



GUANGDONG UNIVERSITY OF FOREIGN STUDIES

School of English and Education

Handbook of Undergraduate Programs

September 2016

A Profile

The School of English and Education (SEE), Guangdong University of Foreign Studies (GDUFS), formerly the Institute of English Language Education, originated in 2001 and took its present name in May, 2005. SEE recruited the first group of undergraduates (English Education) in September, 2005, and postgraduates in September, 2016. At present, SEE has 138 teaching and administrative staff, of whom 31 are professors or associate professors, 32 hold doctoral degrees, and more than 95% own their master or higher degrees. In addition, the School hires 6-8 qualified scholars from English-speaking countries each year.

SEE consists of 1 department and 6 teaching divisions, namely, Department of English Education, Division for Graduate Education, Division for Teaching Practice, and the Teaching Divisions I, II, III, and IV. These departments and divisions take charge of the under- and postgraduate education for English Education majors and extracurricular activities, and offer series of college English courses including Integrated English, English for Academic Purposes(EAP) & English for Specific Purposes (ESP), Literature in English, Western Culture, Translation, and Interpreting, etc. By adopting teaching supervision system, the Sino-foreign co-teaching model, school-based textbooks, and innovative teaching and research activities, SEE maintains a consistent improvement in teaching quality. As a result, the School has been approved by the Ministry of Education as “Demonstration Site for College English Education Reform”, and has been the “Secretariat of Guangdong Advisory Committee on College English Teaching”.

Besides accomplishing teaching tasks, SEE carries out research in relative fields with 4 academic research centers, i.e., Center for English Education and Linguistics, Center for English Teacher Development, Center for English Education and Culture, and Center for English Literature and Culture. Recent years have witnessed the School’s prominent achievements in scientific research. SEE has repeatedly received

the National Social Science Fund of China, Humanities and Social Sciences Fund of Ministry of Education, and funding of key subjects construction programs of Guangdong Provincial Project 211. Apart from these, SEE faculty have had over 200 monographs, translations, textbooks, and academic papers published, including more than 100 papers in the core Chinese and overseas journals.

With the human-oriented concept of scientific development, SEE fully implements the “123456” Action Program and takes college English teaching as the foothold and English Education at both under- and postgraduate levels as the growth point. The School’s principle of a “global-vision yet school-based, comprehensive yet personalized” way of teaching is featured by graded teaching system, internet-based English courses, EAP & ESP instruction, English extracurricular activities, and teachers' professional development program. Large numbers of star teachers have come to the fore in various competitions at national and provincial level, and scores of students have harvested medals and prizes in a variety of English competitions and contests of English teaching, debating, speaking, and writing. According to the assessment report of MyCOS, the employment competitive power of SEE graduates ranks the top among all the GDUFS majors.

Students majoring in English Education shall pass TEM 4 and TEM 8 for graduation. Through learning English language and education theories, along with teaching practice, they will develop all-around capacities on English teaching and research in educational institutions, English training and management in enterprises.

Occupation Orientation: high & middle schools, Educational institutions, foreign-related enterprises and government institutions, managerial departments of government agencies, customs, foreign affairs departments and corporations.

Career orientations: English teacher, English trainer, researcher, interpreter, translator or other positions related to English language and culture in institutions and enterprises of education, foreign affairs, foreign trade, the news and publishing

industry, broadcasting, film and television industry, tourism, public relations, and governmental agencies.

Major courses for the English Education undergraduate program consist of two modules: 1. Courses of English language and culture: Integrated English, English Pronunciation and Intonation, **English Viewing, Listening and Speaking, English Reading, English, Writing, English Grammar**, Advanced English, An Introduction to English-speaking Countries, Translation, Interpretation, British Literature and American Literature, General Linguistics, etc. 2. Courses in English or in bilingual of education: Principles of Education, General Psychology, Curriculum and Instruction, History of Chinese Education, History of Foreign Education, Teaching Methodology, Educational Psychology, Educational Leadership, Comparative Education, Principles of Moral Education, Sociology of Education, etc.

Contents

Part One	7
Undergraduate Programs.....	7
Prospectus for Education (English Education).....	8
Prospectus for Education (English Education) (General Education Courses).....	11
Prospectus for Education (English Education) (General Education Courses--- <i>College English</i>).....	14
Prospectus for Education (English Education) (Fundamental courses).....	15
Prospectus for Education (English Education) (Discipline courses).....	16
School of English and Education.....	19
Prospectus for double-degree/double-major of English.....	19
Part Two	21
Syllabi.....	21
Syllabus for <i>Integrated Skills of English I</i>	22
Syllabus for <i>Integrated Skills of English II</i>	23
Syllabus for <i>Integrated Skills of English III</i>	24
Syllabus for <i>Integrated Skills of English IV</i>	25
Syllabus for <i>History of Foreign Education</i>	26
Syllabus for <i>History of Chinese Education</i>	27
Syllabus for <i>The Principles of Education</i>	29
Syllabus for <i>General Psychology</i>	31
Syllabus for <i>Curriculum and Instruction Theory</i>	33
Syllabus for <i>English Teaching Methodology I</i>	34
Syllabus for <i>English Teaching Methodology II</i>	35
Syllabus for <i>Educational Psychology</i>	36
Syllabus for <i>English Viewing, Listening and Speaking (1)</i>	37
Syllabus for <i>English Viewing, Listening and Speaking (2)</i>	39
Syllabus for <i>English Viewing, Listening & Speaking (3)</i>	40
Syllabus for <i>English Viewing, Listening & Speaking (4)</i>	42
Syllabus for <i>English Reading (1)</i>	44
Syllabus for <i>English Reading (2)</i>	45
Syllabus for <i>English Pronunciation and Intonation</i>	46
Syllabus for <i>English Grammar</i>	47
Syllabus for <i>English Writing (1)</i>	48
Syllabus for <i>English Writing (2)</i>	49
Syllabus for <i>English Academic Writing (1)</i>	50
Syllabus for <i>English Academic Writing (2)</i>	51
Syllabus for <i>Translation(1)</i>	52
Syllabus for <i>Interpreting(1)</i>	53

Syllabus for <i>Advanced English (1)</i>	55
Syllabus for <i>Advanced English (2)</i>	57
Syllabus for <i>Culture of English Speaking Countries</i>	59
Syllabus for <i>Introduction to Linguistics</i>	60
Syllabus for <i>Creative Learning and Critical Thinking</i>	61
Syllabus for <i>School Management</i>	62
Syllabus for <i>Educational Leadership</i>	63
Syllabus for <i>Philosophy of Education</i>	64
Syllabus for <i>Comparative Education</i>	66
Syllabus for <i>Research Methods in Education</i>	67
Syllabus for <i>Principles of Moral Education</i>	69
Syllabus for <i>Counseling Psychology</i>	70
Syllabus for <i>Educational Measurement and Evaluation</i>	71
Syllabus for <i>English Teaching Methodology (3)</i>	73
Syllabus for <i>Educational Culture</i>	74
Syllabus for <i>English Public Speaking</i>	75
Syllabus for <i>Translation (2)</i>	76
Syllabus for <i>Interpreting (2)</i>	77
Syllabus for <i>English Lexicology</i>	79
Syllabus for <i>Sociolinguistics</i>	80
Syllabus for <i>English Semantics & Pragmatics</i>	81
Syllabus for <i>Language Testing and Assessment</i>	82
Syllabus for <i>Advanced English (3)</i>	83
Syllabus for <i>British Literature</i>	84
Syllabus for <i>American Literature</i>	85
Syllabus for <i>Japanese (1)</i>	86
Syllabus for <i>Japanese (2)</i>	87
Syllabus for <i>Sociology of Education</i>	88
Syllabus for <i>Professional Internship of English Education Majors</i>	90

Part One

Undergraduate Programs

Prospectus for Education (English Education)

I. Objectives and requirements

The discipline of English Education is intended to cultivate well-rounded students who are excellent in English and good at Education and thus qualified for teaching position as well as foreign affairs oriented institutions.

Grounded by the conception of “excellent in English and good at education”, our teaching task in the first half stage will be devoted to English instruction characterized with education knowledge, while the later half stage will be devoted to the study of education knowledge with an emphasis on English. Our designated courses include English language and literature and educational courses either instructed in English or bilingually. Students majoring in English Education shall pass **TEM 4 and TEM 8 for graduation**. Meanwhile, students are expected to be well-trained to be a potential teacher through the study of educational knowledge and micro-teaching practices

Graduates of our discipline are supposed to have acquired the following knowledge and competence:

1. To lay a solid foundation for the linguistic skills in listening, speaking, reading, writing and translation;
2. To have a good command of the knowledge of Education, Psychology, and other related subjects;
3. To know about the educational culture in the western countries;
4. To have the capability of doing English teaching and research;
5. To be skilled at literature searching, and be able to conduct educational research.

II. School year required

4 years as usual; minimum: 3 years; maximum: 6 years.

III. Major subjects

Education, English language and literature

IV. Core courses

Core courses include: Principles of Education, General Psychology, Educational Psychology, Curriculum and Instruction, History of Chinese Education, History of Foreign Education, Teaching Methodology, Integrated English, English Pronunciation and Intonation, English Viewing, Listening and Speaking, English Reading, English, Writing, English Grammar, Translation, Interpretation, and Advanced English.

V. Degree awarded

Students who has passed all the examinations will be awarded a B.A. of Education (English education), in accordance with the *Statute of People's Republic of China on Degree*.

VI. Credits and class hours

The minimum credits required for graduation for this discipline is 154 credits, 2240 class hours in total, among which, compulsory courses take up 112 credits, occupying 72.7% of the total; optional courses take up 32 credits, making up 20.8%; field work takes up 28 credits, making up 18.2%.

Course category		Class hours	Credits	Percentage
General education courses	Compulsory	656	42	33.8%
	Optional	160	10	
Fundamental courses	Compulsory	128	8	5.2%
Discipline courses	Compulsory	768	48	61.0%
	Optional	480	30	
	Optional Cross-disciplinary	32	2	
	Internship		8	
	Dissertation		6	
Compulsory		1568	112	72.7%
Optional		672	42	27.3%
Field work		159	28	18.2%
Minimum class hours required		2240		
Minimum credits required		154		

VII. Social practicum and entrepreneurial & innovative development

1. School of Marxism and Youth League Committees are responsible for students' field work, and the School of Marxism is responsible for granting the credits.

2. Military study and training is organized by the university.

3. The course of *College students career development and employment guidance* is offered by the Center for Employment Guidance.

4. Besides participating in those social activities organized by the university, students are supposed to conduct teaching observance which is scheduled by the responsible course and internship (6 weeks) after taking over 95% of the total required credits,

5. A dissertation written after taking 147 credits is given 6 credits.
6. Excellent students in extracurricular activities such as survey, seminar, academic lectures can be given credits for creativity.

VIII. Curriculum planning(including Minor courses)

Prospectus for Education (English Education)
(General Education Courses)

Course category	Course code	Course name	Credits	Weekly class hours	Total class hours	Distribution of total class hours				Terms		Recommended term	Prerequisites
						Theoretical	Field work	Experiments	Concentrated practical teaching	Autumn	Spring		
Compulsory	MY10010	Marxism	3	3	48	48				√	√	1-2	
	MY10020	Introduction to Mao Zedong Thought and Theoretical System of Socialism with Chinese Characteristics	4+ (2)	4	64	64				√	√	2-3	
	MY10030	The modern and contemporary history of China	2	2	32	32				√	√	1-2	
	MY10040	Moral education and law basics	2+ (1)	2	32	32				√	√	1-2	
	MY10050	Situations and policies	1+ (1)		16	16				√	√	4	
	MY10061	Social practice (internet education)	2						2 weeks		√	2	
	MY10062	Social practice (extracurricular education)	2						holidays	√	√	5	
	QT10010	Military study and training	2		32	26	6			√		1	
	TY10011	P.E (1)	1	2	32	2	30			√		1	
	TY10012	P.E (2)	1	2	32	2	30				√	2	
	TY10013	P.E (3)	1	2	32	2	30			√		3	
	TY10014	P.E (4)	1	2	32	2	30				√	4	
	XX10010	Computer Basics	3	3	48	24	24			√	√	1-2	
	College English	16	16	256									
		Innovation and Entrepreneurship Education	1										
Sum			41	38	656	250	150						
Optional		Human Science	2	2	32	32							
		Social Science	4	4	64	64							
		Natural Science	4	4	64	64							
Sum			10	10	160	160							
Total			51	48	816	410	150						

Note:

1. *Moral education and law basics* includes 1 credit of *self-cultivation* as a teaching course.
2. *Situations and policies* is arranged by the School of Marxism, which including *College students career development and employment guidance* offered by the Center for Employment Guidance.
3. The 4 credits in brackets belong to the credits of social practice, including social practice (internet education) and social practice (extracurricular education), which is arranged by the School of Marxism and Youth League Committees .
4. For *College English*, please refer to the prospectus followed for details.
5. The course *Innovation and Entrepreneurship Education* is added as a compulsory course of 1 credit, which is offered by the School of Innovation and Entrepreneurship Education.

Prospectus for Education (English Education)
(General Education Courses---College English)

Course code	Course name	Credits	Weekly class hours	Total class hours	Distribution of total class hours				Terms		Recommended term	Prerequisites
					Theoretical	Field work	Experiments	Concentrated practical teaching	Autumn	Spring		
JY50351	Integrated skills of English (1)	4	4	64					√		1	None
JY50352	Integrated skills of English (2)	4	4	64						√	2	Integrated skills of English (1)
JY50353	Integrated skills of English (3)	4	4	64					√		3	Integrated skills of English (2)
JY50354	Integrated skills of English (4)	4	4	64						√	4	Integrated skills of English (3)
Total		16	16	256								

Prospectus for Education (English Education)

(Fundamental courses)

Course code	Course name	Credits	Weekly class hours	Total class hours	Distribution of total class hours				Terms		Recommended term	Prerequisites
					Theoretical	Field work	Experiments	Concentrated practical teaching	Autumn	Spring		
JY20010	History of foreign education	2	2	32					√		1	None
JY20020	History of Chinese education	2	2	32						√	2	History of foreign education
JY20030	Principles of education	2	2	32						√	2	History of Chinese education
JY20040	General psychology	2	2	32					√		3	Principles of education
Total		8	8	128								

Note: All these courses are compulsory.

