中高級選讀英文－英文段落寫作 **English Paragraph Writing**

Fall 2024

Course Information

Course Number	LANG 2000 __05__		**Credits**	2	**Classroom**	綜二館 *201* 教室
Class Hours	■ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ 1:20P.M. – 3:10P.M. ■ 3:30P.M. – 5:20P.M.					
Course Type	☐ EGP (English for general purposes) ■ EAP (English for academic purposes) ☐ EOP (English for occupational purposes)					
Language Level	☐ B1（中級） ☐ B1-B2 ■ B2（中高級） ☐ B2+ ☐ C1					
Core Ability	■ comprehension/reception ☐ communication/interaction ■ production					
可選課學生 身分別	■ 頂標生 ■ 前標生 ☐ 中級生 ☐ 初級生					
Prerequisites	• Students have taken up Upper-Intermediate English I/II or III. • Students are familiar with English sentence patterns and the most frequent 3000 words in English. • Students aim to write and publish their own ideas, opinions, and evaluations for academic purposes.					

Instructor & Contact Information

Name	**Email**	**Office & Tel**	**Office Hour**
徐桂平 Vicky Hsu	*personal messaging on eeclass*	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 for academic purposes. It aims to prepare students for developing basic writing strategies and skills and organizing their ideas within PARAGRAPHs. Through sentence-building, analysis of common <mark>academic writing models</mark>, and paragraph-writing practices, students are expected to write more skillfully and independently to express and communicate their ideas more effectively in PARAGRAPHs <mark>for academic purposes.</mark>

2. Subsidiary aim	

In this class, students will have opportunities to

1. review parts of speech and basic sentence patterns

2. practice sentence-building skills and strategies (expanding, combining, reducing, & relocating)

3. identify paragraph structure and develop the fundamental types of sentences in a paragraph (the topic sentence, supporting sentences, and the concluding sentence)

4. analyze the model writing examples to build and organize a paragraph structure

5. practice writing 3-4 types of common academic writing models collaboratively and independently

6. revise and edit their writing for clarity (cohesion & coherence) and appropriate use of vocabulary, grammar and transitional devices (with the help of AI)

7. identify and correct common mistakes in word choice and grammar points (with the help of AI)

3. Corresponding CEFR Can-do statements

Can-do statement #1	**B2**	Can scan quickly through long and complex texts, locating relevant details. [reading for orientation]	**EAP**
Can-do statement #2	**B2**	Can express news and views effectively in writing, and relate to those of others. [overall written interaction]	
Can-do statement #3	**B2**	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. [overall written production]	**EAP**
Can-do statement #4	**B2**	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. [reports & essays]	**EAP**
Can-do statement #4	**B2**	Can synthesize information and arguments from a number of sources. [reports & essays]	**EAP**
Can-do statement #5	**B2**	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. [general linguistic range]	**EAP**
Can-do statement #6	**B2**	Has a good range of vocabulary for matters connected to his/her field and most general topics. [vocabulary range]	**EAP**
Can-do statement #7	**B2**	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [grammatical accuracy]	
Can-do statement #8	**B2**	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. [vocabulary control]	
Can-do statement #9	**B2**	Spelling, punctuation and layout are accurate but may show signs of mother tongue influence. [orthographic control]	
Can-do statement #10	**B2**	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. [thematic development]	**EAP**
Can-do statement #11	**B2+**	Can use a variety of linking words efficiently to mark clearly the relationships between ideas. [coherence]	**EAP**

