

Tamkang University Academic Year 2012, Spring Semester
Course Syllabus

Course Title	English Writing (2) 英文寫作 (二) (Taught entirely in English 全英語授課)	Instructor	Dean Brink 包德樂
Department/Year/Class	Course Details		
English Department Masters A Track First Year	<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		
Train students with a basic academic research ability to develop complex ideas and communicate and thoughts in writing.	TRACK A: 1. Establish a foundation for academic specialization. 2. Foster the ability to discover, analyze and solve problems. 3. Promote professional ethics.		
Course Introduction (50 to 100 words)	This course aims to develop students' mastery of graduate-level academic writing. Students will complete <i>all</i> the assigned exercises, each being designed to foster clear articulation and communication of ideas and quoted sources in their writing. Most writing assignments will be between one long sentence and one long paragraph (one page) in length, with each assignment designed to build specific skills. Assignments are based on examples and issues raised in the two textbooks. Excellent writing is treated as a prerequisite for completion of a thesis as well as entry into academic culture, and student works must attain polish and approach perfection to pass this course.		
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 See students become capable of expressing complex ideas in writing.		All	All
2 See students become capable of quoting others' writings and ideas and integrate them into their own writing.		All	All
3 Students learn to write perfectly clearly.		All	All
Teaching Objectives, Teaching Methods and Assessment			
Teaching Objectives	Teaching Methods	Assessment	
1 See students become capable of quoting others' writings and ideas and integrate them into their own writing.	Students follow writing assignment schedule.	Grade writing.	

2 See students become capable of expressing complex ideas in writing.	Students follow writing assignment schedule.	Grade writing.
3 Students learn to write perfectly clearly.	Students follow writing assignment schedule.	Grade writing.
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 <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		翻譯建構中
Course Schedule		
Note: schedule is tentative, as sometimes we take more time reviewing student writings in class than can be accommodated in two hours.		
Week	Subject/Topics	Note
1	Introduction to course. In-class writing.	
2	Introduce topic and review assigned textbook readings in textbooks. Review, discuss, and workshop homework.	<i>Reading and writing assignments announced in class.</i>
3	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
4	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
5	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
6	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
7	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
8	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
9	Midterm teacher-student writing conferences (FL-722)	<i>See sign up sheet.</i>
10	Reading Week	
11	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
12	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
13	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
14	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
15	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
16	Introduce topic and review assigned readings in textbooks. Review, discuss, and workshop homework.	
17	Final teacher-student writing conferences (FL-722)	<i>See sign up sheet.</i>
18	Reading week.	
Requirement	Complete all in-class and homework assignments. Attend and participate in class discussion, peer review, and other critical activities. No final paper or exam. Quizzes will be used only if students need motivation for completing textbook readings.	

Teaching Facility	<input checked="" type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input checked="" type="checkbox"/> Other (Video projector)
Textbook(s)	Required: (1) <i>MLA Handbook for Writers of Research Papers</i> (7th edition). 2009. ISBN: 9781603290241. (2) Booth, Wayne. <i>The craft of research</i> . Chicago: University of Chicago Press, 2003.
Suggested Readings	<i>Not used in class, but helpful:</i> Claire Kehrwald Cook. <i>Line by line: how to edit your own writing</i> . Boston: Houghton Mifflin. Any edition. <i>Style: Lessons in Clarity and Grace</i> . Any edition.
Number of Assignment(s)	
Grading Policy	<input checked="" type="checkbox"/> 作業成績：70% Class Participation: 30% Note: (1) Late assignments are not accepted. (2) For each missed class (or being more than 10 minutes late) two points are automatically deducted from the final grade (i.e., each missed class tangibly lowers your final grade, for instance, from 78 to 76). (3) Students who miss more than three classes automatically fail the course. (4) No make-up quizzes. In effect, to pass, a student must attend every class <i>and complete the assignments with ambitious effort</i> . Students who turn in writing assignments that appear to be unpolished first or second drafts will receive appropriately low grades. Moreover, the standard for grading will be raised for each assignment. Students caught completing assignments in class will have grade points subtracted (maximum 2 per class). <u>As this is a morning class, read the grading policy carefully in order to avoid having to retake the course next year.</u>

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