

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	LIU, PEI-HSUN
Course Class	TFLXB2B DEPARTMENT OF ENGLISH, 2B	Details	◆ Blended Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>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.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div>			
Subject Departmental core competences			
<div>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:25.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)</div>			

Subject Schoolwide essential virtues		
<div>1. A global perspective. (ratio:10.00)</div> <div>2. Information literacy. (ratio:10.00)</div> <div>3. A vision for the future. (ratio:20.00)</div> <div>4. Moral integrity. (ratio:10.00)</div> <div>5. Independent thinking. (ratio:25.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:10.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:10.00)</div>		
Course Introduction	<p>This course aims to develop students’ academic English writing skills, focusing on paragraph development and essay organization. Instruction covers key components of effective writing, including thesis statements, supporting paragraphs, and conclusions, as well as outlining, transitions, revision, and editing. As a blended course, it includes four weeks of online learning in which students will watch pre-recorded videos, complete tasks, and submit written work. The course also fosters critical awareness of AI in writing, encouraging students to reflect on its appropriate and responsible use.</p>	
<p>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</p> <p>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</p> <p>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</p> <p>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</p> <p>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</p>		
No.	Teaching Objectives	objective methods

1	1. To develop students’ foundational English writing skills, with emphasis on paragraph development, essay structure, and logical organization. 2. To enhance students’ ability to apply writing strategies effectively in academic, personal, and professional contexts. 3. To foster independent learning through structured online instruction and writing assignments. 4. To promote critical awareness of AI in the writing process and encourage its appropriate and responsible use.			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), Activity Participation
Course Schedule				
Week	Date	Course Contents		Note
1	114/09/15 ~ 114/09/21	Introduction; Online learning orientation		
2	114/09/22 ~ 114/09/28	Pre-Writing; AI-Assisted Learning guidelines		
3	114/09/29 ~ 114/10/05	Unit 1: Introduction to Paragraphs (ewant MOOCs registration)		
4	114/10/06 ~ 114/10/12	Online Asynchronous Instruction #1: Unit 1: Introduction to Paragraphs		Online Asynchronous Instruction
5	114/10/13 ~ 114/10/19	Unit 1: Introduction to Paragraphs		
6	114/10/20 ~ 114/10/26	Online Asynchronous Instruction #2: Unit 2: Five Elements of Good Writing		Online Asynchronous Instruction
7	114/10/27 ~ 114/11/02	Unit 2: Five Elements of Good Writing		
8	114/11/03 ~ 114/11/09	Unit 2: Five Elements of Good Writing		
9	114/11/10 ~ 114/11/16	Midterm Exam		
10	114/11/17 ~ 114/11/23	Online Asynchronous Instruction #3: Unit 3: Types of Paragraphs		Online Asynchronous Instruction
11	114/11/24 ~ 114/11/30	Unit 3: Types of Paragraphs		
12	114/12/01 ~ 114/12/07	Unit 3: Types of Paragraphs		

13	114/12/08 ~ 114/12/14	Online Asynchronous Instruction #4: Unit 4: Classification Essays: Moving from Paragraph to Essay	Online Asynchronous Instruction
14	114/12/15 ~ 114/12/21	Unit 4: Classification Essays: Moving from Paragraph to Essay	
15	114/12/22 ~ 114/12/28	Unit 4: Classification Essays: Moving from Paragraph to Essay	
16	114/12/29 ~ 115/01/04	Final Exam	
17	115/01/05 ~ 115/01/11	Course evaluation	
18	115/01/12 ~ 115/01/18	Flexible Teaching Week for Teachers	
Key capabilities			
Interdisciplinary			
Distinctive teaching			
Course Content		Logical Thinking	
Requirement			
Textbooks and Teaching Materials		Self-made teaching materials:Videos Using teaching materials from other writers:Textbooks, Presentations	
References			
Grading Policy		◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 20.0 % ◆ Other 〈Expansion activity〉 : 20.0 %	

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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