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

Textbook(s)	1. A course pack prepared by the teacher
	2. Bulter, Eugenia et al. (1995). *Correct Writing*, 6th edition. Lexington, MA: D.C. Heath and Company. ISBN: 957-586-675-4.
	CEFR Scale ☐ B1 ☐ B1-B2 ■ B2 ☐ B2+ ☐ C1
Additional Writing Sources	1. BBC Learning English http://www.bbc.co.uk/learningenglish/
	2. Euronews https://www.euronews.com/
	3. Purdue Online Writing Lab (OWL) https://owl.purdue.edu/
	4. Grammarly https://app.grammarly.com/
	5. Online English-English & English-Mandarin dictionaries
	✓ Longman Dictionary of Contemporary English https://www.ldoceonline.com/
	✓ Cambridge Dictionary https://dictionary.cambridge.org/
References	1. Adams, Kate. (2014). *Inside Writing 3*. New York, NY: Oxford University Press. ISBN: 978-0-19-460136-8.
	2. Altman, Pam et al. (2011). *Sentence-Combining Workbook*, 3rd edition. Boston, MA: Wadsworth. ISBN: 978-0-495-90975-0.
	3. Brandon, Lee. (2009). *At a Glance: Paragraphs*, 4th edition. Boston, MA: Houghton Mifflin Company. ISBN: 978-0-618-95775-0.
	4. Burgmeier, Arline and Lange, Rachel. (2014). *Inside Writing 1*. New York. NY: Oxford University Press. ISBN: 978-0-19-460116-0.
	5. Caplan, Nigel A. and Bixby, Jennifer. (2014). *Inside Writing 2*. New York, NY: Oxford University Press. ISBN: 978-0-1—460126-9.
	6. Clark, Roy Peter. (2006). *Writing Tools: 50 Essential Strategies for Every Writer*. New York, NY: Little, Brown and Company. ISBN: 978-0-316-01499-1.

7. Folse, Keith S., Baker, Lida, Lockwood Robyn Brinks, and Sherman, Kristin Donnalley. (2018). *Grammar for Great Writing C*. Boston, MA: National Geographical Learning. ISBN: 978-1-337-11861-3.

8. Folse, Keith S., Gordon, Deborah, and Smith-Palinkas, Barbara. (2018). *Grammar for Great Writing B*. Boston, MA: National Geographical Learning. ISBN: 978-1-337-11860-6.

9. Longknife, Ann and Sullivan, K.D. (2002). *The Art of Styling Sentences*, 4th edition.

10. 吳耀齡 (2021). 《完成 T1 手冊：雅思圖表寫作詮解》。台北市：城邦印書館股份有限公司。ISBN: 978-986-5514-62-4。

11. 韋爾 (2022). 《雅思寫作聖經：小作文》。新北市：倍斯特出版事業有限公司。ISBN: 978-626-95434-3-4。

12. 薛詠文 (2023).《NEW iBT 托福學術討論寫作實測》。台北市：波斯納出版有限公司。ISBN: 978-626-97780-2-7.

Platforms for course materials and learning resources	1. 清華大學 **eeclass** 數位學習系統　https://eeclass.nthu.edu.tw/ 2. **MS Forms** (for assignments & quizzes)

Grading Scheme

1. Attendance and participation (See Requirements & Rules #1) **15%**

2. Paragraph Writing & Revision (3-4 paragraph patterns * 2 drafts each) **50%**

3. Self-access learning project on Microsoft Forms **10%**
    (video-watching for grammar and writing basics)

4. Grammar / Vocabulary exercises & quizzes **15%**

5. Pair presentation (based on *Correct Writing*) **10%**
    Individual presentations (My writing journey)

Note: The percentage of this grading scheme is subject to possible adjustments. To be announced.

Requirements & Rules

1. Class attendance, lesson preparation and active class participation are required.

    ✓ The instructor takes attendance in 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 Attendance and Participation. 經常性點名，全勤者可得「出席與參與」項目中的 70%成績。

    ✓ If you skip class, each skip will cost 2 **points** from the category Attendance and Participation. 未假不到課（翹課），每次從「出席與參與」成績扣 2 分。

    ✓ If you are absent in case of **UNCONTROLLABLE** situations (e.g. illness, emergency, important occasions, etc.), please apply for a leave on the **Student Leave System** on Academic Information System of National Tsing Hua University or on the iNTHU app (from the Office of Student Affair website), with

clear leave information, including leave type, leave period, and reasons (must be clear and valid enough for the teacher's approval). 遇不可抗力情形需請假者,請於本校校務資訊系統上的學生請假系統或下載 iNTHU APP,填寫資料(請假類別、請假日期、請假事由)。請假事由必須合理並敘述清楚,提供老師是否准假之參考。

- ✓ Please observe the information you are expected to offer for each of the following leave types:
  - For sick leave, please describe severe symptoms and medical treatments you have been taking in the box "Reason." 請病假時,請於理由欄位敘明顯著症狀,以及就醫或服藥等處理。

  - For personal leave, please describe the uncontrollable event and how it makes you absent from the class. 請事假時,請於理由欄位敘明該不可抗力事件,並說明該事件如何致使你無法前來上課。

