

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 Design
2.	授课院系 Originating Department	语言中心 Center for Language Education
3.	课程编号 Course Code	CLE066
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	春季 Spring / 夏季 Summer / 秋季 Fall
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 evansa@sustech.edu.cn
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	无 NA
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
	32	0	0	0	32
学时数 Credit Hours					
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 language course aims to develop your English skills for communication about design. You will communicate in pairs and small groups to develop your fluency as we work on public speaking (presentations in the style of the field of design).
- You will learn to express powerful ideas in simple words so everyone can understand what you want to communicate.
- Concepts and ideas need to be communicated and this can involve images and words.
- In this course, we will explore how ideas can be communicated, how abstract concepts and future experiences can be expressed and how what you see and what you say can work together.
- This course is a collaboration with the School of Design. It uses elements and theory from the field of design to develop English language skills.

16. 预达学习成果 Learning Outcomes

Objective	Type	By the end of the course, the students will . . .
Language	Speaking	<ul style="list-style-type: none"> • Deliver a narrative, telling a story to explain a concept or design • Express ideas in clear phrases that convey meaning about a design in a precise way • Engage an audience in your ideas using effective language strategies • Express abstract ideas so they can be understood • speak more fluently on both general topics and design topics • respond more immediately to a communication prompt, without preparation or translation • increase automaticity in culturally appropriate language for general interaction • improve pronunciation accuracy in areas where inaccuracy may inhibit meaning • reduce high frequency grammar errors in ordinary communication • use topical vocabulary more accurately, with specific emphasis placed on adjectives and adverbs when talking about design • improve public speaking in the style appropriate for the field of design
	Listening	<ul style="list-style-type: none"> • Learn to understand abstract descriptions from presentations and sample videos • Learn to visualize as you listen to generate an image to match what you hear

		<ul style="list-style-type: none"> Connect images to what you are hearing for better comprehension of a concept
	Reading	<ul style="list-style-type: none"> read samples of design that accompany visuals increase comprehension of writings by other designers recognize common elements in those <u>statements</u>
	Writing	<ul style="list-style-type: none"> compose <u>statements</u> in the style appropriate for the field of design inspect their own writing and that of others to identify necessary elements analyze the writing of classmates to determine effectiveness and determine ways to improve use specific vocabulary, such as adjectives and adverbs, appropriate to writing for design purposes
	Language Learning	<ul style="list-style-type: none"> 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 Reduce complex concepts to easily comprehended terms
	Critical Thinking	<ul style="list-style-type: none"> apply conventions or standards common to the field of design distinguish relevant items in an image that contribute to meaning judge the effectiveness of a creator's delivery of a message deconstruct any bias in the message or delivery of it
	Presentation	<ul style="list-style-type: none"> Structure a design presentation Create engaging presentations by using effective rhetorical strategies Deliver concepts so they communicate for themselves

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			
Week	Hour	In-class	Out of class
		Content	Homework
1	1	<ul style="list-style-type: none"> Syllabus Part 1 Conversation square Conversations and discussions Communication strategies (greetings, shadowing, rejoinders, the L1 Lever) 	<p>Required</p> <ol style="list-style-type: none"> Complete "Worksheet #1: Three Designs/Works of art You Love" Be sure to record 5 new adjectives and 5 new adverbs Due at the beginning of the next class Record Video #1: The Worst Presentation I Ever Saw Due on Blackboard 2 days before the next class Bring your laptop to the next class Purchase an A4 folder and bring it to class.
	2	<ul style="list-style-type: none"> Activity: Images and Meaning (15 minutes) <ul style="list-style-type: none"> Explore how to talk about an image Activity: Portraits 1 (15 minutes) <ul style="list-style-type: none"> In pairs, discuss the portraits provided by the instructor Focus on meaning in the image Record needed vocabulary as you encounter it Review conversations for the day (progress, vocabulary) 	



