

Syllabus: Applied Language Studies Program

Program of English for Academic Purposes, 2026 Fall

Center for Language Studies, National Chung Cheng University

課程名稱 Course Title	進階英文寫作技巧（一） English Written Communication High-intermediate (I)	授課教師 Instructor	楊岳龍 Daniel Yang
課程# Course #	1903309-01	聯繫郵件 E-mail	clcdy[at]ccu.edu.tw
學期 Semester	2026 Fall (September 7, 2026~January 8, 2027)	上課時間及地點 Class Hours & Room	10:10~13:00 Wednesday Room 227, CLS
Credits 學分數	自由選修 3 學分 3 credits (Elective)	諮詢時段 Office Hours	16:00~18:00 Thursday (or by appointment in advance)
課程網頁	http://ecourse.ccu.edu.tw/ (Ecourse 課程平台) http://cls.ccu.edu.tw/ (CLS website, 語言中心網頁)	Course Level (進階)	CEFR B2 TOEIC L & R: 700-850 IELTS Band 5.5-6.5 TOEFL iBT 70-85

需出席第一堂課之能力檢測，以更明確評估是否適合修課。未出席或未能通過該檢測程度者，得不予加簽。

Course takers are required to take the first-week placement test in order to make sure that the course level is appropriate.

第一次上課將進行英語能力檢核測驗（佔學期成績 4%），系統選課者或有意修課者請準時出席課程

本課程鼓勵修課者準備好長期持續修課之心態與時間管理，以利養成學術英文技巧、及其高度相關的外語技能（如 **summarizing, paraphrasing, presenting with visuals or with PowerPoint**），對於欲出國至英語系國家進修或交換、或國內全英語授課之英語授課之課程學習的必備技巧。

1. 本課程之分級、課程內涵屬性與語言技能分類

分級 Proficiency Levels	學術語言技能 EAP Language skills	課程內涵屬性 Language spheres
Intermediate (CEFR B1-B2)	Listening & Speaking	English for Academic purpose ★
High-intermediate (CEFR B2-C1) ★	Reading & Writing ★	English for Specific purpose
Advanced (CEFR C1-C2)	EAP vocabulary & grammar	English for General purpose
	Academic language & style ★	

1) English for academic purpose 之課程為 Study skills for Academic English，例如在「英文為母語」之國家進修或遊學時，以英文為主之課堂上所需具備的學術英文或課堂學習技巧，如聽課及筆記技巧、閱讀學術文章技巧、課堂報告寫作技巧、討論議題技巧、摘要或改寫技巧等。這學術英文能力與各學術專業領域的英文有所不同。

English for specific purpose 之課程為商務英文溝通、全球英語溝通力或職場英文技巧為主要導向的課程為主。

2. Course Materials/課程教材

Title	Author(s) & publication year	Publisher
At a Glance - Paragraph	Lee, Brandon (2014)	Boston: Houghton Mifflin

配合教育部針對保護智慧財產權觀念之宣導：請尊重智慧財產權，不得非法影印教師指定之教科書籍。

3. Grading /評量

	Grading/Scoring	評量項目	Percent
1	Placement Test + Post test	期初前測及會考後測	4% + 8%
2	Attendance, Participation & Self-access Learning	出席率與課程參與、及自學練習	20% +3%
3	Weekly Assignments & Quizzes (w mini-projects)	每週作業及小考	25%
4	Midterm exam + Final exam	期中考及期末考	30% (15% + 15%)
5	Final project	期末呈現發表	10%
6	Alternative Learning Task	彈性學習任務獎勵積分	Bonus 0~3 points

4. Instructional methods /授課方式

1	Preview & Review tasks	預習與複習課題或任務
2	Lecturing & interactive activities	課堂講解及課堂互動活動
3	Individual practice & Learning tasks	個別練習及學習任務
4	Group tasks and team projects	小組共同任務或同儕合作計畫

5. Course Objectives/課程目標

This course will....		本課程後將....
1	guide learners through the writing process	引導學生熟悉段落寫作的基本程序
2	familiarize learners with various organizational patterns	使學生熟悉各種文體的段落寫作技巧
3	help learners use various sentence structures and appropriate academic vocabularies in writing paragraphs	幫助學生使用不同的句型結構及合宜的學術單字於段落寫作中

