

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	ENGLISH WRITING (III)	Instructor	YING-HSUEH MOELLER
Course Class	TFLXM2A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 2A	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. 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>In this semester we will concentrate on the structure and writing of research papers. We will read and analyze them in details. We will work on how to write an introduction, formulate research questions, and design research methodology. Last but not least, we will examine and practice writing literature review.</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	Following our practice of coherence and cohesion last semester, we will focus more on grammar and vocabulary for research papers this semester. At the end of the course, students should not only understand how to write a research proposal (possible thesis), but also master some research writing skills.	C6	BCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	Following our practice of coherence and cohesion last semester, we will focus more on grammar and vocabulary for research papers this semester. At the end of the course, students should not only understand how to write a research proposal (possible thesis), but also master some research writing skills.	Lecture, Discussion, Appreciation, Problem solving	Report, Participation, essays
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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	105/09/12~ 105/09/18	Introduction: what is a research paper	
2	105/09/19~ 105/09/25	Reading and analyse a research paper	
3	105/09/26~ 105/10/02	Presentation of one's analysis; What does an introduction in a research paper do? Analysing the structure and elements	
4	105/10/03~ 105/10/09	Write an introduction	
5	105/10/10~ 105/10/16	Hand in and discuss the the introduction; What makes good resarch questions?	

6	105/10/17 ~ 105/10/23	Write the 2nd draft of introduction with research questions	
7	105/10/24 ~ 105/10/30	Hand in and discuss the 2nd draft; What should literature review include?	
8	105/10/31 ~ 105/11/06	read and analyse second research paper with focus on literature review	
9	105/11/07 ~ 105/11/13	Report on the literature review of the second research paper; hand in the 3rd draft of introduction	
10	105/11/14 ~ 105/11/20	Write the first part of the literature review of one's chosen topic	
11	105/11/21 ~ 105/11/27	Hand in and discuss the first part; grammar and vocabulary review	
12	105/11/28 ~ 105/12/04	Revise the first part and write the second part of literature review of one's chosen topic	
13	105/12/05 ~ 105/12/11	Hand in the second draft of the first part of the literature review and the first draft of second part; introducing the third research paper with focus on methodology	
14	105/12/12 ~ 105/12/18	Read and analyse on the design of research methodology; revise literature review	
15	105/12/19 ~ 105/12/25	Hand in the final draft of literature review; report and discuss the structure and elements of methodology	
16	105/12/26 ~ 106/01/01	Write methodology	
17	106/01/02 ~ 106/01/08	Hand in methodology; an overview of results and discussion	
18	106/01/09 ~ 106/01/15	Review of the course	
Requirement	Class attendance is highly important.		
Teaching Facility	Computer		
Textbook(s)	Weissberg, R. & Buker, S. (1990). Writing up research: Experimental research report writing for students of English. Taipei: Pearson EducTaiwan		
Reference(s)	Various journal papers from TESOL and Applied Linguistics APA Style Manual On-line dictionaries and corpora		

Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 30.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : % ◆ Final Exam : 30.0 % ◆ 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.