

Upper-intermediate English Selective [Academic English Writing]

選讀英語文課程 中高級選讀英文〔學術英語寫作〕

Tentative Syllabus 課程大綱 (擬定版)

**COURSE INFORMATION**

Course Number	LANG 103033	Credits	2	Classroom	教育館 102
Class hours	Wednesday 1:20p.M. – 15.10P.M.				
學生身分別	■ 頂標生 □ 前標生 □ 中級生 □ 初級生				

**INSTRUCTOR**

Name	Email	Office & Tel	Office Hour
Man-Ting Huang (黃滿庭)	mthwang14@hotmail.com		

**COURSE GOALS & DESCRIPTION**

<b>Primary aim</b>	<p>This course is intended to teach how to write effective paragraphs and essays, enabling students to master essential sentence skills, and think critically, knowing that these skills are what make turning points for writers. The study in this course will prepare students to tackle many types of writing in college and beyond. In this course, students will learn to see writing as a skill that can be learned and a process that must be explored.</p> <p>本課程主旨在增進學術英語寫作能力，呈現有效溝通的文字。藉由不同類型文字書寫，了解寫作是可以習得的技巧，是必須探索的進程。</p>
<b>Subsidiary aim</b>	<p>A set of four skills as the four bases for effective writing will be taught: unity, support, coherence and sentence skills. Students will explore and develop important skills such as using specific and concrete language to make a point and stick to it, selecting good supporting details to back up that point and create a convincing argument, organizing a paragraph in a way that best fit its purpose, and writing clear, error-free sentences to maximize the effectiveness of the writing.</p> <p>次要目標在學習敘事說理，藉由架構組織概念，建構意義推展論述，使文意貫串義理清晰，言簡意賅，遣詞用字合乎學術文字章法，進而將所學技巧整合到自己的學術報告論文寫作。</p>
<b>Corresponding CEFR Can-do statements</b>	<p>By written production and strategies, at B2 level, -</p> <ul style="list-style-type: none"><li>-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. – (written production &amp; strategies)</li><li>-I can write clear, detailed descriptions on a variety of subjects related to my field of interest. --- (written production)</li><li>-I can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (written</li></ul>

	<p>production)</p> <p>-I can express news, views and feelings in correspondence, and respond to those of other person. --- (written production)</p> <p>-I can write standard formal letters requesting or communicating relevant information, following a template. --- (written production &amp; strategies)</p> <p>-I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>-I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. --- (written production)</p> <p>-I can make notes while someone is talking or write a letter including non-standard requests. --- (written production &amp; strategies)</p> <p>-I can make simple notes that will be of reasonable use for essay or revision purposes. (written production &amp; strategies)</p>
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### UNIVERSITY STUDENT CORE COMPETENCY INDICATORS 課程核心能力

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

### PRIMARY TEACHING MATERIALS AND TEXTBOOK

<b>Textbook(s)</b>	Title: Essay Skills, second edition, McGraw-Hill International Edition Author: John Langan Publisher: McGraw-Hill Education ISBN: 978-986-157-711-1 Copyright: 2013
CEFR Scale	<input type="checkbox"/> B2+ <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B1 <input type="checkbox"/> A2+ <input type="checkbox"/> A2

### GRADING

1.	Attendance and participation	15%
2.	Sit-in Final Exam: Timed essay writing	15%
3.	Assignments: Four Take-home essay writing assignments: (4 x @10%)	40%
4.	Quizzes	30%

## CLASSROOM LANGUAGE

■ English 80%      ■ Mandarin 20%

## SUGGESTED CLASS ACTIVITIES

- Lecture
- Text Analysis for purpose of writing
- Take-home assignment
- Knowledge-based quizzes
- Thought-provoking questions & discussion
- Interpretation project/ text comprehension

## REQUIREMENTS & RULES

1. Students are required to attend each class session and conscientiously participate in classroom learning activities in order to be regarded as full attendance, and granted a score of **90** in the category of Attendance & Participation.
2. Occasional absences up to **three** times will lead to a zero in the score for Attendance & Participation category, and **five** absences will result in a failure in this course.
3. Authorized absence under exceptional circumstances can be granted, if evidence for justifiable cause can be produced.

