

國立臺北教育大學 109 學年度第 2 學期第 2 次課程委員會會議提案單	
案由	學習與教學國際碩士學位學程新增課程與選課要求修訂，提請討論。
說明	一、本學程為提供更符合學生實際需求之課程結構，自 110 學年度起，擬增加一門 2 學分「學術論文寫作」(Academic Paper Writing)必修課程，以利學生依據其研究與未來論文寫作進行準備，提供更符合學生學習需求之課程。「學術論文寫作」(Academic Paper Writing)課程大綱如附件 1(P.2)，課程結構與教學科目表修改如附件 3(P.11)。 二、增加「學術論文寫作」課程後，現行必修課程由 15 學分增加為 17 學分（5 門課增為 6 門課），選修課程由現行 17 學分減為 15 學分，畢業最低學分數維持 32 學分。增訂之「學術論文寫作」英文撰寫為主外，學術研究及文獻引述亦以英文為主，惟目前論文寫作語言並未明定，為符合學程教學宗旨，於課程簡介與課程結構與教學科目表內明定此要件，擬修訂內容如附件 2(P.7)、附件 3(P.11)。 三、擬將本學程「跨學程、系所、院校修課程」明訂為全英語課程，本碩士學位學程於 106 學年度成立即採全英授課，讓臺籍與國際學生以共學方式，豐厚英語溝通能力。惟目前跨選課程並未明定為全英課程，為符合此教學宗旨，於跨學程、系所、院校修課項目下明定此全英課程要求，擬修訂內容如附件 3(P.11)。 四、本案業經（110.03.25）學習與教學國際碩士學位學程 109 學年度第 2 學期第 1 次課程委員會會議決議通過（會議記錄請見附件 4，P.12）。
辦法	經校課程委員會通過後，提教務會議審議。
決議	

提案單位：學習與教學國際碩士學位學程

**International Master's Program of Learning and Instruction
National Taipei University of Education (NTUE)
Academic Paper Writing
Course Policies and Syllabus 2021 1st semester**

Instructor: Dr. Po-Han Lin, 林柏翰

Meeting place: D203

E-mail: pohan.lin@mail.ntue.edu.tw

Class Time: Thursday, 13:30~16:20PM

Office Hours: Friday, 10:00 A.M. ~12:00 P.M., or by appointment

Course Title: Academic Paper Writing

Course Description: This course aims at helping students getting familiar with the academic paper writing and recognizing different writing genres. It provides students with ample opportunities to know and practice writing some of the basic elements of writing up a good academic paper. These included structuring good sentence and paragraph, validating a logical thinking, ensuring logical flow throughout a paper, practicing critical thinking, and providing evidences to back up a point. Students are expected to learn what is consider as a plagiarism, how to re-write a sentence or idea, and how to provide a proper citation or quotation.

Course Objectives: Writing is a basic literacy. After successfully completing this course you will be able to:

- Understand the basic academic writing types and styles
- Write up paragraphs for different types of academic writings
- Recognize logical mistakes and ensuring logical flow between the paragraphs
- Avoid plagiarism and know how to re-write or summarizing previous results
- Gain confidence in reading and writing the academic writing

Textbooks:

- Bailey, S. (2011). *Academic writing: A handbook for international students* (2nd ed.). London: Routledge.
- Irvin, L. Lennie (2010). *What is "Academic" Writing?* In C. Lowe & P. Zemliansky (Ed.), *Writing Spaces: Readings on Writing*, Vol. 1. USA, Indiana: Parlor Press (Adobe ebook).
- Graff, G. & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing* (4th ed.). USA, New York: W. W. Norton & Company.

Required/Elective: Elective

Content Outline: The overall course will focus on a mixture of macro and micro skill in writing up a good academic writing in APA format. Specifically, on the micro level, there will be a lot of "hands-on" experience of writing up different types of sentences. This includes descriptive, analytical, persuasive, and critical sentences. On the macro level, you will be able to express your critical and logical thinking in different types of academic paper. This includes writing a good paragraph and structuring multiple paragraphs together.

