

**** Updated 12/17/2021. This is TENTATIVE ****

| 課程資訊 Course Information | | | | |
|--|--|---------------|---------------------------|----------------|
| 課程名稱 Course title | 中文名稱：英語學術寫作與演說 英文名稱：English Academic Writing and Oral Presentation | | | |
| 課程編號 Curriculum Number | MGH 7045 | 班次 Classes | 學分數 Credits | 1 |
| 全/半年 Full/Half Yr. | 半年 Half Yr. | | 必/選修 Required/Elective | 選修 Elective |
| 授課教師 Instructor | 張竹芩 JhuCin Rita Jhang | | 開課系所 Designated for | 全球衛生碩士學位學程 MGH |
| 上課時間 Time | 一 6,7 Mondays 1:20-3:10 Starting from week 4 | | 上課地點 Venue | 601A |
| 備註 Remarks | <ul style="list-style-type: none"> • Course taught in English 全英文授課 • 2 hours per class, once per week, 10 weeks in total 每週一次·每次 2 小時·共十週 • Only open to graduate students in CPH 僅開放公衛學院研究生修課 • Maximum enrollment: 12 students 修課人數上限：12 人 • Native and non-native English speakers are welcome 英文母語使用者和非英文母語使用者皆可修課 • Students need to have intermediate English writing and speaking skills 學生需有中階英文寫作和口說能力 | | | |
| 課程大綱 (中/英文) Course Syllabus | | | | |
| <p>為確保您我的權利,請尊重智慧財產權及不得非法影印 Please respect the intellectual property rights of others and do not copy any of the course information without permission</p> | | | | |
| 課程概述 Course Description | This 10-week class aims at helping graduate students increase their English academic writing and oral presentation competence and confidence. | | | |
| 課程目標 Course Objective | At the end of the course the students are expected to 1. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health (D17-3) | | | |

| | 2. Display critical self-reflection, cultural humility, and ongoing learning in global health (GH-6) | | | | | | | | | | | | |
|----------------------------|---|-----|--|-----|----|----|----------------------------|-----|--|---|--------------------------|-----|----------------------|
| 課程要求 Course Requirement | <ul style="list-style-type: none"> • Course taught in English • 2 hours per class, once per week, 10 weeks in total • Only open to graduate students in CPH • Maximum enrollment: 12 students • Students need to have intermediate English writing and speaking skills • Students will complete a mini-research paper and an oral presentation on top of in-class practices or writing and speaking | | | | | | | | | | | | |
| 關鍵字 Keywords | Academic thinking, English academic writing, English oral presentation | | | | | | | | | | | | |
| Office Hours | TBD | | | | | | | | | | | | |
| 指定閱讀 Designated reading | <p>Supplementary Materials:</p> <ol style="list-style-type: none"> 1. https://threeminutethesis.uq.edu.au/3mt-final-showcase 2. AMA style: https://www.amamanualofstyle.com/ 3. APA style: https://apastyle.apa.org/ <p>And Materials developed by the instructor</p> | | | | | | | | | | | | |
| 參考書目 References | Materials developed by the instructor | | | | | | | | | | | | |
| 評量方式 Grading | <table border="1"> <thead> <tr> <th>No.</th> <th>項目</th> <th>百分比</th> <th>說明</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Attendance & participation</td> <td>25%</td> <td> <p>Requirements:</p> <ol style="list-style-type: none"> 1. Missing two classes (including two) = Failing the course 2. Each tardiness and early leave = 0.5 absence 3. Active participation is expected in class <p>Target competence:</p> <ol style="list-style-type: none"> 1. Students will learn how to learn from one another via discussions 2. Students will learn to be proactive and take responsibility in their own learning </td> </tr> <tr> <td>R</td> <td>In-class and after-class</td> <td>25%</td> <td>Requirements:</td> </tr> </tbody> </table> | No. | 項目 | 百分比 | 說明 | 1. | Attendance & participation | 25% | <p>Requirements:</p> <ol style="list-style-type: none"> 1. Missing two classes (including two) = Failing the course 2. Each tardiness and early leave = 0.5 absence 3. Active participation is expected in class <p>Target competence:</p> <ol style="list-style-type: none"> 1. Students will learn how to learn from one another via discussions 2. Students will learn to be proactive and take responsibility in their own learning | R | In-class and after-class | 25% | Requirements: |
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| | | practices and assignments | | <p>1. In each class, there will be mini practices to be done and/or assignment to be accomplished after class.</p> <p>Target competence:</p> <ol style="list-style-type: none"> Students will learn to engage with the readings actively and critically Students will learn to be proactive and take responsibility in their own learning |
| | 3. | Mini Research paper | 25% | <p>Requirements:</p> <ol style="list-style-type: none"> A mini research paper (minimum 5 pages): 25% <ol style="list-style-type: none"> Student can use this class to work on a paper they are writing for a different class, a conference submission, or a journal submission Students are free to pick their own topics The mini research paper is due one week after all oral presentations are done <p>Target competence:</p> <ol style="list-style-type: none"> Students will be able to apply fundamental steps academic reasoning and argumentation Students will practice clear, concise, and persuasive writing |
| | 4. | Presentation | 20% | <p>Requirements:</p> <ol style="list-style-type: none"> Presentation 15% <ol style="list-style-type: none"> Each student will do a 3-minute oral presentation of their research project/proposal Slide to be turned in the day before the presentation <p>Target competence:</p> <ol style="list-style-type: none"> Students will learn to deliver their ideas and identify the key concepts in their own research project |

