

National Tsing Hua University

中高級選讀英文〔英文篇章寫作〕

English Essay Writing

Fall 2023_T56

Course Number	LANG2000 __26__	Credits	2	Classroom	綜二 R204
Class hours	<input type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M. <input type="checkbox"/> _10:10_ A.M. – _12:00_P.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 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					

Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
劉文貞	wenchenl2013@gmail.com	綜二 R210	Friday 1:30-3:30 pm (By Appointment Only)

Extra Selection: Not Available

本課程不開放加簽

Course Aims / Description

Primary Aim

This intermediate English writing course aims to expand students' paragraph-writing skills to essay-writing skills. The course will start with a brief review of paragraph writing and then focus on the writing process (i.e. prewriting, drafting, revising and editing) as well as steps for writing an essay. From week 7, four essay genres (cause and effect, comparison or contrast, narration and argument) will be examined and practiced. By completing the course, students will be able follow the correct writing process, notice the elements of good writing and compose a traditional five-paragraph college essay effectively.

Subsidiary Aim

In this course, students will learn to

1. brainstorm their ideas sufficiently and create a solid outline
2. write an efficient thesis statement and support it with specific and adequate details
3. use grammatically correct and different sentence structures to enhance their writing

4. adopt clear and concise language when writing
5. peer edit an essay as well as revise their own drafts

Corresponding CEFR Can-do Statements

1. Can-do Statement #1 Reading Correspondence

- ✓ Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- ✓ Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

2. Can-do Statement #2 Reading for Orientation

- ✓ Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

3. Can-do Statement #3 Reading for Information & Agreement

- ✓ Can understand articles and reports concerned with contemporary problems in which the writer adopts particular stances or viewpoints

4. Can-do statement #4 Spoken Interaction

- ✓ Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- ✓ Can take an active part in discussion in familiar context, accounting for and sustaining his/her views

5. Can-do statement #5 Linguistic Skills

- ✓ Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.
- ✓ Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
- ✓ Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.

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

1. 英語溝通與表達能力 (ability to communicate and express oneself in English) -35%
2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) -35%
3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) -15%
4. 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) -15%

Teaching materials and References

Textbook(s)	<ol style="list-style-type: none"> 1. A course packet with readings 2. Butler, E. et al. (2012). Correct Writing, 6th edition. Lexington, MA:
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	D.C. Heath and Company CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Supplementary Text	<ul style="list-style-type: none"> Langan, J. (2013). College Writing Skills with Readings, 9th edition. McGraw-Hill Education Morenberg, M. & Sommers J. (2007) The Writer's Options: Lessons in Style and Arrangement, 8th edition. Pearson Education.
Learning/Resource Platform	國立清華大學 eeclass 數位學習平台(https://eeclass.nthu.edu.tw/)

Regulations for Using AI (AI 使用原則)

Students are not allowed to use AI to generate any assignments. However, they are allowed to use AI to revise their assignments. When doing so, students need to provide their original version, the revised version by the AI, and a list of lessons or insights they have gained from the AI's revised version.

Grading

- | | |
|------------------------------------|-----|
| 1) Class Participation/ Attendance | 15% |
| 2) Quizzes | 15% |
| 3) Journal | 5% |
| 4) Grammar Presentation | 15% |
| 5) Writing Assignments | 30% |
| 6) Final Exam | 20% |

Class Participation/ Attendance

Students are expected to attend class punctually and actively participate in pair practices and group and class discussions. When not being able to attend a class, students have to inform the teacher in advance and provide valid proof **within two weeks**. Students' attendance, punctuality and class participation will be recorded for evaluation.

Attendance Policy

- starting point: 9 (起始點: 9 分)
- lateness: -2 (遲到: 2 分)
- absence: -5 (缺席: 5 分)

The starting point is 9. Each late arrival will cost you 2 points, and absence, 5 points. The accumulation does not stop at 0 or 15 points but has an upper limit when the score reaches 20. In other words, a negative attendance score will be carried over to influence your semester grade, but a strong positive attendance score will give you 5 extra points to your semester grade.

(出席成績從 9 分開始計算：每次遲到扣 2 分，缺席扣 5 分。分數累積上限是 20 分，沒有下限。換言之，出席成績是負分時，會併入學期成績計算：若達 20 分，則學期成績有 5 分的額外加分。)

All these seemingly complicated and trivial attendance and class participation score calculations are to encourage you to speak more English and participate more in class. The more you are involved in each class, the more harvest you'll reap from this course.

Quizzes

Two quizzes, scheduled in the course outline, will test students on vocabulary, language focuses learned in class as well as in assigned exercises and readings.

Journal

“Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation.”* The purpose of the journal writing is to let you practice expressing ideas in English as freely and instantly as in your first language. By keeping an English journal, you will find numerous expressions you learned before, lying dormant in the forsaken corners of your brain, to be activated and revived again. REMEMBER: LATE JOURNAL ENTRIES WILL NOT BE ACCEPTED. When absent, you should still manage to turn in the journal on time.