Instructional Activities: The primary format of this course will be mini-lecture, in-class discussion, group/pair work, and audio-visual presentation. Students will be given homework to complete almost every week. Students are also required to write up a mini-thesis paper at the end.

Grades:

Homework Assignments (30 pts): The total point for the homework is 30 points. We will be doing a few mini projects this semester. This included projects such as: (1) writing sentences, (2) citation and quotation, (3) logical mistake recognition, (4) proofreading and re-writing and (5) paragraph writing,

and etc. There will be 6 to 8 homework assignments given in this semester.

In-Class Participation and Presentation (40 pts): The total point for in-class participation (20 pts) and presentation (20 pts) is 40 points. In-class participation will be based on your attendance (10 pts) and your actual participation in the discussion (10 pts). Student are responsible presented an article selected by the instructor. The presentation will last about 30 minutes follow by a 15-minute discussion.

Final Project (30 pts): The final exam will be mini-thesis writing. The total point for this presentation is 30 points.

Attendance Policy: The University attendance policy states that if a student misses too many classes of a course, he or she will receive a 0 for that particular course. The University Administration determines the amount of class considered “too much.” (over 1/2 of the expected attendance weeks, approximately 9 unexcused absented weeks). I am very strict about attendance. Please do not ask me to remove an absence from your record; I will not. Arrival in class for more than fifteen minutes will be considered as an absence. If you need to miss class for any reasons, please remember to submit the electronic notification to the administration office so your absence will be excused.

Academic Honesty: The University has deemed instructors with the responsibility of handling cases of dishonesty (i.e. cheating in any forms) or plagiarism (i.e. copying someone’s written work). My policy is that on the first occurrence of academic dishonesty, a student will receive 0% on that particular assignment. A student will fail the course after the second occurrence of dishonesty. Cheating is not tolerated. Academic dishonesty will be referred to the department or program chair.

Grading Procedures: Course grades will be calculated in the following manner:

Homework (30 @ 10 pts. each)	30 pts.
In-class participation (attendance and discussion) and Presentation	40 pts.
Final Exam	30 pts.
	Total: 100 pts.

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 59 & Below

National Taipei University of Education							
COURSE DESCRIPTION							
Course Code	Course Title (Chinese)			Course Title (English)			
	學術論文寫作			Academic Paper Writing			
Department	M. ED. in Learning and Instruction			Required/Elective		Required	
Target Students	Postgraduates	Course Duration	Semester	Credit(s)	2	Weekly Hours	2
Prerequisite Course	None						

Core Competency Training		Corresponding Program Mission	
1.	Ability to writing different academic genres	1.	Capable of linking the theory to actual execution
	Ability to think critically and logically	1.	Capable of self-reflect and introspection
2.	Ability for creative thinking and life-long learning	2.	Capable of evaluating and appreciating writings
4.	Develop teaching responsibility and empathy	4.	Possess great personality and follow professional ethics

Course Objective	Even though writing a basic type of literacies, however, writing an academic writing (e.g., thesis or journal paper) is not a straightforward matter. It requires training and practices to polish one' s writing skill. This course aims at helping students getting familiar with the academic paper writing and recognizing different writing genres, including includes descriptive, analytical, persuasive, and critical writings. It provides students with ample opportunities to know and practice writing some of the basic elements of writing up a good academic paper. These included structuring good sentence and paragraph, validating a logical thinking, ensuring logical flow throughout a paper, practicing critical thinking, and providing evidences to back up a point. Students are expected to learn what is consider as a plagiarism, how to re-write a sentence or idea, and how to provide a proper citation or quotation.
------------------	---

Complaints:

Program Director: Professor Chun-ping Wang

Email: chunping@tea.ntue.edu.tw

Phone: 02-2732-1104 ext. 55734

Program Assistant: David Kao

Office Time: 9:00~17:00

Phone: 02-2732-1104 ext. 52169

Course Outline (The schedule may be subject to change depending on our progress)