Prospectus for Education (English Education)

(Discipline courses)

Course category	Course code	Course name	Credits	Weekly class hours	Total class hours	Distribution of total class hours				Terms		Recommended term	Prerequisites
						Theoretical	Field work	Experiments	Concentrated practical teaching	Autumn	Spring		
Compulsory	JY30010	Curriculum and instruction	2	2	32	32				√		3	Principles of education
	JY30471	English teaching methodology (1)	2	2	32	32					√	4	Curriculum and instruction
	JY40092	English teaching methodology (2)	2	2	32	23	9			√		5	English teaching methodology (1)
	JY30020	Educational psychology	2	2	32	32				√		5	General psychology
	JY30441	Viewing, listening and speaking (1)	2	2	32	32				√		1	None
	JY30482	Viewing, listening and speaking (2)	2	2	32	32					√	2	Viewing, listening and speaking (1)
	JY30483	Viewing, listening and speaking (3)	2	2	32	32				√		3	Viewing, listening and speaking (2)
	JY30484	Viewing, listening and speaking (4)	2	2	32	32					√	4	Viewing, listening and speaking (3)
	JY30451	English reading(1)	2	2	32	32				√		1	None
	JY30492	English reading(2)	2	2	32	32					√	2	English reading (1)
	JY30460	English pronunciation and intonation	2	2	32	32				√		1	None
	JY30540	English grammar	2	2	32	32					√	2	None
	JY30631	English writing (1)	2	2	32	32				√		3	Integrated skills of English (2)
	JY30632	English writing (2)	2	2	32	32					√	4	English writing (1)
	JY30641	English academic	2	2	32	32				√		5	English writing

		writing (1)										(2)	
	JY30642	English academic writing (2)	2	2	32	32					√	6	English academic writing (1)
	JY30171	Translation (1)	2	2	32	32					√	4	Integrated skills of English (3)
	JY30181	Interpreting (1)	2	2	32	32				√		5	Translation (1)
	JY30091	Advanced English (1)	4	4	64	64				√		5	Integrated skills of English (4)
	JY30092	Advanced English (2)	4	4	64	64					√	6	Advanced English (1)
	JY30230	Cultures of English-speaking countries	2	2	32	32					√	2	None
	JY20150	Introduction to linguistics	2	2	32	32					√	4	Integrated skills of English (3)
Sum			48	48	768	759	9						
	JY40050	Internship	8						6 weeks				
	JY40020	Dissertation	6						12~16 weeks				
Total			62	48	768	759	9						
Optional	JY30650	Critical thinking and creative learning	2	2	32	32				√		3	Principles of education
	JY30660	School management	2	2	32	32				√		5	General psychology
	JY30040	Educational leadership	2	2	32	32					√	6	School management
	JY30050	Philosophy of education	2	2	32	32					√	4	Curriculum and instruction
	JY30070	Comparative education	2	2	32	32					√	4	Principles of education, Curriculum and instruction
	JY30060	Research methods of education	2	2	32	32					√	6	Principles of education, Curriculum and instruction
	JY30670	Principles of moral education	2	2	32	32					√	5	Principles of education, Philosophy of education

JY30280	Psychology consulting	2	2	32	22	10				√	6	Educational psychology
JY30190	Education measurement and evaluation	2	2	32	32					√	6	Principles of education
JY30473	English teaching methodology (3)	2	2	32	20	12				√	6	English teaching methodology (2)
JY30710	Educational culture	2	2	32	32				√		5	Principles of education
JY30680	English public speaking	2	2	32	32					√	2	English pronunciation and intonation
JY30172	Translation (2)	2	2	32	32				√		5	Translation (1)
JY30182	Interpreting (2)	2	2	32	32					√	6	Interpreting (1)
JY30300	English lexicology	2	2	32	32				√		5	Introduction to linguistics
JY30690	Sociolinguistics	2	2	32	32				√		5	Introduction to linguistics
JY30700	English semantics & pragmatics	2	2	32	32				√		6	Introduction to linguistics
JY30530	Language testing and assessment	2	2	32	32					√	6	Introduction to linguistics
JY30503	Advanced English (3)	2	2	32	32				√		7	Advanced English (2)
	Advanced English (4)	2	2	32	32				√		7	Advanced English (2)
JY30220	British literature	2	2	32	32				√		3	Cultures of English-speaking countries
JY30260	American literature	2	2	32	32					√	4	British literature
JY30561	Japanese (1)	2	2	32	32					√	2	None
JY30562	Japanese (2)	2	2	32	32				√		3	Japanese (1)
JY30120	Sociology of education	2	2	32	32					√	6	Philosophy of education, Principles of education
Total		50	50	800	778	22						

Note: 1. Students are required to gain 30 credits from the above courses, 480 class hours in total.

2. *Sociology of education* is open for cross-disciplinary selections.

School of English and Education

Prospectus for double-degree/double-major of English

I. Objectives and requirements

The double-degree/double-major of English is intended to cultivate inter-disciplinary talents who are excellent in English with extended cultural knowledge, multiple professional knowledge, and skillful communication skills, and thus qualified for positions in diplomacy, foreign economy and trade, international culture and science and technology exchange as well as education.

II. School year required

Two to four years.

III. Curriculum plan

Course category	Course code	Course name	Credits	Weekly class hours	Total class hours	Distribution of total class hours				Terms		Recommended term	Prerequisites
						Theoretical	Field work	Experiments	Concentrated practical teaching	Autumn	Spring		
Compulsory	JY20081	Intermediate English (1)	4	4	72							3	
	JY20090	Public speaking skills	2	2	36							3	
	JY20100	Intermediate writing	2	2	36							3	
	JY20110	English cultural listening	2	2	36							3	
	JY20120	English learning strategies	2	2	36							3	
	JY20082	Intermediate English (2)	4	4	72							4	
	JY20140	Commentary writing	2	2	36							4	
	JY30290	Chinese culture	2	2	36							4	
	JY30300	English	2	2	36							4	

		lexicology											
JY30310		Introduction to linguistics	2	2	36							4	
JY30320		Advanced English	4	4	72							5	
JY30330		Translation	2	2	36							5	
JY30340		Interpreting	2	2	36							5	
JY30350		Contemporary British and American society and culture	2	2	36							5	
JY30360		Selected readings in English essays	4	4	72							6	
JY30370		British and American literature	2	2	36							6	
JY30380		Foreign newspapers and periodicals reading	2	2	36							6	
JY30390		Film culture	2	2	36							6	
JY30400		Comparison of Chinese and English and translation critics	2	2	36							7	
JY30410		English pragmatics	2	2	36							7	
JY30420		English literary work appreciation	2	2	36							7	
JY30430		Paper writing	2										
JY40040		Internship	2										
JY40020		Dissertation	6										
Total			60	50	936								

IV. Degree awarded

Students who has passed all the examinations will be awarded a B.A. of English, in accordance with the *Statute of People's Republic of China on Degree*.

Part Two

Syllabi

Syllabus for *Integrated Skills of English I*

Course Code: JY50351

Course category: General education course

Class hours: 4 hours per week, 64 hours in total

Course Credits: 4

Prerequisites: none

Objectives and requirements:

This course aims at improving students' holistic communicative competence of English. It trains students such language skills as listening, speaking, reading, and writing. Basic training focuses on helping the students to improve their expressions, enlarge the vocabulary and master sentence patterns in frequent use. Students are also expected to establish effective and efficient learning habit and cultivate learning autonomy.

Teaching method: Task-based approach, Communicative Approach

Textbooks:

Li Xiaojun, 2000, *Communicative English for Chinese Learners* (Revised Edition) Core Course, Book I Shanghai: Foreign Language Education Press

Reference:

1. Li Guanyi 2001 *New English course* Shanghai Foreign Language Education Press
2. Zou Weicheng, 2005, *Integrated Skills of English* (2nd Edition) Book I, Beijing: Higher Education Press

Content:

This course integrates the fundamental language skills such as listening, speaking, reading and writing. In addition to language skills, exercises that train students in grammar and vocabulary are also included.

Unit 1 Meeting People

Unit 2 Discussing Daily Life

Unit 3 Describing Things

Unit 4 Talking About People

Assessment: Written examination

Proficiency test in listening, speaking, reading, and writing.

Grading:

Class performance	20%	Assignment	20%
Oral test	20%	Final exam	40%

Syllabus for *Integrated Skills of English II*

Course Code: JY50352

Course category: General education course

Class hours: 4 hours per week, 64 hours in total

Course Credits: 4

Prerequisites: *Integrated Skills of English I*

Objectives and requirements:

This course aims at improving students' holistic communicative competence of English. It trains students such language skills as listening, speaking, reading, and writing. Basic training focuses on helping the students to improve their expressions, enlarge the vocabulary and master sentence patterns in frequent use. Students are also expected to establish effective and efficient learning habit and cultivate learning autonomy.

Teaching method: Task-based approach, Communicative Approach

Textbooks:

1. Li Xiaojun, 2000, *Communicative English for Chinese Learners* (Revised Edition) Core Course, Book I Shanghai: Foreign Language Education Press

2. Li Xiaojun, 2000, *Communicative English for Chinese Learners* (Revised Edition) Core Course, Book II Shanghai: Foreign Language Education Press

Reference:

1. Li Guanyi 2001 *New English course* Shanghai Foreign Language Education Press

2. Zou Weicheng, 2005, *Integrated Skills of English* (2nd Edition) Book I, Beijing: Higher Education Press

Content:

This course integrates the fundamental language skills such as listening, speaking, reading and writing. In addition to language skills, exercises that train students in grammar and vocabulary are also included.

Unit 5 Describing places

Unit 6 Getting things done

Unit 7 Looking forward

Unit 8 Talking about the past

Assessment: Written examination

Proficiency test in listening, speaking, reading, and writing.

Grading:

Class performance	20%	Assignment	20%
Oral test	20%	Final exam	40%

Syllabus for *Integrated Skills of English III*

Course Code: JY50353

Course category: General Education course

Class hours: 4 hours per week, 64 hours in total

Course Credits: 4 credits

Prerequisites: *Integrated Skills of English I*, *Integrated Skills of English II*

Objectives and requirements:

The course is to help the learners acquire communicative competence (which is composed of linguistic, pragmatic, and cognitive and affective competence) through varied communicative activities. The learners are encouraged to get involved in various kinds of communicative activities which are closely in line with real-like situations. The learners are expected to master the essential communicative skills in the target language and to meet the requirements of the National Syllabus concerning the development of the four language skills.

Teaching method: Communicative approach

Textbooks:

Li Xiaojun, *Communicative English for Chinese Learners: Core Course 2(2)*. Shanghai Foreign Language Education Press, 2000.

References:

Li Xiaojun, *Communicative English for Chinese Learners: Core Course 2(1)*. Shanghai Foreign Language Education Press, 2000.

Content:

This course integrates the fundamental language skills such as listening, speaking, reading and writing. A total of fifteen units cover a wide range of topics involving social issues, culture, customs, science and technology, education and entertainment etc.. To be specific, topics include animals and plants, celebrations, food and drink, health and medicine, revision

Assessment: Final exam (written and oral)

Proficiency test in listening, speaking, reading, and writing.

Grading:

60% of participation/written&spoken assignments

40% of final

Syllabus for *Integrated Skills of English IV*

Course Code: JY50354

Course category: General Education course

Class hours: 4 hours per week, 64 hours in total

Course Credits: 4

Prerequisite: *Integrated Skills of English I, Integrated Skills of English II, Integrated Skills of English III*

Objectives and requirements:

To help students acquire communicative competence made up of the following component parts: Linguistic competence, Pragmatic competence, and Cognitive and Affective Capacity.

Teaching method: Communicative approach

Textbooks:

Li Xiaoju. *Communicative English for Chinese Learners Book 3(1)*. Shanghai Foreign Language Education Press, 2001 (Revised Edition)

References:

Li Xiaoju. *Communicative English for Chinese Learners Book 3(2)*. Shanghai Foreign Language Education Press, 2001 (Revised Edition)

Content:

This course integrates the fundamental language skills such as listening, speaking, reading and writing. A total of fifteen units cover a wide range of topics involving social issues, culture, customs, science and technology, education and entertainment etc. To be specific, topics include process and cycles, advertising, sports, jobs and revision.

Assessment: Final exam (written and oral)

Proficiency test in listening, speaking, reading, and writing.

Grading:

60% of participation/written&spoken assignments

40% of final

Syllabus for *History of Foreign Education*

Course Code:JY20010

Course Category: Fundamental course

Class Hours: 2 per week, 32 in total

Prerequisites: None

Objectives and Requirements:

The aim of the course is to introduce students to the study of the history of education as a discipline and also to provide an overview of the development of the History of Western education from Ancient Greece and Rome to the 20th century. By the end of the course, it is anticipated that students will: be able to grasp the main history facts, including both educational system and thoughts. Students are also required to be able to use the educational principle to analyze the development of educational system and educational thoughts given by the great educationalist.

Teaching method: Lecture and reading report

Textbooks:

1. Wushiying. *A Guide for Foreign Educational History*. Beijing: People Education Press, 2001. ISBN: 7107129570
2. Huangjianru. *A Selected English Education Classical works*. Beijing: Mechanical industry Press, 2006. ISBN: 7111185331
3. Boyd, W; King, E.J. *The History of Western Education*. Barnes & Noble Books, Lanham, MD. 1995.

References:

1. Wangtianyi. *A History of Foreign Education*. Beijing: Beijing Normal University Press, 1993.
2. Tengdachun. *A Whole History of Foreign Education*. Jinan: Shandong Education Press, 1989.
3. Shanzhonghui. *A Guide for Foreign Classical Educational Works*. Shanghai Education Press, 2004. .
4. Renzhongyin. *World Educational Classical Thoughts*. Wuhan: Hubei Education Press, 1994.

Contents: The main content of this course include: the development of educational system in the main period of western history; and the great educational thoughts of Platon, Sokrates, Aristoteles, Comenius, John Locke, Rousseau, Pesstallozzi, Herbart, Froebel, Spencer, Duwey, Makapehko, etc,

Assessment: Open terminal examination

Grading: Open terminal examination 30%; Reading reports in Chinese 30%; Presentation30%, Class performance10%.