6. Learning Outcomes/學習成效

By the end of the semester, learners will be able to.....		修完本堂課，學習者將能...
1	apply strategies for in all of the stages of the writing process (before writing, during-writing and after writing)	學習運用英文段落寫作技巧於寫作個階段的程序中
2	be familiar with strategies for writing various paragraph organizational patterns (i.e., narration, description, exemplification, process analysis, cause and effect, analysis by division, classification, comparison and contrast and argument)	熟悉各種段落文體之寫作方式
3	improve sentence structures	增強英文寫作的句型結構
4	use academic vocabulary in paragraph writing	使用學術單字於段落寫作中

7. Course Schedule & Topics/課程大綱（每週進度與主題）

Week	Date	Topics	主題
1	9/9	Course Introduction Placement Test & Review	課程介紹 期初英語能力檢核測驗 (4%) 與複習
2	9/16	Chapter 1: The Paragraph & Prewriting	第一章：段落寫作前的準備工作
3	9/23	Chapter 2: Writing, Revising and Editing the Paragraph	第二章：段落之寫作、修訂與編輯
4	9/30	Chapter 4: Reading Techniques	第四章：閱讀技巧
5	10/7	Chapter 5: Reading-based writing	第五章：從閱讀到寫作
6	10/14	Chapter 6: Narration	第六章：敘述文體的段落寫作
7	10/21	Chapter 7: Description	第七章：描寫文體的段落寫作
8	10/28	Chapter 8: Exemplification	第八章：舉證文體的段落寫作
9	11/4	Midterm Exam	期中考
10	11/11	Chapter 10: Process Analysis Chapter 3: Paragraphs and Essays	第十章：程序文體的段落寫作 第三章：從段落到文章寫作
11	11/18	Chapter 11: Cause and Effect	第十一章：因果關係文體的段落寫作
12	11/25	Chapter 9: Analysis by Division Chapter 12: Classification	第九章：分析文體的段落寫作 第十二章：分類文體的段落寫作
13	12/2	Chapter 13: Comparison and Contrast	第十三章：比較文體的段落寫作
14	12/9	Chapter 15: Argument English Proficiency Test	第十五章：論說文體的段落寫作 英語能力會考
15	12/16	Final Project Presentation	成果呈現：期末簡報製作與口頭發表
16	12/23	Final Exam	期末考
17	12/30	Alternative Learning Task	彈性學習任務
18	1/7		

*Adjustments may be made in the syllabus to meet students' needs and course requirements. *課程進度及課程要求將依教學需要進行適度調整

8. Available Support Service/課程資源

Websites	Links
Grammar and Sentence Pattern	http://www.ucl.ac.uk/internet-grammar/ http://a4esl.org/q/h/grammar.html http://owl.english.purdue.edu/handouts/index2.html#construction
Academic Vocabulary	http://www.englishvocabularyexercises.com/AWL/ http://laxtutor.ca/
Academic Writing	https://owl.english.purdue.edu/

9. Course Policies and Requirements/課程要求

1	Attendance & Participation: To be punctually present in weekly class meetings, to preview/review and to participate actively in interactive or communicative activities in class is important. The final score will be impacted by each absence. No make-up for weekly quizzes.	出席及課程參與：準時出席每堂課並參與課堂討論與活動。每次出席或缺席會影響出席及課程參與成績。請假需經授課教師後同意。小考皆無補考機制。
2	Class Etiquettes: Turn off cell phones during class ABSOLUTELY and put cell phones in the personal bags left in the classroom closets.	教室禮儀：尊重所有人之上課權益，務必確認手機已關機、且放置教室前方之櫃上，避免造成測驗或小考的不公平。
3	Food/drink: To protect the instructional facilities, do not bring food/drink into the classroom.	食物/飲料：教室內禁止飲食。食物/飲料請放在教室外之食物櫃。

10. Course Descriptions/課程概述

課程類別 course type	✓	人文關懷課程		競賽專題課程		問題導向課程
		專題導向課程		總整課程		實作課程
		實習		其他		
教材編選 teaching materials	✓	自製簡報(ppt)	✓	課程講義		自編教科書
		教學程式		自製教學影片		其他
教學方法 teaching methods	✓	講述	✓	小組討論	✓	學生口頭報告
		問題導向學習		個案研究		其他
評量工具 Evaluation	✓	期中考	✓	期末考	✓	隨堂測驗
	✓	隨堂作業		課後作業		期中報告
	✓	期末報告		專題報告		評量尺規
		其他				

Mindset is a bigger predictor of success than academic skills, and how students gain great academic skills and persevere in the face of challenges. ~ Wendy Kopp 學習心態是比學術技能更精準的預測器。