### General Rules on Writing Assignments:

- Unless advised otherwise, you should observe the following as the general rules for the format of your papers.
- Always type your reports or essays for submission. (打字列印，紙本繳交)
- Always indent the first sentence of each paragraph. (段落第一句縮排)
- Use New Roman font type, and font size 12.(字體與大小)
- Keep at least 1.5 line-spacing. (保持至少 1.5 行距)

Plagiarism is regarded as academic misconduct; likewise, any assignment submitted as a product by the aid of machine or other person constitute an act of cheating.

學習是學習者工作的本質，所以，抄襲造假不但無助於學習，更扼殺學術寫作本質在建構既有知識的意義。因此，寫作由他人代寫或以機器代工，都是不當行為。作文自己寫或是找代工，這是一種選擇，對學習而言，關係重大。

利用人工智慧提供書寫文字的BOT 服務已是常見的商業行為，這對於一般消費者可能是福音，因為幾乎不需太大的花費就可取得一篇精緻完美的報告或論文。但對於學校作為學習場域，這種對知識的傷害以及對社會公益與公平的影響鉅大。機器學習讓AI 進步神速，不須幾秒鐘，不須依賴他人代工，按幾個按鍵就可產出有內容的文字，主題前後一致，文意貫串，句法無誤，幾乎精準的修飾詞，以及起承轉合用語。機器瞬間數百萬次改寫改說字句，重新置換字詞，即可輕易躲過剽竊偵測軟體，達到 100% unique，輕鬆取得C 等級及格以上的分數。

相較於機器瞬間高速改寫改換字詞，我們若想逆向溯源找出機器更改的證據，或是驗證內容是否為假消息，難度相當高。畢竟人類語言表達語法雖有約定俗成的約制，但同時也有程度相當大的

創意性，同樣意思，可以不同字詞不同句法表達，而藉由文字細微差別，卻有不同意旨，這也是人工智慧文字內容書寫系統所利用的語言特性。

## COURSE SCHEDULE

Week	Date	Main Topic
1.	2/15	Course introduction & Orientation
2.	2/22	Four Bases of Writing: Unity, Support, Coherence, and Sentence Skills Part One Writing Skills and Process
3.	3/1	Chapter 1: An Introduction to Writing
4.	3/8	Chapter 2: The Writing Process
5.	3/15	
6.	3/22	Part Two Basic Principles of Effective Writing
7.	3/29	Chapter 3: The First and Second Steps in Writing (i.e. Unity and Support)
<b>8.</b>	<b>4/5</b>	<b>No Class (Tomb Sweeping Festival)</b>
9.	4/12	Chapter 4: The Third and Fourth Steps in Writing (i.e. Coherence and Sentence Skills) (Take-home assignment #1)
10.	4/19	Chapter 5: Four Bases for Revising Writing
11.	4/26	Part Three: Paragraph Development Chapter 6: Nine Patterns of Paragraph Development
12.	5/3	<ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Description</li> <li>- Narration</li> <li>- Process</li> <li>- Cause and Effect</li> <li>- Comparison or Contrast</li> <li>- Definition</li> <li>- Division-Classification</li> <li>- Argument</li> </ul> <p><b>Sit-in Mid-term Exam: Timed Paragraph Writing</b> (Take-home Assignment # 2)</p>

13.	5/10	Part Four Essay Development Chapter 7: Introduction to Essay Development
14.	5/17	Chapter 8: Writing the Essay (Take-home Assignment #3)
15.	5/24	Chapter 9: Introductions, Conclusions, and Titles
16.	5/31	Chapter 10: Patterns of Essay Development (Take-home Assignment #4)
17.	6/7	Chapter 11: Special College Skills
18.	6/14	Chapter 12: Writing a Research Paper + <b>Sit-in Final Exam: Timed essay writing</b>