

Tamkang University Academic Year 113, 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"> ◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG11 Sustainable cities and communities		
Departmental Aim of Education			
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"> 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			
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 essay.

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 essay.	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 essay.	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, Practicum, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), 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	113/09/09 ~ 113/09/15	Course introduction	
2	113/09/16 ~ 113/09/22	Unit 1: Paragraph and topic sentences Topic sentences	
3	113/09/23 ~ 113/09/29	Unit 1: Writing topic sentences	
4	113/09/30 ~ 113/10/06	Unit 1: Supporting sentences and concluding sentence	
5	113/10/07 ~ 113/10/13	Writing a paragraph: a test and peer editing	
6	113/10/14 ~ 113/10/20	Unit 2: Five features of good writing: purpose, audience and clarity	
7	113/10/21 ~ 113/10/27	Unit 2: Clear pronouns	
8	113/10/28 ~ 113/11/03	Unit 2: Unity and coherence	
9	113/11/04 ~ 113/11/10	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	113/11/11 ~ 113/11/17	Unit 2: a test -- writing a film	
11	113/11/18 ~ 113/11/24	Unit 3: 4 types of paragraphs -- cause-effect paragraphs and comparison paragraphs	

12	113/11/25 ~ 113/12/01	Unit 3: 4 types of paragraphs -- classification paragraphs and problem-solution paragraphs	
13	113/12/02 ~ 113/12/08	Unit 3: Classify newspaper articles and ads	
14	113/12/09 ~ 113/12/15	Unit 3: a test – writing a newspaper paragraph	
15	113/12/16 ~ 113/12/22	Unit 4: moving from paragraph to essay -- classification essays	
16	113/12/23 ~ 113/12/29	Unit 4: The five-paragraph essay (the process)	
17	113/12/30 ~ 114/01/05	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/01/06 ~ 114/01/12	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities	self-directed learning 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	Project implementation course Special/Problem-Based(PBL) Courses Collaborative teaching (multiple teachers and business teachers in the school) course		
Course Content	Gender Equality Education Logical Thinking Sustainability issue		
Requirement	None		
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Textbooks, Presentations, Handouts, Videos, Worksheets Name of teaching materials: Michael Vince. Language Practice for First, fifth edition. Macmillan, 2014.		
References	Michael Vince. Language Practice for First, fifth edition. Macmillan, 2014.		

Grading Policy	◆ Attendance : % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ Other < > : %
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.