

English Composition I

Instructor: Ching Kang Liu Office: 6F33 Humanity Hall (02-8674-1111, ext. 6633)

Class time: Wednesday, 10:10-12:00

Office Hours: Wednesday, 13:00-15:00

Course description

The main goal of the course is to help students write unified, coherent paragraphs/essays containing sophisticated transitions in both words and ideas. Students are expected to be able to use various types of writing, such as narrative, descriptive, expository essays, in elaborating their ideas. Students are also expected to be able to use effective definition, description, illustration, classification, comparison, and causal relationship in their writing. More advanced rhetorical skills such as parallelism, repetition of key words, etc. will also be focused.

Textbook

Wyrick, J. (2010). *Steps to writing well* (11th Ed.). Boston, MA: Thomson Wadsworth.
<http://web.ntpu.edu.tw/~language/course/composition/composition1.htm>

Instruction

The instruction of this course will focus mainly on class activities including

1. discussion of assigned readings,
2. practice on various writing processes and strategies, such as brainstorming, outlining and paraphrasing
3. peer review of essays written by classmates, and
4. in-class writing—This is usually done immediately after the discussion of the readings and is done within a time limit.

Students' regular attendance and full participation are required and **NO EXCUSES OF ANY KIND FOR ABSENCE WILL BE ACCEPTED**. Absence from class is pardoned only for irresistible causes (e.g., hospitalization) on condition that all assignments are done.

Assignment

Reading assignment: Students should finish the assigned readings before class and share their views on the readings with the rest of the class in class discussion time. **Pop quizzes will be given in the beginning of every class.**

Writing assignment: Students must show that their essays are **carefully drafted, revised and edited with "obvious" efforts**. The first draft will be reviewed by peers in class. The second and final versions of the essay will be evaluated by the instructor, and handed back to the students with comments. All essays must be typed with an outline. All assignments should be uploaded to the E-learning Center with your name and school number at the upper right corner of the first page.

Grading:

Essays	60%	}	100%
Reading assignment and discussion	20%		
Peer Responses and participation	20%		

A tentative class schedule (subject to changes with notice)

- 2/22 Welcome back to the composition writing; Reconfirming language proficiency
(*homework: reading Ch. 9 Strategies one & two, pp. 195-227*)
- 2/29 Illustrations and process analysis
(*homework: The 1st draft of **Essay #1, due on March 5***)
- 3/07 Discussion on Illustrations and process analysis based on the 1st draft of **Essay #1**
(*homework: reading Ch. 9 Strategy three, pp. 227-248; the 2nd draft of **Essay #1, due on March 12***)
- 3/14 Comparison and contrast
(*homework: The 1st draft of **Essay #2, due on March 19***)
- 3/21 Discussion on Comparison and contrast based on the 1st draft of **Essay #3**
(*homework: reading Ch. 9 Strategies four & five, pp. 248-273; the 2nd draft of **essay #3, due on March 26***)
- 3/28 Definition and classification
(*homework: **Revising any of the 3 essays** you wrote focusing on **definition or classification, due on April 9***)
- 4/04 **Holiday**
- 4/11 Discussion on definition and classification based on students' works revised
(*homework: reading Ch. 9 Strategy six, pp. 274-285; revising chosen essay again, **due on April 16***)
- 4/18 (Midterm)** (on illustration, process, comparison and contrast, definition, classification, and causality)
(*homework: reading Ch. 10, pp. 287-322*)
- 4/25 Causal analysis & logical fallacies in causality
(*homework: The 1st draft of **essay #4, due on April 30***)
- 5/02 Discussion on causal analysis & logical fallacies in causality based on the 1st draft of **Essay #4**
(*homework: reviewing the covered materials and **get ready for the midterm; the 2nd draft of **Essay #4, due on May 07*****)
- 5/09 General introduction: argumentation
(*homework: The 1st draft for **Essay #5, due on May 14***)
- 5/16 Discussion on logical fallacies on the basis of the 1st draft of **Essay #5**
(*homework: the 2nd draft of **essay #5, due on May 21***)
- 5/23 Discussion on argumentation: Cons & Pros
(*homework: **reading assigned readings on the website; the 3rd draft of **essay #5, due on May 27*****)
- 5/30 Argumentation supported by research findings
(*homework: **reading assigned readings on the website; the 4th draft of **essay #5, due on June 04*****)
- 6/06 Argumentation in exams: e.g., TOEFL tests
(*homework: **reading assigned readings on the website***)
- 6/13 Experiencing the writing test in class
- 6/20 **Final exam**