朝陽科技大學 092學年度第2學期教學大綱
Basic English 基礎英文

當期課號	0911	Course Number	0911
授課教師	趙丕慧	Instructor	,
中文課名	基礎英文	Course Name	Basic English
開課單位	校訂必修(四日)	Department	
修習別	必修	Required/Elective	Required
學分數	3	Credits	3
課程目標	本課程教學目標是要奠定學生學習的基礎，特別是文法與字彙，再依據學生的程度、能力等，使用不同的方法來達成預期目標：亦即加強學員在英語方面說讀聽寫等方面的技巧。爲達成此目標，故採激勵學生盡量使用英語之方式授課。爲使學生了解英語的重要性並更有自性地不怕說英語	Objectives	This two-semester course is designed for students of all departments. It reinforces and builds on the knowledge of grammar and vocabulary previously acquired by the students. According to the starting level and to the abilities of the students, different approaches are used to achieve the same goal, which is to improve the students" reading, writing, speaking, and listening skills in English. For reaching this goal much effort is put into encouraging the students to use English as often as possible. Students have to understand the importance of English and become more confident and less afraid of speaking English. There are different techniques to motivate the students, such as, inter alia, group work and role playing.
教材	每課或由聽力開始，或由講解課文開始。同學必須回答問題。另每課均有聽力練習，作業除寫句子之外，亦有口語對話練習，口語對話同學必須事前準備，課堂驗收。	Teaching Materials	Each class starts with listening comprehension or story-reading. Students must be prepared for answering questions. Homework includes writing and oral presentations.
成績評量方式	平常考及課堂表現 40% 期中考 30% 期末考 30% 缺課達三分之一期末考扣考，本科學期成績以零分計算	Grading	quizzes and class performance 40% midterm 30% final exam 30% Students who miss class up to fifteen hours are not allowed for the final exam, and they get zero for this course.
教師網頁			
教學內容	本課涵蓋聽說讀寫四部份，每一課或由聽開始或由讀開始，先讓同學接觸習慣用語，再重複的練習，如此一來同學對每一課之習語能更熟練而納入自己的語彙。如果課文有較深的文法，則以講義另行補充，釐清同學之文法概念。	Syllabus	The goal of this course is to teach high-frequence idioms, two-word verbs, and fixed expressions in the context of true, memorable stories to students.The approach thoroughly integrates the four skills of listening, reading, speaking, and writing. The initial approach relies heavily on listening, with picture sequences used as visual supports for comprehension. It is through this richly contextualized and repeated listening that students begin to make hypotheses about the new expressions and develop a feel for their use.Students then go on to read the story. Then they are ready to begin producing the idioms in speaking and writing.

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