

2017 中正大學英語暑期學校課程講師徵選計畫

[Lecturer Wanted!] 2017 CCU International Summer School (ISS)

一、 活動時間 Duration : 2017/08/07~2017/08/18

2017 CCU International Summer School Application Form			
課程名稱 Course name_ <small>at least in English, additionally in Chinese preferred</small>	(中) 華語文初體驗		
	(Eng.) Chinese for Beginners		
授課教師所屬單位 Lecturer's affiliation	Department / faculty: Language Center University: National Chiayi University		
授課教師資料 Lecturer's contact	Name: Wang, Su-ching Tel. / mobile phone number: (05)273-2981 Email: su7mail@gmail.com		
授課教師學經歷 Lecturer's Curriculum Vitae	Education: Master in TESOL		
	Professional Appointments: Instructor at Language Center, National Chiayi University		
	Other qualification: Presently working on Ph. D in Education, Curriculum and Instruction		
合作授課教師 Other co-lecturers	<input type="checkbox"/> Yes: Name: _____ Department / faculty: _____ University: _____ Tel. / mobile phone number: _____ Email: _____@_____		
	<input checked="" type="checkbox"/> None ● Please extend this part to meet your need if you have more than one cooperating teacher in this course.		
學分數 Credit(s)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	助教需求 (T.A. requested)	<input type="checkbox"/> Yes <input type="checkbox"/> No
課程目標 Course objective <small>description within 150 words</small>	The course aims to help learners' develop a rough picture of the beauty of Chinese and elicit their interest in the language. Hopefully the completeness of the course does not end the access but create a sparkling path to the Chinese language.		
課程簡述 Course description <small>description within 350 words</small>	The course starts from introducing the characteristics of Chinese phonology and orthography, allowing learners to have basic understanding of the language,		

	<p>followed by some communicative patterns so as to make authentic interactions. Thus, numerous pair or group work are proceeded and students are encouraged to feel free from any errors they might make. A comfortable and friendly atmosphere of communication stands first. Sayings or condensed expressions are common in Chinese usage, delivering cultural implications, so strongly recommended for foreign learners but only with basic introduction due to the beginning language level. Besides, Chinese food spread around the world and the extended meaning behind it usually decides whether the participants are native or not. Therefore, food topic is not absent. The last period of the course is learners' show time to present what they have learned and how creative they could integrate with their home background.</p>
<p>課程內容/授課大綱 Course content / outline</p>	<ol style="list-style-type: none"> 1. The beauty of Chinese orthography and phonology 2. Daily communication 3. Magic Chinese soul 4. The Chinese in multimedia 5. Chinese food and culture 6. Final presentation <p>(The outline might be adjusted accordingly.)</p>
<p>學習評量方式 Assessment / grading policy</p>	<p>65%: participation and discussion 35%: group presentation (teacher review plus peer review)</p>
<p>課程之教學方法 Teaching methods</p>	<p>Lectures with the aid of multimedia, discussion, group tasks.</p>
<p>教科書&參考書目 Textbook & other reference</p>	<p>No textbook is required, and references include Hanley, J.R. (2005). Learning to read in Chinese. In M.J. Snowling and C. Hulme (eds), <i>The Science of Reading: A Handbook</i>. Oxford: Blackwell Publishing, 316-35. The Critical Thinking Community. http://www.criticalthinking.org/ 文秋芳等著(2013)。认知语言学与二语教学。北京：外語教學與研究出版社。中華語文知識庫。 http://chinese-linguipedia.org/clk/ 朱榮智等著(2009)。實用華語文教學概論。臺北：新學林。 宋如瑜等著(2007)。華語語法活動小錦囊。秀威資訊。 周慶華(2012)。華語文文化教學。新北:揚智文化。 黃沛榮(2003)。漢字教學的理論與實踐。樂學。 鍾榮富(2011)。華語語音及教學。新北：正中書局。 鍾鎮城(主編 2015)。第二語言習得與教學。臺北：新學林。</p>