

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

Course Title	ENGLISH COMPOSITION (I)	Instructor	WU YU-YUN
Course Class	TFLXB1E DEPARTMENT OF ENGLISH, 1E	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	SDG3 Good health and well-being for people SDG4 Quality education SDG5 Gender equality SDG17 Partnerships for the goals		
<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:20.00)</li> <li>C. Strengthen students' workplace English ability.(ratio:25.00)</li> <li>D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)</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**

This course aims at developing students' English writing skills. The entire course is divided into three stages. 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.

**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	<p>1. This required course is organized to systematically develop students' writing skills and to prepare students for future academic writing.</p> <p>2. Having developed basic writing skills, students may apply the skills to future writing tasks required in their workplace.</p>	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	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written)

### Course Schedule

Week	Date	Course Contents	Note
1	114/02/17 ~ 114/02/23	Orientation; Unit 5: Paragraph Review	
2	114/02/24 ~ 114/03/02	Unit 5: Paragraph Review	
3	114/03/03 ~ 114/03/09	Unit 5: Paragraph Review; Chapter 4 The Expository Paragraph	
4	114/03/10 ~ 114/03/16	Unit 6: Definition Paragraphs; In-class Writing	
5	114/03/17 ~ 114/03/23	Unit 6: Definition Paragraphs; Chapter 5 The Expository Composition	
6	114/03/24 ~ 114/03/30	Unit 7: Process Analysis Paragraphs	
7	114/03/31 ~ 114/04/06	Holiday	教學行政觀摩日
8	114/04/07 ~ 114/04/13	Unit 7: Process Analysis Paragraphs	
9	114/04/14 ~ 114/04/20	Mid-term Exam	
10	114/04/21 ~ 114/04/27	Unit 8: Descriptive Paragraphs; Chapter 6 Comparison and Contrast	
11	114/04/28 ~ 114/05/04	Unit 8: Descriptive Paragraphs; In-class Writing	
12	114/05/05 ~ 114/05/11	Unit 9: Opinion Paragraphs	
13	114/05/12 ~ 114/05/18	Unit 9: Opinion Paragraphs; Chapter 7 Cause and Effect	
14	114/05/19 ~ 114/05/25	Unit 10: Narrative Paragraphs; In-class Writing	
15	114/05/26 ~ 114/06/01	Unit 10: Narrative Paragraphs; Chapter 8 Definition; Unit 11: Paragraphs in an Essay	
16	114/06/02 ~ 114/06/08	Unit 11: Paragraphs in an Essay; Review	
17	114/06/09 ~ 114/06/15	Final Exam	

18	114/06/16~ 114/06/22	Course evaluation; supplementary reading & assignment ( MS Teams); Flex Week (教師彈性教學週)	
Key capabilities	self-directed learning Social Participation Humanistic Caring		
Interdisciplinary	Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)		
Distinctive teaching	USR curriculum Project implementation course		
Course Content	Intellectual Property (learning intellectual property) Gender Equality Education Logical Thinking Green Energy		
Requirement	<p>A.Note on Attendance:</p> <ol style="list-style-type: none"> <li>1. Students who have five or more absences will result in a very poor grade.</li> <li>2. Each absence will cost you 1 point off from your final grade, if you skip more than three classes during the semester.</li> </ol> <p>B.如因疫情影響考試方式, 計算總成績的各項百分比將視狀況調整: **不論期中考或期末考, 因疫情影響的考試分數占比為15%。</p> <ol style="list-style-type: none"> <li>(1)60% for class compositions and regular class tests,</li> <li>(2)25% for midterm examination,</li> <li>(3)15% for final comprehensive examination, and</li> <li>(4)15% for active attendance and participation in class</li> </ol>		
Textbooks and Teaching Materials	Using teaching materials from other writers:Textbooks Name of teaching materials: Keith S. Folse, Great Writing 2: Great Paragraphs,5th Edition		
References	<ol style="list-style-type: none"> <li>1. Robert G . Bander, American English Rhetoric</li> <li>2. Michael Vince, First Certificate: Language Practice</li> <li>3. William Strong, Sentence Combining</li> <li>4. Edith Hamilton, Mythology</li> <li>5. Martin L. Arnaudet, Paragraph Development</li> <li>6. Ming-tu Yang, Models of Practical English</li> <li>7. Butler, Hickman, Overby, Correct Writing, 4th ed.</li> <li>8. Webster' s Collegiate Thesaurus</li> <li>9. Linda Markstein, Expanding Reading Skills</li> <li>10. Lee, Paul M. English Translation</li> <li>11. Martin Hewings, Advanced Grammar in Use</li> <li>12. Kathleen E. Sullivan, Paragraph Practice</li> </ol>		
Grading Policy	<p>◆ Attendance : 20.0 %    ◆ Mark of Usual :       %    ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other (class tests平時測驗與作業) : 40.0 %</p>		

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>.

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