National Tsing Hua University
中高級選讀英文〔學術論文寫作 Academic Writing〕課程大綱
Fall 2024

Course Information

Course Number	11310LANG200032	Credits	2	Classroom	教育館 103 教室
Class Hours	■ Wednesday		■ 1:20P.M. – 3.10P.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 選課先決條件	修畢本校必修英語課程【中高級英文三】。				
加簽說明	■ 開放人工加簽__2__位學生。 若符合以下條件，學生<mark>必須於開學第一週到課，向老師提出加簽申請表，申請表經老師簽署後，送英語教育中心辦公室</mark>。老師線上簽核完成。 ■ <mark>條件 1：必須於第一週到課。</mark> ■ <mark>條件 4：應屆畢業生</mark> 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	This course aims to prepare students to tackle tasks of writing in college and beyond, by - - understanding the core features of a typical written report - building paragraphs in academic writing - using supporting information in academic writing - explaining the possible implications of events - explaining, comparing and interpreting sources (comparing literature on a topic) - synthesizing sources and viewpoints (comparing literature on a topic - drawing cautious language for claim (developing position on a topic) - using inferential language (communicating about ideas across contexts) - using narrative and descriptive language (clearly describing a series of events) - avoiding plagiarism 本課程主要目標在增進學術英語寫作能力，藉由下列學習了解學術寫作報告的核心特質，撰寫學術文章的段落，使用次要記述從旁策應使主題重點充實表現，說明事件可能的影響，解釋/比較/詮釋資料，合成資料文獻與觀點，議論主張言辭謹慎，廣博徵引事例探討事理，以清晰文字敘述描寫，以及避免抄襲瓢竊。
Subsidiary aim	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 by selecting good supporting details to back up that point and create a convincing argument, organizing a paragraph in a way that best fits its purpose, and writing clear, error-free sentences to maximize the effectiveness of the writing. 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。

University Student Core Competency Indicators 英文核心能力指標

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與能力	10%

Teaching Materials and References

Textbook(s)	***Essay Skills***, second edition, McGraw-Hill International Edition, by John Langan, McGraw-Hill Education (2013) ISBN: 978-986-157-711-1 CEFR Scale ☐ B1 ☐ B1-B2 ☐ B2 ☐ B2+ ☐ C1

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%

Requirements & Rules

Attendance	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	General Rules and Instructions on Writing Format • Unless advised otherwise, you should observe the following as the general rules for the format of yourpapers. • 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	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 ● 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。 依據上述指引，本課程對於 AI 使用策略之考量與決議: 　　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，更可重新置換字詞字句，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的學業成績。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，畢竟人類語言表達，就本質來說，雖有語法約制，但也容許相當大程度的自由創意，同樣意思可以不同字詞句法表達，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。 　　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。<mark>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。</mark>
<mark>學生使用 AI 條件</mark>	■ 禁止使用，作業或報告必須由學生本人產出。 (AI-assisted assignments are NOT allowed: only content generated by the student can be accepted.)

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

Classroom Languages:

■ English　70%　　■ Mandarin 30%

Detailed Syllabus

Week	Date	Unit title / Topic	Class Activities / Assignments	Main EAP language skills
1.	9/4	Course Orientation - Four Bases of Writing: Unity, Support, Coherence, and Sentence Skills - Part One Writing Skills and Process Chapter 1: An Introduction to Writing Chapter 2: The Writing Process	Lecture, Discussion, Text Analysis (for writing)	[EAP] Understanding the core features of a typical written report [EAP] Building paragraphs in academic writing [EAP] Using supporting information in academic writing [EAP] Using inferential language [EAP] Drawing cautious language for your own claim [EAP] Avoid plagiarism
2.	9/11			
3.	9/18	Part Two: Basic Principles of Effective Writing Chapter 3: The First and Second Steps in Writing (i.e. Unity and Support)	ditto + Quiz on Chapters 1 & 2	
4.	9/25			
5.	10/2	Chapter 4: The Third and Fourth Steps in Writing (i.e. Coherence and Sentence Skills)	ditto + Quiz on Chapters 3 & 4 Take-home assignment#1	
6.	10/9			
7.	10/16	Chapter 5: Four Bases for Revising Writing	ditto	
8.	10/23	**Sit-in Mid-term Exam: Timed Paragraph Writing**		
9.	10/30	Part Three: Paragraph Development Chapter 6: Nine Patterns of Paragraph Development	ditto	[EAP] Using narrative and descriptive language [EAP] Explaining the possible implications of events [EAP] Explaining, comparing and interpreting sources [EAP] Developing a sophisticated knowledge of lexical resources [EAP] Getting familiar with discourse patterns [EAP] Developing sentence structures and discourse patterns for academic competence [EAP] Drawing conclusion from data (developing your own position on a topic) - writing a good thesis
10.	11/6			
11.	11/13			
12.	11/20	Part Four Essay Development Chapter 7: Introduction to Essay Development	ditto + Quiz on Chapter 5 & 6	
13.	11/27	Chapter 8: Writing the Essay	ditto	
14.	12/4	Chapter 9: Introductions, Conclusions, and Titles	ditto + Quiz on Chapters 7-10 Take-home Assignment#2	
15.	12/11	Chapter 10: Patterns of Essay Development	ditto	
16.	12/18	**Sit-in Final Exam: Timed Essay writing**		