

**全英語授課清單 English-Taught Course List**

course code	Division	year	Course Title	Department /Unit	Course Type	category	credit	hours	Course Time	Learning Goals	Content Synopsis
1273	2-Year College of Day Division	3	HIGH-INTERMEDIATE ENGLISH	Department of English	2 semester	Required Course	2	2	(Wed)3-4	<ol style="list-style-type: none"> <li>1. To have a good command of English at high-intermediate level.</li> <li>2. To apply critical thinking skills successfully in the academic context.</li> <li>3. To discuss topics related to academic and real world issues.</li> </ol>	As a reading, listening and speaking integrated course, this course aims to prepare students to comprehend real world issues based on academic content and experiences so as to obtain effective communication skills to discuss and discourse on academic topics. Students are to apply diverse learning and thinking styles by engaging actively in class activities, such as intensive reading, oral practice, small group discussion and oral reports to work toward attaining high-intermediate level on the mentioned three abilities.
1274	2-Year College of Day Division	3	HIGH-INTERMEDIATE ENGLISH	Department of English	2 semester	Required Course	2	2	(Wed)3-4	<ol style="list-style-type: none"> <li>1. To have a good command of English at high-intermediate level.</li> <li>2. To apply critical thinking skills successfully in the academic context.</li> <li>3. To discuss topics related to academic and real world issues.</li> </ol>	As a reading, listening and speaking integrated course, this course aims to prepare students to comprehend real world issues based on academic content and experiences so as to obtain effective communication skills to discuss and discourse on academic topics. Students are to apply diverse learning and thinking styles by engaging actively in class activities, such as intensive reading, oral practice, small group discussion and oral reports to work toward attaining high-intermediate level on the mentioned three abilities.
0151	2-Year College of Day Division	3	PROFESSIONAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Wed)6-7	<p>The course enables advanced-level students to:</p> <ol style="list-style-type: none"> <li>1. apply freewriting, clustering and brainstorming to collect ideas for content,</li> <li>2. write descriptions, narrations and expositions after going through respective writing processes,</li> <li>3. organize an essay logically,</li> <li>4. abide by basic writing conventions for a correct format,</li> <li>5. learn the structure of an academic essay in English,</li> <li>6. apply research skills to strengthen the content of the essay, e.g., using quotations or citing references, and</li> <li>7. (Advanced-level) complete at least 4 essays individually, each with 600-800 words, excluding mid-term and final exam writing (Intermediate-level) complete at least 4 essays individually, each with 400-600 words, excluding mid-term and final exam writing for the Fall semester and 4 essays, each with 600-800 words, excluding mid-term and final exam writing for the Spring semester.</li> </ol>	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 English.
0152	2-Year College of Day Division	3	PROFESSIONAL ENGLISH READING	Department of English	2 semester	Required Course	2	2	(Thu)3-4	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. broaden the thinking horizon of the students,</li> <li>2. sharpen their critical thinking and analytical ability,</li> <li>3. familiarize them with the preoccupations of the western world,</li> <li>4. improve their reading comprehension and raise their level of vocabulary and language use,</li> <li>5. and promote in the student a conviction for extensive reading in English as a vehicle to broaden their minds and question cultural and ethnic biases and myths.</li> </ol>	The course will cover a wide range of articles and essays from authors published in well-known magazines, newspapers, and especially edited ones from different sources in anthology form. The articles all deal with issues relating to the contemporary culture which is part and particle of our fast-evolving modern times. An integral goal of this course is to raise the students' level of vocabulary use and improve their reading comprehension. Overall, the students will ideally develop a taste and ability for critical thinking and analysis through assigned readings and class discussion. For outside reading, the students will read a short novel or other longer materials to improve their appreciation of language use in non-fiction.

0153	2-Year College of Day Division	3	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Mon)6-7	The students will be able to 1. deliver different types of grammatically accurate speeches in English, 2. articulate the factors affecting effective delivery of speeches, 3. make effective use of eye contact, gestures, and one's voice, 4. choose appropriate topics for different audiences, 5. organize ideas logically and coherently, 6. create and make use of visual aids in a presentation, 7. locate sources of materials for speeches, 8. and offer thoughtful critiques of speeches heard.	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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.
0154	2-Year College of Day Division	3	PROFESSIONAL ENGLISH LISTENING TRAINING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	To enable students to cope with authentic native speaker presentation and communication by:(1) developing the ability to isolate governing ideas and arguments – listening for the 'gist' of the speaker or voice(2) practicing gathering key supporting details for the above – across a wide range of genres.	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 materials specifically formulated for teaching
0150	2-Year College of Day Division	3	DRAMA	Department of English	1 semester	Elective Course	3	3	(Tue)8-10	Students will be able to understand and appreciate masterpieces of western drama ranging from the classical period to the present. Students will also develop a deep understanding about the social and cultural background of the dramas as well as the theater.	This course aims to improve students' reading ability and interests, to make them more humane, and to help them be familiar with the development and spirit of western drama while understand the specific theater character through reading famous western drama.
0157	2-Year College of Day Division	4	RESEARCH WRITING IN ENGLISH	Department of English	2 semester	Required Course	3	3	(Mon)2-4	By the end of the course, students will be able to: 1.improve writing ability through individual and group practice; 2.home library and electronic research skills; 3.improve thesis development and organization; 4.produce a research paper of 12 or above pages in length at the end of the second semester.	This two-semester course is open to first and second semester senior-year students. Its aim is to instruct students on the skills needed to write a research paper, including: choosing and narrowing a topic, research methods, developing ideas, formatting, using resources, and conventions for citations and references. Through this process, students will strengthen their writing ability as well as their research and writing organization.
0158	2-Year College of Day Division	4	CROSS CULTURAL COMMUNICATION	Department of English	1 semester	Required Course	3	3	(Wed)2-4	Upon the conclusion of the course students will: 1. raise students' multicultural awareness 2. increase students' cross-cultural knowledge 3. improve students' critical thinking 4. critically reflect on and urge students' to examine their own cultural identity	This course aims to further broaden students' understanding of the world through multicultural perspectives. It offers a diversity of cultural themes. Class activities involve in-class text-based and independent group-based research project discussion. Students are steered to observe cultural differences through critical thinking in class and are assigned out-of class tasks working towards both a group presentation and/or written report reflecting course themes.
0155	2-Year College of Day Division	4	AMERICAN LITERATURE	Department of English	2 semester	Elective Course	3	3	(Fri)2-4	This course aims to 1. enhance students' understanding about American culture and to improve their English proficiency, 2. equip students with English writing skills and the ability to express their comments, 3. and help students think deeply and profoundly.	This course aims to introduce the types and evolution of American literature from the colonial period to the 20th century. Students will study important writers in each period and their classical works in order to enhance their reading comprehension.
0156	2-Year College of Day Division	4	OVERVIEW OF LOCAL CULTURES IN TAIWAN	Department of English	1 semester	Elective Course	3	3	(Tue)6-8	Upon completing the course, students will be able to acquire a collection of English vocabulary used to describe local cultures, master the skill of expressing and understanding Taiwan's local cultures in daily English, and illustrate and present its cultures in clear and accurate English.	This course introduces students to local cultures in Taiwan through the use of conversational English. Traditional Chinese festivals, Chinese cuisine, and scenic spots are three cultural aspects covered in class. Class activities include vocabulary acquisition, conversation and listening practice, and group discussions and presentations.

1448	2-Year College of Day Division	0	INTRODUCTION TO NATURAL SCIENCE	Center for Teacher Education	1 semester	Elective Course	2	2	(Mon)1-2	To assist students to train their interests, ability and get more information in Nature Sciences. To enhance students have more ideas about the relations between life and nature science. Students can not only apply the science ways to handle the daily life, but also can design the materials and lesson plans about the Nature Science.	To introduce the earth's environment and resources, biology and technology, technical application in daily life, various phenomena of nature, environmental protection and the preservation of ecological resources, apply the knowledge in simple physics and chemistry, to learn the attitude and concept of science. To be aimed at the present students in elementary school who propose 100 questions and discussion.
1454	2-Year College of Day Division	0	TEACHING MATERIALS AND METHODS FOR ENGLISH	Center for Teacher Education	1 semester	Elective Course	2	2	(Tue)6-7	By the end of the semester, students are expected to meet the following objectives: 1. Demonstrate an understanding of EFL teaching methodologies and approaches covered in the course (e.g., backgrounds; characteristics; merits and strengths; roles of teachers and students; teaching techniques, teaching principles, activities); 2. Demonstrate an ability to design teaching materials; 3. Critically evaluate teaching methodologies and materials which form part of demonstration lessons observed by trainees 4. Develop a pedagogy sound EFL lesson plan by considering teaching objectives, various EFL teaching methods and the use of teaching materials.	The purpose of this course is to familiarize students with key EFL teaching methods and materials. Students are encouraged to evaluate each EFL teaching method critically and to explore practical applications of these teaching methods to the EFL elementary contexts in Taiwan. Various EFL teaching materials aiming to enrich language learning environments will be introduced and discussed. Students will work to develop an EFL lesson for their future EFL teaching contexts.
1459	2-Year College of Day Division	0	EDUCATION THROUGH FILMS	Center for Teacher Education	1 semester	Elective Course	3	3	(Mon)6-8	By the end of this course, students are able to 1. understand educational meaning and issues in movies. 2. acquire educational theories and techniques. 3. gain their passion for teaching.	Using film and related popular media as our texts, the course will examine prevalent educational issues and concepts.
1463	2-Year College of Day Division	0	TEACHING MATERIALS AND METHODS FOR NATURAL SCIENCE	Center for Teacher Education	1 semester	Elective Course	2	2	(Wed)6-7		
0332	Elite Class of 2-year College	3	PROFESSIONAL ENGLISH SPEAKING	Department of English	2 semester	Required Course	2	2	(Mon)6-7	By the end of the course, students will be able to: 1. present speeches with confidence and proper body language, 2. choose appropriate topics and content based on target audience analysis, 3. organize ideas logically and coherently, 4. deliver different types of speeches in English accurately, 5. master delivery skills, 6. use visual aids effectively and creatively, 7. use and cite diverse supporting materials in speeches, 8. and objectively evaluate all speeches.	This is a 4-credit year-long course designed for students of English Department in the sixth year of the honored program. This course introduces students to the fundamental knowledge and skills needed for delivering successful English speeches. The topics covered in the class include selection of topics, analysis of target audience, organization of content, delivery skills, outlining, application of visual aids, in particular with the use of Power Point, methods of constructing informative and persuasive speeches, and critical thinking. This course aims to familiarize students with the following types of speeches: informative speeches (Fall semester), persuasive speeches, speeches for special occasions, and impromptu speeches (Spring semester).
0333	Elite Class of 2-year College	3	LANGUAGE AND CULTURE	Department of English	1 semester	Required Course	2	2	(Tue)6-7	By the end of the course, students will be able to: 1. communicate smoothly with people from different cultural backgrounds; and 2. gain an insight on the issues discussed in the course texts and those found in the students' own experiences and communities. □	This course aims at familiarizing students with the English (i.e., accents and rhetoric) used by people with different cultural backgrounds.

1056	2-Year College of Day Division	4	SPORTING COMPETITION SERVICE COURSE (II)	Center for Physical Education	1 semester	Elective Course	2	2	(Thu)8-9	<p>1.To enrich knowledge of and skills in sports and understand the development of international sporting games.</p> <p>2.To develop the ability of using foreign languages for cross-cultural communication during the service at international sporting games.</p> <p>3.To develop the habit of obeying the rules and cultivate the spirit of law as a modern citizen.</p>	This course focuses on learning important international sporting games in terms of the rules and technical terms in English, such as Ladies' Professional Golf (LPGA), tennis, volleyball or other international sporting games held in Taiwan. This course will enable students to understand the arrangement, procedure, management of competition events. It will also help students to both enrich relevant knowledge of sporting competition and take advantage their foreign language capacity to engage in service learning in the field of sporting competition.
1058	2-Year College of Day Division	4	OLYMPIC EDUCATION AND INTERNATIONAL SPORTS AFFAIRS	Center for Physical Education	1 semester	Elective Course	2	2	(Thu)8-9	<p>1.Learning the connotation of Olympic Education</p> <p>2.Knowing the IOC and its organizations</p> <p>3.Understanding the meaning of "Olympic formula" and the history of participation for Taiwan in the IOC</p>	An introduction to Olympic Movement and Education helps students to understand the connotation of Olympics value. Through the presentation of Olympics structure and its international organizations, and the history of participation for Taiwan in the IOC, students will be able to understand what the Olympism is. Knowing the past, present and post period of "Olympic formula" will help student to perceive the status of Taiwan in international sports affairs and to enhance their horizon in international sports organizations.
0928	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Wed)1; (Fri)1-2	<p>The objectives are for students to 1.Understand the most frequently occurred classroom English teachers use. 2. Catch the main point from the conversation. 3. Understand the basic daily English. 4. Express the basic daily experiences in English. 5. Identify the differences between one sound to the other as well as the correct spelling. 6. Link phrases, blend consonants, etc when speak.</p>	The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.

0931	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Tue)6-7; (Fri)6-7	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
0939	5-Year Junior College of Day Division	2	ENGLISH READING AND WRITING (II)	Department of English	2 semester	Required Course	4	5	(Mon)4; (Tue)6-7; (Wed)3-4	<p>(E2A · E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.expand their vocabulary power up to 3400 words.</li> <li>2.comprehend the main idea of paragraphs or chapters.</li> <li>3.utilize various reading skills to understand various different texts.</li> </ol> <p>Fourth, students will be able to write a comprehensible paragraph. Five, students will develop critical thinking through discussing the questions related to the topics.</p> <p>(E2C) Students will be able to</p> <ol style="list-style-type: none"> <li>1.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 locate desired information and gather information from different parts of a text.</li> <li>2.apply the following reading skills: <ol style="list-style-type: none"> <li>a.Organizing information using a T-chart.</li> <li>b.Organizing information using an outline.</li> <li>c.Synthesizing and applying information from a reading</li> <li>d.Using a graphic organizer to organize and analyze information.</li> </ol> </li> <li>3. 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 opinions.</li> </ol>	<p>(E2A · 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 vocabulary power up to 3400 words. Furthermore, students will learn how to write a paragraph with the vocabulary, sentence patterns and structures (from simple sentences to compound and complex sentences) they have learned.</p> <p>(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 3400 high frequency headwords. Students will also learn how to organize writings of three paragraphs and how to write different genres.</p>

0940	5-Year Junior College of Day Division	2	ENGLISH LISTENING & CONVERSATION II	Department of English	2 semester	Required Course	3	4	(Wed)1-2; (Fri)6-7	<p>(E2A \ E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.integrate what they have learned in the first year with new materials and express themselves courageously through the oral training.</li> <li>2.acquire particular information and main ideas from conversations.</li> <li>3.comprehend the topics and themes of people's interactions. □</li> <li>4.communicate the daily life issues in English with others.</li> </ol> <p>(E2C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>2.communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.</li> <li>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 a building, explain bad manners, give impromptu speeches about a quotation.</li> <li>4.use the following grammar points: <ol style="list-style-type: none"> <li>a.relative pronouns</li> <li>b.adverbial clauses with when</li> <li>c gerunds</li> <li>d.comparisons with adjectives, verbs, nouns and past participles</li> <li>e.modals</li> <li>f.if clauses</li> <li>g.verb tenses: present continuous, past perfect, comparison between past continuous and simple past</li> <li>h.there's and it's□</li> <li>i.imperative verbs</li> <li>j.auxiliary verbsk.</li> <li>k.助動詞</li> </ol> </li> </ol>	<p>(E2A \ E2B) 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 to understand and apply what they learn into a real-life application. The content of the course includes food, travel and leisure, holidays, interviews, job hunting, opinions, work and so forth.</p> <p>(E2C)The course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information relating to everyday aspects of their environments and routines. They will also learn effective listening and speaking strategies as well as useful grammatical structures and sentence patterns which will enable them to perform at an intermediate level.</p>
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0950	5-Year Junior College of Day Division	3	ENGLISH LISTENING & CONVERSATION III	Department of English	2 semester	Required Course	1	2	(Tue)6-7	<p>(E3A ~ E3B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.master at least a 3500 vocabulary.</li> <li>2.obtain competence in communicating and speaking.</li> <li>3.use the correct vocabulary, phrases, and intonation to discuss and express their opinions in English.</li> </ol> <p>(E3C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.communicate and exchange information on the following themes: sharing personal perspectives on language learning, cooperation and competition, family relationship, health and leisure, high-tech and low-tech solutions, money matters, features of remarkable individuals, creativities and inventions, human behaviors, and crime and punishment.</li> <li>2.build up vocabulary by context clues, synonyms and antonyms.</li> <li>3.learn the following listening strategies: listen to classroom lectures, radio interviews, and guided tour introduction in order to understand straightforward factual information, general messages, and specific details by making predictions, taking notes, making inference and giving summaries on main ideas, supporting details, the sequence of events, the pros and cons of arguments.</li> <li>4.develop the following speaking strategies: a.establish critical thinking b.analyze pros and cons of an issue c.agree or disagree confidently and politely: d.make comparison and contrast e.make use of different tones of voices and body language signals f.report news events g.share personal experience and perspectives h.give prepared presentations i.debate over controversial issues</li> </ol>	<p>(E3A ~ E3B) The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies. In addition to the required textbooks, each class will have supplementary materials for students to practice outside the class to ensure the progress. Related software will be introduced to enhance students' listening and speaking skills.</p> <p>(E3C)This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures. They will also learn effective listening and speaking strategies as well as useful critical thinking skills which will enable them to perform at a high-intermediate level in communication on a wide range of subjects in professional and academic fields.</p>
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1391	5-Year Junior College of Day Division	3	INTERMEDIATE ENGLISH READING	Department of English	2 semester	Elective Course	3	3	(Tue)6-7; (Thu)1	<p>(E3A · E3B) This course aims to</p> <ol style="list-style-type: none"> <li>1.enlarge students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills to improve comprehension,</li> <li>3.and upgrade students' expressive ability and cognition through such class activities as intensive reading, analyzing themes and discussing related topics.</li> </ol> <p>(E3C) This course aims to:</p> <ol style="list-style-type: none"> <li>1. expand students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills previously learned at Wenzao to improve reading comprehension,</li> <li>3. and upgrade students' expressive ability and cognition through class activities such as intensive reading, analyzing themes and discussing related topics.</li> </ol>	<p>(E3A · E3B) Topics of reading materials include humanity, society, nature, science, and others of human interests. The levels of vocabulary and syntax range from intermediate to high intermediate. In addition to the required textbook for all classes, different reading supplements are selected to cater to different levels of English proficiency so as to maximize the effect of learning. Instructions include intensive reading, class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</p> <p>(E3C)</p> <ol style="list-style-type: none"> <li>1.Twenty-four diverse 20th century American short stories are assigned to increase students' English reading comprehension ability as well as to address to them universal questions of relations within families and between the sexes, changing customs and traditions, and conflicts of culture that are not always recognized by those involved.</li> <li>2.One of the three hours of the course is designed to focus on non-fiction articles. Discussion of various topics of reading materials such as humanity, society, nature and science aims at the advances and progress of students' reading and analytical skills.</li> <li>3.Instructions include intensive reading class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</li> </ol>
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1392	5-Year Junior College of Day Division	3	INTERMEDIATE ENGLISH READING	Department of English	2 semester	Elective Course	3	3	(Tue)6-7; (Thu)1	<p>(E3A · E3B) This course aims to</p> <ol style="list-style-type: none"> <li>1.enlarge students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills to improve comprehension,</li> <li>3.and upgrade students' expressive ability and cognition through such class activities as intensive reading, analyzing themes and discussing related topics.</li> </ol> <p>(E3C) This course aims to:</p> <ol style="list-style-type: none"> <li>1. expand students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills previously learned at Wenzao to improve reading comprehension,</li> <li>3. and upgrade students' expressive ability and cognition through class activities such as intensive reading, analyzing themes and discussing related topics.</li> </ol>	<p>(E3A · E3B) Topics of reading materials include humanity, society, nature, science, and others of human interests. The levels of vocabulary and syntax range from intermediate to high intermediate. In addition to the required textbook for all classes, different reading supplements are selected to cater to different levels of English proficiency so as to maximize the effect of learning. Instructions include intensive reading, class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</p> <p>(E3C)</p> <ol style="list-style-type: none"> <li>1.Twenty-four diverse 20th century American short stories are assigned to increase students' English reading comprehension ability as well as to address to them universal questions of relations within families and between the sexes, changing customs and traditions, and conflicts of culture that are not always recognized by those involved.</li> <li>2.One of the three hours of the course is designed to focus on non-fiction articles. Discussion of various topics of reading materials such as humanity, society, nature and science aims at the advances and progress of students' reading and analytical skills.</li> <li>3.Instructions include intensive reading class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</li> </ol>
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1393	5-Year Junior College of Day Division	3	INTERMEDIATE ENGLISH READING	Department of English	2 semester	Elective Course	3	3	(Tue)3-4; (Thu)8	<p>(E3A · E3B) This course aims to</p> <ol style="list-style-type: none"> <li>1.enlarge students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills to improve comprehension,</li> <li>3.and upgrade students' expressive ability and cognition through such class activities as intensive reading, analyzing themes and discussing related topics.</li> </ol> <p>(E3C) This course aims to:</p> <ol style="list-style-type: none"> <li>1. expand students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills previously learned at Wenzao to improve reading comprehension,</li> <li>3. and upgrade students' expressive ability and cognition through class activities such as intensive reading, analyzing themes and discussing related topics.</li> </ol>	<p>(E3A · E3B) Topics of reading materials include humanity, society, nature, science, and others of human interests. The levels of vocabulary and syntax range from intermediate to high intermediate. In addition to the required textbook for all classes, different reading supplements are selected to cater to different levels of English proficiency so as to maximize the effect of learning. Instructions include intensive reading, class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</p> <p>(E3C)</p> <ol style="list-style-type: none"> <li>1. Twenty-four diverse 20th century American short stories are assigned to increase students' English reading comprehension ability as well as to address to them universal questions of relations within families and between the sexes, changing customs and traditions, and conflicts of culture that are not always recognized by those involved.</li> <li>2. One of the three hours of the course is designed to focus on non-fiction articles. Discussion of various topics of reading materials such as humanity, society, nature and science aims at the advances and progress of students' reading and analytical skills.</li> <li>3. Instructions include intensive reading class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</li> </ol>
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1394	5-Year Junior College of Day Division	3	INTERMEDIATE ENGLISH READING	Department of English	2 semester	Elective Course	3	3	(Tue)3-4; (Thu)8	<p>(E3A · E3B) This course aims to</p> <ol style="list-style-type: none"> <li>1.enlarge students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills to improve comprehension,</li> <li>3.and upgrade students' expressive ability and cognition through such class activities as intensive reading, analyzing themes and discussing related topics.</li> </ol> <p>(E3C) This course aims to:</p> <ol style="list-style-type: none"> <li>1. expand students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills previously learned at Wenzao to improve reading comprehension,</li> <li>3. and upgrade students' expressive ability and cognition through class activities such as intensive reading, analyzing themes and discussing related topics.</li> </ol>	<p>(E3A · E3B) Topics of reading materials include humanity, society, nature, science, and others of human interests. The levels of vocabulary and syntax range from intermediate to high intermediate. In addition to the required textbook for all classes, different reading supplements are selected to cater to different levels of English proficiency so as to maximize the effect of learning. Instructions include intensive reading, class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</p> <p>(E3C)</p> <ol style="list-style-type: none"> <li>1. Twenty-four diverse 20th century American short stories are assigned to increase students' English reading comprehension ability as well as to address to them universal questions of relations within families and between the sexes, changing customs and traditions, and conflicts of culture that are not always recognized by those involved.</li> <li>2. One of the three hours of the course is designed to focus on non-fiction articles. Discussion of various topics of reading materials such as humanity, society, nature and science aims at the advances and progress of students' reading and analytical skills.</li> <li>3. Instructions include intensive reading class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</li> </ol>
1433	5-Year Junior College of Day Division	4	ADVANCED LISTENING	Department of English	1 semester	Elective Course	2	2	(Thu)3-4	<p>The students will be able to</p> <ol style="list-style-type: none"> <li>1. activate general knowledge to aid comprehension,</li> <li>2. grasp general ideas from a heard passage,</li> <li>3. increase general comprehension,</li> <li>4. decode unknown vocabulary from context,</li> <li>5. revise relevant grammar points and structures,</li> <li>6. express ideas on paper,</li> <li>7. and develop summarizing-speaking skills.</li> </ol>	<p>The course aims at:</p> <ol style="list-style-type: none"> <li>1. improving students' listening skills.</li> <li>2. fostering listening for details.</li> <li>3. developing listening for general ideas.</li> <li>4. expanding students' vocabulary.</li> <li>5. reinforcing students' thinking and reporting abilities.</li> </ol>
1189	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Thu)3; (Fri)6-7	<p>The objectives are for students to</p> <ol style="list-style-type: none"> <li>1. Understand the most frequently occurred classroom English teachers use.</li> <li>2. Catch the main point from the conversation.</li> <li>3. Understand the basic daily English.</li> <li>4. Express the basic daily experiences in English.</li> <li>5. Identify the differences between one sound to the other as well as the correct spelling.</li> <li>6. Link phrases, blend consonants, etc when speak.</li> </ol>	<p>The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.</p>

