

Tamkang University Academic Year 103, 1st Semester Course Syllabus

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| Course Title | ENGLISH WRITING (I) | Instructor | BRINK, DEAN ANTHONY |
| Course Class | TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A | Details | <ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 1 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. 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 qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.
- F. Cultivate language teaching ethics and social responsibility.

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| Course Introduction | <p>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. Additional reading and writing assignments are required in order to develop various essential skills.</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 | Learn to write and communicate. | C6 | ABCDEF |
| 2 | Learn to apply cultural theory and write research papers. | C6 | 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 |
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This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students | Description |
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| ◆ 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 | 103/09/15 ~ 103/09/21 | Introduction to course | Each week additional readings and assignments will be announced. |
| 2 | 103/09/22 ~ 103/09/28 | This course meets every other week. We will decide the dates in class. Lessons listed below will be condensed accordingly. | |
| 3 | 103/09/29 ~ 103/10/05 | Bring brief outline and sample first paragraph of first paper. Discuss Style - Lesson Two | |
| 4 | 103/10/06 ~ 103/10/12 | Bring draft of paper for peer review. | |
| 5 | 103/10/13 ~ 103/10/19 | Discuss Style - Lesson Three | Each week, also, bring an updated version of the paper in progress, applying what you learned the previous week. |
| 6 | 103/10/20 ~ 103/10/26 | Second revision of paper, incorporating methods learned from Style lessons. | |
| 7 | 103/10/27 ~ 103/11/02 | Discuss Style - Lesson Four | |

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| 8 | 103/11/03 ~ 103/11/09 | Conferences with instructor | |
| 9 | 103/11/10 ~ 103/11/16 | Turn in final version paper one. Discuss Style - Lesson Five | |
| 10 | 103/11/17 ~ 103/11/23 | Study week | |
| 11 | 103/11/24 ~ 103/11/30 | Bring outline and sample first paragraph of second paper. Discuss Style - Lesson Six | |
| 12 | 103/12/01 ~ 103/12/07 | Bring draft of paper for peer review, incorporating methods learned from Style lessons. | |
| 13 | 103/12/08 ~ 103/12/14 | Discuss Style - Lesson Seven | |
| 14 | 103/12/15 ~ 103/12/21 | Conferences with instructor | |
| 15 | 103/12/22 ~ 103/12/28 | Discuss Style - Lesson Eight | |
| 16 | 103/12/29 ~ 104/01/04 | Discuss Style - Lesson Nine. | |
| 17 | 104/01/05 ~ 104/01/11 | Discuss Style - Lesson Ten. | |
| 18 | 104/01/12 ~ 104/01/18 | Study week (turn in final papers, demonstrating your mastery of Style lessons) | |
| Requirement | <p>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. Quizzes may be used if students fail to comprehend assigned readings. Note: Students more than 10 minutes late to class receive a zero for all activities that day and are marked as absent, with 2 points subtracted from final grade. Students missing three classes automatically fail the class.</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Joseph M. Williams. Style: Lessons in Clarity and Grace, any edition (the 11th ed. has been requested from bookseller). | | |
| Reference(s) | Suggested textbooks for writing: MLA Handbook for Writers of Research Papers (7th edition). 2009; 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) | | |
| Grading Policy | <p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other < Assignments > : 80.0 %</p> | | |
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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>.

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