# 重庆大学 2021 级学业素养英语（3-2）

# English for University Studies (EUS3-2)



# 学 习 手 册
# Student Handbook

Instructor： Shi Shu

School of Foreign Languages and Cultures

# Content

# 重庆大学《学业素养英语 3-2》课程教学大纲

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## 一、课程基本信息

| 课程名称 | 学业素养英语（3-2）<br>English for University Studies (3-2) | | |
|---|---|---|---|
| 课程编号 | EUS 10033 | | |
| 课程学分 | 2 | 总学时 | 32 |
| 学时分配 | 理论:__32___　　实践:_4__　　　上机:_____　　　课外:_____<br>（课外学时不计入总学时） | | |
| 课程类型 | ☑公共课程　　☐通识课程　　☐学科门类基础课　　☐专业大类基础课<br>☐专业核心课　☐专业选修课　☐集中实践 | | |
| 开课学期 | ☐1-1　☑1-2　☐2-1　☐2-2　☐3-1　☐3-2　☐4-1　☐4-2　☐5-1　☐5-2 | | |
| 先修课程 | 学业素养英语（3-1） | | |
| 适用专业 | 全校非外语专业，入学分级考试 3 级起点 | | |
| 教材、参考书及其他资料 | **使用教材：**<br>1. 余渭深主编，《新大学英语》（鼎新篇），北京：高等教育出版社, 2014 年 8 月<br>2. 胡开宝、金霞主编，《新大学英语视听说教程》（4），北京：高等教育出版社，2018 年 3 月 | | |

## 二、课程性质

学业素养英语（3-2）是面向非外语专业三级起点学生的公共基础必修课程，是重庆大学大学英语核心基础课程之一。本课程围绕重庆大学培养"优良的思想品格"、"深厚的人文素养"和"宽广的国际视野"的人才目标，通过基于项目的探究型学习，用英语开展与大学生生活、大学课程学习以及社会热点等相关话题的较为深入和系统的研究与探讨。在进一步夯实学生的英语听说读写译技能的基础上，培养学生通用学术素养及学术交流能力，提升学生跨文化交流能力，拓展学

生全球视野。

## 三、课程目标

### 1. 课程总目标

**通过学业素养英语（3-2）的学习，学生能够：**

（1）流利准确地使用英语语音、词汇、语法及篇章结构等语言知识，有效增加词汇量 500 词以上；

（2）使用英语针对一些通用学术话题较为深入的团队(小组)项目研究、承担个人和团队责任、形成**小组研究计划和个人文献阅读综述并就小组研究计划进行有效陈述及答辩**；

（3）具有较好的跨文化交流能力，坚定中国文化自信，并在跨文化背景下就一些通用话题进行有效的沟通与交流；

（4）恰当熟练地使用多种英语学习策略，自主完成英语课程相关内容的学习和拓展；

（5）使用英语进行初步的专业或学术文献查阅、整理、及综述，了解专业学习相关的通用技能。

### 2. 语言技能目标

| 序号 | 语言技能 | 目标 |
|---|---|---|
| （1） | 阅读 | ● 能针对教材的相关话题进行研究性阅读，能对文章进行深度分析和评论。<br>● 能针对相关研究话题进行相关文献阅读或拓展阅读，能对文献进行研究性分析。<br>● 能独立阅读与大学课程学习相关的英语教材和研究文献。 |
| （2） | 写作 | ● 能结合教材相关主题（项目）写出结构完整的小组项目研究计划（除文献综述外不少于 1000 词）和个人文献阅读综述（不少于 600 词），符合学术规范，语言通顺，无重大语言错误。<br>● 能就课文阅读内容（包括拓展阅读）写出综述报告（350 词）。<br>● 能就教学活动（课文阅读，项目研究等）涉及的话题进行简短评论（300-500 词）。 |
| （3） | 听力 | ● 能听懂教材的相关内容。<br>● 能结合单元内容（活动、项目）拓展听力（视频）学习，能分析、比较材料的主要观点和细节。<br>● 能听懂并转述（转译）与学习相关的，话题广泛的音视频节目（包括新闻、文化、教育、生活等）。 |

| （4） | 口语 | ● 能就单元学习（活动、项目）涉及的相关问题进行较深入的交流，并能发表（或视频陈述）不少于 3-5 分钟的陈述，陈述结构清楚，通顺流利。<br>● 能就单元学习的相关话题进行小组互动交流，并能进行结构完整，内容充实的个人陈述（视频陈述），陈述时间不少于 3-5 分钟。<br>● 能复述和转述（视频陈述）课文的相关内容，发言时间不少于 3-5 分钟。 |
|---|---|---|
| （5） | 翻译 | ● 能翻译课文（包括拓展阅读）的关键段落或章节（英译中）。<br>● 能翻译简要介绍中国国情或文化的中文段落（中译英，150 字左右），译文通顺，符合英语规范，无明显的语言错误。<br>● 结合课程学习（项目研究），能较熟练地使用英汉语的切换，对相关内容和话题进行多种形式的中介互译。 |

