

Tamkang University Academic Year 109, 2nd Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	YEA HUEY CHANG
Course Class	TFLXB2G DEPARTMENT OF ENGLISH, 2G	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ 2nd Semester
Relevance to SDGs	SDG4 Quality education		
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"> 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' competitiveness 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. 			
Subject Departmental core competences			
<p>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:100.00)</p>			
Subject Schoolwide essential virtues			
<p>4. Moral integrity. (ratio:50.00)</p> <p>8. A sense of aesthetic appreciation. (ratio:50.00)</p>			

Course Introduction	<p>This course is to teach academic writing skills to sophomore English majors. Students will learn to compose multi-paragraph essays with an interesting title, an introduction, multiple supporting paragraphs, and a conclusion.</p>
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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 will practice the writing process from brainstorming, to outlining, drafting, and editing/revision; therefore, "see" the developmental process of their ideas.	Cognitive
2	Students will be able to develop writing skills through readings and writing of expository essays, thus also understand the organization of English texts.	Cognitive
3	Students, as authentic audience for one another, will give constructive feedback and suggestions to each other during the editing and revision phase.	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	A	48	Discussion	Discussion(including classroom and online), Report(including oral and written)
2	A	48	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)

3	A	48	peer review	Report(including oral and written)
Course Schedule				
Week	Date	Course Contents	Note	
1	110/02/22 ~ 110/02/28	Course orientation		
2	110/03/01 ~ 110/03/07	Unit 4: Classification essays		
3	110/03/08 ~ 110/03/14	Unit 4 (continued)		
4	110/03/15 ~ 110/03/21	Unit 4 (continued)		
5	110/03/22 ~ 110/03/28	Unit 6: Comparison essays	Essay 1 due	
6	110/03/29 ~ 110/04/04	Spring break (No class!)		
7	110/04/05 ~ 110/04/11	Unit 6 (continued)		
8	110/04/12 ~ 110/04/18	Unit 6 (continued)		
9	110/04/19 ~ 110/04/25	An interesting introduction		
10	110/04/26 ~ 110/05/02	Midterm Exam Week		
11	110/05/03 ~ 110/05/09	Unit 5: Cause-effect essays		
12	110/05/10 ~ 110/05/16	Unit 5 (continued)		
13	110/05/17 ~ 110/05/23	Unit 5 (continued)		
14	110/05/24 ~ 110/05/30	Unit 7: Problem-solution essays	Essay 3 due	
15	110/05/31 ~ 110/06/06	Unit 7 (continued)		
16	110/06/07 ~ 110/06/13	Unit 7 (continued)		
17	110/06/14 ~ 110/06/20	Unit 7 (continued)		
18	110/06/21 ~ 110/06/27	Final Exam Week		
Requirement		4 essays: 40% Peer review: 25%		
Teaching Facility		Computer, Projector		
Textbooks and Teaching Materials		Folse, K. S., Solomon, E. V., & Clabeaux, D. (2015). Great Writing 3: From great paragraphs to great essays. (3rd edition).		

References	
Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	<ul style="list-style-type: none"> ◆ Attendance : 35.0 % ◆ Mark of Usual : % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other (Essays & Peer-review) : 65.0 %
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>