### 教學進度 (Syllabus)

#### 第一部分/Part I (参考課程委員會審議之內容及課程設計)

<table>
<thead>
<tr>
<th>基本素養/核心能力</th>
<th>Core Literacy/Core Competencies</th>
<th>相關性 Relevance</th>
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<tr>
<td>語文能力</td>
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<td>人文素養</td>
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<td>國際視野</td>
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<tr>
<td>語文教學能力</td>
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<tr>
<td>翻譯基礎能力</td>
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</table>

#### 二、教學目標 (Objective)

1. **認知面**
   - 使學生理解、應用、分析、綜合、比較、推論、評估本課程之理論與概念。

2. **技能面**
   - 使學生能獲得運用與實做本課程理論與概念之技巧。

3. **情意面**
   - 能引發學生對本課程之興趣, 激發學生學習動機, 增加觸類旁通與自主學習。

#### 三、符合教學目標之課程內容設計

- Reading, writing, and thinking are interrelated activities. To write well, students must engage with ideas.
- Ideas must interest them, and connect these ideas to their knowledge and experience. An awareness of the context helps students to understand the expectations of academic writing. Through the conventions of academic English writing, students can gain from explicit discussion and analysis of development and strategies that English-language writers use in academic communication. Graphic organizers and evaluation checklists help to build strong writing and help students to see how the components of an essay fit together and how they build upon each other to shape a cohesive whole. The essays in this course are somewhat formal in nature, and very direct, and are tied-in with business writing and TOEIC Writing.

#### 四、先修科目 (Pre Course)

- Composition/Paragraph Writing

### 第二部分/Part II

#### 一、多元教學方法 (Teaching Method)

- 由學生自訂學習目標與負擔水準
- 具備學習
- 學生課後書面報告
- 無或放棄
- 學生上台報告
- 麥喬伊
- 影片欣賞與討論
- 質疑式民主
- 參訪
- 訪談
- 觀察與資料收集
- 映像回顧
- 化解焦點
- 其他

#### 二、參考書目 (Reference)

- Boardman, Cynthia, A. and Frydenberg, Jia. Writing to Communicate: Paragraphs and Essays (3rd Ed.)
- 畢考 GEPT Official Word Lists
- Weekly Class Notes in the form of Handouts

#### 三、教學進度 (Syllabi)

2012/9/10 Wk1 Sep 10 Overview Before next class (handouts) Book Homework pp. 2-9 1st paragraph
2012/9/17 Wk2 Sep 17 Part I, Chapter 1—Organization of Paragraphs In-class writing Before next class (handouts) Book Homework pp. 9-14 1st paragraph GEPT Vocabulary List A

### 教學進度 (Syllabus)

#### 第一部分/Part I (參考課程委員會審議之內容決議填入)

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#### 二、教學目標 (Objective)

1. 認知面:
   - 使學生理解、應用、分析、綜合、比較、推論、評估本課程之理論與概念。
   - Knowledge: Understand principles of academic-level essay writing. Apply the principles in essay writing. Recognize the five main parts of an essay. Label the five main parts of a paragraph. Comprehension: Identify an introduction paragraph, hook sentence, thesis topic, body paragraphs, supporting sentences, and conclusion paragraph. Summarize their own ideas into clear organization for a writing piece of communication. Application: Produce an academic-level essay writing. Extend their ideas from general to specific writing patterns. Evaluation: Modify a writing using revising techniques.
   - Differentiate appropriate writing patterns (Narrative, Descriptive, Expository, Process, compare-contrast, opinion, TOEIC Writing) for controlled writing. Locate overused words such as 'nice,' 'things,' 'stuff,' 'good,' and so on. Insert meaningful adjectives for overused words. Isolate problems with subject-verb agreement, pronoun consistency, and other grammar. Type a university-level essay with good format.

2. 技能面:
   - 使學生能獲得運用與實做本課程理論與概念之技巧。

3. 情意面:
   - 能引發學生對本課程之興趣, 激發學生學習動機, 增加觸類旁通與自主學習。

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### 第二部分/Part II

#### 一、多元教學方法 (Teaching Method)

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### 四、多元評量方法 (Evaluation)

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</tbody>
</table>

五、講義位址 (http://)

課程查系統 Viewable With Any Browser & 1024 x 768 Resolution
亞洲大學 41354 台中縣霧峰鄉柳豐路500號 TEL: 886 + (0)4 + 2332-3456 FAX: 886 + (0)4 + 2331-6699 © Asia University, Taiwan