

## Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	YING-HSUEH MOELLER
Course Class	TFLXB2A DEPARTMENT OF ENGLISH, 2A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ 2nd Semester</li> <li>◆ 2 Credits</li> </ul>
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			
<p>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>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.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <ol style="list-style-type: none"> <li>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>2. Promote technologicalization and internationalization.</li> <li>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>5. Enrich international video conferencing.</li> <li>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ol>			
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			
<ol style="list-style-type: none"> <li>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.</li> <li>B. Develop students' critical thinking skills in an English language learning context.</li> <li>C. Strengthen students' workplace English ability.</li> <li>D. Develop students' professional abilities in linguistics and English teaching.</li> <li>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.</li> </ol>			

Course Introduction	In this course we will continue to practice writing academic English. We will examine what it means to have one sentence, one idea--one paragraph, one idea--one essay, one idea. After having these ideas clear, we will practice cohesion that enables us to move from sentence to sentence without any missing links. In order to do these, to think clearly and logically is very important, perhaps even more so than vocabulary and grammar. Therefore, this writing class is also to strengthen logical and critical thinking ability.
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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	Write and think logically and coherently. Understanding the genre of academic English	C4	A

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Write and think logically and coherently. Understanding the genre of academic English	Lecture, Discussion, Appreciation	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	108/02/18 ~ 108/02/24	Ice breaking and goal setting. Filling out questionnaires	
2	108/02/25 ~ 108/03/03	Review of academic writing: good topic sentence, elaboration and support evidence in a paragraph. The technique of brainstorming using mind-map	
3	108/03/04 ~ 108/03/10	What is an English essay? Rhetoric of three. Outlining an essay--comparison. Hand in of second writing assignment: a paragraph	
4	108/03/11 ~ 108/03/17	Differnt types of essays: chronological; cause/effect; comparison/contrast; summary/argumentative. Revision of first assignment	
5	108/03/18 ~ 108/03/24	How to write a essay of chronological order. Hand in the 3rd draft of first assignment. Write the first draft of the first essay. Types of sentences.	
6	108/03/25 ~ 108/03/31	Hand in the first essay. Group revision: discuss some common issues in this kind of essays. More on types of sentences and how to mix them in a paragraph.	

7	108/04/01 ~ 108/04/07	Writing a cause and effect essay. Brain storming. Drafting the second essay. Use of connectors and lexical chaining.	
8	108/04/08 ~ 108/04/14	Hand in the second draft of the second essay. Group discussion of some common issues occurring in casue/effect essays. Building smooth sentence to sentence movement.	
9	108/04/15 ~ 108/04/21	Discussion the second draft of the second essay. Discuss some weak logical links most students have. More on cohesion.	
10	108/04/22 ~ 108/04/28	Midterm Exam Week	
11	108/04/29 ~ 108/05/05	Brain storm and draft a comparison and contrast essay. Noun clauses.	
12	108/05/06 ~ 108/05/12	Hand in the second draft of the second essay and also the first draft of the third essay. More on Noun clauses.	
13	108/05/13 ~ 108/05/19	Read some articles for paraphrasing and summary excercises. Adverb clauses.	
14	108/05/20 ~ 108/05/26	Hand in the second draft of the third essay, and first summary. More on adverb clauses.	
15	108/05/27 ~ 108/06/02	Introduction of argumentative essays. Adjective clauses.	
16	108/06/03 ~ 108/06/09	Hand in the second draft of summary and the first draft of argumentative essay. Participial clauses	
17	108/06/10 ~ 108/06/16	Strengths and weaknesses in students' argumentative essays. Second draft of argumentative essay will be handed in in the final week.	
18	108/06/17 ~ 108/06/23	Final Exam Week	
Requirement		We will at least revise one essay twice, when necessary, three times.	
Teaching Facility		Computer, Projector	
Textbook(s)		Oshima, A and Hogue, A. 2006. 4th ed. Writing Academic English. N. Y.: Pearson	
Reference(s)		Some journal articles from the Economist and Scientific American	

Number of Assignment(s)	7 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 %    ◆ Mark of Usual : 40.0 %    ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other ( ) : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>