

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 Course Title	English for Fluency
2.	授课院系 Originating Department	Center for Language Education
3.	课程编号 Course Code	CLE060
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 Semester	Summer/ Fall/ Spring
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式 Instructor(s), Affiliation & Contact (For team teaching, please list all instructors)	AL EVANS, Center for Language Education Rongrong Dong, Center for Language Education
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	待公布 To be announced
10.	选课人数限额(可不填) Maximum Enrolment (Optional)	25 students

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32	0	0	0	32

12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	None
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	None
14. 其它要求修读本课程的学系 Cross-listing Dept.	None

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

This course aims to raise the speaking fluency and improve the listening skills of students. Through large amounts of daily interaction and practice, students will develop a higher level of confidence and “automaticity” in the target language.

Daily course activities will include large amounts of communication opportunities, of many different types. Every student can expect to speak a lot and speak often. At the same time, listening skills will be developed through frequent listening activities, including the voices of their peers in class. With very light content from the textbook, the course will build upon prior student knowledge and student opinions. In the first hour of each meeting, the goal is to work from materials or texts students prepare in advance. In the second hour of each meeting, students will respond spontaneously to listening materials introduced in the class.

Students will compile a portfolio of materials both paper and electronic. At the end of the course, the portfolio will demonstrate progress to the student both in their actual skills and their awareness of their performance.

16. 预达学习成果 Learning Outcomes

Language Objectives. By the end of the course the students will

Speaking:

- Develop awareness of and control over spoken fluency, including hesitation noises, pauses, and fillers
- Develop awareness of and greater control over pronunciation, including individual sounds, word stress, and sentence rhythm
- Develop awareness of and control over spoken grammatical accuracy, including common errors for SUSTech students
- Increase ability to participate in and lead small group discussions in English during classroom activities
- Produce and analyze video or audio recordings of spoken performances of self and/or interactions with others
- Improve pronunciation, especially in troublesome English sounds for Chinese speakers, and word and sentence stress
- Record and track language progress in a language learning journal, including error identification and error-reduction strategies

Listening:

- Develop awareness of and control over listening skills, including listening for recall
- Use dictation and other activities to listen for detailed information
- Use note-taking and other activities to listen for and organize more general information
- Develop awareness of and ability to use various resources for develop listening, such as online sites

Language Learning:

- Identify and employ innovative or creative language learning strategies to increase effectiveness of language learning
- Acquire and develop a variety of communication strategies to improve both speaking and listening skills

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.)

Course Schedule			
Day	Hour	In-class	Out of class
		Content	Homework
1	1	<ul style="list-style-type: none"> Syllabus Conversation square Conversations and discussions Communication strategies (greetings and rejoinders) 	“Self-Talk” and preparation for conversations in class 2
	2	<ul style="list-style-type: none"> Listening activities Unit 1.1 Conversations and discussions (respond to listening) 	
2	1	<ul style="list-style-type: none"> Syllabus, part 2 Conversations and discussions Communication strategies (shadowing) 	“Self-talk” and Video 1 (videos are created by students)
	2	<ul style="list-style-type: none"> Listening activities Unit 1.2 Dictation practice Pronunciation through listening 	Using web resources to practice extensive listening
3	1	<ul style="list-style-type: none"> Self/Peer assessment of video 1 <ul style="list-style-type: none"> Walk through procedure on Blackboard Value of Peer Assessment Good and bad evaluations 	Video 2: Movies (peer assessment)
	2	<ul style="list-style-type: none"> Listening activities Unit 1.3 Dictation practice Pronunciation practice 	Extensive Listening
4	1	<ul style="list-style-type: none"> Conversations and discussions (Movies) Communication strategies (Finishers) 	Video 3: Family (peer assessment)
	2	<ul style="list-style-type: none"> Listening activities Unit 1.4 Note-taking practice Extensive listening CHECKUP! 	Extensive Listening
5	1	<ul style="list-style-type: none"> Conversations and discussions (Family) Communication strategies (Follow-up Questions) 	Video 4: Hobbies
	2	<ul style="list-style-type: none"> Listening activities Unit 2.1 Note-taking practice Dictation 	Extensive Listening
6	1	<ul style="list-style-type: none"> Conversations and discussions (Hobbies) Communication strategies (Follow-up Questions Part 2) 	Video: How did you use film or TV shows?
	2	<ul style="list-style-type: none"> Listening activities (How to use films and tv shows for listening practice) Unit 2.2 Note-taking practice Dictation 	Extensive listening
7	1	<ul style="list-style-type: none"> Conversations and discussions (Using film and TV) Communication strategies (Clarifications 1) 	• Video: Your major
	2	<ul style="list-style-type: none"> Listening activities Unit 2.3 Note-taking practice Dictation 	Extensive Listening



