

Tamkang University Academic Year 110, 2nd Semester Course Syllabus

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| Course Title | ENGLISH WRITING (II) | Instructor | YEA HUEY CHANG |
| Course Class | TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A | Details | <ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester |
| Relevance to SDGs | SDG4 Quality education | | |
| Departmental Aim of Education | | | |
| <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. Establish a foundation for academic specialization in literature, translation, language teaching and linguistics.(ratio:50.00)</p> <p>C. Cultivate professional ethics.(ratio:50.00)</p> | | | |
| Subject Schoolwide essential virtues | | | |
| <p>2. Information literacy. (ratio:50.00)</p> <p>8. A sense of aesthetic appreciation. (ratio:50.00)</p> | | | |

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| Course Introduction | This intermediate-level writing class is to cultivate Literature/TESOL graduate students' academic writing skills, with a focus on MLA/APA in-text citation and references, language choice, style, and text organization. Students will practice writing methodology section. |
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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 |
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| 1 | Students will be able to write a research proposal with well-organized Methodology section. | Cognitive |

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

| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
|-----|------------------|-------------------|---------------------|------------------------------------|
| 1 | AC | 28 | Lecture, Discussion | Report(including oral and written) |

Course Schedule

| Week | Date | Course Contents | Note |
|------|--------------------------|---|------|
| 1 | 111/02/21 ~ 111/02/25 | Course orientation | |
| 2 | 111/02/28 ~ 111/03/04 | Unit 7: Constructing a research paper I | |
| 3 | 111/03/07 ~ 111/03/11 | Unit 7 | |
| 4 | 111/03/14 ~ 111/03/18 | Unit 7 | |
| 5 | 111/03/21 ~ 111/03/25 | Unit 7 | |
| 6 | 111/03/28 ~ 111/04/01 | Unit 8 | |

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| 7 | 111/04/04 ~ 111/04/08 | Spring break | |
| 8 | 111/04/11 ~ 111/04/15 | Unit 8 | |
| 9 | 111/04/18 ~ 111/04/22 | Unit 8 | Mid-term draft due |
| 10 | 111/04/25 ~ 111/04/29 | Unit 8 | Revised mid-term paper due |
| 11 | 111/05/02 ~ 111/05/06 | Unit 4: Data commentary | |
| 12 | 111/05/09 ~ 111/05/13 | Unit 4 | |
| 13 | 111/05/16 ~ 111/05/20 | Unit 4 | |
| 14 | 111/05/23 ~ 111/05/27 | Conclusion | |
| 15 | 111/05/30 ~ 111/06/03 | Limitations of the study | |
| 16 | 111/06/06 ~ 111/06/10 | Pedagogical implications | Final draft due |
| 17 | 111/06/13 ~ 111/06/17 | Suggestions for research | Final draft due |
| 18 | 111/06/20 ~ 111/06/24 | Review | Final paper due |
| Requirement | Mark of usual=Peer review *Learning attitude matters!!! | | |
| Teaching Facility | Computer | | |
| Textbooks and Teaching Materials | Swales, J. M., & Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills. (2nd ed.). Ann Arbor, MI: The University of Michigan Press. | | |
| References | | | |
| Number of Assignment(s) | 2 (Filled in by assignment instructor only) | | |
| Grading Policy | ◆ Attendance : 30.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 20.0 % ◆ Other (Discussion leader) : 20.0 % | | |
| 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. | | |