

Upper-intermediate English Selective [Academic Writing]

Tentative Syllabus_W5W6

中高級選讀英文〔學術英語寫作〕

課程大綱（擬定版）

Course Information

Course Number	LANG 200032	Credits	2	Classroom	綜二館 204
Class Hours	<input checked="" type="checkbox"/> Wednesday <input checked="" type="checkbox"/> 1:20p.M. – 3.10p.M.				
Course Type	<input type="checkbox"/> EGP (English for general purposes) <input checked="" 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				
選課身分別	<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 選課先決條件	修畢本校必修英語課程如【初級／中級／中高級英文一／二／三】或其他選讀英語文課程。				
加簽說明	<input checked="" type="checkbox"/> 所有學生須由選課系統亂數選課。達人數上限後，不開放人工加簽。 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。				

Instructor & Contact Information

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

Course Aims / Description

Primary aim	<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>本課程主要目標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，是探索的進程。</p>
Subsidiary aim	<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，將所學技巧整合到自己的學術報告論文寫作。</p>

Corresponding CEFR Can-do statements	<p>By written production and strategies, at B2 level,</p> <ul style="list-style-type: none"> - 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 & strategies) - I can write clear, detailed descriptions on a variety of subjects related to my field of interest. (written production) - 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 production) - I can express news, views and feelings in correspondence, and respond to those of other persons. (written production) - I can write standard formal letters requesting or communicating relevant information, following a template. (written production & strategies) - I can write clear, detailed text on a wide range of subjects related to my interests. (written production & strategies) - 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) - I can make notes while someone is talking or write a letter including non-standard requests. (written production & strategies) - I can make simple notes that will be of reasonable use for essay or revision purposes. (written production & strategies)
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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%

Teaching Materials and References

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

Grading Scheme

1.	Attendance and participation	15%
2.	Mid-term Exam: Sit-in timed writing (paragraph)	15%
3.	Final Exam: Sit-in timed writing (essay + summary)	30%
4.	Assignments: Two Take-home writing assignments	20%
5.	Quizzes	20%

Classroom Languages:

English 80% Mandarin 20%

Teaching Activities

Lectures 口頭講授 Text Analysis for purpose of writing 寫作目的的文本分析
 Take-home assignment 作業 Sit-in timed writing 作文考試
 Knowledge-based quizzes 小考

Requirements & Rules

Attendance	<ol style="list-style-type: none"> 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.
Assignment Submission	<p>General Rules and Instructions on Writing Format</p> <ul style="list-style-type: none"> • 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，紙本或電子繳交) • 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)
生成式人工智慧倫理聲明	<p>根據本校公布之「大學教育場域AI協作、共學與素養培養指引」，本門課程採取禁止使用，以下為相關的監管機制</p> <ul style="list-style-type: none"> ● 修讀本門課程之學生應注意本門課不得繳交使用生成式人工智慧所產出的作業、報告或個人心得。若經查核發現，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。 ● 修讀本課程之學生於選課時視為同意以上倫理聲明。 <p>依據上述指引，本課程對於 AI 使用策略之考量與決議：</p> <p>利用人工智慧生成書寫文字已是一般人輕易可得的事，不須依賴他人代工，幾個按鍵就可產出有內容的文字，切要主旨前後一致，敘事說理文意貫串，字詞句法精準修飾。利用機器瞬間數百萬次改寫改說，重新置換字詞字句，可輕易躲過剽竊偵測軟體，達到 100% Unique 獨特原創性，輕鬆取得及格以上滿意分數。我們若想逆向溯源找出機器撰寫改說的證據，或是查驗文字內容是否由人類創作，難度相對高，畢竟人類語言，就本質來說，語文表達雖有語法約制，但也容許相當大程度的自由創意，同樣意思表達可以不同字詞句法，文字細微差別各有不同旨趣，這也是人工智慧文字內容生成系統建構利用的語言特性。</p> <p>然而，不需付出任何努力學習，就可取得一篇精緻完美報告或論述文章，這對於學校作為學習場域知識建構實質構成欺瞞，對於社會公益公平負面影響尤其鉅大。<u>畢竟，學習者工作本質就是學習，抄襲造假不但無助於學習，適足以鼓勵欺瞞負面價值，更是扼殺學術寫作在建構知識本質的意義。</u>因此，寫作由他人或機器代工都是違背學術倫理的行為。學習者選擇誠實努力工作或是欺瞞他人找代工，這是倫理善惡的分野，直接相關學習探索進程。經審慎考量，本課程授課教師認為本課程不宜使用生成式人工智慧作為課堂活動內容或學習輔助工具。</p>
學生使用 AI 條件	<p>■ 禁止使用，作業或報告必須由學生本人產出。</p> <p>(AI-assisted assignments are NOT allowed: only content generated by the student can be accepted.)</p>

Detailed Syllabus

Week	Date	Main Topic
1.	2/21	Course introduction & Orientation Four Bases of Writing: Unity, Support, Coherence, and Sentence Skills Part One Writing Skills and Process Chapter 1: An Introduction to Writing
2.	2/28	No Class (Peace Memorial Day)
3.	3/6	Chapter 2: The Writing Process
4.	3/13	
5.	3/20	Part Two Basic Principles of Effective Writing Chapter 3: The First and Second Steps in Writing (i.e. Unity and Support)
6.	3/27	(Quiz on Chapters 1 through 3)
7.	4/3	No Class (Intercollegiate Sports Activities)
8.	4/10	Chapter 4: The Third and Fourth Steps in Writing (i.e. Coherence and Sentence Skills) (Take-home assignment #1) (tentatively scheduled) (Quiz on Chapter 4)
9.	4/17	Sit-in Mid-term Exam: Timed Paragraph Writing
10.	4/24	Chapter 5: Four Bases for Revising Writing
11.	5/1	(Quiz on Chapter 5)
12.	5/8	Part Three: Paragraph Development Chapter 6: Nine Patterns of Paragraph Development (Exemplification, Description, Narration, Process, Cause and Effect, Comparison or Contrast, Definition, Division-Classification, Argument) (Quiz on Chapter 6)
13.	5/15	Part Four Essay Development Chapter 7: Introduction to Essay Development
14.	5/22	Chapter 8: Writing the Essay
15.	5/29	Chapter 9: Introductions, Conclusions, and Titles
16.	6/5	Chapter 10: Patterns of Essay Development (Take-home Assignment #2) (Tentatively scheduled) (Quiz on Chapters 7 thru. 10)
17.	6/12	Chapter 11: Special College Skills Chapter 12: Writing a Research Paper
18.	6/19	Sit-in Final Exam: Timed Essay writing