

淡江大學 109 學年度第 2 學期課程教學計畫表

課程名稱	英作文 (二)	授課 教師	胡映雪 YING-HSUEH MOELLER
	ENGLISH COMPOSITION (II)		
開課系級	英文二A	開課 資料	實體課程 必修 下學期 2學分
	TFLXB2A		
課程與SDGs 關聯性	SDG4 優質教育 SDG5 性別平等 SDG13 氣候行動 SDG16 和平正義與有力的制度		
系 (所) 教育 目 標			
<p>一、使命 (M i s s i o n) - 培養英文語言、文學及文化、生態、英語教學等多元研究的專才。</p> <p>二、願景 (V i s i o n) - 秉持英文系為國內英語教學及文學研究的優良傳統，將此傳統發揚光大，成為教學與研究並重之科系。</p> <p>三、價值 (V a l u e) - 英文全方位的學習，語言與文學並重，實用與理論兼顧。</p> <p>四、策略 (S t r a t e g i e s) -</p> <ol style="list-style-type: none"> 1. 密集訓練聽、說、讀、寫、譯五技。 2. 加強英文學習的資訊化及國際化。 3. 提昇大三出國留學計畫的質與量。 4. 實施英語能力檢測，提高學生就業競爭力。 5. 加強與國外著名大學的視訊教學。 6. 發展英美文學、文化研究、生態文學以及英語教學研究方面的特色及學術研究國際化。 			
本課程對應院、系(所)核心能力之項目與比重			
A. 強化學生英語聽、說、讀、寫、譯五技能力。(比重：100.00)			
本課程對應校級基本素養之項目與比重			
4. 品德倫理。(比重：50.00)			
8. 美學涵養。(比重：50.00)			
課程簡介			

	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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本課程教學目標與認知、情意、技能目標之對應

將課程教學目標分別對應「認知 (Cognitive)」、「情意 (Affective)」與「技能(Psychomotor)」的各目標類型。

- 一、認知(Cognitive)：著重在該科目的事實、概念、程序、後設認知等各類知識之學習。
- 二、情意(Affective)：著重在該科目的興趣、倫理、態度、信念、價值觀等之學習。
- 三、技能(Psychomotor)：著重在該科目的肢體動作或技術操作之學習。

序號	教學目標(中文)	教學目標(英文)
1		Write and think logically and coherently. Understanding the genre of academic English

教學目標之目標類型、核心能力、基本素養教學方法與評量方式

序號	目標類型	院、系(所)核心能力	校級基本素養	教學方法	評量方式
1	認知	A	48	講述、討論	測驗、作業、討論(含課堂、線上)、報告(含口頭、書面)、活動參與

授課進度表

週次	日期起訖	內容 (Subject/Topics)	備註
1	110/02/22~ 110/02/28	Ice breaking and goal setting.	
2	110/03/01~ 110/03/07	Review of academic writing: good topic sentence, elaboration and support evidence in a paragraph. Use of connectors	
3	110/03/08~ 110/03/14	What is an English essay? Rhetoric of three. The connection between reading and writing. Reading a "why" article, and use mind-map for reading	
4	110/03/15~ 110/03/21	How to write an cause/effect essay. Hand in the first draft of first assignment	
5	110/03/22~ 110/03/28	How to write a summary. Mindmapping--how to read. Write the outline of the second assignment. Types of sentences.	
6	110/03/29~ 110/04/04	Discussion of mind maps. Group revision: discuss some common issues in building cohesion. Hand in the second draft of the first assignment.	

7	110/04/05~ 110/04/11	Writing a cause and effect essay. Use of tenses. Hand in the first draft of the second assignment.	
8	110/04/12~ 110/04/18	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	110/04/19~ 110/04/25	How to write comparison essays	
10	110/04/26~ 110/05/02	期中考試週	
11	110/05/03~ 110/05/09	Brain storm and draft a comparision essay. Noun clauses.	
12	110/05/10~ 110/05/16	Hand in the first draft of the third assignment. More on Noun clauses.	
13	110/05/17~ 110/05/23	Read some articles for paraphrasing and summary excercises. Adverb clauses.	
14	110/05/24~ 110/05/30	Hand in the second draft of the third essay, and first summary. More on adverb clauses.	
15	110/05/31~ 110/06/06	Introduction of problem solving essays. Adjective clauses.	
16	110/06/07~ 110/06/13	Hand in the second draft of summary and the first draft of problem-solving essay. Participial clauses	
17	110/06/14~ 110/06/20	Review	
18	110/06/21~ 110/06/27	期末考試週	
修課應 注意事項	We will at least revise one essay twice, when necessary, three times.		
教學設備	電腦、投影機		
教科書與 教材	Oshima, A and Hogue, A. 2020. 5th ed. Writing Academic English. N. Y.: Pearson		
參考文獻	Some journal articles from the Economist and Scientific American		
批改作業 篇數	7 篇 (本欄位僅適用於所授課程需批改作業之課程教師填寫)		
學期成績 計算方式	◆出席率： 20.0 % ◆平時評量：40.0 % ◆期中評量：20.0 % ◆期末評量：20.0 % ◆其他〈 〉： %		
備 考	「教學計畫表管理系統」網址： https://info.ais.tku.edu.tw/csp 或由教務處首頁→教務資訊「教學計畫表管理系統」進入。 ※不法影印是違法的行為。請使用正版教科書，勿不法影印他人著作，以免觸法。		