

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	ENGLISH WRITING	Instructor	CHYI SONG-LING
Course Class	TQIDB1A DIVISION OF APPLIED INFORMATICS, DEPARTMENT OF INNOVATIVE INFORMATION AND TECHNOLOGY (ENGLISH TAUGHT PROGRAM), 1A	Details	◆ Required ◆ One Semester ◆ 2 Credits
Academic Aim of Education			
<p>I. To develop the ability to use a foreign language and interact with students and friends from abroad.</p> <p>II. To cultivate the ability to appreciate the beauty of language and express ideas effectively and efficiently.</p>			
Schoolwide essential virtues			
<p>A. A global perspective.</p> <p>B. Information literacy.</p> <p>C. A vision for the future.</p> <p>D. Moral integrity.</p> <p>E. Independent thinking.</p> <p>F. A cheerful attitude and healthy lifestyle.</p> <p>G. A spirit of teamwork and dedication.</p> <p>H. A sense of aesthetic appreciation.</p>			
Course Introduction	<p>This course integrates instruction in essay writing and sentence structure analysis. Through the steps of the writing process, students will develop and produce the well-organized essays that are essential to academic writing in English. Different models and explanations are given to students to help them through typical difficult spots.</p>		

The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

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-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues :

- (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 Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	This course integrates instruction in essay writing and sentence structure analysis. Through the steps of the writing process, students will develop and produce the well-organized essays that are essential to academic writing in English. Different models and explanations are given to students to help them through typical difficult spots.	C6	AEG

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course integrates instruction in essay writing and sentence structure analysis. Through the steps of the writing process, students will develop and produce the well-organized essays that are essential to academic writing in English. Different models and explanations are given to students to help them through typical difficult spots.	Lecture, Discussion, Simulation, Practicum	Written test, Practicum, Report, Participation

Course Schedule

Week	Date	Subject/Topics	Note

1	107/09/10 ~ 107/09/16	Introductory comments 課程簡介	
2	107/09/17 ~ 107/09/23	Paragraph Structure 段落結構	
3	107/09/24 ~ 107/09/30	Unity and Coherence 統一與協調	
4	107/10/01 ~ 107/10/07	Using Outside Sources 使用外部資源	
5	107/10/08 ~ 107/10/14	Quiz on Paragraph 分段結構測驗	
6	107/10/15 ~ 107/10/21	From Paragraph to Essay 從分段到整篇論文	
7	107/10/22 ~ 107/10/28	From Paragraph to Essay 從分段到整篇論文	
8	107/10/29 ~ 107/11/04	Process Essays 論文寫作過程	
9	107/11/05 ~ 107/11/11	Process Essays 論文寫作過程	
10	107/11/12 ~ 107/11/18	Midterm Exam Week	
11	107/11/19 ~ 107/11/25	Cause/Effect Essays 前因後果類論文	
12	107/11/26 ~ 107/12/02	Cause/Effect Essays 前因後果類論文	
13	107/12/03 ~ 107/12/09	Comparison/Contrast Essays 對比分析類論文	
14	107/12/10 ~ 107/12/16	Comparison/Contrast Essays 對比分析類論文	
15	107/12/17 ~ 107/12/23	Argumentative Essays 申論型論文	
16	107/12/24 ~ 107/12/30	Argumentative Essays 申論型論文	
17	107/12/31 ~ 108/01/06	Final Exam: Analyzing a Model 案例分析	
18	108/01/07 ~ 108/01/13	Final Exam Week	
Requirement	NONE		
Teaching Facility	Computer, Other (Videos)		
Textbook(s)	Alice Oshima, Ann Hogue, Longman Academic Writing Series 4, 台北: 東華出版社 · 2014 ·		

Reference(s)	<p>Daniel Heins, 1001 Common Chinese Errors in English (英文寫作正誤1001則), Advanced Level), 台北: 文鶴出版有限公司 · 2004。</p> <p>Joseph M. Williams, Joseph Bizup, Style: The Basics of Clarity and Grace, 5th Edition (《英文寫作的魅力: 十大經典準則, 人人都能寫出清晰又優雅的文章》· 台北: 經濟新潮社出版 · 2014)。</p> <p>William Zinsser, On writing well : an informal guide to writing nonfiction, New York : Harper & Row, 1980.</p> <p>寫好英文有一套 : 英文寫作風格的要素 + 決勝英語搭配力》· 威廉·史壯克與廖柏森合著 · 台北 : 所以文化 · 2014。(Original title: The Elements of Style by William Strunk Jr.)</p>
Number of Assignment(s)	5 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other () : %</p>
Note	<p>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.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>