



## Course Information

Course Number	LANG 2000 <u>03</u>	Credits	2	Classroom	綜二館 201
Class Hours	<input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input 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 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"> <li>• Students have taken up Upper-Intermediate English I/II or III. OR</li> <li>• Students are familiar with English sentence patterns and the most frequent 2000 words in English</li> <li>• Students like to write and publish their own ideas, feelings, and perspectives</li> </ul>				
加簽說明	<p><input checked="" type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。No extra course registration is available.</p> <p><input type="checkbox"/> 開放人工加簽_____位學生。學生符合以下條件，得於第_____週上課時，向老師提出加簽申請。老師簽署申請表後，申請表送英語教育中心辦公室。由老師進行線上簽核。</p> <p><input type="checkbox"/> 條件 1：必須於第一週到課</p> <p><input type="checkbox"/> 條件 2：須有其他時段【選讀英語文】衝堂無法選課之證明（如選課紀錄或本學期所有科目課程表）</p> <p><input type="checkbox"/> 條件 3：自所屬選課階段（大二生：第 1-2 次選課；大三、大四學生：第 3 次選課）起，亂數選課皆未選上（選上但退選者，不得以人工加簽再次選課）</p> <p><input type="checkbox"/> 條件 4：應屆畢業生</p> <p><input type="checkbox"/> 條件 5：_____（如老師有其他加簽條件，請自行書寫）</p> <p>提醒：學生修讀英文領域課程，請依本校規劃選課之修業年級選課。如因個人考量，未對應年級而逕自改於其他修業年級選課之英文領域課程，或指定加簽某特定課程，英語教育中心與任課教師將礙難配合或處理。</p>				
停修條件	<p>The student's application for course withdrawal will NOT be approved if</p> <ol style="list-style-type: none"> <li>1. The student never attends class nor submits assignments.</li> </ol>				

2. The student is absent or asks for leave with NO valid excuses for more than 6 classes.
3. The student never explains to or discusses with the teacher his/her difficulty in taking care of this subject.
4. The student neither offers valid excuses on his application for course withdrawal nor notifies the teacher beforehand.

學生如遇有以下情形，其停修申請將不予「同意」

1. 學生未曾到課或繳交任何作業。
2. 學生無故缺席或未有證明之請假超過六次
3. 學生從未向老師解釋、或與之討論，修讀本課程時的困難
4. 學生未在停修申請上敘明或以其他通訊方式告知老師停修本課程之原因

避免學生規避「低修」學分數而選課，或以其他理由選課但不上課等情事

提醒：請於選課前參考課程大綱，了解評分方式、各週進度。並於第一堂課進一步了解作業、報告、考試的規劃與所需處理時間。評估自己的學習量能，避免修課失衡。



## Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
徐桂平 Vicky Hsu	<b>personal messaging on eclass</b>	綜二館 B 側 209 (☎ 34417)	Tuesday 10:00 A.M.-12:00 P.M. 綜二館 B 側 209



## 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 opportunities 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] can understand articles, reports and reviews in which the writers express specific points of view.
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Can-do statement #2	[WRITING] 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] can write clear, detailed descriptions on a variety of subjects related to my field of interest.
Can-do statement #4	[WRITING] 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 link 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

<b>Textbook(s)</b>	<ol style="list-style-type: none"> <li>1. A course pack prepared by the teacher</li> <li>2. Bulter, Eugenia et al. (1995). <i>Correct Writing</i>, 6th edition. Lexington, MA: D.C. Heath and Company. ISBN: 957-586-675-4.</li> </ol>
	CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
<b>Additional Writing Sources</b>	<ol style="list-style-type: none"> <li>1. BBC Learning English <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a></li> <li>2. Humans of New York <a href="https://www.humansofnewyork.com/">https://www.humansofnewyork.com/</a></li> <li>3. Purdue Online Writing Lab (OWL) <a href="https://owl.purdue.edu/">https://owl.purdue.edu/</a></li> <li>4. Grammarly <a href="https://app.grammarly.com/">https://app.grammarly.com/</a></li> <li>5. online English-English &amp; English-Mandarin dictionaries <ul style="list-style-type: none"> <li>✓ Longman Dictionary of Contemporary English <a href="https://www.ldoceonline.com/">https://www.ldoceonline.com/</a></li> <li>✓ Cambridge Dictionary <a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a></li> <li>✓ Macmillan Dictionary <a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a></li> </ul> </li> </ol>

