SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

\_英语词汇学\_课程教案

周次1 第1次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Course outline+ Chapter 1 Introduction |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To discuss the objectives, content, implementation, and assessment of this course;2. To understand the definition of words and lexicology；3. Get to learn about the basic contents of works of lexicology. |
| 教学设计思路1. Lectures based on the PPT courseware enable students grasp the key points and important concepts in linguistics;
2. Group discussions help students understand better of the scope of lexicology.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: definition of words and lexicology;2. Difficult points: the scope of lexicology. |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. Course outline sharing (30’)
2. Discussions concerning the basic concepts（10’）
3. Introduction of words and lexicology（30’）
4. Introduction of works of lexicology（15’）
5. Assignment (5’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview Chapter 2 &3.
3. Assignment: What are the major differences between American English and British English?
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| 课后反思 | Through self-introduction, the students and the teacher can get to know each other. Through the lecture and class discussion, the students have better understanding of the key concepts in lexicology. However, more discussions should be suggested for this is a new course for students. |

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\_英语词汇学\_课程教案

周次2 第2次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 |  Chapter 2 Phonology |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To learn the language Family of English；
2. Be able to distinguish the three stages of English development；
3. To know the origins of English words;
4. To understand the differences between the British English and American English；
 |
| 教学设计思路1. Lectures based on the PPT courseware enable students grasp the key points and important concepts in lexicology;
2. Group discussions help students understand better of the important distinctions in lexicology.
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| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: differences between British and American English.2. Difficult points: the development of English from Old English to Modern English. |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. The language Family of English（20’）
2. From Old English to Modern English（30’）
3. The origins of English words （20’）
4. Differences between American English and British English.
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview Chapter 5&6.
3. Question: What are the functions of language?
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| 课后反思 | By presenting class report with the help of PPT, the students’ speaking ability is improved. Through the lecture, the students can learn the basic knowledge about the history of English. However, more exercises should be given to students to finish in order to deepen their understanding. |

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\_语言学概论\_课程教案

周次3 第3次课 学时2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 5&6 Phonology |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be able to classify the morphemes;
2. Be able to identify roots, stems and affixes;
3. To be familiar with the major and minor word formation process, eg: Derivation, conversion and compounding, clipping, initialism, aconym and blending;
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| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points in terms of word formation processes;
2. Exercises help students understand better of important concepts, eg roots, stems and affixes.
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| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: the major and minor word formation process, eg: Derivation, conversion and compounding, clipping, initialism, aconym and blending;
2. Difficult points: distinctions between roots, stems and affixes .
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| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Basic concepts: morphemes, roots, stems, suffixes (25’)2. Major word- formation processes (35’)3. Minor word-formation processes (30’) | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Preview chapter 7
3. Exercises: identify the word-formation processes in the sentences.
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| 课后反思 | Through the lecture, the students can learn the key concepts in word-formation processes. The students still have difficulties in understanding some concepts, like roots, affixes, so more examples should be given to students to read and discuss. |