# 朝陽科技大學 096學年度第1學期教學大綱
# English Writing III 英文寫作(三)

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| 當期課號 | 2044 | Course Number | 2044 |
| 授課教師 | 徐碧霙 | Instructor | HSU,PI YING |
| 中文課名 | 英文寫作(三) | Course Name | English Writing Ⅲ |
| 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 | 以 [句子]寫作爲訓練目標，逐一指出並改正句子寫作時易犯之錯誤、認識與寫作各式句型、調整變化句型內部多樣型式、學習句子與句子之間的相互連繫及變化. | Objectives | Writing correct sentences is the goal. The students are required to learn the following: To identify the mistakes often made in writing English and to correct them according to grammar; to write various sentence types properly-- to know syntax and every variety of form or rhetoric in sentences, and the connection and transition between sentences. |
| 教材 | Textbooks & References:<br>(1) Smalley, R. J., Ruetten, M. K., & Kozyrev, J.R. (2001). Refining composition skills: Rhetoric and grammar (5th ed.). MA: Heinle & Heinle Publishers.<br>(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.<br>(3) Swales, M. J., & Feak, C. B. (2003). English in today's research world: A writing guide. Michigan: The University of Michigan Press.<br>(4) Cone, J.D., & Foster, S. L. (1993). Dissertations and theses from start to finish. Washington. D.C.: American Psychological Association.<br>(5) Publication manual of the American Psychological Association (5th ed.). (2002). Washington. D.C.: American Psychological Association.<br>(6) Current issues of English newspapers and magazines<br>(7) a good collegiate dictionary of your own choosing | Teaching Materials | Textbooks & References:<br>(1) Smalley, R. J., Ruetten, M. K., & Kozyrev, J.R. (2001). Refining composition skills: Rhetoric and grammar (5th ed.). MA: Heinle & Heinle Publishers.<br>(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.<br>(3) Swales, M. J., & Feak, C. B. (2003). English in today's research world: A writing guide. Michigan: The University of Michigan Press.<br>(4) Cone, J.D., & Foster, S. L. (1993). Dissertations and theses from start to finish. Washington. D.C.: American Psychological Association.<br>(5) Publication manual of the American Psychological Association (5th ed.). (2002). Washington. D.C.: American Psychological Association.<br>(6) Current issues of English newspapers and magazines<br>(7) a good collegiate dictionary of your own choosing |
| 成績評量方式 | 課堂參與<br>Class Participation<br>小考 10%<br>Weekly Quizzes 10%<br>Writing Assignments 作業 20%<br>Group Presentation 10%<br>Grammar Teaching Demo 10%<br>Annotated Bibliography (5) 15%<br>Individual Final Paper Presentation: 10%<br>Final Paper 15% | Grading | Class Participation 10%<br>Weekly Quizzes 10%<br>Writing Assignments 20%<br>Group Presentation 10%<br>Grammar Teaching Demo 10%<br>Annotated Bibliography (5) 15%<br>Individual Final Paper Presentation: 10%<br>Final Paper 15% |
| 教師網頁 | | | |
| | 本寫作課程有兩項目標：第一是協助學生發展基本寫作能力，包含文法概念、意思表達、內容、及組織架構等。另一方面則會分析並討論一些寫作測驗常出現的文類及題型。上課時間則會平均用於文法分析、台灣學生常有之錯誤寫作觀念、及實際寫作練習。學生需做課內及課外的寫作練習 | | The purposes of this course are to help students improve their writing skills and to prepare them for the 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 |

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| 教學內容 | 及閱讀功課。課程結束時，學生應能在指定時間內完成短文寫作。<br>The purposes of this course are to help students improve their writing skills and to prepare them for the 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. | **Syllabus** | 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. |

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