1193	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Tue)3-4; (Thu)1-2	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
1201	5-Year Junior College of Day Division	2	ENGLISH READING AND WRITING (II)	Department of English	2 semester	Required Course	4	5	(Mon)4; (Wed)3-4; (Fri)6-7	<p>(E2A · E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.expand their vocabulary power up to 3400 words.</li> <li>2.comprehend the main idea of paragraphs or chapters.</li> <li>3.utilize various reading skills to understand various different texts.</li> </ol> <p>Fourth, students will be able to write a comprehensible paragraph. Five, students will develop critical thinking through discussing the questions related to the topics.</p> <p>(E2C) Students will be able to</p> <ol style="list-style-type: none"> <li>1.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 locate desired information and gather information from different parts of a text.</li> <li>2.apply the following reading skills: <ol style="list-style-type: none"> <li>a.Organizing information using a T-chart.</li> <li>b.Organizing information using an outline.</li> <li>c.Synthesizing and applying information from a reading</li> <li>d.Using a graphic organizer to organize and analyze information.</li> </ol> </li> <li>3. 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 opinions.</li> </ol>	<p>(E2A · 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 vocabulary power up to 3400 words. Furthermore, students will learn how to write a paragraph with the vocabulary, sentence patterns and structures (from simple sentences to compound and complex sentences) they have learned.</p> <p>(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 3400 high frequency headwords. Students will also learn how to organize writings of three paragraphs and how to write different genres.</p>

1202	5-Year Junior College of Day Division	2	ENGLISH LISTENING & CONVERSATION II	Department of English	2 semester	Required Course	3	4	(Tue)6-7; (Wed)1-2	<p>(E2A \ E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.integrate what they have learned in the first year with new materials and express themselves courageously through the oral training.</li> <li>2.acquire particular information and main ideas from conversations.</li> <li>3.comprehend the topics and themes of people's interactions. □</li> <li>4.communicate the daily life issues in English with others.</li> </ol> <p>(E2C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>2.communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.</li> <li>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 a building, explain bad manners, give impromptu speeches about a quotation.</li> <li>4.use the following grammar points: <ol style="list-style-type: none"> <li>a.relative pronouns</li> <li>b.adverbial clauses with when</li> <li>c.gerunds</li> <li>d.comparisons with adjectives, verbs, nouns and past participles</li> <li>e.modals</li> <li>f.if clauses</li> <li>g.verb tenses: present continuous, past perfect, comparison between past continuous and simple past</li> <li>h.there's and it's□</li> <li>i.imperative verbs</li> <li>j.auxiliary verbsk.</li> <li>k.助動詞</li> </ol> </li> </ol>	<p>(E2A \ E2B) 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 to understand and apply what they learn into a real-life application. The content of the course includes food, travel and leisure, holidays, interviews, job hunting, opinions, work and so forth.</p> <p>(E2C)The course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information relating to everyday aspects of their environments and routines. They will also learn effective listening and speaking strategies as well as useful grammatical structures and sentence patterns which will enable them to perform at an intermediate level.</p>
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1212	5-Year Junior College of Day Division	3	ENGLISH LISTENING & CONVERSATION III	Department of English	2 semester	Required Course	1	2	(Tue)6-7	<p>(E3A \ E3B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.master at least a 3500 vocabulary.</li> <li>2.obtain competence in communicating and speaking.</li> <li>3.use the correct vocabulary, phrases, and intonation to discuss and express their opinions in English.</li> </ol> <p>(E3C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.communicate and exchange information on the following themes: sharing personal perspectives on language learning, cooperation and competition, family relationship, health and leisure, high-tech and low-tech solutions, money matters, features of remarkable individuals, creativities and inventions, human behaviors, and crime and punishment.</li> <li>2.build up vocabulary by context clues, synonyms and antonyms.</li> <li>3.learn the following listening strategies: listen to classroom lectures, radio interviews, and guided tour introduction in order to understand straightforward factual information, general messages, and specific details by making predictions, taking notes, making inference and giving summaries on main ideas, supporting details, the sequence of events, the pros and cons of arguments.</li> <li>4.develop the following speaking strategies: a.establish critical thinking b.analyze pros and cons of an issue c.agree or disagree confidently and politely: d.make comparison and contrast e.make use of different tones of voices and body language signals f.report news events g.share personal experience and perspectives h.give prepared presentations i.debate over controversial issues</li> </ol>	<p>(E3A \ E3B) The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies. In addition to the required textbooks, each class will have supplementary materials for students to practice outside the class to ensure the progress. Related software will be introduced to enhance students' listening and speaking skills.</p> <p>(E3C)This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures. They will also learn effective listening and speaking strategies as well as useful critical thinking skills which will enable them to perform at a high-intermediate level in communication on a wide range of subjects in professional and academic fields.</p>
0569	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)8; (Wed)1-2; (Fri)1-2	<p>The objectives are for students to 1.Understand the most frequently occurred classroom English teachers use. 2. Catch the main point from the conversation. 3. Understand the basic daily English. 4. Express the basic daily experiences in English. 5. Identify the differences between one sound to the other as well as the correct spelling. 6. Link phrases, blend consonants, etc when speak.</p>	<p>The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.</p>

0573	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Mon)6-7; (Tue)8-9	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
0579	5-Year Junior College of Day Division	2	ENGLISH READING AND WRITING (II)	Department of English	2 semester	Required Course	4	5	(Mon)3; (Tue)8-9; (Thu)1-2	<p>(E2A · E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.expand their vocabulary power up to 3400 words.</li> <li>2.comprehend the main idea of paragraphs or chapters.</li> <li>3.utilize various reading skills to understand various different texts.</li> </ol> <p>Fourth, students will be able to write a comprehensible paragraph. Five, students will develop critical thinking through discussing the questions related to the topics.</p> <p>(E2C) Students will be able to</p> <ol style="list-style-type: none"> <li>1.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 locate desired information and gather information from different parts of a text.</li> <li>2.apply the following reading skills: <ol style="list-style-type: none"> <li>a.Organizing information using a T-chart.</li> <li>b.Organizing information using an outline.</li> <li>c.Synthesizing and applying information from a reading</li> <li>d.Using a graphic organizer to organize and analyze information.</li> </ol> </li> <li>3. 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 opinions.</li> </ol>	<p>(E2A · 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 vocabulary power up to 3400 words. Furthermore, students will learn how to write a paragraph with the vocabulary, sentence patterns and structures (from simple sentences to compound and complex sentences) they have learned.</p> <p>(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 3400 high frequency headwords. Students will also learn how to organize writings of three paragraphs and how to write different genres.</p>

0580	5-Year Junior College of Day Division	2	ENGLISH LISTENING & CONVERSATION II	Department of English	2 semester	Required Course	3	4	(Mon)6-7; (Wed)3-4	<p>(E2A \ E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.integrate what they have learned in the first year with new materials and express themselves courageously through the oral training.</li> <li>2.acquire particular information and main ideas from conversations.</li> <li>3.comprehend the topics and themes of people's interactions. □</li> <li>4.communicate the daily life issues in English with others.</li> </ol> <p>(E2C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>2.communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.</li> <li>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 a building, explain bad manners, give impromptu speeches about a quotation.</li> <li>4.use the following grammar points: <ol style="list-style-type: none"> <li>a.relative pronouns</li> <li>b.adverbial clauses with when</li> <li>c gerunds</li> <li>d.comparisons with adjectives, verbs, nouns and past participles</li> <li>e.modals</li> <li>f.if clauses</li> <li>g.verb tenses: present continuous, past perfect, comparison between past continuous and simple past</li> <li>h.there's and it's□</li> <li>i.imperative verbs</li> <li>j.auxiliary verbsk.</li> <li>k.助動詞</li> </ol> </li> </ol>	<p>(E2A \ E2B) 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 to understand and apply what they learn into a real-life application. The content of the course includes food, travel and leisure, holidays, interviews, job hunting, opinions, work and so forth.</p> <p>(E2C)The course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information relating to everyday aspects of their environments and routines. They will also learn effective listening and speaking strategies as well as useful grammatical structures and sentence patterns which will enable them to perform at an intermediate level.</p>
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0592	5-Year Junior College of Day Division	3	ENGLISH LISTENING & CONVERSATION III	Department of English	2 semester	Required Course	1	2	(Mon)6-7	<p>(E3A \ E3B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.master at least a 3500 vocabulary.</li> <li>2.obtain competence in communicating and speaking.</li> <li>3.use the correct vocabulary, phrases, and intonation to discuss and express their opinions in English.</li> </ol> <p>(E3C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.communicate and exchange information on the following themes: sharing personal perspectives on language learning, cooperation and competition, family relationship, health and leisure, high-tech and low-tech solutions, money matters, features of remarkable individuals, creativities and inventions, human behaviors, and crime and punishment.</li> <li>2.build up vocabulary by context clues, synonyms and antonyms.</li> <li>3.learn the following listening strategies: listen to classroom lectures, radio interviews, and guided tour introduction in order to understand straightforward factual information, general messages, and specific details by making predictions, taking notes, making inference and giving summaries on main ideas, supporting details, the sequence of events, the pros and cons of arguments.</li> <li>4.develop the following speaking strategies: a.establish critical thinking b.analyze pros and cons of an issue c.agree or disagree confidently and politely: d.make comparison and contrast e.make use of different tones of voices and body language signals f.report news events g.share personal experience and perspectives h.give prepared presentations i.debate over controversial issues</li> </ol>	<p>(E3A \ E3B) The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies. In addition to the required textbooks, each class will have supplementary materials for students to practice outside the class to ensure the progress. Related software will be introduced to enhance students' listening and speaking skills.</p> <p>(E3C)This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures. They will also learn effective listening and speaking strategies as well as useful critical thinking skills which will enable them to perform at a high-intermediate level in communication on a wide range of subjects in professional and academic fields.</p>
0240	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Tue)3; (Thu)1-2	<p>The objectives are for students to 1.Understand the most frequently occurred classroom English teachers use. 2. Catch the main point from the conversation. 3. Understand the basic daily English. 4. Express the basic daily experiences in English. 5. Identify the differences between one sound to the other as well as the correct spelling. 6. Link phrases, blend consonants, etc when speak.</p>	<p>The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.</p>

0244	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Tue)6-7; (Fri)1-2	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
0250	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)1; (Wed)3-4; (Thu)1-2	<p>The objectives are for students to</p> <ol style="list-style-type: none"> <li>1.Understand the most frequently occurred classroom English teachers use.</li> <li>2. Catch the main point from the conversation.</li> <li>3. Understand the basic daily English.</li> <li>4. Express the basic daily experiences in English.</li> <li>5. Identify the differences between one sound to the other as well as the correct spelling.</li> <li>6. Link phrases, blend consonants, etc when speak.</li> </ol>	<p>The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.</p>

0254	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Mon)3-4; (Fri)1-2	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
0260	5-Year Junior College of Day Division	2	ENGLISH READING AND WRITING (II)	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Tue)1,8-9	<p>(E2A · E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.expand their vocabulary power up to 3400 words.</li> <li>2.comprehend the main idea of paragraphs or chapters.</li> <li>3.utilize various reading skills to understand various different texts.</li> </ol> <p>Fourth, students will be able to write a comprehensible paragraph. Five, students will develop critical thinking through discussing the questions related to the topics.</p> <p>(E2C) Students will be able to</p> <ol style="list-style-type: none"> <li>1.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 locate desired information and gather information from different parts of a text.</li> <li>2.apply the following reading skills: <ol style="list-style-type: none"> <li>a.Organizing information using a T-chart.</li> <li>b.Organizing information using an outline.</li> <li>c.Synthesizing and applying information from a reading</li> <li>d.Using a graphic organizer to organize and analyze information.</li> </ol> </li> <li>3. 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 opinions.</li> </ol>	<p>(E2A · 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 vocabulary power up to 3400 words. Furthermore, students will learn how to write a paragraph with the vocabulary, sentence patterns and structures (from simple sentences to compound and complex sentences) they have learned.</p> <p>(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 3400 high frequency headwords. Students will also learn how to organize writings of three paragraphs and how to write different genres.</p>

0261	5-Year Junior College of Day Division	2	ENGLISH LISTENING & CONVERSATION II	Department of English	2 semester	Required Course	3	4	(Mon)6-7; (Thu)1-2	<p>(E2A \ E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.integrate what they have learned in the first year with new materials and express themselves courageously through the oral training.</li> <li>2.acquire particular information and main ideas from conversations.</li> <li>3.comprehend the topics and themes of people's interactions. □</li> <li>4.communicate the daily life issues in English with others.</li> </ol> <p>(E2C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>2.communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.</li> <li>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 a building, explain bad manners, give impromptu speeches about a quotation.</li> <li>4.use the following grammar points: <ol style="list-style-type: none"> <li>a.relative pronouns</li> <li>b.adverbial clauses with when</li> <li>c gerunds</li> <li>d.comparisons with adjectives, verbs, nouns and past participles</li> <li>e.modals</li> <li>f.if clauses</li> <li>g.verb tenses: present continuous, past perfect, comparison between past continuous and simple past</li> <li>h.there's and it's□</li> <li>i.imperative verbs</li> <li>j.auxiliary verbsk.</li> <li>k.助動詞</li> </ol> </li> </ol>	<p>(E2A \ E2B) 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 to understand and apply what they learn into a real-life application. The content of the course includes food, travel and leisure, holidays, interviews, job hunting, opinions, work and so forth.</p> <p>(E2C)The course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information relating to everyday aspects of their environments and routines. They will also learn effective listening and speaking strategies as well as useful grammatical structures and sentence patterns which will enable them to perform at an intermediate level.</p>
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0267	5-Year Junior College of Day Division	2	ENGLISH READING AND WRITING (II)	Department of English	2 semester	Required Course	4	5	(Mon)4; (Wed)3-4; (Fri)6-7	<p>(E2A · E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.expand their vocabulary power up to 3400 words.</li> <li>2.comprehend the main idea of paragraphs or chapters.</li> <li>3.utilize various reading skills to understand various different texts.</li> </ol> <p>Fourth, students will be able to write a comprehensible paragraph. Five, students will develop critical thinking through discussing the questions related to the topics.</p> <p>(E2C) Students will be able to</p> <ol style="list-style-type: none"> <li>1.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 locate desired information and gather information from different parts of a text.</li> <li>2.apply the following reading skills: <ol style="list-style-type: none"> <li>a.Organizing information using a T-chart.</li> <li>b.Organizing information using an outline.</li> <li>c.Synthesizing and applying information from a reading</li> <li>d.Using a graphic organizer to organize and analyze information.</li> </ol> </li> <li>3. 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 opinions.</li> </ol>	<p>(E2A · 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 vocabulary power up to 3400 words. Furthermore, students will learn how to write a paragraph with the vocabulary, sentence patterns and structures (from simple sentences to compound and complex sentences) they have learned.</p> <p>(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 3400 high frequency headwords. Students will also learn how to organize writings of three paragraphs and how to write different genres.</p>
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0268	5-Year Junior College of Day Division	2	ENGLISH LISTENING & CONVERSATION II	Department of English	2 semester	Required Course	3	4	(Tue)6-7; (Wed)1-2	<p>(E2A \ E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.integrate what they have learned in the first year with new materials and express themselves courageously through the oral training.</li> <li>2.acquire particular information and main ideas from conversations.</li> <li>3.comprehend the topics and themes of people's interactions. □</li> <li>4.communicate the daily life issues in English with others.</li> </ol> <p>(E2C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>2.communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.</li> <li>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 a building, explain bad manners, give impromptu speeches about a quotation.</li> <li>4.use the following grammar points: <ol style="list-style-type: none"> <li>a.relative pronouns</li> <li>b.adverbial clauses with when</li> <li>c gerunds</li> <li>d.comparisons with adjectives, verbs, nouns and past participles</li> <li>e.modals</li> <li>f.if clauses</li> <li>g.verb tenses: present continuous, past perfect, comparison between past continuous and simple past</li> <li>h.there's and it's□</li> <li>i.imperative verbs</li> <li>j.auxiliary verbsk.</li> <li>k.助動詞</li> </ol> </li> </ol>	<p>(E2A \ E2B) 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 to understand and apply what they learn into a real-life application. The content of the course includes food, travel and leisure, holidays, interviews, job hunting, opinions, work and so forth.</p> <p>(E2C)The course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information relating to everyday aspects of their environments and routines. They will also learn effective listening and speaking strategies as well as useful grammatical structures and sentence patterns which will enable them to perform at an intermediate level.</p>
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0274	5-Year Junior College of Day Division	3	INTERMEDIATE ENGLISH READING	Department of English	2 semester	Required Course	3	3	(Thu)1; (Fri)1-2	<p>(E3A · E3B) This course aims to</p> <ol style="list-style-type: none"> <li>1.enlarge students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills to improve comprehension,</li> <li>3.and upgrade students' expressive ability and cognition through such class activities as intensive reading, analyzing themes and discussing related topics.</li> </ol> <p>(E3C) This course aims to:</p> <ol style="list-style-type: none"> <li>1. expand students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills previously learned at Wenzao to improve reading comprehension,</li> <li>3. and upgrade students' expressive ability and cognition through class activities such as intensive reading, analyzing themes and discussing related topics.</li> </ol>	<p>(E3A · E3B) Topics of reading materials include humanity, society, nature, science, and others of human interests. The levels of vocabulary and syntax range from intermediate to high intermediate. In addition to the required textbook for all classes, different reading supplements are selected to cater to different levels of English proficiency so as to maximize the effect of learning. Instructions include intensive reading, class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</p> <p>(E3C)</p> <ol style="list-style-type: none"> <li>1.Twenty-four diverse 20th century American short stories are assigned to increase students' English reading comprehension ability as well as to address to them universal questions of relations within families and between the sexes, changing customs and traditions, and conflicts of culture that are not always recognized by those involved.</li> <li>2.One of the three hours of the course is designed to focus on non-fiction articles. Discussion of various topics of reading materials such as humanity, society, nature and science aims at the advances and progress of students' reading and analytical skills.</li> <li>3.Instructions include intensive reading class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</li> </ol>
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0280	5-Year Junior College of Day Division	3	ENGLISH LISTENING & CONVERSATION III	Department of English	2 semester	Required Course	1	2	(Mon)6-7	<p>(E3A ~ E3B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.master at least a 3500 vocabulary.</li> <li>2.obtain competence in communicating and speaking.</li> <li>3.use the correct vocabulary, phrases, and intonation to discuss and express their opinions in English.</li> </ol> <p>(E3C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.communicate and exchange information on the following themes: sharing personal perspectives on language learning, cooperation and competition, family relationship, health and leisure, high-tech and low-tech solutions, money matters, features of remarkable individuals, creativities and inventions, human behaviors, and crime and punishment.</li> <li>2.build up vocabulary by context clues, synonyms and antonyms.</li> <li>3.learn the following listening strategies: listen to classroom lectures, radio interviews, and guided tour introduction in order to understand straightforward factual information, general messages, and specific details by making predictions, taking notes, making inference and giving summaries on main ideas, supporting details, the sequence of events, the pros and cons of arguments.</li> <li>4.develop the following speaking strategies: a.establish critical thinking b.analyze pros and cons of an issue c.agree or disagree confidently and politely: d.make comparison and contrast e.make use of different tones of voices and body language signals f.report news events g.share personal experience and perspectives h.give prepared presentations i.debate over controversial issues</li> </ol>	<p>(E3A ~ E3B) The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies. In addition to the required textbooks, each class will have supplementary materials for students to practice outside the class to ensure the progress. Related software will be introduced to enhance students' listening and speaking skills.</p> <p>(E3C)This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures. They will also learn effective listening and speaking strategies as well as useful critical thinking skills which will enable them to perform at a high-intermediate level in communication on a wide range of subjects in professional and academic fields.</p>
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0283	5-Year Junior College of Day Division	3	INTERMEDIATE ENGLISH READING	Department of English	2 semester	Required Course	3	3	(Thu)1; (Fri)1-2	<p>(E3A · E3B) This course aims to</p> <ol style="list-style-type: none"> <li>1.enlarge students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills to improve comprehension,</li> <li>3.and upgrade students' expressive ability and cognition through such class activities as intensive reading, analyzing themes and discussing related topics.</li> </ol> <p>(E3C) This course aims to:</p> <ol style="list-style-type: none"> <li>1. expand students' knowledge of English culture and vocabulary,</li> <li>2.develop the ability of utilizing effective reading skills previously learned at Wenzao to improve reading comprehension,</li> <li>3. and upgrade students' expressive ability and cognition through class activities such as intensive reading, analyzing themes and discussing related topics.</li> </ol>	<p>(E3A · E3B) Topics of reading materials include humanity, society, nature, science, and others of human interests. The levels of vocabulary and syntax range from intermediate to high intermediate. In addition to the required textbook for all classes, different reading supplements are selected to cater to different levels of English proficiency so as to maximize the effect of learning. Instructions include intensive reading, class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</p> <p>(E3C)</p> <ol style="list-style-type: none"> <li>1. Twenty-four diverse 20th century American short stories are assigned to increase students' English reading comprehension ability as well as to address to them universal questions of relations within families and between the sexes, changing customs and traditions, and conflicts of culture that are not always recognized by those involved.</li> <li>2. One of the three hours of the course is designed to focus on non-fiction articles. Discussion of various topics of reading materials such as humanity, society, nature and science aims at the advances and progress of students' reading and analytical skills.</li> <li>3. Instructions include intensive reading class discussion and issue analysis. Pertinent materials in the form of mass media are used to enrich teaching and learning.</li> </ol>
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0289	5-Year Junior College of Day Division	3	ENGLISH LISTENING & CONVERSATION III	Department of English	2 semester	Required Course	1	2	(Tue)6-7	<p>(E3A \ E3B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.master at least a 3500 vocabulary.</li> <li>2.obtain competence in communicating and speaking.</li> <li>3.use the correct vocabulary, phrases, and intonation to discuss and express their opinions in English.</li> </ol> <p>(E3C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.communicate and exchange information on the following themes: sharing personal perspectives on language learning, cooperation and competition, family relationship, health and leisure, high-tech and low-tech solutions, money matters, features of remarkable individuals, creativities and inventions, human behaviors, and crime and punishment.</li> <li>2.build up vocabulary by context clues, synonyms and antonyms.</li> <li>3.learn the following listening strategies: listen to classroom lectures, radio interviews, and guided tour introduction in order to understand straightforward factual information, general messages, and specific details by making predictions, taking notes, making inference and giving summaries on main ideas, supporting details, the sequence of events, the pros and cons of arguments.</li> <li>4.develop the following speaking strategies: a.establish critical thinking b.analyze pros and cons of an issue c.agree or disagree confidently and politely: d.make comparison and contrast e.make use of different tones of voices and body language signals f.report news events g.share personal experience and perspectives h.give prepared presentations i.debate over controversial issues</li> </ol>	<p>(E3A \ E3B) The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies. In addition to the required textbooks, each class will have supplementary materials for students to practice outside the class to ensure the progress. Related software will be introduced to enhance students' listening and speaking skills.</p> <p>(E3C)This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures. They will also learn effective listening and speaking strategies as well as useful critical thinking skills which will enable them to perform at a high-intermediate level in communication on a wide range of subjects in professional and academic fields.</p>
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0315	5-Year Junior College of Day Division	5	ADVANCED ENGLISH READING (II)	Department of English	2 semester	Required Course	3	3	(Wed)2-4	<p>(E4C)This advanced reading course has the following goals:</p> <ol style="list-style-type: none"> <li>1. Generally, to endow students with the requisite skills set to talk, argue and write about a limited variety of literary genres.</li> <li>2. To enable students to develop critical thinking and the ability to appreciate literary texts of a limited range of genres in a sensitive and scholarly way.</li> <li>3. To develop rigorous and critical academic strategies which assist students in their reading and in their ability to write about it.</li> <li>4. By means of class presentations, to promote an awareness and understanding among students of the wide array of literary genres and sub-genres to enrich knowledge of the field so as to enhance appreciation of literary contexts. Students will be required to look to more specialised sources in this course component.</li> <li>5. To equip students with a basic knowledge, though not full competence, regarding literary theories which pertain to their reading practice and ability including, but not limited to, linguistic, psychological, historical and textual theories.</li> <li>6. To foster the abilities of independent reading, and through literary contextualization, to use reference sources selectively and appropriately.</li> </ol> <p>(E5A - E5B)The objectives of this course are:</p> <ol style="list-style-type: none"> <li>1. to provide students with opportunities to read materials written for academic and liberal education purposes by world celebrated writers covering wide range of styles and fashions.</li> <li>2. to raise students' reading comprehension and ability for critical thinking.</li> <li>3. to increase students' self study motivation and ability in English reading.</li> </ol>	<p>(E4C)This course includes a variety of literary forms which include, but are not limited to, the short story, drama, poetry and relevant non-fiction. More emphasis will be put on poetry and drama. Students will look at these different forms from a variety of critical perspectives in order both to read and to write about them sensitively and appreciatively.</p> <p>(E5A - E5B) This course will cover a wide range of essays and articles from celebrated authors published in well-known magazines, newspapers, and especially edited ones from different sources in anthology form. An integral goal of this course is to raise the students' level of vocabulary use and improve their reading comprehension and ability for critical thinking.</p>
0316	5-Year Junior College of Day Division	5	COMPOSITION (2)	Department of English	2 semester	Required Course	2	2	(Thu)3-4	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. teach the process of resume writing,</li> <li>2. give guidelines for correctly preparing resumes and college-application required documents,</li> <li>3. familiarize students with letter formats,</li> <li>4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments,</li> <li>5. and enable students to understand the general process of conducting research.</li> </ol>	<p>Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</p>
0317	5-Year Junior College of Day Division	5	COMPOSITION (2)	Department of English	2 semester	Required Course	2	2	(Thu)3-4	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. teach the process of resume writing,</li> <li>2. give guidelines for correctly preparing resumes and college-application required documents,</li> <li>3. familiarize students with letter formats,</li> <li>4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments,</li> <li>5. and enable students to understand the general process of conducting research.</li> </ol>	<p>Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</p>

