

**Kainan University Department of Applied English**  
**Syllabus for Freshman English (IHP)**

1 (1/1)

2

英

semester for (semester) year (year)

Course Code No.	Course Title	Instructor	Subject	Level of Course	Credits	Hours per Week
IHP1T1021 - 01	<b>Chinese:</b>	Evan Schmidt	+ <b>required</b> <input type="checkbox"/> <b>elective</b>	Year: First Class:		Two
	<b>English: Yes</b>	<b>Course Prerequisites</b>				
<b>Teaching Goals and Content</b>	The goal is for students to become independent readers through instruction in the various reading skills and through intensive and extensive readings.					
<b>Teaching Methods</b>	<b>lectures</b>		<b>practical training</b>		<b>+ discussion</b>	
	+ <b>question-and-answer</b>		+ <b>other (details - vocabulary exercises)</b>			
<b>Grading and Evaluation Criteria</b>	<b>midterm</b> <u>20</u> %		<b>final</b> <u>30</u> %		<b>class participation</b> <u>20</u> %	
	<b>other</b> <u>30</u> % (details <u>class exercises</u> )					
<b>Textbooks</b>	<b>(author, title, edition, publisher, place of publication, year of publication, pages covered)</b>					
	Wegmann, Brenda and Knezevic, Miki. Mosaic 2 Reading, Forth (International) Edition. McGraw-Hill, 2002					

**Course Description (including outline and course schedule):**

Week 1: Introduction to the course  
 Weeks 2-4: Language and Learning – essays, using context clues (for vocabulary)  
 Weeks 5,6: Danger and Daring – personal memoirs, identifying expressive synonyms  
 Weeks 7,8: Sex and Gender – essays, identifying expressive synonyms  
 Week 9: Mid-term exam  
 Weeks 10,11: Mysteries Past and Present – stories, using context and structure clues  
 Weeks 12,13: Transitions – interviews, selecting appropriate adjectives  
 Weeks 14,15: The Mind – essay and story, using context clues  
 Weeks 16,17: Working – expositions, inferring meanings  
 Week 18: End of term exam

**Instructions:**

- Teachers should fill out this form before the semester begins. After it has been verified by the curriculum committee, the original should be given to the office of curriculum planning and a copy to the head of the department to which the course belongs. In addition, the teacher should explain this syllabus to students at the beginning of a semester.
- This form was approved by the curriculum committee on April 23, 2002.



signature of the convener of the curriculum committee

signature of the teacher

