



文藻外語學院一百零三學年度第二學期課程綱要
Wenzao Ursuline College of Languages
Syllabus for the Spring Semester in 2015
「遵守智慧財產權觀念、不非法影印」

壹、課程基本資料

課程名稱 Course Title	Teach Children how to read and write		
開課單位 Department	外語教學系		
授課教師 Instructor	周宜佳 (I-Chia Chou)	職稱 Rank	助理教授
師生互動 Data of Instructor	辦公室 Office	Z0313	辦公室電話 Office Phone Number
	電子信箱 E-mail	98034@mail.wzu.edu.tw	
	約談時間 Office Hours	By appointment	
課程類別 (學制) Education System	日間部 Day School 【 <input type="checkbox"/> 】專科部 5-Year Junior College 【 <input type="checkbox"/> 】二技部 2-Year College 【 x <input checked="" type="checkbox"/> 】四技部 4-Year College 【 <input type="checkbox"/> 】研究所 Graduate School	進修部 Division of Continuing Ed. 【 <input type="checkbox"/> 】二專部 2-Year Junior College 【 <input type="checkbox"/> 】二技部 2-Year College 【 <input type="checkbox"/> 】四技部 4-Year College	
學分 Credits	3 學分	選課別 Category	【 <input type="checkbox"/> 】必修 Required Course 【 x <input checked="" type="checkbox"/> 】選修 Elective Course
開課期間 Course Type	【 <input type="checkbox"/> 】學年課 For Academic Year 【 x <input checked="" type="checkbox"/> 】學期課 For Academic Semester	開課年級 Year Taught : 授課班級 Class Taught :	

<p>科目概要 Course Description</p>	<p>This course is designed to support you as a literacy teacher in elementary school to: enhance your knowledge base, refine your literacy assessment and instructional skills, and prepare you to teach literacy to children. This course will focus on your capacity to conduct assessments with and teach children (in grades 1-6) whose language is not their first languages.</p> <p>You will be introduced to a theoretical perspective that values the social nature of learning. You will also engage in authentic practice and participation in reading and writing. This process approach to teaching and learning mirrors real-life literacy experiences. We will focus more specifically on reading instruction. Topics for the course range from learning about and valuing language use at home and in the classroom to the links between reading and writing.</p>		
<p>課程目標 Course Objectives</p>	<p>At the end of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. understand theories of children’s reading and writing development. 2. understand factors that may influence a child’s reading and writing development 3. implement strategies for building fluency 4. implement strategies for teaching phonics 5. identify skills for vocabulary and reading comprehension instruction 6. demonstrate the connection between reading and writing 7. apply skills in a real situation by working with children 		
<p>相對應的能力 指標 Corresponding Core Abilities</p>	<table border="0"> <tr> <td data-bbox="371 887 919 1189"> <input type="checkbox"/>教育專業基礎知能 <input type="checkbox"/>課程教學基礎知能 <input type="checkbox"/>教育行政與學校行政基礎知能 <input type="checkbox"/>學科專業知能 <input checked="" type="checkbox"/>各科教材教法育實務應用知能 <input checked="" type="checkbox"/>英語能力與教學知能 </td> <td data-bbox="919 887 1471 1189"> <input type="checkbox"/>具備人文素養 <input type="checkbox"/>具備專業倫理 <input type="checkbox"/>具備資訊素養 <input type="checkbox"/>具備批判思考能力 <input type="checkbox"/>具備問題解決能力 </td> </tr> </table>	<input type="checkbox"/> 教育專業基礎知能 <input type="checkbox"/> 課程教學基礎知能 <input type="checkbox"/> 教育行政與學校行政基礎知能 <input type="checkbox"/> 學科專業知能 <input checked="" type="checkbox"/> 各科教材教法育實務應用知能 <input checked="" type="checkbox"/> 英語能力與教學知能	<input type="checkbox"/> 具備人文素養 <input type="checkbox"/> 具備專業倫理 <input type="checkbox"/> 具備資訊素養 <input type="checkbox"/> 具備批判思考能力 <input type="checkbox"/> 具備問題解決能力
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<p>評量方式與評 分比例分配 Evaluation Criteria</p>	<p>Leading discussion: 20% For the assigned chapters, all students are responsible to read them prior to the classes. In each week, one group will post at least five questions on e-learning three days prior to the classes. In class, the group will need to summarize the chapter and lead class discussion based on the questions they have posted earlier.</p> <p>Participation and Demonstration: 20% There will be some practices or in-prompt demonstrations in class. You will be asked to 1) practice some activities mentioned in the textbook; and 2) design reading or writing activities throughout this semester.</p> <p>Midterm paper: 30% Observe and work with an elementary school student who is making average progress in reading and writing a second language (English in this case). Schedule at least 10 lessons over a 5 week period. Arrange to work with the child for 20-30 minutes each time. In the first period, you can observe and evaluate this learner’s reading and writing proficiency. Have the child read something in English at an instructional reading level and have the child write a sentence or 2 to respond to what he/she has read. Help the child as necessary so the activities are not frustrating or difficult to complete, but don’t interact too quickly. Your goal is to observe and record the processes of the child’s reading and writing English. Focus on observable behaviors. From your observations, establish what you think are important hallmarks of literacy learning within this child and illustrate how you plan to implement some teaching activities to improve this learner’s literacy ability. Apply and practice</p>		