  - No leave application will be approved on the dates of presentations, peer evaluations, and midterm/final exams. Please care for your health and reserve the time for these important class activities. 報告、同儕互評、期中/期末考當日不得請假。請注意身心健康並為這些重要課程活動預留時間。

  - There will be **NO make-up exams** or **presentations** unless you apply for leave with valid and official reasons for your absence **beforehand**. 無合理且正式的缺課原因,將不予補考或補行報告。

- ✓ As the reasons or the documents are not clear or sufficient enough, the teacher may deny the application. 請假單上的理由或所附證明文件不清楚或不充分時,該次請假申請得不予核准。

- ✓ You are expected to apply for leave before the class you are absent from. Any overdue leave application must be made within 7 days from the last day of absence. 請假已事先申請為原則。逾期請假申請必須於 7 日內補請。未能於規定期間申請者,均以曠課論。

- ✓ 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 30 分鐘,視為該次上課未到課。

- ✓ If you are absent for more than **8 hours**, your course withdrawal may NOT be approved, and **you will get 0 credits for this course**. 無故不到課逾 8 小時者,將不予同意其停修申請,亦無法取得本課程學分。

2. Absence from a class is no excuse for failing to complete in-class practices, to submit assignments in time, or to get informed of assignments or the class you have missed. **It is your responsibility to hand in the assignments within 5 days** (weekends & holidays included) **and to reach your classmates or the instructor and refer to the course platform** (eeclass) **for the relevant information concerning what has been covered in the class**. You may ask a classmate of yours to help with assignment submission and collection of assignment worksheets, if any. You may make an appointment with the instructor for taking assignment worksheets. 缺席與請假不得作為未能完成當日上課練習、無法及時繳交作業或不知道該次課後作業之藉口。缺席與請假者負有及時(五日內)繳交作業,並透過同學、課程平台或老師了解該次上課內容與課後作業之責。(委託同學代為繳交作業或拿取作業單,或自行前來教師研究室繳交或領取。)

3. Assignments are expected to be completed and submitted by the 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。

Your absence CANNOT be an assumption that you are entitled to hand in the overdue assignments more than 5 days or until your next presence. 請勿自以為逾期的作業可以自動延遲超過五日，或下次出現時才繳交。

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	Grade of zero awarded 遲交逾 5 日，不計分		

4. **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。

5. 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。

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

   Students are expected to take part in pair or group activities. Failure to engage in these activities (due to you absence or lateness) will 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. 學生負有參與雙人或小組活動之義務。如因個人遲到或缺席導致小組活動無法順利進行，請假或缺席者該次活動成績將以扣分或甚至 0 分計算。

7. 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。

8. 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	EAP features/linguistic skills
1	9/2	• Course introduction • What makes a good piece of academic writing?	• Diagnostic Test (identifying common grammar errors)	• Building paragraphs in academic writing
2	9/9	• Parts of Speech • Basic Sentence Patterns	• functions of parts of speech in a sentence	• Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
3	9/16	• Kinds of Sentences • Sentence Combining	• 5 basic sentence patterns in English • Sentence variety & building (expanding, combining, reducing, and relocating)	• Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)
4	9/23	• Basic Paragraph Structure • Common paragraph types for academic purposes	• Identifying **types of paragraphs** • Identifying **parts of a paragraph**	• Building paragraphs in academic writing
5	9/30	• Topic Sentence • Supporting sentences • Concluding Sentence	• Identifying irrelevant & redundant supports	• Building paragraphs in academic writing

WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed	EAP features/linguistic skills
6	10/7	**Summarizing** *Inside Writing 1*, Unit 3 *Inside Writing 2*, Unit 4 *Inside Writing 4*, Unit 2 • Summarizing main idea and key details	• identifying main idea and important details • Outlining a **summary** • Writing in your own words (paraphrasing)	• Building paragraphs in academic writing
7	10/14	**Summarizing** *Inside Writing 1*, Unit 3 *Inside Writing 2*, Unit 4 *Inside Writing 4*, Unit 2 • Summarizing main idea and key details	• Collaborative Writing: Retelling the main ideas & writing in pair • Independent Writing: Outlining and summarizing a paragraph	• Using supporting information in academic writing • Avoid plagiarism
8	10/21	**A product/book review** *Inside Writing 2*, Unit 3 *Inside Writing 3*, Unit 3 • descriptive and evaluative writing	• **Analyzing** writing models: online product reviews • Using **facts and opinions** in a paragraph	• Building paragraphs in academic writing • Drawing conclusion from data (developing your own position on a topic)
9	10/28	**A product/book review** *Inside Writing 2*, Unit 3 *Inside Writing 3*, Unit 3 • descriptive and evaluative writing	• Collaborative Writing: drafting to rewrite and revise • Independent Writing: Writing your own product review	• Understanding of a range of academic vocabulary and grammatical structures • Using narrative and descriptive language (clearly describing a series of events)
10	11/4	**Writing about data** *Inside Writing 3*, Unit 2 完全 T1 手冊 雅思寫作聖經：小作文 • Describing and explaining graphic data	• Understanding key points in graphic data • Expressing numerical data in English • Teacher-student conference	• Understanding graphic presentation of data • Evaluating, comparing and critically analyzing graphic data
11	11/11	**Writing about data** *Inside Writing 3*, Unit 2 完全 T1 手冊 雅思寫作聖經：小作文 • Describing and explaining graphic data	• Describing facts in graphic data • Collaborative Writing: Summarizing the findings in graphic data	• Describing and explaining data • Using narrative and descriptive language (clearly describing a series of events)

Week	DATE	Theme / Activities	Skills/Strategies taught or discussed	EAP features/linguistic skills
12	11/18	**Writing about data** *Inside Writing 3*, Unit 2 完全 T1 手冊 雅思寫作聖經：小作文 • Describing and explaining graphic data	• Analyzing and explaining the trend(s) in graphic data • Collaborative Writing: Explaining the trend in graphic data • Independent Writing: Summarizing and explaining graphic data	• Evaluating, comparing and critically analyzing graphic data • Developing sentence structures and discourse patterns for academic competence (comparing and inferring)
13	11/25	**An opinion/argumentative paragraph** *Inside Writing 1*, Unit 4 *Inside Writing 2*, Units 4 & 7 *Inside Writing 3*, Units 5 & 10 • Supporting opinions/a point of view	• CER (claim-evidence-reasoning) • Supporting with information & descriptions	• Following discussions between multiple texts or reports • Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
14	12/2	**An opinion/argumentative paragraph** *Inside Writing 1*, Unit 4 *Inside Writing 2*, Units 4 & 7 *Inside Writing 3*, Units 5 & 10 • Supporting opinions/a point of view	• Writing arguments & counterarguments • Responding to a test question • Collaborative Writing: academic discussion	• Using supporting information in academic writing • Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)
15	12/9	**An opinion/argumentative paragraph** *Inside Writing 1*, Unit 4 *Inside Writing 2*, Units 4 & 7 *Inside Writing 3*, Units 5 & 10 • Supporting opinions/a point of view	• Types of appeals for persuasion (logical, emotional, authority & experts) • Individual writing: responding to academic discussion • Examining common logical fallacies in arguments & persuasion	• Using supporting information in academic writing • Incorporating graphic information and data into writing (in support of claims) • Drawing cautious language for your own claim (developing your own position on a topic)

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WEEK	DATE	Theme / Activities	Skills/Strategies taught or discussed	EAP features/linguistic skills
16	12/16	**Teacher-student conferences** • Evaluating and explaining student writing works • **Final presentation—My Writing Journey** (Pre-recorded video presentation)	• Reflection on your writing process	

Academic Linguistic Skills Indicators

Reading	
	☑ Understanding of a range of academic vocabulary and grammatical structures
	☑ Understanding graphic presentation of data
	☑ Evaluating, comparing and critically analyzing graphic data
	☑ Following discussions between multiple texts or reports

Writing	
	☑ Building paragraphs in academic writing
	☑ Using supporting information in academic writing
	☑ Incorporating graphic information and data into writing (in support of claims)
	☑ Describing and explaining data
	☑ Explaining the possible implications of events
	☑ Drawing conclusion from data (developing your own position on a topic)
	☑ Drawing cautious language for your own claim (developing your own position on a topic)
	☑ Using narrative and descriptive language (clearly describing a series of events)
	☑ Avoid plagiarism

Vocabulary & Grammar	
	☑ Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	☑ Developing a sophisticated knowledge of lexical resources (that are used to determine referents, organize ideas, establish relationships between concepts, and develop cohesion within a text)
	☑ Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)

☑ Developing sentence structures and discourse patterns for academic competence
(comparing, classifying, synthesizing, evaluating, and inferring)