

## Tamkang University Academic Year 114, 2nd Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	TZU-SHAN CHANG
Course Class	TFLXB2D DEPARTMENT OF ENGLISH, 2D	Details	◆ General Course ◆ Required ◆ 2nd Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions		
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>			
S u b j e c t   D e p a r t m e n t a l   c o r e   c o m p e t e n c e s			
<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 skills. The entire course is divided into three stages. In Composition II, students will be taught to write an introductory paragraph, 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.	
<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	<div>1. This required course is organized to systematically develop students’ writing skills and to prepare students for future academic writing.</div> <div>2. Having developed basic writing skills, students may apply the skills to future writing tasks required in their workplace.</div>	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, Publication, Experience, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Activity Participation
Course Schedule				
Week	Date	Course Contents	Note	
1	115/02/23 ~ 115/03/01	Unit 1— "Introduction to Paragraphs"		
2	115/03/02 ~ 115/03/08	Unit 1— "Introduction to Paragraphs"	09/17 (Tue) a day off	
3	115/03/09 ~ 115/03/15	Unit 1— "Introduction to Paragraphs"		
4	115/03/16 ~ 115/03/22	Unit 1— "Introduction to Paragraphs"		
5	115/03/23 ~ 115/03/29	Unit 1— "Introduction to Paragraphs"	10/10 (Thu) a day off	
6	115/03/30 ~ 115/04/05	Unit 2— "Five Elements of Good Writing"	線上非同步教學	
7	115/04/06 ~ 115/04/12	Unit 2— "Five Elements of Good Writing"		
8	115/04/13 ~ 115/04/19	Unit 2— "Five Elements of Good Writing"		
9	115/04/20 ~ 115/04/26	Midterm Exam Week		
10	115/04/27 ~ 115/05/03	Unit 3— "Types of Paragraphs"		
11	115/05/04 ~ 115/05/10	Unit 3— "Types of Paragraphs"		
12	115/05/11 ~ 115/05/17	Unit 3— "Types of Paragraphs"		
13	115/05/18 ~ 115/05/24	Unit 3— "Types of Paragraphs"		
14	115/05/25 ~ 115/05/31	Unit 4— "Descriptive Essays: Moving from Paragraph to Essay"	線上非同步教學	
15	115/06/01 ~ 115/06/07	Unit 4— "Descriptive Essays: Moving from Paragraph to Essay"		
16	115/06/08 ~ 115/06/14	Final Week of Diverse Assessments		
17	115/06/15 ~ 115/06/21	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	01/01 (Wed) a day off	
18	115/06/22 ~ 115/06/28	Flexible Teaching Week for Teachers		

Key capabilities	self-directed learning 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)
Distinctive teaching	Project implementation course Special/Problem-Based(PBL) Courses
Course Content	Intellectual Property (learning intellectual property) Gender Equality Education Logical Thinking AI application
Requirement	The course content, progress, number of assignments, and grading policy, is subject to change, which, if any, will be announced in class. The course policy will be announced in class.
Textbooks and Teaching Materials	Using teaching materials from other writers:Textbooks
References	Language Practice for First, 5th Edition
Grading Policy	<p>◆ Attendance : 10.0 %    ◆ Mark of Usual : 50.0 %    ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other &lt; &gt; : %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="https://web2.ais.tku.edu.tw/csp">https://web2.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</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>