



## Course Information

<b>Course Number</b>	LANG 200043	<b>Credits</b>	2	<b>Classroom</b>	Room 103 General Classroom II
<b>Class Hours</b>	<input 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 type="checkbox"/> 3:30P.M. – 5:20P.M. <input checked="" type="checkbox"/> 10:10 A.M. – 12:00 A.M.				
<b>Course Type</b>	<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)				
<b>Language Level</b>	<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				
<b>Core Ability</b>	<input type="checkbox"/> comprehension/reception <input type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production				
<b>可選課學生身分別</b>	<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				
<b>Prerequisites</b>	N/A				



## Instructor &amp; Contact Information

Name	Email	Office & Tel	Office Hour
蔣光煌	khc72003@gmail.com		By appointment only



## Course Aims / Description

## 1. Primary aim

This course aims at providing students with high-intermediate level of English proficiency with the essential skills in general written communication skill. Specific strategies for composing and revising texts will be introduced to guide students in writing for different purposes. They will also be asked to analyze some model essays and join panel discussions to speak up what good or bad points are.

## 2. Subsidiary aim

Students will also be required to do a lot of peer corrections and comments, so they will know much of the general mistakes made. At the same time, they will get quite a few comments from their classmates and the teacher to enhance their writing skill. Through this way, they also cultivate their critical thinking regarding the content and how to polish the text.

## 3. Corresponding CEFR Can-do statements

Can-do statement #1 [Listening] Can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in his/her field.

- Can-do statement #2 [Speaking] Can sustain opinions in discussion by providing relevant explanations, arguments and comments.
- Can-do statement #3 [Written production] Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- Can-do statement #4 [Written production] Can write a paper developing argument with appropriate highlighting of significant points and relevant supporting details.
- Can-do statement #5 [Quality of language] Can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

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### 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)	20
4.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	20
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

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### Teaching materials and References

Textbook(s)	<u>Keith S. Folse, Elena Vestri, David Clabeaux, Great Writing 3, National Geographic Learning, 5<sup>th</sup> edition, 2020. ISBN: 978-0-357-02107-1</u> 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 Textbook(s)	
Reference Book	

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### Requirements & Rules

- Class attendance and participation, 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 **80** (i.e. the primitive score) in this category (i.e. Class attendance). If you are absent for more than **two hours, ten points** will be deducted from this

primitive score. If you are absent for more than 6 hours, **you will definitely be flunked**. You will certainly get added points if you actively participate in the discussion in the class.

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 or assigned 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. **Plagiarism is quite a serious violation of the ethics in academic field.** You will definitely get zero point for that particular homework.
5. There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
6. Please **turn off** your **cell phone** during the two-hour class period.



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### Grading Scheme

No.	Grading	%
1.	Attendance and participation	<u>15</u>
2.	Quiz	<u>20</u>
3.	Homework assignment	<u>45</u>
4.	Final Exam	<u>20</u>



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### Teaching Activities

- Lectures 口頭講授     Pair/Group discussion 配對/分組討論     Assignments 作業  
 Student presentations 學生報告     Quizzes 小考     Projects 專題

課堂練習的語言種類

- 聽講     閱讀     寫作



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### Classroom Languages

English	<u>70</u>	%
Mandarin	<u>30</u>	%
Reading	<u>30</u>	%
Writing	<u>70</u>	%



## Detailed Syllabus:

週數	課內重點/ 練習/考試	文 法	課 程 內 容	單元/ 討論	作 業
W1 9/14	Timed Writing	-	Course introduction		Timed writing
W2 9/21	Topic sentence	Sentences vs. Fragments	Element of great writing	Unit 1	
W3 9/28			No class today Teacher's Day		Peer review
W4 10/5	Vocabulary, collocation	Word form	Features of good writing	Unit 2	Revision HW1
W5 10/12	Quiz Unit 1	Subject-verb agreement Word form	Types of paragraphs	Unit 3	
W6 10/19		Subject-Verb Agreement	Unity and Coherence	Unit 3	
W7 10/26	Vocabulary	Transition Signals	Classification Essays	Unit 4	HW2
W8 11/2	Vocabulary	Subject Adjective Clause	Classification Essays	Unit 4	
W9 11/9	Vocabulary	Participle and Participle Phrases	Cause-effect Essays Hook	Unit 4	
W10 11/16	Quiz Unit 2& 4	Ways of expressing past events	Cause-effect Essays	Unit 5	
W11 11/23	Building vocabularies	Comparative structure	Cause-effect Essays	Unit 5	HW3
W12 11/30	Quiz Unit 5	Preposition with Nouns	Comparison essays	Unit 6	
W13 12/7	Vocabulary	Past Tenses	Comparison essays	Unit 6	
W14 12/14	Quiz Unit 6	Participle Clause	Comparison essays	Unit 6	HW4
W15 12/21	Vocabulary	Emphatic Structures	Problem-solution I	Unit 7	
W16 12/28	-	Adverb clause	Problem-solution II	Unit 7	
W17	Quiz Unit 7	Review	Problem solution III	Unit 7	

1/4					
W18	Final Exam				
1/11					