## 四、课程目标与毕业要求的对应关系

| 毕业要求 | 毕业要求指标点 | 课程目标对毕业要求的支撑关系 |
|---|---|---|
| 1、沟通 | (1) 具备跨文化交流的语言和书面表达能力，能就专业问题，在跨文化背景下进行基本沟通和交流。 | 课程目标 1<br>课程目标 3 |
| | (2) 了解专业领域的国际发展趋势、研究热点，理解和尊重世界不同文化的差异性和多样性 | 课程目标 5 |
| 2、终身学习 | 具有自主学习和终身学习的意识，有不断学习和适应发展的能力。 | 课程目标 4 |
| 3、个人和团队 | 能够在多学科背景下 的团队中承担个体、团队成员以及负责人的角色。 | 课程目标 2 |

## 五、课程教学内容与学时分配

| 周次 | 知识单元/章节 | 知识点 | 教学要求 | 推荐学时 | 教学方式 | 支撑课程目标 |
|---|---|---|---|---|---|---|
| 1 | Orientation | Understanding the course and team research project | 1. To know course objectives<br>2. To understand course policies<br>3. To know what, why, and how to do team research project | 2 | Lecture<br>Discussion<br>Presentation | 1, 4 |
| 2 | Unit 1-1 | 1. 21$^{st}$ century working and learning<br>2. Holland Code<br>3. Research topic selection | 1. To identify 21$^{st}$ century working and learning skills<br>2. To evaluate own career potentials with Holland Code<br>3. To know the principles of research topic selection<br>4. To form a research team | 2 | Lecture<br>Discussion<br>Presentation | 1, 3, 4 |
| 3 | Unit 1-2 | 1. Requirements of future career<br>2. Main ideas and supporting details<br>3. Research questions | 1. To understand requirements of future career through intensive reading and viewing<br>2. To identify main ideas and supporting details of a long essay and videos<br>3. To summarize and comment with the help of basic reading skills and content provided in oral and written form.<br>4. To translate one paragraph selected from the reading materials.<br>5. To decide on a workable team research topic and tentative research questions. | 2 | Lecture<br>Discussion<br>Presentation | 2, 3, 4 |
| 4 | Unit 1-3 | 1. Preparing for the future career<br>2. Research project literature | 1. To self-evaluate career preference<br>2. To understand and evaluate current job market. | 2 | Lecture<br>Discussion<br>Presentation | 2, 3, 5 |

| 周次 | 知识单元/章节 | 知识点 | 教学要求 | 推荐学时 | 教学方式 | 支撑课程目标 |
|---|---|---|---|---|---|---|
| | | searching, documentation and reading | 3. To present personal opinions on college students' preparation for the future job.<br>4. To know how to search reliable literatures through e-library | | | |
| 5 | Team research project 1 | Research proposal | 1. To decide on team research project topic and research questions<br>2. To understand the components of research proposal<br>3. To draft team research proposal | 2 | Lecture Discussion Presentation | 2, 4 |
| 6 | Unit 2 -1 | 1. Environmental issues in China<br>2. Literature reading | 1. To recognize the situation of environment in China<br>2. To understand benefits of low carbon life<br>3. To learn how to read a research article | 2 | Lecture Discussion Presentation | 1, 2, 5 |
| 7 | Unit 2-2 | 1. Greener life<br>2. Questionnaire survey and data analysis<br>3. Introduction of writing | 1. To understand how to be eco-friendly as college students.<br>2. To self-evaluate environmental awareness with questionnaire survey<br>3. To report questionnaire data<br>4. To identify features of effective Introduction | 2 | Lecture Discussion Presentation | 2, 3 |
| 8 | Unit 2-3 | Green Exhibit presentation | 1. To design a product to voice one's green opinion<br>2. To present one's green product in exhibition<br>3. To call for living a Green Life and taking responsibility | 2 | Lecture Discussion Presentation | 2, 3, 4 |
| 9 | Team research project 2 | Literature review | 1. To enhance literature reading skills<br>2. To learn how to write literature review<br>3. To draft individual literature review | 2 | Lecture Discussion Presentation | 2, 5 |

| 周次 | 知识单元/<br>章节 | 知识点 | 教学要求 | 推荐<br>学时 | 教学方式 | 支撑课程<br>目标 |
|---|---|---|---|---|---|---|
| 10 | Unit 3-1 | 1. Animals in different cultures<br>2. Information conceptualization | 1. To recognize different implication of animals in different cultures.<br>2. To synthesize information and build up concepts of animal understanding | 2 | Lecture<br>Discussion<br>Presentation | 1, 2, 5 |
| 11 | Unit 3-2 | 1. Animal rights<br>2. Distinguishing facts and opinions | 1. To recognize human obligation to animals.<br>2. To distinguish facts and opinions | 2 | Lecture<br>Discussion<br>Presentation | 2, 5 |
| 12 | Unit 3-3 | 1. Editing newspaper on Animal Understanding<br>2. Argumentation | 1. To present group understanding of man and animal relationship by editing the newspaper<br>2. To identify thesis statement and main arguments<br>3. To peer evaluate and revise literature review | 2 | Lecture<br>Discussion<br>Presentation | 2, 4, 5 |
| 13 | Unit 4-1 | 1. Globalization from different perspectives<br>2. Reasoning with supporting details | 1. To identify different perspectives of globalization<br>2. To recognize the influence of cultural globalization<br>3. To learn to support main arguments with evidence | 4 | Discussion<br>Presentation | 1, 3, 4 |
| 14 | Unit 4-2 | 1. Problems of identity in globalization<br>2. Counter-argument | 1. To identify problems of identity in globalization<br>2. To recognize the value of counter-argument<br>3. To learn to support main arguments with counter-argument and rebuttal | 2 | Lecture<br>Discussion<br>Presentation | 2, 3, 5 |

