

國立中正大學外國語文學系學士班課程大綱
Course Syllabus (FLLD Program)
Department of Foreign Languages and Literature
National Chung Cheng University

學年/學期 Academic Year / Semester	114 學年度 1 學期		
科目名稱 Course Title	Composition (1)		
授課方式 Course Type	■ Lab □ Seminar ■ Practicum ■ Lecture ■ other		
先修科目 Prerequisite	N/A		
校內他系相關聯課程 Related to the courses of other department	系別 (Department) N/A 課程名稱 (Course Title) N/A		
授課教師 Instructor	Dr. Gina Wen-Chun Chen	學分數 (Credits)	3
上課時間 Time	Wed (13:10-16:00)	上課地點 (Place)	150
電郵信箱 Email	ginawenchunchen@gmail.com	研究室與電話 (Office & Phone)	358 / 31209
Office Hours	Before/after weekly class meetings or by appointments.		
TAs	Macie and Debbie		

課程介紹與教學目標 Course Description and Objectives
Write to think: This course emphasizes writing as a collaborative process that involves constructive, interactive engagement between authors and readers. Instead of solely focusing on writing skills, the curriculum incorporates ample research and reading assignments. Students are encouraged to integrate knowledge from previous education or concurrent courses. Each writing assignment, designed to address a specific inquiry, is considered a formative project that involves multiple tasks. The course aims to equip students with the ability to formulate questions and identify solutions to significant issues. To foster a dynamic learning environment, various instructional methods such as small-group discussions, peer feedback, and one-on-one consultations are frequently interspersed with larger group sessions. Extensive revisions are underscored as a critical part of the writing process. Workshops will be conducted to fine-tune technical skills on an as-needed basis. A range of text types will be explored for practical application. This year-long course is comprehensive, integrating writing, reading, speaking, and listening skills to collectively enhance your academic literacy level. Other than one textbook, we'll also resource all the authentic materials and turn them into learning modules. There will be 4~5 modules during the whole school year. Enjoy the ride! Multiple drafts are expected before your

final version. Oral presentations will be as important as your essays. Entry, midpoint, and exit tests will be implemented for us to see how much progress is made individually. AI tools will be used under guidance and mainly for brainstorming, outlining, or language support. If any forms of plagiarism, AI plagiarism, and/or misrepresentation of authorship will be treated as a violation of academic integrity.

與核心能力指標之關聯 Relevance to Core Competence Indexes

- 理論統整與應用能力 (Integration and Application of Theories)
- 研究方法運用能力 (Application of Research Methods)
- 教學創新能力 (Pedagogical Innovation)
- 學術發表能力 (Academic Publishing and Conference Presentation)

課程要求 Course Requirements

See below for details

上課用書 Textbooks and References

- Folse, K. S., Vestri Solomon, E., & Muchmore-Vokoun, A. (2024). *Great Writing 4: Great Essays* (5e.). National Geographic Learning. (Available in the bookstore)
- The content knowledge expanded from your high school curriculum and significant issues initiating widespread discussions or sparking massive public interest.
- Supplementary from the library and the Internet database.
- Materials and handouts are available on our FB Group Page and Google Drive. See below to access.



Write to Think: Academic Writing Lab 2025-2026

學習評量與成績配分 Assessment and Grade Distribution

1. Attendance and Participation (25%)
2. Task production, work submissions, and presentations (50%)
3. Quizzes (25%)

課程進度 Course Schedule

Week	Date	Contents
Week 01	9/10~24	● Orientation, Diagnosis, and Warm-up
Week 02		● Punctuation marks and exercises (3-week time estimated)
Week 03		● An overview of college essay organization and format. ● Module 1: Essences of good writing (Unit 1 in Great Essay) ● Practice typing (36 WPM or above) https://www.typing.com/student/lessons

Week 04	10/01~10/21	Module 1: An underexplored issue Unit 2 in Great Essay	1. An introduction of the five essay types: structures and functions. 2. Noticing a phenomenon and deciding on a theme 3. Discussing possible factors/causes/impacts of significance. 4. Peer feedback and orientation 5. Workshop on how to design a title. 6. Workshop on the components in an introduction paragraph. 7. One-on-one consultation with TAs and Instructor 8. Drafts 1, 2, and final writing product and revisions in between. 9. Sharing good works with the class for the purpose of demonstrating the desired qualities per rubrics. 10. Developing a healthy relationship with AI-tools.
Week 05			
Week 06			
Week 07			
Week 08	10/22~11/19	Module 2: Identify the problem(s) Unit 3 in Great Essay	1. Noticing a phenomenon and deciding on a theme 2. Discussing possible factors/causes/impacts of significance. 3. Formulating a query/hypothesis and possible directions to explore out of personal interests under the theme. 4. Workshop on how to develop a body. 5. Workshop on how to align between title-intro-body and reach coherence. 6. Peer feedback 7. One-on-one consultation with TAs and Instructor 8. Drafts 1, 2, and final writing product and revisions in between. 9. Citing and quoting 10. Sharing good works with the class for the purpose of demonstrating the desired qualities per rubrics. 11. Plagiarism prevention
Week 09			
Week 10			
Week 11			
Week 12	12/03~12/24	Module 3: Summary and Presentation	1. Learn to paraphrase and summarize 2. Summarizing individual research progress 3. Oral Presentation on the term project 4. Peer feedback 5. Outlook for further research
Week 13			
Week 14			
Week 15			
Week 16			Work Presentation and Assessment

Notes: The above schedule is tentative and is subject to change as needed. Also, after collecting your expectations and background information, we will modify to 2nd version.

