



Course Information

Course Number	LANG 2000 <u>04</u>	Credits	2	Classroom	綜二 203
Class Hours	<input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> 1:20P.M. – 3:10P.M. <input checked="" type="checkbox"/> 3:30P.M. – 5:20P.M.				
Course Type	<input checked="" type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes)				
Language Level	<input type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production				
可選課學生身分別	<input checked="" type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Prerequisites	<ul style="list-style-type: none"> • Students have taken up Upper-Intermediate English I/II or III. OR • Students are familiar with English sentence patterns and the most frequent 2000 words in English, and like to write their own ideas down. 				



Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
Kuei-Ping Vicky Hsu 徐桂平	vicky.nthu@gmail.com	綜二館 209 室	Thursday 10:00A.M. – 12:00P.M.



Course Aims / Description

1. Primary aim

This writing course is designed for students who are novice writers in English. It aims to prepare students for developing basic writing strategies and skills and organizing their ideas logically within PARAGRAPHS. Through sentence-building and paragraph-writing tasks, students are expected to write more skillfully to communicate their ideas more effectively in a PARAGRAPH.

2. Subsidiary aim

In this class, students will have opportunity to

1. review parts of speech and basic sentence patterns and practicing sentence-combining
2. organize their ideas and develop the topic sentence, supports, and the concluding sentence for specific paragraph patterns

3. revise and edit their writing for clarity (cohesion & coherence) and appropriate use of vocabulary, grammar and transitional devices
4. identify and correct common mistakes in word choice and grammar points

3. Corresponding CEFR Can-do statements

- Can-do statement #1 **[READING]** I can understand articles, reports and reviews in which the writers express specific points of view.
- Can-do statement #2 **[WRITING]** I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.
- Can-do statement #3 **[WRITING]** I can write clear, detailed descriptions on a variety of subjects related to my field of interest.
- Can-do statement #4 **[WRITING]** I can write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Can-do statement #5 **[QUALITY OF LANGUAGE]** can line what I write into clear, well-organized text, though I may not always do this smoothly so there may be some “jumps.”



英文核心能力指標 University Student Core Competency Indicators

No. Core Competency Indicators

1. 英語溝通與表達能力 (ability to communicate and express oneself in English)	30%
2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)	20%
3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques)	30%
4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity)	10%
5. 善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and development of independent self-learning habit)	10%



Teaching materials and References

Textbook(s)	<ol style="list-style-type: none"> 1. A course pack prepared by the teacher 2. Bulter, Eugenia et al. (1995). <i>Correct Writing</i>, 6th edition. Lexington, MA: D.C. Heath and Company. ISBN: 957-586-675-4.
	CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Writing Sources	<ol style="list-style-type: none"> 1. BBC Learning English (http://www.bbc.co.uk/learningenglish/) 2. Purdue Online Writing Lab (https://owl.purdue.edu/owl/purdue_owl.html)

3. Grammarly (<https://app.grammarly.com/>)
4. Linggle (<https://linggle.com/>)
5. Online Writing Courses
([http://learningpath.org/articles/Online Creative Writing Courses Offered Free by Top Universities and Educational Websites.html](http://learningpath.org/articles/Online_Creative_Writing_Courses_Offered_Free_by_Top_Universities_and_Educational_Websites.html))

References

1. Altman, Pam et al. (2011). *Sentence-Combining Workbook*, 3rd edition. Boston, MA: Wadsworth. ISBN: 978-0-495-90975-0.
2. Ward, Colin. (2012). *Focus on Writing 3*. White Plains, NY: Pearson. ISBN: 978-0-13-231353-7.
3. Folse, Keith S. et al. (2010). *Great Writing 2: Great Paragraphs* 3rd. edition. Boston, MA: Heinle Cengage Learning. ISBN: 978-1-4240-7112-8.
4. Brandon, Lee. (2009). *At a Glance: Paragraphs*, 4th edition. Boston, MA: Houghton Mifflin Company. ISBN: 978-0-618-95775-0.
5. Clark, Roy Peter. (2006). *Writing Tools: 50 Essential Strategies for Every Writer*. New York, NY: Little, Brown and Company. ISBN: 978-0-316-01499-1.

