

Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	WU YU-YUN
Course Class	TFLXB2A DEPARTMENT OF ENGLISH, 2A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ 2nd Semester ◆ 2 Credits
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education SDG5 Gender equality		
Departmental Aim of Education			
<ol style="list-style-type: none"> 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			
<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. The entire course is divided into three stages. In Composition II, students will be taught to write a well-structured essay, including a thesis statement, supporting paragraphs, and a concluding paragraph. In addition, students will be taught different writing techniques, such as transition between sentences and paragraphs and outlining, revising, and editing in the writing process.

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	1. This required course is organized to systematically develop students' writing skills and to prepare students for future academic writing. 2. Having developed basic writing skills, students may apply the skills to future writing tasks required in their workplace.	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	Introduction; supplementary reading	
2	114/02/24 ~ 114/03/02	Supplementary reading; Unit 3: Types of Paragraphs	
3	114/03/03 ~ 114/03/09	Supplementary reading; Unit 3: Types of Paragraphs	
4	114/03/10 ~ 114/03/16	Unit 4: Classification Essays	
5	114/03/17 ~ 114/03/23	Unit 4 (Continued); Ch.4	
6	114/03/24 ~ 114/03/30	Unit 4 (Continued); Ch.4	
7	114/03/31 ~ 114/04/06	Unit 4 (Continued)	
8	114/04/07 ~ 114/04/13	Unit 5: Cause-Effect Essay	
9	114/04/14 ~ 114/04/20	Mid-term Exam (4/14~4/20)	
10	114/04/21 ~ 114/04/27	Unit 5 (Continued)	
11	114/04/28 ~ 114/05/04	Unit 5 (Continued); Ch.5	
12	114/05/05 ~ 114/05/11	Unit 5 (Continued); Ch.5	
13	114/05/12 ~ 114/05/18	Unit 6: Comparison Essays	
14	114/05/19 ~ 114/05/25	Unit 6 (Continued); Ch.6	
15	114/05/26 ~ 114/06/01	Unit 6 (Continued); supplementary reading	
16	114/06/02 ~ 114/06/08	Review; In-class Composition	
17	114/06/09 ~ 114/06/15	Final Exam (6/9~6/15)	
18	114/06/16 ~ 114/06/22	Course evaluation; supplementary reading & assignment (MS Teams); Flexible Teaching Week	Flexible Teaching Week

Key capabilities	self-directed learning Social Participation Humanistic Caring
Interdisciplinary	
Distinctive teaching	
Course Content	Intellectual Property (learning intellectual property) Gender Equality Education Logical Thinking
Requirement	<p>**The course progress, content, and grading policy are subject to change, which, if any, will be released in class.</p> <p>**Note on Attendance:</p> <ol style="list-style-type: none"> 1. Students who have five or more absences will result in a very poor grade. 2. Each absence will cost you 1 point off from your final grade, if you skip more than two classes during the semester. <p>注意規則:</p> <ol style="list-style-type: none"> 1.小考缺考一律不補考, 正課小考缺考4次· 正課平時成績以零分計算。 2.缺課超過5次(含)· 學期成績不及格。
Textbooks and Teaching Materials	Using teaching materials from other writers:Textbooks Name of teaching materials: Great Writing 3: From Great Paragraphs to Great Essays, 5th Edition
References	<ol style="list-style-type: none"> 1. Robert G . Bander, American English Rhetoric 2. Michael Vince, First Certificate: Language Practice 3. William Strong, Sentence Combining 4. Edith Hamilton, Mythology 5. Martin L. Arnaudet, Paragraph Development 6. Ming-tu Yang, Models of Practical English 7. Butler, Hickman, Overby, Correct Writing, 4th ed. 8. Webster' s Collegiate Thesaurus 9. Linda Markstein, Expanding Reading Skills 10. Lee, Paul M. English Translation 11. Martin Hewings, Advanced Grammar in Use 12. Kathleen E. Sullivan, Paragraph Practice
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other (: Tests) : 40.0 %</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>
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