<b>References</b>	<ol style="list-style-type: none"> <li>1. Altman, Pam et al. (2011). <i>Sentence-Combining Workbook</i>, 3rd edition. Boston, MA: Wadsworth. ISBN: 978-0-495-90975-0.</li> <li>2. Ward, Colin. (2012). <i>Focus on Writing 3</i>. White Plains, NY: Pearson. ISBN: 978-0-13-231353-7.</li> <li>3. Folse, Keith S. et al. (2010). <i>Great Writing 2: Great Paragraphs</i> 3rd. edition. Boston, MA: Heinle Cengage Learning. ISBN: 978-1-4240-7112-8.</li> <li>4. Brandon, Lee. (2009). <i>At a Glance: Paragraphs</i>, 4th edition. Boston, MA: Houghton Mifflin Company. ISBN: 978-0-618-95775-0.</li> <li>5. Clark, Roy Peter. (2006). <i>Writing Tools: 50 Essential Strategies for Every Writer</i>. New York, NY: Little, Brown and Company. ISBN: 978-0-316-01499-1.</li> </ol>
<b>Platforms for course materials and learning resources</b>	<ol style="list-style-type: none"> <li>1. 清華大學 <b>eeclass</b> 數位學習系統 <a href="https://eeclass.nthu.edu.tw/">https://eeclass.nthu.edu.tw/</a></li> <li>2. <b>MS Forms</b> (for assignments &amp; quizzes)</li> <li>3. <b>MS Teams</b> (using your office365 account when online classes are offered) Team code: <b>gylxmwc</b></li> </ol>



## Grading Scheme

1. Attendance and participation (See Requirements & Rules #1)	<b>15%</b>
2. Paragraph Writing / Revision (2 paragraph patterns * 3 drafts)	<b>50%</b>
3. My writing notebook (a self-access learning project for becoming a better writer)	<b>10%</b>
4. Grammar / vocabulary exercises/quizzes	<b>15%</b>
5. Pair presentation (based on <i>Correct Writing</i> ) / individual presentations (My writing journey)	<b>10%</b>



## Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required.
  - ✓ The instructor takes attendance almost every class throughout the semester. If you are all present whenever the instructor takes the roll, you will get **70** (i.e. the primitive score) in this category (i.e. Class attendance). 經常性點名，全勤者可得此評分項目中 70%。
  - ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score. 每次未假未到課，扣除此評分項目的 10%。
  - ✓ If you are absent in case of **UNCONTROLLABLE** situations (e.g. illness, emergency, important occasions, etc.) and you decide to take a leave, please fill out the MS Forms (Request for leave with proof) using your office 365 account issued by Computer and Communication Center of National Tsing Hua University, with **the valid proof WITHIN TWO WEEKS**. A receipt or a medicine prescription with correct stamp of date by accredited hospitals can be seen as a valid proof. 遇不可抗力情形需請假



者，請用本校計通中心核發的 office365 帳號填寫請假申請，並附上請假證明（就醫收據、藥袋、公假單等）。

Request for leave with proof (MS Forms): <https://forms.office.com/r/f2DWA37uPd>

- ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted). Being late for more than 60 minutes is treated as absence from the whole class. 遲到逾 10 分鐘，扣除此評分項目的 5%。遲到逾 60 分鐘，視為該次上課未到課。
  - ✓ If you are absent for more than **8 hours**, your course withdrawal will NOT be approved, and **you will definitely be flunked**. 無故不到課逾 8 小時者，將不予同意其停修申請，學期成績以不及格論。
2. Absence from a class is no excuse for submitting assignments in time or ignoring assignments or the class you have missed. **It is your responsibility to ask your classmates or the instructor what has been covered in the class**. 缺席不得作為無法及時繳交作業或完成作業之藉口。缺席者富有處理作業繳交或完成之責。（委託同學代為繳交或領取，或自行前來教師研究室繳交或領取。）
  3. **Plagiarism** on assignments and **cheating** on the exam is **absolutely unacceptable**. If someone is found plagiarizing or cheating, it means he/she will get a zero point for that assignment or exam. 嚴禁抄襲與作弊。抄襲與作弊者，學期成績以不及格處理。情節重大時，將提報至相關單位依校規處理。
  4. AI-assisted reports and assignments are allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming and tentative revision, but students must show how AI helps them reach the result. 僅限使用生成式 AI 於作業或報告之準備（如腦力激盪與初步修訂等），學生須註明 AI 如何用於協作其作業或報告。
  5. There will be **NO make-up exams or presentations** unless you notify the instructor valid and official reasons for your absence **beforehand**. If a group presentation is “crippled” due to your lateness or absence, you will receive no grade on the presentation. 無合理且正式的缺課原因，將不予補考或補行報告。
  6. Assignments are expected to be completed and submitted by due date. No late submission will be accepted or graded unless the instructor approves your application of late submission. 作業請按時繳交（或上傳）。未獲教師同意可延遲繳交者或超過以下寬限期，其遲交作業不批改、不計分。

