|------|---|-----------------------|
| 1 | 2/26 | Course Introduction Placement Test & Review | 課程介紹 期初英語能力檢核測驗與複習 |
| 2 | 3/05 | Review: Reading skills and strategies | 閱讀技巧複習 |
| 3 | 3/12 | Unit 1: Global Health | 單元一：全球化健康 |
| 4 | 3/19 | Unit 1: Global Health | 單元一：全球化健康 |
| 5 | 3/26 | Unit 1: Global Health | 單元一：全球化健康 |
| 6 | 4/02 | Unit 2: Multicultural Societies | 單元二：多元文化社會 |
| 7 | 4/09 | Unit 2: Multicultural Societies | 單元二：多元文化社會 |
| 8 | 4/16 | Unit 2: Multicultural Societies | 單元二：多元文化社會 |
| 9 | 4/23 | Mid-term | 期中考 |
| 10 | 4/30 | Unit 3: Aspects of Language | 單元三：語言的多面向 |
| 11 | 5/07 | Unit 3: Aspects of Language | 單元三：語言的多面向 |
| 12 | 5/14 | Unit 3: Aspects of Language | 單元三：語言的多面向 |
| 13 | 5/21 | Unit 4: Sustaining Planet Earth | 單元四：維持地球生命力 |
| 14 | 5/28 | Unit 4: Sustaining Planet Earth English Proficiency Test | 單元四：維持地球生命力 英語能力會考 |
| 15 | 6/04 | Final Project Presentation | 成果呈現: 期末簡報製作與口頭發表 |
| 16 | 6/11 | Final Exam | 期末考 |
| 17 | 6/18 | Alternative Learning Task | 彈性學習任務 |
| 18 | 6/25 | | |

*Adjustments may be made in the syllabus to meet students' needs and course requirements. *課程進度及課程要求將依教學需要進行適度調整

8. Available Support Service/課程資源

| Websites | Links |
|-----------------------------|---|
| Academic Reading Strategies | http://www.uefap.com/reading/strat/strfram.htm http://academic.cuesta.edu/acasupp/as/208.HTM http://success.oregonstate.edu/learning-corner/reading-strategies |
| Academic Vocabulary | http://www2.elc.polyu.edu.hk/cill/eap/wordlists.htm http://www.englishvocabularyexercises.com/AWL/ http://lextutor.ca/ |

9. Course Policies and Requirements/課程要求

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|---|---|---|
| 1 | Attendance & Participation: To be punctually present in weekly class meetings, to preview/review and to participate actively in interactive or communicative activities in class is important. The final score will be impacted by each absence. No make-up for weekly quizzes. | 出席及課程參與：準時出席每堂課並參與課堂討論與活動。每次出席或缺席會影響出席及課程參與成績。請假需經授課教師後同意。小考皆無補考機制。 |
| 2 | Class Etiquettes: Turn off cell phones during class ABSOLUTELY and put cell phones in the personal bags left in the classroom closets. | 教室禮儀：尊重所有人之上課權益，務必確認手機已關機、且放置教室前方之櫃上，避免造成測驗或小考的不公平。 |
| 3 | Food/drink: To protect the instructional facilities, do not bring food/drink into the classroom. | 食物/飲料：教室內禁止飲食。食物/飲料請放在教室外之食物櫃。 |

Mindset is a bigger predictor of success than academic skills, and how students gain great academic skills and persevere in the face of challenges. ~ Wendy Kopp 學習心態是比學術技能更精準的預測器。