

國立屏東大學 110學年度第2學期 教學課程綱要

※為保護智慧財產權，請勿非法影印教科書。

課程學分數：3.00(3.00小時)

授課老師：鍾儀潔(300532)

必選修：選

開課序號	2343																																																							
科目名稱	特殊教育專業英文發表與閱讀(SPI2233)																																																							
科目英文名稱	Professional Special Education presentation and reading in English																																																							
授課語言	/全外語授課																																																							
主要教學型態																																																								
教學目標	<p>Upon successful completion this course, you should be able to:</p> <ol style="list-style-type: none"> 1. use English as a communication tool to ask questions, express thoughts/opinions/feelings clearly with positive attitudes. 2. incorporate self-management strategies into your daily English learning routine 3. apply the most common research designs in single-subject research methods 4. evaluate your own learning effectiveness 5. reflect on your self-management plan and revise it based upon the actions you take 6. plan and conduct a mini plot study to improve your professional English presentation and reading skills in Special Education 																																																							
每週課程內容及教學方法	<table border="1"> <thead> <tr> <th>Date</th> <th>Week</th> <th>Objectives</th> <th>Reading</th> <th>- Activities</th> </tr> </thead> <tbody> <tr> <td>Feb. 25</td> <td>1</td> <td>Introductions</td> <td></td> <td>-Pick up your English name. -Tell me about yourself</td> </tr> <tr> <td>Mar. 4</td> <td>2</td> <td>Invited speaker:Yi-Hung Liao (Cathy)</td> <td></td> <td>-Build your confidence. -Cross-cultural interaction</td> </tr> <tr> <td>Mar. 11</td> <td>3</td> <td>Self-management (target behavior)/what to do.</td> <td>Cooper et al., Ch.29</td> <td>-Set your own goal (target). -Controlling responses (action plan)/how to do</td> </tr> <tr> <td>Mar. 18</td> <td>4</td> <td>Measuring behavior</td> <td>Cooper Ch.4</td> <td>-Data recording</td> </tr> <tr> <td>Mar. 25</td> <td>5</td> <td>Reversal design</td> <td>Cooper et al., Ch.8</td> <td>-Charting (Please bring your laptop/notebook)</td> </tr> <tr> <td>Apr. 1</td> <td>6</td> <td>Holiday (day OFF)</td> <td></td> <td></td> </tr> <tr> <td>Apr. 8</td> <td>7</td> <td>Ready, Go!</td> <td>Cooper et al., Ch.8</td> <td>-Baseline I data. -Inter-observer Agreement (IOA)</td> </tr> <tr> <td>Apr. 15</td> <td>8</td> <td>Independent variables</td> <td></td> <td>-Create treatment integrity form</td> </tr> <tr> <td>Apr. 22</td> <td>9</td> <td>Useful phrases</td> <td>Wallwork Ch.20</td> <td>-Skills practice</td> </tr> <tr> <td>Apr. 29</td> <td>10</td> <td>Posters</td> <td>Wallwork Ch.18</td> <td>-Review</td> </tr> </tbody> </table>	Date	Week	Objectives	Reading	- Activities	Feb. 25	1	Introductions		-Pick up your English name. -Tell me about yourself	Mar. 4	2	Invited speaker:Yi-Hung Liao (Cathy)		-Build your confidence. -Cross-cultural interaction	Mar. 11	3	Self-management (target behavior)/what to do.	Cooper et al., Ch.29	-Set your own goal (target). -Controlling responses (action plan)/how to do	Mar. 18	4	Measuring behavior	Cooper Ch.4	-Data recording	Mar. 25	5	Reversal design	Cooper et al., Ch.8	-Charting (Please bring your laptop/notebook)	Apr. 1	6	Holiday (day OFF)			Apr. 8	7	Ready, Go!	Cooper et al., Ch.8	-Baseline I data. -Inter-observer Agreement (IOA)	Apr. 15	8	Independent variables		-Create treatment integrity form	Apr. 22	9	Useful phrases	Wallwork Ch.20	-Skills practice	Apr. 29	10	Posters	Wallwork Ch.18	-Review
Date	Week	Objectives	Reading	- Activities																																																				
Feb. 25	1	Introductions		-Pick up your English name. -Tell me about yourself																																																				
Mar. 4	2	Invited speaker:Yi-Hung Liao (Cathy)		-Build your confidence. -Cross-cultural interaction																																																				
Mar. 11	3	Self-management (target behavior)/what to do.	Cooper et al., Ch.29	-Set your own goal (target). -Controlling responses (action plan)/how to do																																																				
Mar. 18	4	Measuring behavior	Cooper Ch.4	-Data recording																																																				
Mar. 25	5	Reversal design	Cooper et al., Ch.8	-Charting (Please bring your laptop/notebook)																																																				
Apr. 1	6	Holiday (day OFF)																																																						
Apr. 8	7	Ready, Go!	Cooper et al., Ch.8	-Baseline I data. -Inter-observer Agreement (IOA)																																																				
Apr. 15	8	Independent variables		-Create treatment integrity form																																																				
Apr. 22	9	Useful phrases	Wallwork Ch.20	-Skills practice																																																				
Apr. 29	10	Posters	Wallwork Ch.18	-Review																																																				