| 周次 | 知识单元/章节 | 知识点 | 教学要求 | 推荐学时 | 教学方式 | 支撑课程目标 |
|---|---|---|---|---|---|---|
| 15 | Unit 4-3 | 1. Students' identity in globalized world<br>2. Debating skills | 1. To explore self-identity in globalized world<br>2. To express and defend one's argument in debate<br>3. To revise team research proposal | 2 | Lecture<br>Discussion<br>Presentation | 2, 3, 4 |
| 16 | Project presentation and defense | 1. Team project research proposal presentation<br>2. Oral defense | 1. To present research proposal effectively<br>2. To participate in Q & A actively in oral defense | 4 | Presentation<br>Discussion | 2, 5 |
| 特别说明：单元选择和授课顺序任课教师可根据教学环境自行调整。 | | | | | | |

## 六、课程考核方式与课程目标的对应关系

### （1）课程考核方式及总评成绩组成比例

本课程根据平时成绩、课程论文成绩和期终考试成绩进行综合考核，平时成绩占 30%，课程研究项目成绩（包括 20%小组书面研究计划和答辩，研究计划中 10%文献综述写作由个人完成）占 30%，期终考试成绩占 40%；其中平时成绩包含 1）自主听力（占 5 %）、2）课堂参与（占 5 %）、3）单元项目（占 5%）、4）作业（占 15%）。
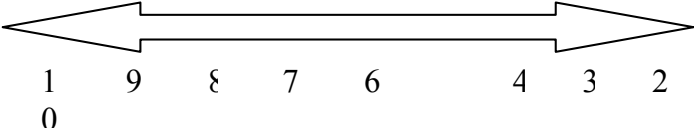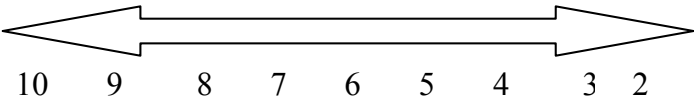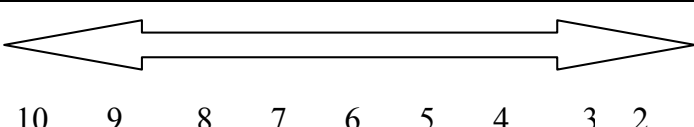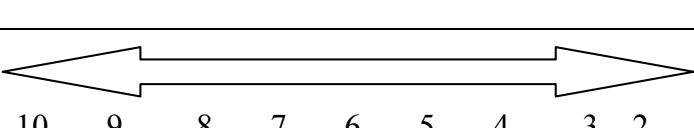
### （2）课程目标与考核方式的关系
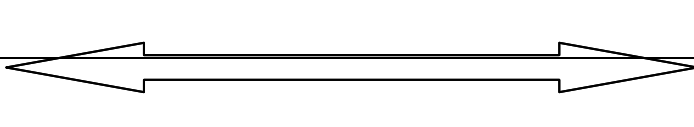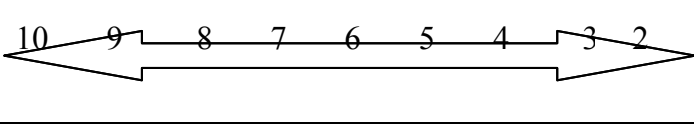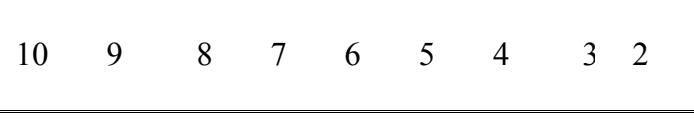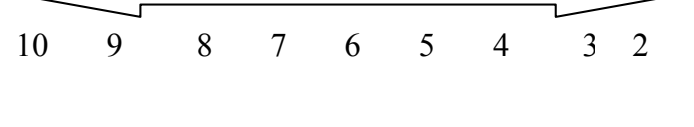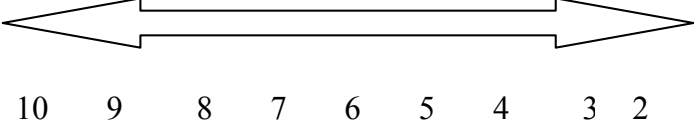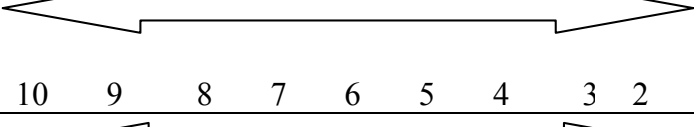
| 课程目标 | 分目标考查知识点与考核方式 |
|---|---|
| 目标 1 | **考查知识点:**<br>能流利准确地使用英语语音、词汇、语法及篇章结构等语言知识<br>**考核方式:**<br>（1）终结性评估（期末考试）<br>通过选择题、填空题、主观论述题等形式考察学生英语语音辨识、词汇及语法应用、篇章结构组织能力<br>（2）形成性评估（平时成绩）<br>口头及书面汇报与陈述考查学生英语语音、词汇、语法及篇章结构综合应用能力。 |
| 目标 2 | **考查能力点:**<br>能使用英语针对一些通用学术话题和观点进行较为深入的小组项目研究、形成研究报告并进行有效陈述及答辩<br>**考核方式:**<br>（1）终结性评估（期末考试）<br>通过摘要和评述写作考查学生对特定话题的理解及观点陈述<br>（2）形成性评估（平时成绩）<br>通过单元项目成果展示（包括陈述、辩论、报告）以及课程小组研究项目撰写及答辩考察学生英语口头、书面表达能力，及通用学术能力。 |
| 目标 3 | **考查能力点:**<br>具有较好的跨文化交流能力，并在跨文化背景下就一些通用话题进行有效的沟通与交流<br>**考核方式:**<br>（1）终结性评估（期末考试）<br>通过听力与阅读语篇认识不同文化的特点与差异，通过汉译英阐释中国文化<br>（2）形成性评估（平时成绩） |

