

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 <b>Course Title</b>	SUSTech English III				
2.	授课院系 <b>Originating Department</b>	语言中心 Center for Language Education				
3.	课程编号 <b>Course Code</b>	CLE023				
4.	课程学分 <b>Credit Value</b>	4				
5.	课程类别 <b>Course Type</b>	通识必修课程 General Education (GE) Required Courses				
6.	授课学期 <b>Semester</b>	春季 Spring & 秋季 Fall				
7.	授课语言 <b>Teaching Language</b>	英文 English				
8.	授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) <b>Instructor(s), Affiliation &amp; Contact</b> (For team teaching, please list all instructors)	英语教师 CLE English instructors				
9.	实验员/助教、所属学系、联系方式 <b>Tutor/TA(s), Contact</b>	无 NA				
10.	选课人数限额(可不填) <b>Maximum Enrolment (Optional)</b>	22				
11.	授课方式 <b>Delivery Method</b>	讲授 <b>Lectures</b>	习题/辅导/讨论 <b>Tutorials</b>	实验/实习 <b>Lab/Practical</b>	其它(请具体注明) <b>Other (Please specify)</b>	总学时 <b>Total</b>
	学时数 <b>Credit Hours</b>	64	0	0	0	64

12. 先修课程、其它学习要求 <b>Pre-requisites or Other Academic Requirements</b>	学生分级测试达到相应级别或修完“南科大英语 2” Students achieved certain level of the SUSTech English placement test or completed SUSTech English II
13. 后续课程、其它学习规划 <b>Courses for which this course is a pre-requisite</b>	学术英语课程 English for Academic Purpose
14. 其它要求修读本课程的学系 <b>Cross-listing Dept.</b>	无 N/A

### 教学大纲及教学日历 SYLLABUS

#### 15. 教学目标 Course Objectives

**SUSTech English III** aims to help participants at intermediate level to construct knowledge in English under their teachers' guidance and through their practice both in and after class. By the end of this course, participants' English proficiency should reach the **upper-intermediate level (CET-6 500/IELTS 6.5/TOEFL 80)**.

This course is a preparation course for **English for Academic Purpose**. It not only introduces the intermediate level of reading, writing, speaking and listening skills for fluent English communication, but also includes cross-cultural and critical thinking skills to assist participants to study subject courses taught in English.

#### 16. 预达学习成果 Learning Outcomes

By the end of this course, participants will develop their entire English competence in the following areas:

##### 1. English proficiency

Be able to achieve the upper-intermediate level (CET-6 500/IELTS 6.5/TOEFL 80):

- Understand a wide range of demanding, long texts, and recognise implicit meaning;
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on topical issue giving the advantages and disadvantages of various options.

##### 2. Study skills in the English context

Be able to complete general academic written and spoken tasks (e.g. formal essays, lectures) via the following critical thinking skills:

- Identifying
- Synthesising
- Evaluating
- Interpreting
- Categorizing
- Predicting
- Personalizing
- Inferring

##### 3. Cross-cultural competence

Be able to adapt effectively in cross-cultural environments:

- Research in cultural context and background;
- Development of skills and gaining of experience necessary to analyze particular situations involving cultural clashes;
- Possibilities of getting rid of cultural barriers;
- Analysis of cultural clusters and paying most attention to national cultures.

#### 17. 课程内容及教学日历（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

##### Week 1

Introduction to SUSTech English III  
Critical thinking: analyze, interpret, identify, evaluate  
Reading: skimming for evidence of argumentation

##### Week 2

Listening: taking notes in a T-chart with shorthand  
Speaking: handling an awkward situation

Writing: writing a narrative essay 1 - understanding structure

**Week 3**

Critical thinking: predict, analyze, interpret, categorize

Reading: identifying the topic sentence at an uncommon position of a paragraph

Cross-cultural tips: tolerating cultural differences

**Week 4**

Listening: how to organize notes

Speaking: asking for clarification

Writing: writing a narrative essay 2 - writing techniques

**Week 5**

Critical thinking: evaluate, interpret, personalize, infer

Reading: recognizing signal words of time for a narration

Cross-cultural tips: daily communication 1 - greetings, starting conversation topics and visiting

**Week 6**

Listening: identifying the meaning of a new word or term

Speaking: describing procedures

Writing: writing a comparison essay 1 - understanding structure

**Week 7**

Critical thinking: interpret, reflect, categorize

Reading: reading between lines

Cross-cultural tips: daily communication 2 - language social functions

**Week 8**

Listening: identifying supporting details

Speaking: supporting your viewpoint

Writing: writing a comparison essay 2: writing techniques

**Week 9**

Mid-term exam

Reading: finding out word meanings (5 types of clues)

Cross-cultural tips: verbal communication

**Week 10**

Listening: Listening for favor and disfavor

Speaking: Giving a tour of a place

Writing: writing a cause-effect essay 1: understanding structure

**Week 11**

Critical thinking: predict, infer, interpret, personalize

Reading: reading for supporting details (internal logic)

Cross-cultural tips: non-verbal communication

**Week 12**

Listening: following a narrative

Speaking: adding emphasis

Writing: writing a cause-effect essay 2: writing techniques

**Week 13**

Critical thinking: identify, personalize, infer

Reading: identifying the author's purpose for stance

Cross-cultural tips: cross-gender communication

**Week 14**

Listening: using information questions to understand a story

Speaking: reporting an incident

Writing: writing an argument essay 1: understanding structure

**Week 15**

Listening: understanding idioms and phrases

Speaking: Expressing likes and dislikes

Writing: writing an argument essay 2: writing techniques

**Week 16**

Reading: understanding figurative language (e.g. metaphor, personification)  
Cross-cultural experiencing activities  
Final revision

**18. 教材及其它参考资料 Textbook and Supplementary Readings**

*New Horizon College English, Students' Book 4, (Reading & Writing/Viewing, Listening & Speaking), published by PEARSON and FLTRP*

*Great Writing 4: Great Essays (Fourth Edition), published by National Geographic Learning.*

*21<sup>st</sup> Century Communication: listening, speaking, and critical thinking, Students' Book 4, published by National Geographic Learning*

**课程评估 ASSESSMENT**

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance				
课堂表现 Class Performance		10		
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		30		
期中考试 Mid-Term Test		20		
期末考试 Final Exam	2 hours	40		
期末报告 Final Presentation				
其它 (可根据需要 改写以上评估方式) Others (The above may be modified as necessary)	The above may be modified as necessary.			

**20. 记分方式 GRADING SYSTEM**

- A. 十三级等级制 Letter Grading  
 B. 二级记分制 (通过/不通过) Pass/Fail Grading

**课程审批 REVIEW AND APPROVAL**

**21. 本课程设置已经过以下责任人/委员会审议通过  
This Course has been approved by the following person or committee of authority**

语言中心 Center for language education

