

Tamkang University Academic Year 108, 2nd Semester Course Syllabus

Course Title	INTEGRATED WRITING II	Instructor	KAI YUN CHEN
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester
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			
To develop student's English proficiency and communication skills.			
S u b j e c t 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			
<p>A. The ability to communicate in English.(ratio:50.00)</p> <p>B. The ability to use practical English.(ratio:50.00)</p>			
S u b j e c t S c h o o l w i d e e s s e n t i a l v i r t u e s			
<p>2. Information literacy. (ratio:60.00)</p> <p>5. Independent thinking. (ratio:40.00)</p>			
Course Introduction	<p>This course is designed for English-majored freshmen to achieve the integrated writing ability with critical thinking and communicative skills. One of the goals is for students to learn, throughout the course, by living as a community of authors-immersed in writing and sharing their own works, reading and discussing assigned readings, as well as listening openly and responding to each other's ideas and points of view. This learning experience focusing on English language writing while reflecting on personal experience will form the foundation for future advance writing skills.</p>		

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Students can establish critical thinking ability through both doing research and practicing on writing.	Cognitive
2	Students can developing specific skills and competences in writing by using a foreign language	Cognitive
3	Students will gain factual knowledge (comprehension, summary, retelling, structure, editing, grammar/vocabulary) in related to English writing.	Cognitive
4	Students will acquire skills in working with others as a member of a team.	Affective

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	B	25	Lecture, Discussion, Experience	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation
2	AB	25	Discussion, Practicum	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
3	AB	25	Lecture, Discussion, Practicum	Testing, Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation

4	A	25	Discussion, Publication, Experience	Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
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Course Schedule

Week	Date	Course Contents	Note
1	109/03/02 ~ 109/03/08	Course introduction; warming-up writing activities	Activity: fluency writing
2	109/03/09 ~ 109/03/15	Information writing (IW): Brian storming	Syllabus, group assignment (also for grammar report)
3	109/03/16 ~ 109/03/22	Library Tour+APA Annotated Bibliography (introduction)	
4	109/03/23 ~ 109/03/29	APA + IW Draft I	Grammar group report 1
5	109/03/30 ~ 109/04/05	Holiday (*Individual conference to be completed before you leave for holiday)	Supplementary session: individual conference with students)
6	109/04/06 ~ 109/04/12	IW: Peer-editing; practicing paraphrasing	Grammar group report 2
7	109/04/13 ~ 109/04/19	IW: Draft II; APA checking	Grammar group report 3
8	109/04/20 ~ 109/04/26	IW: Final draft; APA midterm review	
9	109/04/27 ~ 109/05/03	Midterm Exam Week	
10	109/05/04 ~ 109/05/10	Poem writing (PW): reading the poem	
11	109/05/11 ~ 109/05/17	PW: Draft I	Grammar group report 4
12	109/05/18 ~ 109/05/24	PW: final book project explanation; working on draft I	Grammar group report 5
13	109/05/25 ~ 109/05/31	Individual conference	
14	109/06/01 ~ 109/06/07	PW: draft II; peer editing	
15	109/06/08 ~ 109/06/14	PW: working on final draft; final book project preparation	
16	109/06/15 ~ 109/06/21	Book project presentation	
17	109/06/22 ~ 109/06/28	Final Exam Week (Date:109/6/18-109/6/24) Final Exam Week - PW final draft due	
18	109/06/29 ~ 109/07/05	Supplementary teaching (Individual conference on writing to be held during other designated sessions)	

Requirement	<p>1. Attendance and participation: for attendance, punctual and REGULAR attendance is expected. You may have TWO unexcused absences without consequences to your grade, but your FINAL grade will be reduced by 3 points for each absence beyond the first two. Excused absences may be granted for emergencies and special circumstances ONLY with the instructor's prior consent. For participation, it will be marked as 'tardy' which may include late arrival and early departure from the class; also included is when you come to class but are mentally absent (i.e. engaging in any activities unrelated). For any unexcused leave for more than half of 1 class meeting after arriving at the classroom, it will be considered absence automatically.</p> <p>2. Plagiarizing a speech/text or cheating on an exam will result in a "0" ; for the assignment or an "F" in the course.</p> <p>3. Assignments: Students MUST be present to receive credit for in class assignments. There will be no make-ups for the missed quizzes and examinations.</p> <p>4. This syllabus is tentative and subject to change.</p>
Teaching Facility	Computer, Projector
Textbooks and Teaching Materials	<p>Macmillan English-Chinese Dictionary (2019)</p> <p>O' Conner, P. T. (2003). Woe is I: The grammarphobe's guide to better English in plain English. New York: Riverhead Books.</p>
References	Bullock, R. & Weinberg, F. (2011). The Little Seagull Handbook. New York: W. W. Norton & Company, Inc.
Number of Assignment(s)	8 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 15.0 % ◆ Mark of Usual : 45.0 % ◆ Midterm Exam : 10.0 %</p> <p>◆ Final Exam : 15.0 %</p> <p>◆ Other (Final projects) : 15.0 %</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>