| | |
|---|---|
| | 通过单元项目、小组研究项目开展与成果展示考查学生跨文化交流与沟通能力。 |
| **目标 4** | **考查能力点:**<br>了解并较为熟练地使用多种英语学习策略，能自主完成英语课程相关内容的学习和拓展。<br>**考核方式:**<br>（1）终结性评估（期末考试）<br>通过听力、阅读及写作测试考查学生相应的学习策略<br>（2）形成性评估（平时成绩）<br>通过单元项目开展、课程小组研究项目实施、学习档案建设考查学生自我管理、团队协作及终身学习能力 |
| **目标 5** | **考查能力点:**<br>使用英语进行初步的专业学习，掌握专业学习相关的通用技能。<br>**考核方式:**<br>（1）终结性评估（期末考试）<br>通过听力、阅读测试考查学生初步的专业学习能力<br>（2）形成性评估（平时成绩）<br>通过单元项目开展、文献搜索及综述写作、研究项目报告撰写及答辩考查学生专业相关学习技能掌握情况。 |

**3）评分标准**

**(1) 个人文献综述写作评分标准（10%）**

# Literature Review Rubric

| | | Excellent (10-9) | | Good (8-7) | | Fair (6-4) | | Poor (3-0) | |
|---|---|---|---|---|---|---|---|---|---|
| | **Introduction:** Clear overview of paper, demonstrates importance of topic | 10 | 9 | 8 | 7 | 6 | 4 | 3 | 2 | 1 |
| **Body** | **Balanced viewpoint:** Objective, balanced view from various perspectives | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **Coherent theme:** Each cited study related to the topic and to other studies | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **Depth and breadth of research:** Variety of studies and attention to detail about the topic | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **Analysis:** Collection of studies analyzed for differences and commonalities about the topic | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **Conclusion and Synthesis:** Information synthesized and brought to a logical conclusion | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **Organization and Alignment:** Information logically organized with good flow. Issues threaded throughout paper. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **Mechanics:** Correct spelling, punctuation, sentence structure, word usage | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **APA:** Correct use of APA in body of paper | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| | **References:** References correctly typed, appropriate number and quality | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

**(2) 小组项目研究计划写作评分标准（10%）**

# Research Proposal Rubric

| Category | 0-3 = Poor | 4-6 = Fair | 7-8 = Good | 9-10 = Excellent |
|---|---|---|---|---|
| **Introduction and Background** | Little or no discussion; little or no references; cited work has little or no relevance to proposed work; no mention of proposed work. | Vague discussion of cited works; underdeveloped insight and analysis into why references are relevant; proposed work is mentioned but no connection between proposed work and references or to the research activity of the cooperating faculty member. | Good discussion of cited works; adequate depth of insight and analysis; relevant connections to proposed work and the connection of the work to the research activity of the cooperating faculty member are noted. | Excellent discussion of cited works and in-depth insight and analysis; meaningful connections to proposed work are communicated effectively; excellent grasp on relationship of project to both the research activity of the cooperating faculty member to the larger research area. |
| **Hypothesis, Problem or Research Goals** | Hypothesis, problem or research goals are vague, unfocused or incomplete. | Hypothesis, problem or research goals are minimally stated and/or are somewhat ambiguous | Hypothesis, problem statement or research goals are clearly articulated. | n/a |
| **Methods and Approaches** | Minimal description of methods or approach. | Methods and approach are stated; absent or inadequate explanation of why methods are appropriate to meet the stated research goals. | Methods and approach are described; adequate explanation of why methods are appropriate to meet the stated research goals. | Excellent discussion of the methods and approach; exceptional insight and understanding of how they relate to the stated research goals. |
| **Significance and Outcomes** | Expected outcomes are not stated or are incomplete; little or no relevant discussion of their significance or value to the area of research. | Expected outcomes are stated; little or no relevant discussion of their significance or value to the area of research. | Expected outcomes are described; adequate discussion of their significance or value to the area of research. | Excellent discuss of outcomes; exceptional insight and understanding of their significance or value to the area of research. |
| **Timeline** | Scope of the proposal is not clearly articulated within the timeline and/or seems unreasonable in terms of time and resources available | Scope of the proposal is articulated within the timeline, however there is some concern in terms of time and resources available. | The scope of the proposal is articulated within the timeline, and is reasonable in terms of time and resources available. | n/a |
| **Overall Organization and Writing** | Proposal includes an unacceptable number of grammatical errors; contains formatting errors; fails to properly cite sources; proposal is fragmented and very hard to read; description does not provide a general picture of the proposed activities; uses too much jargon. | Proposal includes some grammatical and or formatting errors; writing style is sometimes difficult to read; descriptions are hard to understand, verbose, or repetitive; uses too much jargon. | The proposal includes occasional grammatical and formatting errors; writing style is generally easy to follow; description depicts the project well, but uses some jargon. | The proposal is free from grammatical and formatting errors; description is clear, concise, and very easy to follow; uses appropriate technical and non-technical descriptions as appropriate. |