0320	5-Year Junior College of Day Division	5	ADVANCED ENGLISH READING (II)	Department of English	2 semester	Required Course	3	3	(Wed)2-4	<p>(E4C)This advanced reading course has the following goals:</p> <ol style="list-style-type: none"> <li>1. Generally, to endow students with the requisite skills set to talk, argue and write about a limited variety of literary genres.</li> <li>2. To enable students to develop critical thinking and the ability to appreciate literary texts of a limited range of genres in a sensitive and scholarly way.</li> <li>3. To develop rigorous and critical academic strategies which assist students in their reading and in their ability to write about it.</li> <li>4. By means of class presentations, to promote an awareness and understanding among students of the wide array of literary genres and sub-genres to enrich knowledge of the field so as to enhance appreciation of literary contexts. Students will be required to look to more specialised sources in this course component.</li> <li>5. To equip students with a basic knowledge, though not full competence, regarding literary theories which pertain to their reading practice and ability including, but not limited to, linguistic, psychological, historical and textual theories.</li> <li>6. To foster the abilities of independent reading, and through literary contextualization, to use reference sources selectively and appropriately.</li> </ol> <p>(E5A - E5B)The objectives of this course are:</p> <ol style="list-style-type: none"> <li>1. to provide students with opportunities to read materials written for academic and liberal education purposes by world celebrated writers covering wide range of styles and fashions.</li> <li>2. to raise students' reading comprehension and ability for critical thinking.</li> <li>3. to increase students' self study motivation and ability in English reading.</li> </ol>	<p>(E4C)This course includes a variety of literary forms which include, but are not limited to, the short story, drama, poetry and relevant non-fiction. More emphasis will be put on poetry and drama. Students will look at these different forms from a variety of critical perspectives in order both to read and to write about them sensitively and appreciatively.</p> <p>(E5A - E5B) This course will cover a wide range of essays and articles from celebrated authors published in well-known magazines, newspapers, and especially edited ones from different sources in anthology form. An integral goal of this course is to raise the students' level of vocabulary use and improve their reading comprehension and ability for critical thinking.</p>
0321	5-Year Junior College of Day Division	5	COMPOSITION (2)	Department of English	2 semester	Required Course	2	2	(Thu)3-4	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. teach the process of resume writing,</li> <li>2. give guidelines for correctly preparing resumes and college-application required documents,</li> <li>3. familiarize students with letter formats,</li> <li>4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments,</li> <li>5. and enable students to understand the general process of conducting research.</li> </ol>	<p>Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</p>
0322	5-Year Junior College of Day Division	5	COMPOSITION (2)	Department of English	2 semester	Required Course	2	2	(Thu)3-4	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. teach the process of resume writing,</li> <li>2. give guidelines for correctly preparing resumes and college-application required documents,</li> <li>3. familiarize students with letter formats,</li> <li>4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments,</li> <li>5. and enable students to understand the general process of conducting research.</li> </ol>	<p>Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</p>

0345	Elite Class of 5-year Junior College	5	COMPOSITION (2)	Department of English	1 semester	Required Course	2	2	(Wed)3-4	By the end of the course, students will be able to 1.use the research process to write a 10- to 12-page research-based paper that emphasizes their own thinking in response a topic of their interest and found information. 2.gain skill in researching and documenting materials as well as analyzing, synthesizing and presenting the information in a format commonly assigned in the college/university level. 3.become critical thinkers as well as independent and self-motivated learners.	This undergraduate course provides a comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols. Students in this course learn about the cyclical nature of applied research and the iterative process of research writing. The course teaches students how to write a proposal, engage in independent studies, and work collaboratively in a mentor/mentee relationship with the instructor.
0346	Elite Class of 5-year Junior College	5	COMPOSITION (2)	Department of English	1 semester	Required Course	2	2	(Wed)3-4	By the end of the course, students will be able to 1.use the research process to write a 10- to 12-page research-based paper that emphasizes their own thinking in response a topic of their interest and found information. 2.gain skill in researching and documenting materials as well as analyzing, synthesizing and presenting the information in a format commonly assigned in the college/university level. 3.become critical thinkers as well as independent and self-motivated learners.	This undergraduate course provides a comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols. Students in this course learn about the cyclical nature of applied research and the iterative process of research writing. The course teaches students how to write a proposal, engage in independent studies, and work collaboratively in a mentor/mentee relationship with the instructor.
0308	5-Year Junior College of Day Division	5	INTRODUCTION TO INTERPRETATION	Department of English	2 semester	Elective Course	2	2	(Mon)8-9	This course aims to 1.teach students the basic concepts, strategies and requirements of sight translation and interpreting. 2.help students acquire the basic ability to sight translate. 3.consecutively interpret a text of general topic.	
0309	5-Year Junior College of Day Division	5	INTRODUCTION TO MARKETING	Department of English	2 semester	Elective Course	2	2	(Fri)6-7	At the end of the course, the students should be able to: 1. connect the marketing concepts to the practices of marketing 2. appreciate the marketing environment 3. appreciate the designing of marketing strategies 4. appreciate the available tools in marketing 5. learn how marketing effectiveness is being measured 6. learn how to prepare a marketing plan	This course is designed for students to learn about the principles of marketing. To understand what Marketing is and what effective marketing strategy is produced and implemented in real world. Students will be introduced to western marketing environment and learn from it's development and process in order to understand the western business cultural and act of marketing. Students will have enough practice in English from lecture and discussion. Lab hours might be needed when we are in need to search on the e-business websites for the projects and look at the video of well-known large and small companies features the marketing issues.
0310	5-Year Junior College of Day Division	5	ENGLISH LITERATURE	Department of English	2 semester	Elective Course	3	3	(Tue)8-10	The course is to give students 1.a sketch of the best and most representative works of English Renaissance literature 2.a cultural / social understanding of English literature 3.an overview of English literature of the time in the context of Continental literature.	English Literature covers shorter literary works from Thomas Wyatt to John Milton, a period that highlights English literature at its peak. Each work chosen for the course will be read and discussed thoroughly in class. Class sessions may include lectures, group discussions and presentations related to the assigned material.

0311	5-Year Junior College of Day Division	5	STUDY AND APPLICATION OF CHILDREN'S LITERATURE	Department of English	2 semester	Elective Course	2	2	(Fri)6-7	<p>Students shall be able to</p> <ol style="list-style-type: none"> <li>1. enjoy reading children's literature □</li> <li>2. broaden the knowledge of children's literature. □</li> <li>3. show familiarity with the various subgenres of children's literature.</li> <li>4. select appropriate picturebooks for children of different ages.</li> <li>5. incorporate picturebooks into English teaching.</li> </ol>	Besides continuing to explore the development of children's literature, the course will focus more on how to integrate children's literature, particularly picturebooks, into other cultural productions, including adaptations, and how to apply it to the teaching of English.
0297	5-Year Junior College of Day Division	4	ADVANCED ENGLISH READING (II)	Department of English	1 semester	Required Course	2	2	(Wed)6-7	<p>(E4C)This advanced reading course has the following goals:</p> <ol style="list-style-type: none"> <li>1. Generally, to endow students with the requisite skills set to talk, argue and write about a limited variety of literary genres.</li> <li>2. To enable students to develop critical thinking and the ability to appreciate literary texts of a limited range of genres in a sensitive and scholarly way.</li> <li>3. To develop rigorous and critical academic strategies which assist students in their reading and in their ability to write about it.</li> <li>4. By means of class presentations, to promote an awareness and understanding among students of the wide array of literary genres and sub-genres to enrich knowledge of the field so as to enhance appreciation of literary contexts. Students will be required to look to more specialised sources in this course component.</li> <li>5. To equip students with a basic knowledge, though not full competence, regarding literary theories which pertain to their reading practice and ability including, but not limited to, linguistic, psychological, historical and textual theories.</li> <li>6. To foster the abilities of independent reading, and through literary contextualization, to use reference sources selectively and appropriately.</li> </ol> <p>(E5A \ E5B)The objectives of this course are:</p> <ol style="list-style-type: none"> <li>1. to provide students with opportunities to read materials written for academic and liberal education purposes by world celebrated writers covering wide range of styles and fashions.</li> <li>2. to raise students' reading comprehension and ability for critical thinking.</li> <li>3. to increase students' self study motivation and ability in English reading.</li> </ol>	<p>(E4C)This course includes a variety of literary forms which include, but are not limited to, the short story, drama, poetry and relevant non-fiction. More emphasis will be put on poetry and drama. Students will look at these different forms from a variety of critical perspectives in order both to read and to write about them sensitively and appreciatively.</p> <p>(E5A \ E5B) This course will cover a wide range of essays and articles from celebrated authors published in well-known magazines, newspapers, and especially edited ones from different sources in anthology form. An integral goal of this course is to raise the students' level of vocabulary use and improve their reading comprehension and ability for critical thinking.</p>

0298	5-Year Junior College of Day Division	4	INTERMEDIATE-ADVANCED ENGLISH LISTENING	Department of English	2 semester	Required Course	2	2	(Wed)3-4	<p>(E4A ` E4B)By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.activate general knowledge to aid comprehension.</li> <li>2.grasp general ideas from a heard passage.</li> <li>3.increase general comprehension.</li> <li>4.decode unknown vocabulary from context.</li> <li>5.revise relevant grammar points and structures.</li> <li>6.express ideas on paper.</li> <li>7.develop summarizing-speaking skills.</li> </ol> <p>(E4C)By the end of the course, students will be able to</p> <ol style="list-style-type: none"> <li>1.understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics.</li> <li>2.follow extended speech and complex lines of argument.</li> <li>3.interpret a person's attitude and tone. □</li> <li>4.analyze and synthesize information and arguments from a number of sources.</li> </ol>	<p>(E4A ` E4B) The course aims at:</p> <ol style="list-style-type: none"> <li>1.improving students' listening skills.</li> <li>2.fostering listening for details.</li> <li>3.developing listening for general ideas.</li> <li>4.expanding students' vocabulary.</li> <li>5.reinforcing students' thinking and reporting abilities.</li> </ol> <p>(E4C)The course is designed to develop igh-intermediate-to-advanced students' listening proficiency. Students listen to a variety of authentic listening materials as well as advanced audio materials specifically formulated for learning. They can follow interactive exchanges which are common to broadcast, reports, and other forms of presentations. They can also understand a speaker's intent and attitudes. They are able to apply critical thinking skills in order to understand complex speeches on academic, social, and personal topics.</p>
0299	5-Year Junior College of Day Division	4	COMPOSITION (2)	Department of English	1 semester	Required Course	2	2	(Wed)1-2	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. teach the process of resume writing,</li> <li>2. give guidelines for correctly preparing resumes and college-application required documents,</li> <li>3. familiarize students with letter formats,</li> <li>4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments,</li> <li>5. and enable students to understand the general process of conducting research.</li> </ol>	<p>Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</p>
0300	5-Year Junior College of Day Division	4	COMPOSITION (2)	Department of English	1 semester	Required Course	2	2	(Wed)1-2	<p>This course aims to</p> <ol style="list-style-type: none"> <li>1. teach the process of resume writing,</li> <li>2. give guidelines for correctly preparing resumes and college-application required documents,</li> <li>3. familiarize students with letter formats,</li> <li>4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments,</li> <li>5. and enable students to understand the general process of conducting research.</li> </ol>	<p>Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.</p>

0303	5-Year Junior College of Day Division	4	ADVANCED ENGLISH READING (II)	Department of English	1 semester	Required Course	2	2	(Wed)6-7	<p>(E4C)This advanced reading course has the following goals:</p> <ol style="list-style-type: none"> <li>1.Generally, to endow students with the requisite skills set to talk, argue and write about a limited variety of literary genres.</li> <li>2.To enable students to develop critical thinking and the ability to appreciate literary texts of a limited range of genres in a sensitive and scholarly way.</li> <li>3.To develop rigorous and critical academic strategies which assist students in their reading and in their ability to write about it.</li> <li>4.By means of class presentations, to promote an awareness and understanding among students of the wide array of literary genres and sub-genres to enrich knowledge of the field so as to enhance appreciation of literary contexts. Students will be required to look to more specialised sources in this course component.</li> <li>5.To equip students with a basic knowledge, though not full competence, regarding literary theories which pertain to their reading practice and ability including, but not limited to, linguistic, psychological, historical and textual theories.</li> <li>6.To foster the abilities of independent reading, and through literary contextualization, to use reference sources selectively and appropriately.</li> </ol> <p>(E5A ` E5B)The objectives of this course are:</p> <ol style="list-style-type: none"> <li>1. to provide students with opportunities to read materials written for academic and liberal education purposes by world celebrated writers covering wide range of styles and fashions.</li> <li>2. to raise students' reading comprehension and ability for critical thinking.</li> <li>3. to increase students' self study motivation and ability in English reading.</li> </ol>	<p>(E4C)This course includes a variety of literary forms which include, but are not limited to, the short story, drama, poetry and relevant non-fiction. More emphasis will be put on poetry and drama. Students will look at these different forms from a variety of critical perspectives in order both to read and to write about them sensitively and appreciatively.</p> <p>(E5A ` E5B) This course will cover a wide range of essays and articles from celebrated authors published in well-known magazines, newspapers, and especially edited ones from different sources in anthology form. An integral goal of this course is to raise the students' level of vocabulary use and improve their reading comprehension and ability for critical thinking.</p>
0304	5-Year Junior College of Day Division	4	INTERMEDIATE-ADVANCED ENGLISH LISTENING	Department of English	2 semester	Required Course	2	2	(Tue)6-7	<p>(E4A ` E4B)By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.activate general knowledge to aid comprehension.</li> <li>2.grasp general ideas from a heard passage.</li> <li>3.increase general comprehension.</li> <li>4.decode unknown vocabulary from context.</li> <li>5.revise relevant grammar points and structures.</li> <li>6.express ideas on paper.</li> <li>7.develop summarizing-speaking skills.</li> </ol> <p>(E4C)By the end of the course, students will be able to</p> <ol style="list-style-type: none"> <li>1.understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics.</li> <li>2.follow extended speech and complex lines of argument.</li> <li>3.interpret a person's attitude and tone.□</li> <li>4.analyze and synthesize information and arguments from a number of sources.</li> </ol>	<p>(E4A ` E4B) The course aims at:</p> <ol style="list-style-type: none"> <li>1.improving students' listening skills.</li> <li>2.fostering listening for details.</li> <li>3.developing listening for general ideas.</li> <li>4.expanding students' vocabulary.</li> <li>5.reinforcing students' thinking and reporting abilities.</li> </ol> <p>(E4C)The course is designed to develop igh-intermediate-to-advanced students' listening proficiency. Students listen to a variety of authentic listening materials as well as advanced audio materials specifically formulated for learning. They can follow interactive exchanges which are common to broadcast, reports, and other forms of presentations. They can also understand a speaker's intent and attitudes. They are able to apply critical thinking skills in order to understand complex speeches on academic, social, and personal topics.</p>



0305	5-Year Junior College of Day Division	4	COMPOSITION (2)	Department of English	1 semester	Required Course	2	2	(Tue)1-2	This course aims to 1. teach the process of resume writing, 2. give guidelines for correctly preparing resumes and college-application required documents, 3. familiarize students with letter formats, 4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments, 5. and enable students to understand the general process of conducting research.	Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.
0306	5-Year Junior College of Day Division	4	COMPOSITION (2)	Department of English	1 semester	Required Course	2	2	(Tue)1-2	This course aims to 1. teach the process of resume writing, 2. give guidelines for correctly preparing resumes and college-application required documents, 3. familiarize students with letter formats, 4. teach formal language and rhetorical strategies, associated with the presentation of ideas and arguments, 5. and enable students to understand the general process of conducting research.	Students will practice a variety of writing styles. They will learn to write a resume with cover letters, college-application required documents, and essays directed towards issues, themes, and subjects which might be of use in the research writing requirement for the second semester.
0290	5-Year Junior College of Day Division	4	INTRODUCTION TO MASS MEDIA	Department of English	1 semester	Elective Course	2	2	(Fri)6-7	This course is 1. to stress the importance of media literacy, 2. to analyze the impacts of the media, 3. to understand the essential role of the media.	This is a 2-credit course for fourth year junior college students. The aim of the course is to help students understand the concept of major mass media, key functions of media and the role the media in society with a comprehensive view.
0292	5-Year Junior College of Day Division	4	INTRODUCTION TO WESTERN LITERATURE (II)	Department of English	1 semester	Elective Course	2	2	(Thu)8-9	1. Students will be able to acquire the basic historical background knowledge of each representative work and to grasp the idea of humanism as embedded in all these works. 2. Students will be able to improve reading and thinking abilities and to develop taste for literature . 3. Students will be able to cultivate passion and skill for learning literature.	In this semester, we will study some most significant literary works the world has ever produced. We will start with Gilgamesh, and then focus on the Bible, the Koran, the Latin works, the Medieval works, and end up with Renaissance literature. We will cast our final glance further into the 17th to the 21st centuries' literature, too.
0293	5-Year Junior College of Day Division	4	STUDY AND APPLICATION OF CHILDREN'S LITERATURE	Department of English	1 semester	Elective Course	2	2	(Thu)3-4	Students shall be able to 1. enjoy reading children's literature 2. broaden the knowledge of children's literature. 3. show familiarity with the various subgenres of children's literature. 4. select appropriate picturebooks for children of different ages. 5. incorporate picturebooks into English teaching.	Besides continuing to explore the development of children's literature, the course will focus more on how to integrate children's literature, particularly picturebooks, into other cultural productions, including adaptations, and how to apply it to the teaching of English.
0698	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Tue)8; (Thu)3-4	The objectives are for students to 1. Understand the most frequently occurred classroom English teachers use. 2. Catch the main point from the conversation. 3. Understand the basic daily English. 4. Express the basic daily experiences in English. 5. Identify the differences between one sound to the other as well as the correct spelling. 6. Link phrases, blend consonants, etc when speak.	The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.