		<ul style="list-style-type: none"> • Class review 	
2	1	<ul style="list-style-type: none"> • Create the portfolio folder (10 minutes) <ul style="list-style-type: none"> ○ Add the first video • Video Review (15 minutes) • Communication strategies (review previous, follow-up questions) (15 minutes) • Vocabulary journal (10 minutes) 	1. Record Video #2: My Favorite Present-er 2. Complete Worksheet 2: Three Designs of Buildings That you Love <ol style="list-style-type: none"> Be sure to record 5 adjectives and 5 Adverbs for use in description
	2	<ul style="list-style-type: none"> • Vocabulary for Design 1: Adjectives (15 minutes) • Activity: Portraits 2 <ul style="list-style-type: none"> ○ Use the images collected for homework and Worksheet #1 ○ Review (progress, vocabulary) • Record new vocabulary in journal 	
3	1	<ul style="list-style-type: none"> • Vocabulary for Design 2: Adverbs • Presentations in the Field of Design (introduce and compare) 	Complete Worksheet #3: Talking about Photographs
	2	<ul style="list-style-type: none"> • apply hour one concepts to communication activity 	
4	1	<ul style="list-style-type: none"> • photograph portraits 	Complete Worksheet #4: Statements to accompany the portrait visuals
	2	<ul style="list-style-type: none"> • edit, select and prepare visual presentation during class 	
5	1	<ul style="list-style-type: none"> • Statements to accompany the portrait visuals (the writing component) 	Record presentation: 1 <u>practice</u> on video Evaluate self and peer on Blackboard
	2	<ul style="list-style-type: none"> • apply hour one concepts to communication activity 	
6	1	<ul style="list-style-type: none"> • In class review: Presentation 1 Practice videos <ul style="list-style-type: none"> ○ apply language objectives to the review task 	Practice and prepare for in-class presentation
	2	<ul style="list-style-type: none"> • Continue review and application of language objectives 	
7	1	<ul style="list-style-type: none"> • Presentation 1 (Part 1): Poster presentation in class <ul style="list-style-type: none"> ○ Simultaneous presentations ○ Everyone presents in hour 1 ○ Rotation of presenter/audience role ○ round 1 = 5 presenters, 2 minute presentations, 10 minutes total ○ round 2 = 5 presenters, 2 minute presentations, 10 minutes total ○ round 3 = 5 presenters, 2 minute presentations, 10 minutes total ○ round 4 = 5 presenters, 2 minute presentations, 10 minutes total • Review/Reflection (time allowing) 	Complete Worksheet #5: Review of my presentation
	2	<ul style="list-style-type: none"> • Review/Reflection (continued or passed forward) 	
8	1	<p><i>Discussion of student progress and review of presentation results</i></p> <p><i>Teacher shares current grades and or progress</i></p>	Reading Assignment: Read two articles in the field of design
	2	<ul style="list-style-type: none"> • Continue discussion of student progress and review of presentation results 	Complete Worksheet #5: Thoughts on the two articles
9	1	<ul style="list-style-type: none"> • Reading and interpreting design writings by others 	Reading Assignment: Visualizing in Design

	2	<ul style="list-style-type: none"> • Discussion of assigned text <ul style="list-style-type: none"> ○ Use worksheet #5 	Complete Worksheet #6
10	1	<ul style="list-style-type: none"> • Assigned text and visualizing 	Complete Worksheet #7: Creating visuals to communicate abstract emotion
	2	<ul style="list-style-type: none"> • Create visual image to reflect the assigned text 	
11	1	<ul style="list-style-type: none"> • Create visual to communicate abstract emotion/sensation (assigned words) 	Prepare and practice for Presentation 1 Part 2
	2	<ul style="list-style-type: none"> • Prepare image 	
12	1	<ul style="list-style-type: none"> • Presentation 1 (Part 2): Image presentation in class <ul style="list-style-type: none"> ○ Simultaneous presentations ○ Everyone presents in hour 1 ○ Rotation of presenter/audience role ○ round 1 = 5 presenters, 2 minute presentations, 10 minutes total ○ round 2 = 5 presenters, 2 minute presentations, 10 minutes total ○ round 3 = 5 presenters, 2 minute presentations, 10 minutes total ○ round 4 = 5 presenters, 2 minute presentations, 10 minutes total • Review/Reflection (time allowing) 	Required 1. Submit all images needed for the presentation to Blackboard 2. Share all images needed for the presentations in the class discussion group Complete Worksheet# 8: Review of my presentation
	2	<ul style="list-style-type: none"> • Review/Reflection (continued or passed forward) 	
13	1	<ul style="list-style-type: none"> • Final Presentations (Part 1) 	1. Complete the written complement for presentations delivered today (due at the beginning of week 15)
	2	<ul style="list-style-type: none"> • Final Presentations • Drafting the written complement for your presentation 	
14	1	<ul style="list-style-type: none"> • Final presentations (Continued) 	1. Complete the written complement for presentations delivered today (due at the beginning of week 15)
	2	<ul style="list-style-type: none"> • Final Presentations • Drafting the written complement for your presentation 	
15	1	<ul style="list-style-type: none"> • Portfolio Review <ul style="list-style-type: none"> ○ Review the work of yourself and others, noting progress, change, and accomplishment 	
	2	<ul style="list-style-type: none"> • Portfolio Review <ul style="list-style-type: none"> ○ Write a review of the progress made this semester, and how to continue progress in the future 	
16	1	<ul style="list-style-type: none"> • Informal Review of the course <ul style="list-style-type: none"> ○ Learning outcomes, activities, informal evaluation and student feedback 	
	2	<ul style="list-style-type: none"> • Official Course evaluations 	

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

Supplementary Readings May Include:

- “Creating Innovators: The Making of Young People Who Will Change the World”
 - Author: Wagner, Tony; Compton, Robert A.; Publisher: Scribner, 2012-4
ISBN: 9781451611496
- Research articles in design selected for content and or demonstration of style

**It is likely that reading will be a much smaller part of the course than student creation of content. Readings and videos will be used to generate discussion, provoke thought, and inspire creativity. This is a more practical course for language, and “doing” will be emphasized.*

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 Each time you are late counts as ¼ absence. “Late” means you arrive within the first 20 minutes of class. If you arrive after the first 20 minutes of class, you will be counted as absent.
课堂表现 Class Performance				
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments		80%		<ul style="list-style-type: none"> • In-class Presentation 1 (20%) <ul style="list-style-type: none"> ◦ (Part 1 = 10%) + (Part 2 = 10%) • Videos to practice speaking (10%) • Conversation worksheets (10%) • Writing paragraphs (design statements) (10%) • Vocabulary journal (A4 notebook) (10%) • Design journal (10%) • Peer Evaluation (10%)
期中考试 Mid-Term Test				
期末考试 Final Exam				
期末报告 Final		20%		Includes both video and written complement (not just speaking)

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. 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