**（3）小组项目研究计划答辩评分标准（10%）**

Team Name: _____

# Group Presentation Rubric

| Trait | Criteria | | | Points |
|---|---|---|---|---|
| | **1** | **1.5** | **2** | |
| **Content**<br>Did the presentation have valuable material? | Presentation had moments where valuable material was presented but as a whole content was lacking. A little information learned in this unit was employed | Presentation had a good amount of material and benefited the class. Some information learned in this unit was employed | Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.<br>Quite a lot of information learned in this unit is employed | |
| **Collaboration**<br>Did everyone contribute to the presentation? Did everyone seem well versed in the material? | The teammates sometimes worked from others' ideas. However, it seems as though certain people did not do as much work as others. | The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation | The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation | |
| **Organization**<br>Was the presentation well organized and easy to follow | There were minimal signs of organization or preparation | The presentation had organizing ideas but could have been much stronger with better preparation | The presentation was well organized, well prepared and easy to follow | |
| **Presentation**<br>Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed? | Presenters were not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments | Presenters were occasionally confident with their presentation however the presentation was not engaging as it could have been for the class | Presenters were all very confident in the delivery and they did an excellent job of engaging the class. Preparation is very evident. | |
| **Language**<br>Did the presenter(s) use appropriate language to express their points? | The presenter(s) could express the main information with some necessary details, but there were some language mistakes. | The presenter(s) could express their points quite clearly, but sometimes there were language mistakes. | The presenter(s) could express their points clearly with appropriate language expressions, though there were mistakes sometimes. | |

**（3）课程单元项目评分标准（5%）**

| 评分依据 | 得分 |
|---|---|
| 积极参与单元项目任务，语言表述准确，内容丰富，陈述得当 | 4-5 分 |
| 积极参与单元项目任务，语言表述比较准确，内容较为丰富，陈述较为得当 | 3-3.9 |
| 能参与单元项目任务，语言表述基本准确，内容较为丰富，陈述较为得当 | 2-2.9 |
| 能参与单元项目任务，语言表述欠准确，内容不够丰富，陈述不清楚 | 1-1.9 |
| 不能完全参与单元项目任务，语言表述欠准确，内容不够丰富，陈述不清楚 | 0-0.9 |

**（4）课程作业评分标准（15%）**

| 评分依据 | 得分 |
|---|---|
| 能够完成 90%以上作业任务，语言表述准确，内容丰富，质量高 | 13.5-15 分 |
| 能够完成 80-89%的作业任务，语言表述准确，内容丰富，质量较高 | 10.5-13 分 |
| 能够完成 70-79%作业任务，语言表述较准确，内容较丰富，质量尚可 | 7.5-10 分 |
| 能够完成 60-69%作业任务，语言表述欠准确，内容不够丰富，质量不高 | 5-7 分 |
| 作业完成度少于 60%，语言表述欠准确，内容不丰富，质量不高 | 1-4.5 分 |

**（5）课堂参与（5%）**

| 评分依据 | 得分 |
|---|---|
| 积极参与课堂讨论，积极沟通，并能够引领更多同学的参与。能从多个角度考虑问题，语言表述流利、准确。 | 5 分 |
| 积极参与课堂讨论，能比较好地从多个角度考虑问题，语言表述较为准确、流利。 | 4 分 |
| 比较积极参与课堂讨论，有时能从多个角度考虑问题，语言表述基本准确、流利。 | 3 分 |
| 能参与课堂活动，有时能从多个角度考虑问题，语言表述准确性和流利度不够。 | 2 分 |
| 有时能参与课堂活动，偶尔能从多个角度考虑问题，语言表述准确性和流利度差。。 | 1 分 |

**（6）自主听力（5%）以学习系统统计结果为准。**

**（7）期终考试（40%）：实施统一水平考试，按照试卷的参考答案进行评分**

**Digital Platforms**

1. iSmart：新大学英语视听说教程 （4）.学习平台 (本学期完成 12 单元)

   *Note*： **凭邀请码**进入课程。输入《新大学英语视听说 4》教材码开始自主听力练习。特别提醒 ：本学期要求至少完成 12 个单元主题的学习，占期末成绩的 5%. 此部分作业为自主听力练习，教师将定期检查

2. 蓝墨云班：https://www.mosoteach.cn/ ，课程资料，部分平时作业

2. 批改网：www.pigai.org 平时作文发布平台

3. 中国大学 MOOC 学习平台： 《新大学英语》（鼎新篇）MOOC 学习
   A. 大 学 英 语 阅 读 与 思 辨 （ 上 ） 网 址 ：
      https://www.icourse163.org/course/CQU-1002485003
   B. 大 学 英 语 阅 读 与 思 辨 （ 下 ） 网 址 ：
      https://www.icourse163.org/course/CQU-1002485006
   **注意：请用自己的实名注册，用户名字前务必加上学校缩写 cqu，例如：CQU 李明**

