Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Class	and further the excellent tradition of domestic language instr to be a department contributing equally to research and lang nolistic learning process by putting equal emphasis on langua nd practice. s	re, culture, and ruction and lite	erary g.
English te II. Carry on research III. Foster a l theory ar IV. Strategie 1. Train stu translati	diverse research specialists with abilities in language, literatu eaching. and further the excellent tradition of domestic language instr to be a department contributing equally to research and lang nolistic learning process by putting equal emphasis on langua nd practice. s	re, culture, and ruction and lite	erary g.
English te II. Carry on research III. Foster a l theory ar IV. Strategie 1. Train stu translati	eaching. and further the excellent tradition of domestic language instr to be a department contributing equally to research and lang nolistic learning process by putting equal emphasis on langua nd practice. s udents' abilities in five skills: English listening, speaking, readir	ruction and lite juage teaching	erary g.
 I. Carry on research II. Foster a l theory ar IV. Strategie 1. Train stuttranslati 	and further the excellent tradition of domestic language instr to be a department contributing equally to research and lang nolistic learning process by putting equal emphasis on langua nd practice. s	juage teaching	j.
II. Foster a l theory ar IV. Strategie 1. Train stu translati	nolistic learning process by putting equal emphasis on langua nd practice. s idents' abilities in five skills: English listening, speaking, readir		-
1. Train stu translati	idents' abilities in five skills: English listening, speaking, readir		
translati			
2. Promote	on.	ng, writing and	I
	e 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' competiveness 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.			es,
	Departmental core compet	ences	
A. Foster the ability to delve into a specialized knowledge of literature.			
B. Nurture the ability to do original research.			
C. Cultivate professional ethics and social responsibility.			
D. Develop original English teaching and research.			
E. Utilize qua	litative and quantitative research concepts and methods to p	lan, implemen	ıt,
analyze an	d write about English teaching and pertinent research.		
F. Cultivate la	anguage teaching ethics and social responsibility.		

Course Introduction	This course is intended to prepare students for writing graduate-level academic writing. We focus on strategies for clear articulation and communication with readers, appropriate style and levels of formality, and practical ways of revising and polishing one' s writing. Students will write two short essays of 2 and 3 pages each, concentrating on polishing for fluency and continuity at the various levels of diction, the clause, sentence, paragraph, and essay as a whole.	
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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 :	Pl-Imitation,	P2-Mechanism,	P3-Independent Operation,
	P4-Linked Operati	on, P5-Automation,	P6-Origination
(iii) Affective Domain :	Al-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.)

		Relevance				
No.	Teaching Objectives			Departmental core competences		
1	Learn to write and communicate.			ABCDEF		
2	Learn to apply cultural theory and write research papers.			ABCDEF		
	Teaching Objectives, Teaching Methods and Assessment					
No.	Teaching Objectives	Teaching Methods	Assessment			
1	Learn to write and communicate.	Discussion, Practicum, Problem solving	Practicum, Report, Participation			
2	Learn to apply cultural theory and write research papers.	Discussion, Practicum, Problem solving	Practicum, Report, Participation			

	1	This course has been designed	to cultivate the following essential qualities	s in TKU students	
Essential Qualities of TKU Students		Qualities of TKU Students	Description		
◆ A global perspective		pective	Helping students develop a broader perspective from which to understand international affairs and global development.		
◆ Information literacy		teracy	Becoming adept at using information technology and learning the proper way to process information.		
•	A vision for th	e future	 Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. 		
•	Moral integrit	у			
•	Independent	thinking	Encouraging students to keenly observe ar source of their problems, and to think logic		
•	A cheerful atti	tude and healthy lifestyle	Raising an awareness of the fine balance b and soul and the environment; helping stu meaningful life.		
•	A spirit of tear	nwork and dedication		Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve	
◆ A sense of aesthetic appreciation		thetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.		
	1	1	Course Schedule		
Week	Date	S	ubject/Topics	Note	
1	103/02/17 ~ 103/02/23	Introduction to course		Each week additional readings and assignments will be announced.	
2	103/02/24 ~ 103/03/02	No class. (This course meets every other week. We will decide the dates in class. Lessons listed below will be condensed accordingly.)			
3	103/03/03 ~ 103/03/09	Bring title and brief outline of first paper. Discuss Style - Lesson 8			
4	103/03/10~ 103/03/16	No class.			
5	103/03/17 ~ 103/03/23	Discuss Style - Lesson 9. Peer review of first papers (incorporating writing strategies learned from Style lessons).		Each week, also, bring an updated version of the paper in progress, applying what you learned the previous week.	
6	103/03/24 ~ 103/03/30	No class.			
7	103/03/31 ~ 103/04/06	Discuss Style - Lesson 10. Peer review of first papers (incorporating writing strategies learned from Style lessons).			

8	103/04/07 ~ 103/04/13	No class.	
9	103/04/14 ~ 103/04/20	Turn in final version paper one. Discuss Style - Lesson 11.	
10	103/04/21~ 103/04/27	Study week	
11 103/04/28~ 103/05/04 Bring outline and sample first paragraph of second paper.			
12	103/05/05 ~ 103/05/11	No class.	
13	103/05/12 ~ 103/05/18	Discuss Style - Lesson 12.	
14	103/05/19~ 103/05/25	No class.	
15	103/05/26 ~ 103/06/01	Discuss Style - Appendix (Punctuation). Peer review of final papers (incorporating writing strategies learned from Style lessons).	
16	103/06/02 ~ 103/06/08	No class.	
17	103/06/09 ~ 103/06/15	Peer review of final papers (incorporating writing strategies learned from Style lessons).	
18 103/06/16~ 103/06/22 Study week (turn in final papers, demonstrating your mastery of Style lessons)			
Re	equirement	Two graded papers are required. Shorter assignments in the construction of these papers (introduction, abstract, bibliography, outline, etc.) will all be required. As this is a class discussing and practicing writing skills, attendance is mandatory. Students more than 10 minutes late to class receive a zero for all activities that day (are marked as absent, with 2 points subtracted from final grade). Students missing three classes automatically fail the class. Quizzes may be used if students fail to comprehend assigned readings and will be graded under the attendance category.	
Теа	ching Facility	Computer, Projector	
T	extbook(s)	Joseph M. Williams. Style: Lessons in Clarity and Grace, latest edition. MLA Handbook for Writers of Research Papers. Seventh Edition.	
Reference(s)		Suggested textbooks for writing: Booth, Wayne. The craft of research. Chicago: University of Chicago Press, 2003; The Elements of Style (any edition); The Norton Sampler (any edition).	
Number of Assignment(s)2(Filled in by assignment instructor only)		2 (Filled in by assignment instructor only)	
Grading Policy		 ♦ Attendance: 20.0 % ♦ Mark of Usual: % ♦ Midterm Exam: % 	

	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
Note	home page of TKU Office of Academic Affairs at <u>http://www.acad.tku.edu.tw/CS/main.php</u> .
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