

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

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| Course Title | ENGLISH WRITING FOR FRESHMAN-MAJOR II | Instructor | IVY HAOYIN HSIEH |
| Course Class | TPAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 1A | Details | <ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits |
| D e p a r t m e n t a l A i m o f E d u c a t i o n | | | |
| To Develop Students' Abilities of English Language and Communication. | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| <ul style="list-style-type: none"> A. To Have the Ability of Communicating in English. B. To Have the Ability of Applying Practical English. C. To Have the Ability of Solving Questions. D. To Have the Ability of Analyzing Data. E. To Have the Ability of Understanding Culture. F. To Have the Ability of Teamwork. | | | |
| Course Introduction | <p>This course is designed for English-majored freshmen to achieve the reading and writing ability with critical thinking and communicative skills. Throughout the course, my hope is that we learn to live as a community of authors--immersed in writing and sharing our writing, reading and discussing our reading, listening openly and responding to each other's ideas and points of view. This personal experience with language reading and writing, and reflecting on that experience, will form the core of the foundation for the reading and writing.</p> | | |
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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-Characterizing, 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 | Students can establish critical thinking ability through independent reading and writing | C6 | ABCF |
| 2 | Students can developing specific skills and competences in reading and writing | P6 | ABCF |
| 3 | Students will be gaining factual knowledge (comprehension, summary, retelling, structure, editing, short grammar/vocabulary related to reading and writing) | P6 | ABCF |
| 4 | Students will be acquiring skills in working with others as a member of a team | A6 | ABCF |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------|
| 1 | Students can establish critical thinking ability through independent reading and writing | Discussion | Practicum, Participation |
| 2 | Students can developing specific skills and competences in reading and writing | Lecture, Discussion, Practicum, Problem solving | Written test, Practicum, Report, Participation |
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| 3 | Students will be gaining factual knowledge (comprehension, summary, retelling, structure, editing, short grammar/vocabulary related to reading and writing) | Lecture, Discussion, Appreciation, Practicum | Written test, Practicum, Report, Participation |
| 4 | Students will be acquiring skills in working with others as a member of a team | Discussion, Practicum, Problem solving | Practicum, Report, Participation |

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 |
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| 1 | 103/02/17 ~ 103/02/23 | Movie: Valentine's Day | |
| 2 | 103/02/24 ~ 103/03/02 | Love Story First Draft | |
| 3 | 103/03/03 ~ 103/03/09 | Individual Conference I | |
| 4 | 103/03/10 ~ 103/03/16 | Love Story Peer Editing | |
| 5 | 103/03/17 ~ 103/03/23 | Author's Chair I | |
| 6 | 103/03/24 ~ 103/03/30 | Informational Writing First Draft | |
| 7 | 103/03/31 ~ 103/04/06 | Spring Break | |
| 8 | 103/04/07 ~ 103/04/13 | Individual Conference II | |

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| 9 | 103/04/14 ~ 103/04/20 | Informational Writing Peer Editing | |
| 10 | 103/04/21 ~ 103/04/27 | Midterm Exam Week | |
| 11 | 103/04/28 ~ 103/05/04 | Movie: Paying It Forward | |
| 12 | 103/05/05 ~ 103/05/11 | Newsletter | |
| 13 | 103/05/12 ~ 103/05/18 | Guest Speaker: Connect Self and the World | |
| 14 | 103/05/19 ~ 103/05/25 | Poetry Writing | |
| 15 | 103/05/26 ~ 103/06/01 | Individual Conference III | |
| 16 | 103/06/02 ~ 103/06/08 | Poetry Peer Editing | |
| 17 | 103/06/09 ~ 103/06/15 | Book Share | |
| 18 | 103/06/16 ~ 103/06/22 | Final Exam Week | |
| Requirement | <p>Punctual and regular attendance is expected. Each absence after the first 4 hours will be deducted 3 point from final grade with no exceptions. Each tardy and /or early departure is equivalent to one hour of absence. Students MUST be present to receive credit for in class assignments. It is the students' responsibility to keep track of the assignments details and due dates. Please also note: No cell phone nor laptop is allowed to use in class.</p> <p>Plagiarizing a speech/text or cheating on an exam is very serious and will result in a "0" for the assignment or an "F" in the course. It is plagiarism to turn in someone else's paper or speech as your own work. It is plagiarism to take a passage(s) from someone's work (direct quotes or paraphrases) and include it in a speech or paper without citing the original author. It is plagiarism to include someone's ideas (expressed in your own words) in your speech or paper without citing the original author. It is plagiarism to knowingly allow another student to use your work as their own.</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Sharon Creech. (2001). Love that dog: a novel. New York: Happer Collins Lane, Janet/ Lange, Ellen (2011). Writing Clearly: An Editing Guide, 3/e. | | |
| Reference(s) | | | |
| Number of Assignment(s) | 8 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 4.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other <Final Projects> : 16.0 %</p> | | |
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| 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/CS/main.php .</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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