	<p>baseline data -Skills practice May 6 11 Handling your nerves Wallwork Ch.13 -Intervention I data -Skills practice May 13 12 Intonation Wallwork Ch.14 -Skills practice May 20 13 Begin a presentation Wallwork Ch.6 -Baseline II data.-Skills practice May 27 14 Agenda and transitions Wallwork Ch.7 -Intervention II data. -Skills practice Jun. 3 15 Holiday (day OFF) Jun. 10 16 Methodology Wallwork Ch.8 -Skills practice Jun. 17 17 Results and discussion Wallwork Ch.9 -Skills practice Jun. 24 18 Mini research Project - Presentations [Teaching Methods]: Week#1-17 (lecture,discussion, and practice); Week#18(discussion and practice)</p>
<p>核心能力</p>	
<p>預期學習成果</p>	<p>1. Students will read the assigned contents during class meeting, and participate in class discussion. 2. Students will make their own power-point handouts. 3. Students will work on implementing self-management plans, analyzing the effectiveness, and reflecting on their progresses along the way. Finally, each of them will deliver a mini research report presentation.</p>
<p>與預期學習成果 搭配的多元評量</p>	<p>Requirements 1. [Assigned class reading & discussion] Instructor will lead class discussions on weekly readings. Questions will be provided based on selected readings. Students are encouraged to provide oral responses and personal reactions to these questions as well as peers' responses. Responses and reactions should be thoughtful and demonstrate a deep comprehending of the contents/concepts emphasized in the textbooks. 2. [Handouts Making] Each student needs to make a power-point handout. The following information should be included (a) study title, (b) participants, (c) setting, (d) complete and detailed method section, (e) results, (f) suggestions of improvement and implications. 4. [Presentations - Mini Research Project] Each student will deliver a 20-minute presentation in the 17th or/and 18th week(s). Each student will complete a study using a reversal design of single case research. The product should include (a) an introduction, (b) research question(s), (c) method, (d) results (data analysis) and (e) reference list. -Grading A total of 100 points are distributed as follows: Assigned reading & discussion 30% Handouts making 30% Mini research project presentation 40%</p>

<p>主要讀本</p>	<p>Wallwork, A. (2016). English for Presentations at International Conferences. (2nd ed.). Cham:Springer Science and Business Media. Cooper, J. O., Heron, T. E., Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.). Pearson/Merrill-Prentice Hall.</p>
<p>參考書目</p>	<p>Handouts by instructor</p>
<p>其他事項</p>	<p>Student Rights Any student with special needs should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.</p> <p>Absences/Make-up Work Please do not assume you will be allowed to make up a test or turn in an assignment that was due for a class session you did not attend. Make-up tests will be scheduled, and assignments accepted after the session they were due only for a documented illness or family emergency.</p> <p>Academic Integrity A violation of academic integrity will be formally referred to the University's Committee on Academic Misconduct. This action is required of all instructors as outlined in the Graduate Faculty Handbook.</p> <p>Others Smart phones are welcome when it comes to relevant information searching.</p>