

Tamkang University Academic Year 101, 2nd Semester
Course Syllabus

Course Title	English Composition III		Instructor	Iain Brown	
Department/Year/Class	Course Details				
英文系 三 H	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Selective	<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"> A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. B. Develop students' critical thinking skills in an English language learning context. C. Enable students to comprehend and appreciate English language media. D. Strengthen students' workplace English ability. E. Develop students' professional abilities in linguistics and English teaching. F. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts. 		

Course Introduction (50 to 100 words)	The course will focus on essay composition, continuing on skills built in the first two and a half years in the English program. Research skills will be further developed. Over the semester, students will produce several research papers, along with numerous smaller assignments.
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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 Characterizing 、 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: Writing	I	C3456
3		
4		
5		
6		
7		
8		

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1: Improving their writing	Standing in front of the class and teaching; correcting homework; personal feedback.	Grading for assignments, and for class participation.
2		

3		
4		
5		
6		
7		
8		

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

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

Course Schedule

Week	Date	Subject/Topics	Note
1	Feb. 18	Review of first semester	
2	Feb. 25	Cause/Effect Essays	
3	Mar. 4	Cause/Effect Essays	
4	Mar. 11	Cause/Effect Essays	
5	Mar. 18	Cause/Effect Essays	
6	Mar. 25	Comparison/Contrast Essays	
7	Apr. 1	Comparison/Contrast Essays	
8	Apr. 8	Comparison/Contrast Essays	
9	Apr. 15	Comparison/Contrast Essays	
10	Apr. 22	Midterm Exam Week	
11	Apr. 29	Paraphrasing & Summaries	
12	May 6	Paraphrasing & Summaries	
13	May 13	Argumentative Essays	
14	May 20	Argumentative Essays	
15	May 27	Argumentative Essays	
16	Jun. 3	Argumentative Essays	
17	Jun. 10	Argumentative Essays	
18	Jun. 17	Final Exam Week	

Requirement

Teaching Facility	XComputer XOverhead Projector <input type="checkbox"/> Other (_____)
Textbook(s)	<i>Writing Academic English</i> , fourth edition, by Alice Oshima and Ann Hogue
Suggested Readings	
Number of Assignment(s)	Lots! Journals every week, plus 4-5 essays.
Grading Policy	Attendance/participation: 20% Assignments: 40% Midterm Exam: 20% Final Exam: 20%
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.

Form No. : ATRX-Q03-001-FM201-05