Week	Date	Unit/theme	Homework
Week 1	2021	• Explain syllabus. Introducing concept of computer-assisted learning and its goal	Please read these for next week: • R Irvin, L. Lennie (2010). What is "Academic" Writing? In C. Lowe & P. Zemliansky (Ed.), Writing Spaces: Readings on Writing, Vol. 1. USA, Indiana: Parlor Press.
Week 2	2021	• What are the 5 types of academic writing? The four main types of academic writing are descriptive, narrative analytical, persuasive, and critical. Each of these types of writing has specific language features and purposes. 1. Descriptive reading & writing practice 2. Narrative reading & writing practice	Practice: • Argument and discussion • Cause and Effect • Cohesion • Comparisons
Week 3	2021	• What are the 5 types of academic writing? The four main types of academic writing are descriptive, analytical, persuasive, and critical. Each of these types of writing has specific language features and purposes. 1. Analytical reading & writing practice 2. Persuasive reading & writing practice	Practice: • Argument and discussion • Cause and Effect • Cohesion • Comparisons
Week 4	2021	• Scientific research paper and its structure 1. Abstracts 2. Research Questions 3. Common mistakes in writings • Audience, Purpose and Strategy, Organization, Style, Flow, Presentation, Positioning	Please read these for next week: • https://www.thenewslens.com/article/125842
Week 5	2021	• How to select a thesis topic? 1. Systemic review 2. Finding relevant papers 3. Reading papers 4. Note making	• Finding suitable Sources • Finding topics and trends in your disciplines
Week 6	2021	• Writing general-specific texts 1. Sentence definitions 2. Extended definitions 3. Generalization 4. Contrastive Definitions 5. Comparative Definitions	
Week 7	2021	• Introduction: Problem, process, and solution • Significance of a study • Purpose and research questions 1. The structure of problem-solution texts 2. Problem statements 3. Introducing solutions	
Week 8	2021	• Literature Review Section • Notes on Plagiarism • What is plagiarism? How can I avoid it? 1. Paraphrasing 2. Synonyms 3. Identify the source 4. Summary phrases 5. Comparative Summaries ⁵	

Week 9	2021	• Introducing APA format 1. Citation and Quotation 2. Reference	
Week 10	2021	Individual Section 1 (Mid-term)	
Week 11	2021	Individual Section 2 (Mid-term)	
Week 12	2021	• Method Section 1. Structure and disclose information 2. Qualitative research method 3. Quantitative research method writing 4. What are basic elements in both approaches	Types of researches
Week 13	2021	• Result Section 1. Qualitative research method 2. Quantitative research method writing 3. What are basic elements in both approaches 4.	
Week 14	2021	• Discussion and Conclusion 1. Qualitative research method 2. Quantitative research method writing 3. Highlights and interpretation 4. Drawing conclusion	
Week 15	2022	• Organization, reviewing and proofreading 1.Strength of Claim 2.Logical flow of paragraphs 3.Language focus 4.Highlighting Statements 5.Organization 6.Closing statement	
Week 16	2022	• Use of graphs, figure, & tables 1. APA format 2. Choice of graphs 3. Presentation of data	
Week 17	2022	Group Section (question and answer in a group)	
Week 18	2022	Final Project Demonstration (Final Exam)	

學習與教學國際碩士學位學程

International Master's Program of Learning and Instruction

一、簡介與發展特色

學習與教學國際碩士學位學程的創立願景為「專業、臺灣與國際」，奠基於超過二甲子的師資培育研究與實踐經驗，學程以本校卓著的「學習與教學領域研究成果」與「教學實務」優勢，吸引國內、外優秀學生就讀，並以全英授課及台籍與國際學生共學的方式，豐厚學生的英語溝通能力，增強學生的跨文化素養。期盼畢業學生能掌握學習與教學之專業，學會臺灣優秀的教育經驗與教學方法，並有能力服務臺灣或國際社會，增加學程的國際交流與影響力。

學習是教育的核心，目前國際上的教育方向，已轉向「以學生為中心的教學」；重視學生的學習，教師將以各種教學方法促進學習，亦透過國際學者短期講學之教學創新專題，來促進學生國際視野的建立。除創新教學之外，學程亦注重學習理論與教學設計的核心課程，兼重研究方法的訓練以及實務教學訓練，未來將與本校師資培育中心密切合作，讓學程學生與臺灣教育現場有更多的互動，使學生更貼近未來服務的教學現場，體現教學的樂趣。