0701	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Tue)3-4; (Fri)6-7	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
0709	5-Year Junior College of Day Division	1	ENGLISH	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Tue)8; (Thu)3-4	<p>The objectives are for students to</p> <ol style="list-style-type: none"> <li>1.Understand the most frequently occurred classroom English teachers use.</li> <li>2. Catch the main point from the conversation.</li> <li>3. Understand the basic daily English.</li> <li>4. Express the basic daily experiences in English.</li> <li>5. Identify the differences between one sound to the other as well as the correct spelling.</li> <li>6. Link phrases, blend consonants, etc when speak.</li> </ol>	<p>The primary goal for this course is to teach students how to communicate with others in English. The emphasis in this course is mainly in listening and speaking even the textbook does cover reading and writing. The technique for pronunciation will also be emphasized.</p>

0712	5-Year Junior College of Day Division	1	ENGLISH READING AND WRITING (I)	Department of English	2 semester	Required Course	3	4	(Tue)3-4; (Fri)8-9	<p>(E1A · E1B)There are five course objectives.</p> <ol style="list-style-type: none"> <li>1.Students can understand up to 2300 words. S</li> <li>2.Students will obtain the correct way of reading books.</li> <li>3.Students will grasp basic reading skills strategies.</li> <li>4.Students are clear about the sentence component and structure.</li> <li>5.Students will have many opportunity to do writing practice.</li> </ol> <p>(E1C)</p> <ol style="list-style-type: none"> <li>1.Students will be able to read texts of familiar topics on personal letters, advertisements, menus, timetables, everyday signs, notices and hazard warnings, directions, instructions and regulations, brochures and prospectuses, short newspaper articles describing events, reference lists, biographies, and stories.</li> <li>2.Students will be able to apply the following reading skills: <ol style="list-style-type: none"> <li>a.scan, skim, and speed read</li> <li>b.understand the main idea</li> <li>c.identify specific information, text organization, topics, cohesion and reference words</li> <li>d.infer meaning, guess meanings from context</li> <li>e.separate fact and opinion</li> </ol> </li> <li>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.</li> </ol>	<p>(E1A · E1B)Students in this course will have the opportunity to read different types of readings (fiction and non-fiction). Reading skills will be emphasized. In addition, students will have various different short writing practices.</p> <p>(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.</p>
0722	5-Year Junior College of Day Division	2	ENGLISH READING AND WRITING (II)	Department of English	2 semester	Required Course	4	5	(Mon)3-4; (Tue)8-9; (Thu)1	<p>(E2A · E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.expand their vocabulary power up to 3400 words.</li> <li>2.comprehend the main idea of paragraphs or chapters.</li> <li>3.utilize various reading skills to understand various different texts.</li> </ol> <p>Fourth, students will be able to write a comprehensible paragraph. Five, students will develop critical thinking through discussing the questions related to the topics.</p> <p>(E2C) Students will be able to</p> <ol style="list-style-type: none"> <li>1.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 locate desired information and gather information from different parts of a text.</li> <li>2.apply the following reading skills: <ol style="list-style-type: none"> <li>a.Organizing information using a T-chart.</li> <li>b.Organizing information using an outline.</li> <li>c.Synthesizing and applying information from a reading</li> <li>d.Using a graphic organizer to organize and analyze information.</li> </ol> </li> <li>3. 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 opinions.</li> </ol>	<p>(E2A · 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 vocabulary power up to 3400 words. Furthermore, students will learn how to write a paragraph with the vocabulary, sentence patterns and structures (from simple sentences to compound and complex sentences) they have learned.</p> <p>(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 3400 high frequency headwords. Students will also learn how to organize writings of three paragraphs and how to write different genres.</p>

0723	5-Year Junior College of Day Division	2	ENGLISH LISTENING & CONVERSATION II	Department of English	2 semester	Required Course	3	4	(Mon)6-7; (Wed)3-4	<p>(E2A \ E2B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.integrate what they have learned in the first year with new materials and express themselves courageously through the oral training.</li> <li>2.acquire particular information and main ideas from conversations.</li> <li>3.comprehend the topics and themes of people's interactions. □</li> <li>4.communicate the daily life issues in English with others.</li> </ol> <p>(E2C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>2.communicate and exchange information on the following themes: fashion, manners, family, environmental issues, relationships, careers and different cultures.</li> <li>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 a building, explain bad manners, give impromptu speeches about a quotation.</li> <li>4.use the following grammar points: <ol style="list-style-type: none"> <li>a.relative pronouns</li> <li>b.adverbial clauses with when</li> <li>c gerunds</li> <li>d.comparisons with adjectives, verbs, nouns and past participles</li> <li>e.modals</li> <li>f.if clauses</li> <li>g.verb tenses: present continuous, past perfect, comparison between past continuous and simple past</li> <li>h.there's and it's□</li> <li>i.imperative verbs</li> <li>j.auxiliary verbsk.</li> <li>k.助動詞</li> </ol> </li> </ol>	<p>(E2A \ E2B) 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 to understand and apply what they learn into a real-life application. The content of the course includes food, travel and leisure, holidays, interviews, job hunting, opinions, work and so forth.</p> <p>(E2C)The course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information relating to everyday aspects of their environments and routines. They will also learn effective listening and speaking strategies as well as useful grammatical structures and sentence patterns which will enable them to perform at an intermediate level.</p>
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0733	5-Year Junior College of Day Division	3	ENGLISH LISTENING & CONVERSATION III	Department of English	2 semester	Required Course	1	2	(Mon)6-7	<p>(E3A ~ E3B) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.master at least a 3500 vocabulary.</li> <li>2.obtain competence in communicating and speaking.</li> <li>3.use the correct vocabulary, phrases, and intonation to discuss and express their opinions in English.</li> </ol> <p>(E3C) By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.communicate and exchange information on the following themes: sharing personal perspectives on language learning, cooperation and competition, family relationship, health and leisure, high-tech and low-tech solutions, money matters, features of remarkable individuals, creativities and inventions, human behaviors, and crime and punishment.</li> <li>2.build up vocabulary by context clues, synonyms and antonyms.</li> <li>3.learn the following listening strategies: listen to classroom lectures, radio interviews, and guided tour introduction in order to understand straightforward factual information, general messages, and specific details by making predictions, taking notes, making inference and giving summaries on main ideas, supporting details, the sequence of events, the pros and cons of arguments.</li> <li>4.develop the following speaking strategies: a.establish critical thinking b.analyze pros and cons of an issue c.agree or disagree confidently and politely: d.make comparison and contrast e.make use of different tones of voices and body language signals f.report news events g.share personal experience and perspectives h.give prepared presentations i.debate over controversial issues</li> </ol>	<p>(E3A ~ E3B) The textbooks for this course cover intermediate and advanced practical daily usages and vocabularies. In addition to the required textbooks, each class will have supplementary materials for students to practice outside the class to ensure the progress. Related software will be introduced to enhance students' listening and speaking skills.</p> <p>(E3C)This course is designed to develop students' listening and speaking skills. Students will learn to communicate and exchange information related to topic-based lectures. They will also learn effective listening and speaking strategies as well as useful critical thinking skills which will enable them to perform at a high-intermediate level in communication on a wide range of subjects in professional and academic fields.</p>
1517	5-Year Junior College of Day Division	5		Center for Physical Education	2 semester	Required Course	0	0	(Thu)1-2		
0485	4-Year College of Day Division	3	TEACHING MATERIAL DESIGN IN LANGUAGE INSTRUCTION	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Fri)2-4	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1.select and organize teaching materials that are appropriate for goals and objectives of a language course;</li> <li>2.design a series of 4-skill integrated materials including lessons, teaching aids and teacher's manual;□</li> <li>3.incorporate cross cultural events into material design;</li> <li>4.collaboratively design materials based on second language acquisition theories.</li> </ol>	<p>In this course, students will learn methods for carrying out prospective (before a course begins) and retrospective (after a course ends) evaluation of materials and courses in foreign language learning and teaching. They will also have opportunities to critically examine commercially published teaching materials. Furthermore, they will have opportunities to adapt and design both teaching and learning materials and aids for various instructional contexts. Finally, they will use the teaching materials and aids they have designed in their teaching.</p>

0487	4-Year College of Day Division	3	TEACHING MATERIAL DESIGN IN LANGUAGE INSTRUCTION	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Tue)3-4; (Wed)4	By the end of the course, students will be able to: 1.select and organize teaching materials that are appropriate for goals and objectives of a language course; 2.design a series of 4-skill integrated materials including lessons, teaching aids and teacher's manual;□ 3.incorporate cross cultural events into material design; 4.collaboratively design materials based on second language acquisition theories.	In this course, students will learn methods for carrying out prospective (before a course begins) and retrospective (after a course ends) evaluation of materials and courses in foreign language learning and teaching. They will also have opportunities to critically examine commercially published teaching materials. Furthermore, they will have opportunities to adapt and design both teaching and learning materials and aids for various instructional contexts. Finally, they will use the teaching materials and aids they have designed in their teaching.
0482	4-Year College of Day Division	3	FOREIGN LANGUAGE TEACHING INTEGRATION II	Department of Foreign Language Instruction	1 semester	Elective Course	3	3	(Mon)8-10	By the end of the course, the course participants will be able: 1.to acquire and apply language and background to language learning, 2.to acquire and apply lesson plan and use of resources for language teaching. 3.to exam teaching skills and teaching techniques from teachers' point of view.	The course aims to assist course participants in building up a portfolio of work, focusing on all content areas relevant to the TKT test. The course provides a wide range of resources, such as input, exam practice, practical tasks and assignments which aim to fully prepare teachers for exam success.
0459	4-Year College of Day Division	1	APPROACHES TO LANGUAGE TEACHING AND LEARNING	Department of Foreign Language Instruction	2 semester	Required Course	3	3	(Mon)2-4	At the end of the course, students will be able to: 1.identify the key principles of each language teaching method, technique, and language learning terminology; 2.Demonstrate understanding of various teaching approaches and evaluate both their strengths and weakness; 3.Familiarizes themselves with the current English teaching situation in Taiwan; 4.Develop their cooperative skills through working out group assignments and presentations.	This course provides a general introduction to the language teaching methods and approaches. Topics covered include general educational theories, teaching technique and principles based on the communicative, cognitive, affective-humanistic, and the comprehension approach. A major focus will be placed on eight teaching methods practiced in foreign classrooms. A further strand will examine various learning styles and multiple intelligences identified by a range of modern researchers as well as the implications of this work for language teaching methodology.
0465	4-Year College of Day Division	1	APPROACHES TO LANGUAGE TEACHING AND LEARNING	Department of Foreign Language Instruction	2 semester	Required Course	3	3	(Mon)2-4	At the end of the course, students will be able to: 1.identify the key principles of each language teaching method, technique, and language learning terminology; 2.Demonstrate understanding of various teaching approaches and evaluate both their strengths and weakness; 3.Familiarizes themselves with the current English teaching situation in Taiwan; 4.Develop their cooperative skills through working out group assignments and presentations.	This course provides a general introduction to the language teaching methods and approaches. Topics covered include general educational theories, teaching technique and principles based on the communicative, cognitive, affective-humanistic, and the comprehension approach. A major focus will be placed on eight teaching methods practiced in foreign classrooms. A further strand will examine various learning styles and multiple intelligences identified by a range of modern researchers as well as the implications of this work for language teaching methodology.
0484	4-Year College of Day Division	3	CURRICULUM DEVELOPMENT AND LANGUAGE EDUCATION	Department of Foreign Language Instruction	2 semester	Required Course	3	3	(Wed)3; (Thu)3-4	At the end of the course, students will be able to: 1.plan and develop an English language course, 2.establish goals and objectives for a language course in which learners' age and language proficiency differences are heavily taken into account 3.construct communicative curricula and syllabus.	This course provides a practical, comprehensive overview of the different phases and activities involved in developing and implementing a sound, rational, and effective program. Students are expected to design a tentative language course which consists of thematic units to be taught in a certain length of time or in an academic term.

0486	4-Year College of Day Division	3	CURRICULUM DEVELOPMENT AND LANGUAGE EDUCATION	Department of Foreign Language Instruction	2 semester	Required Course	3	3	(Wed)3; (Thu)3-4	At the end of the course, students will be able to: 1.plan and develop an English language course, 2.establish goals and objectives for a language course in which learners' age and language proficiency differences are heavily taken into account 3.construct communicative curricula and syllabus.	This course provides a practical, comprehensive overview of the different phases and activities involved in developing and implementing a sound, rational, and effective program. Students are expected to design a tentative language course which consists of thematic units to be taught in a certain length of time or in an academic term.
0480	4-Year College of Day Division	3	RHYMES IN LANGUAGE EDUCATION	Department of Foreign Language Instruction	1 semester	Elective Course	2	2	(Wed)6-7	At the end of the course, students will be able to: 1.Gain awareness of different types of rhymes and their function in language teaching. 2.Select rhymes (including poems and songs) that are suitable for children at the present time and understand how to make the lesson more interesting and appealing to young learners by using rhymes. 3.Collaboratively design lesson plans, learning worksheet and teaching materials for teaching rhymes in the young language classroom.	This course introduces the value and benefits of rhymes in language education, such as helping children understand the concept of syllables easily. Through discussing different ways to approach teaching rhymes to young learners, students learn to reinforce and facilitate their teaching in the future.
0469	4-Year College of Day Division	2	TEACHING VOCABULARY AND GRAMMAR	Department of Foreign Language Instruction	1 semester	Elective Course	3	3	(Thu)6-8	At the end of the course, students will be able to: 1.Use appropriate activities and techniques to teach various aspects of English grammar and vocabulary in the classroom 2.Students will be able to identify common problems involved in the teaching and learning of English grammar and vocabulary 3.Students will be able to develop and critique materials for the effective teaching of English grammar and vocabulary collaboratively	This subject will familiarize students with current views on how to teach grammar and vocabulary and how to select activities that are appropriate to the learning context learners' age and their level of proficiency. The selection of relevant textbooks will also be considered.
0481	4-Year College of Day Division	3	TEACHING CHILDREN ENGLISH READING AND WRITING	Department of Foreign Language Instruction	1 semester	Elective Course	3	3	(Tue)8-10		
0492	4-Year College of Day Division	4	ASSESSMENT OF TEACHING AND LEARNING	Department of Foreign Language Instruction	2 semester	Required Course	2	2	(Mon)6-7	At the end of the course, students will be able to: 1.Familiarize themselves with 2.The basics of assessment and testing 3.Get familiar with different categories of assessment tools 4.Choose assessment tools appropriately 5.Develop and use assessment tools effectively Combine assessment and evaluation into instruction	This course is about to help students understanding the role of assessment and evaluation in instruction and education. Fundamental concepts and terminology will be introduced. Basic ideas of statistics will be brought in as foundations as well. Different approaches and categories of assessment tools will be presented, as well as how to use assessment tools in practice will be discussed. An important dimension of this course will involve developing the skills to work as part of a group to investigate aspects of the research literature related to this topic.
0493	4-Year College of Day Division	4	ASSESSMENT OF TEACHING AND LEARNING	Department of Foreign Language Instruction	2 semester	Required Course	2	2	(Mon)8-9	At the end of the course, students will be able to: 1.Familiarize themselves with 2.The basics of assessment and testing 3.Get familiar with different categories of assessment tools 4.Choose assessment tools appropriately 5.Develop and use assessment tools effectively Combine assessment and evaluation into instruction	This course is about to help students understanding the role of assessment and evaluation in instruction and education. Fundamental concepts and terminology will be introduced. Basic ideas of statistics will be brought in as foundations as well. Different approaches and categories of assessment tools will be presented, as well as how to use assessment tools in practice will be discussed. An important dimension of this course will involve developing the skills to work as part of a group to investigate aspects of the research literature related to this topic.

0473	4-Year College of Day Division	2	SECOND LANGUAGE ACQUISITION	Department of Foreign Language Instruction	2 semester	Required Course	2	2	(Thu)1-2	By the end of the course, students will be able to: 1.familiarize themselves with theories and key issues in the field of second language acquisition; 2.learn about factors affecting second language acquisition; 3.collaboratively investigate important issues in second language acquisition.	This course will provide students with a comprehensive review of second language acquisition. Students will learn about the different theories, influential factors and important issues in second language acquisition.
0478	4-Year College of Day Division	2	SECOND LANGUAGE ACQUISITION	Department of Foreign Language Instruction	2 semester	Required Course	2	2	(Mon)3-4	By the end of the course, students will be able to: 1.familiarize themselves with theories and key issues in the field of second language acquisition; 2.learn about factors affecting second language acquisition; 3.collaboratively investigate important issues in second language acquisition.	This course will provide students with a comprehensive review of second language acquisition. Students will learn about the different theories, influential factors and important issues in second language acquisition.
0456	4-Year College of Day Division	1	LEARNING AND TEACHING PRONUNCIATION	Department of Foreign Language Instruction	1 semester	Elective Course	3	3	(Thu)6-8	At the end of the course, students will be able to: 1.evaluate the appropriateness of various teaching materials based on the needs of different target groups of language learners. 2. design a materials evaluation checklist that is appropriate for the teaching environment. 3.devise plans on how to improve or supplement foreign language teaching materials. 4.cooperate effectively with group members during the process of evaluating and improving foreign language teaching materials.	This course is designed to improve students' English pronunciation and to develop their teaching techniques for it. Through learning the basic phonetic symbols, the manner and the point of articulation, and some important techniques of teaching pronunciation (such as Phonics), students are expected to polish their own pronunciation and acoustic perception, and to do a teaching demonstration integrating what they have learned throughout the course.
0470	4-Year College of Day Division	2	COMPUTER ASSISSTED LANGUAGE INSTRUCTION	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Fri)2-4	At the end of the course, students will be able to: 1.Create collaboratively appropriate contexts in which language learners interact and negotiate meaning in the computer-assisted classroom. 2.Integrate technology into language learning environments. 3.Effectively evaluate software and technology-based projects and activities for use in their own language classrooms. 4.Develop new computer-enhanced tasks and adapt existing computer-based tasks to suit the needs of their learners. 5.Understand the importance and use of on-going assessment in the computer-enhanced language classroom.	This course is intended to extend students' understanding of computer-enhanced language teaching and learning. It will involve students in exploring a working theory of language learning environments, using and discussing existing and potential applications of computer technology in the language classroom, and creating projects to use and test knowledge gained through reading, discussion, and hands-on experience.



0475	4-Year College of Day Division	2	COMPUTER ASSISTED LANGUAGE INSTRUCTION	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Fri)2-4	At the end of the course, students will be able to: 1.Create collaboratively appropriate contexts in which language learners interact and negotiate meaning in the computer-assisted classroom. 2.Integrate technology into language learning environments. 3.Effectively evaluate software and technology-based projects and activities for use in their own language classrooms. 4.Develop new computer-enhanced tasks and adapt existing computer-based tasks to suit the needs of their learners. 5.Understand the importance and use of on-going assessment in the computer-enhanced language classroom.	This course is intended to extend students' understanding of computer-enhanced language teaching and learning. It will involve students in exploring a working theory of language learning environments, using and discussing existing and potential applications of computer technology in the language classroom, and creating projects to use and test knowledge gained through reading, discussion, and hands-on experience.
0471	4-Year College of Day Division	2	INTRODUCTION TO LINGUISTICS	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Mon)6-8	Students are expected to acquaint themselves with the concepts of language universals, nature and components of linguistic knowledge, and language in its relation to the brain and its acquisition.	This course introduces the students to the fundamentals of language, which distinguishes humans from animals, and the latest development in our understanding of language, including neurolinguistics. Whenever possible, attempts will be made to illustrate the universal properties of language with examples from Chinese, the native language of the students, as a venue of instinctive introspection.
0476	4-Year College of Day Division	2	INTRODUCTION TO LINGUISTICS	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Mon)6-8	Students are expected to acquaint themselves with the concepts of language universals, nature and components of linguistic knowledge, and language in its relation to the brain and its acquisition.	This course introduces the students to the fundamentals of language, which distinguishes humans from animals, and the latest development in our understanding of language, including neurolinguistics. Whenever possible, attempts will be made to illustrate the universal properties of language with examples from Chinese, the native language of the students, as a venue of instinctive introspection.
0460	4-Year College of Day Division	1	INTRODUCTION TO HUMAN DEVELOPMENT	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Wed)6-7; (Fri)3	1. Demonstrate knowledge of human development theories 2. Demonstrate knowledge of techniques of classroom management and methods of handling problem behavior	The course will enable the students to further understand themselves and their own personal development as well as give insights into the development of the young people they will teach. It will focus on issues and theories across different domains of human development: cognitive, emotional, social and language development in children, adolescents and adults. Students will learn to consider themselves as learners, examine their own skills, backgrounds and preferred learning styles in order to teach children appropriately. Students will further develop their world view through understanding the theories of human development by well-known scholars.

0466	4-Year College of Day Division	1	INTRODUCTION TO HUMAN DEVELOPMENT	Department of Foreign Language Instruction	1 semester	Required Course	3	3	(Tue)3-4; (Fri)2	1. Demonstrate knowledge of human development theories 2. Demonstrate knowledge of techniques of classroom management and methods of handling problem behavior	The course will enable the students to further understand themselves and their own personal development as well as give insights into the development of the young people they will teach. It will focus on issues and theories across different domains of human development: cognitive, emotional, social and language development in children, adolescents and adults. Students will learn to consider themselves as learners, examine their own skills, backgrounds and preferred learning styles in order to teach children appropriately. Students will further develop their world view through understanding the theories of human development by well-known scholars.
1289	4-Year College of Day Division	0	INTERNATIONAL POLITICAL ECONOMY AND THE ENVIRONMENT	Department of German	2 semester	Elective Course	2	2	(Tue)8-9	1.To analyze current events in the global political economy with an environmentally informed and analytical approach. 2.To read analyses on how domestic and international environmental politics influence economic development, production, and international trade. 3.To identify key elements of complex environmental instruments to join the global discussion of environment-related policymaking.	This course provides an introduction to the concepts and issues in the study of international environmental economics and politics. It particularly focuses on the political economy of environmental protection. The course discusses various topics such as Economic Globalization, Economic Development, Sustainability, Trade and the Environment, Multinational Corporations, basic concepts of Environmental Economics, International Environmental Agreements, Environmental Governance; Climate Change and Global Environment Politics, as well several case studies.
1293	4-Year College of Day Division	1	BASIC SPANISH II	Department of Spanish	1 semester	Elective Course	2	2	(Mon)8-9	1. Students will learn cultures and civilization of Spanish-speaking countries. 2. Students will learn the correct intonation and pronunciation. 3. Students will develop basic Spanish listening, speaking, reading, writing skills. 4. Students will be able to apply what they learn in daily life. "	"The course consists of: 1. Spanish pronunciation, 2. basic Spanish grammar and sentence patterns, 3. useful speaking expressions including greetings, self-introduction, personal profile, describing people, numbers, shopping and habits, 4. an introduction to the cultures of Spanish-speaking countries."
1316	4-Year College of Day Division	2	AMERICAN GOVERNMENT AND POLITICS	Department of International Affairs	1 semester	Elective Course	3	3	(Mon)3-4,9	Students would feel rather interesting in comparing the American case with all other countries in the world, especially our administration and our foreign policy making in Taiwan.	This course provides a basic introduction to American government and politics. First part of the course will examine the institutions and processes of American government and the political factors those influence them. Moreover, the student should acquire a greater understanding of the sources of political conflict in contemporary American society and consequently should be better prepared to assess attempts by society to address these concerns from both a practical and theoretical perspective. Second part of the semester will address the puzzles in American foreign policy making. The classes will address the topics of the intention and capability of American superpower, mistakes and successes of American foreign policy in historical retrospective, as well as contemporary practice of American imperialism doctrine all over the world.
1327	4-Year College of Day Division	3	GERMAN CULTURE	Department of German	2 semester	Elective Course	2	2	(Mon)8-9	1.To understand the German culture. 2.To talk about different aspects of German society.	This course aims to teach students how to understand German culture, e.g. music, movies, holidays, food, literature, history, society, and everyday life.