Syllabus for *History of Chinese Education*

Course Code: JY20020

Course Category: Fundamental course

Class Hours: 2 hours per week, 32 in total

Course credits: 2 credits

Prerequisites: *History of foreign education*

Objectives and Requirements:

By learning this course, students are expected to familiarize themselves with basic facts and thoughts of foreign education development so as to apply the theories to practices and improve their ability of research and analysis in perspectives of history. Another important objective of the course is to develop students' interests in reading more education works and establish independent judgment and critical thinking.

In this course which combines lectures with discussion, students are required to finish reading at least two books in education plus two reading reports of at least 5000 words in Chinese as well as one education work in English and its reading report in English.

Teaching method: lecture

Textbooks:

1. Sun Peiqing. *A History of Chinese Education*. Shanghai: East China Normal University Press, 2000.

References:

1. Mao Liri. *A Simplified History of Chinese Education*. Beijing: Education Science Press, 1984.
2. Wang Bingzhao. *A Simplified History of Chinese Education*. Beijing: Beijing Normal University Press, 1994.
3. Meng Xiancheng. *A Selected Ancient Chinese Educational Work*. Beijing: People Education Press, 1983.
4. Chen Xuexun. *A Selected Modern Chinese Educational Work*. Beijing: People Education Press, 2001.
5. East China Normal University. *A Selected Modern Chinese Educational Work*. Beijing: People Education Press, 1989.

Contents:

The main content of this course includes: the development of educational system in the main period of Chinese history; and the great educational thoughts of Confucius, Mencius, Dong-zhongshu, Wang-chong, Yan-zhitui, Han-yu, Wang-an'shi, Zhu-xi, Wang-shouren, Huang-zongxi, Wang-fuzhi, Yanyuan, Zhang-zhidong, Cai-yuanpei, Tao-xingzhi, etc.

Assessment: examination

Grading:

two reading reports in Chinese	20%
one reading report in English	20%
presentation	20%
Final examination	40%

Syllabus for *The Principles of Education*

Course code: JY20030

Course category: Fundamental course

Class hours: 2 hours per week, 32 in total

Course credits: 2 credits

Prerequisites: *History of foreign education*

Objectives and requirements:

This course intends to develop students' interest in the fundamental principles of education and expand their perspectives. Fundamental concepts, views and principles in education are essential for further professional study in the line. The following are some of the requirements specified:

1. To learn fundamental concepts in education, the history of school education development and the thoughts of educationists
2. To familiarize themselves with fundamental principles in education as well as the general pattern of and the regularity pertain to education development.
3. To strengthen theoretical learning by practicing the principles learned.

Teaching method: lecture and seminar

Textbooks:

1. Richard I. Arends. *Learning to teach*. Xian :Shaanxi Normal University Press , 2005 ;

References :

1. David G. Armstrong, Kenneth Henson, and Tom V. Savage . *Teaching Today: An Introduction to Education (7th edition)*. Pearson Education, Inc.Upper Saddle River, New Jersey , 2001
2. Hu zhongping, Li fang. *Modern Education*, Beijing: Higher education Press, 2006

Contents:

Main content included are:

Part 1 The Teaching Profession (1) Do I want to be a teacher? (2) The complexity of teaching
(3) Education in an age of change

Part 2 Developing as a professional (1) Historical perspective on Teaching (2) On effective teaching for the 21 century (3) Professional development

Part 3 About the learners (1) Profiles of today's learners (2) The differences of Learner

Part 4 About the curriculum (1) The Curriculum (2) Effective Instruction

Assessment: Final test and formative evaluation.

Grading:

Attendance and Participation	20%
Topic Team Report & Presentation	30%
Reflection	10%
Final Exam	40%

Syllabus for *General Psychology*

Course Code: JY20040

Course Category: Fundamental course

Class Hours: 2 hours per week, 32 in total

Course credits: 2 credits

Prerequisites: *The principles of education*

Objectives and Requirements:

The student will:

- Develop an introductory level understanding of psychology's major concepts, theories, research methods and specializations
- Recognize the impact of physiology on behavior
- Become knowledgeable about the relationship between mental and physical health
- Understand the basic principles of cognition, memory and forgetting
- Comprehend the major physical, emotional and cognitive changes that occur over the life span
- Learn about both the major theories of personality and personality assessment
- Acquire a general understanding of the nature and treatment of psychological disorders
- Understand the significance of gender and sexuality
- Comprehend the impact of groups on individual behavior
- Distinguish between personal experience and the scholarly literature
- Further develop critical reasoning, reading, writing and listening skills
- Learn to access relevant literature from computer databases and other sources
- Learn to analyze and interpret data

Course/Institutional Objectives:

- To further professional and pre-professional career interests of students in the fields of psychology, education and human services
- To develop critical reading and listening skills
- To develop critical reasoning skills
- To prepare students to communicate clearly and effectively in the written form
- To foster students' abilities to access and evaluate information objectively and effectively

Teaching Method: Lecture and discussion

Textbooks:

Richard J. Gerrig & Philip G. Zimbardo. *Psychology and Life*. Beijing: Peking University Press.2004.

References:

1. Peng Ranling. General Psychology. Beijing: Beijing Normal University Press. 2004.
2. Huang Xiting. A Guide to Psychology. Beijing: People Education Publishing Company Press. 1991.
3. Zhang Chunxing. Modern Psychology. Shanghai: Shanghai People Publishing Company Press. 1994.
4. Ye Yigan. General Psychology. Shanghai: Huangdong Normal University Press. 1994.

Contents:

Psychology as a Science

The history of psychology. Analysis of research methods. Research and applied specializations. The significance of the APA.

Brain and Behavior

Neurons. The nervous system. The cerebral cortex. The subcortex. The endocrine system. New research directions.

Conditioning and Learning

Classical conditioning. Operant conditioning. Cognitive learning.

Memory

Stages of memory. Types of memory. The measurement of memory. Memory formation. Theories of forgetting. Strategies for memory enhancement.

Cognition, Intelligence and Creativity

Cognition. Mental imagery. Language. Problem solving. Artificial intelligence. Human intelligence. Creativity.

Personality

Personality and its meaning. Trait theory. Psychoanalytic theory. Humanistic theory. Behaviorist theory. Personality assessment. Projective and objective tests. Issues of reliability and validity.

Health, Stress and Coping

Behavioral risk factors. Health promoting behaviors. Sources of stress. Stress, frustration and conflict. Stress and health. Managing stress.

Psychological Disorders

Varieties and origins of abnormal behavior. The DSM-IV. Schizophrenia. Mood disorders. Somatoform disorders. Dissociative disorders. Anxiety disorders. Personality disorders. Substance related disorders.

Social Behavior

Affiliation and attraction. Conformity. Obedience. Compliance. Attitudes. Attitude change. Cognitive dissonance. Prejudice. Aggression. Altruism. Bystander apathy.

Assessment: final exam and studying paper.

Grading:

Open terminal examination 40%;	Reading reports in English 30%;
Presentation 20%;	Class performance 10%.

Syllabus for *Curriculum and Instruction Theory*

Course code:JY30010

Course category: Compulsory discipline course

Class hours: 2 hours a week; 32 hours in total

Course Credit: 2 credits

Prerequisite course: *The principles of education*

Objectives and requirements:

This course aims to help students to master the basic concepts, principles and theories in Chinese and English, familiarize themselves with the process of curriculum development and know the history and occurrences of reform of curriculum and instruction. Besides, students are also expected to form right attitudes, and abilities to think and solve the problems in the field of curriculum and instruction. The teacher needs to properly use English in instruction. The students need to read, present, and discuss English or Chinese academic articles in curriculum field so as to broaden their academic horizon and extend the class lecture.

Teaching methods: lecture, seminar

Textbooks:

1. Zhong Qiquan. *Curriculum and Instruction Theory*, Shanghai: East China Normal University Press, 2008
2. Ralph W. Tyler. *Basic Principles of Curriculum and Instruction*, Beijing: Light Industry Press, 2008

Reference:

1. Zhang Hua. *Curriculum and Instruction Theory*, Shanghai: Shanghai Education Press, 2001
2. Huang Fuquan. *Curriculum and Instruction Theory*, High Education Press, 2002
3. Colin J. Marsh. *Key Concepts for Understanding Curriculum*, Beijing: Educational Science Press, 2009
4. Jon Wiles, Joseph Bondi. *Curriculum Development: A guide to practice*, Beijing: Foreign Language Teaching and Research Press, 2004
5. William F. Pinar, William M. Reynolds. *Understanding Curriculum*, Beijing: China Light Industry Press, 2004

Content:

The course contains several themes related curriculum and instruction. They are meaning and relationship, reform, policy, Tyler Rational, aims, development, implementation and evaluation of curriculum and instruction.

Assessment: final examination, general performance and seminar report

Grading: Attendance and participation: 25%

Seminar report: 35%

Final examination: 40%

Syllabus for *English Teaching Methodology I*

Course code: JY30471

Course category: Compulsory discipline course

Class hours: 2 hours per week, 32 hours in total

Course credits: 2

Prerequisite: *Curriculum and instruction theory*

Objectives and requirements:

Help students master a diversity of pedagogical content knowledge and skills which are essential for teaching English at primary and secondary levels. Cultivate and strengthen these skills through proper exercises.

Teaching method:

Classroom instruction; discussion, presentation. English-medium instruction.

Textbooks:

Xuquan, *English Teaching Skills Training*, Central China Normal university, 2010. (English version)

References:

Richards, J. and Rodgers, T. *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Luo Zaixiang, Li Li, *English Teaching Skills Training Course*, Sichuan University Press, 2010.

Xiao Xi, *A Concise Training Course for English Teachers' Professional Skills*, Higher Education Press, 2003.

Contents:

Familiarize students with pedagogical content knowledge and skills essential to English language teaching at primary and secondary levels. Explain the aims, principles and categories of English teaching skills. Promote classroom interaction ability by developing linguistic and kinetic skills, blackboard penmanship, as well as improve skills in reviewing homework and assisting learning. Develop skills in using network and multimedia to facilitate teaching and learning as well as testing.

Assessment: Final test and formative evaluation.

Grading:

Homework and classwork 20%

Formative quiz 40%

Final examination 40%

Syllabus for *English Teaching Methodology II*

Course code: JY40092

Course category: Compulsory discipline course

Class hours: 2 hours per week, 32 hours in total (9 hours for practice)

Course credits: 2 credits

Prerequisites: *English teaching methodology I*

Objectives and requirements

By integrating theory and practice, the course aims: a) to explore the quality of being an English teacher; b) to provide an overview of China's national English curriculum at primary and secondary levels; c) to enable students to work out lesson plans; d) to enable them to understand and apply various English teaching methods, e) to improve their teaching skills, f) to cultivate reflective and explorative attitude.

Teaching method:

Classroom instruction; discussion, presentation. English-medium instruction.

Textbooks:

Wang, Q. (2007). *A Course in English Language Teaching*. Beijing: Higher Education Press.

References:

1. Cruickshank, D. R. (1999). *The Act of Teaching*. McGraw-Hill College
2. Harmer, J. (2000). *How to Teach English*. Beijing: Foreign Language Teaching and Research Press.
3. Nunan, D. (ed.). (2003). *Practical English Language Teaching*. Beijing: Higher Education Press.

Contents:

- (A) Theory: What is an effective teacher; history of English language teaching; principles of lesson plan design; principles of teaching pronunciation, grammar, vocabulary; classroom management; learner differences; assessment in language teaching.
- (B) Practice: Pronunciation, grammar, and vocabulary micro-teaching; National English Curriculum Survey; lesson plan evaluation; classroom management scenario design and analysis; course reflection report and presentation.

Assessment: The course adopts formative evaluation by integrating the performance of microteaching and project conducted *during* the semester and the quality of Course Reflection Report written at the *end*.

Grading:

Attendance: 10%; Microteaching: 30%; Project: 30%; Course reflection report: 30%

Syllabus for *Educational Psychology*

Course code: JY30020

Course category: Compulsory discipline course

Class Hours: 2 hours a week 32 hours in total

Course Credit: 2 credits

Prerequisite course: *General psychology*

Objectives and requirements:

The course aims to acquaint the students with the basic theories and knowledge of educational psychology and help them to form their own learning interest in the field. During the course, the students are required to master the theories in the lecture systematically. In addition, they are encouraged to exchange their relevant knowledge with each other through discussion, self-learning and peer-learning in order to broaden their academic vision. Meanwhile, students are encouraged to apply what they learn in class to their teaching and learning practice.

Teaching method:

Lecturing, group presentation and discussion

Textbooks:

Woolfolk, A. 2008. *Educational Psychology (Simplified Chinese Edition)* Pearson Education Asia Limited & China Light Industry Press.

Reference:

Seng, T. O., Parsons, R.D., Hinson, S. L., & Sardo-Brown, D. 2003. *Educational Psychology: A Practitioner-Research Approach (An Asian Edition)* Cengage Learning & Shanghai People's Publishing House.

Cheng, Q. & Liu, R.D. (Ed.) 2007. *Modern Educational Psychology*. Beijing Normal University Press.

Course contents:

The design of the course is based on the primary topics of educational psychology. The content include: a briefing of the course, student development, learning theories, concept learning, skill learning, problem-solving, teaching for learning and assessment. After learning the relevant theories, the students will be always required to do a case analysis in order to make explicit relationship between the theories of educational psychology and teaching practice.

Assessment: paper and pen examination

Grading:

Classroom participation	20%	Group presentation and assignment	40%
Final exam	40%		

Syllabus for *English Viewing, Listening and Speaking (1)*

Course code: JY30441

Course Category: Compulsory discipline course

Class Hours: 2 hours per week, 32 in total

Course credit: 2 credits

Prerequisite: None

Objectives and Requirements:

This course is to cultivate students' ability of listening and speaking, enabling them to use English in an all-round way. With the combination of lectures and autonomic listening exercises, students are supposed to get accustomed to listening to and viewing VOA Special English programs and a few of Standard English programs. In the field of listening, after completing the course, students are able to do shadowing exercises, grasp the gist of English broadcast, and catch major details of audio-visual materials, such as dialogues, short passages, stories and news reports. In the speaking part, students are able to retell stories which are told at the standard speed, carry out English conversations, and join in English discussions on giving topics.

Teaching method: instruction, discussion, presentation

Textbook:

No prescribed is offered.

