

Syllabus – Fundamentals of English Writing

Course Objective



The major course objectives of *Fundamentals of English Writing* is to help you become a more competent and confident communicators in English writing by training your proficiency in the essay writing skills needed for both academic (primary) or career (supplementary) success. In addition by the major elements of academic writing, close attention will also be direct to the productive uses of English-English dictionaries and related online resources with the hope to expanding the one-semester course into a sustainable pursue for ongoing and continuing advancement of your English writing ability.

Course Description



The course adopts an interactive approach to language learning by providing you with ample opportunities to “interact” with your instructor, your classmates, and, most importantly, with the writer in you. Major class activities include: (1). Group discussions; (2). Peer reviews; (3). Guided exercises and editing; and (4). Required writing assignments in various forms (self-introduction, process, cause-effect, comparison-contrast, argumentative paragraphs) culminating in 3~4 revised papers and 4~5 exercises and assignments (both in-class and take-home) the entire semester.

Course Textbook



Fundamentals of English Writing finds its textbook in *Refining Composition Skills: Academic Writing and Grammar* (Regina L. Smaley, Mary K. Ruetten, and Joann Risbel Kozyrev, 6th Edition). The course will focus mainly on the first two units (on paragraph and essay writing skills) with the remaining third unit of the textbook (on grammatical issues) for self-study and journal keeping.

Course Requirements



The instructor teaches *Fundamentals of English Writing* with the underlying assumption that you are here with a strong desire to improve your English writing ability. The major course requirement is therefore for you to constantly demonstrate that desire through your class participation and writing assignments. On top of the designated textbook, supplementary handouts edited by your instructor, when needed, will be emailed to you one week prior to the lesson begins. Please be noted that, instead of expecting your instructor to go over the textbook chapters and handouts line by line in class, you are required to preview the lesson and get yourself well prepared for raising/answering questions and participating in class discussions. You are also required to present in class the outline of your writing assignments and critique those of your classmates. In addition to exercises and writing assignments, a “Grammar Journal” needs to be edited and turned in by the end of the semester. There will be neither mid-term nor final examination. Further IMPORTANT NOTES:

1. Further course requirements and assignment guidelines will be specified in class. Assignments failing to observe the requirements and guidelines will receive NO grade. Attendance is thus of vital importance. Skip classes at your own risk.
2. All required assignments should be typed, not hand-written.
3. Assignments submitted after the deadline will be graded but not reviewed.

Grading Criteria -

Original Papers: 40%

Grammar Journal: 15%

Attendance/Participation): 10%

Exercises and Assignments: 20%

Presentation and Peer Review: 15%

Course Instructor and Teaching Assistant

Your course instructor is Chien-Ta (Bob) Hsu. As a part-time instructor, he does not have an office on the NTU campus to maintain regular office hours. However, for whatever reason you need to talk to him, he can be reached at 2368-4299, 0955-582-568, or atatsu@seed.net.tw.

Fundamentals of English Writing – Tentative Course Schedule

<i>Week</i>	<i>Scheduled Lesson</i>	<i>Remark</i>
1 st – 09/14	Course Orientation plus Opening Assignment	In-Class Writing: Self-Introduction
2 nd – 09/21	Getting Prepared to Learn by Asking Crucial Questions	What makes a good piece of writing? What are my weaknesses in English Writing? What are my expectations of this course?
3 rd – 09/28	Assignment Review (Self-Introduction) – Part 1	Exploring Non-Writing Elements of Writing (The Writing Situation)
4 th – 10/05	Assignment Review (Self-Introduction) – Part 2	Identifying Major Grammatical Problems for Rectification
5 th – 10/12	Learning Task 1: Introduction to Paragraph	Textbook Chapter 1 – Lecture and Exercises
6 th – 10/19	Learning Task 2: From Paragraph to Essay	Textbook Chapter 6 – Lecture and Exercises
7 th – 10/26	Learning Task 3: Paragraph/Essay Skills	Exercises on Coherence, Unity, Topic Sentence, Thesis Statement
8 th – 11/02	Learning Task 4-1: Process-Chronological Essay	Textbook Chapter 10 - Lecture and Exercise
9 th – 11/09	Learning Task 4-2: Process-Chronological Essay	In-Class Presentation of Process Essay Outline
10 th – 11/16	Learning Task 4-3: process-Chronological Essay	In-Class Process Essay Presentation and Peer Review
11 th – 11/23	Learning Task 5-1: Comparison-Contrast Essay	Textbook Chapter 8: Lecture and Exercise
12 th – 11/30	Learning Task 5-2: Comparison-Contrast Essay	In-Class Presentation of Comparison-Contrast Essay Outline
13 th – 12/07	Learning Task 6-1: Cause-Effect Essay	Textbook Chapter 11: Lecture and Exercise - <i>Comparison-Contrast Essay Due</i>
14 th – 12/14	Learning Task 6-2: Cause-Effect Essay	In-Class Presentation of Cause-Effect Essay Outline
15 th – 12/21	Learning Task 7-1: Argumentative Essay	Textbook Chapter 12 - Lecture and Exercise – Cause-Effect Essay Due
16 th – 12/28	Learning Task 7-2: Argumentative Essay	In-Class Presentation of Argumentative Essay Outline
17 th – 01/04	Learning Task 8: Classification Essay	Textbook Chapter 9: Lecture and Exercise- <i>Argumentative Essay Due</i>
18 th – 01/11	Course Review and Self-Evaluation (Individual Interview with Instructor) – <i>Grammar Journal Due</i>	

Recommended Reference Books and Online Resources

1. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3rd ed. London: Routledge, 2011.
2. Kennedy, X.J., Dorothy M. Kennedy and Sylvia A. Holladay. *The Bedford Guide for College Writers with Reader, Research Manual and Handbook*. 9th ed. Boston: Bedford/St. Martin's, 2011.
3. Lane, Janet and Ellen Lange. *Writing Clearly: Grammar for Editing*. 3rd ed. Boston: Heinle, 2012.
4. Licklider, Patricia M. *Building an Active College Vocabulary*. New York: Longman, 2002.
5. Longknife, Ann and K.D. Sullivan. *The Art of Styling Sentences*. 4th Edition. Barron's: New York, 2002.
6. Scarry, Sandra and John Scarry. *The Writer's Workplace with Reading: Building College Writing Skills*. Wadsworth: Boston, 2011.
7. Skwire, Sarah E. and David Skwire. *Writing with a Thesis: A Rhetoric and Reader*. International Edition. Wadsworth: Boston, 2011.
8. Yarber, Mary Laine, and Robert E. Yarber. *Reviewing Basic Grammar: A Guide to Writing Sentences and Paragraphs*. 8th ed. New York: Longman, 2010.

Guide to Grammar and Writing at <http://grammar.ccc.commnet.edu/grammar/>

Pearson Writing Resources for Students at <http://media.pearsoncmg.com/long/pearsonwriting/>

Purdue Online Writing Lab at <http://owl.english.purdue.edu/> and other online writing resources.