On English Writing, Speaking, and Presentation (2)

Syllabus for 2012-2013 Academic Year, Semester II
Department of Computer Science and Information Engineering
National Chi-Nan University

Course Code:                    Credit: 3 units
Required/Elective: Elective     Prerequisites: none
Classroom: R108, Technology Building III
Class Time: Thursday 9:10-12:00 a.m.           Instructor: Herng-Yow Chen (陳恆佑)
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Course website: http://www.csie.ncnu.edu.tw/~hychen/writing_speaking

1. Course objectives:
   This is a second semester course, a part two, about English writing and speaking and presentation, as its title tells. When I decided to offer this course and started to plan it, the students in my mind were a segment of student populations in the College of Science and Technology, Chi Nan University: undergraduate, Master and Ph.D. students, who have been afraid to use English for years but eager to regain the confidence in it. After years and years of studying English since elementary school and all the hardworking now, they found themselves still not improving—it’s frustrating; some of them even think they are a failure. They knew the importance of English and hoped to survive in today’s workplace using it every day and globally. They wanted to thrive in research, through academic publication: paper and oral presentation, to communicate with colleagues in English. Not just being able to read this foreign language, they needed to gain advanced competence—the ability to speak and write correct, clear, concise English, and do it comfortably. And I hope this course can do a little help.

2. Instructor office hours:
   Mondays-Fridays 8:30-9:10 am by appointment

3. Teaching approach:
   Research shows that listening and reading are the keys to speaking fluently and writing well. I will show the theory behind it and share my experiences in this field. I will prepare relevant topics of interest through articles, essays and audio/video resources to help students digest and find their models to emulate that fit their own learning pace. Students will get more opportunities to practice active listening, power speaking, reading for pleasure, and reading like a writer. Deliberate regular reading and writing, however, will become our daily ritual and also weekly homework since they demands much more time, efforts, self-discipline and our special commitment to this learning process.

4. Grading criteria:
Class participation: 40%, Speaking and writing project: 60%

5. Textbook:
   No textbook. Instead, I will prepare slides, essay and articles selected from online and from some of the following references.

6. References:
   7. Second language acquisition and second language learning, Stephen Krashen.

7. Course schedule (week, topic, activities, evaluation/assignment, text, etc.):
   1. Class orientation: introduction to English learning, acquisition, and use
   2. Integrated four language skills: reading, writing, listening, speaking
   3. Reading vs. Writing (and the power of reading)
   4. Listening vs. Speaking (and the power of listening)
   5. Pleasure reading vs. Academic reading
   6. Reading like a writer
   7. Writing process: drafting, revising, editing,
   8. The essence of writing: rewriting
   9. Writing for your purposes: essay, memoir, technical report, manual
   10. --- Midterm week --- students propose their idea
   11. Academic writing: paper, thesis
   12. Get your writing done, submit, and publish
   13. Pleasure listening vs. Academic listening
   14. Power speaking: pronunciation, intonation, postures and gestures
   15. Effortless speaking: fluency, confidence
   16. The art of public speaking and presentation
   17. --- Final week --- a half of student group present their work
   18. --- Final week --- another half of student group present their work