二、課程願景/教育目標

本學位學程的教育願景在培養以學生學習為中心的教學者，透過研究方法、核心、專門、實務實習等課程及碩士論文培養研究生具備從事學習中心的教學與相關研究的能力。

1. 培養學生具備學術研究之能力
2. 培養學生具備教學發展與創新之能力
3. 培養學生具備評量發展與創新之能力
4. 培養學生團隊合作之能力

三、學生核心能力

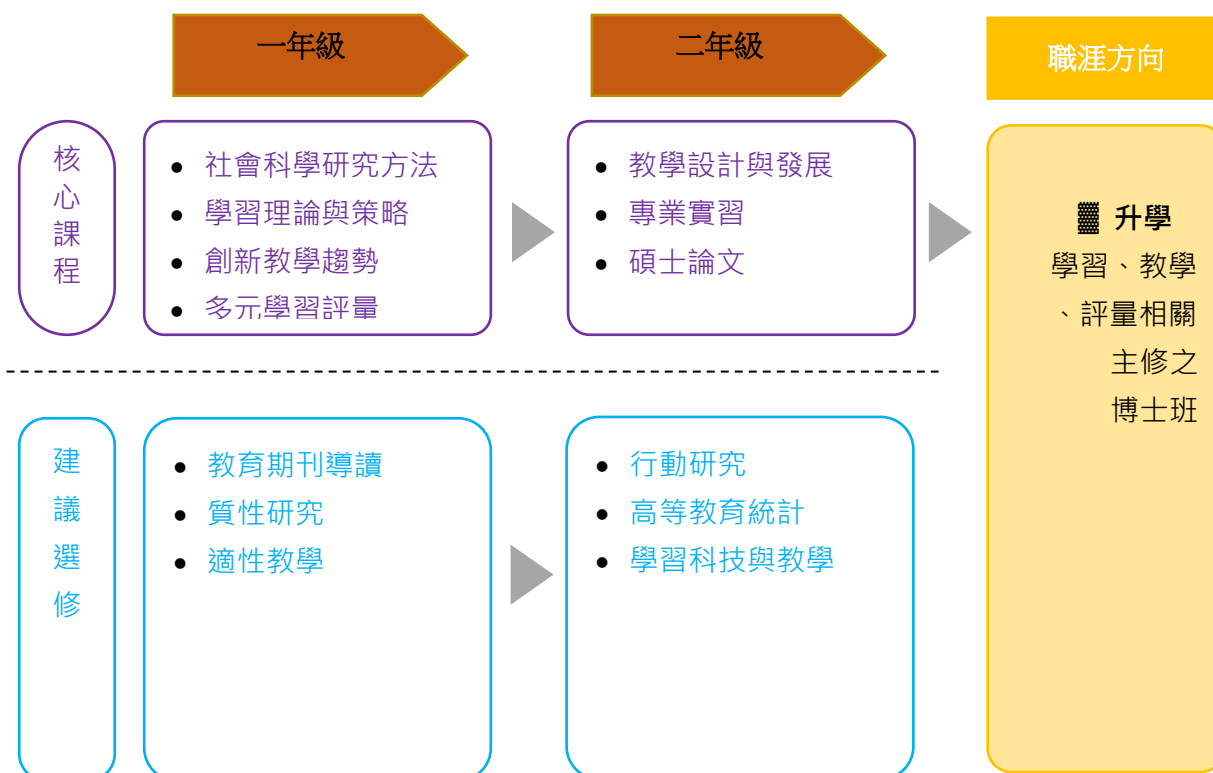
本學位學程學生的核心能力如下

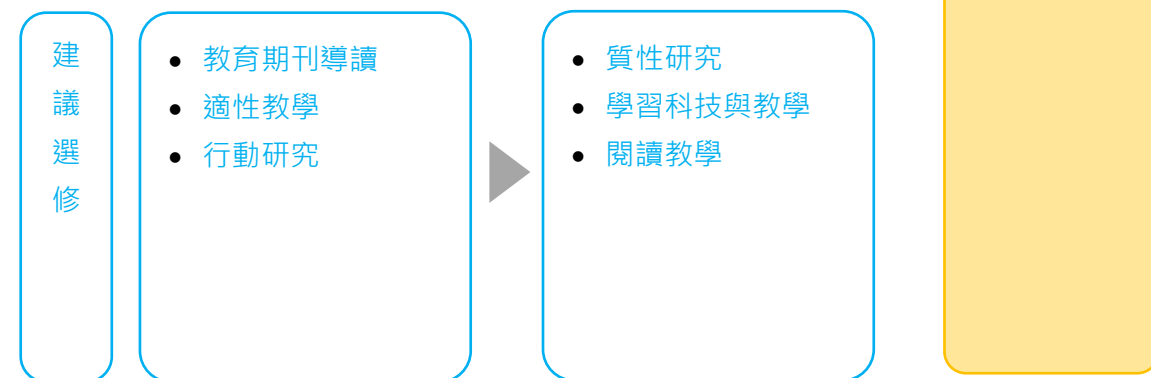
