

1011學期 課程基本資料/Course Information			
系所 / 年級	外文系 3年級	課號 / 班別	46U00113 / C
學分數	2學分	選 / 必修	必修
科目中文名稱	英文作文(五)	科目英文名稱	English Composition (5)
主要授課老師	吳新發	開課期間	一學年之上學期
人數上限	20 人	已選人數	18人
起始週 / 結束週 / 上課地點 / 上課時間 第1週 / 第18週 / M513 / 星期2第01節 第1週 / 第18週 / M513 / 星期2第02節 請各位同學遵守智慧財產權觀念；請勿非法影印。 Please observe Intellectual Property Rights (IPR), not to make illegal copies.			
教學綱要/syllabus			
第一部分/Part I (※依課程委員會審議之內容決議填入)			
一、教學目標所要達成之能力培養項目： 【依據課程委員會審議通過之課程與基本素養/核心能力關聯表填寫】	基本素養/核心能力 Core Literacy/Core Competencies		相關性 Relevance
			高度相關
			中度相關
	語文能力		✓
	人文素養		✓
	國際視野		✓
語文教學能力		✓	
翻譯基礎能力		✓	
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]： At the end of this year, students are supposed to be able to demonstrate an understanding of the general structure of an essay (4/5 paragraph essay). 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]： 1. Be able to construct a five-paragraph essay on an unprepared topic. 2. Be able to write essays in several different styles: Narrative / Comparison / Cause-Effect / Argumentative. 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]： Pass the writing component of the GEPT Advanced test.		
三、符合教學目標之課程內容設計	McDonald, Stephen, and Salomone, William. The Writer's Response: A Reading-Based Approach to Writing. 5th ed.		
四、先修科目 (Pre Course)	Nil.		
第二部分/Part II			
一、多元教學方法 (Teaching Method)	<input type="checkbox"/> 由學生自訂學習目標與抱負水準		<input checked="" type="checkbox"/> 案例或故事討論
	<input type="checkbox"/> 服務學習		<input checked="" type="checkbox"/> 小組討論
	<input type="checkbox"/> 學生課後書面報告		<input type="checkbox"/> 參訪
	<input type="checkbox"/> 學生上台報告		<input type="checkbox"/> 學生實作
	<input type="checkbox"/> 腦力激盪		<input type="checkbox"/> 角色演練
<input checked="" type="checkbox"/> 習題練習		<input type="checkbox"/> 採訪	<input type="checkbox"/> e化教學
<input type="checkbox"/> 審議式民主		<input type="checkbox"/> 觀察與資料收集	<input type="checkbox"/> 一分鐘回饋
<input type="checkbox"/> 其他			
二、參考書目 (Reference) [符合教學目標之參考書目]	McDonald, Stephen, and Salomone, William. The Writer's Response: A Reading-Based Approach to Writing. 4th ed.		
三、教學進度 (Syllabi) [符合教學目標之教學進度]	2012/9/11	Introduction	吳新發
	2012/9/18	Read pp. 3-14; writing practice; in groups, discuss the articles and compare prewriting results.	吳新發
	2012/9/25	Discuss articles and prewriting as a class. Discuss possible writing assignments, pp. 25-26.	吳新發
	2012/10/2	Read pp. 15-24. Prepare exercise 1.1, 1.2, and 1.3. Discuss central idea, preliminary topic sentences, thesis statement, rough outlines, and tentative organizations. Compare responses to exercises in groups. Discuss writing the first draft and editing. Suggestions for revision, pp. 22-23.	吳新發
	2012/10/9	Review	吳新發
	2012/10/16	Compare responses in groups. Put Ranking on board and discuss.	吳新發
	2012/10/23	Prepare 31-37. Compare sentence combining responses to exercises 1.8, 1.9, 1.10, 1.11, 1.12 in groups. Do exercise 1.13 in groups and compare the results to original sentences found in the reading selections.	吳新發

2012/10/30	Discuss two copies of first draft of writing assignment. Working in rroups of three with checklist on pp. 26-27 to suggest changes and improvements.	吳新發
2012/11/6	Midterm exam	吳新發
2012/11/13	Writing assignment 1 due. Introduce Chapter 9, "Some Basic Editing Terms," pp. 315-320, and do exercises.	吳新發
2012/11/20	Read Chapters 10 and 11, "Sentence Fragments" and "Fused Sentences and Comma Splices," pp. 321-328; do every other sentnece in the exercises. Class discussion of the concepts; go over exercise.	吳新發
2012/11/27	Return grade Writing Assignment 1; revision due next week. Read pp. 38-47; prepare exercise 21. Define central idea; discuss topic sentences and placement, thesis statements and placement. In groups, compare answers to exercise; class discussion of answers.	吳新發
2012/12/4	Read pp. 47-62; underline and annotate "Ordinary People Produce Extraordinary Results," "A Required Course in Beating the Freshman Blues" and "Charity Means You Don't Pick and Choose.". Discuss characteristics of active reading; class discussion of what could have been underlined/annotated in each reading selection.	吳新發
2012/12/11	Review writing assignments, pp. 62-63. Read and rank sample student papers, pp. 64-67. In groups, discuss rankings of papers; class discussion of same.	吳新發
2012/12/18	Revision of Writing Assignment 1 due. Class discussion of "Sentence Combining: Coordination," pp. 67-75.	吳新發
2012/12/25	Discuss two drafts of Writing Assignment 2 to class. Working in groups of three, use checklist to suggest change and improvements.	吳新發
2013/1/1	Writing Assignment 2 due. Class discussion of Chapter 12, "Consistency in Verb Tense and Verb Voice," pp. 329-335.	吳新發
2013/1/8	Final exam	吳新發

四、多元評量方法 (Evaluation)
[所勾選評量方法之評分加總為100分]

評量方式	分數	評量方式	分數
<input checked="" type="checkbox"/> 實作測驗	20	<input checked="" type="checkbox"/> 期中筆試	20
<input type="checkbox"/> 隨堂筆試測驗	0	<input checked="" type="checkbox"/> 期末筆試	20
<input type="checkbox"/> 小組作業	0	<input type="checkbox"/> 期中報告	0
<input type="checkbox"/> 服務日誌	0	<input type="checkbox"/> 期末報告	0
<input type="checkbox"/> 口試	0	<input type="checkbox"/> 專題報告	0
<input type="checkbox"/> 個人上台報告	0	<input type="checkbox"/> 實作作品與反思	0
<input type="checkbox"/> 小組上台報告	0	<input type="checkbox"/> 前後測比較進步與成長	0
<input checked="" type="checkbox"/> 出席狀況	20	<input checked="" type="checkbox"/> 課堂參與與表現	20
<input type="checkbox"/> 心得與反思報告	0	<input type="checkbox"/> 其他	0

五、講義位址 (http://)

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