8	1	<ul style="list-style-type: none"> • Conversations and discussions (Your major) • Communication strategies (Clarifications 2) 	Video: a song
	2	<ul style="list-style-type: none"> • Listening activities • Unit 2.4 • Note-taking practice • Dictation 	Extensive Listening
9	1	<ul style="list-style-type: none"> • Conversations and discussions (A song that you like) • Communication strategies (Speaking more, adding more) • Using songs to build fluency and speed 	• Video: Using Films and TV 2
	2	<ul style="list-style-type: none"> • Listening activities • Unit 3.1 • Note-taking practice • Dictation 	Extensive Listening
10	1	<ul style="list-style-type: none"> • Conversations and discussions (Using Films and TV 2) • Communication strategies (interrupting) • Using scripts and transcripts 	• Video: Speaking in front of the class 1, informal
	2	<ul style="list-style-type: none"> • Listening activities • Unit 3.2 • Note-taking practice • Dictation 	• Extensive Listening
11	1	<ul style="list-style-type: none"> • Conversations and discussions (Speaking in front of the class 1) • Communication strategies (Managing conversations and discussions) 	• Video: Speaking in front of the class 2, formal
	2	<ul style="list-style-type: none"> • Listening activities • Unit 3.3 • Note-taking practice • Dictation 	• Extensive Listening
12	1	<ul style="list-style-type: none"> • Instant Debate (how to) • Instant Debate--practice 	
	2	<ul style="list-style-type: none"> • Listening activities • Unit 3.4 • Note-taking practice • Dictation 	• Extensive Listening
13	1	<ul style="list-style-type: none"> • Instant debate 2 • Communication strategies (responding rapidly) 	• Video: your future
	2	<ul style="list-style-type: none"> • Listening activities • Unit 4.1 • Note-taking practice • Dictation 	• Extensive Listening
14	1	<ul style="list-style-type: none"> • Conversations and discussions (your future) • Instant debate • Communication Strategies: Inflection 	<ul style="list-style-type: none"> • Video: Your progress • (compare initial videos to final videos)
	2	<ul style="list-style-type: none"> • Listening activities • Unit 4.2 • Note-taking practice • Dictation 	• Extensive Listening
15	1	<ul style="list-style-type: none"> • Conversations and discussions (your progress) • Communication strategies: Review 	• Course Evaluation
	2	<ul style="list-style-type: none"> • Comparison of initial notes and dictation to final notes and dictation • Review of listening skills and activities 	
16	1	<ul style="list-style-type: none"> • Conversations and discussions: What we accomplished this term • Statistics • How to implement progress next term • Programs, competitions, and clubs 	
	2	<ul style="list-style-type: none"> • Review of course • Course evaluations • Future challenges in listening 	

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

Functioning in an Intercultural Community
李华东, 栾述文, 袁洪婵
ISBN: 9787560025766
Publisher: FLTRP

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	0	0		First unexcused Absence = no penalty Second unexcused absence = -2% from final grade Third unexcused absence = Failure of course
课堂表现 Class Performance				
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		80%		Includes all assignments in and out of class unrelated to peer assessment
期中考试 Mid-Term Test				
期末考试 Final Exam				

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)		20%		Self/ Peer assessments on Blackboard

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

Center for Language Education

