



Course Information

Course Number	LANG 2000 42	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 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				
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					

加簽說明 不開放人工加簽。所有學生須由選課系統亂數選課。

開放人工加簽 1-2 位學生。學生符合以下條件，得於第 1 週上課時，向老師提出加簽申請。老師簽署申請表後，申請表送英語教育中心辦公室。由老師進行線上簽核。

條件 1：必須於第一週到課

Requirement #1: Attend the first class

條件 2：由老師依其、申請意願、必要性、及申請先後順序認定，由老師再第一週課前以電子郵件回覆，直至額滿為止。

Requirement #2: Depending on his/her intention provided, necessity, and sequence of application, the teacher will notify those who are enrolled before it reaches the maximum capacity allowed.

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。

Reminder: Please take the required English courses in accordance with the scheduled curriculum offered by our school. Your personal scheduling or preference of taking courses during your college stay will NOT be a valid excuse for the teacher to take your request for extra course registration into account.



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 in academic writing. Students are required to understand and use the core features of typical academic essay. Specific strategies for composing and revising texts will be introduced to guide students in academic writing. 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. The corrections and comments include whether to use those core features of academic writing correctly, e.g., the topic, supporting, and concluding sentences in the essays. Also, the usage of key characteristics like unity, coherence, and transitional signals in connecting sentences of paragraphs will be reviewed and served as a checklist while proofreading. Through this way, they also cultivate their critical thinking regarding the content and how to polish the text.

3. Corresponding CEFR Can-do statements

Reception	B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentations which are propositionally and linguistically complex. [listening as a member of a live audience]	EAP EOP
Interaction Spoken	B2	Can account for and sustain his/her opinions in discussion by providing relevant explanation, arguments and comments. [informal discussion (with friends)]	EAP EOP
	B2	Can express news and views effectively in writing, and relate to those of others. [overall written interaction]	
Production Written	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 EOP
	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
	B2+	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. [reports & essays]	EAP

B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [grammatical accuracy]	
B2+	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	EAP EOP



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)	<u>Keith S. Folse, Elena Vestri, David Clabeaux, Great Writing 3, National Geographic Learning, 5th edition, 2020. ISBN: 978-0-357-02107-1</u> CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B2+ <input type="checkbox"/> C1
Additional Textbook(s)	N/A
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.
- 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.**
- 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 an English writing student, only content completed by 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	15
2. Quiz	20
3. Homework assignment	45
4. Final Exam	20



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>	%



Detailed Syllabus:

週數	課內重點/ 練習/考試	文法	課程 內容	單元/ 討論	Main EAP Language Skill
W1 9/5			Orientation Course introduction		Understand lengthy, complex instructions

W2 9/12	Topic sentence	Sentences vs. Fragments	Element of great writing	Unit 1	
W3 9/17			Support Sentences Concluding Sentence		Write an essay giving supporting reasons
W4 9/26	Vocabulary, collocation	Word form	Features of good writing	Unit 2	
W5 10/3	Quiz Unit 1	Subject-verb agreement Word form	Types of paragraphs	Unit 3	Shows a relatively high degree of grammatical controls
W6 10/10		National Day	Day off		
W7 10/17	Vocabulary	Subject Adjective Clause	Classification Essays	Unit 4	
W8 10/24	Vocabulary	Participle and Participle Phrases	Cause-effect Essays Hook	Unit 4	
W9 10/31	Quiz Unit 2& 4	Ways of expressing past events	Cause-effect Essays	Unit 5	Can use a variety of linking words
W10 11/7	Building vocabularies	Comparative structure	Cause-effect Essays	Unit 5	
W11 11/14	Quiz Unit 5	Preposition with Nouns	Comparison essays	Unit 6	Write a essay arguing systematically
W12 11/21	Vocabulary	Past Tenses	Comparison essays	Unit 6	
W13 11/28	Quiz Unit 6	Participle Clause	Comparison essays	Unit 6	Lexical accuracy
W14 12/5	Vocabulary	Emphatic Structures	Problem-solution I	Unit 7	
W15 12/12	Sentence Variety	Adverb Clauses	Problem-solution II	Unit 7	Write a report logically to explain how a solve a problem
W16 12/19	Final Exam				

Academic Linguistic Skills Indicators

Reading	<input checked="" type="checkbox"/> Understanding of a range of academic vocabulary and grammatical structures
	<input type="checkbox"/> Understanding graphic presentation of data
	<input type="checkbox"/> Evaluating, comparing and critically analyzing graphic data

	<input type="checkbox"/> Identifying & applying appropriate reading techniques
	<input type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Interpreting process diagrams and flowcharts (critical reading)
	<input type="checkbox"/> Analyzing reported statistics (critical reading)
	<input type="checkbox"/> Following discussions between multiple texts or reports
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
	<input type="checkbox"/> Taking notes
Listening	<input type="checkbox"/> Understanding description of data in spoken language
	<input type="checkbox"/> Understanding and evaluating a speaker's interpretation of data
	<input type="checkbox"/> Understanding references to graphic data
	<input type="checkbox"/> Following descriptions of processes and sequences
	<input type="checkbox"/> Following an account of the development of ideas over time
	<input type="checkbox"/> Following discussions between multiple speakers
	<input type="checkbox"/> Comparing and synthesizing ideas and arguments
Writing	<input checked="" type="checkbox"/> Understanding the core features of a typical written report
	<input checked="" type="checkbox"/> Building paragraphs in academic writing
	<input checked="" type="checkbox"/> Using supporting information in academic writing
	<input type="checkbox"/> Incorporating graphic information and data into writing (in support of claims)
	<input type="checkbox"/> Describing research findings
	<input checked="" type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Discussing research findings
	<input type="checkbox"/> Explaining the possible implications of events
	<input checked="" type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<input type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<input checked="" type="checkbox"/> Drawing conclusion from data (developing your own position on a topic)
	<input checked="" type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<input type="checkbox"/> Using inferential language (communicating about ideas across contexts)
	<input checked="" type="checkbox"/> Using narrative and descriptive language (clearly describing a series of events)

	<input type="checkbox"/> Writing a literature review
	<input type="checkbox"/> Creating a poster to report results
	<input type="checkbox"/> Avoiding plagiarism
Speaking/Discussion	<input type="checkbox"/> Discussing the meaning and implications of numerical data
	<input type="checkbox"/> Using statistical data in support of claims
	<input type="checkbox"/> Referring to graphics in support of claims
	<input type="checkbox"/> Describing research findings
	<input type="checkbox"/> Describing and explaining data
	<input type="checkbox"/> Exchanging and challenging ideas appropriately (in academic discussion)
	<input type="checkbox"/> Expressing and defending opinions
	<input type="checkbox"/> Explaining the possible implications of events
	<input type="checkbox"/> Explaining, comparing and interpreting sources (comparing literature on a topic)
	<input type="checkbox"/> Synthesizing sources and viewpoints (comparing literature on a topic)
	<input type="checkbox"/> Drawing conclusion from data (developing your own position on a topic)
	<input type="checkbox"/> Drawing cautious language for your own claim (developing your own position on a topic)
	<input type="checkbox"/> Creating a presentation to report results
Vocabulary & Grammar	<input type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)
	<input checked="" type="checkbox"/> 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)
	<input checked="" type="checkbox"/> Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
	<input checked="" type="checkbox"/> Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)