朝陽科技大學 092學年度第2學期教學大綱
English Reading 英文閱讀

當期課號	0361	Course Number	0361
授課教師	彭登龍	Instructor	PENG,TENG LUNG
中文課名	英文閱讀	Course Name	English Reading
開課單位	主題英文類(日)	Department	
修習別	選擇必修	Required/Elective	Topics in English
學分數	2	Credits	2
課程目標	大二"英文閱讀"以下列幾種不同的閱讀過程來引導學生 -- 解讀過程, 視覺引導過程, 思考性過程, 心理語言學過程, 整體認知過程, 以及科技過程等過程來學習新的閱讀領域. 再者, 分析文章結構, 解釋字辭關係, 例如 文章主要子句, 支持句, 結語; 字首, 字尾, 字根, 同義字,與反義字等等, 都是英文閱讀學習者, 不可不知的要點. 藉由閱讀不同主題的文章, 訓練學生熟悉各類型文章及其相對應之閱讀技巧, 字彙及句型反覆出現 習題多變化 以提高閱讀成效.	Objectives	The reading process is a complicated act the involves the following processes: a decoding process, a visual process, a thinking process, a psycholinguistic process, a metacognitive process, and a technological process. Merely sounding out words is not reading. The curriculum of English reading for sophomores covers, first, the structure of a standard essay, such as the opening paragraph with topic sentence, supporting paragraphs, and the conclusion paragraph. Later, "vocabulary development" will be introduced, including "word relations", such as prefix, suffix, word roots, synonyms, antonyms, associations, homonyms/homophones, homographs, classifications, multiple meanings, and denotative-connotative meanings. In addition, authentic reading materials selected from novels, personal experiences, editorials, commercial, scientific reading materials, as well as newspaper, magazines, and articles will be covered. Furthermore, language learning strategies and academic power strategies will be integrated in this course.
教材	Knowledge-Building Pedagogy: As defined by Hewitt and Scardamalia (1998), "a Knowledge-Building Community is neither formal association nor physical proximity "but a commitment among its members to invest their resources in the collective upgrading of knowledge" (Hewitt & Scardamalia, 1998, p. 82).	Teaching Materials	Knowledge-Building Pedagogy: As defined by Hewitt and Scardamalia (1998), "a Knowledge-Building Community is neither formal association nor physical proximity "but a commitment among its members to invest their resources in the collective upgrading of knowledge" (Hewitt & Scardamalia, 1998, p. 82).
成績評量方式	Assessment Criteria 1. Participation 60% e.g., Attendance Quizzes Discussion Facilitation Presentation Assignment or Project 2. Mid-term Report or Exam 20% 3. Final Report or Exam 20%	Grading	Assessment Criteria 1. Participation 60% e.g., Attendance Quizzes Discussion Facilitation Presentation Assignment or Project 2. Mid-term Report or Exam 20% 3. Final Report or Exam 20%
教師網頁	http://www.cyut.edu.tw/~tlpeng/		
教學內容	Knowledge Building (including Reading for Meaning, Reading for Higher-Order Thinking Skills, Knowledge Transformation, Knowledge Construction, etc.)	Syllabus	Knowledge Building (including Reading for Meaning, Reading for Higher-Order Thinking Skills, Knowledge Transformation, Knowledge Construction, etc.)

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