

國立高雄第一科技大學 107 學年度 碩士班 招生考試 試題紙

系 所 別：應用英語系

組別：不分組

應用語言學與英語教學碩士班

考科代碼：2511

考科：一般英語

注意事項：

- 1、各考科一律可使用本校提供之電子計算器，考生不得使用自備計算器，違者該科不予計分。
- 2、請於答案卷上規定之範圍作答，違者該題不予計分。
- 3、本科目不得攜帶字典及任何翻譯工具。

**I. Paraphrase: paraphrase the following article with more than 250 words. (40%)**

The online paradox has inspired much debate, and it describes two seemingly contradictory things. The first is that community-college students who take an online course are more likely to fail than are those who take it face-to-face. The second is that community-college students who take some online classes are more likely to complete their degrees than are those who don't take any.

One theory as to why this paradox exists is that online coursework may be more challenging for students who struggle academically, or the classes may be of poorer quality, hence the higher failure rate. But the flexibility of online education enables students to work around obstacles that stand between them and a degree, like work, family obligations, or distance from campus. That means they are more likely to achieve their long-term goals if they mix in a few online classes.

But is it possible to determine how many online courses a student can take before the risks outweigh the benefits? According to Peter Shea and Temi Bidjerano's study, the ratio that seems to lead to the most success for a full-time student is two online courses to three on-campus courses. In other words, students who take more than 40 percent of their courses online lose some of the benefits that help lead to degree completion.

But there are nuances in that ideal ratio. Mr. Shea and Ms. Bidjerano determined that students at campuses with higher-than-average graduation rates could handle more online coursework — as many as three courses per term in a full load — probably because the college has a better support system for all of its students. At colleges at the other end of the spectrum, where graduation rates are problematic, students would be better off taking no more than one online course per term.

Mr. Shea cautions that he and Ms. Bidjerano were examining only one measure of success: degree completion. Education confers other benefits, of course, and those shouldn't be ruled out. "We need to be thoughtful about this," he says. "This is not a one-size-fits-all solution."

From *Chronicle of Higher Education*. By Beth McMurtrie. October 30, 2017

<https://www.chronicle.com/article/What-s-the-Ideal-Mix-of/241616?cid=wcontentgrid>

## II. Composition: write an essay analyzing the following table with more than 350-400 words. (60%)

### Unemployment rates and earnings by educational attainment, 2016

Educational attainment	Unemployment rate (%)	Median usual weekly earnings (\$)
Doctoral degree	1.6	1,664
Professional degree	1.6	1,745
Master's degree	2.4	1,380
Bachelor's degree	2.7	1,156
Associate's degree	3.6	819
Some college, no degree	4.4	756
High school diploma	5.2	692
Less than a high school diploma	7.4	504
Total	4.0	885

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

[https://www.bls.gov/emp/ep\\_table\\_001.htm](https://www.bls.gov/emp/ep_table_001.htm) cs