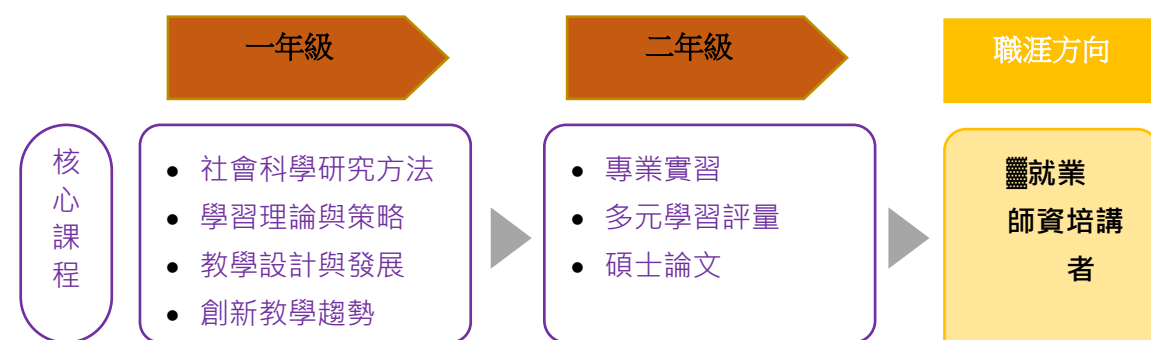
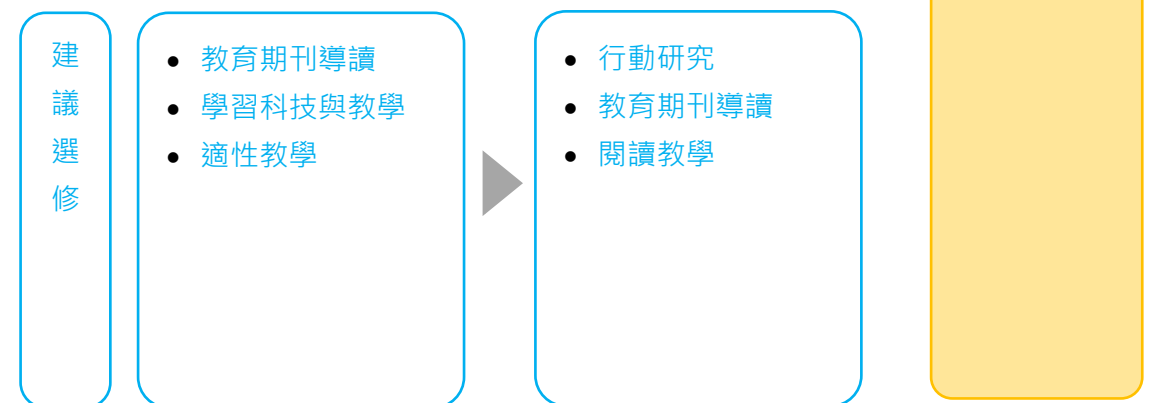
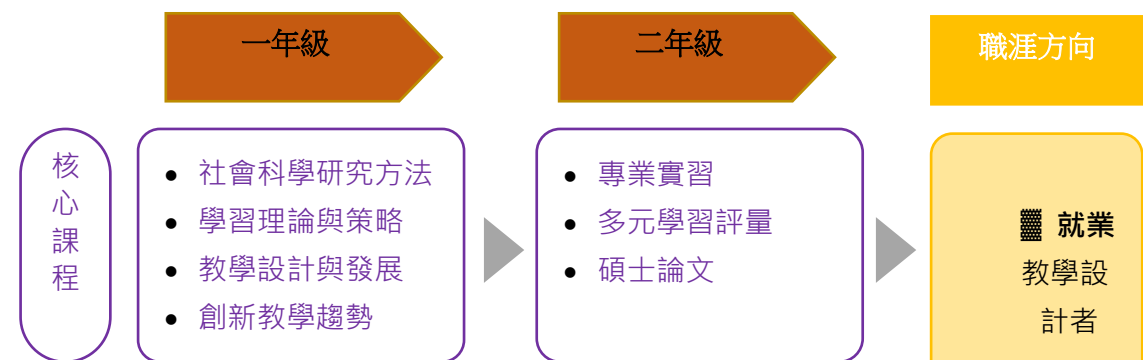
1. 具備執行教學、學習與評量研究的知能 (核心能力 1)
2. 具備發展「以學生學習為中心」的教學之知能 (核心能力 2)
3. 具備發展「以學生學習為中心」的評量之知能 (核心能力 3)
4. 具備發展數位學習教材之知能 (核心能力 4)
5. 具備跨領域、跨文化溝通合作之知能 (核心能力 5)

