

## Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (I)	Instructor	CHANG, CHIEH-YING
Course Class	TFLAB1A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ 2nd Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions		
<b>Departmental Aim of Education</b>			
<ol style="list-style-type: none"> <li>I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</li> <li>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.</li> <li>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</li> <li>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> </li> </ol>			
<b>Subject Departmental core competences</b>			
<ol style="list-style-type: none"> <li>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</li> <li>B. Develop students' critical thinking skills in an English language learning context.(ratio:30.00)</li> <li>C. Strengthen students' workplace English ability.(ratio:25.00)</li> <li>D. Develop students' professional abilities in linguistics and English teaching.(ratio:15.00)</li> <li>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)</li> </ol>			

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**

English Composition is designed to enhance students' writing skills through critical thinking, structured essays, and clear argumentation. The course covers paragraph development, thesis construction, and the writing process, emphasizing clarity, coherence, and style. Students will engage in peer reviews, group discussions, and practical exercises to refine their writing and build confidence in academic and professional communication.

**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	To develop students' ability to express ideas clearly and effectively in written English through structured essays, creative writing, and research papers. Emphasis is placed on grammar, style, organization, and critical thinking skills. Students will refine their writing process, engage in peer review, and build confidence in academic and professional writing.	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, Experience, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	114/02/17 ~ 114/02/23	Introduction week: How <The Economist> will be used as the weekly read to scaffold the course	
2	114/02/24 ~ 114/03/02	Narrative Writing – Topic: "A Life-Changing Experience."	
3	114/03/03 ~ 114/03/09	Descriptive Writing – Topic: "A Place That Inspires Me."	
4	114/03/10 ~ 114/03/16	Expository Writing – Topic: "The Impact of Social Media on Society."	
5	114/03/17 ~ 114/03/23	Opinion Writing – Topic: "Should Health Insurance Be Free?"	
6	114/03/24 ~ 114/03/30	Compare and Contrast Essay – Topic: "Traditional vs. Online Education."	
7	114/03/31 ~ 114/04/06	Cause and Effect Essay – Topic: "Causes and Effects of Climate Change."	
8	114/04/07 ~ 114/04/13	Argumentative Essay – Topic: "Should Artificial Intelligence Be Regulated?"	
9	114/04/14 ~ 114/04/20	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	114/04/21 ~ 114/04/27	Persuasive Writing – Topic: "Why Everyone Should Learn a Second Language."	
11	114/04/28 ~ 114/05/04	Analytical Essay – Topic: "Analyzing a Current News Article."	
12	114/05/05 ~ 114/05/11	Reflective Writing – Topic: "What I Learned This Semester."	
13	114/05/12 ~ 114/05/18	Research Paper Basics – Topic: "Steps to Writing an Effective Research Paper."	

14	114/05/19 ~ 114/05/25	Writing a Research Outline – Topic: "Challenges in Renewable Energy Adoption."	
15	114/05/26 ~ 114/06/01	Drafting Research Papers – Topic: "Solutions to Urban Traffic Problems."	
16	114/06/02 ~ 114/06/08	Editing and Revising – Topic: "Improving Clarity and Coherence."	
17	114/06/09 ~ 114/06/15	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/06/16 ~ 114/06/22	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities	self-directed learning International mobility Information Technology Social Participation Humanistic Caring Problem solving Interdisciplinary		
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 Translation Teaching Course Special/Problem-Based(PBL) Courses Collaborative teaching (multiple teachers and business teachers in the school) course		
Course Content	Intellectual Property (learning intellectual property) Logical Thinking Environmental Safety AI application		
Requirement			
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Videos, Worksheets Using teaching materials from other writers:Presentations, Handouts, Videos, Worksheets		
References			
Grading Policy	◆ Attendance : 20.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam : 40.0 % ◆ 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.**