

Tamkang University Academic Year 2013, 2nd Semester
Course Syllabus

Course Title	Writing	Instructor	Iris Ralph	
Department/Year/Class		Course Details		
English Department 101.2 Ph.D. class	<input type="checkbox"/> Required <input checked="" 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		
<p>Train students in advanced English language and educational research skills and improve and foster their ability to find and pursue a professional career in the areas of education, and teaching and studying literature.</p>		<p>TRACK A: 1. Foster the ability to acquire a specialized knowledge of literature. 2. Nurture the ability to do original research. 3. Cultivate professional ethics and social responsibility.</p> <p>TRACK B: 1. Develop original English teaching and research 2. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research. 3. Cultivate language teaching ethics and social responsibility.</p>		
<p>Course Introduction (50 to 100 words)</p>	<p>This course is designed as an introduction to graduate level reading, writing, and research skills with especial focus on writing skills. Students will build on the work they carried out in the first semester. They will continue to practice applying theory to texts of their own choice or the instructor's choice and continuing to work on fundamental graduate level writing and research skills as outlined in the Modern Language Association publication ("<i>MLA Handbook</i>"), the first (and main) text book for the class. In addition, the course will address writing concerns related to the teaching and research of literature as these concerns are addressed in <i>Style: Lessons in Clarity and Grace</i>, the second textbook for the class.</p>			

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 level is applicable to a 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 box 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
Specialized knowledge of English literature and language	C1, A1	1
Ability to conduct original research in English literature and language	C2, A2	2
Cultivation of professional ethics and social responsibility	C3, A3	3
Specialized knowledge of English literature and language.	C4, A4	1
Ability to conduct original research in English literature and language	C5, A5	2
Cultivation of professional ethics and social responsibility	C6, A6	3

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
Specialized knowledge of graduate level writing skills with an especial focus on writing skills found in and used in the professional areas of English literature and language teaching and English literature and language research	Lecture, workshop, formal discussion, informal discussion	Class attendance, class participation, active contribution to class, writing assignments, oral assignments, presentation assignments, independent research

Ability to conduct original research	Lecture, workshop, formal discussion, informal discussion	Class attendance, class participation, active contribution to class, writing assignments, oral assignments, presentation assignments, independent research
Cultivation of professional ethics and social responsibility	Lecture, workshop, formal discussion, informal discussion	Professional conduct; professional interaction with instructor and peers

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	The course includes all of the essential qualities for TKU students. In particular, in its focus on writing skills, the course emphasizes understanding the relevance of the course to the teaching of undergraduate level writing as well practicing graduate level writing; learning about issues relating to information literacy; strengthening independent thinking skills; and appreciating modes of writing exclusive to or particularly relevant to the arts.
<input checked="" type="checkbox"/> a vision for the future	
<input checked="" type="checkbox"/> information literacy	
<input checked="" type="checkbox"/> ethical and moral principles	
<input checked="" type="checkbox"/> independent thinking	
<input checked="" type="checkbox"/> an awareness of healthy living	
<input checked="" type="checkbox"/> effective teamwork	
<input checked="" type="checkbox"/> an appreciation of the arts	

Course Schedule

Week	Date	Subject/Topics	Note
1		Introduction	
2		<i>MLA Handbook</i>	
3		<i>MLA Handbook</i>	
4		<i>MLA Handbook</i>	
5		<i>MLA Handbook</i>	
6		<i>MLA Handbook</i>	
7		<i>MLA Handbook</i>	
8		<i>MLA Handbook</i>	
9		Student Presentations	
10		Midterm Exam Week	
11		<i>Style: Lessons in Clarity and Grace</i>	
12		<i>Style: Lessons in Clarity and Grace</i>	
13		<i>Style: Lessons in Clarity and Grace</i>	
14		<i>Style: Lessons in Clarity and Grace</i>	
15		<i>Style: Lessons in Clarity and Grace</i>	
16		<i>Style: Lessons in Clarity and Grace</i>	
17		Student Presentations	
18		Final Exam Week	

Requirement

Teaching Facility Computer Overhead Projector Other (books, paper)

Primary texts	<p><i>Modern Language Association of American. MLA Handbook for Writers of Research Papers.</i> 7th ed. Modern Language Association: New York, 2009.</p> <p>Williams, Joseph M. and Gregory G. Colum. <i>Style: Lessons in Clarity and Grace.</i> 10th ed. New York: Pearson Education, 2012.</p>
Number of Assignment(s)	2 – Mid semester writing assignment; Final semester writing assignment
Grading Policy	<p>Mid-semester writing assignment 30%</p> <p>Final semester writing assignment 30%</p> <p>Class attendance and participation 20%</p> <p>Presentation 20%</p>
Note	<p>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.</p> <p>✘Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>

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