

朝陽科技大學 094學年度第2學期教學大綱
English Writing II 英文作文(二)

當期課號	7165	Course Number	7165
授課教師	徐碧雯	Instructor	HSU,PI YING
中文課名	英文作文(二)	Course Name	English Writing II
開課單位	應用外語系碩士班一A	Department	
修習別	必修	Required/Elective	Required
學分數	0	Credits	0
課程目標	<p>本研究所應予寫作的課程，基於台灣目前的寫作教育尚未展現台灣所期盼的成果，加上目前台灣寫作課均以中文教授的假設，這兩項原因以致此課程設計將以英語為教授語言來教英文寫作，提供學生足夠的機會練習以英語文為導之寫作課程，所以本課程亦可以是教導和英語寫作練習兩者之研習會。</p>	Objectives	<p>This graduate class in English writing proceeds on the assumption that writing education in Taiwan has yet to show the results that the people of Taiwan desire; furthermore, this course assumes that a major reason for this rests with the simple fact that most writing education in Taiwan is not conducted in English. For this reason, this course will employ English to teach writing. This course will also provide students ample opportunities to practice teaching English writing in English. Thus, this course can be considered a workshop in both the teaching and practice of English-language writing.</p>
教材	<p>Textbooks & References: (1) Smalley, R. J., Ruetten, M. K., & Kozyrev, J.R. (2001). Refining composition skills: Rhetoric and grammar (5th ed.). MA: Heinle & Heinle Publishers. (2) Swales, M. J., & Feak, C. B. (2003). Academic writing for graduate students: A course for nonnative speakers of English. Michigan: The University of Michigan Press. (3) Swales, M. J., & Feak, C. B. (2003). English in today's research world: A writing guide. Michigan: The University of Michigan Press. (4) Cone, J.D., & Foster, S. L. (1993). Dissertations and theses from start to finish. Washington. D.C.: American Psychological Association. (5) Publication manual of the American Psychological Association (5th ed.). (2002). Washington. D.C.: American Psychological Association. (6) Current issues of English newspapers and magazines (7) a good collegiate dictionary of your own choosing</p>	Teaching Materials	
成績評量方式	<p>Class Participation 10% Weekly Quizzes 10% Writing Assignments 20% Group Presentation 10% Grammar Teaching Demo 10% Annotated Bibliography (5) 15% Individual Final Paper Presentation: 10% Final Paper 15%</p>	Grading	<p>Class Participation 10% Weekly Quizzes 10% Writing Assignments 20% Group Presentation 10% Grammar Teaching Demo 10% Annotated Bibliography (5) 15% Individual Final Paper Presentation: 10% Final Paper 15%</p>
教師網頁	-		
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<p>教學內容</p>	<p>large amount of writing required in theses and research. The instructor will guide students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revision, and editing. We will read and view a number of texts to give us a context for our discussions about literacy; these discussions will encourage students to make connections and distinctions. We will complete a number of formal and informal writing assignments, which are designed to help students develop their expressive and analytical writing skills, and we'll engage in peer response and collaborative projects. The assigned readings, the written assignments, and class discussions will provide us with a common vocabulary to discuss the various aspects of the writing process, and stimulate thought, conversation, and teach students to become a more confident and effective writer.</p>	<p>Syllabus</p>	<p>large amount of writing required in theses and research. The instructor will guide students in learning writing as a process: understanding audience and purpose, exploring ideas and information, composing, revision, and editing. We will read and view a number of texts to give us a context for our discussions about literacy; these discussions will encourage students to make connections and distinctions. We will complete a number of formal and informal writing assignments, which are designed to help students develop their expressive and analytical writing skills, and we'll engage in peer response and collaborative projects. The assigned readings, the written assignments, and class discussions will provide us with a common vocabulary to discuss the various aspects of the writing process, and stimulate thought, conversation, and teach students to become a more confident and effective writer.</p>
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