References:

<http://www.putclub.com>

<http://www.tingvoa.com>

<http://www.hxen.com>

<http://www.abcnews.com>

<http://www.cbsnews.com>

<http://nbcnews.com>

Interactive Intensive Listening, edited by Sun Hong, Science Publisher

Content

The course combines listening and speaking skill-based lectures with CAI (Computer Assisted Instruction) listening exercises in the computer classroom. During the part of skill-based lectures in every odd week, through listening to stories and English news chosen from VOA or BBC, students learn some basic listening skills, such as how to catch main ideas, how to take notes, how to find key words and how to do a dictation. Based on the listening materials, students finish corresponding speaking exercises and master basic speaking skills. In CAI classrooms, students finish audio and visual listening tasks mainly chosen from VOA/BBC/CBC/CNN English programs to have more exposure on authentic English news.

Assessment: Examination

Grading

Attendance	5%
Classroom Performance	15%
CAI Performance	20%
Quiz	20%
Final Exam(Listening+Speaking)	40%

Syllabus for *English Viewing, Listening and Speaking (2)*

Course code: JY30482

Course Category: Compulsory discipline course

Class Hours: 2 per week, 32 in total

Course Credit: 2

Prerequisite: *English viewing, listening and speaking (1)*

Objectives and requirements:

The course aims at enhancing students' ability of listening and speaking following the first-term learning. With the combination of lectures and autonomic listening exercises, students can understand authentic English materials on various topics, including Ads and Advertising, Job and Career, Process and Cycle, Entertainment, Family and Generations, Friendship and Romance, Environment and History and Government. In the speaking part, based on listening materials, students can initiate, maintain and close relatively complicated conversations, carry out English surveys, summarize discussion findings, deliver speeches, and make group presentations on the given project.

Teaching method: instruction, discussion, presentation

Textbook:

New College English: Viewing, Listening and Speaking: A Multimedia Approach (3)
edited by Qi Xiangyan, Wuhan University Press 2012

Content:

The course combines listening and speaking skill-based lectures with supplemental listening practices carried out autonomously in the CAI (Computer Assisted Instruction) classroom. More hours are devoted to lectures on listening tasks and oral activities based on the textbook. By participating in various listening tasks, students are expected to enhance micro listening skills, such as catching numbers, taking notes, discerning transitional words, connecting and synthesizing information, contextualizing English listening, etc. At the same time, students are encouraged to develop critical thinking and reasoning ability to finish corresponding oral tasks on some hot or controversial topics, by getting involved in group discussions and group presentations. Once a unit is completed, it is followed by supplementary listening practices in the CAI classroom, in which students are required not only to finish listening tasks by themselves, but also to write reflections or journals on what they will have learnt.

Assessment: Examination

Grading

Participation 5%, Classroom Performance 15%, CAI Performance 20%

Group presentation 20%, Final Exam(Listening+Speaking) 20%

Syllabus for *English Viewing, Listening & Speaking (3)*

Course Code:JY30483

Course Category: Compulsory discipline course

Class Hours: 2 hours per week, 32 hours in total

Course Credits: 2

Prerequisites: *English viewing, listening and speaking (1)*, *English viewing, listening and speaking (2)*

Objectives and Requirements:

This course is designed to meet College English Curriculum Intermediate/Advanced Requirements concerning the development of two language skills—listening and speaking for non-English majors during their second-year English learning. It is composed of two parts: classroom teaching and after-class computer-aided instruction (CAI). Classroom teaching mainly centers on listening and speaking. Through listening to audio listening materials at a speed of about 150-180wpm and American & British TV news (from ABC, CBS, BBC, NBC, etc.), the students are trained to grasp the main ideas, to understand details, and to practice using some listening skills such as predicting, summarizing, retelling so that they can meet the requirement of CET-4 listening section. They are also encouraged to express their personal opinions, feelings and views, to state facts and reasons by using relevant speaking skills. After-class computer-aided instruction (CAI) is network-based and it aims at cultivating students' autonomous learning capability.

Teaching method: instruction, discussion, presentation

Textbook(s):

Zhu Qiyun, Quan Lihong, *Learning English through News (1)/ (2)*, Beijing: Science Press. 2008.

Relevant materials from internet, magazines and newspapers.

References:

Liz & John Soars. 1998. *New Headway English Course*. London: Oxford University Press

McCarthy, M. J. *Spoken Language & Applied Linguistics*. Cambridge. University Press. 2006.

Content:

1) Classroom teaching:

The course book *Learning English through News (1)* has ten units which are theme-centered and task-based. The topics are all up-to-date and concerned with different aspects of life. The listening materials include audios and American & British TV news (from ABC, CBS, BBC, NBC, etc.). Listening activities are designed to help improve students' both intensive and extensive listening comprehension. Oral activities, including role-play, debate, jigsaw game, speech-making, group discussion,

etc., are webbed in flexible, dynamic and on-going process of communicating in the target language. The students are also encouraged to learn some speaking skills such as register usage, making small talks and dealing with fillers in conversations.

2) After-class computer-aided instruction (CAI) is network-based. The students are required to listen to English news online and do the relevant listening exercises under the supervision of teachers.

Assessment: Examination

Grading:

Final exam: listening exam (20%) + oral exam (20%)

Overall Class performance (60%): attendance (10%) + in-class performance (15%), CAI (15%), mid-term listening quiz (20%).

Syllabus for *English Viewing, Listening & Speaking (4)*

Course Code: JY30484

Course Category: compulsory discipline course

Class Hours: 2 hours per week, 32 hours in total

Course Credits: 2

Prerequisites: *English viewing, listening and speaking (1)*, *English viewing, listening and speaking (2)*, *English viewing, listening and speaking (3)*

Teaching method: instruction, discussion, presentation

Objectives and Requirements:

This course is composed of two parts: classroom teaching and after-class computer-aided instruction (CAI). Classroom teaching mainly centers on listening and speaking. Through listening to audio listening materials at a speed of about 150-180wpm and American & British TV news (from ABC, CBS, BBC, NBC, etc.), the students are trained to grasp the main ideas, to understand details, and to practice using some listening skills such as predicting, summarizing, retelling so that they can meet the requirement of CET-4 listening section. They are also encouraged to express their personal opinions, feelings and views, to state facts and reasons by using relevant speaking skills. After-class computer-aided instruction (CAI) is network-based and it aims at cultivating students' autonomous learning capability.

Textbook(s):

1. Quan Lihong, *Learning English through News (1)*, Beijing: Science Press. 2008.
2. Supplementary handouts
3. Supplementary videos

References:

Microsoft Encarta 2006. 1993-2005 Microsoft Corporation.

<http://www.wikipedia.org>

<http://www.abcnews.com>

<http://www.cbsnews.com>

<http://www.nbcnews.com>

<http://www.scmp.com>

<http://www.chinadaily.com.cn>

<http://www.wikipedia.org>

Content:

1) Classroom teaching:

The course book *Learning English through News (1)* has ten units which are theme-centered and task-based. The topics are all up-to-date and concerned with different aspects of life. The listening materials include audios and American & British TV news (from ABC, CBS, BBC, NBC, etc.). Listening activities are designed

to help improve students' both intensive and extensive listening comprehension. Oral activities, including role-play, debate, jigsaw game, speech-making, group discussion, etc., are webbed in flexible, dynamic and on-going process of communicating in the target language. The students are also encouraged to learn some speaking skills such as register usage, making small talks and dealing with fillers in conversations.

2) After-class computer-aided instruction (CAI) is network-based. The students are required to listen to English news online and do the relevant listening exercises under the supervision of teachers. They have access to the listening materials through a public website <http://192.168.240.29/exmv3/server/admincp.php> or <http://vclass.gdufs.edu.cn/>

Assessment: final exam

Grading:

final exam	40%
attendance	20%
CAI	20%
mid-term listening quiz	20%

Syllabus for *English Reading (1)*

Course code: JY30451

Course Category: Compulsory discipline course

Class Hours: 2 hours per week, 36 in total

Course Credit: 2 credits

Prerequisite: None

Objectives and requirements:

Focusing on reading skills, this course intends to develop students' interest in reading and improve both reading comprehension and speed. The reading comprehension exercises are designed for the purpose of enlarging students' vocabulary and helping them to improve their language ability and the culture awareness. Students should be able to read English original works with certain reading skills.

Teaching method: instruction, discussion, presentation

Textbook:

John Langan *Ten Steps to Improving College Reading Skills* Foreign Language Teaching and Research press Beijing 2008

Reference

1. L.G. Alexander *Longman Advanced English Reading* (Volume 1/2) Beijing China Electricity Press 2003
2. Wiener H.S. & Bazerman C. *Reading Skills Handbook*, Seventh Edition. Boston: Houghton Mifflin Company, 1997
3. Mcwhorter K.T. *Academic Reading*, Fifth Edition. New York: Pearson Longman, 2004
4. Joffe I.L. *Opportunity for Skillful Reading*, Seventh Edition. Belmont: Wadsworth Publishing Company, 1994

Content:

Reading exercises and reading skills constitute the two major parts of the course content. Classic works and masterpiece of renowned English writers are chosen or adapted for students to read and more importantly, to learn to appreciate and analyze. The following reading skills are the focus of the semester:

1. Vocabulary in Context;
2. Main ideas;
3. Supporting details;
4. Implied main ideas and the central point.

Assessment: Examination

Grading:

Presentation	20%	Reading report	20%
Quiz	20%	Final exam	40%

Syllabus for *English Reading (2)*

Course code: JY30492

Course Category: Compulsory discipline course

Class Hours: 2 hours per week, 32 hours in total

Course Credit: 2 credits

Prerequisite: *English reading(1)*

Objectives and requirements:

Focusing on reading skills, this course intends to develop students' interest in reading and improve both reading comprehension and speed. The reading comprehension exercises are designed for the purpose of enlarging students' vocabulary and helping them to improve their language ability and the culture awareness. Students should be able to read English original works with certain reading skills.

Teaching method: instruction, discussion, presentation

Textbook:

John Langan *Ten Steps to Improving College Reading Skills* Foreign Language Teaching and Research press Beijing 2008

Reference

1. L.G. Alexander *Longman Advanced English Reading* (Volume 1/2) Beijing China Electricity Press 2003
2. Wiener H.S. & Bazerman C. *Reading Skills Handbook*, Seventh Edition. Boston: Houghton Mifflin Company, 1997
3. Mcwhorter K.T. *Academic Reading*, Fifth Edition. New York: Pearson Longman, 2004
4. Joffe I.L. *Opportunity for Skillful Reading*, Seventh Edition. Belmont: Wadsworth Publishing Company, 1994

Content:

Reading exercises and reading skills constitute the two major parts of the course content. Classic works and masterpiece of renowned English writers are chosen or adapted for students to read and more importantly, to learn to appreciate and analyze. The following reading skills are the focus of the semester:

5. Relationships;
6. Facts and opinion;
7. Inferences;
8. Purpose and tone;
9. Argument.

Assessment: Examination

Grading:

Presentation	20%	Reading report	20%
Quiz	20%	Final exam	40%

Syllabus for *English Pronunciation and Intonation*

Course Code: JY30460

Course category: Compulsory discipline course

Class hours: 2 hours a week, 32 in total

Course credits: 2 credits

Prerequisite: None

Objectives and requirements:

In this course, students are required to learn basic knowledge in pronunciation and more importantly to communicate in correct pronunciation and intonation. Besides, they are also expected to pronounce correctly all the English phonemes and their different combinations in words and sentences as well as other features like linking, stress, weak forms, elision and contraction. This one year of practice will enable students to eliminate the interference of their mother tongue and thus read and interact in appropriate and standard pronunciation and intonation.

Teaching method: instruction, presentation

Textbooks

1. Wang Guizhen *English Pronunciation and Intonation Practice* Higher Education Press 2006

References:

1. Supplementary handouts
2. Supplementary videos

Contents:

The first semester focuses on vowels and consonants while the second semester centers on the rhythm and tones of English language. The main focus of nine chapters is listed below:

1. English phonemes
2. different phoneme combination
3. word cluster
4. syllabus stress
5. stress and weak forms of words
6. sentence stress
7. rhythm
8. intonation
9. appropriate intonation in communication

Assessment:

Written listening exam and oral exam in the form of reading aloud and dialogue

Grading:

Attendance: 10%

Class performance 40%

Final exam 40% (listening section 20% + oral section 20%)

Syllabus for *English Grammar*

Course code: JY30540

Course category: Compulsory discipline course

Class Hours: 2 per week; 32 in total

Course Credits: 2

Prerequisite(s): None

Objectives and Requirements:

English Grammar, is a compulsory discipline course for undergraduates majoring in English and education. This course aims to help students get acquainted with the English grammar in a systematic way (including morphology and syntax) in order to enhance their comprehension, expressions and writing. By learning this course, students are expected to familiarize themselves with systematic knowledge of English grammar and the structures of Spoken English and Written English and the grammatical differences between them and the structures of English words, sentences and discourses. Another important objective of the course is to promote students' abilities of using English to communicate their ideas and thoughts with accuracy, appropriateness and logic

Teaching method:

In this course which combines lectures and practice in using English grammatical rules with discussion, students are also required to finish some required exercises.

Textbooks:

Zhenbang, Zhang, *A New English Grammar Coursebook* (5th edition), Shanghai Foreign Language Education Press, 2009.

References:

1. A. J. Thomson & A. V. Martinet: *A Practical English Grammar*, Oxford University Press, 1986
2. L. G.. Alexander. *Longman English Grammar*. Longman Group Limited, 1988

Contents:

This course introduces students to the basic knowledge of English grammar in various areas, including noun, article, verb, adjective, adverb, preposition, conjunction and various kinds of sentence structures. Teachers also draw special attention of Chinese students to such difficult areas as article, tense etc. Class activities focus on the teachers' practical lecturing and students' discussion.

Assessment:

Daily performance; Final exam

Grading:

Daily performance: 60%; Final exam: 40%

Syllabus for *English Writing (1)*

Course code: JY30631

Course category: Compulsory discipline course

Class hours: 2 per week, 32 in total

Course credits: 2

Prerequisite: *Integrated skills of English (2)*

Objectives and requirements :

As part of the writing courses, this course aims at sophomores of English education majors. It intends to improve students' writing through practices in analysis of the organizations of articles, writing techniques and the author's intention. Students are also expected to develop their critical and logical thinking in reading articles, which in turn can contribute to their writing. In addition, outlining, drafting, revising, and peer assessment as well make improvement.

