

外國語文類通識課程指標

一、外文類課程要求 (Foreign language course requirements) :

1. 必須符合各級難易度 (The required degree of difficulty for each level must be met.)
2. 必須涵蓋語文技能項目中任兩項技能 (The course content must include at least two of the language skills.)
3. 必須符合至少一項通識精神 (The course content must address at least one of the principles of general education.)

二、課程指標 (course criteria) :

1. 大學英文 (一)、(二)、(三) (College English (I), (II), (III))

	大學英文 (一) College English (I) (General English; four skills integrated)	大學英文 (二) College English (II) (General English; four skills integrated)	大學英文 (三) College English (III) (content-based: ESP, or EAP/ skill-based)						
難易度 (Degree of difficulty)	<ul style="list-style-type: none"> • 可使用 EFL 或 authentic 教材 (EFL or authentic materials) • 常用字彙 7000 - 10000 (7000 - 10000 word frequency) • 以英語授課 (taught in English) 	<ul style="list-style-type: none"> • 可使用 EFL 或 authentic 教材 (EFL or authentic materials) • 常用字彙 10000 - 15000 (10000 - 15000 word frequency) • Substantial content in accessible form. • 以英語授課 (taught in English) 	<ul style="list-style-type: none"> • 可使用 ESP, EAP, 或 authentic materials (ESP, EAP, or authentic materials) • 常用字彙 15000 (over 15000 word frequency) • Challenging content in accessible form. • 以英語授課 (taught in English) 						
語文技能 (Language skills)	<table border="1"> <tr> <td>聽 (L)</td> <td> <ul style="list-style-type: none"> • 簡單的英語對話 (casual conversations) • 日常對話 (short dialogues) • 教材相關的議題 (issues relevant to teaching materials) </td> </tr> </table>	聽 (L)	<ul style="list-style-type: none"> • 簡單的英語對話 (casual conversations) • 日常對話 (short dialogues) • 教材相關的議題 (issues relevant to teaching materials) 	<table border="1"> <tr> <td>聽 (L)</td> <td> <ul style="list-style-type: none"> • 日常對話 (short dialogues) • 教材相關的議題 (issues relevant to teaching materials) • 廣泛的議題 (broader issues) </td> </tr> </table>	聽 (L)	<ul style="list-style-type: none"> • 日常對話 (short dialogues) • 教材相關的議題 (issues relevant to teaching materials) • 廣泛的議題 (broader issues) 	<table border="1"> <tr> <td>聽 (L)</td> <td> <ul style="list-style-type: none"> • 國內外新聞 (local and international news from ICRT, BBC) • 當前重要時事 (current issues) • 學術性/爭議性的主題討論 (academic discussions/ discussions of controversial issues) </td> </tr> </table>	聽 (L)	<ul style="list-style-type: none"> • 國內外新聞 (local and international news from ICRT, BBC) • 當前重要時事 (current issues) • 學術性/爭議性的主題討論 (academic discussions/ discussions of controversial issues)
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<p>說 (S)</p>	<ul style="list-style-type: none"> • 清楚的自我介紹 (self-introduction) • 開始、持續並結束簡單對話 (initiating, continuing and closing a conversation) • 完整敘述事件 (narrating an event) • 對閱讀題材的討論與表達意見 (participating in group discussions and expressing opinions on reading materials) 	<p>說 (S)</p>	<ul style="list-style-type: none"> • 提問及訪談 (asking questions and interviewing) • 對閱讀題材與相關議題發表意見 (presenting views and opinions on reading materials and relevant topics) 	<p>說 (S)</p>	<ul style="list-style-type: none"> • 對閱讀題材與相關議題發表意見 (presenting views and opinions on reading materials and relevant topics) • 以論據證論特定主張 (Go beyond simple opinion to argue for one's beliefs) • 正式的口頭報告 (formal oral presentations) • 正式的演說、辯論 (formal speech and debate) <p>溝通策略 (other communication strategies)</p>
<p>讀 (R)</p>	<ul style="list-style-type: none"> • 基本的閱讀策略 basic learning strategies: improving vocabulary, scanning, skimming, analyzing structures, main ideas and support, SQ3R, etc. 	<p>讀 (R)</p>	<ul style="list-style-type: none"> • 進階的閱讀策略 advanced learning strategies: main ideas and support, underlining key concepts, inferences, fact versus opinion, etc. 	<p>讀 (R)</p>	<ul style="list-style-type: none"> • 進階的閱讀策略與批判式閱讀能力 advanced learning strategies and critical reading: inferences, fact versus opinion, identifying author's purpose, evaluating support, etc.
<p>寫 (W)</p>	<ul style="list-style-type: none"> • 基礎文法習作 (grammar and guided writing) • 段落寫作 (paragraph writing) 	<p>寫 (W)</p>	<ul style="list-style-type: none"> • 摘要與評述聽講及閱讀內容 (summarizing, outlining, and analyzing listening and reading materials) • 簡短的閱讀心得報告 (short reading report) 	<p>寫 (W)</p>	<ul style="list-style-type: none"> • 摘要與評述聽講及閱讀內容 (summarizing, outlining, and analyzing listening and reading materials) • 基礎學術寫作技巧 (Basic research writing skills)

<p>通識精神 (Principles—the spirit—of general education)</p>	<ul style="list-style-type: none"> • 自我瞭解 (self awareness) • 人際關係 (personal relationship) • 提升英語文理解力 (enhancing the comprehension of texts/discourse) 	<ul style="list-style-type: none"> • 獨立學習與互動學習 (independent learning and interactive learning) • 跨文化理解 (cross-cultural awareness) 	<ul style="list-style-type: none"> • 多元思維 (ability to reflect on alternative or competing points of view) • 資訊整合 (ability to integrate information) • 獨立思考與批判思考 (independent thinking and critical thinking) • 國際視野 (global vision)
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Footnotes:

1. **Substantial:** Material should be more likely to treat ideas that the students have already encountered in their mother tongues.
2. **Challenging:** Material should be more likely to contain ideas that the students have not encountered in their mother tongues.
3. **Accessible:** Material should be (i) well-structured (both sentences and paragraphs), and its (ii) abstract or difficult ideas should be illustrated with concrete examples and appropriate analogies. Warning: “accessible” in these senses does not imply “simplistic” or “lacking in substantial content.” As paradigms you might wish to consider: Hemingway (for literature), Pinker (for linguistics), or Hawking’s “A Brief History of Time” (for other forms of challenging content that are presented in accessible form).

4. Suggested Supplementary Authentic materials: (print media):

Examples: College English (I)—U.S.A. Today, CNN, or BBC College English (II)—Newsweek, or U.S. News and World Report. College English (III)—Time, The Economist, The Atlantic, or Scientific American

5. Suggested courses for College English (III):

- (1) content-based instruction:
 - a. ESP (English for Specific purposes, such as Journalistic English or Business English)
 - b. EAP (English for Academic purposes, like Academic Writing)
- (2) skill-based approach:
 - a. Oral training and Listening
 - b. Oral training and Reading
 - c. Oral training and Writing
 - d. Writing and Reading