

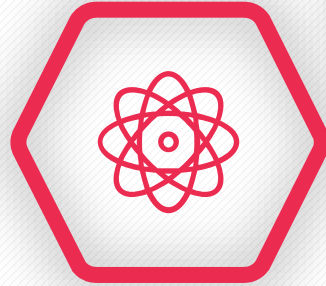
College English

When Art Meets Science

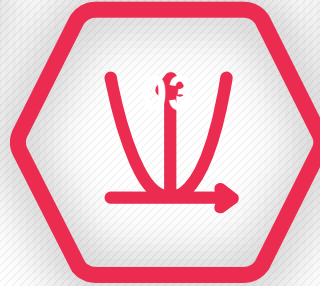


Contents

1. Needs
Analysis



3. Unit
Design



2. Course
Objectives



4. Course
Features



Needs Analysis

**It is a place where Chinese culture meets the West,
science is interwoven with art, history and
innovation coexist, and enthusiasm and inspiration
work together to spark creativity.
----President of our university**

University

- First tier
- Science & Engineering

01

Teachers

- 20 years of teaching
- All with senior titles

03



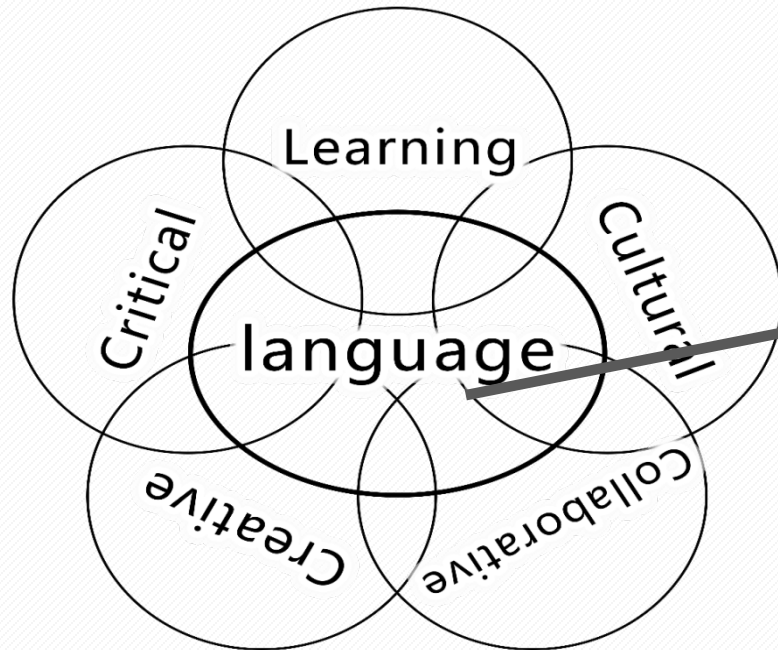
02

Students

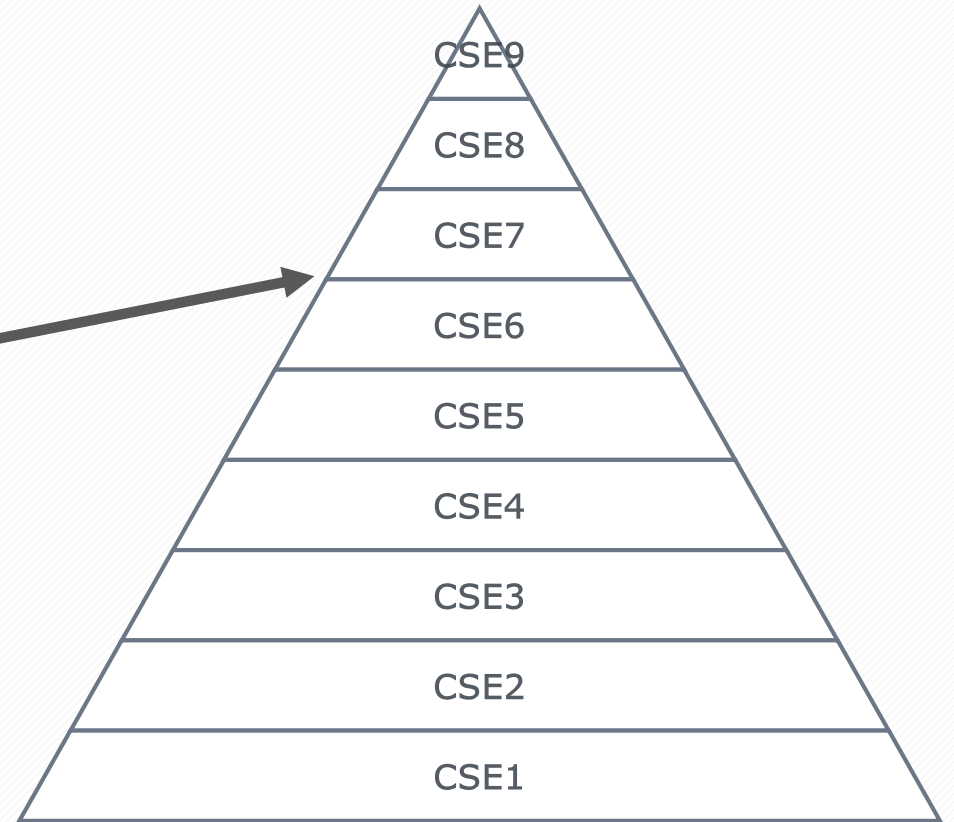
- A-level freshmen
- Intermediate learners
- Highly motivated



Course Objectives



Key Competencies (Wen, 2018)



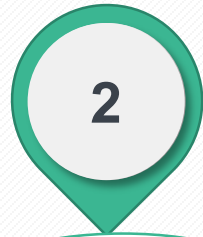
China's Standards of English Language Ability, 2018



