國立台灣科技大學 114學年 第2學期　課程大綱

Spring 2026 NTUST Course Outline

授課教師：李思穎

Instructor:Sy-Ying Lee

課程名稱：英語讀寫教學

Course Title：Teaching English Reading and Writing

2026/11/3

課程代號：FL5242701 Course Code 學分數：3 Credits	必選修：選修/半學年 Required/Electve:Elective/Half Yr. 先修課程： Prerequisites
節次教室：TA(T4-703-2) TB(T4-703-2) TC(T4-703-2) Time/Location	
專業核心能力： Core Professional Competencies	■A1. 具備獨立思辨能力 ■A2. 具備英語文教學的研究能力 ■A4. 具備專業英語文溝通的研究能力
課程網址：moodle.ntust.edu.tw/course/view.php?id=23846 Course Website	
課程宗旨： Course Objectives	This course aims to (a) familiarize students with research in the teaching and learning of EFL reading and writing by intensively and critically reading journal articles, (b) enhance students' ability to analyze the advantages and disadvantages of literacy programs currently seen in your own countries, and (c) build students' competencies in designing literacy courses tailoring to learners of different proficiency levels. Finally, the ultimate goal of this course is to enable every student in this course to design and/or conduct a literacy (action) research proposal/project with a persuasive motivation, a decent amount of literature review, a feasible method, and a sound discussion for the findings or process.
課程大綱： Outline of Lectures	Course Outline: The focal discussions of this course are based on solid theoretical claims by well-known researchers and scholars in the field of language acquisition, literacy development, and teaching, including the following topics: 1. Theories of language acquisition and literacy development 2. Empirical studies on teaching reading and writing in the classroom 3. Empirical studies showing the relationship of reading to the learning of other language skills, e.g. reading, writing, listening, speaking, vocabulary, grammar, expressive language 4. Case histories showing the power of reading with those who developed a high level of literacy (including writing and vocabulary) competency without receiving instruction 5. Research studies showing the effects of error correction on learning writing 6. Current issues/problems in reading and writing instruction in Taiwan and your own countries (including the opportunities and challenges of involving AI tools) 7. Theory of multiliteracies, new literacies, and multimodal literacy practiced in the classroom
授課方式： Method of Instruction	講授 Lecture：35% 分組討論 Group discussion：35% 案例研討 Case study：20%

	操做練習 Practical exercises：10% 講授 Lecture：The 35% of lectures include student presentations.%
教科書： Textbooks	Required texts and chapters: 1. *The Power of Reading, Stephen Krashen 2. *The Read-Aloud Handbook by Jim Trelease. 2013. Penguin Books. New York. 3. Joining the Literacy Club (chap. 1 & 2), Frank Smith 4. Unspeakable Acts (chap 3, 4), Frank Smith 5. Research articles will be uploaded on Dropbox 6. Students are strongly encouraged to search and present articles selected by themselves
參考書目： References	Books Recommended in addition to research texts: 1. Essays into Literacy (chap 2-5), Frank Smith 2. The Book Whisper by Donalyn Miller. 2009. California: John Wiley & Sons, Inc. 3. Freedom Writers Diary by Erin Gruwell. 1999. New York: Broadway Books.
修課須知： Notice	Please join our Perusall page for the forum on Teaching English Reading and Writing
評量方式： Grading	Evaluation: 1. Term project: 25 % 2. Midterm project: 25 % 3. Presentations: 20 % 4. 4 summaries: 20 % 5. Comments on Perusall: 10% 5. Bonus will be given for active class participation
備註說明： Notes	Requirements: (1) Presentation(s) on book chapters and papers. (2) One midterm paper and a final term paper (with the midterm paper a review of previous studies and arguments in the field, your motivation for studying a particular case (literature review), and the second paper presenting your research proposal or the results of your mini study) (3) Four summaries with reflections for papers you consider most interesting to you. (4) Active participation in class discussion