

Tamkang University Academic Year 114, 2nd Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	GUTIERREZ JANNETTE WANG
Course Class	TFLXB2C DEPARTMENT OF ENGLISH, 2C	Details	♦ Blended Course ♦ Required ♦ 2nd Semester ♦ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality		
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	This course aims at developing students' English writing sills. The entire course is divided into three stages. In Composition II, students will be taught to write an introductory 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.			
<div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div>				
No.	Teaching Objectives			objective methods
1	To systematically develop students' writing skills and to prepare students for future academic writing.			Affective
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	115/02/23 ~ 115/03/01	Introduction		
2	115/03/02 ~ 115/03/08	Unit 5— “Comparison Essays”		
3	115/03/09 ~ 115/03/15	Unit 5— “Comparison Essays”		
4	115/03/16 ~ 115/03/22	Online Asynchronous Instruction		Online Asynchronous Instruction
5	115/03/23 ~ 115/03/29	“Comparison Essays” -Composition Writing #1		
6	115/03/30 ~ 115/04/05	Unit 6— “Cause-Effect Essays” (Spring Break)		
7	115/04/06 ~ 115/04/12	Unit 6— “Cause-Effect Essays”		
8	115/04/13 ~ 115/04/19	Online Asynchronous Instruction		Online Asynchronous Instruction
9	115/04/20 ~ 115/04/26	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)		
10	115/04/27 ~ 115/05/03	“Cause-Effect Essays” -Composition Writing-#2		
11	115/05/04 ~ 115/05/10	Unit 7— “Classification Essays”		
12	115/05/11 ~ 115/05/17	Online Asynchronous Instruction		Online Asynchronous Instruction
13	115/05/18 ~ 115/05/24	Unit 7— “Classification Essays”		
14	115/05/25 ~ 115/05/31	Unit 7--"Classification Essay"		
15	115/06/01 ~ 115/06/07	Unit 7--"Classification Essay"		
16	115/06/08 ~ 115/06/14	Online Asyncrounous Instruction		Online Asynchronous Instruction
17	115/06/15 ~ 115/06/21	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers		
18	115/06/22 ~ 115/06/28	Flexible Teaching Week for Teachers		

Key capabilities	self-directed learning Humanistic Caring Interdisciplinary
Interdisciplinary	
Distinctive teaching	online Asyncrounes
Course Content	Logical Thinking
Requirement	<p>Generative AI Ethics Statement</p> <p>This course encourages students to use AI for collaboration and mutual learning to enhance course outcomes based on the principles of transparency and responsibility.</p> <p>This course adopts the following policy:</p> <p>Conditionally open, please specify how generative AI is used in assignments or reports.</p> <p>Students should briefly explain how they use generative AI in the course assignments or reports in the "footnote on the title page" or "after the references," such as for brainstorming, text polishing, or structural references. For "personal reflection reports" and "group interview assignments," the use of generative AI tools for writing is prohibited. If it is found that generative AI was used but not indicated in the assignment or report, the instructor, the university, or related units have the right to reevaluate the assignment of report or withhold scores. Students enrolled in this course agree to the above ethics statement</p>
Textbooks and Teaching Materials	Using teaching materials from other writers:Textbooks
References	
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other < > : %</p>
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>