Unit Design



Objectives



Methodology



Materials



Procedure



Assessment

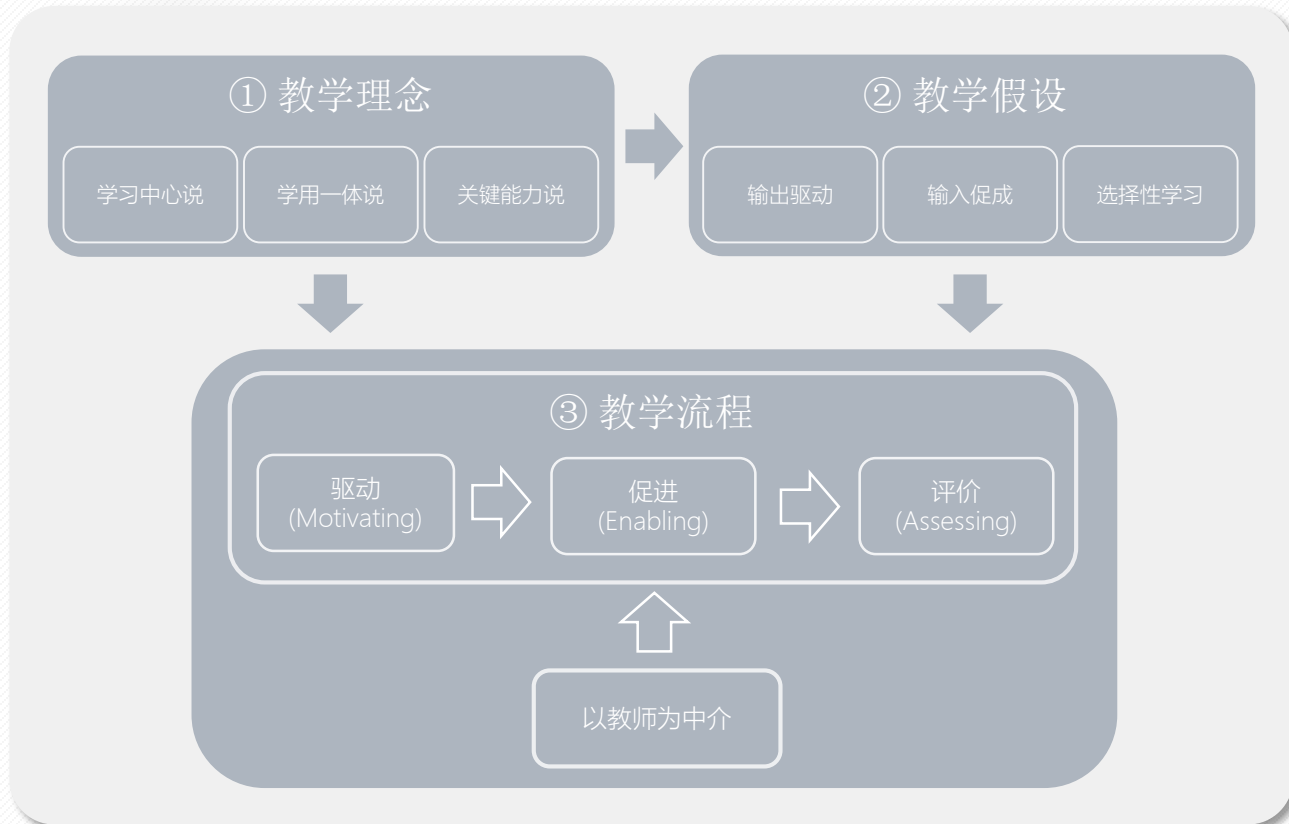


Unit Objectives & Task

<p>➤ Use examples to talk about the benefits of science-art integration</p>	<p>Teaching Focus Motivated Sequence</p>	<p>Unit Task</p>
<p>➤ Use Motivated Sequence to give a persuasive speech</p>		<p>Give a persuasive speech to recruit new members for the innovation club named “When Art Meets Science”.</p>
<p>➤ Analyze and evaluate the persuasiveness of a speech</p>	<p>Teaching Difficulty Visualization</p>	



Teaching Methodology



Key Competencies



Selective Learning



Scaffolding

**Production-Oriented Approach
(Wen, 2015, 2018)**



3-3

Teaching Materials

Textbook

Unit 6: When Art Meets Science

MOOC

Public Speaking and Rhetoric

Chapter 12, Section3: Monroe's Motivated Sequence

Additional Materials

1. Reading: The new old river: Qingming Shanghe Tu as epic
2. Viewing: When science meets art (Ted talk)
3. Listening: How a scientist works with musicians to make "Greenland Melt Music" (Interview)