1328	4-Year College of Day Division	3	INTRODUCTION TO EUROPEAN UNION	Department of International Affairs	1 semester	Elective Course	3	3	(Thu)3-4,6	<p>history of EU integration</p> <p>2. theories concerning on EU integration</p> <p>3. the interaction between institutions and states within EU</p> <p>4. EU's integration in the future</p>	<p>history of EU integration</p> <p>2. theories concerning on EU integration</p> <p>3. the interaction between institutions and states within EU</p> <p>4. EU's integration in the future</p>
1329	4-Year College of Day Division	3	INTERNATIONAL MARKETING MANAGEMENT	Department of International Affairs	1 semester	Elective Course	3	3	(Wed)6-7,10	<p>This course aims to improve students' competitiveness by</p> <p>1. Improving knowledge of the global marketplace.</p> <p>2. Understanding of the framework of international marketing analysis, that is, introducing the international marketing management process and the analysis framework.</p> <p>3. Recognizing international dimensions of business decisions.</p> <p>4. Being familiar with the fundamental marketing skills necessary for making management decisions on the corporate level.</p> <p>5. Recognizing an overview of what is involved in making marketing decisions, including examples of product, price, place, and promotion decisions to create a marketing mix.</p> <p>6. Building the concept of international marketing, including its definition, purpose, and role in creating exchanges.</p> <p>7. Understanding the contemporary issues in global marketing and the unique challenges faced by marketing managers in the dynamic global environment.</p> <p>8. Realizing the important global societal dimensions of diversity, environmental concerns, ethics, and technological change into their thinking.</p> <p>9. Developing knowledge and skills to analyze cross-cultural variables and their impact on international marketing</p>	<p>International marketing reflects the trend of firms selling and distributing products and services in many countries around the world. The primary role of marketing management is to design and execute effective marketing programs that will pay off. Given such cognition, this course provides an introduction to international marketing theory and research with practical examples of solutions to complex international problems. To provide students with the complete concepts about all the procedures and concept of international marketing through this course, it focuses on the political, legal, economic, and cultural considerations inherent in international business as well as their relationship to market decision making. In addition to analyzing theoretical frameworks, this course features several case studies of global brands in order to demonstrate the strategic and executive processes in the creation of global marketing effectiveness.</p>
1333	4-Year College of Day Division	3	INTRODUCTION TO TAIWAN'S INDIGENOUS PEOPLES' CULTURES	General Education Center	1 semester	Elective Course	2	2	(Mon)8-9	<p>Students will be able</p> <p>1.to learn about the cultures from each ethnic groups of Taiwan indigenous people, including the languages and songs, traditional ceremonies, taboos, and customs.</p> <p>2.to know the significant role in the Austronesian countries.</p> <p>3.to experience the authentic indigenous cultures by visiting the tribal village and culture park, and to participate the culture class from Indigenous Student Resource Center</p> <p>4.to stimulate the social concerns about the related social issues in the minority groups in Taiwan.</p>	<p>This course will provide an introduction of Taiwanese Indigenous Peoples. It will focus on the overview of traditional cultures, ceremonies, taboos, the related culture and social issues in the minority groups, and the significant role in the Austronesian groups.</p>

1336	4-Year College of Day Division	3	KNOWING THE WORLD THROUGH INTERNATIONAL ENGLISH MEDIA	General Education Center	1 semester	Elective Course	2	2	(Thu)8-9	<p>1.To be aware of the significant events and issues in various fields and places</p> <p>2.To understand the viewpoints of various media or reporters</p> <p>3.To develop analytic skills</p> <p>4.To nurture cultural literacy</p> <p>5.To be familiar with the English vocabulary, phrases, technical terms, etc. used in reports or interviews</p>	This course provides the selected up-to-date news materials from international English media, such as CNN, BBC, The Economist, The Wall Street Journal, Bloomberg, etc.. The chosen materials will cover all fields---politics, economics, environment, science, culture, art, literature, etc.. Through weekly watching, listening, reading, and analyzing the materials, the participants are exposed to the contemporary world in its multiplicity and mobility. The participants, furthermore, are to develop not only an awareness of significant global issues but also the ability to analyze them. On the whole, this course is designed to equip the participants to become better global citizens, with open-mindedness, holistic world views, and cultural literacy.
1341	4-Year College of Day Division	4	ENGLISH WRITING FOR OCCUPATIONAL PRUPOSES	Center for English Language Teaching	1 semester	Elective Course	2	2	(Fri)3-4	<p>Students will be able to</p> <p>1.acquire vocabulary for general occupational communication,</p> <p>2.apply job hunting skills,</p> <p>3.accomplish basic administrative written tasks, and</p> <p>4.complete official documents and forms.</p>	The course is designed for students at an intermediate level or above to learn necessary English writing skills at workplace. Topics for writing include letter format, autobiography, application letters, resume, notice of meetings, agenda, minutes of meeting, memoranda, invitation letters as well as replies, and travel documents, etc.
1343	4-Year College of Day Division	4	SELECTED ENGLISH READINGS AND DISCUSSIONS ON GLOBAL AFFAIRS	Center for English Language Teaching	1 semester	Elective Course	2	2	(Wed)6-7	<p>By the end of the course, students will be able to</p> <p>1. be familiar with the major global affairs,</p> <p>2. think critically and form personal perspectives on global issues,</p> <p>3. and raise awareness of current world events.</p>	Through selected English readings and in-class discussions, the students are able to understand important global issues. The topics include politics, world economy, health care, environmental protection, racial conflicts, terrorism, and wealth inequality.
1123	4-Year College of Day Division	1	SOUTH ASIA INTERNATIONAL RELATIONS	Department of Southeast Asian Studies	1 semester	Required Course	3	3	(Mon)8-10		
0160	4-Year College of Day Division	1	INTRODUCTION TO WESTERN LITERATURE	Department of English	2 semester	Required Course	3	3	(Mon)6-8	<p>Students will learn the background of a representative work from each period and how to appreciate them. The human spirit as described in each book will be celebrated and students will extend their cultural viewpoints.</p>	Starting from Greek literature to Renaissance works, famous books will be introduced.
0162	4-Year College of Day Division	1	APPROACHES TO LITERARY WORKS	Department of English	2 semester	Required Course	3	3	(Fri)6-8	<p>Students will be able to</p> <p>1. integrate 4 language skills: speaking, reading, listening, writing,</p> <p>2. understand different cultures,</p> <p>3. appreciate the art of literature,</p> <p>4. think critically,</p> <p>5. study independently,</p> <p>6. and share their findings with their peer learners.</p>	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 elements of poetry, drama and fiction will be introduced. Besides, "representation" is formed and shared through individual and group activities in class.
0163	4-Year College of Day Division	1	FUNDAMENTAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Fri)3-4	<p>This course aims to guide students to</p> <p>1.understand English grammar and writing skills</p> <p>2.use grammar to make sentences and write paragraphs</p> <p>3.complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.</p>	This course aims to enhance students' understanding of English grammar and writing ability through writing sentences and then paragraphs.

0164	4-Year College of Day Division	1	FUNDAMENTAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	This course aims to guide students to 1. understand English grammar and writing skills 2. use grammar to make sentences and write paragraphs 3. complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.	This course aims to enhance students' understanding of English grammar and writing ability through writing sentences and then paragraphs.
0169	4-Year College of Day Division	1	INTRODUCTION TO WESTERN LITERATURE	Department of English	2 semester	Required Course	3	3	(Fri)6-8	Students will learn the background of a representative work from each period and how to appreciate them. The human spirit as described in each book will be celebrated and students will extend their cultural viewpoints.	Starting from Greek literature to Renaissance works, famous books will be introduced.
0171	4-Year College of Day Division	1	APPROACHES TO LITERARY WORKS	Department of English	2 semester	Required Course	3	3	(Mon)6-8	Students will be able to 1. integrate 4 language skills: speaking, reading, listening, writing, 2. understand different cultures, 3. appreciate the art of literature, 4. think critically, 5. study independently, 6. and share their findings with their peer learners.	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 elements of poetry, drama and fiction will be introduced. Besides, "representation" is formed and shared through individual and group activities in class.
0172	4-Year College of Day Division	1	FUNDAMENTAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	This course aims to guide students to 1. understand English grammar and writing skills 2. use grammar to make sentences and write paragraphs 3. complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.	This course aims to enhance students' understanding of English grammar and writing ability through writing sentences and then paragraphs.
0173	4-Year College of Day Division	1	FUNDAMENTAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Fri)3-4	This course aims to guide students to 1. understand English grammar and writing skills 2. use grammar to make sentences and write paragraphs 3. complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.	This course aims to enhance students' understanding of English grammar and writing ability through writing sentences and then paragraphs.
0179	4-Year College of Day Division	1	INTRODUCTION TO WESTERN LITERATURE	Department of English	2 semester	Required Course	3	3	(Mon)6-8	Students will learn the background of a representative work from each period and how to appreciate them. The human spirit as described in each book will be celebrated and students will extend their cultural viewpoints.	Starting from Greek literature to Renaissance works, famous books will be introduced.
0181	4-Year College of Day Division	1	APPROACHES TO LITERARY WORKS	Department of English	2 semester	Required Course	3	3	(Fri)6-8	Students will be able to 1. integrate 4 language skills: speaking, reading, listening, writing, 2. understand different cultures, 3. appreciate the art of literature, 4. think critically, 5. study independently, 6. and share their findings with their peer learners.	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 elements of poetry, drama and fiction will be introduced. Besides, "representation" is formed and shared through individual and group activities in class.
0182	4-Year College of Day Division	1	FUNDAMENTAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	This course aims to guide students to 1. understand English grammar and writing skills 2. use grammar to make sentences and write paragraphs 3. complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.	This course aims to enhance students' understanding of English grammar and writing ability through writing sentences and then paragraphs.

0183	4-Year College of Day Division	1	FUNDAMENTAL ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Fri)3-4	This course aims to guide students to 1.understand English grammar and writing skills 2.use grammar to make sentences and write paragraphs 3.complete four assignments (midterm and final exams excluded). Each assignment includes 3 paragraphs of 200 to 300 words.	This course aims to enhance students' understanding of English grammar and writing ability through writing sentences and then paragraphs.
0195	4-Year College of Day Division	2	INTRODUCTION TO LINGUISTICS	Department of English	2 semester	Required Course	3	3	(Thu)1-2; (Fri)1	1. Students should be able to describe their own language beliefs and concepts. 2. Students should be able to understand different branches of linguistics. 3. Students should be able to analyze related linguistic problems.	This is an introductory course to linguistics. It includes the study of phonetics, morphology, syntax, semantics, historical linguistics, sociolinguistics, and child language acquisition.
0196	4-Year College of Day Division	2	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	The students will be able to: 1. deliver different types of grammatically accurate speeches in English; 2. articulate the factors affecting effective delivery of speeches; 3. make effective use of eye contact, gestures, and one's voice; 4. choose appropriate topics for different audiences; 5. organize ideas logically and coherently; 6. create and make use of visual aids in a presentation; 7. locate sources of materials for speeches; 8. offer thoughtful critiques of speeches heard.	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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.
0197	4-Year College of Day Division	2	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	The students will be able to: 1. deliver different types of grammatically accurate speeches in English; 2. articulate the factors affecting effective delivery of speeches; 3. make effective use of eye contact, gestures, and one's voice; 4. choose appropriate topics for different audiences; 5. organize ideas logically and coherently; 6. create and make use of visual aids in a presentation; 7. locate sources of materials for speeches; 8. offer thoughtful critiques of speeches heard.	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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.
0200	4-Year College of Day Division	2	ADVANCED ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	Students will be able to 1.familiarize themselves with the organization and genres/ types of English writing. 2.compose well-organized, grammatically accurate 3-paragraph essays.	Through guided reading of sample essays, students will learn to write three-paragraph essays of various types in English.
0201	4-Year College of Day Division	2	ADVANCED ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	Students will be able to 1.familiarize themselves with the organization and genres/ types of English writing. 2.compose well-organized, grammatically accurate 3-paragraph essays.	Through guided reading of sample essays, students will learn to write three-paragraph essays of various types in English.

0202	4-Year College of Day Division	2	INTRODUCTION TO LINGUISTICS	Department of English	2 semester	Required Course	3	3	(Fri)2-4	1. Students should be able to describe their own language beliefs and concepts. 2. Students should be able to understand different branches of linguistics. 3. Students should be able to analyze related linguistic problems.	This is an introductory course to linguistics. It includes the study of phonetics, morphology, syntax, semantics, historical linguistics, sociolinguistics, and child language acquisition.
0203	4-Year College of Day Division	2	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	The students will be able to: 1. deliver different types of grammatically accurate speeches in English; 2. articulate the factors affecting effective delivery of speeches; 3. make effective use of eye contact, gestures, and one's voice; 4. choose appropriate topics for different audiences; 5. organize ideas logically and coherently; 6. create and make use of visual aids in a presentation; 7. locate sources of materials for speeches; 8. offer thoughtful critiques of speeches heard.	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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.
0204	4-Year College of Day Division	2	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	The students will be able to: 1. deliver different types of grammatically accurate speeches in English; 2. articulate the factors affecting effective delivery of speeches; 3. make effective use of eye contact, gestures, and one's voice; 4. choose appropriate topics for different audiences; 5. organize ideas logically and coherently; 6. create and make use of visual aids in a presentation; 7. locate sources of materials for speeches; 8. offer thoughtful critiques of speeches heard.	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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.
0207	4-Year College of Day Division	2	ADVANCED ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	Students will be able to 1.familiarize themselves with the organization and genres/ types of English writing. 2.compose well-organized, grammatically accurate 3-paragraph essays.	Through guided reading of sample essays, students will learn to write three-paragraph essays of various types in English.
0208	4-Year College of Day Division	2	ADVANCED ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	Students will be able to 1.familiarize themselves with the organization and genres/ types of English writing. 2.compose well-organized, grammatically accurate 3-paragraph essays.	Through guided reading of sample essays, students will learn to write three-paragraph essays of various types in English.
0209	4-Year College of Day Division	2	INTRODUCTION TO LINGUISTICS	Department of English	2 semester	Required Course	3	3	(Fri)2-4	1. Students should be able to describe their own language beliefs and concepts. 2. Students should be able to understand different branches of linguistics. 3. Students should be able to analyze related linguistic problems.	This is an introductory course to linguistics. It includes the study of phonetics, morphology, syntax, semantics, historical linguistics, sociolinguistics, and child language acquisition.

0210	4-Year College of Day Division	2	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. deliver different types of grammatically accurate speeches in English;</li> <li>2. articulate the factors affecting effective delivery of speeches;</li> <li>3. make effective use of eye contact, gestures, and one's voice;</li> <li>4. choose appropriate topics for different audiences;</li> <li>5. organize ideas logically and coherently;</li> <li>6. create and make use of visual aids in a presentation;</li> <li>7. locate sources of materials for speeches;</li> <li>8. offer thoughtful critiques of speeches heard.</li> </ol>	<p>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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.</p>
0211	4-Year College of Day Division	2	PROFESSIONAL PUBLIC SPEAKING TRAINING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. deliver different types of grammatically accurate speeches in English;</li> <li>2. articulate the factors affecting effective delivery of speeches;</li> <li>3. make effective use of eye contact, gestures, and one's voice;</li> <li>4. choose appropriate topics for different audiences;</li> <li>5. organize ideas logically and coherently;</li> <li>6. create and make use of visual aids in a presentation;</li> <li>7. locate sources of materials for speeches;</li> <li>8. offer thoughtful critiques of speeches heard.</li> </ol>	<p>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 and concepts needed for the successful delivery of speeches. The topics covered in the class include selection of topics, organization of content, delivery skills, outlining, audience analysis, selection and construction of visual aids, methods of persuasion and constructive critiquing. This course places special emphasis on the following types of speeches: speeches of introduction and informative speeches (Fall semester), and persuasive speeches, speeches for special occasions and impromptu speeches(Spring semester). Pronunciation and intonation will also be a main focus of this class throughout the school year.</p>
0214	4-Year College of Day Division	2	ADVANCED ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Mon)3-4	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1.familiarize themselves with the organization and genres/ types of English writing.</li> <li>2.compose well-organized, grammatically accurate 3-paragraph essays.</li> </ol>	<p>Through guided reading of sample essays, students will learn to write three-paragraph essays of various types in English.</p>
0215	4-Year College of Day Division	2	ADVANCED ENGLISH WRITING	Department of English	2 semester	Required Course	2	2	(Tue)1-2	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1.familiarize themselves with the organization and genres/ types of English writing.</li> <li>2.compose well-organized, grammatically accurate 3-paragraph essays.</li> </ol>	<p>Through guided reading of sample essays, students will learn to write three-paragraph essays of various types in English.</p>
0188	4-Year College of Day Division	2	BUSINESS ENGLISH	Department of English	1 semester	Elective Course	3	3	(Thu)6-8	<p>At the end of the course, the students should be able to</p> <ol style="list-style-type: none"> <li>1. communicate in correct grammatical construction,</li> <li>2. write letters in correct layout,</li> <li>3. write letters of inquiries in various business situations,</li> <li>4. write replies to inquiries in various situations,</li> <li>5. write letters to order,</li> <li>6. prepare replies to orders,</li> <li>7. write letter of packing instructions,</li> <li>8. write letter of complaint,</li> <li>9. write replies to complaints,</li> <li>10. and write memos and reports.</li> </ol>	<p>It is a two-semester course on the methodology of writing different types of business letters. The students will be taught how to prepare letters of inquiries, quotations, orders, payments , complaints, adjustments. The students are likewise going to be taught how to prepare memos and reports.</p>



0189	4-Year College of Day Division	2	ENGLISH LITERATURE	Department of English	2 semester	Elective Course	2	2	(Thu)6-7	This course is designed to enable students 1. to acquire some familiarity with a number of key texts in the English literary canon, 2. to develop a broad understanding of the historical development of English literature, 3. to sharpen their ability to analyze and interpret texts in different genres, 4. to sharpen their thinking skills, 5. to sharpen their writing skills 6.to acquire the basic lexicon of literary criticism.	In this course students read, analyze, discuss, and interpret, both orally and in writing, a variety of English canonical texts from the Middle Ages to the early 19th century, in the process developing a broad understanding of the historical dynamics of English literature.
0190	4-Year College of Day Division	2	ENGLISH TEACHING MATERIALS DESIGN	Department of English	1 semester	Elective Course	2	2	(Thu)6-7	Upon the completion of this course, students will be able to: 1.Describe the systematic process of instructional design models. 2.Describe a variety of different theories of learning and instruction that have influenced instructional design practices. 3.Design and develop a complete self-instruction course based on instructional design process, including needs assessment, learner analysis, learning task analysis, learning objectives, assessment instruments, formative evaluation, etc. 4.Analyze instructional strategies for different types of learning and apply the strategies to your instruction. Evaluate projects using the given criteria.	This course is to prepare students understand the theories such as Multiple Intelligence, Differentiated Instruction, SIOP and peer teaching and the applications in designing English language teaching (ELT) materials. Moreover, students will know how to evaluate and adapt textbooks and design learning tasks in four skills (i.e. listening, speaking, reading and writing). By the end of the semester, the students will complete projects in groups based on the topics they learn to design content materials.  TKT (Teaching Knowledge Test: Cambridge University ESOL) 1. Module2: Planning lessons and use of resources for language teaching (1)Planning and preparing a lesson or sequence of lessons (2)Selection and use of resources 2. Module3: Managing the teaching and learning process (1)Teachers' and learners' language in the classroom □ (2)Classroom management
0193	4-Year College of Day Division	2	TOURISM ENGLISH	Department of English	1 semester	Elective Course	3	3	(Fri)6-8	At the end of the semester, course participants should be able to 1. develop a basic understanding of hospitality industry, 2. understand professional English terms for the hotel and tourism, 3. understand English with different accents, 4. and understand life and cultures of English-speaking people.	This course is designed for the 4th year students who are interested in the hospitality industry. Languages and skills are introduced through a range of reading, listening and speaking tasks from the teaching resources. These lead to a variety of practical output tasks which enable students to develop these skills through activities and situations related with their work.
0194	4-Year College of Day Division	2	ENGLISH POETRY	Department of English	1 semester	Elective Course	2	2	(Mon)9-10	By the end of the course, students will be able to: 1.cultivate their ability of appreciating English poetry so as to strengthen their awareness of the English culture. 2.improve their enunciation and articulating ability in English through reciting English poems.	This course aims at familiarizing the students with basic knowledge of English poetry and skills of reciting English poems.
0223	4-Year College of Day Division	3	ENGLISH DEBATE AND COMMUNICAITON	Department of English	1 semester	Required Course	2	2	(Thu)3-4	The aim of English debate and communication is to help students develop English communicative skills they need to succeed in the debate round, in the classroom, and in the real world. By discussing general debate principles and then offering specific insights into the different perspectives of public forum debate and policy debate, the course will help students enhance their critical thinking strategies as well as their English communication abilities.	The course is designed to equip students with the tools to make and respond to arguments in English. The content of the course offers an introduction to the basics of logic, fallacies, argument structure, techniques for replying to specific arguments, note-taking techniques, and research. By way of holding debate forum on a variety of topics, students polish their skills in making English speeches.

0224	4-Year College of Day Division	3	DISCUSSION AND WRITING	Department of English	2 semester	Required Course	3	3	(Fri)2-4	Students will 1.develop critical thinking abilities and analyze texts on a variety of topics. 2.read from different point of view for controversial issues. 3.compose contextualized, well-organized, and grammatically correct English essays. 4.complete at least 3 essays of 600~800 words (midterm and final essays excluded) each semester.	This course is designed to strengthen students' critical thinking and writing abilities. By reading a broad range of articles and group discussions of issues, students examine contemporary and controversial topics, analyze strategies for writing, and organize ideas to form an outline after which they write essays of different genres.
0225	4-Year College of Day Division	3	DISCUSSION AND WRITING	Department of English	2 semester	Required Course	3	3	(Fri)2-4	Students will 1.develop critical thinking abilities and analyze texts on a variety of topics. 2.read from different point of view for controversial issues. 3.compose contextualized, well-organized, and grammatically correct English essays. 4.complete at least 3 essays of 600~800 words (midterm and final essays excluded) each semester.	This course is designed to strengthen students' critical thinking and writing abilities. By reading a broad range of articles and group discussions of issues, students examine contemporary and controversial topics, analyze strategies for writing, and organize ideas to form an outline after which they write essays of different genres.
0226	4-Year College of Day Division	3	ENGLISH DEBATE AND COMMUNICAITO N	Department of English	1 semester	Required Course	2	2	(Thu)3-4	The aim of English debate and communication is to help students develop English communicative skills they need to succeed in the debate round, in the classroom, and in the real world. By discussing general debate principles and then offering specific insights into the different perspectives of public forum debate and policy debate, the course will help students enhance their critical thinking strategies as well as their English communication abilities.	The course is designed to equip students with the tools to make and respond to arguments in English. The content of the course offers an introduction to the basics of logic, fallacies, argument structure, techniques for replying to specific arguments, note-taking techniques, and research. By way of holding debate forum on a variety of topics, students polish their skills in making English speeches.
0227	4-Year College of Day Division	3	DISCUSSION AND WRITING	Department of English	2 semester	Required Course	3	3	(Fri)2-4	Students will 1.develop critical thinking abilities and analyze texts on a variety of topics. 2.read from different point of view for controversial issues. 3.compose contextualized, well-organized, and grammatically correct English essays. 4.complete at least 3 essays of 600~800 words (midterm and final essays excluded) each semester.	This course is designed to strengthen students' critical thinking and writing abilities. By reading a broad range of articles and group discussions of issues, students examine contemporary and controversial topics, analyze strategies for writing, and organize ideas to form an outline after which they write essays of different genres.
0228	4-Year College of Day Division	3	DISCUSSION AND WRITING	Department of English	2 semester	Required Course	3	3	(Fri)2-4	Students will 1.develop critical thinking abilities and analyze texts on a variety of topics. 2.read from different point of view for controversial issues. 3.compose contextualized, well-organized, and grammatically correct English essays. 4.complete at least 3 essays of 600~800 words (midterm and final essays excluded) each semester.	This course is designed to strengthen students' critical thinking and writing abilities. By reading a broad range of articles and group discussions of issues, students examine contemporary and controversial topics, analyze strategies for writing, and organize ideas to form an outline after which they write essays of different genres.

