Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	RESEARCH WRITING, AND METHODOLOGY IN LANGUAGE TEACHING	Instructor	YING-HSUEH MOELLER
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ Selective ◆ One Semester ◆ 2 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. Establish a foundation for academic specilization in literature, translation, language teaching and linguistics.

B. Act on the global digital trend and train teaching competency that combines computer technology and internet research.

C. Cultivate professinal ethics and social responsibility.

	Course Introduction	The course introduces students to the English academic writing style commonly accepted worldwide. We will look at it from several levels: vocabulary, sentence structure, flow/coherence of texts, and the overall organization of research writing, such as thematic progression. Students will learn the differences in various genres within academic writing and the registers that are available to such practices. For this purpose, they will be required to read a considerable amount of journal and book articles so as to build up a corpus for analysis. The class adopts a process-writing model.

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-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.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	By the end of the course, students should be highly aware of the genre that is appropriate in an English-speaking academic setting. They should be able to apply such awareness/knowledge to write a). a problem-solving text, b) introduction that moves from general to specific information.	C3	ABC

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	By the end of the course, students should be highly aware of the genre that is appropriate in an English-speaking academic setting. They should be able to apply such awareness/knowledge to write a). a problem-solving text, b) introduction that moves from general to specific information.	Lecture, Discussion, Appreciation, Problem solving	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	107/09/10～107/09/16	Introduction to academic genre and registers	
2	107/09/17～107/09/23	vocaburlary shift and sentence structure suited to academic genre, Unit I Swales and Feak, 2004; from brainstorm to text	
3	107/09/24～107/09/30	sentence types and connecting ideas, cohesive ties, theme and rheme; first draft of a problem solving paragraph	
4	107/10/01～107/10/07	paragraph writing: organization of ideas--more on theme and rheme; second draft of problem-solving paragraph	

5	107/10/08 ~ 107/10/14	Third draft of problem-solving paragraph	
6	107/10/15 ~ 107/10/21	Unit 2 Swales and Feak 2004 From general to specific--definition practice. First draft of definition eassy	
7	107/10/22 ~ 107/10/28	Unit 2 Swales and Feak 2004 From general to specific--more on definition; Second draft of definition essay	
8	107/10/29 ~ 107/11/04	Unit 3 Swales and Feek 2004 Problem-solving text--brainstorming technique; Final draft of definition essay	
9	107/11/05 ~ 107/11/11	Discussion of Critical thinking; cultural schema and writing; First draft of problem-solving essay	
10	107/11/12 ~ 107/11/18	Problem-solving essay--second draft	
11	107/11/19 ~ 107/11/25	Problem-solving essay--final draft	
12	107/11/26 ~ 107/12/02	Unit 4 Swales and Feak (2004) Data Commentary: Understanding numbers	
13	107/12/03 ~ 107/12/09	Data commentary: passive voice and statements of describing tables and graphs; first draft of commentary on data	
14	107/12/10 ~ 107/12/16	Writing commentary on data--second draft	
15	107/12/17 ~ 107/12/23	Final draft of commentary	
16	107/12/24 ~ 107/12/30	writing a summary	
17	107/12/31 ~ 108/01/06	second draft of summary	
18	108/01/07 ~ 108/01/13	final draft of summary	

Requirement	
Teaching Facility	Computer, Projector
Textbook(s)	Swales, J. M. & Feak, C. F. (2004), reprint ed. Academic writing for graduate students: A course for nonnative speakers of English. Ann Arbor: The University of Michigan Press.
Reference(s)	Seliger, H & Shohamy, E. (1990), Second language research methods. Oxford: OUP Publication Manual of the American Psychological Association, Sixth Edition: http://coral.wcupa.edu/other/APA6thEdition.pdf

Number of Assignment(s)	**12** (Filled in by assignment instructor only)
Grading Policy	◆ Attendance： 30.0 % ◆ Mark of Usual： % ◆ Midterm Exam： % ◆ Final Exam： 40.0 % ◆ Other〈final paper〉：30.0 %
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.**