



Course Information

Course Number	LANG 2000 43	Credits	2	Classroom	Room 103 General Classroom II
Class Hours	<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.				
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
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.

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

Teaching materials and References

Textbook(s)	<p><u>Keith S. Folse, Elena Vestri, David Clabeaux, Great Writing 3, National Geographic Learning, 5th edition, 2020. ISBN: 978-0-357-02107-1</u></p> <p>CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1</p>
Additional Textbook(s)	
Reference Book	

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.
7. **All application software generated reports or assignments are not allowed:** As a English writing student, only content completed by a him/herself or as part of an assigned group is accepted. Those were found using AI-generated report will not be accepted and treated as score zero.



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>



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



Classroom Languages

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



Detailed Syllabus:

週數	課內單字/ 練習/考試	文 法	課 程 內 容	單元/ 討論	作 業
W1 2/22	Timed Writing	-	Course introduction		Timed writing
W2 2/29	Topic sentence	Sentence vs. Fragment	Element of great writing	Unit 1	
W3 3/7	Supporting sentence	Clear pronoun reference	Topic sentence	Unit 1	Peer review
W4 3/14	Vocabulary, collocation	Word form	Supporting sentence & concluding sentence	Unit 1	Revision HW1
W5 3/21	Quiz Unit 1	Subject-verb agreement Word form	Features of Good Writing Unity and Coherence	Unit 2	
W6 3/28		Subject-Verb Agreement	Types of Paragraphs	Unit 3	
W7 4/4		No class this week	Children's Day		
W8 4/11	Vocabulary	Transition Signals	Classification Essays	Unit 4	HW2
W9 4/18	Vocabulary	Participle and Participle Phrases	Cause-effect Essays Hook	Unit 5	
W10 4/25	Quiz Unit 2& 4	Ways of expressing past events	Cause-effect Essays	Unit 5	
W11 5/2	Building vocabularies	Comparative structure	Cause-effect Essays	Unit 5	HW3
W12 5/9	Quiz Unit 5	Preposition with Nouns	Comparison essays	Unit 6	
W13 5/16	Vocabulary	Past Tenses	Comparison essays	Unit 6	
W14 5/23	Quiz Unit 6	Participle Clause	Comparison essays	Unit 6	HW4

W15 5/30	Vocabulary (pp. 185-186)	Emphatic Structures	Problem-solution I	Unit 7	
W16 6/6	-	Adverb clause	Problem-solution II	Unit 7	
W17 6/13	Quiz Unit 7	Review	Problem solution III	Unit 7	
W18 6/20	Final Exam				