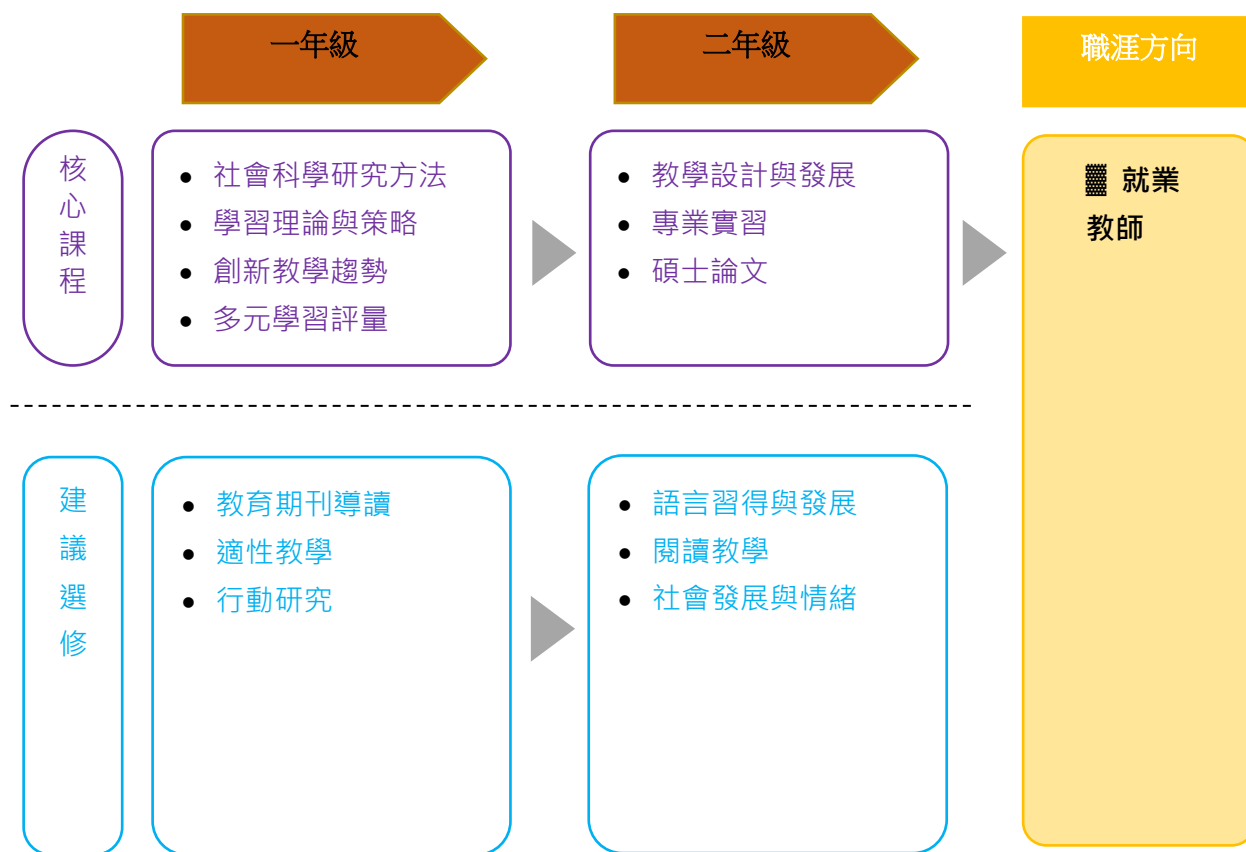
四、教育目標與核心能力關聯表

核心能力 教育目標	具備執行教學、學習與評量研究的知能 (核心能力 1)	具備發展「以學生學習為中心」的教學之知能 (核心能力 2)	具備發展「以學生學習為中心」的評量之知能 (核心能力 3)	具備發展數位學習教材之知能 (核心能力 4)	具備跨領域、跨文化溝通合作之知能 (核心能力 5)
培養學生具備學術研究之能力 (教育目標 01)	☆				
培養學生具備教學發展與創新之能力 (教育目標 02)	☆	☆		☆	☆
培養學生具備評量發展與創新之能力 (教育目標 03)	☆		☆	☆	☆
培養學生團隊合作之能力 (教育目標 04)		☆	☆	☆	☆

五、課程、職涯及升學地圖







六、課程結構與選課要求

(一)必修課程：15~~17~~ 學分；社會科學研究方法（一門，3 學分），核心課程（三門，9 學分），創新教學趨勢（邀請國內、外學者演講與授課，一門，3 學分），學術論文寫作（一門，2 學分），共六門。

(二)選修課程：17~~15~~ 學分。

(三)畢業最低學分數 32 學分，另須根據有興趣的研究方向以及實習經驗，以英文撰寫畢業論文（一門，0 學分）。

(四)2 學分的實習課程為選修課程，視學生的需求安排學生於臺灣進行觀課與教學實作。

(五)除實習之外，學生於畢業前應完成論文。

七、教學科目

學習與教學國際碩士學位學程 課程結構與教學科目表
110 學年度(提案)

科目代碼	科目中文名稱	科目英文名稱	修別	學分	時數	開課年級	備註
一、研究方法課程(必修 3 學分)							
0153000	社會科學研究方法	Research Methodology in Social Sciences	必	3	3	1 上	本門課程為全英語授課
0222300	高等教育統計	Advanced Educational Statistics	選	3	3	1 下	
0425500	質性研究	Qualitative Research	選	3	3	1 下	
二、核心課程(必修 9 學分)							
