

Tamkang University Academic Year 112, 1st Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (III)	Instructor	GUY MATTHEW REDMER
Course Class	TFLXB3E DEPARTMENT OF ENGLISH, 3E	Details	♦ General Course ♦ Required ♦ 1st 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			
<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>			
Subject Departmental core competences			
<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 enables students to structure and write complete and logical academic essays.			
<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	Enable students to outline and complete academic essays		Cognitive	
2	To give students opportunities to plan, outline, organize, and write coherent, expressive essays		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, Imitation	Study Assignments
2	ABCDE	12345678	Lecture, Imitation	Study Assignments
Course Schedule				
Week	Date	Course Contents	Note	
1	112/09/11 ~ 112/09/17	Course introduction		
2	112/09/18 ~ 112/09/24	Structure		
3	112/09/25 ~ 112/10/01	Structure		
4	112/10/02 ~ 112/10/08	Using outside sources		
5	112/10/09 ~ 112/10/15	Using outside sources		
6	112/10/16 ~ 112/10/22	Process Writing		
7	112/10/23 ~ 112/10/29	Process Writing		
8	112/10/30 ~ 112/11/05	Essay due		
9	112/11/06 ~ 112/11/12	Midterm Exam Week		
10	112/11/13 ~ 112/11/19	Review		
11	112/11/20 ~ 112/11/26	Timed Process Writing		
12	112/11/27 ~ 112/12/03	Cause / Effect Writing		
13	112/12/04 ~ 112/12/10	Cause / Effect Writing		
14	112/12/11 ~ 112/12/17	Cause / Effect Writing		
15	112/12/18 ~ 112/12/24	Essay due		
16	112/12/25 ~ 112/12/31	Timed Cause/Effect Writing		
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		self-directed learning		
Interdisciplinary		Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching		

Distinctive teaching	Project implementation course Learning technologies (such as AR/VR,etc.) incorporated to physical courses
Course Content	Logical Thinking
Requirement	Notebook or tablet and e-book for this class
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks, Presentations
References	
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other 〈Assignments〉 : 80.0 %</p>
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>