

## Tamkang University Academic Year 102, 1st Semester Course Syllabus

Course Title	ADVANCED ENGLISH WRITING	Instructor	CATHERINE JEAN DIBEL
Course Class	TPAXB4A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 4A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Departmental teaching objectives			
To Develop Students' Abilities of English Language and Communication.			
Departmental core competences			
<ul style="list-style-type: none"> <li>A. To Have the Ability of Communicating in English.</li> <li>B. To Have the Ability of Applying Practical English.</li> <li>C. To Have the Ability of Solving Questions.</li> <li>D. To Have the Ability of Analyzing Data.</li> <li>E. To Have the Ability of Understanding Culture.</li> <li>F. To Have the Ability of Teamwork.</li> </ul>			
Course Introduction	This course, designed for students who have already completed an introductory writing class, introduces the research process. Students will learn how to conduct research, evaluate sources, and incorporate and document source material as they organize, draft, and revise three types of research papers.		

**The Relevance among Teaching Objectives, Objective Levels and Departmental 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 Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	By the end of the semester, students should be able to: <ul style="list-style-type: none"> <li>• Write essays that meet conventional academic standards for clarity, organization, paragraphing, and grammatical correctness</li> <li>• Develop and support a thesis with sound evidence</li> <li>• Conduct academic research and evaluate sources</li> <li>• Incorporate ideas from sources into their own writing</li> <li>• Avoid plagiarism by quoting, paraphrasing, and summarizing sources and documenting them correctly</li> </ul>	C3	ABCDF

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment

1	<p>By the end of the semester, students should be able to:</p> <ul style="list-style-type: none"> <li>• Write essays that meet conventional academic standards for clarity, organization, paragraphing, and grammatical correctness</li> <li>• Develop and support a thesis with sound evidence</li> <li>• Conduct academic research and evaluate sources</li> <li>• Incorporate ideas from sources into their own writing</li> <li>• Avoid plagiarism by quoting, paraphrasing, and summarizing sources and documenting them correctly</li> </ul>	Lecture, Discussion, Appreciation	Written test, Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	102/09/16~ 102/09/22	Introduction. Review of the writing process	
2	102/09/23~ 102/09/29	Chapter 1: Writing from Research. Introduction to the interview paper. Generate topics and practice interviewing.	

3	102/09/30 ~ 102/10/06	Bring notes from your interview to class. Work on organization and introductory paragraphs.	
4	102/10/07 ~ 102/10/13	Chapter 13A: Conducting a Global Revision. Edit drafts.	
5	102/10/14 ~ 102/10/20	Hand in interview paper, draft, and peer review sheet. Introduction to the field research paper. Generate topics.	
6	102/10/21 ~ 102/10/27	Chapter 6: Conducting Field Research	
7	102/10/28 ~ 102/11/03	Chapter 7: Understanding and Avoiding Plagiarism	
8	102/11/04 ~ 102/11/10	Work on organization, introductory paragraphs, and thesis statements. Chapter 10: Drafting the Paper in an Academic Style, Sections A, B, C.	
9	102/11/11 ~ 102/11/17	Chapter 11: Blending Reference Material into Your Writing by Using MLA Style. Work on quoting, paraphrasing, and summarizing	
10	102/11/18 ~ 102/11/24	Midterm Exam Week	
11	102/11/25 ~ 102/12/01	Chapter 14: Works Cited: MLA Style	
12	102/12/02 ~ 102/12/08	Edit drafts	
13	102/12/09 ~ 102/12/15	Hand in field research paper, draft, and peer review sheet. Introduce the library research paper. Generate topics and discuss finding sources.	
14	102/12/16 ~ 102/12/22	Chapter 4: Reading and Evaluating Sources. Bring 3 sources to class. Discuss note taking techniques	
15	102/12/23 ~ 102/12/29	Work on organization, introductions, and thesis statements.	
16	102/12/30 ~ 103/01/05	Review quoting, paraphrasing, and summarizing. Chapter 12 C: Writing the Conclusion of the Research Paper	
17	103/01/06 ~ 103/01/12	Review MLA format. Edit drafts.	
18	103/01/13 ~ 103/01/19	Final Exam Week	

Requirement	<p>Grade Components:  interview paper—20%, field research paper—25%, library research paper—30%,  quizzes—10%, daily work (including participation, revision, etc.)—15%</p> <ol style="list-style-type: none"> <li>1. More than 3 unexcused absences will result in failure in the course. If you are sick or have an emergency, please email me.</li> <li>2. You will lose 10 points from your daily works grade for each late arrival or early departure.</li> <li>3. Plagiarism is the use of other people' s words or ideas without giving them credit. Anyone who plagiarizes will fail this course.</li> <li>4. Pop quizzes will be given throughout the semester.</li> <li>5. I do not accept late assignments or work that has not been typed. All papers must be double-spaced, in 12-point font, and in correct MLA format.</li> <li>6. I do not give make-up exams or quizzes.</li> <li>7. Cell phones must be turned off and put away during class. No texting during class.</li> <li>8. No eating during class.</li> </ol>
Teaching Facility	Computer, Projector
Textbook(s)	Lester, Jim D., Jr. and James D. Lester. Writing Research Papers: A Complete Guide. 14th ed. New York: Pearson, 2011.
Reference(s)	
Number of Assignment(s)	3 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance :           %   ◆ Mark of Usual : 15.0 %   ◆ Midterm Exam : 30.0 %  ◆ Final Exam : 45.0 %  ◆ Other (quizzes) : 10.0 %</p>
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/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>