# Research Proposal Project 执行细则

1. **Research proposal project 的教学目的**

   1) 培养学生批判性思维能力。能够发现问题、研究问题、解决问题并清楚地陈述问题及解决方案。

   2) 培养学生的学术素养。通过 research project 的展开，培养学生进行英语文献检索、英语文献分析及整理、文献综述、以及基本的数据搜集及分析方法（比如问卷、访谈等）。

   3) 培养学生的小组协作能力、沟通能力。本次 research project 是以小组的形式展开，小组成员间的协调、沟通、以及小组与指导教师、调查对象之间的沟通对于培养学生的交际能力有着重要意义。

   4) 培养学生的语言综合应用能力。要完成信息和文献搜集，学生需要进行大量的阅读和听力练习，要实现小组成员之间以及小组和教师之间的交流，以及最后小组协作和口头报告的行程势必要求学生进行大量的说写练习。通过这样的语言交际实践，促进学生英语听说读写能力的提高。

2. **Research proposal Project 的组织形式。**

   本学期 research project 将以小组（通常 4-5 人）为单位展开。每个小组将自主确认组织原则，小组成员共同分担项目展开的责任和义务，分享项目研究成果。

3. **Research proposal Project 具体实施。**

   1) **确定小组**。学生根据自己的兴趣、爱好、语言水平自主结合或者教师推荐形成 4-5 人的项目研究小组。小组内可以自主推选小组长或者轮流小组长，组织协调每一阶段的学习任务。小组运行基本原则是"责任共担，成果共享"。

   2) **探索研究主题**。每个小组通过协商，从教材中，生活里或者阅读素材中找到一个或者多个感兴趣的主题。小组初步查找文献，通过文献查阅来探索这些研究问题的可行性和合理性。提交个人 reading reports ( Week2-3)

   3) **确定研究主题**。小组经比对协商，确定小组共同研究的方向（此处需要提交小组 meeting reports），提交小组选题及选题说明（week 4）。

   4) **同一主题下的分工**。确定每一个小组成员的在该主题下的 research focus，分析各个 focus 之间的内在联系。须提交小组 meeting reports（week 5）。

   5) **第一次教师反馈**。跟中国教师或者外教预约第一次 Tutorial，确保研究方向的可行性；个人研究焦点的合理性。提交小组或个人 Tutorial report。（week 6）

   6) **文献阅读**。小组成员开始分头寻找与个人 focus 相关的文献，并展开阅读。提交个人 reading reports （按规定不得少于 6 篇英文文献/每人）（截止到 Week 11）

   7) **生成个人 literature review 初稿**。基于个人 research focus 查找到的文献，生成 literature review 第一稿（week7-8）。

   8) **第二次教师反馈**。跟中国教师或者外教预约第二次 Tutorial，确保 literature review 的写作质量。提交小组或个人 Tutorial report。（week 9）

   9) **Literature review 二稿完成**。提交 Literature review 二稿 （week 10）。根据老师的批改建议，修改完成第三稿（完稿）并提交 （week 11）

   10) **小组协商研究方案**。根据小组研究主题和每个同学的研究焦点，确定研究方法，包括问卷设计、访谈设计等方法；同时讨论如何利用这些数据，说明什么样的研究问题；讨论项目管理相关问题（时间、费用、人员等）（提交 meeting reports）。（week

12）

11) **小组生成 research proposal 初稿**。本计划书要求以小组的形式统一提交。该计划书的每一个部分都需要小组成员共同完成（每部分不得少于 2 人协作），须标注协作者姓名。有关计划书论文结构及写作要求，请查阅附件：research proposal Sample.

12) **第三次 Tutorial**。计划书初稿完成后，须与中国教师或者外教预约第三次 Tutorial（week13-14），提交小组或个人 Tutorial report。

13) **完成 research proposal 第二稿**. 根据修改建议修改计划书，完成二稿的写作。小组报告写作的过程中，各小组成员在互相帮助，以共同提高小组计划书质量为目标的同时，需要向中国教师或者外国教师提交初稿、第二稿以及终稿（终稿截止时间为 week 16）。

14) **小组答辩或者口头报告**。小组成员需要在小组研究计划的基础上，准备恰当的 ppt 文件（需提交，week 16），并在期末向全班同学陈述项目研究目的、研究内容及方法、以及研究意义等。原则上每个小组有 15-20 分钟的项目陈述和回答教师和同学提问时间。

## 4. **Research Project 的评测。**

1) 小组合作研究项目占期末总成绩的 30%。其中个人 literature review 占 10%，小组研究计划书占 10%，小组研究计划答辩占 10%。

2) 项目研究实行小组整体评分和小组成员个人评分相结合的原则。对于写作报告，中外教师根据小组报告的整体质量给出一个小组报告基础分。然后再根据每个学生写作部分在此基础分上进行增减，给出每个学生的最终研究报告分数。对于口头报告部分，基本按照此原则，在先给出小组基础分之后，结合个人表现进行分数的增减，最终得出每个同学的项目口头答辩分数。

小组计划书评分细则请参阅：Research Proposal Rubric

小组口头答辩评分细则请参阅：Group Presentation Rubric

# Appendix I Format of Research Proposal

# 中文标题



## 重庆大学研究计划书

学生姓名：Ｘ Ｘ Ｘ

指导教师：XXX

课程名称：学业素养英语 3-2

## 2022 年 6 月

# English Title

Research Proposal of Chongqing University

By X X X

Professor XXX

Course: English for University Studies

June, 2022

# 1 Introduction

Depending on the scope of your proposal, the introduction will contain a number of sub-sections. (about 300 words)

## 1.1 Background of the study

A brief summary of the previous research in the field to show that the previous research in the field contains a 'gap' in knowledge that will be filled by your research.

