

# National Tsing Hua University

## 中高級選讀英文〔英文篇章寫作〕

### English Essay Writing

Fall 2024\_T56

<b>Course Number</b>	LANG2000 __23__	<b>Credits</b>	2	<b>Classroom</b>	綜二 R203
<b>Class hours</b>	<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.				
<b>Course Type</b>	<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)				
<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>					

#### Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
劉文貞	<a href="mailto:wenchenl2013@gmail.com">wenchenl2013@gmail.com</a>	綜二 R210	Friday 1:30-3:30 pm (By Appointment Only)

**Extra Enrollments: Not Available** 本課程不開放加簽

#### Course Aims / Description

##### Primary Aim

This high-intermediate English writing course aims to expand students' paragraph-writing skills to essay-writing skills, preparing them for future academic studies. 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 the steps for writing an essay. From week 8, three essay genres (cause and effect, narration, and argument) will be examined and practiced. By completing the course, students will be able to 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

## Teaching Materials and References

Textbook(s)	1. A course packet with readings 2. Butler, E. et al. (2012). Correct Writing, 6 <sup>th</sup> edition. Lexington, MA: 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"><li>• Langan, J. (2013). College Writing Skills with Readings, 9<sup>th</sup> edition. McGraw-Hill Education</li><li>• Morenberg, M. &amp; Sommers J. (2007) The Writer's Options: Lessons in Style and Arrangement, 8<sup>th</sup> edition. Pearson Education.</li></ul>
Learning/Resource Platform	國立清華大學 eeclass 數位學習平台 ( <a href="https://eeclass.nthu.edu.tw/">https://eeclass.nthu.edu.tw/</a> )

## 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.**

## RECOMMENDED ONLINE DICTIONARIES

1. Longman Dictionary of Contemporary English Online  
<https://www.ldoceonline.com/>
2. Cambridge Dictionary  
<https://dictionary.cambridge.org/dictionary/english/>
3. The Free Dictionary  
<http://www.thefreedictionary.com/>

## 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 each class punctually and actively participate in pair, group, and class discussions. **When unable to attend class, students must inform the teacher in advance and follow the school's regulations for requesting leave.** The related rules and procedures are listed below:

- Student Leave Policies: <https://sa.site.nthu.edu.tw/p/406-1480-264831,r7918.php?Lang=zh-tw>
- Student Leave Guidelines: <https://sa.site.nthu.edu.tw/p/406-1480-269011,r7918.php?Lang=zh-tw>
- Related Document Downloads: <https://sa.site.nthu.edu.tw/p/412-1480-21552.php?Lang=zh-tw>

**The following rules specifically apply to this course:**

1. From the second instance of sick or personal leave, students must provide valid proof.
  - Valid proof for sick leave includes a medical receipt or medical certificate.
2. For quizzes, presentations, and the final exam, official documents are required to schedule a make-up test or presentation.
3. If a leave application is not approved, it will be considered an absence.

Attendance, punctuality, and class participation will be recorded for evaluation. **Attendance will be tracked from the first week, so please make sure you attend the first class on time.**

### Attendance Policy

- **Starting Point:** 9 (起始點: 9 分)
- **Lateness:** -2 (遲到: 2 分)
- **Absence:** -5 (缺席: 5 分)
- **Irrelevant Work in Class:** -1 (做課堂不相關的事: 1 分)

The starting point is 9. Each late arrival will cost you 2 points, each absence, 5 points, and irrelevant work in class, 1 point. (Irrelevant work in class refers to activities or tasks not related to the class, such as using a phone for non-class-related activities or working on assignments for other courses.)

Accumulated points do not stop at 0 or 15 points but have an upper limit of 20 points. In other words, a negative attendance score will impact your semester grade, but a strong positive attendance score can earn you up to 5 extra points toward 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，做課堂不相關的事扣 1 分 (不相關的事例如使用手機做課堂無關的事或完成其他課程作業)。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 calculations for attendance and class participation are designed to encourage you to speak more English and participate more actively in class. The more you engage in each class, the more harvest you'll reap from this course.**

### Quizzes

Two quizzes, as scheduled in the course outline, will test students on vocabulary, and language focuses learned in class, as well as from 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 journal writing is to help you practice expressing ideas in English as freely and instantly as you would in your first language. By keeping an English journal, you will find numerous expressions you have previously learned, 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.*

<https://writing.colostate.edu/teaching/guide.cfm?guideid=115>

## Grammar Presentation

Although form comes after meaning, accurate and skillful language helps a writer deliver and present 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 preparation, you must meet with the teacher twice, as early as two weeks before the presentation day to report your progress.** Please see Appendixes I and II for the guidelines and rubric.

## Writing Assignments

This semester you are required to write 2 essays (**typed in 12-pt Times New Roman font, single-sided and double-spaced with 1¼-inch margins**) and 2 peer reviews. Before submitting a hard copy of your essay draft or peer review, make sure you have also posted it on eeclash. Again, LATE ASSIGNMENTS WILL NOT BE GRADED.

