

## Tamkang University Academic Year 112, 1st Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	CHYI SONG-LING
Course Class	TFLAB2A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 2A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ 1st Semester</li> </ul>
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education SDG5 Gender equality		
<b>Departmental Aim of Education</b>			
I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching. 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. III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice. IV. Strategies <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>			
<b>Subject Departmental core competences</b>			
A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00) B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00) C. Strengthen students' workplace English ability.(ratio:25.00) D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00) E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)			

Subject Schoolwide essential virtues

1. A global perspective. (ratio:10.00)
2. Information literacy. (ratio:10.00)
3. A vision for the future. (ratio:20.00)
4. Moral integrity. (ratio:10.00)
5. Independent thinking. (ratio:25.00)
6. A cheerful attitude and healthy lifestyle. (ratio:5.00)
7. A spirit of teamwork and dedication. (ratio:10.00)
8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction

This writing class help students develop their writing skills with a focus on the paragraph structure and text organization. Through the process of brainstorming, outlining, drafting, editing and revising, students will be able to learn how to organize their ideas logically in the writing.

**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	This writing class help students develop their writing skills with a focus on the paragraph structure and text organization. Through the process of brainstorming, outlining, drafting, editing and revising, students will be able to learn how to organize their ideas logically in the writing.	Cognitive

2	This writing class help students develop their writing skills with a focus on the paragraph structure and text organization. Through the process of brainstorming, outlining, drafting, editing and revising, students will be able to learn how to organize their ideas logically in the writing.	Cognitive
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The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion, Practicum, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Activity Participation
2	ABCDE	12345678	Lecture, Discussion, Practicum, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation

#### Course Schedule

Week	Date	Course Contents	Note
1	112/09/11 ~ 112/09/17	Course introduction	
2	112/09/18 ~ 112/09/24	Unit 1: Paragraph and topic sentences	
3	112/09/25 ~ 112/10/01	Unit 1: Titles and supporting sentences	
4	112/10/02 ~ 112/10/08	Unit 2 Five elements of good writing: purpose and audience	
5	112/10/09 ~ 112/10/15	Unit 2 Five elements of good writing: clarity and unity	
6	112/10/16 ~ 112/10/22	Unit 2 Five elements of good writing: coherence	
7	112/10/23 ~ 112/10/29	Unit 3 Types of paragraphs: cause-effect and comparison paragraphs	
8	112/10/30 ~ 112/11/05	Unit 3 Types of paragraphs: classification and problem-solution paragraphs	
9	112/11/06 ~ 112/11/12	Midterm Exam Week	
10	112/11/13 ~ 112/11/19	Unit 3 Types of paragraphs: correct, proofread and revise paragraphs	
11	112/11/20 ~ 112/11/26	Unit 4 Classification essays	
12	112/11/27 ~ 112/12/03	Unit 4 Classification essays	

13	112/12/04 ~ 112/12/10	Unit 4 Classification essays	
14	112/12/11 ~ 112/12/17	Unit 5 Cause-effect essays	
15	112/12/18 ~ 112/12/24	Unit 5 Cause-effect essays	
16	112/12/25 ~ 112/12/31	Unit 5 Cause-effect essays	
17	113/01/01 ~ 113/01/07	Final Exam Week	
18	113/01/08 ~ 113/01/14	Flex week, learning activities should be arranged.	
Key capabilities	Information Technology Humanistic Caring Problem solving Interdisciplinary		
Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)		
Distinctive teaching	USR curriculum Project implementation course Translation Teaching Course Special/Problem-Based(PBL) Courses		
Course Content	Gender Equality Education Logical Thinking Environmental Safety Sustainability issue		
Requirement	None		
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Textbooks, Handouts, Videos Name of teaching materials: Great Writing 3: From great paragraphs to great essays.		
References			
Grading Policy	◆ Attendance : 10.0 %    ◆ Mark of Usual : 30.0 %    ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other ( ) : %		

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>
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