Teaching method: Lectures, practice

Textbooks:

John Langan *American College English Writing with Readings* Foreign Language Teaching and Research Press, Beijing, 2008

References:

Diane Belcher & Alan Hirvela (2004) *Linking Literacies-Perspectives on L2 Reading-Writing connections*, The University of Michigan Press

Dana R. Ferris & John S. Hedgecock (2005) *Teaching ESL Composition*, Lawrence Erlbaum Associates Publishers, London

Ken Hyland (2003) *Second Language Writing* Cambridge University Press

Contents:

1. Reading and writing essays of different organizational patterns : Narration , description, cause-effect, comparison and contrast.
2. Writing process: brain storming, outlining, drafting, revising and editing .
3. Writing skills: organizing essay structure, coherence, and rhetorical devices.
4. Language development: correctness、 variety, appropriateness and concreteness.

Assessment: Sum total of essays and quizzes

Grading:

2 Essays	50%
Portfolio Assessment	20%
Final In-class Essay Exam	30%

Syllabus for *English Writing (2)*

Course code: JY30632

Course category: Compulsory discipline course

Class hours: 2 per week, 32 in total

Course credits: 2

Prerequisite: *English writing (1)*

Objectives and requirements :

As part of the writing courses, this course aims at sophomores of English education majors. It intends to improve students' writing through practices in analysis of the organizations of articles, writing techniques and the author's intention. Students are also expected to develop their critical and logical thinking in reading articles, which in turn can contribute to their writing. In addition, outlining, drafting, revising, and peer assessment as well make improvement.

Teaching method: Lectures, practice

Textbooks:

John Langan *American College English Writing with Readings* Foreign Language Teaching and Research Press, Beijing, 2008

References:

Diane Belcher & Alan Hirvela (2004) *Linking Literacies-Perspectives on L2 Reading-Writing connections*, The University of Michigan Press

Dana R. Ferris & John S. Hedgecock (2005) *Teaching ESL Composition*, Lawrence Erlbaum Associates Publishers, London

Ken Hyland (2003) *Second Language Writing* Cambridge University Press

Contents:

1. Reading and writing essays of different organizational patterns : Narration , description, cause-effect, comparison and contrast.
2. Writing process: brain storming, outlining, drafting, revising and editing.
3. Writing skills: organizing essay structure, coherence, and rhetorical devices.
4. Language development: correctness、 variety, appropriateness and concreteness.

Assessment: Sum total of essays and quizzes

Grading:

Quiz	20%
1 Essay	25%
1 speech	25%
Final In-class Essay Exam	30%

Syllabus for *English Academic Writing (1)*

Course code: JY30642

Course category: Compulsory discipline course

Class hours: 2 per week, 32 in total

Course credits: 2

Prerequisite: *English writing (1), English writing (2)*

Objectives and requirements:

This course will equip students with general academic writing skills. Specifically, this course focuses on academic skills of writing a book review. The class covers, not limited to, three major elements: (1) the functions of sentences, paragraphs and an essay in academic writing, (2) general rules in developing and strengthening logic flows, (3) critical reading for academic writing purposes, and (4) revision skills. By the end of the semester, students will be able to:

- (1) use a range of academic English vocabulary in academic writing;
- (2) write a book review with a clear logic flow;
- (3) revise a book review;
- (4) use paraphrasing, quotations and summary in order to avoid plagiarism;
- (5) self-evaluate the writing of book review.

Teaching method: Seminars

Textbooks: handouts

References:

- Bailey, S. (2003). *Academic writing: A handbook for international students*. (2nd edition). Routledge.
- Jacobus, Lee (2010). *A World of Ideas: Essential Readings for College Writers*. 8th ed. Boston: Bedford/St. Martin's, 2010.
- Langan, J. (2008) *College writing skills with readings*. (7th edition) McGraw-Hill.
- Sorenson, S. (2010). *Webster's new world: Student writing handbook*. (5th edition). Wiley Publishing.

Contents:

1. Pre-writing: Organizations, verb tense, and Audience-Purpose-Organization
2. Writing: Introduction, Paragraphs, conclusions, quotations and paraphrasing
3. Post-writing: Self-evaluation and revision skills

Assessment: Examination

Grading:

Attendance & Participation	5%	Book Report with Three Drafts	45%		
Presentation	10%	Other Assignments	10%	Final Exam	30%

Syllabus for *English Academic Writing (2)*

Course code: JY30642

Course category: Compulsory discipline course

Class hours: 2 per week, 32 in total

Course credits: 2

Prerequisite: *English Academic Writing (1)*

Objectives and requirements:

This course will teach students the essential elements of an under-graduation paper. In this course, students will learn the general skills of writing a research paper, and revision skills. Through this course, students will develop basic skills of writing a research paper. By the end of this course, students will be able to develop an understanding of an under-graduation paper, and of the academic writing skills for the writing.

Teaching method: Seminars

Textbooks: Handouts

References:

- Wallwork, A. (2011). *English for writing research papers*. NY: Springer.
- Ten research papers: One review article, three qualitative research paper, four quantitative research paper, one mixed-method research paper, and one cross-case research papers.

Contents:

This course will introduce the elements of an under-graduation research paper: abstract, introduction, theoretical framework, literature review, methodology (data collection and data analysis), findings and conclusion, references.

Assessment: Examination

Grading: 100%

Literature Review 20%

Attendance & Participation 5%

Student teaching 5%

Portfolio 40%

Final Exam 30%

Syllabus for *Translation(1)*

Course code: JY30171

Course category: compulsory discipline course

Class hours: 2 hours a week, 32 hours in total

Prerequisites: *Integrated skills of English (3)*

Objectives and requirements:

This course introduces to students basic theories and skills of translation between Chinese and English. Both class room lectures and after-class practices will reveal similarities and differences between the two languages and serve to enhance students' faculty of translation. A translation speed of 350-word-per-hour is the desired objective as specified in the TEM 8 Syllabus.

Teaching method: Lectures and practice

Textbooks:

1. Li Ming *English-Chinese Translation in Interaction* Wuhan University Press. 2006
2. Supplementary handouts

References:

1. Li Yunxing *A Guideline to Discourse Translation* China Translation & Publishing Corporation 2006
2. Bao Huinan *The Cultural Context of Language and Translation* China Translation & Publishing Corporation 2001
3. Lu Hongmei *A College Course of Translation between Chinese and English* Science Press 2006

Contents:

Major contents are included as the following: introduction of some general principles, criteria of translation, literal translation and free translation; domestication and foreignization, word choice, addition, omission, and the translation of English complex clauses etc.

Assessment: exam

Grading:

Attendance	10%
Quiz	20%
Class performance	30%
Final exam	40%

Syllabus for *Interpreting(1)*

Course code: JY30181

Course category: Compulsory discipline course

Class hours: 2 hours a week, 32 hours in total

Course Credit: 2 credits

Prerequisites: *Translation(1)*

Objectives and requirements:

This course develops basic knowledge, skills and techniques required for interpreting as well as continued growth of linguistic resources such as vocabulary, structures and style within a Chinese/English bilingual cultural and social context. The major course objectives are: to develop and enhance competence in the main modes of interpreting, to be able to define, identify and differentiate the modes of interpreting, to reinforce and enlarge students' functional vocabulary, to promote a better understanding of the English Speaking culture within the bilingual context and its relationship and importance within the field of interpretation.

Teaching method: Lectures and practice

Textbooks:

Zhong Weihe, *A Foundation Coursebook of Interpreting Between English and Chinese*, Higher Education Press, 2007.

Reference:

Lin Chaolun, *Field Interpreting*, Foreign Language Teaching and Research Press, 2005

Wu Mingzhong, *English Interpretation* Wuhan University Press, 2011

Wang Guizhen, *Chinese-English / English – Chinese – Advanced Oral Interpretation Course I* South China University of Technology Press 2002

Course Content:

Unit 1 introduction to interpreting

Unit 2 Public Speaking I

Unit 3 Public Speaking II

Unit 4 Tourism I

Unit 5 Tourism II

Unit 6 Tourist spots I

Unit 7 Tourist spots II

Unit 8 Environment I

Unit 9 Environment II

Unit 10 Note taking

Unit 11 Note taking

Unit 12 Note taking

Unit 13 Sports I
Unit 14 Sports II
Unit 15 Interpreting current issues
Unit 16 Interpreting current issues
Unit 17 Interpreting current issues
Unit 18 Review

Assessment: Examination

Grading:

Attendance & Classroom participation	60%
Final examination	40%

Syllabus for *Advanced English (1)*

Course code: JY30091

Course category: compulsory discipline course

Class hours: 4 hours per week, 64 hours in total

Course credit: 4 credits

Prerequisites: *Integrated Skills of English (4)*

Objectives and requirements:

Aim:

This module aims to provide advanced learners of English with advanced reading skills, advanced productive language skills, critical thinking skills, as well as further training in basic comprehensive language skills.

Objectives:

The objectives of this module are:

1. To familiarize students with the meaning and usage of new words and phrases in the essays selected so that they can use them accurately in new contexts and thus enlarge their vocabulary.
2. To enable students to learn to use dictionaries and reference books so as to develop and enhance learning autonomy.
3. To help students appreciate ways and styles of organization and development of different essays, as well as rhetorical devices employed in selected articles so that they can achieve an all-round understanding of the texts being learnt.
4. To polish basic language skills such as discussing, writing, translating, etc.
5. To enable students to develop active and logical thinking.
6. To prepare students for various English proficiency tests, especially TEM 8.

Learning outcomes:

On completion of the module the students will be able to demonstrate:

1. An ability to critically read English essays and similar genres of English articles;
2. An improved ability to use English in an all-round way;
3. An ability to associate what they have learnt in the texts with what happens in their own lives;
4. More confidence in cracking various English proficiency tests, especially TEM 8.

Teaching method:

This module will be taught twice per week. Sessions will include formal tutor input, stimulus documentary, video material, teacher presentation, critical group discussion and activities, small group analysis and presentations both individually and in groups. This will allow detailed consideration of particular issues and provide opportunities for students to develop their critical and analytical skills as well as their spoken and written English skills.

Textbooks: Prepared by the tutors

References:

1. 方健壮, 2000, 《当代英美散文名篇选读》, 上下册。华南理工大学出版社。
2. 李观仪, 2001, 《新编英语教程》, 第 7, 8 册。上海外语教育出版社。
3. 李经纬, 2007, 《高级英语》, 上下册。西安交通大学出版社。
4. 吴旭东, 2000, 《高级英语》, 上下册。华南理工大学出版社。
5. 张汉熙, 1995, 《高级英语》, 第二册。外语教学与研究出版社。

Contents:

Week 01 - Week 03:	Unit 1 Love is a Fallacy
Week 04 - Week 05:	Unit 2 Thinking as a Hobby
Week 06 - Week 07:	Unit 3 How to Grow Old
Week 08 - Week 09:	Unit 4 The Politician
Week 10:	Movie appreciation
Week 11 - Week 12:	Unit 5 Portrait of an Actress
Week 13 - Week 14:	Unit 6 A Wagner Matinee
Week 15 - Week 16:	Unit 7 Shooting an Elephant
Week 17 - Week 18:	Unit 8 My Wood
Week 19 - Week 20:	Review and Final Examination

Assessment:

final examination, class-attendance checking, discussion-contribution tallying and assignment marking.

Grading:

Learners will be assessed from the following aspects:

1. Usual performance (60%) which includes Class Attendance (10%), Classroom Participation (10%), Presentation (5%), Essay writing (15%), and Assignments (20%).
2. Final examination (40%), similar in form to TEM8, with questions based mostly on the textbook.

Syllabus for *Advanced English (2)*

Course code: JY30092

Course category: Compulsory discipline course

Class hours: 4 hours per week, 64 hours in total

Course credit: 4 credits

Prerequisites: *Advanced English (1)*

Objectives and requirements:

Aim:

This module aims to provide advanced learners of English with advanced reading skills, advanced productive language skills, critical thinking skills, as well as further training in basic comprehensive language skills.

Objectives:

The objectives of this module are:

1. To familiarize students with the meaning and usage of new words and phrases in the essays selected so that they can use them accurately in new contexts and thus enlarge their vocabulary.
2. To enable students to learn to use dictionaries and reference books so as to develop and enhance learning autonomy.
3. To help students appreciate ways and styles of organization and development of different essays, as well as rhetorical devices employed in selected articles so that they can achieve an all-round understanding of the texts being learnt.
4. To polish basic language skills such as discussing, writing, translating, etc.
5. To enable students to develop active and logical thinking.
6. To prepare students for various English proficiency tests, especially TEM 8.

Learning outcomes:

On completion of the module the students will be able to demonstrate:

1. An ability to critically read English essays and similar genres of English articles;
2. An improved ability to use English in an all-round way;
3. An ability to associate what they have learnt in the texts with what happens in their own lives;
4. More confidence in cracking various English proficiency tests, especially TEM 8.

Teaching method:

This module will be taught twice per week. Sessions will include formal tutor input, stimulus documentary, video material, teacher presentation, critical group discussion and activities, small group analysis and presentations both individually and in groups. This will allow detailed consideration of particular issues and provide opportunities for students to develop their critical and analytical skills as well as their spoken and written English skills.

Textbooks: Prepared by the tutors

References:

1. 李观仪, 2001, 《新编英语教程》, 第 6, 7, 8 册。上海外语教育出版社。
2. 张汉熙, 1995, 《高级英语》, 第二册。外语教学与研究出版社。
3. 方健壮, 2000, 《当代英美散文名篇选读》, 上下册。华南理工大学出版社。
4. 吴旭东, 2000, 《高级英语》, 上下册。华南理工大学出版社。

Contents:

Week 01 - Week 03:	Unit 1	Teaching as Mountaineering
Week 04 - Week 05:	Unit 2	Beauty
Week 06 - Week 07:	Unit 3	A Red Light for Scofflaws
Week 08 - Week 09:	Unit 4	Why Don't We Complain?
Week 10:		Movie appreciation
Week 11 - Week 12:	Unit 5	Courtship through the Ages
Week 13 - Week 14:	Unit 6	Happiness
Week 15 - Week 16:	Unit 7	American Dilemma
Week 17 - Week 18:	Unit 8	I Have Here in My Mind
Week 19 - Week 20:		Review and Final Examination

Assessment:

This course will be evaluated through final examination, class-attendance checking, discussion-contribution tallying and assignment marking.

Grading:

Learners will be assessed from the following aspects:

1. Usual performance (60%) which includes Class Attendance (10%), Classroom Participation (10%), Presentation (5%), Essay writing (15%), and Assignments (20%).
2. Final examination (40%), similar in form to TEM8, with questions based mostly on the textbook.

