

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

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| Course Title  | ENGLISH COMPOSITION (II)  | Instructor | TZU-SHAN CHANG  |
| Course Class  | TFLXB2C<br>DEPARTMENT OF ENGLISH, 2C  | Details    | ◆ Blended Course<br>◆ Required<br>◆ 1st Semester<br>◆ 2 Credits |
| Relevance to SDGs   | SDG4 Quality education<br>SDG5 Gender equality<br>SDG10 Reducing inequalities<br>SDG16 Peace, justice and strong institutions |            |   |
| 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   |   |            |   |
| <div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>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.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div> |   |            |   |
| 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   |   |            |   |
| <div>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:25.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)</div>  |   |            |   |

| Subject Schoolwide essential virtues  |  |                   |
|---|--|-------------------|
| <div>1. A global perspective. (ratio:10.00)</div> <div>2. Information literacy. (ratio:10.00)</div> <div>3. A vision for the future. (ratio:20.00)</div> <div>4. Moral integrity. (ratio:10.00)</div> <div>5. Independent thinking. (ratio:25.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:10.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:10.00)</div>   |  |                   |
| Course Introduction   | This course aims at developing students’ English writing skills. The entire course is divided into three stages. In Composition II, students will be taught to write an introductory paragraph, including a thesis statement, supporting paragraphs, and a concluding paragraph. In addition, students will be taught different writing techniques, such as transition between sentences and paragraphs and outlining, revising, and editing in the writing process. |                   |
| <div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div> |  |                   |
| No.   | Teaching Objectives  | objective methods |
| 1   | <div>1. This required course is organized to systematically develop students’ writing skills and to prepare students for future academic writing.</div> <div>2. Having developed basic writing skills, students may apply the skills to future writing tasks required in their workplace.</div>  | Cognitive         |
|   |  |                   |

| 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, Publication, Experience, Imitation | Testing, Study Assignments, Discussion(including classroom and online), Activity Participation |
| Course Schedule  |                       |  |   |  |
| Note for Blended Course : When utilizing weekly digital instruction, please fill in "Online Asynchronous Instruction". |                       |  |   |  |
| Week   | Date                  | Course Contents  | Note  |  |
| 1  | 112/09/11 ~ 112/09/17 | Unit 1— "Introduction to Paragraphs"                         |   |  |
| 2  | 112/09/18 ~ 112/09/24 | Unit 1— "Introduction to Paragraphs"                         |   |  |
| 3  | 112/09/25 ~ 112/10/01 | Unit 1— "Introduction to Paragraphs"                         |   |  |
| 4  | 112/10/02 ~ 112/10/08 | Unit 1— "Introduction to Paragraphs"                         |   |  |
| 5  | 112/10/09 ~ 112/10/15 | Unit 1— "Introduction to Paragraphs"                         | 10/10 a day off   |  |
| 6  | 112/10/16 ~ 112/10/22 | Unit 2— "Five Elements of Good Writing"                      | 線上非同步教學   |  |
| 7  | 112/10/23 ~ 112/10/29 | Unit 2— "Five Elements of Good Writing"                      |   |  |
| 8  | 112/10/30 ~ 112/11/05 | Unit 2— "Five Elements of Good Writing"                      |   |  |
| 9  | 112/11/06 ~ 112/11/12 | Mid  |   |  |
| 10   | 112/11/13 ~ 112/11/19 | Unit 3— "Types of Paragraphs"                                |   |  |
| 11   | 112/11/20 ~ 112/11/26 | Unit 3— "Types of Paragraphs"                                |   |  |
| 12   | 112/11/27 ~ 112/12/03 | Unit 3— "Types of Paragraphs"                                |   |  |
| 13   | 112/12/04 ~ 112/12/10 | Unit 3— "Types of Paragraphs"                                |   |  |
| 14   | 112/12/11 ~ 112/12/17 | Unit 4— "Descriptive Essays: Moving from Paragraph to Essay" | 線上非同步教學   |  |
| 15   | 112/12/18 ~ 112/12/24 | Unit 4— "Descriptive Essays: Moving from Paragraph to Essay" |   |  |
| 16   | 112/12/25 ~ 112/12/31 | Unit 4— "Descriptive Essays: Moving from Paragraph to Essay" |   |  |
| 17   | 113/01/01 ~ 113/01/07 | Final  |   |  |
| 18   | 113/01/08 ~ 113/01/14 | Flex week, learning activities should be arranged.           |   |  |

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| Key capabilities                 | self-directed learning<br>Information Technology<br>Social Participation<br>Humanistic Caring<br>Problem solving<br>Interdisciplinary   |
| Interdisciplinary                | Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)   |
| Distinctive teaching             | Project implementation course<br>Special/Problem-Based(PBL) Courses   |
| Course Content                   | Intellectual Property (learning intellectual property)<br>Gender Equality Education<br>Logical Thinking<br>AI application   |
| Requirement                      | The course content, progress, number of assignments, and grading policy, is subject to change, which, if any, will be announced in class. The course policy will be announced in class.   |
| Textbooks and Teaching Materials | Using teaching materials from other writers:Textbooks   |
| References                       | Language Practice for First, 5th Edition  |
| Grading Policy                   | <p>◆ Attendance : 10.0 %    ◆ Mark of Usual : 50.0 %    ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other &lt; &gt; : %</p>   |
| Note                             | <p>1. This syllabus may be uploaded at the website of the Course Syllabus Management System at <a href="https://info.ais.tku.edu.tw/csp">https://info.ais.tku.edu.tw/csp</a> or through the link of the Course Syllabus Upload posted on the home page of the TKU Office of Academic Affairs <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a></p> <p>2. According to the Implementation regulations of distance education for junior college and above are prescribed pursuant to Article 2, "The distance learning course referred to in these Measures refers to more than one-half of the teaching hours in each subject."</p> <p>3. According to the regulations of Tamkang University Enforcement Rules for digital teaching, Paragraph 2 and Article 3, the distance learning course of our school must be "The course of digital teaching with distance learning platform or synchronous video system in our school. Teaching Hours include course lectures, teacher-student interaction discussions, quizzes and other learning activities."</p> <p>4. If there are any temporary course changes (including time changes and classroom changes of distance learning courses, blended courses), please make out an application according to regulations to the Office of Academic Affairs.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p> |