0229	4-Year College of Day Division	3	ENGLISH DEBATE AND COMMUNICAITO N	Department of English	1 smester	Required Course	2	2	(Thu)3[10:10] - 4[12:00]	The aim of English debate and communication is to help students develop English communicative skills they need to succeed in the debate round, in the classroom, and in the real world. By discussing general debate principles and then offering specific insights into the different perspectives of public forum debate and policy debate, the course will help students enhance their critical thinking strategies as well as their English communication abilities.	The course is designed to equip students with the tools to make and respond to arguments in English. The content of the course offers an introduction to the basics of logic, fallacies, argument structure, techniques for replying to specific arguments, note-taking techniques, and research. By way of holding debate forum on a variety of topics, students polish their skills in making English speeches.
0230	4-Year College of Day Division	3	DISCUSSION AND WRITING	Department of English	2 smester	Required Course	3	3	(Fri)2-4	Students will 1.develop critical thinking abilities and analyze texts on a variety of topics. 2.read from different point of view for controversial issues. 3.compose contextualized, well-organized, and grammatically correct English essays. 4.complete at least 3 essays of 600~800 words (midterm and final essays excluded) each semester.	This course is designed to strengthen students' critical thinking and writing abilities. By reading a broad range of articles and group discussions of issues, students examine contemporary and controversial topics, analyze strategies for writing, and organize ideas to form an outline after which they write essays of different genres.
0231	4-Year College of Day Division	3	DISCUSSION AND WRITING	Department of English	2 smester	Required Course	3	3	(Fri)2-4	Students will 1.develop critical thinking abilities and analyze texts on a variety of topics. 2.read from different point of view for controversial issues. 3.compose contextualized, well-organized, and grammatically correct English essays. 4.complete at least 3 essays of 600~800 words (midterm and final essays excluded) each semester.	This course is designed to strengthen students' critical thinking and writing abilities. By reading a broad range of articles and group discussions of issues, students examine contemporary and controversial topics, analyze strategies for writing, and organize ideas to form an outline after which they write essays of different genres.
0233	4-Year College of Day Division	4	CROSS CULTURAL COMMUNICATIO N	Department of English	1 smester	Required Course	3	3	(Wed)2-4	Upon the conclusion of the course students will: 1. raise students' multicultural awareness 2. increase students' cross-cultural knowledge 3. improve students' critical thinking 4. critically reflect on and urge students' to examine their own cultural identity	This course aims to further broaden students' understanding of the world through multicultural perspectives. It offers a diversity of cultural themes. Class activities involve in-class text-based and independent group-based research project discussion. Students are steered to observe cultural differences through critical thinking in class and are assigned out-of class tasks working towards both a group presentation and/or written report reflecting course themes.
0234	4-Year College of Day Division	4	CROSS CULTURAL COMMUNICATIO N	Department of English	1 smester	Required Course	3	3	(Thu)2-4	Upon the conclusion of the course students will: 1. raise students' multicultural awareness 2. increase students' cross-cultural knowledge 3. improve students' critical thinking 4. critically reflect on and urge students' to examine their own cultural identity	This course aims to further broaden students' understanding of the world through multicultural perspectives. It offers a diversity of cultural themes. Class activities involve in-class text-based and independent group-based research project discussion. Students are steered to observe cultural differences through critical thinking in class and are assigned out-of class tasks working towards both a group presentation and/or written report reflecting course themes.
0235	4-Year College of Day Division	4	CROSS CULTURAL COMMUNICATIO N	Department of English	1 smester	Required Course	3	3	(Wed)2-4	Upon the conclusion of the course students will: 1. raise students' multicultural awareness 2. increase students' cross-cultural knowledge 3. improve students' critical thinking 4. critically reflect on and urge students' to examine their own cultural identity	This course aims to further broaden students' understanding of the world through multicultural perspectives. It offers a diversity of cultural themes. Class activities involve in-class text-based and independent group-based research project discussion. Students are steered to observe cultural differences through critical thinking in class and are assigned out-of class tasks working towards both a group presentation and/or written report reflecting course themes.

0232	4-Year College of Day Division	4	ENGLISH FOR SECRETARY SKILLS	Department of English	1 semester	Elective Course	3	3	(Thu)6-8	Students acquire 1. acquire a broad- based business terminology. 2. design and implement productive daily administrative office routines. 3. sharpen their office English. 4.get the practice and skills they need to become a valued and competent office assistant	The course is an introduction for students who are going to work as an administrative assistant or a secretary in international companies, where communicative and administrative efficiency are of key importance.
0756	4-Year College of Day Division	1	ENGLISH WRITING FOR INTERNATIONAL AFFAIRS	Department of International Affairs	1 semester	Required Course	3	3	(Mon)2-4	The course aims at developing students' knowledge and skills of writing academic essays on issues of international affairs. After taking this class, students will be able to develop their ideas into academic writing and write their college essays in accordance with the styles and formats mandated by general academic standards.	This course teaches students to write academic papers on issue of international affairs. Topics covered in this class include Basic Concepts about Academic writing, Writing Academic Sentences, Writing Academic Paragraphs, and Writing Academic Essays. In Basic Concepts about Academic writing, students learn the differences between high school and college writings. In the 4-week session for Writing Academic Sentences, students practice to write clear, concise and direct sentences. In the 6-week session for Writing Academic Paragraphs, students learn to write academic paragraphs with logic plausibility. In the final 6-week session of Writing Academic Essays, students learn how to write up their ideas in their college essays. The major forms of class activities include the instructor's lectures, in-class discussion, students' practices, in-class evaluations, and in-class writings.
0752	4-Year College of Day Division	1	COMPARATIVE POLITICS	Department of International Affairs	1 semester	Elective Course	3	3	(Mon)6-8	There are two broad objectives for this course. The first is to prepare students to make better sense of the wide range of events going on around the world and within the States. To this end, it is recommended that students make continued efforts throughout the semester to read some of the following publications: The Economist, The BBC, or The New York Times. The second objective is to provide a firm foundation for upper-level courses. The International Affairs Department offers many advanced and specialized courses in comparative politics and international relations. All of these courses assume that the student possesses a refined understanding of key concepts in comparative politics. This course will provide you with these understandings.	This course with one semester long period provides a broad survey of the theoretical concepts and factual information that are essential for a sound understanding of comparative politics. I will therefore devote a great deal of time exploring the emergence of the state and concepts like sovereignty, nationalism, history of inter and intra state violence, democracy and democratization, constitutional arrangement, electoral system, local culture and globalization, and international politics and economics. These concepts will be lodged within the theoretical debates in the field of comparative politics. To fulfill the requirement for methods in the social sciences, we conclude with a discussion of various methodologies. These range from evaluations of conflicting historical interpretations to concept formation, data collection, and hypothesis testing.
0753	4-Year College of Day Division	1	ECONOMIC POLICY	Department of International Affairs	1 semester	Elective Course	3	3	(Fri)2-4	1.To be professionally familiar with the language and concepts of economics. 2.To be able to use the tools, techniques, and ideologies of economics to analyze data, interpret the phenomena in the real world, and solve problems.	Some important concepts of microeconomics and macroeconomics will be introduced in this course which covers externality, public goods, cost-benefit analysis, cost of production, the markets for factors of production, firm behavior, GDP, and CPI .
0754	4-Year College of Day Division	1	CONTEMPARARY SOCIAL DEVELOPMENT PROBLEMS	Department of International Affairs	1 semester	Elective Course	3	3	(Wed)6-7; (Thu)2	The course objectives are: (1) a critique of deveopment discourse; (2) a deeper understanding for current issues of development; (3) an analysis of different societies and cultures.	The course aims at offering a critical approach to the development discourse amid the post-world wars. It seeks to unpack the power relationships between the developed countries and developing ones. It also delves into some timely issues with respect to under-development in certain human societies, e.g., immigration, poverty, international aids, post-colonialial exploitation, pink-tide revolution of Latin American.

0760	4-Year College of Day Division	2	ANALYSIS OF GLOBAL INDUSTRIES	Department of International Affairs	1 semester	Elective Course	3	3	(Fri)6-8	<p>The Objective of this course is to broaden and deepen students' substantive knowledge of the current development of global industry and future perspective, within which this course can:</p> <ol style="list-style-type: none"> <li>1.Orient students to strategic thinking.</li> <li>2.Familiarize students with a set of tools of strategic analysis.</li> <li>3.Expose students to understand the development of a various of industries and their respective perspective in the future</li> <li>4.Equip students with the ability to monitor and exploit entrepreneurial opportunities.</li> </ol>	<p>Companies that operate in global industries are subject to influences from both their country of domicile and their industry. As a result, both country analysis and global industry analysis are needed. In each significant country market, analysts and economists typically monitor a wide range of economic, social and political variables. This course will highlight the field of industry analysis in the global scope, with emphasis on industry factors. Topic areas will cover:</p> <ol style="list-style-type: none"> <li>1. Demand analysis - how is the global market for the company's products and services growing?</li> <li>2. Value creation - Where on the supply chain is value created? Are there advantages to size, scale or scope? Is there a productivity learning curve in the industry? Industry life cycle - is the industry a pioneer, accelerating growth, mature, stable or decelerating industry?</li> <li>3. What is the industry's competitive structure? □</li> <li>4. What is the competitive advantage pursued by each industry participant?</li> </ol> <p>This course uses a combination of lecture, case studies, classroom discussions and group project to build up students with basic knowledge and skills of global industry analysis. Lectures will be conducted through a systematic framework of introducing a variety of industries. Together with case studies, classroom discussions and group project, the course also provides opportunities for students to apply their analytical thinking and skills in dealing with oversea operation issues by doing case study and one assigned group project.</p>
0761	4-Year College of Day Division	2	INTRODUCTION TO INTERNATIONAL CULTURE ECONOMY	Department of International Affairs	1 semester	Elective Course	3	3	(Tue)8-10	<p>Throughout the course, the students will be able to take a cross-cultural perspective, confronting "Western" arguments about economic behavior and human nature with alternative practices and understandings.</p>	<p>This course explores the social and cultural dimensions of production, exchange and consumption. We hear every day about "the economy," an identifiably separate sphere of human life with its own rules and principles and its own scholarly discipline (economics). This class starts from the premise that this "comon sense" idea of the economy is only one way to view the way people produce, exchange and consume in order to meet the basic and not-so-basic human needs. This class asks some big questions. Do all people everywhere seek to accumulate property, adn to maximize profits? Is "rationality" the same in every culture? Do all think the same way about debt, bribery, gambling or marriage payments? Do human economies evolve inexorably--for example, from public to private property, from cowrie shells to electronic money, or from gifts and barter to sale and credit? Or is the picture more complex and the direction inconstant? Is there really any such thing as a "free" gift?</p>

0762	4-Year College of Day Division	2	SEMINAR ON GLOBAL ECONOMY AND REGIONAL INTEGRATION	Department of International Affairs	1 semester	Elective Course	3	3	(Mon)6-8	<p>The first aim of the course is to familiarize students with the theoretical and conceptual tools that will help make sense of International Relations (IR), Comparative Politics (CP), International Political Economy (IPE) and Area Studies (AS). Students will thus be introduced to differing perspectives on IR, CP, IPE and AS, and introduced to different ways of interpreting and understanding IR, CP, IPE and AS. The second aim is to encourage students to develop and consolidate critical and evaluative skills including conceptual and analytical abilities.</p> <p>At the conclusion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. To develop an understanding of the origins and developments of economic integration at global level as well as at that of regional in the context of global competitiveness, regional trading blocs and the globalization of world markets;</li> <li>2. To consider the main theoretical approaches to economic integration;</li> <li>3. To describe the institutional development of international economic organizations and regional economic blocs;</li> <li>4. To explore the rationales that lie behind the approaches and policies of each respective international economic organization</li> <li>5. To understand the relationship between economic and political structures and processes in the international system.</li> <li>6. To broaden students' scope on the international affairs. □</li> <li>7. To provide a framework within which the student can analyze the changing circumstances of international economic relations.</li> </ol>	<p>This course is an entry-level overview of current development of regional economic integration worldwide. It focuses on the dynamics of trade and financial integration at a global and regional level. It is designed to provide the student with a basic, practical understanding of economic integration at global level as well as at that of regional in the context of global competitiveness, regional trading blocs and the globalization of world markets. For global level, the course will highlight the status and main features of the Doha Round of trade negotiations as well as the current proliferation of preferential trade agreements. It will explore North-South relations through the prism of development, with a discussion on the importance of the UN Commission for Trade and Development as well as UNCTAD. For regional level, the course will highlight the role and influence of selected regional institutions (European Union, NAFTA, Mercosur, APEC...). Lectures include surveys of major economic zones and approaches outside of Europe such as NAFTA, Mercosur and ASEAN, as regards their strategies, the depth and the effects of integration. The relationship between regional integration and the multilateral trading framework will be discussed. The final section of the course will examine current trends in regional integration and organization in the Americas, Asia, and Africa, comparing and contrasting them with European developments. The course will conclude by reviewing the relationship between regional integration and global governance.</p>
0764	4-Year College of Day Division	2	PUBLIC POLICY AND ANALYSIS	Department of International Affairs	1 semester	Elective Course	3	3	(Fri)2-4	<p>Upon successful completion of the course, students will be able to understand the norms and values behind public policies, the institutional arrangements that make public policy decisions, and the tools and fundamentals for policy analysis.</p>	<p>This course focuses on the political institutions and processes through which public policy is made and implemented. It also provides students the tools for policy analysis. Before the midterm, models of policymaking and tools of policy analysis will be discussed. Afterwards, students will apply what they have learned to specific policy areas of their choices. Students will need to prove their proficiency in written and oral communication through the process of their professional memo-writing and presentation skills.</p>

0771	4-Year College of Day Division	3	RESEARCH METHODOLOGY I	Department of International Affairs	1 semester	Required Course	2	2	(Wed)3-4	The GP is to evaluate the quality of students' academic experience learned from the Department. At the end of the school year, students will produce a Senior Paper or accomplish a Senior Project.	<p>The Graduation Project (GP) is a one-year project that all students in the Department of International Affairs are required to successfully accomplish before graduation. It is heavily mentor-oriented; every student will have one assigned faculty member as his/her advisor. The students will work closely with their respective advisors throughout the courses of Research Methods and Writing Skills and Graduation Project and Paper in the School Year of 2007 to meet the requirement.</p> <p>The GP consists of four major components—Proposal, Process, Product and Presentation.</p> <p>The Proposal is to lay out the blueprint of GP. Students need to submit their final proposal to the Department by May 22, 2008</p> <p>The Process is to keep students on track of his GP. Students need to attend six International Affairs Forums and meet with their respective advisors six times throughout the whole GP period.</p> <p>The Product is the final report of students' GP. Students need to submit their final GP paper to the Department by December 3, 2008.</p> <p>The Presentation is to review the overall quality of students' GP. Students need to present their Products before a review panel on December 10, 2008 and at the Second Annual Graduation Project Conference on December 24, 2008.</p>
0778	4-Year College of Day Division	3	GRADUATION PROJECT I	Department of International Affairs	1 semester	Required Course	1	1	(Wed)2	The GP is to evaluate the quality of students' academic experience learned from the Department. At the end of the school year, students will produce a Senior Paper or accomplish a Senior Project.	<p>The Graduation Project (GP) is a one-year program that all students in the Department of International Affairs are required to successfully accomplish before graduation. It is heavily mentor-oriented; every student will have one assigned faculty member as his/her advisor. The students will work closely with their respective advisors throughout the courses of Research Methods and Writing Skills and Graduation Project and Paper to meet the requirement.</p> <p>The GP consists of four major components—Proposal, Process, Product and Presentation.</p> <p>The Proposal is to lay out the blueprint of GP. Students need to submit their final proposal by the end of first semester of the GP program.</p> <p>The Process is to keep students on track of his GP. Students need to attend six International Affairs Forums and meet with their respective advisors six times.</p> <p>The Product is the final report of students' GP. Students need to submit their final GP paper to the Department by the end of the second semester of the GP program.</p> <p>The Presentation is to review the overall quality of students' GP. Students need to present their Products before a review panel and, if elected, at the First Annual Graduation Project Conference in the end of the second semester of GP program.</p>

0768	4-Year College of Day Division	3	INTRODUCTION TO INTERNATIONAL LAW	Department of International Affairs	1 semester	Elective Course	3	3	(Thu)8-10	<p>The Course objectives are as follows:</p> <p>a. International Laws: Subjects of International Law, Recognition, Jurisdiction, etc.</p> <p>b. Private international law: Sources, Nationality, etc.</p>	International law consists of rules and principles which govern the relations and dealings of nations with each other. International Law, which is in most other countries referred to as Public International Law, concerns itself only with questions of ri
0785	4-Year College of Day Division	4	INTERNATIONAL NEGOTIATION AND COMMUNICATION	Department of International Affairs	1 semester	Required Course	3	3	(Tue)2-4	<p>The course will start with the theoretical discussion of negotiation. Different schools of psychology, sociology, and politics will be carefully analyzed. Then, the factors surrounding the process of negotiation will be further discussed, including personality building and training of actors, how environment influence the negotiation and how to shape the environment to help the negotiation, the inevitable conflict in the negotiation, reframing your opponent or your team, set-up and steps of negotiation, and finally the useful tricks of how to success a negotiation and how to prevent the loss. The instructor will adopt multiple means to help the students being familiar with the skill and concept of negotiation. This course will assist the students to deal with events in reality as well as to accurately observe the reality.</p>	The course of international negotiation is aiming to give students a comprehensive introduction to the definition, skill, evolution, cost and benefit of the concept of negotiation, especially among political actors both in international and domestic realm.
0786	4-Year College of Day Division	4	SEMINAR ON EXTERNAL AFFAIRS PRACTICES	Department of International Affairs	1 semester	Required Course	3	3	(Mon)2-4	<p>1.To give the students a general idea of how the foreign policies were made and the factors which could influence the decision-making.</p> <p>2.To give the students a general idea of the skill of negotiation and difficulty that a diplomat could run into in diplomatic arena.</p> <p>3.Hope the student will have the ability to understand and analyse deeply when a diplomatic incident were occurred, not just by its superficial results.</p>	<p>In international politics, diplomatic relations of one nation with the other nations usually seen as an important precursor in demonstrating a nation's power. In practicing in diplomatic affairs, it involves exquisite operations to fulfill the missions.</p> <p>Officially, diplomates who represent any nations in the world are the persons who actually deal with other nations to gain the utmost benefit of his nation. But diplomatic relations of one nation with the others also could be influenced, either positively or negatively by other sectors, for example, domestic political situation, trading dispute, commercial competition, cultural differences, territorial dispute and many others.</p> <p>The purpose of the course will be focusing on letting the students to understand the functions and identities of diplomatic officials and its ralavant matters which defined by Geneve Convention on Diplomatic Relations and Geneve Convention on Consular Relations.</p> <p>In the class, I will also invite guest speakers who have worked abroad as diplomats from Ministry of Foreign Affairs, Ministry of Defence, and Overseas Compatriots Affairs Commission to share their experience with the students.</p> <p>In addition to the text book used in the classroom, current international issues will be the material to be discussed to give ideas of how nations interact in conflict matters.</p>



0618	4-Year College of Day Division	0	HUMAN DEVELOPMENT: INTRODUCTION TO UNIVERSITY STUDIES (II)	Center for Ursuline Education	1 semester	Required Course	1	1	(Tue)8	This course will help students 1.Seek lifelong development and plan for it. 2.Form healthy interpersonal relationships and a consciousness of gender equality. 3.Learn a culture of respecting human dignity and the individual's unique value. 4.Learn to appreciate life and form ability to consider matters from the perspective of 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 goals. Based on the orientations of wholistic education. It leads students to comprehend and cultivate the spiritual development aiming at forming physical, psychological and spiritual development of one's personal life. The course covers themes on exploring career development, multidimensional learning, sex education and life ethics.
0626	4-Year College of Day Division	0	COMPUTATIONAL THINKING AND COMPUTER PROGRAMMING	Department of Digital Content Application & Management	1 semester	Required Course	2	2	(Tue)9-10	1.be familiar with a programming language, 2. have the basic ability of computer programming, 3. learn problem-solving skills, 4.have the basic ability of logical thinking and computational thinking, 5.know the related codes to program simple applications related to their majors.	This course teaches the fundamental concepts of computer programming, the ability of logical thinking and computational thinking for students with no programming background. Learning from the practical program projects, students can develop simple applications relating to their majors. Through this course, it can attract the attention of students in programming, and enhance the ability to solve problems through the computer.
1495	4-Year College of Day Division	3	MODERN TECHNOLOGY AND ENVIRONMENTAL DEGRADATION	General Education Center	1 semester	Required Course	2	2	(Mon)3-4	1. Students will understand the importance of limited resources on earth and the stable balance in our ecosystem. 2. Students will demonstrate their ability to understand and analyze the environmental science related news, reports and articles. 3. Students will be able to apply the scientific knowledge and concepts, learned from this course, in their daily life. 4. Students will develop a sense of community responsibility by becoming aware of environmental issues.	Environmental science is an interdisciplinary study of how the earth works, how the earth works, how we interact with the earth, and how we can deal with the environmental problems we face. The natural world is complex and human activity can have unexpected consequences that are hard to reverse. You will learn how physical and biological processes maintain life, and how humans affects nature. From this course, you will study aspects of pollutions and control, pollution dynamics, ecosystems, climate change and biodiversity. In addition, the agreements of United Nations Climate Change Conferences will be mentioned in this course. Environmental problems and their associated solutions typically involve social, political, technology, and economic aspects. The impacts of nanotechnology and biotechnology to our environment will be discussed as well. It is only by understanding how the world works that we can begin to tackle the pressing environmental issues. In the end of the semester, students will be asked to present environmental related topics for their final projects.
1501	4-Year College of Day Division	3	INTERCULTURAL COMMUNICATION : TAIWAN IMAGE	General Education Center	1 semester	Required Course	2	2	(Wed)1-2	At the end of the course, students will be able to: 1.learn Taiwan from its history as well as geography and from the aspect of intercultural communication. 2.cultivate the intercultural competence. 3.respect individual value and culture.	The present course will be an one-semester-long journey into the topic of learning Taiwan. As intercultural communicators, students will be guided to learn Taiwan from its history as well as geography, depicting Taiwan themselves. Topics discussed in class include culture of food, Taiwan education, Taiwan festivals, aboriginal peoples, Taiwan religions, language and non-verbal communication, and Taiwan democracy, etc. Through topic-oriented lectures, in-class discussion, field trips, and group presentations, course participants, as intercultural communicators, will learn to recognize how Taiwan is formed today. At the same time, students themselves also experience intercultural communication and negotiation with the ones from other countries. At the end of the present journey, students not only learn Taiwan but also acquire the intercultural competence. Students learn to respect individual value and culture.