	<p>reading theories and activities you have learned in class to your target learners. Record your teaching procedure, your learner's learning progress, your evaluation.</p> <p>Final paper: 30%</p> <p>Design a series of reading and writing activities that may facilitate the child's learning in English reading and writing. Schedule at least 12 teachings over a 6 week period. Arrange to work with the child for 30-40 minutes each time. Have the child work with you in the reading and writing activities you have designed. Your goal is to teach and record the learning processes of the child's reading and writing English. Focus on observable behaviors. From your teachings and observations, illustrate how the activities you have designed help the child learn reading and writing in English. You will also include your activity plan, weekly schedule, teaching materials, and samples of the child's performance.</p>
<p>課堂要求 Course Requirements & Policies</p>	<ol style="list-style-type: none"> 1. Attendance is required, and will be accounted into your term grade. Repeatedly arriving late or leaving early may be considered an absence. More than six hours of unexcused absences will result in failure of the course. 2. Late arrival: 10 minutes after the class has begun, constitutes an absence for that class hour. 上課十分鐘後進入教室視同該節課缺席。 1. Cell phones must be turned off during class. 行動電話上課時必須關閉。 2. Pop quizzes may be given at any time at the discretion of the instructor and will not be made up. 隨堂測驗會隨時舉行，且不會另行補考。 3. Absence from class must be accounted for with a doctor or parent's written note. 缺課須有醫生的證明或家長書面告知，否則視同曠課。 4. Late submission of assignments will not be accepted or deducted 20% or one-grade. 作業遲交扣 20%。 5. Format of assignments: 作業格式： <ul style="list-style-type: none"> ▪ All assignments must be typed. 所有作業都必須以電腦打印。 ▪ Times New Roman 使用 Times New Roman 字體 ▪ Font: 12 字體尺寸：12 ▪ Double-spacing 兩倍行高 7. Students may not eat/drink during class. 禁止在課堂中飲食
<p>教科書 Textbooks</p>	<p>Elish-Piper, L. & L'Allier, S. K. (2013). Literacy strategies for teacher candidates. Person.</p> <p>Peregoy, S. F., & Boyle, O. F. (2001). Reading, writing, & learning in ESL. Longman.</p> <p>Nation, I. S. P. (2009). ESL/EFL reading and writing. Routledge</p>

指定參考書目 或網址 References	
備註(Remarks)	The syllabus and the class requirements are subject to change. They will be announced in class or posted online.

貳、課程內容與進度 (Course Content & Schedule)

上課日期 Date	單元名稱 Units	授課方式 Instructional Approaches	作業、報告、考試或其 他 Assignments, Tests and Others	備註 Remarks
2/17-2/21	Introduction	Lecture and Discussion	Peregoy & Boyle Ch.1	2/18 School starts. (Morning off)
2/24-2/28	Learning to read in another language	Lecture and Discussion	Nation Ch. 1	
3/03-3/07	Development phases in L2 reading	Lecture and Discussion	P&B Ch. 7 p.267-303	
3/10-3/14	Development phases in L2 writing	Lecture and Discussion	P&B Ch.6 p. 202-223	
3/17-3/21	Home literacy/work with parents	Lecture and Discussion	P&B Ch. 5 p.170-176	
3/24-3/28	Learning to recognize and spell words	Lecture and Discussion	Nation Ch. 2	
3/31-4/04	Assessing reading and writing	Lecture and Discussion	Nation Ch. 6; P&B Ch. 10 p.384-401	
4/07-4/11	Techniques for teaching basic decoding, phonemic awareness & phonics	Lecture and Discussion	Elish-Piper & L'Allier	
4/14-4/18	1 st paper report	Presentation		
4/21-4/25	Principle of vocabulary instruction	Lecture and Discussion	Elish-Piper & L'Allier	
4/28-5/02	Techniques for building fluency	Lecture and Discussion	Elish-Piper & L'Allier	
5/05-5/09	Reading strategies and reading comprehension	Lecture and Discussion	Elish-Piper & L'Allier	
5/12-5/16	Reading strategies and reading comprehension	Demonstration		
5/19-5/23	Promote literacy	Lecture and Discussion	P&B Ch.5, p.176-184; Nation Ch. 4	
5/26-5/30	Helping learners write	Lecture and Discussion	Nation Ch. 7 P&B Ch. 6 p.223-245	
6/02-6/06	Techniques for teaching writing	Lecture and Discussion	Nation Ch. 8	
6/09-6/13	Topic types and responding to written work	Lecture and Discussion	Nation Ch. 9 & 10	
6/16-6/20	Final paper	Presentation		