國立中正大學學士班課程大綱
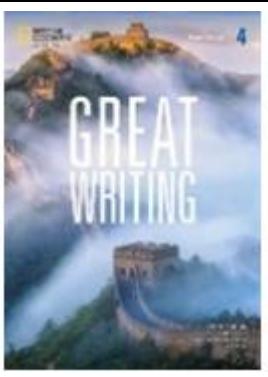## Course Syllabus (Undergraduate Program)
National Chung Cheng University

課號 Course Code	1151018_01	全英文授課 EMI	V 是　　　□否	
課程類別 Course Type	...			

課程類別 Course Type	V 人文關懷課程(Humanistic Care Course)　　□競賽專題課程(Competition Specialized Course) V 問題導向課程(Problem-Based Course)　　V 專題導向課程(Project-Based Course) □總整課程(Capstone Course)　　　　　　　□實作課程(Practical Course) □實習(Lab)　　　　　　　　　　　　　　□其他(Others)
課程名稱（中文） Chinese course Title	英文作文（二）
課程名稱（英文） English course Title	English Composition (II)

學年/學期 Academic year/ Semester	114 學年度第 2 學期	學分 Credits	3
學系（所） Department	外國語文學系	必/選修 Required/Selected	V 必修　　　□選修
上課時間 Class hours	每週_三_， 13 :10～16 :00	上課地點 Classroom	文院 150
教師 Instructor	Dr. Gina Wen-Chun Chen	教師 Email Instructor's Email	ginawenchunchen@gmail.com
助教 Teaching Assistant	Macie and Debbie	助教 Email TA's Email	anitadora0419@gmail.com
先修科目或先備能力 Prerequisites	English Composition (I)		

課程概述 Course Descriptions	**Write to think II:** 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.
學習目標 Learning Objectives	■ 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）

教科書及參考書 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.	

教學要點概述

教材編選 Teaching Materials	v 自製簡報(ppt)　　　v 課程講義　　　　　　　□自編教科書 □教學程式　　　　　　□自製教學影片　　　　　v 其他
教學方法 Teaching Methods	v 講述　　　　　v 小組討論　　　v 學生口頭報告　　　v 問題導向學習 □個案研究　　　v 其他
評量工具 Evaluation Tools	□期中考　　　　　　□期末考　　　　　v 隨堂測驗　　　　　v 隨堂作業 v 課後作業　　　　　□期中報告　　　v 期末報告　　　　　□專題報告 □評量尺規　　　　　v 其他
教學資源 Teaching Resources	v 課程網站　　　　v 教材電子檔供下載　　　　□實習網站
教師相關訊息 Instructor's Information	Dr. Gina Wen-Chun Chen is an Associate Professor in the Department of Foreign Languages and Literature at National Chung-Cheng University. She is also the Director of Center for Language Studies and EMI Resource Center. Her teaching and research focus on enhancing academic literacy through innovative pedagogical approaches, specializing in English for Academic Purposes (EAP) and English-Medium-Instruction (EMI), technology-enhanced language education, and instructional design. See her personal website for more information. www.ginawenchunchen.com

每週課程內容 Weekly Scheduled Contents

Week 1 Week 2 Week 3 Week 4	2/25~3/17 Module 3: Comparison Essays	1. An introduction to Comparison Essays: structures and functions. 2. Understanding Point-by-Point vs. Block Organization 3. Discussing similarities and differences in selected topics. 4. Peer feedback and orientation 5. Workshop on how to design a thesis statement for comparison. 6. Workshop on the components in an introduction paragraph for comparison essays. 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 5 Week 6 Week 7 Week 8 Week 9	03/25~04/28 Module 4: Argumentative Essays	1. An introduction to Argumentative Essays: structures and functions. 2. Developing a strong thesis statement and clear position. 3. Discussing possible arguments, counterarguments, and evidence. 4. Formulating a query/hypothesis and possible directions to explore out of personal interests under the theme. 5. Workshop on how to develop a body with supporting evidence and logical reasoning. 6. Workshop on how to align between thesis-intro-body and reach coherence. 7. Peer feedback 8. One-on-one consultation with TAs and Instructor 9. Drafts 1, 2, and final writing product and revisions in between. 10. Citing and quoting evidence

		11. Sharing good works with the class for the purpose of demonstrating the desired qualities per rubrics. 12. Plagiarism prevention
Week 10 Week 11 Week 12 Week 13 Week 14 Week 15	04/29~06/10 Module 5: Problem-Solution Essays	1. An introduction to Problem-Solution Essays: structures and functions. 2. Identifying and analyzing significant problems 3. Brainstorming and evaluating multiple solutions. 4. Discussing feasibility and effectiveness of proposed solutions. 5. Workshop on how to structure a problem-solution essay. 6. Workshop on how to align between problem-solution-conclusion and reach coherence. 7. Peer feedback 8. One-on-one consultation with TAs and Instructor 9. Drafts 1, 2, and final writing product and revisions in between. 10. Citing and quoting evidence and expert opinions 11. Sharing good works with the class for the purpose of demonstrating the desired qualities per rubrics. 12. Summary Exercise
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.

核心能力 Core Competency

	核心能力 Core competency	本課程與核心能力關聯強度 Degrees of Related to Core Competence				
		1	2	3	4	5
專業能力 Specific Competency	(1) 溝通表達與語文能力（Effective Communication and Language Skills）					V
	(2) 經典作品解析能力（Classics Comprehension and Analysis）			V		
	(3) 問題發掘與研究能力（Problem-Solving and Research）					V
	(4) 創作與創新能力（Creativity and Innovation）					V
	(5) 科技應用能力與科技素養（Technology Application and Literacy）					V
	(6) 全球視野與多元文化認知能力（Global Vision and Awareness of Cultural Diversity）					V

　註：關聯強度以五點量表標示，1 表示沒有關聯，5 表示非常有關聯。

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 sever 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.