Syllabus for *Culture of English Speaking Countries*

Course code: JY30230

Course category :Optional discipline course

Class hours: 2 hours per week; 32 hours in total

Course credits: 2

Prerequisite: None

Objectives and requirements

The course is to expose the students to the main western cultural phenomena and to guide the students to explore what is behind the phenomena. The course also aims at training the students' ability to criticize culture through comparing, contrasting different cultures, especially western and Chinese cultures. The course has another aim of providing the students useful knowledge about western culture and cross-cultural communicating skills so as to enable the students to apply the knowledge and skills in life and work. In addition, the course also hopes to improve the students' reading ability and other language abilities through a great amount of cultural readings.

Teaching Method: lecture, seminar, video watching

Text books

- (1) *Western Culture and Society* by Chen Jing, Science Publishing House, 2014.
- (2) Miscellaneous materials

Reference

1. *European Culture: An Introduction* by Wang Zuoliang. Foreign Language Teaching and Research Press. 1992
2. *My Country and My People* by Lin Yutang. Foreign Language Teaching and Research Press.1998
3. *Britain* by James O'Driscoll. Oxford University Press.1995
4. *Cultural Flow Between China and Outside World Throughout History* by Shen Fuwei. Foreign Language Press.1997

Contents

The course is divided into seven units, that is, a general introduction to culture, Greek mythology, Bible stories, family and education, pop culture, the 1960s, corporate culture and overseas Chinese. The class hour will mainly be lecture and discussion. There will be students' presentation, movies and movie clip shows and music appreciation in class.

Assessment: Class participation, Mid-term writing; presentation; and final exam.

Grading

Performance and Participation 10%; Mid-term writing20%;
Presentation 30%; Final exam 40%.

Syllabus for *Introduction to Linguistics*

Course code: JY20150

Course category: Optional discipline course

Class hours: 2 hours per week, 32 in total

Course credits: 2 credits

Prerequisite: *Integrated Skills of English (3)*

Objectives and Requirements:

The course is designed for the third-year students majoring in English Education. The aim of the course is to familiarize the students with the different schools of contemporary linguistics and applied linguistics, as well as their objects, methods and achievements, which are essential for students' further study and professional development in English education and linguistics in general. The following are some of the requirements specified:

- 1) To help learn fundamental concepts and general principles in theoretical and applied linguistics;
- 2) To help analyze the daily-life language phenomena with reference to the relevant linguistic principles so as to strengthen their theoretical background in linguistics as well as to cultivate their critical thinking skills;
- 3) To help utilize the basic theories and principles in second language acquisition, morphology, syntax, etc. in their future professional development and teaching.

Teaching method: lecture +group discussion

Textbooks:

Introducing English Linguistics, Charles, F. Meyer, CUP, 2009

References:

- 1) Linguistics: A Course Book (Fourth edition); Hu Zhuanglin, Beijing University Press;
- 2) Zheng Chao, An Introduction to Linguistics, Zhongqing University Press, 2006;
- 3) V. Fromkin & R. Rodman, An Introduction to Language, Harcourt Brace Jovanovich College Publishers, 1993.

Contents:

- 1) Chapter 1 Invitation to linguistics;
- 2) Chapter 2 Phonetics and Phonology;
- 3) Morphology;
- 4) Syntax;
- 5) Semantics;
- 6) Language and Cognition;
- 7) Pragmatics;
- 8) Linguistics and Foreign Language Teaching

Assessment: examination

Grading:

Attendance and Participation 30% Mid-term quiz 30% Final Exam 40%

Syllabus for *Creative Learning and Critical Thinking*

Course Code: JY30650

Course Category: Optional discipline course

Class Hours: 2 hours per week, 32 hours in total

Course Credits: 2

Prerequisites: *The principles of education*

Objectives and Requirements:

This course aims to cultivate students' creativity and critical thinking. Specifically, it attempts to help students understand concepts and different types of thinking and their relevance to learning, communication and teaching, to develop students' critical thinking by examining hot educational issues, to enhance students' understanding of the roles that language, teachers and students play in contemporary world, to prepare them for future exploration of creative learning and teaching methods suitable for their workplace realities, and to cultivate reflective learners and teamwork players by having students write weekly thinking notes and complete group projects.

Teaching Method:

The course is conducted in small-size classes using English as the working language.

Textbooks:

Space, materials and equipment requirements: The course is conducted in Microteaching Lab, using handouts, PPTs, and various other types of learning materials.

Contents:

Basic concepts and ideas relating to thinking and logic; Models and theories contributing to effective learning; Innovative teaching methods and approaches which emphasize innovative and student-centered learning; Critical reading of media products related to education; Analysis of logical fallacies concerning language learning and teaching; Classroom activities and team projects.

Assessment: Projects and journals

Grading:

Attendance and in-class performance: 10%;

Projects: 60%;

Reflective journals: 30%.

Syllabus for *School Management*

Course code: JY30660

Course category: Optional discipline course

Class hours: 2 hours a week, 32 hours in total

Course credits: 2 credits

Prerequisite: *General psychology*

Objectives and requirements:

Integrating both education and administration, this cross-subject course of education administration offers students fundamental principles and methods in the field. Students can be acquainted with the latest trend in the discipline and learn to deal with practical problems through case studies and research, which will then develop their abilities to make analysis and solve problems.

Teaching method: lecture; case study

Textbooks:

1. Wayne K. Hoy & Cecil G. Miskel. *Educational Administration: Theory, Research and Practice*. (第七版). McGraw-Hill Company, Inc, 2005

References:

1. Fred C. Lunenburg, Allan C Ornstein. *Educational Administration: Concepts and Practices*. Beijing: Foreign Language Teaching and Research Press, 2004
2. Fan Guorui. *Theories and Case Studies of Educational Administration*. Shanghai: East China Normal University. 2005
3. Xiao Zongliu. *School Management*. Beijing: People Education Press. 2001

Contents:

1. Introduction which illustrates fundamental principles in school education
2. Fundamental principles of school management, school organization and the technological core of school etc.
3. The organization of school
4. Leadership, decision-making, curriculum design and management etc.

Assessment: Final test and formative evaluation.

Grading:

Attendance and Participation	20%
Topic Team Report & Presentation	20%
paper	20%
Final Exam	40%

Syllabus for *Educational Leadership*

Course code: JY30040

Course category: Optional discipline course

Class hours: 2 hours per week, 32 hours in total

Course credits: 2 credits

Prerequisites: *School management*

Objectives and requirements:

This is the study of modern administrative theories, practices, and techniques in school leadership and responsibilities, with emphasis on facilitating leadership to create a work climate supportive of excellence in teaching and learning. This course is intended to be a general overview of the educational leadership and to help students with a general introduction to the knowledge, dispositions and skills required of successful educational leaders.

Teaching method: lecture

Textbooks:

1) Cashman, K. (2008). *Leadership from the Inside Out: Becoming a Leader for Life*, 2nd. Berrett-Koehler Publishers, Inc.

References:

- 1) Bush, T. (2003). *Theories of Educational Leadership and Management*, 3rd Ed., Sage, London.
- 1) Fullan, M. (2007). *Educational Leadership*, 2nd Ed., John Wiley & Sons, Inc.

Contents:

The importance of leadership for education; Current context of educational leadership: Policies and values; Understanding educational leadership; Prepare for educational leadership; Practising educational leadership; Models of educational leadership; Part Formal models; Collegial models; Political models; Subjective models; Ambiguity Models; Cultural Models; Dilemma in educational leadership

Assessment: final examination

Grading:

Attendance	18%
Cooperative group presentation	12%
Paper on Educational leadership	30%
Final exam	40%

Syllabus for *Philosophy of Education*

Course Code: JY30050

Course Category: Optional discipline course

Class Hours: 2 hours a week, 32 hours in total

Course credits: 2

Prerequisite: *Curriculum and instruction theory*

Objectives and Requirements:

This course is designed to help students examine the diverse philosophical views that have affected, and are still affecting, educational policy in China. Students will explore questions about the purposes, ends, and means of education, and assess their own philosophy through readings, discussions, and lectures. The central aims of the course will be to provide students with content knowledge about philosophical debates about controversies in education and to improve their skills in understanding philosophical ideas, assessing the strengths and weaknesses of different philosophical arguments, seeing the relevance of philosophical theories to their own experience, and formulating and defending their own views on controversial issues.

After taking this course, students should have enhanced abilities to identify and explain the ultimate goals of education and its role in society; they should be better able to rationally form and justify opinions about controversies in education; and they should be able to assess the available options in ethical dilemmas facing teachers and come to morally acceptable decisions.

Teaching Methods: Lecture

Textbooks:

Curren, R.R. (2007). *Philosophy of education: An anthropology*. Blackwell Pub.

References:

1. Song Xinmin. *The Dialogue on the Philosophy of Education*. Shijiazhang: Heibei Educational Publishing Company Press. 1996.
2. Wang Kunqing. *Modern Philosophy of Education*. Huazhong Normal University Press. 2006.1
3. Noddings, N. (1998). *Philosophy of education*. Westview Press.
4. Chambliss, J. J. (1996). *Philosophy of education*. Carland Publishing Inc.
5. Moore, T. W. (1982). *Philosophy of education: An Introduction*. Routledge & Kegan Pual.

Contents:

Lectures and discussions on the central questions of philosophy of education: What are the aims of education? What authority does it rest on? What responsibilities does it entail? In what manner should education be carried out? what should be the content

of education?

Assessment: final examination and general performance

Grading:

General performance (60%):

attendance and class performance (20%),

final paper (20%),

presentation (20%)

Final exam (40%)

Syllabus for *Comparative Education*

Course Code:JY30070

Course Category: Optional discipline course

Class Hours: 2 hours per week, 32 in total

Course credits: 2 credits

Prerequisites: *The Principles of education, Curriculum and instruction theory*

Objectives and Requirements:

The course provides an overview of methods, major concepts and current trends in comparative education. It will enable students to identify strengths and limitations of international comparative research, and to learn about relevant studies and scholars dealing with methodological and conceptual issues of comparative education. A special emphasis is placed on policy borrowing and lending, and globalization studies. The assignments will support these learning objectives, and in addition, help students to develop specific research skills that are necessary to develop academic literature reviews.

Teaching Method: Lecture

Textbook:

Kubow, P. K. & Fossum, P. R. (2007). *Comparative Education: Exploring Issues in International Context*. Upper Saddle River, NJ: Pearson.

References:

1. Gu Mingyuan. *Comparative Education---the Development of Education and Countries*. Beijing: People education publishion.1998.
2. Feng Zengjun.ed. *Comparative Education*. Nanjing: Jiangsu education Press.1996.

Contents:

To illustrate the meaning of the comparative education; to probe into the development of the comparative education; to research the relationship between comparative education and modern education; major concepts and current trends in comparative education; system info of comparative education; to study the methods of comparative education; the relationship between comparative education with educational practice in China; the expectation of comparative education in 21ct.

Assessment: final examination, general performance and term paper.

Grading:

Attendance and class participation 18% Presentation 12%
Term paper 30% Final exam 40%

Syllabus for *Research Methods in Education*

Course Code: JY30060

Course Category: Optional discipline course

Class Hours: 2 hours per week, 32 hours in total

Course credits: 2 credits

Prerequisites: *The principles of education, Curriculum and instruction theory*

Objectives and Requirements:

The aim of the course is to provide comprehensive understanding of the diverse research methods used in education research, and to convey the necessary practical skills required for their application. Through lectures, seminars and practical workshops, the course will provide students with relevant knowledge of major research methods, their respective uses and usefulness, and their relevance for the study of contemporary educational research issues.

On completion of the course, students shall be able to demonstrate their understanding of major research methods and their ability, to make use of both quantitative and qualitative research techniques, to identify the appropriate techniques for different kinds of research questions, to apply their understanding of research methods in relation to contemporary issues in Educational research. Students can critically assess the utility and appropriateness of diverse methods and techniques for the study of relevant research issues in Educational area.

Teaching Pattern: Lecture , Seminars and practical workshops.

Textbooks:

Yuan Zhengu. *A Guide to the Research Methods in Education*. Beijing: Educational Science Publishing Company Press. 1997.

References:

1. Ye Lan. *Research and Methods in Education*. Beijing: China Science & Technology Publishing Company Press. 1990.
2. Pei Dina. *A Guide to the Research Methods in Education*. Hefei: Anhui Education Publishing Company Press. 1994.
3. Wu Mingqin. *Education Research---Basic analysis on Methods*. Taipei: Wunan Books Publishing Company Press. 1991.
4. William Wiersma. *Research Methods in Education: An Introduction (Sixth edition)* Allyn and Bacon. 1995.

Contents: The course begins with an introduction to research design, encompassing both qualitative and quantitative research methods and their uses, seen in relation to the question of validity. Students will be required to study a educational problem assigned to them, applying their knowledge and skills to this problem throughout the

course. Techniques for data collection and analyses of interviews, questionnaires, observation, and database material will be taught in workshops. Development of the skills required for both written and oral dissemination of results is also a key feature of the course.

Assessment:

written and oral presentation of an assigned research problem; studying paper.

Grading:

written and oral presentation of an assigned research problem	40%
studying paper	60%

Syllabus for *Principles of Moral Education*

Course Code: JY30670

Course Category: Optional discipline course

Class Hours: 2 hours a week, 32 hours in total

Course credits: 2

Prerequisite: *The principles of education, Philosophy of education*

Objectives and Requirements:

This course is designed to help students understand the classical philosophical foundations of moral education and current major theories on moral education that have affected, and are still affecting, school moral education in China and around the world. Students will explore Kant's moral principles, Utilitarianism, Piaget's and Kohlberg's theory on children's moral development, Confucianism on moral education, feminist approach to moral education, and postmodern moral education, etc. Students will develop their own understanding on moral education through readings, discussions, and lectures. The central aims of the course will be to provide students with content knowledge about major theories home and abroad on moral education and guide them in their future moral education and interaction with students.

Teaching Methods: Lecture and discussion

Textbooks:

Garrod, A. (1992). *Learning for life: moral education theory and practice*. Praeger Publishers.

