

# 國立屏東大學 新增課程申請表

附件3-5

開課單位名稱	大武山學院 共同教育中心	申請日期	111年 03月18日
課程中文名稱	科學溝通英文	選修別	<input checked="" type="checkbox"/> 必修 <input type="checkbox"/> 選修
課程英文名稱	English for Science Communication		
總學分數/時數	2/2	每學期開課學分數/ 時數	2/2
課程類別/學科領域	通識課程		
預訂開課年級	<input checked="" type="checkbox"/> 大學部 <u>二</u> 年級 <u>1/2</u> 學期 <input type="checkbox"/> 研究所		
開設本課程需要性	<p>This course is an English for specific academic course for students of the College of Science, as a continuum curriculum scheme of academic English program from English for General Academic Purpose courses (2 courses/4 credits in Freshman Year 1) to bridge through the EMI courses in the College of Science. The course introduces students to the language and discourse of science and develops their competence in speaking and writing about scientific topics. This 2-credit/one semester course aims to help students build on the science discipline/domain-based language and communication skills. Students will be learning how to communicate effectively to accomplish oral and written tasks in the science-related fields and be able to develop a useful communication toolkit targeted at external and internal audiences.</p>		
開設本課程教師所需之專業背景	<ul style="list-style-type: none"> <li>● English for General Academic Purpose</li> <li>● English for Specific Academic Purpose</li> </ul>		
本校是否已開設相關課程	<input checked="" type="checkbox"/> 是; 課程名稱/開課單位: 基礎學術英文/大武山學院共同教育中心 <input type="checkbox"/> 否		
需配合之儀器設備、圖書及教學資源	<input type="checkbox"/> 有; 需求如下: <input checked="" type="checkbox"/> 無特殊需求		
教 學 大 綱	教學目標	<p>This course is designed and structured to address science-based students' learning needs in academic study and career planning. It is aimed to develop students' ability to describe general phenomena, discuss relevant issues, express their own ideas, and analyze or compare different but similar concepts in the field of General Science (GS) through the topics such as Science Communication, Mathematics, Physics, Chemistry, and Physical Education. The level of this course's curriculum planning and design corresponds to the B2 level of the Common European Framework of Reference of Languages (CEFR). By the end of the course, students will be able to</p> <ol style="list-style-type: none"> <li>(1) increase their command of related vocabulary and terminology in science;</li> <li>(2) improve their academic reading and listening skills relevant to general science;</li> <li>(3) develop their oral skills for technical discussion and presentation;</li> <li>(4) enhance their writing skills for specific purposes and audience;</li> <li>(5) build on their critical thinking and digital literacy for individual and team work.</li> </ol>	

課程綱要

Week	Themes	ILOs	Assessments	Note
1	Disciplinary Language Awareness	<ul style="list-style-type: none"> <li>expand disciplinary vocabulary on an ongoing basis</li> <li>understand the main ideas of complex text on both concrete and abstract topics</li> <li>identify the purpose and key information of a text;</li> <li>distinguish fact from opinion;</li> <li>synthesize &amp; organize material from spoken and written sources;</li> <li>evaluate sources &amp; critically analyze academic texts</li> </ul>	A 3-minute thematic vocabulary presentation (pair work)	<b>Academic Vocabulary</b>  <b>Academic Reading</b>  <b>Academic Listening</b>
2				
3				
4				
5	Disciplinary Identity & Community	<ul style="list-style-type: none"> <li>understand, discuss and communicate the development of major topics or issues in the scientific community</li> <li>select and extract salient information from a variety of sources in science</li> <li>present scientific data and information using infographic</li> </ul>	A 3-4 <u>minute oral presentation</u> (individual) to <u>lay people</u> on one of the most influential scientific person in history	<b>Academic Speaking</b> (to non-specialists)
6				
7				
8				
9	Disciplinary Controversies & Challenges	<ul style="list-style-type: none"> <li>search for, select &amp; organize disciplinary articles/papers</li> <li>analyze data critically to form objectives and balanced judgments</li> <li>summarize, paraphrase &amp; synthesize information from credible sources</li> <li>express opinion and take a position</li> <li>participate in and contribute to a peer discussion</li> </ul>	A <u>5-page analytical report (group work/4 students)</u> on a STS (science, technology & society) issue or controversy + STS Group Debating	<b>Academic Writing</b> (describing; defining; classifying; reporting; cause-effect; exemplifying; argumentation; predicting)
10				
11				
12				
13	Disciplinary Positioning & Development	<ul style="list-style-type: none"> <li>demonstrate knowledge of the features of various spoken and written genres in the discipline</li> <li>structure ideas logically, use language appropriately and keep citation accurately for specific academic genres</li> <li>Demonstrate the ability to choose methods appropriate to research aims and objectives</li> </ul>	A <u>6-page research project proposal</u> (individual) or A <u>6-page industry project plan</u> (individual) + Creating Academic Poster	+  <b>Academic Speaking</b> (to specialists)
14				
15				
16				
17	Disciplinary Integration & Communication	Poster Session (presenting to a mix group of audience, including science professors)		
18				

核心能力	<ol style="list-style-type: none"> <li>1. Competency-building: to communicate effectively in academic contexts relevant to science-domain disciplines</li> <li>2. Leadership &amp; Teamwork: to work individually and/or collaboratively in an effective and productive way</li> <li>3. Vision &amp; Orientation to the Future: to apply digital literacy and use language tools and resources in developing and maintaining lifelong communication skills</li> </ol>
授課方式	Lecture Discussion Presentation
評量方式	<ol style="list-style-type: none"> <li>1. Vocabulary Presentation + Academic Learning Logs 15%</li> <li>2. Individual Presentation 15%</li> <li>3. Group Project (report + debating) 30%</li> <li>4. Individual Writing Proposal (research based or industry project plan) 20%</li> <li>5. Poster presentation 20%</li> </ol>
主要讀本	There is no textbook attached to this course but a reading package will be provided weekly.

註：

1. 本案經\_\_學年度第\_\_學期第\_\_次系課程委員會議、\_\_學年度第\_\_學期第\_\_次院(中心)課程委員會議通過(由開課單位填寫)
2. 本案經\_\_學年度第\_\_學期第\_\_次課程委員會議通過(由教務處填寫)