3-4

Teaching Procedure

Motivating
Task Trial
Assessing1
Online

Enabling
iExplore1+iExplore2
Producing/Assessing 2
Subtask1

Enabling
MOOC study
Online

Enabling
Additional reading

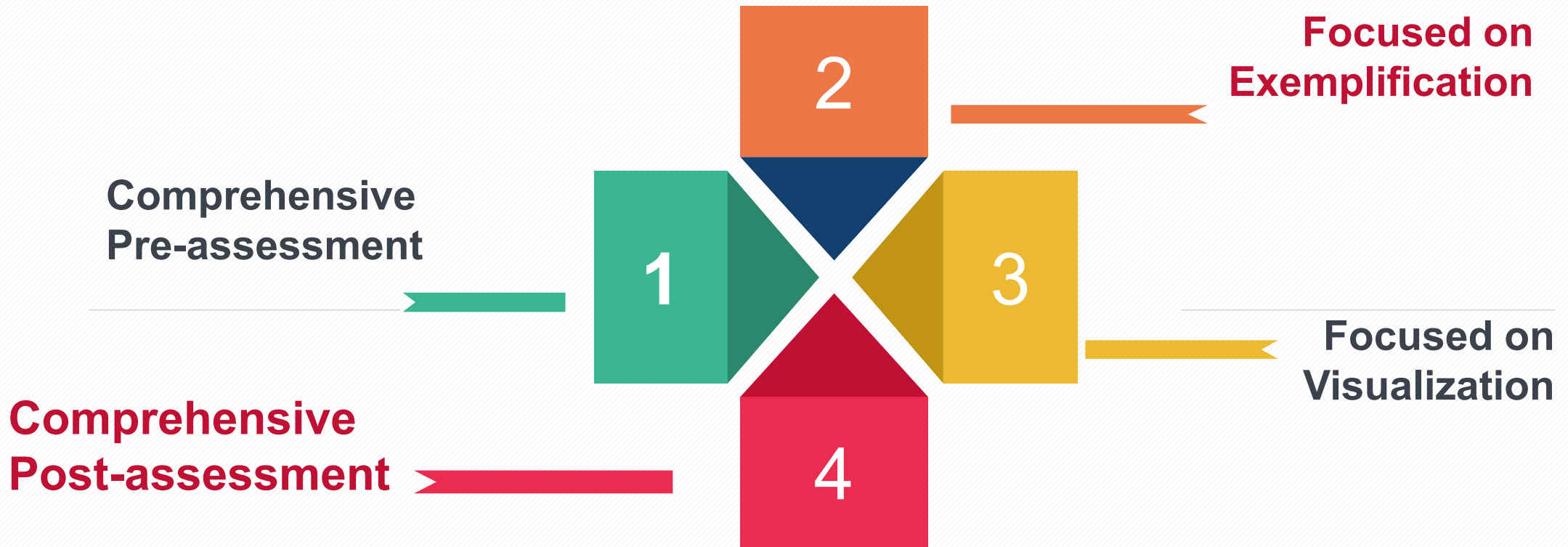
Producing/Assessing3
Subtask2 (Demonstration)
Enabling
Additional viewing

Producing
Task finished
Assessing4
Online



3-5

Dynamic Assessment



Course Features

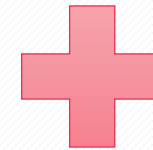
Advanced

- Cultivating comprehensive competencies
- Focusing on high-order cognitive abilities



Innovative

- Combining online and offline teaching
- Combining POA with dynamic assessment



Challenging

- In content
- In task
- In assessment



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From Gold Course to Gold Class

01
Introduction

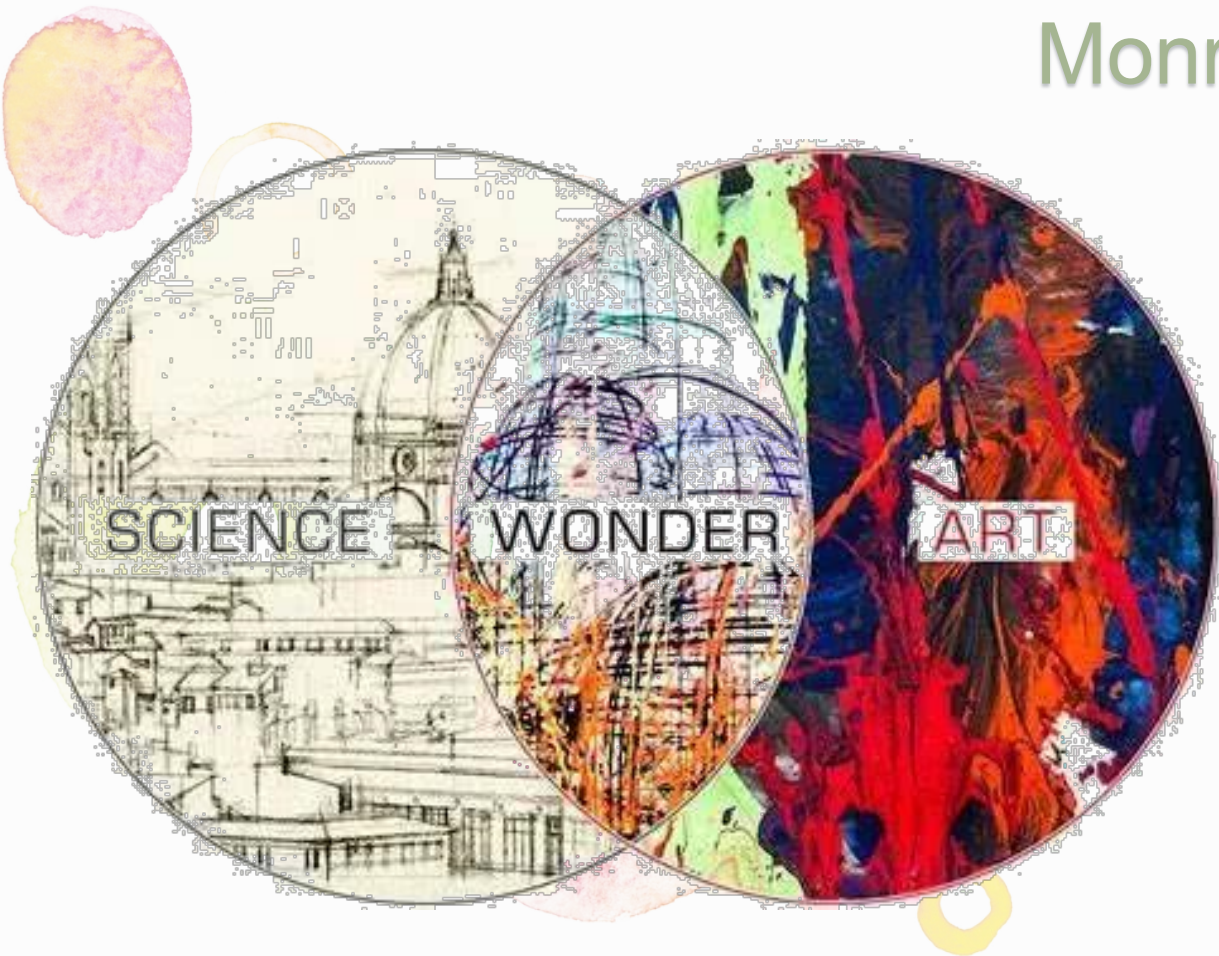


02
Demonstration



Persuasive speech
Monroe's Motivated Sequence

Visualization

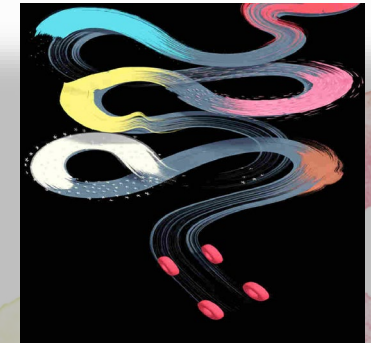
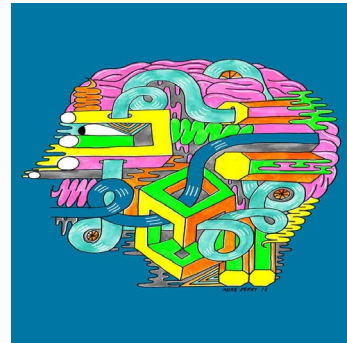