1505	4-Year College of Day Division	3	THE DRAGON AND EAGLE DANCE IN THE PACIFIC : SINO-US RIVALRY IN ASIA	General Education Center	1 semester	Required Course	2	2	(Mon)3-4	1. The rapid change in the political and economic landscape in Eastern Asia including: The Greater China Region during the rivalry of China and US in various issues in trade, in financé, in high technology, military, and socio-cultural matters. 2. Students are requested to further explore the role of Taiwan in international relations, which is a buffer state in the “war” between Beijing and Washington.	When China and USA are power struggling in tariff, exchange rate, politics, military and high technology, the two big powers are leading the whole world entering into a New Cold War Period which definitely is influencing the political landscape of the Asian international community. At the same time when China tightens the grip of ideological control on Hong Kong, Macau and the Mainland, it intensifies its infiltration on Taiwan. On the other side, USA also strengthens the USA-Taiwan relations. How can Taiwan maximize its own interest in the Eagle(USA) and the Dragon(China) rivalry in days to come.
1506	4-Year College of Day Division	3	THE EXPLORATION OF CHILDHOOD : CULTURE, HISTORY AND MEMORY	General Education Center	1 semester	Required Course	2	2	(Wed)1-2	1.Practice reflective and critical thinking about the important issues regarding children from past to present. 2.Develop their ability to discuss with groups how children experience their life and how the adult world realizes them through historical contexts and artefacts. 3.Improve their writing and oral skills, which are demonstrated through the required assignments and presentations that engage students with historical literature and relevant research works on childhood.	The purpose of this course is to serve students with a base of knowledge regarding the “shaping” of childhood, which was influenced by various factors such as the family, society and time. Basically, childhood is generally accepted as a “natureal” and “unchanging” stage in life. However, historical studies have proven to us that the meanings and experiences of childhood are constructed in different cultural contexts around the world. Hence, this course explores how culture, history, memory, class, gender, religion, food and geographic location have created unequal access to the shaping of childhood in diverse historical contexts.
0080	4-Year College of Day Division	2	MEDIA ENGLISH	Department of Communication Arts	1 semester	Required Course	3	3	(Fri)2-4	1. Students will understand and be able to apply media terminologies into their school projects and future jobs. 2. Students will gain media knowledge. 3. Students will be able to write an English resume for a media-related job. 4. Students will be able to use English to have a media-related job interview. 5. Students will improve their English reading, writing, listening, and speaking ability. 6. Students will cultivate an international view.	This course is designed to teach students media terminologies and knowledge of the media. This course also teaches students how to write an English resume and prepare a media-related job interview. This course is to improve students’ English reading, writing, listening, and speaking through different topics, videos, and articles related to the media. This course is also to help students to have an international view in the globalization age.
0084	4-Year College of Day Division	2	MEDIA ENGLISH	Department of Communication Arts	1 semester	Required Course	3	3	(Mon)6-8	1. Students will understand and be able to apply media terminologies into their school projects and future jobs. 2. Students will gain media knowledge. 3. Students will be able to write an English resume for a media-related job. 4. Students will be able to use English to have a media-related job interview. 5. Students will improve their English reading, writing, listening, and speaking ability. 6. Students will cultivate an international view.	This course is designed to teach students media terminologies and knowledge of the media. This course also teaches students how to write an English resume and prepare a media-related job interview. This course is to improve students’ English reading, writing, listening, and speaking through different topics, videos, and articles related to the media. This course is also to help students to have an international view in the globalization age.
0110	4-Year College of Day Division	1	DIGITAL IMAGE PROCESSES	Department of Digital Content Application & Management	1 semester	Required Course	3	3	(Thu)6-8	1.Comprehending integration with image graphics and visual design in the computer 2.Learning the graphics foundation: color, dpi, print design, games animation and multimedia 3.Mastering software operations and technical integration skills 4.Comple"	Content of computer graphics, synthetic principles, visual design applications and multimedia integration will be described in class. Adobe Photoshop software will be applied and students will learn how to design and implement computer graphics.

0132	4-Year College of Day Division	2	INTRODUCTION TO PROJECT MANAGEMENT	Department of Digital Content Application & Management	1 semester	Required Course	2	2	(Wed)1-2	1. This course is a brief introduction to the theory and practice of project management. 2. Lectures and experience sharing are conducted simultaneously. 3. The course provides theoretical basis for project management. 4. Students are trained to be equipped with the professional project management capabilities, i.e. logical thinking and organizational planning.	This course is a brief introduction to the theory and practice of project management. Through both lectures and experience sharing, this course provides the students with a theoretical basis to project management, while also training their professional logic and organizational planning skills, abilities that are essential to project management.
0134	4-Year College of Day Division	2	INTRODUCTION TO PROJECT MANAGEMENT	Department of Digital Content Application & Management	1 semester	Required Course	2	2	(Tue)1-2	1. This course is a brief introduction to the theory and practice of project management. 2. Lectures and experience sharing are conducted simultaneously. 3. The course provides theoretical basis for project management. 4. Students are trained to be equipped with the professional project management capabilities, i.e. logical thinking and organizational planning.	This course is a brief introduction to the theory and practice of project management. Through both lectures and experience sharing, this course provides the students with a theoretical basis to project management, while also training their professional logic and organizational planning skills, abilities that are essential to project management.
0144	4-Year College of Day Division	3	SELECTED READINGS IN TECHNOLOGY ENGLISH	Department of Digital Content Application & Management	1 semester	Required Course	2	2	(Thu)3-4	1.Be able to read articles related to information management and communications, and explain in Chinese the facts, opinions, and technical background mentioned in the articles. 2.Be able to read the common professional work documents in the hi-end technology industry, and explain in Chinese the work which must be carried out based on the documents.	This course utilizes students' rudimentary English skills as a foundation in providing training in methodologies and abilities for reading English articles related to information management and communications. Articles include the common professional documents and files, and students will read and discuss these articles in order to improve their knowledge in the field of the hi-end technology.
0145	4-Year College of Day Division	3	SELECTED READINGS IN TECHNOLOGY ENGLISH	Department of Digital Content Application & Management	1 semester	Required Course	2	2	(Wed)6-7	1.Be able to read articles related to information management and communications, and explain in Chinese the facts, opinions, and technical background mentioned in the articles. 2.Be able to read the common professional work documents in the hi-end technology industry, and explain in Chinese the work which must be carried out based on the documents.	This course utilizes students' rudimentary English skills as a foundation in providing training in methodologies and abilities for reading English articles related to information management and communications. Articles include the common professional documents and files, and students will read and discuss these articles in order to improve their knowledge in the field of the hi-end technology.
0038	4-Year College of Day Division	3	LANGUAGE AND CULTURE	Department of Applied Chinese	1 semester	Elective Course	2	2	(Mon)8-9	"After taking this course, students will be able to: 1. explore the relationships between languages and cultures. 2. have new understanding of the cultures and languages in Taiwan through cross-cultural recognition and learning. 3. integrate Chinese culture into Chinese language instruction."	This course aims to help students understand the relationship between cultures and languages. By analyzing the differences in cultures and languages between foreign countries and Taiwan, students will be proficient in the local culture and language to the next level. In the end, they will be able to apply what they have learned to Chinese language instruction.
0326	Master's Degree Program	1	STUDIES ON ENGLISH FOR PROFESSIONAL COMMUNICATION	Department of English	1 semester	Required Course	3	3	(Tue)2-4	After completion of this course, students are able to Develop their critical understanding of discourse and communication in a range of professional contexts. Learn relevant theoretical concepts and practical strategies of professional English communication. Be familiar with a variety of analytical approaches.	The course covers three main areas: Theoretical concepts of professional communication, discourse and English for Specific Purposes; Practical strategies of professional communication including effective business communication skills, branding and management; and Analytical approaches to professional communication including Critical Genre Analysis, Systemic Functional Linguistics, Corpus Linguistics and Conversation Analysis.

0324	Master's Degree Program	1	QUALITATIVE RESEARCH	Department of English	1 semester	Elective Course	3	3	(Wed)2-4	To complete this course, students will be able to 1. Understand the origin of qualitative research and the importance of research ethics and validity; 2. Design and implement a qualitative research study related to cross-cultural studies.	This course concentrates on doing a qualitative research with a focus on the design of such studies and the issues faced by researchers who conduct qualitative research in the field of cross-cultural discipline. Central objectives include gaining understanding of qualitative research process. In addition, students will focus on validity and ethics and will make a first attempt to design a qualitative study. A great deal of reading, some of which deals with complex topics and unfamiliar theories, will be required in this course in order for students to become acquainted with a broad range of and approaches to qualitative research. The specifics of data collection, analysis, interpretation, and representation will be introduced.
0325	Master's Degree Program	1	QUANTITATIVE RESEARCH DESIGN AND STATISTICAL ANALYSIS	Department of English	1 semester	Elective Course	3	3	(Thu)6-8	After completion of this course, students are able to 1.Design quantitative research based upon questions and constraint. 2.Understand statistical reasoning. 3.Use statistical tools to explore issues in language-related research. 4.Apply statistical software to perform data analysis. 5Read and present research findings. 6.Take more advanced statistics course.	This course aims to familiarize students with descriptive and introductory inferential statistics essential in language-related research. Students will learn to design quantitative research, select appropriate statistical procedure, calculate statistics, and perform statistical tests both by hand and with statistical software package such as SPSS.
1576	Master's Degree Program	1	SEMINAR ON LANGUAGE AND CULTURE	Department of English	1 semester	Elective Course	3	3	(Tue)6-8	After completion of the course, students will learn to: 1.understand the key relationship between language and culture; 2.analyze socio-cultural issues emerged in the process of language learning and language use; 3.familiarize research methods (e.g., Socio-cultural Theory) and experiences related to the inquiry into issues of language and culture; 4.develop critical thinking capacity in intercultural contexts and apply intercultural competence to their personal communication and professional practice.	This course will guide students to the inquiry into the intertwining relationship between language and culture. Through literature review and investigation of certain language-related themes, students will develop critical understanding of the relationship between language and culture from multi-disciplinary perspectives (e.g., Socio-cultural Theory). Under the guidance of the instructor, students will undertake: 1. critical reading, literature review, group discussion and classroom presentations. 2. collection and analysis of texts/ discourse in intercultural communication. 3. writing of a paper on a theme related to socio-cultural issues.
0328	Master's Degree Program	2	THESIS	Department of English	1 semester	Required Course	3	3		1.To build the ability of independent thinking and critical thinking 2.To develop logical and analyzing ability 3.To apply skills of quantitative or qualitative research. 4.To be able to write a thesis or technical report in English	This course will offer students comprehensive guidelines to write a thesis or technical report. The students will learn how to comply with the principles of academic ethics, find a research topic, and understand the usage of academic English in order to write a thesis or technical report in English in APA style.

0355	4-Year College of Day Division	1	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.
0356	4-Year College of Day Division	1	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.

0357	4-Year College of Day Division	1	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.
0358	4-Year College of Day Division	1	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.

0359	4-Year College of Day Division	1	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	
0360	4-Year College of Day Division	1	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.

0361	4-Year College of Day Division	1	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.
0362	4-Year College of Day Division	1	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.



0363	4-Year College of Day Division	1	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.
0364	4-Year College of Day Division	1	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.

0365	4-Year College of Day Division	1	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0366	4-Year College of Day Division	1	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0367	4-Year College of Day Division	1	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.

0368	4-Year College of Day Division	1	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0369	4-Year College of Day Division	1	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0370	4-Year College of Day Division	1	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
0371	4-Year College of Day Division	1	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose articles, stories and letters, each with 220 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple and continuous forms of verbs</li> <li>b gerunds and infinitives</li> <li>c.comparisons using "as . . as" and "not as . . as"</li> <li>d.simple present passive tense</li> <li>e.inseparable phrasal verbs</li> <li>f.passive of modal verbs</li> <li>g.past perfect tense</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.highlighting personal stories and events</li> <li>b.summarizing what people say to show understanding</li> <li>c.expressing assertion</li> <li>d.using statement questions to check understanding</li> <li>e.organizing viewpoints</li> <li>f.agreeing with viewpoints</li> <li>g.clarifying meanings</li> </ol> </li> </ol>	<p>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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.</p>

0372	4-Year College of Day Division	1	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using "as . . as" and "not as . . as" d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.
0373	4-Year College of Day Division	1	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using "as . . as" and "not as . . as" d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.

0374	4-Year College of Day Division	1	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0375	4-Year College of Day Division	1	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0376	4-Year College of Day Division	1	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0377	4-Year College of Day Division	1	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>comprehend a variety of spoken and written forms of selected text-types</li> <li>initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>demonstrate comprehension of new texts using the acquired headwords</li> <li>compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>simple past; present perfect and past perfect</li> <li>auxiliary verbs</li> <li>phrasal verbs (separable and inseparable)</li> <li>quantifiers with count/noncount nouns</li> <li>real conditionals: present and future</li> <li>order of adjectives</li> <li>gerunds and infinitives</li> <li>tag questions</li> <li>compound and complex sentences</li> <li>shifts between past and present in narratives</li> <li>modals expressing attitude</li> </ol> </li> <li>communicate using the following functions: <ol style="list-style-type: none"> <li>expressing and supporting opinions</li> <li>giving reasons</li> <li>giving a short presentation</li> <li>leading a group discussion</li> <li>agreeing and disagreeing</li> <li>asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
0378	4-Year College of Day Division	1	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>Character: young and social leaders;</li> <li>Changes: leading arts and education;</li> <li>Concepts: leading thoughts and beliefs;</li> <li>Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0379	4-Year College of Day Division	1	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1.Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2.Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3.Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4.Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5.Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6.Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>
0380	4-Year College of Day Division	1	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1.Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2.Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3.Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4.Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5.Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6.Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0381	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	With respect to the topics, students will be able to 1. comprehend simple spoken and written forms of selected text-types 2. initiate and participate in short conversations in pairs 3. demonstrate comprehension of new texts using the acquired headwords 4. complete simple forms and compose short paragraphs, each with 120 words 5.demonstrate control of communication using the following grammar points: a.present continuous tense b.imperatives c.modal verbs d.simple past tense e.countable and uncountable nouns 6.communicate using the following functions: a.describing weather and seasons b.describing ongoing events c.expressing needs, wants, abilities and limitations d.describing quality, quantity and cost of things e.talking about daily routines f.describing past events, comparing and contrasting them g.requesting, offering, accepting and declining things	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.
0382	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	With respect to the topics, students will be able to 1. comprehend simple spoken and written forms of selected text-types 2. initiate and participate in short conversations in pairs 3. demonstrate comprehension of new texts using the acquired headwords 4. complete simple forms and compose short paragraphs, each with 120 words 5.demonstrate control of communication using the following grammar points: a.present continuous tense b.imperatives c.modal verbs d.simple past tense e.countable and uncountable nouns 6.communicate using the following functions: a.describing weather and seasons b.describing ongoing events c.expressing needs, wants, abilities and limitations d.describing quality, quantity and cost of things e.talking about daily routines f.describing past events, comparing and contrasting them g.requesting, offering, accepting and declining things	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.

0383	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend simple spoken and written forms of selected text-types</li> <li>2. initiate and participate in short conversations in pairs</li> <li>3. demonstrate comprehension of new texts using the acquired headwords</li> <li>4. complete simple forms and compose short paragraphs, each with 120 words</li> <li>5. demonstrate control of communication using the following grammar points: <ul style="list-style-type: none"> <li>a. present continuous tense</li> <li>b. imperatives</li> <li>c. modal verbs</li> <li>d. simple past tense</li> <li>e. countable and uncountable nouns</li> </ul> </li> <li>6. communicate using the following functions: <ul style="list-style-type: none"> <li>a. describing weather and seasons</li> <li>b. describing ongoing events</li> <li>c. expressing needs, wants, abilities and limitations</li> <li>d. describing quality, quantity and cost of things</li> <li>e. talking about daily routines</li> <li>f. describing past events, comparing and contrasting them</li> <li>g. requesting, offering, accepting and declining things</li> </ul> </li> </ol>	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.
0384	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend simple spoken and written forms of selected text-types</li> <li>2. initiate and participate in short conversations in pairs</li> <li>3. demonstrate comprehension of new texts using the acquired headwords</li> <li>4. complete simple forms and compose short paragraphs, each with 120 words</li> <li>5. demonstrate control of communication using the following grammar points: <ul style="list-style-type: none"> <li>a. present continuous tense</li> <li>b. imperatives</li> <li>c. modal verbs</li> <li>d. simple past tense</li> <li>e. countable and uncountable nouns</li> </ul> </li> <li>6. communicate using the following functions: <ul style="list-style-type: none"> <li>a. describing weather and seasons</li> <li>b. describing ongoing events</li> <li>c. expressing needs, wants, abilities and limitations</li> <li>d. describing quality, quantity and cost of things</li> <li>e. talking about daily routines</li> <li>f. describing past events, comparing and contrasting them</li> <li>g. requesting, offering, accepting and declining things</li> </ul> </li> </ol>	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.

0385	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend simple spoken and written forms of selected text-types</li> <li>2. initiate and participate in short conversations in pairs</li> <li>3. demonstrate comprehension of new texts using the acquired headwords</li> <li>4. complete simple forms and compose short paragraphs, each with 120 words</li> <li>5. demonstrate control of communication using the following grammar points: <ul style="list-style-type: none"> <li>a. present continuous tense</li> <li>b. imperatives</li> <li>c. modal verbs</li> <li>d. simple past tense</li> <li>e. countable and uncountable nouns</li> </ul> </li> <li>6. communicate using the following functions: <ul style="list-style-type: none"> <li>a. describing weather and seasons</li> <li>b. describing ongoing events</li> <li>c. expressing needs, wants, abilities and limitations</li> <li>d. describing quality, quantity and cost of things</li> <li>e. talking about daily routines</li> <li>f. describing past events, comparing and contrasting them</li> <li>g. requesting, offering, accepting and declining things</li> </ul> </li> </ol>	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.
0386	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend a variety of spoken and written forms of selected text-types</li> <li>2. initiate and participate in conversations of various settings</li> <li>3. give a short oral presentation about a news event</li> <li>4. demonstrate comprehension of new texts using the acquired headwords</li> <li>5. compose articles, each with 180 words</li> <li>6. demonstrate control of communication using the following grammar points: <ul style="list-style-type: none"> <li>a. relative clauses</li> <li>b. phrasal verbs</li> <li>c. conditional sentences with if (for imagined situations)</li> <li>d. wish + past form of verb</li> <li>e. indirect questions</li> <li>f. present perfect continuous tense vs. present perfect tense</li> <li>g. modal verbs: must, may, might, can't, or could for speculating</li> <li>h. participial adjectives</li> <li>i. simple past passive tense</li> </ul> </li> <li>7. communicate using the following functions: <ul style="list-style-type: none"> <li>a. expressing soft comments</li> <li>b. expressing contrasting ideas</li> <li>c. giving advice</li> <li>d. commenting on an idea or suggestion</li> <li>e. giving different opinions</li> <li>f. asking for agreement</li> <li>g. asking for a favor politely</li> <li>h. agreeing to requests</li> <li>i. showing understanding</li> <li>j. introducing news events</li> </ul> </li> </ol>	The course is topic based and designed to develop the listening, speaking, reading and writing skills of students who are 'false' beginners. 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.

0387	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>The course is topic based and designed to develop the listening, speaking, reading and writing skills of students who are 'false' beginners. 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.</p>
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0388	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>The course is topic based and designed to develop the listening, speaking, reading and writing skills of students who are 'false' beginners. 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.</p>
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0389	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>The course is topic based and designed to develop the listening, speaking, reading and writing skills of students who are 'false' beginners. 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.</p>
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0390	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>The course is topic based and designed to develop the listening, speaking, reading and writing skills of students who are 'false' beginners. 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.</p>
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0391	4-Year College of Day Division	1	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Tue)6-7; (Wed)1-2; (Thu)3-4	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 of various settings 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: a.relative clauses b.phrasal verbs c.conditional sentences with if (for imagined situations) d.wish + past form of verb e.indirect questions f.present perfect continuous tense vs. present perfect tense g.modal verbs: must, may, might, can't, or could for speculating h.participial adjectives i.simple past passive tense 7.communicate using the following functions: a.expressing soft comments b.expressing contrasting ideas c.giving advice d.commenting on an idea or suggestion e.giving different opinions f.asking for agreement g.asking for a favor politely h.agreeing to requests i.showing understanding j.introducing news events	The course is topic based and designed to develop the listening, speaking, reading and writing skills of students who are 'false' beginners. 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.
0392	4-Year College of Day Division	2	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.

0393	4-Year College of Day Division	2	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.
0394	4-Year College of Day Division	2	ENGLISH 3A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.

0395	4-Year College of Day Division	2	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.
0396	4-Year College of Day Division	2	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.

0397	4-Year College of Day Division	2	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.
0398	4-Year College of Day Division	2	ENGLISH 4A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.

0399	4-Year College of Day Division	2	ENGLISH 5A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0400	4-Year College of Day Division	2	ENGLISH 5A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	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 of various settings 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: a.relative clauses b.phrasal verbs c.conditional sentences with if (for imagined situations) d.wish + past form of verb e.indirect questions f.present perfect continuous tense vs. present perfect tense g.modal verbs: must, may, might, can't, or could for speculating h.participial adjectives i.simple past passive tense 7.communicate using the following functions: a.expressing soft comments b.expressing contrasting ideas c.giving advice d.commenting on an idea or suggestion e.giving different opinions f.asking for agreement g.asking for a favor politely h.agreeing to requests i.showing understanding j.introducing news events	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 genres in focus in this course will include explanation, argument and description.
0401	4-Year College of Day Division	2	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0402	4-Year College of Day Division	2	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.



0403	4-Year College of Day Division	2	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0404	4-Year College of Day Division	2	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	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 of various settings 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: a.relative clauses b.phrasal verbs c.conditional sentences with if (for imagined situations) d.wish + past form of verb e.indirect questions f.present perfect continuous tense vs. present perfect tense g.modal verbs: must, may, might, can't, or could for speculating h.participial adjectives i.simple past passive tense 7.communicate using the following functions: a.expressing soft comments b.expressing contrasting ideas c.giving advice d.commenting on an idea or suggestion e.giving different opinions f.asking for agreement g.asking for a favor politely h.agreeing to requests i.showing understanding j.introducing news events	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 genres in focus in this course will include explanation, argument and description.

0405	4-Year College of Day Division	2	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0406	4-Year College of Day Division	2	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
0407	4-Year College of Day Division	2	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose articles, stories and letters, each with 220 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple and continuous forms of verbs</li> <li>b gerunds and infinitives</li> <li>c.comparisons using "as . . as" and "not as . . as"</li> <li>d.simple present passive tense</li> <li>e.inseparable phrasal verbs</li> <li>f.passive of modal verbs</li> <li>g.past perfect tense</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.highlighting personal stories and events</li> <li>b.summarizing what people say to show understanding</li> <li>c.expressing assertion</li> <li>d.using statement questions to check understanding</li> <li>e.organizing viewpoints</li> <li>f.agreeing with viewpoints</li> <li>g.clarifying meanings</li> </ol> </li> </ol>	<p>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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.</p>

0408	4-Year College of Day Division	2	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.
0409	4-Year College of Day Division	2	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.

0410	4-Year College of Day Division	2	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.
0411	4-Year College of Day Division	2	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.

