

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	ENGLISH WRITING (II)	Instructor	YING-HSUEH MOELLER
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ 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

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. 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.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

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

- A. Establish a foundation for academic specialization.
- B. Foster the ability to discover, analyze and solve problems.
- C. Promote professional ethics.
- D. Foster English teaching theory and practice along with major professional competencies.
- E. Strengthen the language teaching foundation of linguistics (including applied linguistics).
- F. In accord with the teaching trend, train teaching competency that combines computer technology and internet resources.

Course Introduction	<p>The course is the extension of the previous course that was offered in the last semester in which students were introduced to the English academic writing style that is commonly accepted worldwide. In this course, we will continue to look at it from several levels: vocabulary, sentence structure, flow/coherence of texts, and the overall organization of writing. We will focus on how to comment on data, writing summary and critique.</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-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 course, students should be highly aware of the genre that is appropriate in an English-speaking academic setting. They should be able to apply such awareness/knowledge to any future writing they will be doing	C6	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	By the end of the course, students should be highly aware of the genre that is appropriate in an English-speaking academic setting. They should be able to apply such awareness/knowledge to any future writing they will be doing	Lecture, Discussion, Appreciation, Problem solving	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	103/02/17 ~ 103/02/23	unit 3 problem solving--feedback from the assignment from the previous semester	
2	103/02/24 ~ 103/03/02	draft 2 of Why we don't read. Introducing ways of describing graphs and number	
3	103/03/03 ~ 103/03/09	Unit 4 Data commentary. Interpreting trends	
4	103/03/10 ~ 103/03/16	Draft 1 of Data commentary. Draft 3 of why we don't read	
5	103/03/17 ~ 103/03/23	Feedback on Draft 1 of data commentary. How much can we trust statistics?	

6	103/03/24 ~ 103/03/30	introducing writing summaries; draft 2 of data commentary	
7	103/03/31 ~ 103/04/06	Draft 1 of a summary.	
8	103/04/07 ~ 103/04/13	Feedback on first summary	
9	103/04/14 ~ 103/04/20	Mid-term	
10	103/04/21 ~ 103/04/27	Draft 2 of a summary. Introducing critique unit 5	
11	103/04/28 ~ 103/05/04	Introducing giving critique	
12	103/05/05 ~ 103/05/11	Draft 1 of a critique	
13	103/05/12 ~ 103/05/18	feed back on draft 1	
14	103/05/19 ~ 103/05/25	How to give balanced comments	
15	103/05/26 ~ 103/06/01	draft 2	
16	103/06/02 ~ 103/06/08	comparison and contrast	
17	103/06/09 ~ 103/06/15	comparison and contrast	
18	103/06/16 ~ 103/06/22	final	
Requirement	All homework must be submitted on time		
Teaching Facility	Computer, Projector		
Textbook(s)	Swales, J. M. & Feak, C. F. (2003), reprint ed. Academic writing for graduate students: A course for nonnative speakers of English. Ann Arbor: The University of Michigan Press.		
Reference(s)	Seliger, H & Shohamy, E. (1990), Second language research methods. Oxford: OUP Chicago Manual of Style		
Number of Assignment(s)	10 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 30.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : 50.0 % ◆ Other 〈Final paper〉 : 20.0 %		
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/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		