

Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	INTEGRATED WRITING	Instructor	IVY HAOYIN HSIEH
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 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 ELC-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>		

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	C4	AB
2	Students can developing specific skills and competences in reading and writing	P6	AB
3	Students will be gaining factual knowledge (comprehension, summary, retelling, structure, editing, short grammar/vocabulary related to reading and writing)	P3	AB
4	Students will be acquiring skills in working with others as a member of a team	A4	AB

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students can establish critical thinking ability through independent reading and writing	Lecture, Discussion, Appreciation, Simulation, Problem solving	Written test, Report, Participation
2	Students can developing specific skills and competences in reading and writing	Lecture, Discussion, Appreciation, Simulation, Problem solving	Written test, Report, Participation

3	Students will be gaining factual knowledge (comprehension, summary, retelling, structure, editing, short grammar/vocabulary related to reading and writing)	Lecture, Discussion, Appreciation, Simulation, Problem solving	Written test, Report, Participation
4	Students will be acquiring skills in working with others as a member of a team	Lecture, Discussion, Appreciation, Simulation, Problem solving	Written test, 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
1	103/09/15 ~ 103/09/21	Identity Paper	
2	103/09/22 ~ 103/09/28	Discussion of Favorite Books	
3	103/09/29 ~ 103/10/05	Story Writing	
4	103/10/06 ~ 103/10/12	Story Sharing	
5	103/10/13 ~ 103/10/19	Writing: Memoir first Draft	
6	103/10/20 ~ 103/10/26	Individual Conference I	
7	103/10/27 ~ 103/11/02	Writing: Memoir Peer Editing (Second Draft)	
8	103/11/03 ~ 103/11/09	Writing: Memoir author's Chair	

9	103/11/10 ~ 103/11/16	Guest Speaker (?)	
10	103/11/17 ~ 103/11/23	Midterm Exam Week	
11	103/11/24 ~ 103/11/30	Movie: Dead Poet Society	
12	103/12/01 ~ 103/12/07	Movie: Dead Poet Society+Midterm Discussion	
13	103/12/08 ~ 103/12/14	Movie Discussions and First Draft	
14	103/12/15 ~ 103/12/21	Individual Conference II	
15	103/12/22 ~ 103/12/28	Narrative Writing: Peer Editing	
16	103/12/29 ~ 104/01/04	New Year Day	No Class
17	104/01/05 ~ 104/01/11	Poster Presentation	
18	104/01/12 ~ 104/01/18	Final Exam Week	
Requirement	<p>Attendance: 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. In case of an emergency, please contact the professor. Students MUST be present to receive credit for in class assignments. Please consult with classmates or the instructor when you are absent for the details of the 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. Please remember to sign-in the attendance sheet every time you come to the class. It will be counted as an absence even if you FORGET to sign-in.</p> <p>Expectations: No late work is accepted. Therefore, please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations BEFORE the due dates, ask your classmate to submit for you or contact the professor for special arrangements.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	<p>Merriam-Webster Advanced Learner's English Dictionary Lane, J. & Lange, E. (2012). Writing Clearly: Grammar for Editing. (3rd Ed.). Boston, MA: Heinle, Cengage Learning.</p>		
Reference(s)	<ol style="list-style-type: none"> 1. Rita Williams-Garcia (2011) One Crazy Summer. 2. Rebecca Stead (2010). When You Reach me. 3. Alan Armstrong (2006). Whittington. 4. Cynthia Kadohata (2004). Kira-Kira. 5. Kate DiCamillo (2003). The tale of Despereaux. 6. Ellen Wittlinger (2001). Hard love. 7. Christopher Paul Curtis. (1999). Bud but not Buddy. 8. M. L'Engle (?) A Wrinkle in Time. 		

Number of Assignment(s)	10 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 5.0 % ◆ Mark of Usual : 55.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 20.0 % ◆ Other () : %
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.