## Final Exam

The final exam in **week 15** 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	9/3	Orientation/ Syllabus/ Diagnostic Test		
2	9/10	A Brief Review of Paragraph Writing	● Correcting Sentence Fragments	Journal #1
3	9/17	<b>No Class (Mid-Autumn Festival)</b> <b>Please watch a video lesson on eeclash:</b> <b>Moving from Paragraph to Essay</b>		Journal #2
4	9/24	The Writing Process		Journal #3
5	10/1	The First and Second Steps in Writing		Journal #4
6	10/8	The Third Step in Writing	● Subject-Verb Agreement (Ch. 9)	Journal #5
7	10/15	The Fourth Step in Writing & Quiz#1	● Clear Pronoun Reference (Ch. 11)	Quiz#1

8	10/22	Essay Genre: Cause and Effect	<ul style="list-style-type: none"> <li>● Self-Study: Parallel Structure (Ch. 16)</li> </ul>	Essay #1 (In-Class)
9	10/29	How to Write an Introduction Paragraph	<ul style="list-style-type: none"> <li>● How to Do Peer Editing</li> <li>● Tense, Voice, Mood (Ch. 8)</li> </ul>	
10	11/5	Quiz#2	<ul style="list-style-type: none"> <li>● Use of Articles (Units 72~78 CP*)</li> </ul>	Essay #1 Peer Review Quiz#2
11	11/12	Essay Genre: Narration		Essay #1 Revised Essay #2 (In-Class)
12	11/19	How to Write a Concluding Paragraph	<ul style="list-style-type: none"> <li>● Participles (CP*)</li> </ul>	Essay #2 Peer Review
13	11/26	Essay Genre: Argument	<ul style="list-style-type: none"> <li>● Appositives (CP*)</li> </ul>	
14	12/3	Essay Genre: Argument	<ul style="list-style-type: none"> <li>● Absolutes (CP*)</li> </ul>	
15	12/10	Final Exam		
16	12/17	Teacher-Student Conference		

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

## Appendix I

### Guidelines for the Grammar Presentation

Students must choose a language focus (e.g. Subject-Verb Agreement, Clear Pronoun Reference, etc.) to deliver an approximately 30-minute grammar presentation in class. The sign-up is to be completed in **week 3**, and the presentation list will be announced afterward. To fulfill this course requirement, students need to begin their presentation preparation about 2 weeks in advance, meet the deadlines, memorize their speeches, and be well-practiced. The evaluation begins as early as two weeks prior to the presentation, so please read the following guidelines carefully.

#### I. Two Weeks Before the Presentation Day

- a) Come to see Jennifer during the class recess for the following two things:
  - i. Make sure you correctly know the topic and scope of your grammar presentation.
  - ii. Make an appointment with Jennifer for the presentation run-through meeting.

#### II. One Week Before the Presentation Day

- a) Come to Jennifer's office for the presentation run-through meeting.
  - i. Please arrive on time.
  - ii. Have your PowerPoint slides ready 100%.
  - iii. Bring your own laptop and grammar book.
  - iv. Revise your presentation based on Jennifer's feedback.

#### III. On the Presentation Day

- a) Arrive at the classroom at least 30 minutes early to make sure all the technology works well.
- b) If you prepare handouts, please distribute them during the break.
- c) Have your laptop on standby for the presentation.
- d) Make sure there is interaction between the audience and you. Act as a teacher to teach your classmates the language focus, and ensure they understand the grammar point.
- e) Be prepared for questions raised by your classmates and Jennifer.

## Appendix II

### Rubric for Grammar Presentation

Category	Description	Point Value
<b>Volume, Articulation, &amp; Pronunciation</b>	<ul style="list-style-type: none"><li>• Speaks loudly and clearly</li><li>• Articulates his/her words</li><li>• Uses correct pronunciation</li></ul>	20
<b>Preparation</b>	<b>Two weeks prior to the presentation day (4 pts)</b> <ul style="list-style-type: none"><li>• Meet with Jennifer to confirm the presentation topic and scope</li><li>• Make an appointment with Jennifer for the presentation run-through meeting</li></ul>	20

	<p><b>The presentation run-through meeting with Jennifer (8 pts)</b></p> <ul style="list-style-type: none"> <li>• Shows up on time</li> <li>• Laptop and ppt slides 100% ready</li> <li>• Presents fluently</li> <li>• Revises the content and slides according to the meeting</li> </ul> <p><b>On the presentation day (8 pts)</b></p> <ul style="list-style-type: none"> <li>• Distributes handouts to classmates</li> <li>• Laptop is on standby for the presentation</li> <li>• Minimal technical problems on the presentation day</li> <li>• Familiar with the grammar topic</li> <li>• Explains grammatical rules correctly</li> <li>• Answers questions from the audience well</li> </ul>	
<b>Delivery &amp; Interaction with the Audience</b>	<p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• No long pauses</li> <li>• Well-organized</li> <li>• Proper speed, intonation, and suitable pauses</li> <li>• Adequate eye contact</li> <li>• doesn't read notes</li> <li>• Good time control</li> </ul> <p><b>Interaction with the Audience</b></p> <ul style="list-style-type: none"> <li>• Begins with an engaging hook</li> <li>• Uses various ways to check the audience's understanding</li> <li>• leads discussions effectively</li> <li>• Ask follow-up questions</li> <li>• The audience learns a lot about the grammar topic</li> </ul>	20
<b>Content</b>	<p>The presentation includes:</p> <ul style="list-style-type: none"> <li>• Key points of the grammar topic</li> <li>• Explanation of the grammar rules</li> <li>• Suitable examples</li> <li>• Exercises for the audience</li> <li>• A brief review at the end of the presentation</li> </ul>	20
<b>PPT Slides</b>	<p><b>Handouts</b></p> <ul style="list-style-type: none"> <li>• Organized points</li> <li>• Provides an outline easy for the audience to follow</li> <li>• Allows the audience to take notes</li> <li>• Few grammar and spelling errors</li> </ul> <p><b>PPT Slides</b></p> <ul style="list-style-type: none"> <li>• Proper font size</li> <li>• Appropriate proportion of images and text</li> <li>• Uses graphics to illustrate points when necessary</li> <li>• Uses animation properly (to show correct answers, etc.)</li> <li>• Few grammar and spelling errors</li> </ul>	20
<b>Total</b>		100