## 1.2 Purpose of the study

Tell what you hope to do with the study.

## 1.3 Significance of the study

Why is your study important? What impact could it make? Who might be affected? What change in society or perceptions or actions might come from this study? Again, only one or two paragraphs are necessary.

## 1.4 Hypotheses or Research questions

It is good to give these in the first Chapter and repeat again in Chapter III and then the answer or respond to them in Chapter IV. Generally hypotheses are used in Quantitative studies and research questions in

Qualitative studies. In a mixed model, you may have both.

## 2 Literature Review

The literature review summarizes, compares, and critiques the most relevant scholarly sources on the topic. There are many different ways to structure a literature review. The literature review will contain a number of sub-sections. (about 600 words)

### 2.1 Key Concepts, Theories and Studies

The literature review provides the rationale for your research topic. It should give an overview of the current research on the topic area. The literature review should also review relevant methodologies, which show how your research is to be done.

While reviewing the literature, note whether the knowledge relevant to your theoretical framework has been confirmed beyond doubt, and pay attention to the theories put forward, the criticisms of these and their basis, the methodologies adopted and the criticisms of them.

Demonstrate that you have examined a great deal of relevant research concerning your project.

### 2.2 Key Debates and Controversies

Compare and contrast relevant research. Identify points of conflict, situate your own position and give your opinion about the validity of these differences.

## 2.3 Gaps in Existing Knowledge

Ascertain the areas in which little or nothing is known---the gaps that exist in the body of knowledge. This is important because it shows why your topic is important.

## 2.4 Theoretical framework

The literature review is a fine place to develop your theoretical underpinnings that will be most important for your project. It may also be advisable to include a section on your theoretical orientation.

Give current sources to substantiate your use of this theoretical and conceptual background.

## 2.5 Summary

End the chapter with a brief summary of what was covered, its importance to the overall study and lead us into the Methodology section (Chapter III)

# 3 Research design / methodology

This section will include a number of subsections. It should describe the type of study you propose to do as well as how you propose to do it. (about 200 words)

## 3.1 Participants/Subjects

Describe your participants/subjects.

## 3.2 Data collection procedure

Describe your data collection procedure, as well as the limitations of your project.

## 3.3 Method of data analysis

Describe your method of data analysis.

## 3.4 Other considerations

You may also include a description of any pilot studies which have been undertaken.

If your research involves human participants you may need to include a section on ethical considerations.

# 4 Proposed timeframes

Provide a brief timeline for your project (about 150 words)

Step 1: what to do and the timeline

Step 2: what to do and the timeline

Step 3: what to do and the timeline

# 5 Expected outcomes

What you hope to achieve (about 150 words)

# 6 Feasibility analysis

Your existing research foundation

Information preparation

Availability of the data

(about 150 words)

# References

A full list of all references cited in your proposal in APA system.

The APA system consists of two interrelated elements: Parenthetical notes in the text and references attached to the text.

**Example:**

Bachore, M. M. (2015). Language learning through mobile technologies: An opportunity for language learners and teachers. *Journal of Education and Practice*, *6*(31), 50-53.

Bloch, J. (2013). Technology and English for specific purposes. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for specific purposes* (pp. 385–401). Oxford, England: Wiley-Blackwell.

Chen, C. M., Hsu, S. H., Li, Y. L., & Peng, C. J. (2006). Personalized intelligent m-learning system for supporting effective English learning. *Proceedings of the 27th International Conference on Systems, Man and Cybernetics*. Oakland: IEEE.

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet & Higher Education*, *7*(2), 95-105.

Keegan, D. (2002). The future of learning: From elearning to mlearning. Retrieved from http://www.pubhealth.spb.ru/Handheld/mlearn_web.pdf

Sharma, P., & Barrett, B. (2008). Blended learning: Using technology in and beyond the language classroom. England: Macmillan.

鲍贵. (2008). 二语学习者作文词汇丰富性发展多纬度研究. 《外语电化教学》. 第五期: 39-45.

李茶, 隋铭才. (2017). 基于复杂理论的英语学习者口语复杂度, 准确度, 流利度发展研究.《外语教学与研究》. 第四十九期: 392-404.