References:

1. Tan, C. (2010). *Theories on Moral Education*. Beijing Normal University Press.
2. Lu, Y. (1997). *A Restless Century: A Review of the Education in the 20th Century*. Shandong Education Press.
3. Qi, W. (1995). *Conflicts and Integration: the Western Moral Education Theories in the 20th Century*. Shandong Education Press.
4. Kant (1785/1793). *Grounding for the metaphysics of Morals*.
5. Noddings, N. (1984). *Caring: A feminist approach to ethics and moral education*.

Contents:

To illustrate the purpose of education; to probe into the development of the philosophy of education; to research the relationships of philosophy and education, life and education, knowledge and curriculum, logos and teaching, freedom and education, democracy and education.

Assessment: final examination and general performance

Grading:

General performance (60%): attendance and class performance (20%),
final paper (20%), presentation (20%) Final exam (40%)

Syllabus for *Counseling Psychology*

Course Code:JY30280

Course Category: Optional discipline course

Class Hours: 2 hours per week, 32 in total (Including 10 hours practicing)

Course credits: 2 credits

Prerequisites: *Educational psychology*

Objectives and Requirements:

This course is educational selected discipline course. The course stated the major characters, major perspectives, history and developing process of counseling psychology. This course provided psychological applying cases and current situation and developing level on counseling psychology.

The primary aim of the course is to provide students with the necessary backgrounds, different types, proposes, principles and functions of counseling psychology as well as understanding the difference between team psychological consulting and individual consulting; to understand the different stages and influencing factors of counseling psychology, to master major technologies and practice operation of the counseling procedural, to master team psychology counseling project design and operational methods and strategy, to explicit evaluation methods on psychology counseling.

Teaching Methods: Lecture and discussion

Textbooks:

John Mcleod. *An Introduction to Counseling* [M]. Shang hai: Press of Faculty of Social Science.2009

References: Yu Luwen. *An Introduction to Counseling* [M].Beijing: Tsinghua University Press. 2008.

John Mcleod. *The Counsellor's Workbook* [M]. Shanghai: Press of Faculty of Social Science.2009.

Contents:

History and Current Trends in Counseling; Developing Basic Counseling Skills; Desirable Qualities Needed to be a Counselor; Counseling in the Private Sector; Mastering the Techniques of Counseling; Legal and Ethical Issues on Counseling; Popular Counseling Specialties; Counseling Based Communication Skills.

Assessment: Paper, formative assessment

Grading:

Presentation 10%

Reading Report 30%

studying paper 60%

Syllabus for *Educational Measurement and Evaluation*

Course code: JY30190

Course category: Optional discipline course

Class hours: 2 per week , 32 in total

Course credits: 2

Prerequisite: *The principles of education*

Objectives and requirements:

This course focuses on theory and practice of varied assessment methods used to improve teaching and promote student learning. It includes both psychometric measurement theories and classroom-based assessment principles.

By the completion of this course students will be able to:

- 1) understand the concepts of validity and reliability and how they relate to good assessment practices;
- 2) construct well formulated instructional objectives;
- 3) choose and develop assessment strategies in alignment with the course objectives;
- 4) design well-articulated scoring rubrics to evaluate student work;
- 5) develop valid grading procedures;
- 6) interpreting assessment results and reporting to students and parents;
- 7) identify unethical and inappropriate assessment practice.

Teaching method: Lectures + seminars

Textbooks:

Brown, G. T. L., Irving, S. E., & Keegan, P. J. (2014). *An introduction to educational assessment, measurement, and evaluation: Improving the quality of teacher-based assessment* (3rd ed). Auckland, NZ. Dunmore Publishing. ISBN: 9781927212097

References:

Airasian, P. W., & Russell, M. K. (2008). *Classroom assessment* (6th ed.). New York: McGraw-Hill.

Kubiszyn, T., & Borich, G. (2013). *Educational Testing and Measurement: Classroom Application and Practice*. Hoboken, NJ John Wiley & Sons, Inc.

McMillan, J. H. (2013). *Classroom assessment: Principles and Practice for Effective instruction*. (6th edition) Boston: Pearson Education, Inc.

Popham, W. J. (2014). *Classroom assessment: what teachers need to know* (7th ed.). Boston, MA: Allyn & Bacn.

Contents:

This course consists of two main parts: respectively they are psychometric measurement theories, and classroom assessment principles and practice. Specifically, it consists of ten units of study based on themes, respectively they are: the role of

assessment in teaching, establishing learning targets, establishing valid and reliable assessment, learning about your students, assessing with selected-response items, assessing with constructed-response items, performance assessment, grading and reporting student performance, administering and interpreting tests, and ethics in assessment practice.

Assessment: group oral presentation and individual term paper

Grading: oral presentation 30% + term paper 70%

Syllabus for *English Teaching Methodology (3)*

Course code:JY30473

Course category: Optional discipline course

Class hours: 2 hours per week, 32 hours in total (12 hours for practice)

Course credits: 2 credits

Prerequisites: *English teaching methodology (2)*

Objectives and requirements

Based upon the courses of *English Language Teaching I and II*, this course aims to enable students to understand and apply the principles of teaching English listening, speaking, reading and writing. More importantly, by integrating video analysis, classroom activity demonstration, teaching observation, and microteaching, it sets out to equip students with the practical skills and competence of *doing* teaching.

Teaching Methods: Lecture, field work

Textbooks:

Wang, Q. (2007). *A Course in English Language Teaching*. Beijing: Higher Education Press.

References:

1. Cruickshank, D. R. (1999). *The Act of Teaching*. McGraw-Hill College
2. Harmer, J. (2000). *How to Teach English*. Beijing: Foreign Language Teaching and Research Press.
3. Nunan, D. (ed.). (2003). *Practical English Language Teaching*. Beijing: Higher Education Press.

Contents:

- (C) Theory: Teaching principles of English listening, speaking, reading and writing; textbook evaluation and adaptation; using and creating resources.
- (D) Practice: English listening, speaking, reading and writing classroom activity demonstration, teaching video analysis, lesson presentation, micro-teaching, and teaching observation.

Assessment: The course adopts formative evaluation by integrating the performance of classroom activity demonstration, lesson presentation and microteaching conducted *during* the semester and the quality of Course Reflection Report written at the end of the semester.

Grading:

Attendance: 10%; Microteaching: 30%; Project 30%; Course reflection report: 30%

Syllabus for *Educational Culture*

Course code: JY30710

Course category: Optional discipline course

Class hours: 2 hours per week, 18 hours per term

Course credits: 2

Prerequisite course: *The principles of education*

Objectives and requirements: This course will involve students in the exploration of culture (including its definition, characteristics, categories, history of the concept of culture) and its relationship to education from critical and comparative perspectives. The class discussions will be linked to culture traditions, social structure and changes, culture and education in the new millennium.

Teaching method: lectures, presentations, discussions

Textbooks: Scollon and Scollon, *Intercultural Communication: A discourse Approach*, Blackwell.

References: Zheng Jinzhou, *Educational Culturology*, People's Education Press.

Contents:

- 1) Definition of Educational Culturology
- 2) Definition, characteristics, categories, history of the concept of culture
- 3) Culture and cultural diversity
- 4) Theories of culture and its relationship to education
- 5) Education as a medium for culture
- 6) Education in the West and China
- 7) Cultural anthropology: Understanding cultural anthropology and cultural forces and structures;
- 8) Culture and education in relation to social class, race, ethnicity and gender; critical cultural theories, multicultural education in theory and practice.
- 9) Globalization, cultural conflicts /clashes and culture dialogues in the 21st century.

Assessment: formative assessment plus final test

Grading: formative assessment 60%, final test 40%

Syllabus for *English Public Speaking*

Course code: JY30680

Course category: Optional discipline course

Class hours: 2 hours per week, 32 hours per term

Course credits: 2

Prerequisite course: *English pronunciation and intonation*

Objectives and requirements: This course introduces students to a systematic body of theories and principles on public speaking in English, as well as gives them proper training in public speaking. Providing many classic examples of public speaking, the course prepares students for enhanced skills and understanding of rhetoric and public speaking in English, as well as improved English pronunciation and intonation.

Teaching method: lectures, case analyses, workshops

Textbooks: *The Art of Public Speaking*. Foreign Language Teaching and Research Press.

References: *Public Speaking: Theories and Strategies*. Higher Education Press.

Contents: introduction, preparation, self confidence, ethics, choice of topics and aims, audience analysis, argumentation, organization and outline, the use of language, expressions, visual aids, types of public speaking, public speaking contest

Assessment: formative assessment plus final test

Grading: formative assessment 60%, final test 40%

Syllabus for *Translation (2)*

Course code: JY30172

Course category: Optional discipline course

Class hours: 2 hours a week, 32 hours in total

Course credits: 2 credits

Prerequisite: *Translation (1)*

Objectives and requirements:

This course introduces to students basic theories and skills of translation between Chinese and English. Both class room lectures and after-class practice will reveal similarities and differences between the two languages and serve to enhance students' power of expression in the two languages. A translation speed of 350-word-per-hour is the desired objective as specified in the TEM 8 Syllabus.

Teaching Method: Lecture and practice

Textbooks:

1. Li Ming *Chinese-English Translation in interaction* Wuhan University Press
2009
2. Supplementary Handouts

References:

1. Li Yunxing *A Guideline to Discourse Translation* China Translation & Publishing Corporation 2006
2. Bao Huinan *The Cultural Context of Language and Translation* China Translation & Publishing Corporation 2001
3. Lu Hongmei *A College Course of Translation between Chinese and English*
Science Press 2006

Contents:

The main content included in the course are: the contrast of English and Chinese systems, translation techniques, including the exchanges in different hierarchies of the two language systems; the contrast of English - Chinese cultures, translation of Chinese idioms.

Assessment: final exam

Grading:

Attendance	10%
Quiz	20%
Class performance	30%
Final exam	40%

Syllabus for *Interpreting (2)*

Course code: JY30182

Course category: Optional discipline course

Class hours: 2 hours a week, 32 hours in total

Course Credit: 2 credits

Prerequisite: *Interpreting (1)*

Objectives and requirements:

This course develops basic knowledge, skills and techniques required for interpreting as well as continued growth of linguistic resources such as vocabulary, structures and style within a Chinese/English bilingual cultural and social context. The major course objectives are: to develop and enhance competence in the main modes of interpreting, to be able to define, identify and differentiate the modes of interpreting, to reinforce and expand students' functional vocabulary, to promote a better understanding of the English Speaking culture within the bilingual context and its relationship and importance within the field of interpretation.

Teaching Method: Lecture and practice

Textbooks:

Zhong Weihe, *A Foundation Coursebook of Interpreting Between English and Chinese*, Higher Education Press, 2007.

References:

1. Lin Chaolun, *Field Conservative Interpretation*, China Translation & Publishing Corporations 2012
2. Wang Guizhen, *Chinese-English / English – Chinese – Advanced Oral Interpretation Course II* South China University of Technology Press 2002
3. Feng Jianzhong, *Practical Course of English Interpretation* Yilin Press, 2002
4. Mei Deming, *Advanced Interpretation Course* Shanghai Foreign Language Education Press 2002

Content:

- Unit 1 Review and video
- Unit 2 Speeches and toast
- Unit 3 Chinese Culture
- Unit 4 Chinese Culture
- Unit 5 Foreign Trade
- Unit 6 Foreign Trade
- Unit 7 Foreign Trade
- Unit 8 Economy
- Unit 9 Simulation
- Unit 10 Education
- Unit 11 Education
- Unit 12 Debating and interpreting

Unit 13 Foreign Policy
Unit 14 Chinese cuisine
Unit 15 Sight interpreting
Unit 16 Cmprehensive exercises
Unit 17 Cmprehensive exercises
Unit 18 Review

Assessment: Examination

Grading:

Attendance & Classroom participation	60%
Final examination	40%

Syllabus for *English Lexicology*

Course Code: JY30300

Course category: Optional discipline course

Class Hours: 2 hours per week; 32 in total

Course Credit: 2 credits

Prerequisite(s): *Introduction to linguistics*

Objectives and requirements:

This course, consisting of the history and development of English words and the structure, formation, meaning, and usage of words and word equivalent, is meant to promote students' academic understanding of English words and to help students improve the methods of learning words, enlarge their vocabulary and choose the right words to use in a given context.

Teaching method: Lecture, group discussion, presentation

Textbook: Handouts

References:

1. I.S.P. Nation *Teaching and Learning Vocabulary* Foreign Language Teaching And Research Press, 2003
2. Qin Xiubai *A Brief History of English Language* Hunan Education Press, 1983
3. Zhang Yunfei *A Survey of Modern English Lexicology* Beijing Normal University Press, 1987
4. Wang Rongpei *Practical English Lexicology* Liaoning People's Public Press, 1983

Contents:

1. A survey of historical development of English language
2. Morphological structure
3. Word formation
4. Word meaning
5. Sense relations
6. Semantic change
7. English idioms
8. British English and American English
9. English vocabulary acquisition

Assessment: written exam + usual performance

Grading:

Class Attendance	10%	Class Involvement	15%		
Presentation	20%	Homework	15%	Final Exam	40%

Syllabus for *Sociolinguistics*

Course code: JY30690

Course category: Optional discipline course

Class hours: 2 hours per week; 32 in total

Course credits: 2

Prerequisite: *Introduction to linguistics*

Objectives and requirements:

This course introduces the fundamental elements of sociolinguistics: the study of the relationship between language and society, and between various language and cultural groups. This course will be a journey for students to explore the complicated relationships among various factors. We will look at variation at all levels of language and how such variation constructs, and is constructed by, identity and culture. We will also consider some of the educational, political, and social repercussions of these sociolinguistic facts. In the end of the course, students will be able to develop a sociolinguistic understanding of language use at various levels of social institutions and structures.

Teaching method: Seminars

Textbooks: Handouts

References:

- Coulmas, F. (1997). *The Handbook of Sociolinguistics*. Oxford, U.K.: Blackwell.
- Mesthrie, R.(ed.). (2011). *The Cambridge Handbook of Sociolinguistics*. Cambridge. New York: Cambridge University Press.
- Robert, B., Richard, C. and Ceil, L. (eds.) (2013). *The Oxford Handbook of Sociolinguistics*. New York: Oxford University Press.