**NO full credit for late submission/Penalty for late submission: 10% of the total mark awarded will be deducted for each working day after the submission date.** 每遲交一日。扣 10% 成績

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1	10%	81	54
2	20%	72	48
3	30%	63	42
4	40%	54	36

5	50%	45	30
More than 5 days	<b>Not completed and grade of zero awarded</b> 遲交逾 5 日，不計分		

**7. Penalty for no or poor participation in pair or group work**

Students are expected to take part in various pair or group activities. Failure to engage in these activities may lead to reductions in grades awarded. Sometimes the reduction may be suggested by other group members; in other circumstances, the instructor may reduce the grade awarded without reference to other group members.

**8. Mobile devices are only used for educational purposes relevant to the subject or tasks in the classroom setting with the permission of or at the request of the instructor. 行動裝置僅限於學習活動，使用須獲得老師同意或遵照老師指示。**

During class students are not to be seen with a cell phone in hand. Mobile phones are expected to be turned off or switched to a silent mode. 課程進行時，請關閉行動電話或轉為靜音模式。未獲教師指示或許可，不得於上課時間使用。

**9. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam. 課程相關各項文件請妥為保存至學期結束。**

### 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	9/11	Course introduction What makes a good piece of writing?	Diagnostic Test (for identifying common grammar errors)
2	9/18	Parts of Speech Basic Sentence Patterns/Structure	Identifying parts of speech Writing basic sentences WELL
3	9/25	Kinds of Sentences Sentence Combining Writing Process	Guideline for the writing notebook project Grammar presentations--guideline Brainstorming / Outlining
4	10/2	Paragraph Format & Structure Topic Sentence	Basic Paragraph Structure Identifying parts of a paragraph Methods for writing a topic sentence

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
5	10/9	<b>No class (The day before a Tuesday Holiday—Double Ten Day)</b>	
6	10/16	Supporting sentences Concluding Sentence	Types of supports Irrelevant & redundant supports Strategies for writing an effective conclusion
7	10/23	Narrative Paragraphs Organization & elements	Five properties of a narrative TED—The clues to a great story Paragraph Grammar—Narrative tenses <b>Writing practice 1: Narratives</b>
8	10/30	Narrative Paragraphs Adding descriptive details	Graphic organizers for narratives Outlining a narrative <b>Narrative: 1st Draft Due</b>
9	11/6	Narrative Paragraphs Using time references	Transitions & Punctuation Vocabulary—actions verbs & concrete nouns <b>Teacher-student conferences</b>
10	11/13	Logical Division of Ideas Coherence & Unity (1)	Good titles for a paragraph Weak vs. strong topic sentences <b>Narrative: Revised Draft Due</b>
11	11/20	Descriptive Paragraphs Organization & Elements	Outlining a descriptive <b>Paragraph writing practice 2: Descriptive</b>
12	11/27	Descriptive Paragraphs Using five senses to describe	Vocabulary—descriptive adjectives Denotation vs. connotation <b>Descriptive: 1st Draft Due</b>
13	12/4	Descriptive Paragraphs Using prepositional phrases of location	Prepositional phrases & spatial order Dictionary use & Google for writing <b>Teacher-student conferences</b>
14	12/11	Logical Division of Ideas Coherence & Unity (2)	Precise and concise wording <b>Narrative: Final Draft Due</b>
15	12/18	Student samples explained	Revisit to paragraph organization How to revise and edit a paragraph <b>Descriptive: Revised Draft Due</b>
16	12/25	Application of narration/description to TOEFL & IELTS Independent Writing support—explanation & elaboration	Idea maps / Peer review <b>Self-access learning project DUE</b> <b>Teacher-student conferences</b>

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed
17	1/1	<b>No class (New Year's Day)</b>	
18	1/8	<b>Final presentation—My Writing Journey</b>	Reflection on your writing process <b>Descriptive: Final Draft Due</b>

