

Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (I)	Instructor	JIA-YING LEE
Course Class	TFLXB1A DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
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			
<ol style="list-style-type: none"> 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 course aims at developing students' English writing skills. In Composition I, students will be taught to write complete and meaningful sentences, to write a proper topic sentence, and to develop a unified and coherent paragraph. In Composition II, students will be taught to write an introductory paragraph, including a thesis statement, supporting paragraphs, and a concluding paragraph. In Composition III, students will be taught different writing styles, such as description, narration, exposition, and argumentation.

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 required course is organized to systematically develop students' writing skills and to prepare students for future academic writing.	Cognitive

2	Having developed basic writing skills, students may apply the skills to future writing tasks required in their workplace.	Psychomotor
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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	Testing, Study Assignments
2	ABCDE	12345678	Lecture, Discussion	Testing, Study Assignments

Course Schedule

Week	Date	Course Contents	Note
1	113/09/09 ~ 113/09/15	Orientation	
2	113/09/16 ~ 113/09/22	Unit 1— "What Is a Paragraph?"	
3	113/09/23 ~ 113/09/29	Unit 1 (continued)	
4	113/09/30 ~ 113/10/06	Unit 1 (continued)	
5	113/10/07 ~ 113/10/13	Unit 2— "Developing Ideas for Writing a Paragraph"	
6	113/10/14 ~ 113/10/20	Unit 2 (continued)	
7	113/10/21 ~ 113/10/27	Unit 3— "The Topic Sentence"	
8	113/10/28 ~ 113/11/03	Unit 3 (continued)	
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 4	
11	113/11/18 ~ 113/11/24	Unit 4 (continued)	
12	113/11/25 ~ 113/12/01	Unit 4 (continued)	
13	113/12/02 ~ 113/12/08	Unit 5— "Paragraph Review"	
14	113/12/09 ~ 113/12/15	Unit 5 (continued)	
15	113/12/16 ~ 113/12/22	Unit 5 (continued)	
16	113/12/23 ~ 113/12/29	Unit 5 (continued)	

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			
Interdisciplinary			
Distinctive teaching			
Course Content	Logical Thinking		
Requirement			
Textbooks and Teaching Materials	Using teaching materials from other writers:Textbooks Name of teaching materials: Great Writing 2, 5th edition		
References			
Grading Policy	◆ Attendance : % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ 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.		