When Art Meets Science

新一代大学英语提高篇视听说教程 2

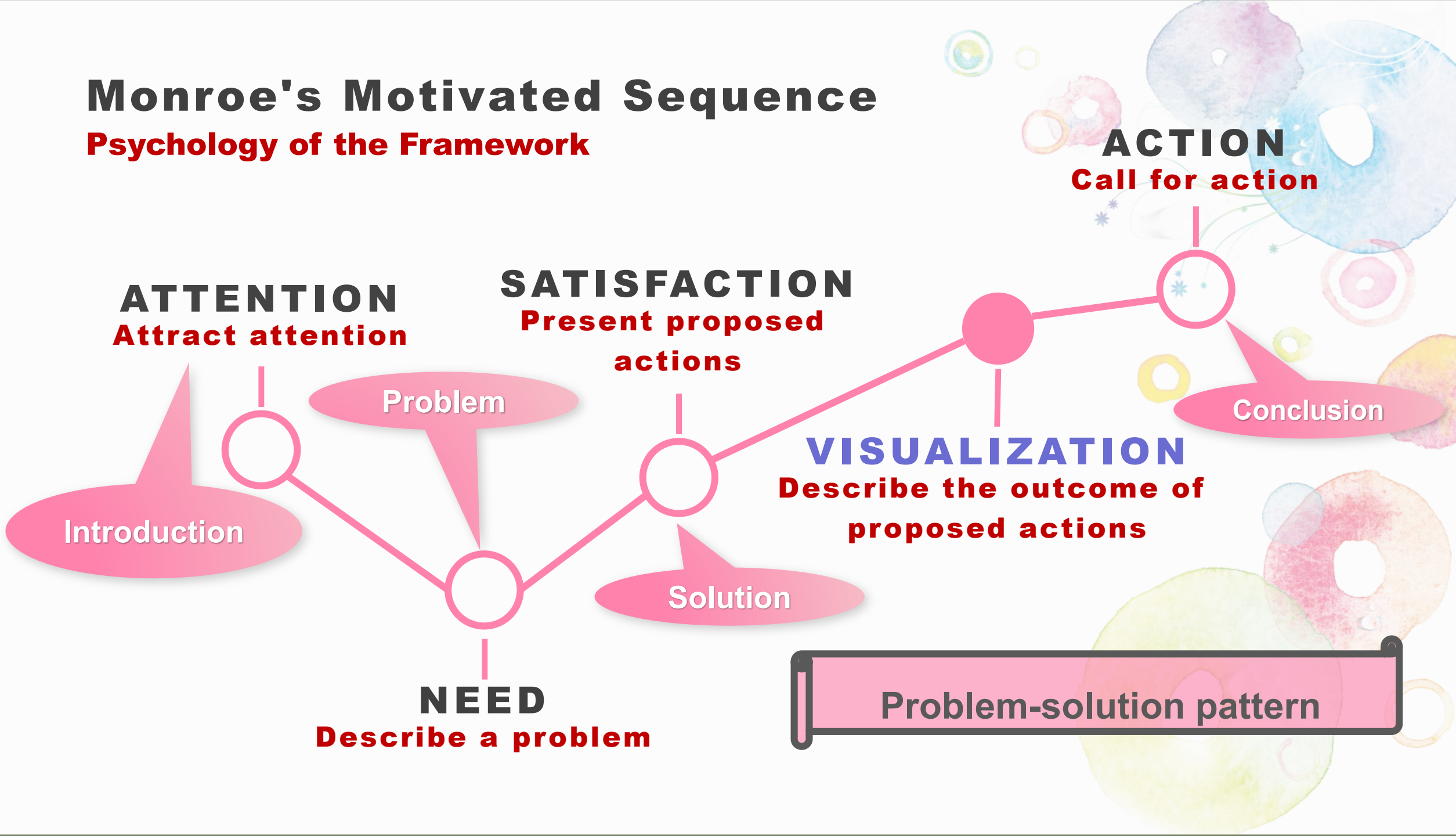
Give a persuasive speech to recruit new members of the innovation club named “When Art Meets Science”.