與教育部職能診斷 UCAN 的關聯 Relevance to UCAN of MOE
☐ 建築營造 ☐ 製造 ☐ 科學、技術、工程、數學 ☐ 物流運輸 ☐ 天然資源 ☐ 食品與農業 ☐ 醫療保健 ☒ 藝文與影音傳播 ☒ 資訊科技 ☐ 金融財務 ☐ 企業經營與管理 ☐ 行銷與銷售 ☐ 政府公共事務 ☒ 教育與訓練 ☒ 個人及社會服務 ☐ 休閒與觀光旅遊 ☐ 司法、法律與公共安全

Miscellaneous Ground Rules

Our Facebook Group Page and Google Drive will serve as a daily medium for announcements, submissions, communication...etc. Keeping yourself informed is mandatory.

Detailed instruction related to the course assignments will be delivered mainly through this platform. E-Course will only be for your scores and attendance. Whenever you have questions, you may always contact your instructor via email. All your inquiries will be responded within 48 hours, or you should resend the message.

In line with CCU's *Guidelines for Generative AI in Higher Education*, students are allowed to use AI tools **only for idea generation, outlining, and language support**. All uses must be transparently reported (tool, date, and purpose). Submitting AI-generated texts as one's own work constitutes a violation of academic integrity. Students are expected to critically evaluate AI suggestions and demonstrate independent thinking throughout the drafting and revision process. See more in the appendix. For proper use of AI tools, please also refer to <https://oaa.ccu.edu.tw/var/file/4/1004/img/513136358.pdf>

Attendance and Participation

Your attendance, punctuality, preparedness and active participation for all class sessions and group meetings are expected. If absence is unavoidable, please contact the instructor or your classmates **BEFORE THE CLASS**. However, you should still submit your work on time, regardless of physical absences. More than one UNNOTIFIED absence will automatically drop your final grade for 5 pts (out of 100). Please be advised that if you are late for a class or leave it too early, you will be considered absent as well for that day. Being absent from your group/peer presentations or meetings will seriously affect your grades.

Silence your mobile devices before entering the classroom.

A "redo" might be marked on your work submissions if they are not up to the standards or meet the requirements. You should complete the revisions within designated days after receiving the comments/feedback from Dr. Chen.

Plagiarism is absolutely forbidden in this class and will call for severe penalty based on university regulations. **Make sure to document all the references used for your writing project.**

The rest of the code of conduct, like snacking and napping, are entirely reliant on your common sense as a well-educated individual.

Appendix: AI Use Code of Conduct for Freshman Writing (CCU)

AI is a **supporting tool**, not a substitute for critical thinking and original writing. Students are encouraged to explore AI thoughtfully, while upholding the principles of academic integrity, authorship, and independent learning that define higher education at CCU.

In alignment with National Chung Cheng University's Guidelines for Generative AI in Higher Education and the policies outlined in the course syllabus, the following rules apply to the use of AI tools in this Freshman Writing class:

1. Purpose and Scope of AI Use

- AI tools (e.g., ChatGPT, Grammarly, translation software) may be used only for:
 - * Brainstorming and idea generation
 - * Outlining essay structures
 - * Language support (e.g., grammar checks, word choice, sentence variety)
- AI tools may NOT be used to generate complete essays, full paragraphs, or assignments for submission.

2. Transparency and Disclosure

Students must clearly disclose any use of AI in their writing process at the end of the essay as NOTES.

3. Academic Integrity

- Submitting AI-generated text as one's own work is considered academic misconduct.
- Plagiarism, AI plagiarism, or misrepresentation of authorship will result in penalties according to CCU academic regulations.
- AI cannot be listed as an author or co-author under any circumstance.

4. Critical Evaluation

- Students are expected to critically evaluate AI suggestions.
- Blind acceptance of AI outputs without revision or integration into original thought is not acceptable.
- Students should demonstrate the ability to:
 - * Assess accuracy and appropriateness of AI outputs
 - * Adapt and revise AI-supported ideas into independent work

5. Information Security and Ethics

- Students must not input sensitive, private, or unpublished information into AI tools.
- Students should be aware of potential biases, limitations, and ethical concerns in AI-generated content.
- Responsible and mindful use of AI is expected, consistent with CCU's standards of academic conduct.

6. Evaluation and Grading

- Proper and transparent AI use may contribute positively to the Academic Integrity – AI Use portion of assessment.
- Over-reliance on AI or failure to disclose use will negatively impact grades.
- Reflection on AI use will be incorporated into worklogs.

Your signature _____ Date _____