

Tamkang University 2012 Academic Year, 2nd Semester
Course Syllabus

Course Title	English Composition II		Instructor	Carrie Chang
Department/Year/Class	Course Details			
English Department, 2nd year	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective	<input type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input checked="" type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester)	Credits	2
Aim of Education		Core Competences		
<ol style="list-style-type: none"> 1. Mission: Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching. 2. Vision: Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching. 3. Value: Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice. 4. Strategies <ul style="list-style-type: none"> ■ Train students' abilities in five skills: English listening, speaking, reading, writing and translation. ■ Promote technologicalization and internationalization. ■ Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. ■ Launch a common English Proficiency Test and enhance students' competitiveness in the job market. ■ Enrich international video conferencing. ■ Promulgate such areas of research as English and American literature, cultural studies, eco-criticism, and English Teaching. 		<ol style="list-style-type: none"> 1. Strengthen students' abilities in English listening, speaking, reading, writing and translation. 2. Develop students' critical thinking skills in an English language learning context. 3. Enable students to comprehend and appreciate English language media. 4. Strengthen students' workplace English ability. 5. Develop students' professional abilities in linguistics and English teaching 6. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts. 		

Course Introduction (50 to 100 words)	The second semester of this intermediate-level writing class is to cultivate students' expository writing skills, with a focus on content development, cohesion, and text organization.	
The Relevance among Teaching Objectives, Objective Levels and Core Competences		
I.Objective Levels (select applicable ones) :		
(I) Cognitive Domain : C1 Remembering 、 C2 Understanding 、 C3 Applying 、 C4 Analyzing 、 C5 Evaluating 、 C6 Creating		
(II) Psychomotor Domain : P1 Imitation 、 P2 Mechanism 、 P3 Independent Operation 、 P4 Linked Operation 、 P5 Automation 、 P6 Origination		
(III) Affective Domain : A1 Receiving 、 A2 Responding 、 A3 Valuing 、 A4 Organizing 、 A5 Charaterizing 、 A6 Implementing		
II.The Relevance among Teaching Objectives, Objective Levels and Core Competences :		
(I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.		
(II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)		
(III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)		
Teaching objectives	Relevance	
	Objective Levels	Core Competences
1. Students will practice the writing process from brainstorming, to outlining, drafting, and editing/revision; therefore, “see” the developmental process of their ideas.	C3	1,2,4
2. Students will be able to develop writing skills through readings and writing of different rhetoric genres (i.e. comparison/contrast, classification, cause/effect, and opinion), thus also understand the organization of English text.	C6	1,2,4
3. Students, as authentic audience for one another, will give constructive feedback and suggestions to each other during the editing and revision phase.	C6	1,2
Teaching Objectives, Teaching Methods and Assessment		
Teaching Objectives	Teaching Methods	Assessment
1. Students will practice the writing process from brainstorming, to outlining, drafting, and editing/revision; therefore, “see” the developmental process of their ideas.	In-class writing exercises	Take-home essays, and final exam

2. Students will be able to develop writing skills through readings and writing of different rhetoric genres (i.e. comparison/contrast, classification, cause/effect, and opinion), thus also understand the organization of English text.	In-class reading and writing	In-class writing exercises, take-home essays, and final exam	
3. Students, as authentic audience for one another, will give constructive feedback and suggestions to each other during the editing and revision phase.	Peer-review training, and teacher feedback to student essays	Peer-review	
This course has been designed to cultivate the following essential qualities in TKU students.			
Essential Qualities of TKU Students	Description		
<input checked="" type="checkbox"/> global perspectives	翻譯建構中		
<input type="checkbox"/> a vision for the future			
<input type="checkbox"/> information literacy			
<input type="checkbox"/> ethical and moral principles			
<input checked="" type="checkbox"/> independent thinking			
<input type="checkbox"/> an awareness of healthy living			
<input checked="" type="checkbox"/> effective teamwork			
<input type="checkbox"/> an appreciation of the arts			
Course Schedule			
Week	Date	Subject/Topics	Note
1	02/20	Class orientation	
2	02/27	Unit 5: Comparison essays	
3	03/06	Unit 5 (continued)	
4	03/13	Unit 5 (continued)	Comparison/Contrast essay due
5	03/20	Unit 7: Classification essays	
6	03/27	Unit 7 (continued)	
7	04/03	Spring Break (No Class!)	
8	04/10	Unit 7 (continued)	Classification essay due
9	04/17	Review	
10	04/24	Midterm Exam Week	
11	05/01	Unit 6: Cause-effect essays	
12	05/08	Unit 6 (continued)	
13	05/15	Unit 6 (continued)	Cause-effect essay due
14	05/22	Supplementary reading (Opinion essays)	
15	05/29	Opinion essay (continued)	
16	06/05	Opinion essay (continued)	Opinion essay due
17	06/12	Dragon Boat Festival (No class!)	
18	06/19	Final Exam Week	
Requirement	Late, makeup, or plagiarized assignments will <u>NOT</u> be accepted.		
Teaching Facility	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> LCD projector <input type="checkbox"/> Other (_____)		
Textbook(s)	Folse, K. S., Solomon, E. V., & Clabeaux, D. (2010). Great Writing 3: From great paragraphs to great essays. Heinle.		
Suggested Readings	N/A		
Number of Assignment(s)	Four		

Grading Policy	Attendance/Participation: 30% Take-home essays: 40% <ol style="list-style-type: none"> 1. Comparison/Contrast 2. Classification 3. Cause/effect 4. Opinion Peer review: 15% Final exam: 15%
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp . ※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.

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