0962800	學習理論與策略	Learning Theories and Strategies	必	3	3	1 上	本門課程為全英語授課
0287200	教學設計與發展	Instructional Design and Development	必	3	3	1 下	
0987600	多元學習評量	Multiple Assessments for Learning	必	3	3	2 上	本門課程為全英語授課，可採計「雙語師資生教育學程」2 學分
三、專門課程(必修 5 學分)							
新增	學術論文寫作	Academic Paper Writing	必	2	2	1 下	本門課程為全英語授課
0963100	教育期刊導讀	Literature Review in Education	選	3	3	1 上	
0110500	行動研究	Action Research	選	3	3	1 下	
0963000	語言習得與發展	Language Acquisition and Development	選	3	3	2 上	
1000200	社會發展與情緒	Social Development and Emotions	選	3	3	2 上	
0687000	閱讀教學	Reading Instruction	選	3	3	1 下	本門課程為全英語授課，可採計「雙語師資生教育學程」2 學分
0987900	創新教學趨勢	Seminar of Innovative Instruction	必	3	3	2 上	
0875300	適性教學	Adaptive Instruction	選	3	3	2 上	
0987800	學習科技與教學	Technology and Learning	選	3	3	2 下	
四、學習與教學實務實習							
0808100	專業實習	Practicum	選	2	2	2 上	本門課程為全英語授課
五、碩士論文		Thesis	必	0	0	2 下	論文需以英文撰寫
跨學程、系所、院校修課		Cross-program	選	6	至多 6 學分，需為全英語課程，且選課前經學程主任同意方可計入畢業學分。		