Unit Task



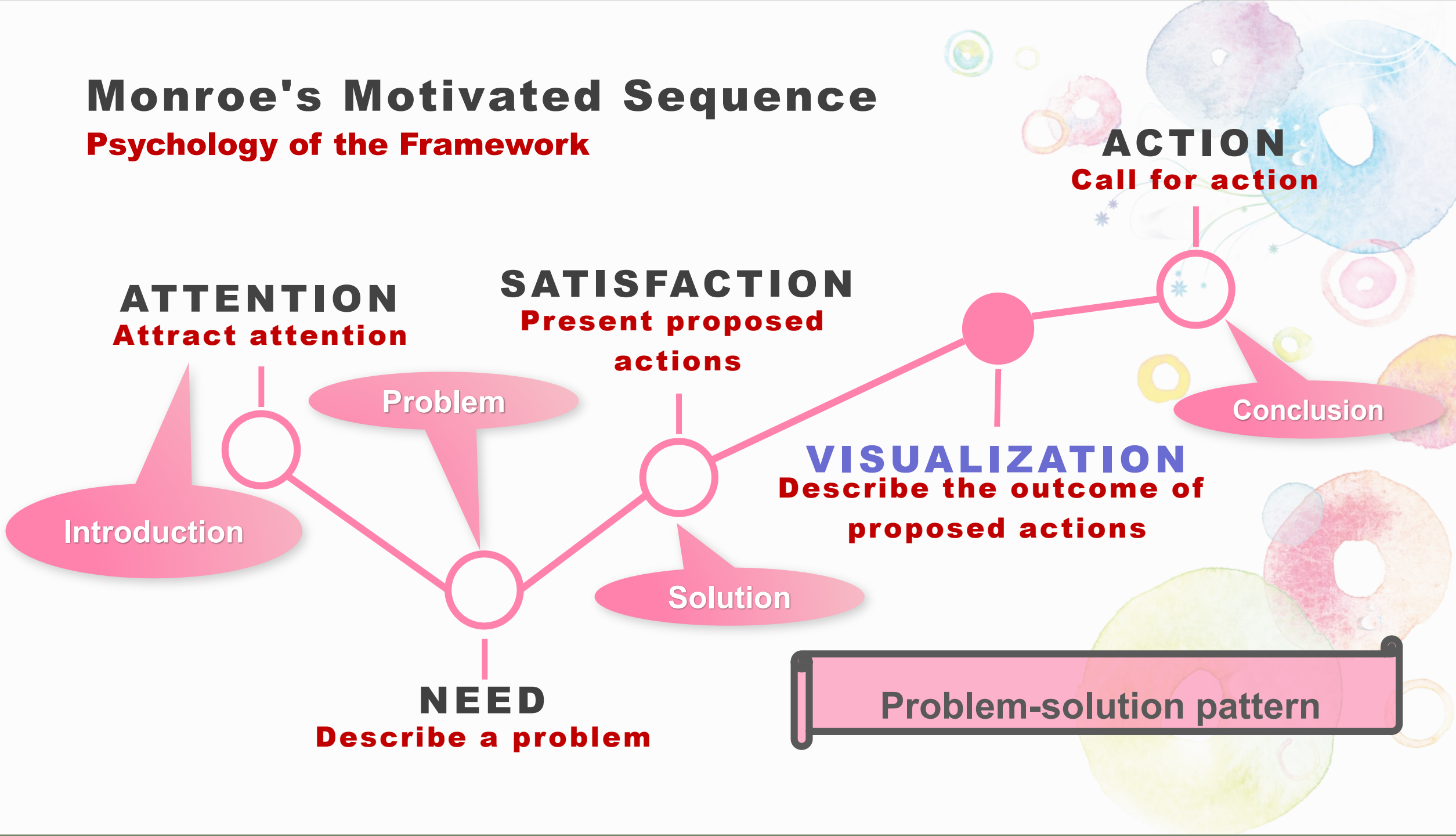
Monroe's Motivated Sequence

Psychology of the Framework



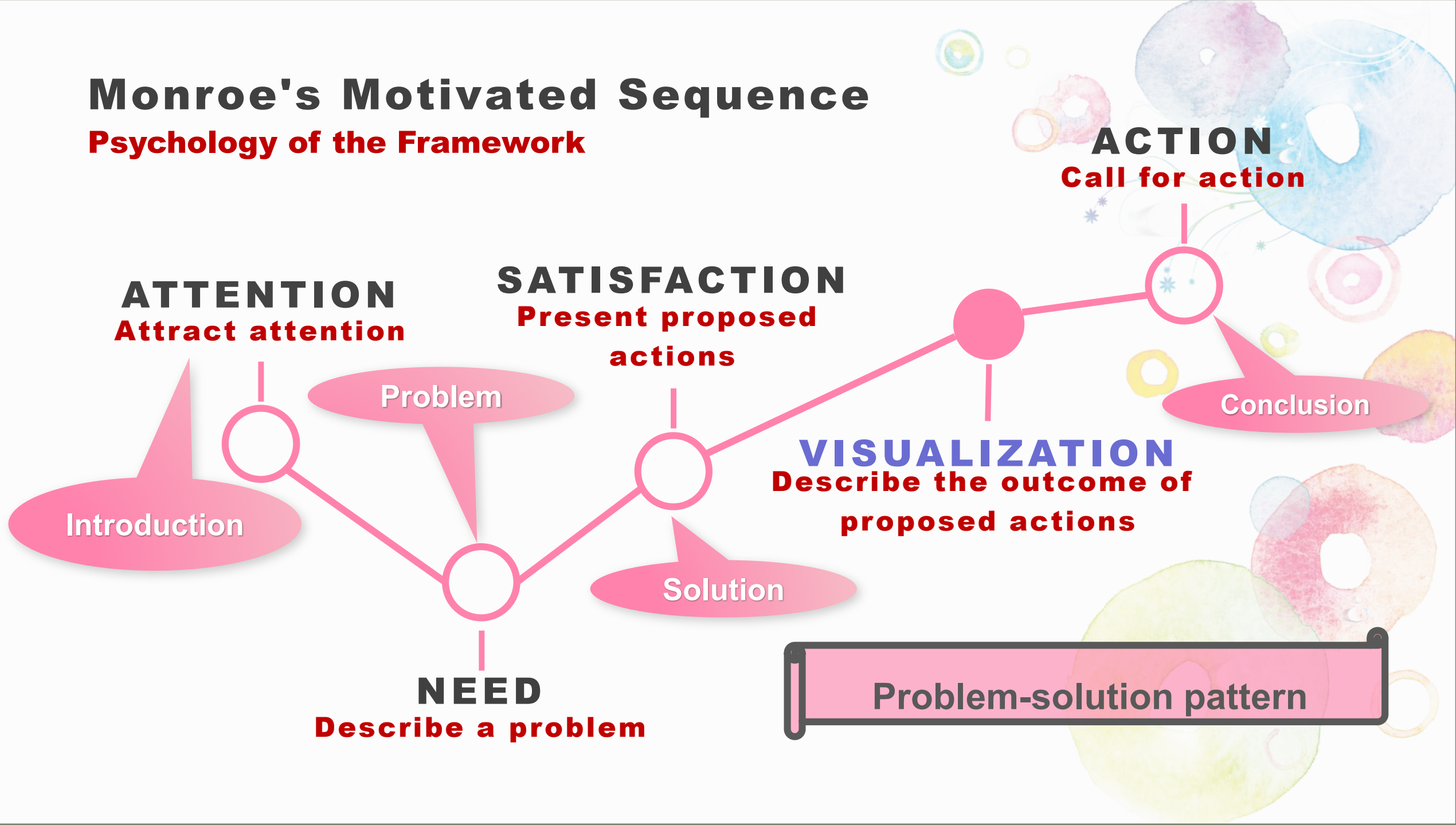
Monroe's Motivated Sequence

Psychology of the Framework



