《综合英语（一）》课程教学大纲

**一、课程基本信息**

|  |  |  |  |
| --- | --- | --- | --- |
| **英文名称** | Comprehensive English I | **课程代码** | ENGL1001 |
| **课程性质** | 大类基础课程 | **授课对象** | 本科一年级学生 |
| **学 分** | 6.00 | **学 时** | 108 |
| **主讲教师** | 黄洁 | **修订日期** | 2023年9月 |
| **指定教材** | 何兆雄 谭卫国主编. 2019. 《综合教程1》（第3版）. 上海外语教育出版社. | | |

**二、课程目标**

（一）**总体目标：**

本课程为英语（含英语师范和翻译）专业本科一年级必修课程。本课程旨在以先进的教学理念为指导，以传授系统的语言基础知识为目的，通过灵活多样的教学方法和手段，对学生进行听、说、读、写、译等全方位的语言综合技能训练，提高学生综合运用英语语言的能力，培养学生对英语学习的兴趣，增强学生掌握和学好英语语言的信心。同时，在教师积极的引导之下，帮助学生尽快实现从中学向大学学习习惯的转变，建立积极有效的自主学习的方法和体系，为今后更深入的专业学习打下良好的语言基础。

（二）课程目标：

本课程以教材为主线，借助题材广泛、内容丰富的语言和文化素材，以及任课教师全英文的细致讲解，为学生创造真实自然的英语语言环境，提供充分接触原版英文资料的机会，促使他们在积累知识的过程中逐步养成用英语思维的习惯；教师将从语言基础训练（语法、篇章、语言功能）出发，帮助学生掌握词汇构成的基本特征，扩大英语词汇量，熟悉英语常用短语和句型；有步骤地引导学生理解和分析课文，掌握篇章布局的基本手段；同时，通过阅读补充文献，获得课文相关的文化背景知识；以灵活多样的方法巩固和加强学生的语法知识，培养学生综合运用语言的能力；开展口头报告、小组活动、讨论、辩论等课堂活动，锻炼学生的数据搜集、沟通合作、解决问题等综合能力；以定期的写作和反思练习培养和发展学生的逻辑思辨能力，为今后的专业学习打下良好的基础。

**课程目标1：帮助学生找到教师职业认同感**

1.1 帮助学生逐步树立对英语教师的认同感

1.2 增强学生对英语教与学的自信心和使命感

**课程目标2：帮助学生打下良好的英语语言基础**

2.1 帮助学生掌握英语词汇、语法、语篇的基本特征和学习方法

2.2 培养学生英语听、说、读、写、译综合技能

2.3 帮助学生逐步养成英语思维和英语交流的习惯

**课程目标3：培养学生团队合作意识、参与学习共同体**

3.1 鼓励学生以团队合作的方式完成学习任务

3.2 培养学生提出问题、分析问题和解决问题的能力

**课程目标4：引导学生进行基本的教学设计和课堂实践**

4.1 逐步引入和指导学生进行简单的教学设计

4.2 逐步引导学生开展和进行基本课堂实践活动

**课程目标5：培养学生定期反思和逻辑思辨能力**

5.1 引导学生通过定期反思改进个人的学习行为

5.2 引导学生了解并初步建立批判性思维意识

（三）课程目标与毕业要求、课程内容的对应关系

**表1：课程目标与课程内容、毕业要求的对应关系表**

|  |  |  |  |
| --- | --- | --- | --- |
| **课程目标** | **课程子目标** | **对应课程内容** | **对应毕业要求** |
| 课程目标1 | 1.1 | 课文学习、课堂组织、练习处理 | 具有教师职业认同感 |
| 1.2 | 课文分析、补充阅读、话题讨论 | 具备人文底蕴和科学精神 |
| 课程目标2 | 2.1 | 词汇、语法、语篇、听说、翻译 | 英语学科基础知识 |
| 2.2 | 试听训练、读写训练、口头报告 | 英语综合运用能力 |
| 课程目标3 | 3.1 | 话题讨论、小组活动、小组项目 | 具备团队合作意识和能力 |
| 3.2 | 阅读圈、小组活动、对子学习 | 了解并参与学习共同体 |
| 课程目标4 | 4.1 | 口头报告、同伴评价、小组活动 | 学会基本的教学设计 |
| 4.2 | 课后练习、口头报告、小组汇报 | 拥有课堂实践能力 |
| 课程目标5 | 5.1 | 短文写作、反思写作、同伴互评 | 培养教学反思的习惯 |
| 5.2 | 话题讨论、课堂辩论、短文写作 | 具备良好的思辨能力 |

**三、教学内容**

**第一章** The Fun They Had

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *The Laugher*

思考题：

1. Do you like science fiction? What’s the major difference between science fiction and fantasy?

2. Do you find it enjoyable to learn at home with a mechanical teacher? Why / Why

not?

3. What are the advantages and disadvantages of home-schooling?

第二章 Whatever Happened to Manners?

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *An Educator’s Moral Responsibility*

思考题：

1. Do you agree that good manners are a sort of hidden beauty secret? Why/Why not?

2. What’s your understanding of “Bringing manners home”?

3. What can we benefit from a gracious manner?

第三章 Dealing with Aids

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *AIDS* (*Acquired Immunodeficiency Syndrome*)

思考题：

1. What should we do to protect ourselves from AIDS?

2. What should we do to help AIDS victims?

3. Do you think it is a hard battle to fight against discrimination against HIV positive people and AIDS patients? Why/Why not?

第四章 My Forever Valentine

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *Make Today Count*

思考题：

1. What is the origin of the Valentine’s Day?
2. What are the major customs in America concerning the festival?
3. How is parents’ love different from that of a lover?