Contents:

- | | |
|---------------------------------------|--|
| 1) Foundations of sociolinguistics | 2) Power, social diversity, and language |
| 3) The social psychology of language | 4) The sociolinguistics of style |
| 5) Language, social class, and status | 6) Language, and gender |
| 7) Multilingualism | 8) Language planning and language policy |
| 9) Language and the media | 10) Language in education |

Assessment: Examination

Grading:

Attendance & Participation	10%	Presentation	10%
A research paper	50%	Final Exam	30%

Syllabus for *English Semantics & Pragmatics*

Course Code: JY30700

Course category: Optional discipline course

Class Hours: 2 hours per week; 32 in total

Course Credit: 2 credits

Prerequisite(s): *Introduction to linguistics*

Objectives and requirements:

This course is an introduction to the study of how language is used to communicate meanings, which aims to equip the students with the basic theoretical knowledge in English Semantics and Pragmatics, as well as to apply the knowledge in interpreting the meaning in people's daily life. Meaning is the key word for this course in which the semantic section enables the student to understand various meaning structures and meaning relations through the static angle whereas the pragmatic section help the students to see how meanings are conveyed and used in daily communications. Through the study of this course, students are supposed to obtain a comprehensive comprehension of meaning statically and dynamically, resulting in improved communicative ability in contexts.

Teaching method: Lecture, seminar

Textbook: Handouts

References:

1. Griffiths, P. *An Introduction to English Semantics and Pragmatics*. Edinburgh.
2. Hurford, J. R., B. Heasley, and M. B. Smith. *Semantics: A Coursebook*. 2nd edn. Cambridge.
3. Leech, G. *Principles of Pragmatics*. Longman.

Course content:

The first semantic section covers areas such as compositionality, semantic fields, prototype theory; while the second pragmatic section covers areas such as deixis, presupposition, entailment, cooperative principles, speech act theory, and politeness principles

Assessment: written exam + usual performance

Grading:

Class Attendance	10%
Course paper	40%
Assignment	10%
Examination	40%

Syllabus for *Language Testing and Assessment*

Course code: JY30530

Course category: Optional discipline course

Class hours: 2 hours per week, 32 in total

Course credits: 2 credits

Prerequisites: *Introduction to linguistics*

Objectives and requirements:

Students should have a clear understanding of:

- different types of tests and their natures;
- ways to analyze test reliability and validity;
- principles of writing MC items and skills of conducting item analysis;
- test techniques;
- basic concepts of formative assessment and usual ways of executing formative assessment

Textbooks:

Testing for Language Teachers. Arthur Hughes. Cambridge University Press;

References:

1. Checking for Understanding: Formative Assessment Techniques for Your Classroom. Douglas, Nancy & Fisher, Frey. Alexandria, Virginia USA: Association for Supervision and Curriculum Development.
2. Assessing Language for Specific Purposes. Douglas, Dan. Cambridge : Cambridge University Press.

Content:

Main content included are: **Part 1 Different types of tests Part 2 Test validity and reliability Part 3 MC item writing and item analysis Part 4 Test techniques Part 5 Basics of formative assessment**

Assessment: written exam + usual performance

Grading:

Classroom practice	30%
Presentation	30%
Final Exam	40%

Syllabus for *Advanced English (3)*

Course Code: JY30503

Course Category: Optional discipline course

Class Hours: 4 hours per week, 64 hours in total

Course Credits: 4

Prerequisites: *Advanced English (2)*

Objectives and Requirements:

The course aims at the enhancement of the students' reading ability as well as further training in basic and comprehensive language skills. By reading and analyzing various authentic materials, it is hoped that the course will help broaden learners' horizon, and enhance their analytic skills. In addition, their cultural awareness will be raised and argumentative writing skills will be improved.

Teaching Method: lecture and drilling

Textbook(s):

1. Shen, Zou (ed.), (2005), *A New Guide to TEM 8*, Shanghai Foreign Language Education Press.
2. Zhaoxiong, He & Weiliang Zhang (ed.), (2013), *A New English Course (Advanced Level)*, Shanghai Foreign Language Education Press.

References:

1. Li, Guanyi (ed.), (2006), *A New English Course (8th volume)*, Shanghai Foreign Language Education Press.

Contents:

Variety of subjects are covered, including language, philosophy, education society and culture; The course is not only informative and stimulating in content, but also rhetorically and aesthetically appealing. Various language exercises are provided. Training note-taking skills, oral skills through exposure to radio talks, news coverage and speeches; polishing reading skills of skimming and scanning, learning writing skills of maintaining unity, coherence, and different translation skills through reading and analyzing editorials, book reviews, biographies, and literature works, and drafting argumentative essays.

Assessment: Final examination

Grading:

Attendance (10%) + homework (20%) + presentation (10%) + quiz on general knowledge of English-speaking countries (20%) + Final examination (40%)

Syllabus for *British Literature*

Course code: JY30220

Course Category: Optional discipline course

Class hours: 2 hours per week; 32 hours in total

Course credits: 2

Prerequisite: *Culture of English speaking countries*

Objectives and requirements

The course first of all is to introduce the development of British literature, which includes the the origin of western literature, historical and social background of British literature in different times, different literary movements, the representative writers and the representative works. The course also aims at developing the students' awareness of the underlying principles of literature, of the more subtle things such as the specific features of literature of Britain, the relationship of British literature and the literature of other western nations, etc.

Teaching Method: lecture, seminar, video watching

Text Books:

- (1) 《英国文学史及选读》，吴伟仁主编，外语教学与研究出版社，
- (2) Materials Prepared by the Teacher

References:

1. *The Norton Anthology of English Literature*. ed. Stephen Greenblatt (Editor), M. H. Abrams (Editor), Carol T. Christ (Editor), Alfred David (Editor), Barbara K. Lewalski (Editor), Lawrence Lipking (Editor), & 9 more , W. W. Norton & Company. 2006.
2. *The Norton Anthology of Western Literature*. W. W. Norton & Company. 2005.

Contents:

The course will trace the origin of western literature and then follow the chronological development of British literature. It is arranged chronologically : ancient Greek and Roman literature, Dante, English literature in the middle ages, the Renaissance Literature, the 17th century literature, the Age of Reason, the 19th century literature, the 20th century literature.

Assessment:

Assessment includes class participation, writing in mid-term, course project and final examination.

Grading:

Class Participation 10%, writing 20%, course project 30%, final examination 40%.

Syllabus for *American Literature*

Course code: JY30260

Course category: Optional discipline course

Class hours: 2 hours weekly; 36 hours in total

Course credits: 2

Prerequisite: *British Literature*

Objectives and Requirements

The course aims first of all to introduce the development of American literature to the students, which includes the historical and social background of American literature in different times, different literary movements, the representative writers and the representative works of each period. The course also aims at developing the students' awareness of the underlying principles of literature, of the more subtle things such as the specific features of literature of America, the relationship of American literature and the literature of other nations.

Teaching Method: lecture, seminar, video watching

Textbooks

1. *A Brief History of American Literature* by Chang Yaoxin, Renmin University of China Publishing Company, 2004
2. Materials Prepared by the Teacher

References

1. *The Norton Anthology of American Literature*. Nina Baym, General Editor. W. W. Norton & Company. 2005.
2. *The American Spirit in Literature* by Bliss Perry. Ross & Perry. 2003.
3. *The Norton Anthology of Western Literature*. W. W. Norton & Company. 2005.

Contents:

The course will follow the chronological development of American literature and it is arranged according to literature movements in different periods which include: Literature of the Puritanical time, Romantic Literature, Transcendentalism, the Forerunners of Modernism, Realistic Novels, Regional Literature, Naturalism, Imagist Movement, Modernist Poetry, American Literature and the World.

Assessment:

class participation, writing in mid-term, course project and final examination.

Grading:

Class Participation 10%, poetry writing 30%,
poetry reading 20%, final examination 40%.

Syllabus for *Japanese (1)*

Course code: JY30561

Course category: Optional discipline course

Class hours: 2 hours per week, 32 hours in total

Course credits: 2

Prerequisites: None

Objectives and Requirements:

Achieve a proper understanding of the pronunciation and writing systems of Japanese Hiragana and Katakana. learn about 200 words and learn to use basic sentence types such as determinative and existential.

Teaching Method: classroom instruction

Textbooks:

Elementary Japanese (Pronunciation), Standard Japanese for Sino-Japanese Communication (New Version, Elementary Book 1)

References:

Elementary Course For Standard Japanese

Contents:

Reading and writing of Hiragana and Katagana, intonation and tone. Essential expressions for everyday communication. Explain words and determinative and existential sentences in Lesson 1 to 4.

Assessment: Close-book examination

Grading:

Classroom attendance	10%
Homework	20%
Formative performance	30%
Final test	40%.

Syllabus for *Japanese (2)*

Course code: JY30562

Course category: Optional discipline course

Class hours: 2 hours per week, 32 hours in total

Course credits: 2

Prerequisites: *Japanese (1)*

Objectives and Requirements:

Learn about 600 words and basic sentence types such as descriptive and narrative. Able to carry out basic everyday dialogues, and compose short texts of 150 words such as self-introductions and description of family members. Achieve a basic understanding of Japanese society and culture, which lay a solid foundation for further study.

Teaching Method: classroom instruction

Textbooks:

Standard Japanese for Sino-Japanese Communication (New Version, Elementary Book 1

References:

Elementary Course For Standard Japanese

Contents:

Explain words and grammatical points in Lesson 5 to 13 and have students do related exercises.

Assessment: Close-book examination

Grading:

Classroom attendance	10%
Homework	20%
Formative performance	30%
Final test	40%.

Syllabus for *Sociology of Education*

Course Code: JY30120

Course Category: Optional discipline course

Class Hours: 2 hours per week, 32 hours in total

Course Credits: 2

Prerequisites: *Philosophy of education, Principles of education*

Objectives and Requirements:

Society and education is a complicate matter which deserves ongoing examinations and discussions from different disciplines and theoretical perspectives. This course attempts to engage in a critical examination toward society and language education, which in essence investigates several key notions: social space, symbolic power and language education at both global and local levels. In this course, we will reconsider the impacts of a structuring and structured society on language educational systems and how language education system, on the other hand, is structured by, and is structuring, our society. This course provides students a journey of critical pedagogy, during which we deliberate one central inquiry: *How is difference treated in various social spaces? How the difference impacts our language education?* In particular, this course will examine the following issues: educational institutions as social spaces; the nature of social space(s); social space and symbolic power; Foucault and education; language, power and pedagogy; youth, technology and language education; gender issues in educational spaces; World Englishes, and the ownership of English; Globalization and localization in language teacher education.

Teaching Method:

This course adopts a seminar-based teaching method through which case studies are provided to ensure thorough understandings of notions in discussion. Student are organized to discuss the focal issues and problems via presentations; they are also expected to employ the fundamental critical sociological methods to investigate current educational practice and pedagogy both in and out of China.

Textbooks:

1. Apple, M. W., Ball S. J., & Candin, L. A. (2010). *The Routledge International Handbook of the Sociology of Education*. NY: Routledge.
2. Hornberger, N. H., & McKay, S. L. (2010). *Sociolinguistics and language education*. Toronto: Multilingual Matters.

References:

1. Qu Baokui & Chen Guisheng. *Collections of Educational Studies: Education and the Social Development*. Beijing: People's Education Press, 1989.
2. Zhang Renjie(ed.) *The Analects of Sociology of Education in Foreign Studies*. Shanghai: East China Normal University Press, 1989.

3. Demaine, J. *Sociology of Education Today*. New York: Palgrave Publishers Ltd., 2001.

4. Ballantine, J.H. *The Sociology of Education* (5th edition). New Jersey: Prentice-Hall, 2001.

Contents:

1. Introduction to sociology of education; 2. Society as multiple social spaces; 3. Foucault and education; 4. Language, power and education; 5. Gender issues in language education; 6. Technology and pop culture in language education; 7. Multimodal literacy in education; 8. Social class in schooling; 9. Sociology of global teacher; 10. The sociological analyses of language teachers; 11. Globalization and language socialization; 12. World Englishes and local literacies.

Assessment: Examination

Grading:

Closed-book examination	40%
Attendance and Participation	15 %
Presentation	20%
A reflective journal	25%

Syllabus for *Professional Internship of English Education*

Majors

Course code: JY40050

Class hours: 6 weeks

Course credits: 8 credits

Objectives and requirements:

After completing all the required courses, education majors have to conduct certain period of internship. The intern of education majors serves the following purposes:

1. To improve their understanding of fundamental theories, professional knowledge and basic skills
2. To provide opportunities for students to learn in practice from experienced teachers at high schools and familiarize them with this profession.
3. Practices by the intern students can reveal and expose any imperfection and weakness of the whole teaching program of education majors.
4. More frequent and closer communication with high schools makes it possible to locate problems and join efforts to seek solutions. Intern at high schools also helps experiment and develop the latest technology and means of modern education.

Intern students of education majors are expected to:

1. practice as much as possible by conducting more classroom teaching
2. familiarize themselves with the textbooks by studying the syllabus
3. familiarize themselves with the students so as to tailor contents, methods and requirements of teaching to their actual conditions and particular needs
4. learn from other experienced teachers by joining their classes. Mutual discussion and evaluation as well as constructive advice and comments will be helpful for both.

Course contents:

A complete internship lasts four weeks in total, which is divided into three periods.

1. Preparation period – upon arriving at the intern high school, intern students should collect as many details as possible about the working conditions at the school such as its rules and regulations, how the high school students are like, which experienced teacher's class to attend and audit.
2. Intern period – while giving lessons, intern students should attend their peers' classes, keep journals and regular reports as well as make comments and evaluation.
3. Conclusion period – each intern student is required to summarize their work in written report and make self assessment. Their work will also be evaluated by the co-teachers at the schools.

Other instructions

1. Generally speaking, intern students will be instructed and led by their instructor

but students will have to contact schools that will accept them for the intern by themselves. The instructor may help unless they fail to find one.

2. Preparation will be done at the end of the sixth semester when the intern schools should be chosen. Before the internship starts, requirements and regulations will be specified.
3. Intern journals students keep regularly must record all the preparation work, the results of observation and analysis, the collected references, and difficulties encountered during teaching. These journals must be handed in to the instructor as a criterion for evaluation.
4. Intern reports should list the general conditions of the intern schools along with the contents and process of intern teaching.
5. Evaluation of intern should be made by the person in charge at the intern schools and should be signed by him/her.

Instructor:

Only lecturers or teachers with higher professional ranks are qualified for instructor.

Assessment:

Teaching plans and journals of the interns	40%
Comments by the co-teacher on interns' work	40%
Interns' summary report	10%
Observation of the regulations at intern schools	10%