Monroe's Motivated Sequence

Psychology of the Framework

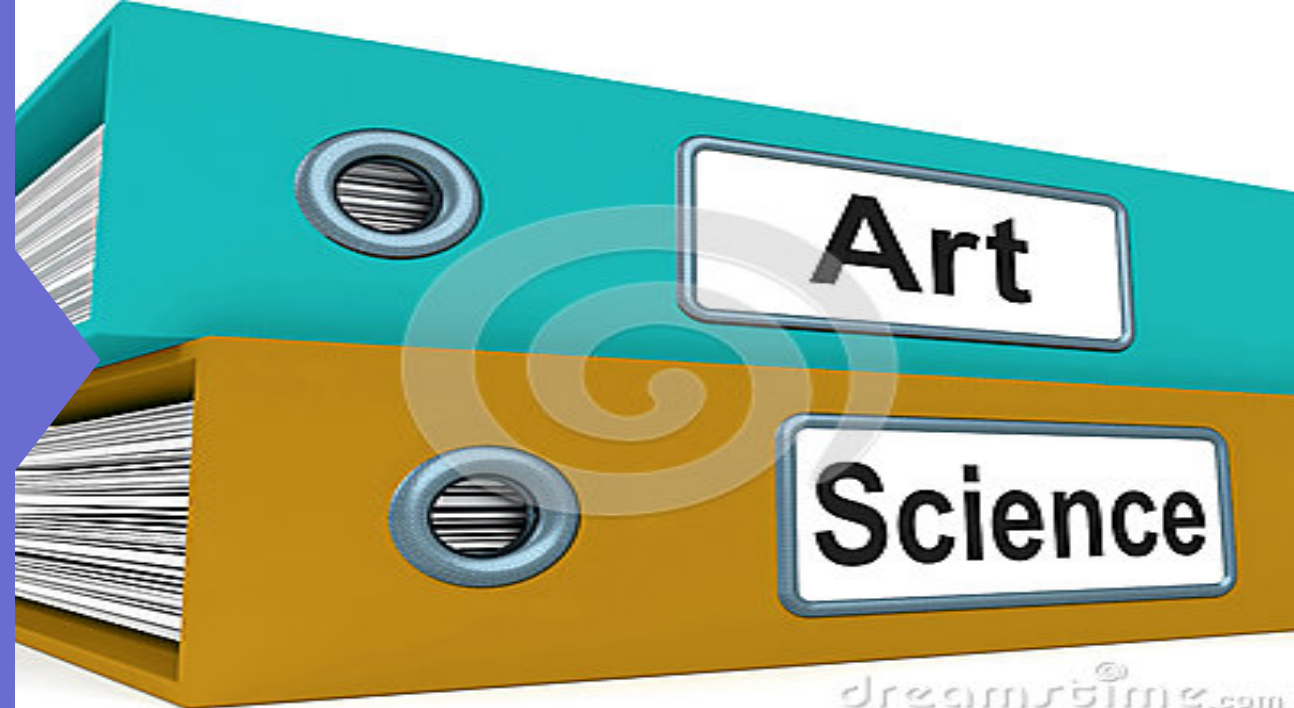




What good things will happen to him/her when they join the club?

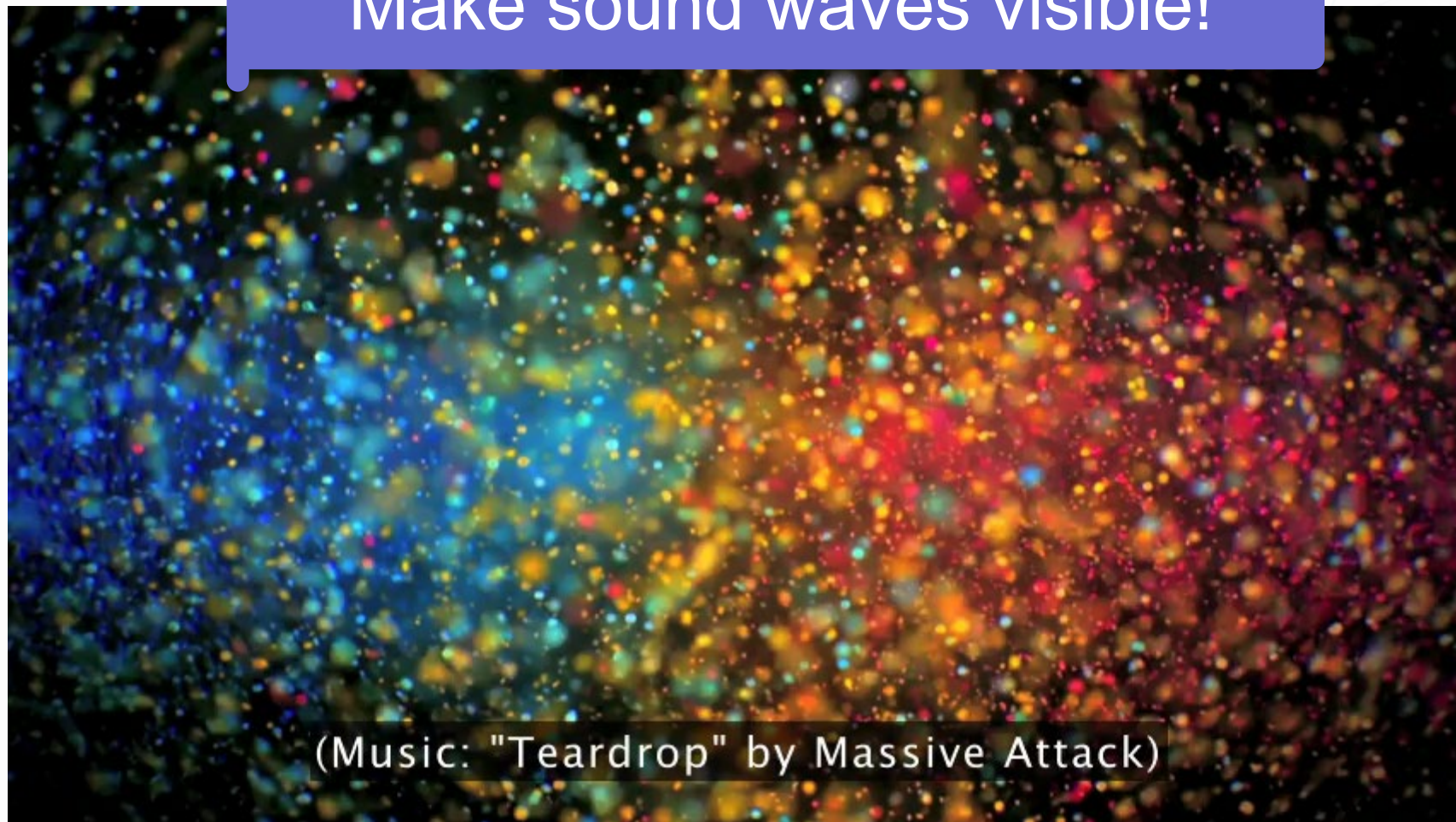
Innovation!

