Tamkang University Academic Year 103, 2nd Semester Course Syllabus

Course Title	ENGLISH WRITING (II)	Instructor	BRINK, DEAN ANTHONY
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	RequiredOne Semester1 Credits

Departmental Aim of Education

- 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' 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.

Departmental core competences

- 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.

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 level 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.

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 : 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.)

	Teaching Objectives		Relevance	
No.			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

			to cultivate the following essential qua	and of the students	
Essential Qualities of TKU Students		Qualities of TKU Students	Desc	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 the future		e future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.		
•	Moral integrit	y	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.		
• 1	Independent	thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.		
•	A cheerful att	itude 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 tea	mwork 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		sthetic appreciation	Equipping students with the ability to aesthetic beauty, to express themselv the creative process.	sense and appreciate res clearly, and to enjoy	
		,	Course Schedule		
Neek	Date	9	Subject/Topics	Note	
1	104/02/24 ~ 104/03/01	Introduction to course		Each week additional readings and assignments will be announced.	
2	104/03/02 ~ 104/03/08	No class. (This course meets decide the dates in class. Les condensed accordingly.)			
3	104/03/09 ~ 104/03/15	Bring title and brief outline of Lesson 8	of first paper. Discuss Style -		
4	104/03/16 ~ 104/03/22	No class.			
5	104/03/23 ~ 104/03/29	Discuss Style - Lesson 9. Pee (incorporating writing strate lessons).		Each week, also, bring an updated version of the paper in progress, applying what you learned the previous week.	
6	104/03/30 ~ 104/04/05	No class.			
7	104/04/06 ~ 104/04/12	Discuss Style - Lesson 10. Pe (incorporating writing strate lessons).			

8	104/04/13 ~ 104/04/19	No class		
	104/04/19	No class.		
9	104/04/20 ~ 104/04/26	Turn in final version paper one. Discuss Style - Lesson 11.		
10	104/04/27 ~ 104/05/03	Study week		
11	104/05/04 ~ 104/05/10	Bring outline and sample first paragraph of second paper.		
12	104/05/11 ~ 104/05/17	No class.		
13	104/05/18 ~ 104/05/24	Discuss Style - Lesson 12.		
14	104/05/25 ~ 104/05/31	No class.		
15	104/06/01 ~ 104/06/07	Discuss Style - Appendix (Punctuation). Peer review of final papers (incorporating writing strategies learned from Style lessons).		
16	104/06/08 ~ 104/06/14	No class.		
17	104/06/15 ~ 104/06/21	Peer review of final papers (incorporating writing strategies learned from Style lessons).		
18	104/06/22 ~ 104/06/28	Study week (turn in final papers, demonstrating your mastery of Style lessons)		
Requirement Teaching Facility		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. Studymore than 10 minutes late to class receive a zero for all activities that day (are marked 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 graunder the assignments category.	dents as	
		Computer, Projector		
Textbook(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). MLA Formatting and Style Guide https://owl.english.purdue.edu/owl/resource/747/01/		
Number of Assignment(s) 2 (Filled in by assignment instructor only)				
Grading Policy Attendance: 20.0 % ◆ Mark of Usual: % ◆ Midterm Exam: Final Exam: % Other 〈Assignments〉: 80.0 %		m: %		

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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