國立臺北教育大學
學習與教學國際碩士學位學程
109 學年度第 2 學期第 1 次學程課程委員會會議議程

會議時間：民國 110 年 3 月 25 日(四) 12:10-13:30

會議地點：芳蘭樓 2 樓 D201 室

主席：王俊斌主任

出席、列席人員：如簽到表

紀錄：高珩

壹、主席致詞

貳、報告事項

參、提案討論

案由一：本學程 110 學年度擬增訂一門寫作課程，提請討論。

說明：

- 一、為提供更符合學生實際需求之課程結構，自 110 學年度起，擬增加一門 2 學分「學術論文寫作」(Academic Paper Writing)必修課程，以利學生依據其研究與未來論文寫作進行準備，提供更符合學生學習需求之課程。
- 二、「學術論文寫作」(Academic Paper Writing)課程大綱如附件一。
- 三、課程結構與教學科目表修改如附件三。

決議：

1. 「學術論文寫作」(Academic Paper Writing)訂為學程專門課程，必修 2 學分，開課年級為 1 下，110 學年開始實行。
2. 增加「學術論文寫作」課程後，現行必修課程由 15 學分增加為 17 學分（5 門課增為 6 門課），選修課程由現行 17 學分減為 15 學分，畢業最低學分數維持 32 學分。
3. 為讓在校生亦能選讀「學術論文寫作」科目，109 學年（含）前入學學生可以「跨學程、系所、院校」選修方式完成「學術論文寫作」課程，完成後一併計入該生畢業選修學分。
4. 除課程大綱所列之 2 本教科書外，另加入 Gerald Graff 及 Cathy Birkenstein 所著作的「They Say / I Say: The Moves That Matter in Academic Writing」原文書籍。

案由二：擬將本學程畢業碩士論文明訂以英文撰寫，提請討論。

說明：承案由一，本學程除增訂之「學術論文寫作」英文撰寫為主外，學術研究及文獻引述亦以英文為主，惟目前論文寫作語言並未明定，為符合學程教學宗旨，於課程簡介與課程結構與教學科目表內明定此要件，擬修訂內容如附件二、附件三。

決議：照案通過

案由三：擬將本學程跨學程、系所、院校修課程明訂為全英語課程，提請討論。

說明：本碩士學位學程於 106 學年度成立即採全英授課，讓台籍與國際學生以共學方式，豐厚學生的英語溝通能力。惟目前跨選課程並未明定為全英課程，為符合此教學宗旨，於跨學程、系所、院校修課項目下明定此全英課程要求，擬修訂內容如附件三。

決議：照案通過

肆、臨時動議

伍、散會

國立臺北教育大學

學習與教學國際碩士學位學程

109 學年度第 2 學期第 1 次課程委員會議簽到表

會議時間：110 年 3 月 25 (四) 12 時 10 分至 13 時 30 分

會議地點：芳蘭樓 203 會議室

主席：王俊斌主任

姓名及職級	所屬單位	簽到
王俊斌主任 (當然委員)	本校學習與教學國際碩士學位學程	王俊斌
田耐青副教授	本校教育學系	請假
黃瑄怡助理教授	本校課程與教學傳播科技研究所	黃瑄怡
林柏翰助理教授	本校學習與教學國際碩士學位學程	林柏翰
祝勤捷校長 (業界代表)	國立臺北教育大學附設實驗國民小學	祝勤捷
詹盛如學務長 (校外專家)	國立中正大學	請假
張明心 (學生代表)	本校學習與教學國際碩士學位學程	張明心
	工作人員	
高珩行政專員	學習與教育國際碩士學位學程	高珩
高琪工讀生	學習與教育國際碩士學位學程	高琪
溫縣工讀生	學習與教育國際碩士學位學程	溫縣