What else will happen?



Fabian Oefner: photographer
Can you guess what the video shows?

Make sound waves visible!

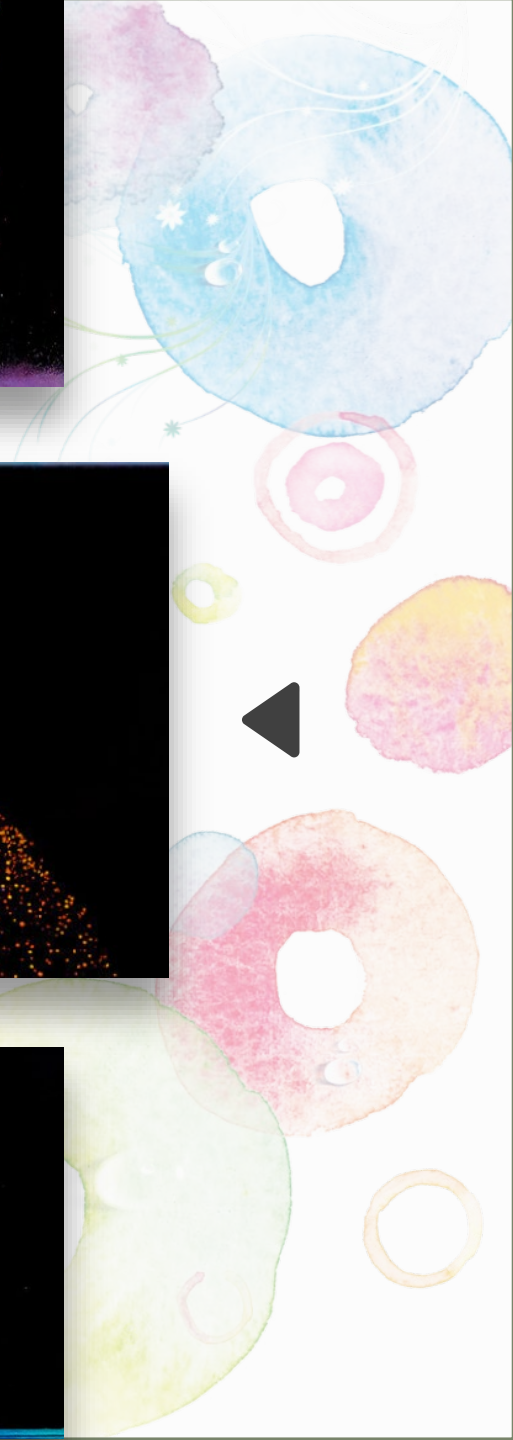


(Music: "Teardrop" by Massive Attack)

Sample 1

Balanced!

