

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优化之后产生变动。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.

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| 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 | 秋季 Fall / 春季 Spring / 夏季 Summer |
| 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 | |
| 10. | 选课人数限额(可不填) Maximum Enrolment (Optional) | |

| 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 | Extensive Listening |

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| | | <ul style="list-style-type: none"> • Dictation | |
| 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 | • Extensive Listening |

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| | | <ul style="list-style-type: none"> Note-taking practice Dictation | |
| 15 | 1 | <ul style="list-style-type: none"> Conversations and discussions (your progress) Communication strategies: Review | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Peer Interview Video (Final Assessment) |

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 | | | | 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 | | 70% | | 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 | | | | |

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|---|--|-----|--|--------------------------------------|
| 期末报告 Final Presentation | | 10% | | Peer Interview |
| 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**

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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