* “Teaching Writing.” *Colorado State University.*

<http://writing.colostate.edu/guides/teaching/eslwriting.cfm>

Grammar Presentation

Although form comes after meaning, accurate and skillful language helps a writer deliver and present his messages clearly and effectively. Nine language focuses will be addressed throughout the semester, and you and your partner should sign up for one language focus to present. (See ‘Course Outline.’) During the preparation, you have to meet with the teacher twice as early as two weeks before the presentation day to report your progress. The rubric for the grammar presentation is in the Appendix.

Writing Assignments

This semester you are required to write 3 essays, which should be typed in 12-pt Times New Roman font, **single-sided and double-spaced with 1 1/4 inch margins**. Before turning in a hard copy of your essay, make sure you have also posted it on eeClass. Again, LATE ASSIGNMENTS WILL NOT BE GRADED.

Final Exam

The final exam in week 17 will test students on their vocabulary, grammar knowledge and timed essay writing.

Classroom Languages

English: 70%

Mandarin: 30%

Course Outline

Week	Date	Course Packet	Language Focus	Journal/ Essay/ Quiz (Due dates)
1	9/12	Orientation/ Syllabus/ Diagnostic Test		
2	9/19	A Brief Review of Paragraph Writing	● Correcting Sentence Fragments	Journal #1

3	9/26	Moving from Paragraph to Essay		Journal #2
4	10/3	The Writing Process		Journal #3
5	10/10	No Class (Double Ten Day) Watch a lesson video: The First and Second Steps in Writing		Journal #4
6	10/17	The Third Step in Writing	● Subject-Verb Agreement (Ch. 9)	Journal #5
7	10/24	The Fourth Step in Writing	● Clear Pronoun Reference (Ch. 11)	Quiz#1
8	10/31	Essay Genre: Cause and Effect	● Parallel Structure (Ch. 16)	
9	11/7	Essay Genre: Cause and Effect	● Tense, Voice, Mood (Ch. 8)	Essay #1
10	11/14	Essay Genre: Comparison or Contrast	● Use of Articles (Units 72~78 CP*)	Quiz 2
11	11/21	Essay Genre: Comparison or Contrast		
12	11/28	Essay Genre: Comparison or Contrast	● How to do peer editing	Essay #2
13	12/5	Essay Genre: Narration	● Participles (CP*)	E#2 revised
14	12/12	Essay Genre: Narration	● Appositives (CP*)	Essay #3
15	12/19	Essay Genre: Argument	● Absolutes (CP*)	E#3 revised
16	12/26	Essay Genre: Argument		
17	1/2	Final Exam		
18	1/9	Teacher-Student Conference		

*Note: CP stands for 'course packet,' which will be ready in week 4.

Appendix: Rubric for Grammar Presentation

Volume/ Articulation

5	The presenters speak loudly and articulately. The audience has no difficulty hearing what the reporters say.
3	Most of the time the presenters speak loudly and articulately, but sometimes their voice is too soft for the audience to hear clearly.
1	Most of the time the presenters mumble their words. The audience has great difficulty hearing what the reporters say.

Preparation

5	The presenters are familiar with the grammar topic and explain the grammatical rules correctly. The presentation proceeds in an organized way. The presenters provide answers to the questions they raise.
3	The presenters understand 80% of the grammar topic, and sometimes their explanation is incorrect. The presenters provide answers to some of the questions they raise.
1	The presenters have little knowledge about the grammar topic. The procession of the report lacks planning and organization; a lot of time is wasted during the presentation.

Content

5	The presentation includes the key points of the grammar topic, explanation of the grammar rules, suitable examples, and some exercises for the audience.
3	The presentation includes partially the key points of the grammar topic and explanation of the grammar rules. Not enough examples or exercises are provided.
1	The presentation doesn't deal with the key points of the grammar topic at all; there are little explanation of the rules and few examples and exercises for the audience.

Interaction with the Audience

5	The presentation is carried on in an interactive way. The presenters use different ways to check the audience's understanding; the audience learns a lot about the addressed grammar topic.
3	Most of the time the presenters read and explain the grammar rules monotonously. The presenters introduce the grammar topic but fail to check the audience's understand adequately. There is not very much interaction between the presenters and the audience.
1	There is no interaction between the presenters and the audience. The presenters just read their notes and do not check the audience's understanding about the grammar topic.

Handouts /Visual or Audio Aids

5	The handouts are neatly printed with few grammatical errors and they enable the audience to follow the presenters well. The presenters use visual or audio aids to make the presentation easier to understand.
3	The handouts are printed with some grammatical errors. The presenters do not use visual or audio aids to make their presentation easier to understand.
1	The handouts are hastily made with many grammar mistakes. No visual or audio aids are used.