第五章 Hollywood

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *The Disney Company*

思考题：

1. Sum up the relationship between stars and the studios they work for?

2. Do you enjoy Hollywood movies? Why / Why not?

3. Name some usual themes depicted in Hollywood movies.

第六章 A Debt to Dickens

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *Companionship of Books*

思考题：

1. What do you know about Charles Dickens? Please name some of the novels written by him.
2. Is it helpful for a student of English to read literature in the original? Why?

第七章 Salvation

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *The Capture of Kunta Kinte*

思考题：

1. What does salvation mean to the Christians? What does it mean to you?
2. What do you know about the major religions in the world?
3. How is religion different from superstition?

第八章 Gender Bias in Language

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *The Difference Between Sex and Gender*

思考题：

1. What are the major differences between boys and girls?
2. Have you noticed any differences in the language used by men and women? If yes, what are they?
3. What is the significance in studying such a gender difference?

第十章 Five Traits of the Educated Man

第一节Word study and a global picture of Text I

1. Word study
2. A global picture of the text
3. Theme of the text
4. Structure of the text

第二节A detailed study of Text I

1. Background information

2. A detailed discussion of Text I

A. Explanation of language points

B. Explanation and translation of difficult sentences

3. Role playing and retelling

第三节 Practice

1. Vocabulary, grammar, and translation exercises

2. Integrated skills

3. A brief discussion of Text II: *When Does Education Stop?*

思考题：

1. What is the significance of education/schooling to the cultivation and perfection of the individual?
2. Do you agree with the author about the five traits of an educated man? Why/Why not?

**四、学时分配**（四号黑体）

**表2：各章节的具体内容和学时分配表**（五号宋体）

|  |  |  |
| --- | --- | --- |
| 章节 | 章节内容 | 学时分配 |
| 第一章 | New words; text analysis; exercises | 6 |
| 第二章 | New words; text analysis; exercises | 6 |
| 第三章 | New words; text analysis; exercises | 6 |
| 第四章 | New words; text analysis; exercises | 6 |
| 第五章 | New words; text analysis; exercises | 6 |
| 第六章 | New words; text analysis; exercises | 6 |
| 第七章 | New words; text analysis; exercises | 6 |
| 第八章 | New words; text analysis; exercises | 6 |
| 第十章 | New words; text analysis; exercises | 6 |

**五、教学进度**

**表3：教学进度表**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 周次 | 章节名称 | 内容提要 | 授课时数 | 作业及要求 | 备注 |
| 5 | Orientation | Introduction | 2 | 自我介绍 |  |
| 6 | Unit 1 | 单词、课文、练习 | 6 | 翻译 |  |
| 7 | Unit 2 | 单词、课文、练习 | 6 | 翻译 |  |
| 8 | Unit 3 | 单词、课文、练习 | 6 | 翻译 |  |
| 9 | Unit 4 | 单词、课文、练习 | 6 | 翻译 |  |
| 10 | Mid-term | 复习、作业讲评 | 6 | 作文 |  |
| 11 | Unit 5 | 单词、课文、练习 | 6 | 翻译 |  |
| 12 | Unit 6 | 单词、课文、练习 | 6 | 翻译 |  |
| 13 | Unit 7 | 单词、课文、练习 | 6 | 翻译 |  |
| 14 | Unit 8 | 单词、课文、练习 | 6 | 翻译 |  |
| 15 | Unit 10 | 单词、课文、练习 | 6 | 翻译 |  |
| 16 | Review | 作业讲评 | 6 | 反思 |  |
| 17 | Final | 复习、口试 | 6 |  |  |

**六、教材及参考书目**

1. 何兆雄主编，2010，《综合教程1》（第3版）教师用书，上海：上海外语教育出版社。

2. 常耀信主编，2017，《希腊神话、圣经故事与亚瑟王传奇》（英文版），天津：南开大学出版社。

3. 胡文仲主编，1995，《英美文化词典》，北京：外语教学与研究出版社。

4. 王佐良主编，2010，《欧洲文化入门》，北京：外语教学与研究出版社。

5. 谢福之编，2013，《英语国家概况—语言文化类》（修订版），北京：外语教学与研究出版社。

6. 黄任著，2012，《英语修辞与写作》（修订版），上海：上海外语教育出版社。

**七、教学方法**

1．讲授法：主要讲授课文内容、语篇分析，词汇、语法等

2．讨论法：课文相关话题和背景知识等

3. 任务型教学：学生以小组为单位根据指定任务研习课文内容

4. 同伴互评法：学生口头报告、作业等

**八、考核方式及评定方法**

**（一）课程考核与课程目标的对应关系**

**表4：课程考核与课程目标的对应关系表**

|  |  |  |
| --- | --- | --- |
| **课程目标** | **考核要点** | **考核方式** |
| 课程目标2 | 词汇、语法、课文理解 | 翻译、期中、期末考试 |
| 课程目标3 | 团队合作、沟通交流 | 小组汇报、同伴互评 |
| 课程目标4 | 话题研究、信息检索 | 口头报告、同伴互评 |
| 课程目标5 | 反思和逻辑思辨能力 | 反思写作 |

**（二）评定方法**

**1．评定方法**

平时成绩：20%，期中考试：20%，期末口试10%，期末笔试50%

**2．课程目标的考核占比与达成度分析**

**表5：课程目标的考核占比与达成度分析表**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **考核占比**  **课程目标** | **平时** | **期中** | **期末** | **总评达成度** |
| 课程目标2 | 5% | 20% | 50% | 课程目标达成度={0.3ｘ平时目标成绩+0.2ｘ期中目标成绩+0.5ｘ期末目标成绩}/目标总分 |
| 课程目标3 | 5% |  | 10% |
| 课程目标4 | 5% |  |  |
| 课程目标5 | 5% |  |  |

**（三）评分标准**

略