朝陽科技大學 092學年度第2學期教學大綱
Advanced English Writing (II) 進階英文寫作(二)

當期課號	1826	**Course Number**	1826
授課教師	彭登龍	**Instructor**	PENG,TENG LUNG
中文課名	進階英文寫作(二)	**Course Name**	Advanced English Writing (II)
開課單位	應用外語系(四日)二A	**Department**	
修習別	必修	**Required/Elective**	Required
學分數	2	**Credits**	2
課程目標	經過前一學期的英文寫作 (I) 之課程訓練，同學已大致了解自身的優點與缺點。英文寫作 (二) 將以著重"書寫清楚"與"整合主題"爲原則，以達成此課程之目標爲： (一)書寫一般1,000 – 1,500 字之短報告及書信等; (二)行文流暢 且少有文法錯誤; (三)與日常生活相關主題之概念能清楚且適當自如地表達。	**Objectives**	Based on the English Writing (I) course from the previous semester, the students would be more familiar with their own weaknesses and strengths after one semester's training. However, there are still many blind points among their merits and limitations. One common complaint from the professors about the students' English writing is that the students still have to put emphasis upon the basics of sentence structuring in English writing. The elements of good writing are (1) clear, (2) vigorous, (3) well organized, (4) tightly focused, and (5) adapted to its audience.(Haitston & Keene, 2003). And the great hurdle out student writers must face is learning how to organize their writing. Therefore, the objectives of English Writing (II) course are the following: (1) students will learn how to generate topics (2) students will write cohesive paragraphs (3) students will be able to write the short papers and reports, about 1,000 – 1,500 words. (4) there are fewer grammatical mistakes in the students' papers (5) students will be able to express their own ideas and viewpoints clearly and appropriately
教材	Knowledge-Building Pedagogy: As defined by Hewitt and Scardamalia (1998), "a Knowledge-Building Community is neither formal association nor physical proximity "but a commitment among its members to invest their resources in the collective upgrading of knowledge" (Hewitt & Scardamalia, 1998, p. 82).	**Teaching Materials**	Knowledge-Building Pedagogy: As defined by Hewitt and Scardamalia (1998), "a Knowledge-Building Community is neither formal association nor physical proximity "but a commitment among its members to invest their resources in the collective upgrading of knowledge" (Hewitt & Scardamalia, 1998, p. 82).
成績評量方式	Assessment Criteria 1. Participation 60% e.g., Attendance Quizzes Discussion Facilitation Presentation Assignment or Project 2. Mid-term Report or Exam 20% 3. Final Report or Exam 20%	**Grading**	Assessment Criteria 1. Participation 60% e.g., Attendance Quizzes Discussion Facilitation Presentation Assignment or Project 2. Mid-term Report or Exam 20% 3. Final Report or Exam 20%
教師網頁	http://www.cyut.edu.tw/~tlpeng/		
教學內容	Knowledge Building (including Writing for Meaning, Argumentative/Persuasive Writing, Writing for Higher-Order Thinking	**Syllabus**	Knowledge Building (including Writing for Meaning, Argumentative/Persuasive Writing, Writing for Higher-Order Thinking

	Skills, Knowledge Transformation, Knowledge Construction, etc.)		Skills, Knowledge Transformation, Knowledge Construction, etc.)

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