Learning/Resource Platform

國立清華大學 iLMS 數位學習平台 (<http://lms.nthu.edu.tw/>)



Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required.
*I will take attendance once in a while throughout the semester. If you are all present whenever I call the roll, you will get **90** (i.e. the primitive score) in this category (i.e. Class attendance). If you are absent for **two hours**, **ten points** will be deducted from this primitive score. If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please give me **the valid proof WITHIN TWO WEEKS**. Your health insurance card with correct stamp of date by accredited hospitals can be seen as a valid proof. Being late for more than _____ **minutes** is treated as absence from that hour (**five points** will be deducted). If you are absent for more than _____ **hours**, **you will definitely be flunked**.
2. Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **It is your responsibility to ask your classmates or me what has been covered in the class.**
3. **Cheating** on the exam is **absolutely not permitted**. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
4. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.

5. The handouts I give you should be kept at least to the end of this semester for later reference or final exam.
6. Please **turn off** your **cell phone** during the two-hour class period.

Grading Scheme

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| 1. | Attendance and participation (See Requirements & Rules #1) | 10% |
| 2. | Paragraph Writing / Revision | 50% |
| 3. | Journaling project | 15% |
| 4. | Grammar / vocabulary exercises and quizzes | 15% |
| 5. | Pair / individual presentations | 10% |

Teaching Activities

- Lectures 口頭講授
 Pair/Group discussion 配對 / 分組討論
 Quizzes 小考
 Writing assignments 寫作作業
 Student presentations 學生報告

Classroom Languages

English 70 %
 Mandarin 30 %

Detailed Syllabus

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
1	9/9	Course introduction	Pre-course Questionnaire Diagnostic Test
2	9/16	Parts of Speech Basic Sentence Patterns/Structure	
3	9/23	Kinds of Sentences / clauses Sentence Combining	Guideline for weekly journaling
4	9/30	Writing Process	Brainstorming / Outlining Grammar presentations--guideline
5	10/7	Paragraph Format & Structure Topic Sentence	Basic Paragraph Structure Methods for writing a topic sentence
6	10/14	Supporting sentences Concluding Sentence	Types of supports Irrelevant & redundant supports Strategies for writing an effective conclusion

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
7	10/21	Narrative Paragraphs Organization & elements	Five properties of a narrative TED—The clues to a great story Paragraph Grammar—Narrative tenses Writing practice 1: Narratives
8	10/28	Narrative Paragraphs Adding descriptive details	Graphic organizers for narratives Outlining a narrative Peer review Narrative: 1st Draft Due
9	11/4	Narrative Paragraphs Using time references	Transitions & Punctuation Vocabulary—actions verbs & concrete nouns Teacher-student conferences
10	11/11	Logical Division of Ideas Coherence & Unity (1)	Good titles for a paragraph Weak vs. strong topic sentences
11	11/18	Descriptive Paragraphs Organization & Elements	Outlining a descriptive Paragraph writing practice 2: Descriptive Narrative: 2nd Draft Due
12	11/25	Descriptive Paragraphs Using five senses to describe	Vocabulary—descriptive adjectives Denotation vs. connotation Descriptive: 1st Draft Due
13	12/2	Descriptive Paragraphs Using prepositional phrases of location	Prepositional phrases & spatial order Dictionary use & Google for writing Teacher-student conferences
14	12/9	Logical Division of Ideas Coherence & Unity (2)	Precise and concise wording Descriptive: 2nd Draft Due
15	12/16	Introduction to TOEFL & IELTS Independent Writing proposition & arguments	Other common paragraph organizations Effective supporting details Outlining a TOEFL/IELTS writing task
16	12/23	Introduction to TOEFL & IELTS Independent Writing counter-arguments, & refutation	Idea maps Peer review Teacher-student conferences
17	12/30	Logical Division of Ideas logical fallacy	Journaling Due
18	1/6	Final presentation	Reflection on your writing process 3rd paragraph writing: 2nd Draft Due