## Appendix II. Format I for Reading Notes

Read the research paper "…" and complete the following exercises.

| |
|---|
| 1. Go over the abstracts of the research paper and answer the following questions.<br>1) Why was the research done, i.e. the purpose or aims of the research?<br><br>2) How was the research done, i.e. the methodology that was used?<br><br>3) What did the research find, i.e. the results? |
| 2. The complete reference of this paper in APA |
| 3. The research topic |
| 4. The research question(s) |
| 5. The method of data collection |
| 6. Your comments on the data collection (in about 50 words) |
| 7. The method of data analysis |
| 8. Your comments on the data analysis (in about 50 words) |
| 9. The findings |
| 10, Your comments on the findings (in about 50 words) |
| 11. The significance of the paper for you (in about 50 words) |

## Appendix III. Format II for Reading Notes

| Reading Report I | |
|---|---|
| **Title** | Strong Lewis Base Ga4B2O9: Ga−O Connectivity Enhanced Basicity and Its Applications in the Strecker Reaction and Catalytic Conversion of n-Propanol |
| **Journal /Proceedings name (Issue/Volume)** | ACS Applied Materials & Interfaces |
| **Thesis statement** (no more than 50 words) | This work proposed that the distorted $GaO_5$ polyhedra could behave as the Lewis acidic−basic groups and thus discovered that $Ga_4B_2O_9$ with the mullite-type structure exhibited an intrinsic Lewis basicity despite of its local superstructure. |
| **Materials /Tools and Methods** (no more than 50 words) | 1. Material: Ga-PKU-1 and $Ga_4B_2O_9$ used in this study was prepared by sol−gel method. <br> 2. Tools: Powder X-ray diffractometer (XRD), Scanning electron microscopy (SEM), $^1H$ and $^{13}C$ nuclear magnetic resonance (NMR). <br> 3. Methods: $NH_3$-TPD method, Offline liquid reaction, Computation and Modeling. |
| **Results and Discussions** (no more than 100 words) | 1. Catalyst Characterizations: $Ga_4B_2O_9$ is comprised of compact aggregates of nanorods; Ga-PKU-1 has a high crystallinity and the average size in length is estimated to be about 10−20 μm. Ga-PKU-1 possesses a much larger number of acidic sites and the higher acidic strength, while $Ga_4B_2O_9$ possesses much more basic sites than Ga-PKU-1. <br> 2. Catalytic performance: $Ga_4B_2O_9$ behaved as a durable catalyst with a high yield of 81% in the base-catalyzed synthesis of α-aminonitriles by Strecker reaction. $Ga_4B_2O_9$ is also applicable in high temperature solid−gas catalysis, for example, |

| | |
|---|---|
| | Ga$_4$B$_2$O$_9$ catalyzed efficiently the dehydrogenation of n-propanol, resulting in a high selectivity to propanal (79%). |
| **Conclusions**<br><br>**(no more than 50 words)** | 1. The structure-induced basicity of Ga$_4$B$_2$O$_9$ is from the μ3-O linked exclusively to five-coordinated Ga$^{3+}$.<br><br>2. Ga$_4$B$_2$O$_9$ did exhibit a higher catalytic efficiency in Strecker reaction. Lewis basic sites in Ga$_4$B$_2$O$_9$ are more efficient in this catalytic reaction than the Brönsted acid sites in Ga-PKU-1. |
| **My reflection**<br><br>**(no less than 100 words)** | Heterogeneous solid base catalysis is valuable and promising in chemical industry, however it is insufficiently developed compared to solid acid catalysis due to the lack of satisfied solid base catalysts. To gain the strong basicity, the previous strategy was to basify oxides with alkaline metals to create surficial vacancies or defects, which suffers from the instability under catalytic conditions.<br><br>In this paper, the authors proved that a special connectivity of atoms could enhance the Lewis basicity of oxygen in mono-component solids exemplified by Ga$_4$B$_2$O$_9$.<br><br>Future work could be proceeded in the morphology controllable synthesis and transition metal-doping induced bifunctionality. Most importantly, the discovery of structural origin to enhance the basicity of O is enlightening for further development of bulk-type Lewis bases and the applications in chemistry industry. |

**\*Suggestions for My Reflection:**

- **Useful quotes and page numbers**

  *Note: It is important to keep the note you record in your own words separate from any quotes you may choose.   Record your quotes here and note the page numbers for referencing purposes.*

- **Which of the above points are relevant for my assignment? How are they relevant?**

- **What are the strengths and weaknesses of the ideas? Do you agree or disagree? Why?**

- **What other readings does it link with? Are the ideas similar/different?**

# Appendix IV

## Meeting Records

| Class Number | | Time | | Location | |
|---|---|---|---|---|---|
| participants | | | | | |
| theme | | | | | |
| Records | | | | | |
| | | | | | |
| Results | | | | | |

# Records of Tutorials

| Class Number | | Time | | Location | |
|---|---|---|---|---|---|
| participants | | | | | |
| theme | | | | | |
| Records | | | | | |
| Participant 1: | | | | | |
| Participant 2: | | | | | |
| Participant 3 | | | | | |
| Participant 4 | | | | | |
| Participant 5 | | | | | |
| Suggestions from teacher | | | | | |

# Learning Records

| 周次 | 读写课准备情况（5分） | 听说课准备情况（5分） | Passages Read with Titles | | Homework and mosoteach | | Audio and Video | | 视听说完成情况（5分） | 小组项目活动参与情况（5分） | 课内学习参与情况（5分） | 课外自主学习情况（5分） |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | | 1 | | 1 | | | | | |
| | | | 2 | | 2 | | 2 | | | | | |
| | | | 3 | | 3 | | 3 | | | | | |
| | | | 1 | | 1 | | 1 | | | | | |
| | | | 2 | | 2 | | 2 | | | | | |
| | | | 3 | | 3 | | 3 | | | | | |
| | | | 1 | | 1 | | 1 | | | | | |
| | | | 2 | | 2 | | 2 | | | | | |