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| | | | <p>3. Students will learn to express in clear and concise to a wider audience, a practice they need to implement a community based participatory action research</p> <p>4. Students will learn to provide constructive feedback to their peers to help one another improve</p> |
| <p>Evaluation of core competence:</p> <ol style="list-style-type: none"> 1. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health (D17-3) <ul style="list-style-type: none"> • Attendance and participation <ul style="list-style-type: none"> ▪ Students will learn from one another about their perspectives, experiences, cultural background, and other ideas • Assignments <ul style="list-style-type: none"> ▪ By the end of the course, students will have a working knowledge of the English academic writing basics, including format, structure, tone, argumentation, style, etc. 2. Display critical self-reflection, cultural humility, and ongoing learning in global health (GH-6) <ul style="list-style-type: none"> • Research paper <ul style="list-style-type: none"> ▪ Students will read and critique published papers, their own works, and the works of their peers • Presentation <ul style="list-style-type: none"> ▪ Students will learn the techniques of transforming their written arguments into an oral format and practice oral delivery with efficiency and style. 3MT format will be practiced along with other oral presentation skills. The final evaluation will be a 10 min oral presentation of their respective chosen topics, evaluated by themselves, the peer, and the instructor. | | | |

Weekly Plan

| Wk | Date | Topic | CEPH competence |
|----|------|---|-----------------|
| 1 | 3/7 | The basics academic writing: 1. Story telling & structure 2. Self-reflexivity 3. Citation styles (AMA and APA) 4. Journal submission basics | GH-6 D17-3 |
| 2 | 3/14 | Transition, cohesion, and basic grammar | GH-6 D17-3 |
| 3 | 3/21 | The art of sentences: syntax variation, paraphrasing practice, and punctuation knowledge | GH-6 D17-3 |
| 4 | 3/28 | 1. H/RQs as your guiding star 2. How to cite properly | GH-6 D17-3 |
| 5 | 4/11 | 1. Literature review, result, and discussion: Making your case 2. The power of abstract and the keyword list 3. 5-pages mini research due | GH-6 D17-3 |
| 6 | 4/18 | 1. Oral presentation basics: the triangle structure and the give-and-take principle 2. 3MT technique | GH-6 D17-3 |
| 7 | 4/25 | The tone, volume, pace, pause, thought groups, & embodied cues, fillers | GH-6 D17-3 |
| 8 | 5/2 | 1. Use your visuals; don't let them use you. 2. Alternative structure | GH-6 D17-3 |
| 9 | 5/9 | Oral presentation day 1 | GH-6 D17-3 |
| 10 | 5/16 | Oral presentation day 2 | GH-6 D17-3 |

全球衛生學位學程 核心能力

CEPH 2016 Accreditation Criteria for Foundational Knowledge Profession & Science of Public Health

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|--------|--|
| D17-1 | Explain public health history, philosophy and values |
| D17-2 | Identify the core functions of public health and the 10 Essential Services* |
| D17-3 | Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health |
| D17-4 | List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program |
| D17-5 | Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. |
| D17-6 | Explain the critical importance of evidence in advancing public health knowledge |
| D17-7 | Explain effects of environmental factors on a population's health |
| D17-8 | Explain biological and genetic factors that affect a population's health |
| D17-9 | Explain behavioural and psychological factors that affect a population's health |
| D17-10 | Explain the social, political and economic determinants of health and how they contribute to population health and health inequities |
| D17-11 | Explain how globalization affects global burdens of disease |
| D17-12 | Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health) |

ASPPH Master of Public Health's Global Health Concentration Competencies

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| GH-1 | Analyze the roles, relationships, and resources of the entities influencing global health |
| GH-2 | Apply ethical approaches in global health research and practice |

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|-------------|---|
| GH-3 | Apply monitoring and evaluation techniques to global health programs, policies, and outcomes |
| GH-4 | Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area |
| GH-5 | Design sustainable workforce development strategies for resource-limited settings |
| GH-6 | Display critical self-reflection, cultural humility, and ongoing learning in global health |

NTU CPH Doctoral Core Competencies in Global Health

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|--------------|---|
| DGH-1 | Exemplify proficient skills to contribute to public health scholarship and engage community partners and stakeholders to conduct own research and form collaborations based on high ethical standards |
| DGH-2 | Scrutinize and apply qualitative and quantitative methods to provide evidence-based solutions to global health problems considering cultural safety and diversity |
| DGH-3 | Design, implement, and evaluate theory-informed and evidence-based research programs in an academia or practice setting |
| DGH-4 | Recognize and analytically evaluate socioeconomic, environmental, behavioral, and biological determinants of population health |

*Word formatting is a nightmare.

I apologize for those reading this very messy document. I'll update it soon.