0412	4-Year College of Day Division	2	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0413	4-Year College of Day Division	2	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0414	4-Year College of Day Division	2	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0415	4-Year College of Day Division	2	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0416	4-Year College of Day Division	2	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
0417	4-Year College of Day Division	2	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1.Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2.Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3.Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4.Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5.Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6.Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0418	4-Year College of Day Division	2	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>
0419	4-Year College of Day Division	2	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0420	4-Year College of Day Division	2	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Wed)3-4	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1.Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2.Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3.Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4.Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5.Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6.Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>
0421	4-Year College of Day Division	2	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend simple spoken and written forms of selected text-types</li> <li>2. initiate and participate in short conversations in pairs</li> <li>3. demonstrate comprehension of new texts using the acquired headwords</li> <li>4. complete simple forms and compose short paragraphs, each with 120 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.present continuous tense</li> <li>b.imperatives</li> <li>c.modal verbs</li> <li>d.simple past tense</li> <li>e.countable and uncountable nouns</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.describing weather and seasons</li> <li>b.describing ongoing events</li> <li>c.expressing needs, wants, abilities and limitations</li> <li>d.describing quality, quantity and cost of things</li> <li>e.talking about daily routines</li> <li>f.describing past events, comparing and contrasting them</li> <li>g.requesting, offering, accepting and declining things</li> </ol> </li> </ol>	<p>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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.</p>

0422	4-Year College of Day Division	2	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend simple spoken and written forms of selected text-types</li> <li>2. initiate and participate in short conversations in pairs</li> <li>3. demonstrate comprehension of new texts using the acquired headwords</li> <li>4. complete simple forms and compose short paragraphs, each with 120 words</li> <li>5. demonstrate control of communication using the following grammar points: <ul style="list-style-type: none"> <li>a. present continuous tense</li> <li>b. imperatives</li> <li>c. modal verbs</li> <li>d. simple past tense</li> <li>e. countable and uncountable nouns</li> </ul> </li> <li>6. communicate using the following functions: <ul style="list-style-type: none"> <li>a. describing weather and seasons</li> <li>b. describing ongoing events</li> <li>c. expressing needs, wants, abilities and limitations</li> <li>d. describing quality, quantity and cost of things</li> <li>e. talking about daily routines</li> <li>f. describing past events, comparing and contrasting them</li> <li>g. requesting, offering, accepting and declining things</li> </ul> </li> </ol>	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.
0423	4-Year College of Day Division	2	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1. comprehend simple spoken and written forms of selected text-types</li> <li>2. initiate and participate in short conversations in pairs</li> <li>3. demonstrate comprehension of new texts using the acquired headwords</li> <li>4. complete simple forms and compose short paragraphs, each with 120 words</li> <li>5. demonstrate control of communication using the following grammar points: <ul style="list-style-type: none"> <li>a. present continuous tense</li> <li>b. imperatives</li> <li>c. modal verbs</li> <li>d. simple past tense</li> <li>e. countable and uncountable nouns</li> </ul> </li> <li>6. communicate using the following functions: <ul style="list-style-type: none"> <li>a. describing weather and seasons</li> <li>b. describing ongoing events</li> <li>c. expressing needs, wants, abilities and limitations</li> <li>d. describing quality, quantity and cost of things</li> <li>e. talking about daily routines</li> <li>f. describing past events, comparing and contrasting them</li> <li>g. requesting, offering, accepting and declining things</li> </ul> </li> </ol>	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.

0424	4-Year College of Day Division	2	ENGLISH 2A (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)1-2; (Tue)3-4; (Wed)3-4	With respect to the topics, students will be able to 1. comprehend simple spoken and written forms of selected text-types 2. initiate and participate in short conversations in pairs 3. demonstrate comprehension of new texts using the acquired headwords 4. complete simple forms and compose short paragraphs, each with 120 words 5.demonstrate control of communication using the following grammar points: a.present continuous tense b.imperatives c.modal verbs d.simple past tense e.countable and uncountable nouns 6.communicate using the following functions: a.describing weather and seasons b.describing ongoing events c.expressing needs, wants, abilities and limitations d.describing quality, quantity and cost of things e.talking about daily routines f.describing past events, comparing and contrasting them g.requesting, offering, accepting and declining things	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 sports, leisure activities, weather, clothes, shopping, sightseeing, daily routines, and food by listening to and practicing simple dialogues, reading and discussing texts (up to 700~1000 headwords) and writing paragraph (of around 120 words) containing a variety of sentence structures. The genres in focus this course will include recount, instruction and classification.
0425	4-Year College of Day Division	3	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0426	4-Year College of Day Division	3	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.

0427	4-Year College of Day Division	3	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0428	4-Year College of Day Division	3	ENGLISH 9 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	With respect to the topics, students will be able to 1.comprehend a variety of spoken and written forms of selected text-types, 2.make and deliver various types of speeches, 3.initiate and participate in debates of various topics, 4.demonstrate comprehension of new texts using the acquired headwords, 5.compose speeches of various length and mini academic researched paper with documentation and 6.complete extemporaneous writing of 350~500 words in response to required tasks within limited time.	The course is 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, hold debates as well as panel discussions, and write well-organized speeches, mini researched academic essays with proper documentation, and extemporaneous writing of 350~500 words including responses to audio and video materials, and other application 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.
0429	4-Year College of Day Division	3	ENGLISH 3 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.

0430	4-Year College of Day Division	3	ENGLISH 3 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.
0431	4-Year College of Day Division	3	ENGLISH 3 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.



0432	4-Year College of Day Division	3	ENGLISH 3 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.demonstrate comprehension of new texts using the acquired headwords 4.compose short paragraphs, each with 140 words 5.demonstrate control of communication using the following grammar points: a.infinitives and gerunds b.simple present and present continuous tenses c.future tense d.simple past tense and time expressions e.existential sentences f.prepositions indicating locations 6.communicate using the following functions: a.starting a conversation with strangers b.expressing interests and hobbies c.describing health problems and solutions d.talking about plans and predictions e.describing past events, comparing and contrasting them f.asking for and giving directions	The course is topic based and designed to extend low intermediate level students' English listening, speaking, reading and writing skills. Students will learn to communicate within the context of topics relating to making friends, hobbies, health, holidays and celebrations, growing up, and giving directions by 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 genres include instruction, description and classification.
0433	4-Year College of Day Division	3	ENGLISH 4 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.

0434	4-Year College of Day Division	3	ENGLISH 4 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.
0435	4-Year College of Day Division	3	ENGLISH 4 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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.compose short paragraphs, each with 160 words. 5.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.future tense 6.communicate using the following functions: a.giving and responding to advice b.expressing locations c.talking about daily routines d.sequencing events e.describing and responding to accidents f.commenting on ways of communicating g.describing appearance h.making future plans	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 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.

0436	4-Year College of Day Division	3	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0437	4-Year College of Day Division	3	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0438	4-Year College of Day Division	3	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
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0439	4-Year College of Day Division	3	ENGLISH 5 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.give a short oral presentation about a news event</li> <li>4.demonstrate comprehension of new texts using the acquired headwords</li> <li>5.compose articles, each with 180 words</li> <li>6.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.relative clauses</li> <li>b.phrasal verbs</li> <li>c.conditional sentences with if (for imagined situations)</li> <li>d.wish + past form of verb</li> <li>e.indirect questions</li> <li>f.present perfect continuous tense vs. present perfect tense</li> <li>g.modal verbs: must, may, might, can't, or could for speculating</li> <li>h.participial adjectives</li> <li>i.simple past passive tense</li> </ol> </li> <li>7.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing soft comments</li> <li>b.expressing contrasting ideas</li> <li>c.giving advice</li> <li>d.commenting on an idea or suggestion</li> <li>e.giving different opinions</li> <li>f.asking for agreement</li> <li>g.asking for a favor politely</li> <li>h.agreeing to requests</li> <li>i.showing understanding</li> <li>j.introducing news events</li> </ol> </li> </ol>	<p>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 genres in focus in this course will include explanation, argument and description.</p>
0440	4-Year College of Day Division	3	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in conversations of various settings</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose articles, stories and letters, each with 220 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple and continuous forms of verbs</li> <li>b gerunds and infinitives</li> <li>c.comparisons using "as . . as" and "not as . . as"</li> <li>d.simple present passive tense</li> <li>e.inseparable phrasal verbs</li> <li>f.passive of modal verbs</li> <li>g.past perfect tense</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.highlighting personal stories and events</li> <li>b.summarizing what people say to show understanding</li> <li>c.expressing assertion</li> <li>d.using statement questions to check understanding</li> <li>e.organizing viewpoints</li> <li>f.agreeing with viewpoints</li> <li>g.clarifying meanings</li> </ol> </li> </ol>	<p>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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.</p>

0441	4-Year College of Day Division	3	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.
0442	4-Year College of Day Division	3	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.

0443	4-Year College of Day Division	3	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.
0444	4-Year College of Day Division	3	ENGLISH 6 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	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 of various settings 3.demonstrate comprehension of new texts using the acquired headwords 4.compose articles, stories and letters, each with 220 words 5.demonstrate control of communication using the following grammar points: a.simple and continuous forms of verbs b.gerunds and infinitives c.comparisons using “as . . as” and “not as . . as” d.simple present passive tense e.inseparable phrasal verbs f.passive of modal verbs g.past perfect tense 6.communicate using the following functions: a.highlighting personal stories and events b.summarizing what people say to show understanding c.expressing assertion d.using statement questions to check understanding e.organizing viewpoints f.agreeing with viewpoints g.clarifying meanings	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 personal stories and events, personal tastes, world cultures, socializing skills, rules and regulations, crimes and punishments, strange 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 composing stories, articles and letters (around 220 words). The genres include recount, instruction, argument and classification.



0445	4-Year College of Day Division	3	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0446	4-Year College of Day Division	3	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0447	4-Year College of Day Division	3	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0448	4-Year College of Day Division	3	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>1.comprehend a variety of spoken and written forms of selected text-types</li> <li>2.initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>3.demonstrate comprehension of new texts using the acquired headwords</li> <li>4.compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>5.demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>a.simple past; present perfect and past perfect</li> <li>b.auxiliary verbs</li> <li>c.phrasal verbs (separable and inseparable)</li> <li>d.quantifiers with count/noncount nouns</li> <li>e.real conditionals: present and future</li> <li>f.order of adjectives</li> <li>g.gerunds and infinitives</li> <li>h.tag questions</li> <li>i.compound and complex sentences</li> <li>j.shifts between past and present in narratives</li> <li>k.modals expressing attitude</li> </ol> </li> <li>6.communicate using the following functions: <ol style="list-style-type: none"> <li>a.expressing and supporting opinions</li> <li>b.giving reasons</li> <li>c.giving a short presentation</li> <li>d.leading a group discussion</li> <li>e.agreeing and disagreeing</li> <li>f.asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
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0449	4-Year College of Day Division	3	ENGLISH 7 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With respect to the topics, students will be able to</p> <ol style="list-style-type: none"> <li>comprehend a variety of spoken and written forms of selected text-types</li> <li>initiate and participate in discussions, interviews, presentations on various topics, and reader theater</li> <li>demonstrate comprehension of new texts using the acquired headwords</li> <li>compose paragraphs, summaries, letters and short essays, each with 250 words</li> <li>demonstrate control of communication using the following grammar points: <ol style="list-style-type: none"> <li>simple past; present perfect and past perfect</li> <li>auxiliary verbs</li> <li>phrasal verbs (separable and inseparable)</li> <li>quantifiers with count/noncount nouns</li> <li>real conditionals: present and future</li> <li>order of adjectives</li> <li>gerunds and infinitives</li> <li>tag questions</li> <li>compound and complex sentences</li> <li>shifts between past and present in narratives</li> <li>modals expressing attitude</li> </ol> </li> <li>communicate using the following functions: <ol style="list-style-type: none"> <li>expressing and supporting opinions</li> <li>giving reasons</li> <li>giving a short presentation</li> <li>leading a group discussion</li> <li>agreeing and disagreeing</li> <li>asking for and giving clarification</li> </ol> </li> </ol>	<p>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 within the context of topics relating to business and finance, food and nutrition, sociology, psychology, advertising, and communication, and environment by listening to and taking notes for interviews, discussions, research, and presentations, reading (up to 3000 headwords) relating to a variety of themes and reading strategies, and writing paragraphs, summaries, and essays (around 250 words). The genres include instruction, explanation, classification, opinion, and blended essays. Students will be able to demonstrate the learning achievement through various ways, such as oral presentation, poster presentation, reader theater, and microfilm.</p>
0450	4-Year College of Day Division	3	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>Character: young and social leaders;</li> <li>Changes: leading arts and education;</li> <li>Concepts: leading thoughts and beliefs;</li> <li>Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0451	4-Year College of Day Division	3	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>
0452	4-Year College of Day Division	3	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0453	4-Year College of Day Division	3	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>
0454	4-Year College of Day Division	3	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>

0455	4-Year College of Day Division	3	ENGLISH 8 (need to take a placement test first at center for English Language Teaching 英語教學中心)	Center for English Language Teaching	2 semester	Required Course	4	4	(Mon)6-7; (Thu)1-2	<p>With different themes and types of listening, reading, speaking and writing practice in addition to the various task completion, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand different kinds of listening texts that are relevant to the themes, including conversations, reports, comments, lectures, and etc.</li> <li>2. Use acquired vocabulary words and knowledge of General Education to discuss issues and express opinions.</li> <li>3. Comprehend additional articles that are relevant and/or cross-disciplinary.</li> <li>4. Write essays of approximately 300 words. The genres include: a compare and contrast essay and a persuasive essay.</li> <li>5. Complete tasks, such as conducting an interview, giving a presentation, participating in a mini-debate, writing a proposal, writing a written report, etc.</li> <li>6. Display and exhibit project work.</li> </ol>	<p>This course centers on the character of leadership with the integration of General Education. The course aims at enhancing students' advanced English listening, speaking, reading, and writing abilities, and developing their multi-cultural awareness. The course covers four themes:</p> <ol style="list-style-type: none"> <li>1. Character: young and social leaders;</li> <li>2. Changes: leading arts and education;</li> <li>3. Concepts: leading thoughts and beliefs;</li> <li>4. Choices: leading science and discoveries.</li> </ol> <p>The highlight of the first semester is individual reflection while the second semester focuses on collective interactions. The course content and activities are devised on the basis of flipped classroom where students are required to complete the weekly previews of the relevant listening and reading (up to 3,500 headwords) and to apply them in various kinds of speaking and writing practice (about 300 words) in class. The major form of evaluation is the passport project. The teacher and students choose and complete the tasks that are appropriate to their abilities and of their interests. The suggested tasks include: entering English contests, interviewing local experts, debating in class or online, writing a proposal, and presenting a written report/ oral report on social media after taking a field trip.</p>
0986	Master's Degree Program	1	DEVELOPMENT AND CHANGES IN SOUTHEAST ASIAN SOCIETY	Master Program in Southeast Asia Studies	1 semester	Elective Course	3	3	(Thu)2-4	<ol style="list-style-type: none"> <li>1. To understand the common geographical, cultural features and pluralism in Southeast Asia.</li> <li>2. To understand the impact of colonialism and nationalism in Southeast Asia.</li> <li>3. To understand the social changes and development that have occurred in Southeast Asia after the Second World War.</li> <li>4. To understand the socio-political factors in the economic successes and failures in contemporary Southeast Asia.</li> <li>5. To understand the major socioeconomic issues, such as population, migration, gender, inequality, corruption, ethnicity, and religion in Southeast Asia.</li> </ol>	<p>This research seminar explores the recent economic development and social changes in one of the world's most dynamic regions – Southeast Asia. We seek to gain an understanding of how it is that many – but not all – nations in Southeast Asia have achieved spectacular economic growth and poverty reduction. The social and political causes and consequences of economic success (and failure) are discussed, with attention to such topics as population, migration, gender, inequality, corruption, ethnicity, and religion.</p>
0988	Master's Degree Program	2	RESEARCH IN SOUTHEAST ASIAN GOVERNMENTS	Master Program in Southeast Asia Studies	1 semester	Elective Course	3	3	(Fri)6-8		
0982	Master's Degree Program	1	PHILOSOPHY, THEORIES AND ISSUES OF INTERNATIONAL POLITICAL ECONOMY	Master's Degree Program of International Affairs	1 semester	Required Course	3	3	(Mon)6-8	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Understand the importance of international political economy</li> <li>2. Acquaint with international political philosophy and theory of development.</li> <li>3. Discuss and analyze the contemporary significant issues of international political economy.</li> </ol>	<ol style="list-style-type: none"> <li>1. International political economy</li> <li>2. Power of politicians and the selection of economic policies.</li> <li>3. The interaction and influence of domestic and foreign organizations.</li> <li>4. International capital flows</li> <li>5. Exchange rate and macroeconomic policy</li> <li>6. Sovereign debt</li> <li>7. International political economy of international organizations.</li> </ol>



0983	Master's Degree Program	1	CROSS-CULTURAL COMMUNICATION AND NEGOTIATION	Master's Degree Program of International Affairs	1 semester	Required Course	3	3	(Tue)2-4	Students are able to: 1. Build up cross-cultural sense. 2. Develop the skills of communication and negotiation in any circumstances. 3. Communicate efficiently in different cultural circumstances 4. Build up the basic negotiation skill and the capability of logical analysis.	1. Cognition process of cross-cultural communication 2. Cultural factors of negotiation 3. Negotiation culture 4. Issues and cases of cross-cultural communication and negotiation
0981	Master's Degree Program	1	CHINA'S POLITICAL ECONOMY AND SOCIAL DEVELOPMENT	Master's Degree Program of International Affairs	1 semester	Elective Course	3	3	(Thu)6-8	Students are able to: 1. Learn the economic development in China from the macro, proper and profound points of view. 2. Learn the change of Chinese politics and economy. 3. Learn the economic circumstances and the change of social development. 4. Learn the role of China in the world economy. 5. Learn the change of Chinese government. 6. Learn the development of Chinese reformation in politics, economy, and social culture.	1. The evolvement of China's economy□ 2. The development of China's politics□ 3. The change of China's social development□
0984	Master's Degree Program	2	THESIS/TECHNICAL REPORT OF INDUSTRY-ACADEMIA-COOPERATION RESEARCH PROJECT	Master's Degree Program of International Affairs	1 semester	Required Course	3	3	(Sun)1-3	Students are able to: 1. Complete a thesis related to the significant issues of international affairs independently or to complete a final report of an industry, government and academy cooperative research case.	Thesis / Technical Report
1904	Master's Degree Program	2	THESIS/TECHNICAL REPORT OF INDUSTRY-ACADEMIA-COOPERATION RESEARCH PROJECT	Master's Degree Program of International Affairs	1 semester	Required Course	3	3	(Sun)1-3		
1905	Master's Degree Program	2	THESIS/TECHNICAL REPORT OF INDUSTRY-ACADEMIA-COOPERATION RESEARCH PROJECT	Master's Degree Program of International Affairs	1 semester	Required Course	3	3	(Sun)1-3		
0608	Master's Degree Program	1	STRATEGIC MANAGEMENT AND ORGANIZATIONAL CULTURE	Graduate Institute of International Business and Intercultural Management	1 semester	Elective Course	3	3	(Tue)2-4		
0614	Master's Degree Program	2	ETHICS, DECISION AND LEADERSHIP	Graduate Institute of International Business and Intercultural Management	1 semester	Required Course	2	2	(Mon)6-7		

0612	Master's Degree Program	2	PRACTICES IN INTERNATIONAL CULTURAL EXCHANGE	Graduate Institute of International Business and Intercultural Management	1 semester	Elective Course	3	3	(Sat)6-8		
0613	Master's Degree Program	2	INTERNATIONAL INTEGRATED MARKETING AND PR	Graduate Institute of International Business and Intercultural Management	1 semester	Elective Course	3	3	(Thu)2-4	Upon completion of the course the students shall be able to: 1.explain integrated marketing communications (IMC) concepts and their roles in the international marketing . 2.identify the elements of the promotion mix and the pros and cons of each element. 3.understand the importance of cross- cultural communication challenges in promotional strategy. 4.describe the activities and purpose of public relations. 5.demonstrate analytical and decision-making skills for creating a global promotional strategy.	"International Integrated Marketing and PR" is a professional course designed with an eye on "promotion" of the marketing mix. It focuses on how the management of an international corporation could build mutual understanding and trust between the corporation and the public by integrating and applying various marketing promotion mixes when dealing with different corporate stakeholders, including shareholders, employees, customers, the community, and individual or group consumers relating to the corporation, and how the corporation could convey a customer value through bilateral information exchange, and thereby achieving the corporate business objective. Also, the course allows students to understand the characteristics of mass communication media and the operational strategy of public relation, which facilitate the public relation work.
0349	Master's Degree Program	1	EUROPEAN ECONOMIC ISSUES	Graduate Institute of European Studies	1 semester	Elective Course	3	3	(Fri)2-4	The aim of the course is to provide students with a theoretical and empirical framework to understand the economic integration process of the EU from a political/economic perspective. On completion of the course, students shall have an understanding of the main characteristics of EU economic integration processes, of its economic policies, and of the role of the EU economic institutions. Students are able to understand the specific causes and effects of various crises on political and social systems in Europe and its implications for economic development. Students shall be able to draw lessons for the future from the recent crisis in the EU.	This course assesses the origins of the European Union from an economic perspective. Therefore it analyzes the economic integration process of the Union, and provides an overview of EU institutions as well as decision making processes regarding the economic and monetary union. In addition, the course includes a discussion of the international trade relations between the EU and its major trading partners, including Taiwan.
0351	Master's Degree Program	1	EU FOREIGN POLICY: EVOLUTION, ISSUES AND CHALLENGES	Graduate Institute of European Studies	1 semester	Elective Course	3	3	(Thu)6-8	By the end of the module, students will have: 1. acquired good knowledge of the EU's global role 2. a better knowledge of the main questions related to EU foreign policy questions, diplomacy, international relations and security issues in an institutionalized European environment. 3. discussed key questions and challenges of EU external relations 4. learned to critically assess empirical evidence and present theoretical arguments	The course introduces the students to the European Union's role in global politics. It proposes to analyze the development of an autonomous foreign policy capacity of the European Union as well as the EU's actorness, effectiveness and influence in the world. The class starts with an introduction of the theoretical debate about EU's global role, discusses the idea of the EU as a global actor and familiarizes students with the institutions, instruments and decision-making of EU foreign policy. The course then assess the EU's external relations with key players, including the US, China, Brazil as well as its interaction with regional organizations such as ASEAN, African Union, Mercosur, SADC, SAARC,... Finally, it focus on key issues of external relations, namely trade, conflict resolution, crisis and disaster management, international security, aid and development, global health, climate change and migration. The course concludes by looking at EU neighboring policy.

1073	4-Year College of Day Division	0	APPROACHES TO LANGUAGE TEACHING AND LEARNING	European Language Education and Cultural Industries Program	2 semester	Elective Course	3	3	(Tue)8-10	By the end of the course students will be able to -identify the key principles of different language teaching methods, techniques, and language learning terminology; -understand clearly the various teaching approaches and evaluate both their strengths and weakness; -get familiar with the current English teaching situation in Taiwan; -and develop their cooperative skills through working out group assignments and presentation.	This course provides a general introduction to the language teaching methods and approaches. Topics covered include general educational theories, teaching technique and principles based on the communicative, cognitive, affective-humanistic, and the comprehension approach. A major focus will be placed on eight teaching methods. A further strand will examine various learning styles and multiple intelligences identified by a range of modern researchers as well as the implications of this work for language teaching methodology.
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