

Tamkang University Academic Year 101, 2<sup>nd</sup> Semester  
Course Syllabus

|  |                         |  |  |              |           |
|--|-------------------------|--|--|--------------|-----------|
| Course Title   | English Composition III |  | Instructor   | Shizen Ozawa |           |
| Department/Year/Class  |                         | Course Details   |  |              |           |
| English Department/ 3 <sup>rd</sup> Year/ D  |                         | <input checked="" type="checkbox"/> Required<br><input type="checkbox"/> Selective | <input type="checkbox"/> 0 ( One Semester )<br><input type="checkbox"/> 1 ( 1st Semester )<br><input checked="" type="checkbox"/> 2 ( 2nd Semester )<br><input type="checkbox"/> 3 ( 3rd Semester )  | Credits      | 2 credits |
| Aim of Education   |                         |  | Core Competences   |              |           |
| <p>1. M i s s i o n<br/>Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>2. V i s i o n<br/>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.</p> <p>3. V a l u e<br/>Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>4. S t r a t e g i e s</p> <ul style="list-style-type: none"> <li>● Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>● Promote technologicalization and internationalization.</li> <li>● Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>● Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>● Enrich international video conferencing.</li> <li>● Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ul> |                         |  | <p>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.</p> <p>B. Develop students' critical thinking skills in an English language learning context.</p> <p>C. Enable students to comprehend and appreciate English language media.</p> <p>D. Strengthen students' workplace English ability.</p> <p>E. Develop students' professional abilities in linguistics and English teaching.</p> <p>F. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts.</p> |              |           |

|   |   |
|---|---|
| <b>Course Introduction</b><br>(50 to 100 words) | Continuing from the 1 <sup>st</sup> semester, this course aims at enhancing our writing skills further. This semester, we will keep on practicing different kinds of essays, with particular attention to their basic structures. We will also learn more about paraphrasing and summarizing. We will write cause/effect, comparison/ contrast, and argumentative essays. |
|---|---|

**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 learning how to compose a logical argument             | C3               | ABD              |
| 2 learning how to summarize                              | C4               | ABD              |
| 3 learning how to read other people’s opinion critically | C5               | B                |
| 4 enhancing overall English writing skills               | P3               | AD               |
| 5  |                  |                  |
| 6  |                  |                  |
| 7  |                  |                  |
| 8  |                  |                  |

**Teaching Objectives, Teaching Methods and Assessment**

| Teaching Objectives                          | Teaching Methods                 | Assessment                                    |
|--|----------------------------------|---|
| 1 learning how to compose a logical argument | Wiring practices, peer reviewing | Assessment of performance in and out of class |
| 2 learning how to summarize                  | Wiring practices, peer reviewing | Assessment of performance in and out of class |

|  |                                   |   |
|--|-----------------------------------|---|
| 3 learning how to read other people's opinion critically | Writing practices, peer reviewing | Assessment of performance in and out of class |
| 4 enhancing general English writing skills               | Writing practices, peer reviewing | Assessment of performance in and out of class |
| 5  |                                   |   |
| 6  |                                   |   |
| 7  |                                   |   |
| 8  |                                   |   |

This course has been designed to cultivate the following essential qualities in TKU students.

| Essential Qualities of TKU Students                     | Description |
|---|-------------|
| <input 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 type="checkbox"/> independent thinking           |             |
| <input type="checkbox"/> an awareness of healthy living |             |
| <input type="checkbox"/> effective teamwork             |             |
| <input type="checkbox"/> an appreciation of the arts    |             |

#### Course Schedule

| Week | Date       | Subject/Topics  | Note |
|------|------------|---|------|
| 1    | 19/02/2013 | Review of the final exam of the last term, and of process essay |      |
| 2    | 26/02/2013 | Cause and Effect Essay (1)                                      |      |
| 3    | 05/03/2013 | Cause and Effect Essay (2)                                      |      |
| 4    | 12/03/2013 | Cause and Effect Essay (3)                                      |      |
| 5    | 19/03/2013 | Cause and Effect Essay (4)                                      |      |
| 6    | 26/03/2013 | Comparison/ Contrast Essay (1)                                  |      |
| 7    | 02/04/2013 | No class  |      |
| 8    | 09/04/2013 | Comparison/ Contrast Essay (2)                                  |      |
| 9    | 16/04/2013 | Comparison/ Contrast Essay (3)                                  |      |
| 10   | 23/04/2013 | Midterm Exam Week   |      |
| 11   | 30/04/2013 | Review of the Midterm Exam, Comparison/ Contrast Essay (4)      |      |
| 12   | 07/05/2013 | Argumentative Essay (1)   |      |
| 13   | 14/05/2013 | Argumentative Essay (2)   |      |
| 14   | 21/05/2013 | Argumentative Essay (3)   |      |
| 15   | 28/05/2013 | Argumentative Essay (4)   |      |
| 16   | 04/06/2013 | Argumentative Essay (5)   |      |
| 17   | 11/06/2013 | Review Week   |      |
| 18   | 18/06/2013 | Final Exam Week   |      |

|                         |   |
|-------------------------|---|
| Requirement             |   |
| Teaching Facility       | <input type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input type="checkbox"/> Other ( _____ )  |
| Textbook(s)             | Oshima, Alice, and Ann Hogue. <i>Writing Academic English</i> . 4 <sup>th</sup> Ed. NY: Pearson-Longman, 2006.  |
| Suggested Readings      |   |
| Number of Assignment(s) | (Filled in only for those courses that apply)   |
| Grading Policy          | Attendance 20%, Assignments 30%, Midterm Exam 25%, Final Exam 25%   |
| Note                    | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/index.asp">http://www.acad.tku.edu.tw/index.asp</a>.</p> <p><b>※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p> |

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