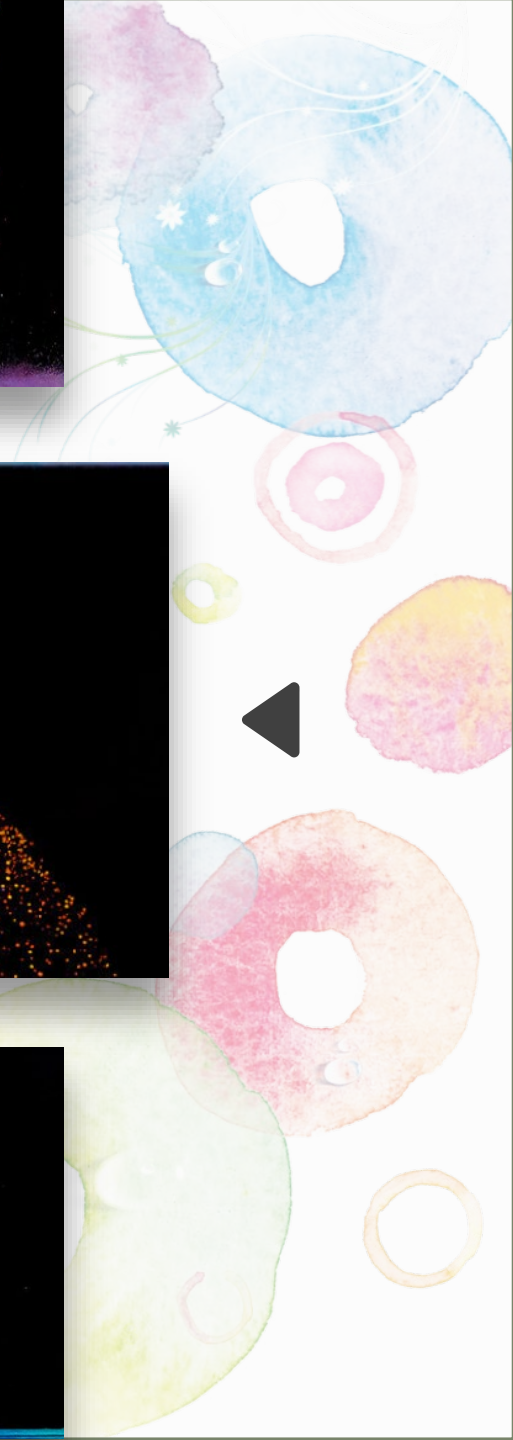
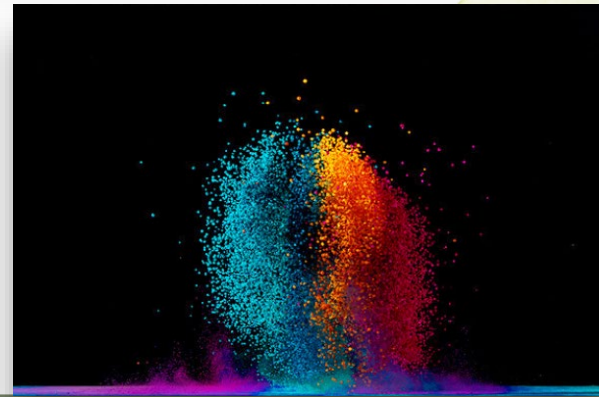
If you are an art student, you will meet science here. When art meets science, innovation is born. **You can be the next Fabian Oefner,** the photographer who adopted an innovative way to look at the scientific phenomena in an artistic way, as is shown by those stunning, breathtaking photos. ***If you are a science student, you will meet ___ here.*** **You can be the next _____**



Sample 1

Balanced!

If you are an art student, you will meet science here. When art meets science, innovation is born. **You can be the next Fabian**, the photographer who adopted an innovative way to look at the scientific phenomena in an artistic way, as is shown by those stunning, breathtaking photos. If you are a science student, you will meet art here. **You can be the next Steve Jobs, the CEO of APPLE who used the knowledge he learned in a calligraphy course to create beautiful fonts for Mac and iPhone.**



Sample 2

Vivid!

Imagine 15 years later, you and your beloved, sitting in/by _____, looking into the eyes of each other, and saying, “Thank God, we joined the ‘art meets science’ club in our university. We

”



Sample 2

Vivid!

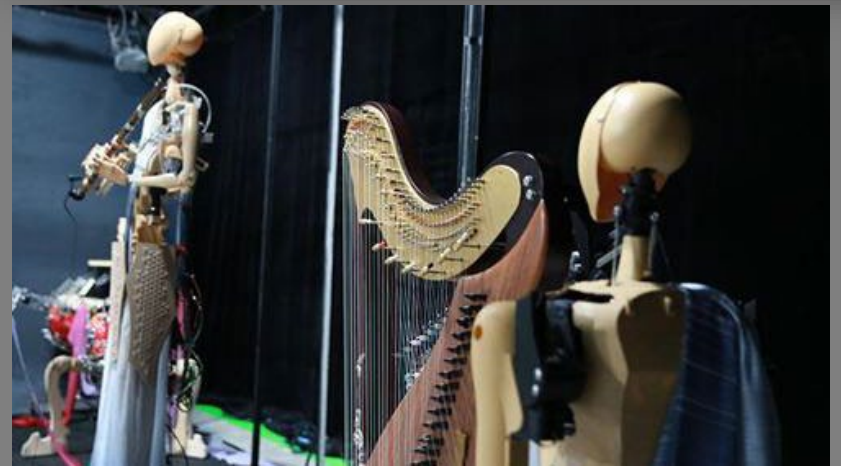
Imagine 15 years later, you and your beloved, sitting in your patio, looking into the eyes of each other, and saying, “Thank God, we joined the ‘art meets science’ club in our university. We not only found our life partner, but by collaborating together, we started an innovational educational service named “Visualizing Sciences ” and now it has grown into a prosperous business developing a variety of projects loved by kids.””



Sample 3

Exciting!

Since fewer and fewer people are playing traditional Chinese instruments, some traditional Chinese music may become extinct. One solution is to form a robot band and teach the robots to play traditional Chinese music. **Join our innovation club, and you might be one of the** founders of our school's first robot band. *In our club, students in the art department will _____, and students in the science department will _____.*



Sample 3

Exciting!

Since fewer and fewer people are playing traditional Chinese instruments, some traditional Chinese music may become extinct. One solution is to form a robot band and teach the robots to play traditional Chinese music. **Join our innovation club, and you might be one of the founders of our school's first robot band.** In our club, students in the art department will help design the image of the robot, and students in the science department will be responsible for making robots that can play different instruments.



Dynamic Assessing:

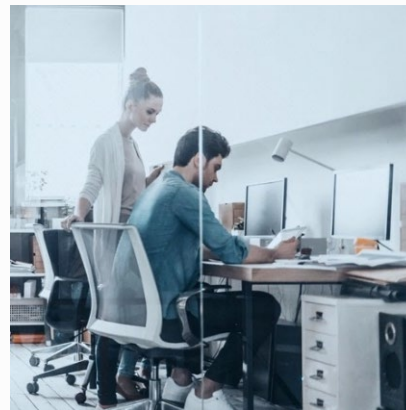
What do you think of the visualization?

Checklist	Yes	No	Not sure
Does the visualization include vivid examples?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the visualization sound feasible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the visualization address the audience's concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the visualization include balanced examples from both science and art perspectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the visualization strengthen your desire to join the club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignment

Persuasive speech

Please improve the first draft of your persuasive speech using the framework of Monroe's Motivated Sequence with the focus on **VISUALIZATION** step.





*Thank
you!*