

Tentative schedule; subject to change

課程資訊 Course Information				
課程名稱 Course title	中文名稱：學術寫作與演說的批判思考 英文名稱：Critical thinking in academic writing and oral presentation			
課程編號 Curriculum Number	MGH7050	班次 Class	學分數 Credits	2
全/半年 Full/Half Yr.	半年 Half Yr.		必/選修 Required/Elective	選修 Elective
授課教師 Instructor	張竹芃 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	Wed. 10:20-11:10		上課地點 Venue	CPH 105
備註 Remarks	<ul style="list-style-type: none"> • Course taught in English 全英文授課 • Only open to graduate students in CPH 僅開放公衛學院研究生修課 • Maximum enrollment: 16 students 修課人數上限：16 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 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)			

	<ol style="list-style-type: none"> 2. Display critical self-reflection, cultural humility, and ongoing learning in global health (GH-6) 3. Acquire essential academic writing, presentation, and critique competence that could be applied across contexts 								
課程要求 Course Requirement	<ul style="list-style-type: none"> • Course taught in English • Only open to graduate students in CPH • Maximum enrollment: 16 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, critical thinking								
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>Item</th> <th>%</th> <th>Notes</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 three classes (including three) = Failing the course 2. Each tardiness and early leave = 0.5 absence 3. Active participation is expected in class 4. Each student is entitled to take one day off. 5. If you are asking for a leave of absence, please inform the instructor and the TA as soon as you can (no later than 12 hours before class). <p>Target competence:</p> <ol style="list-style-type: none"> 1. Students will learn how to learn from one another via discussions </td> </tr> </tbody> </table>	No.	Item	%	Notes	1.	Attendance & participation	25%	<p>Requirements:</p> <ol style="list-style-type: none"> 1. Missing three classes (including three) = Failing the course 2. Each tardiness and early leave = 0.5 absence 3. Active participation is expected in class 4. Each student is entitled to take one day off. 5. If you are asking for a leave of absence, please inform the instructor and the TA as soon as you can (no later than 12 hours before class). <p>Target competence:</p> <ol style="list-style-type: none"> 1. Students will learn how to learn from one another via discussions
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			2. Students will learn to be proactive and take responsibility in their own learning
	2.	In-class and after-class practices and assignments	25%
	3.	Research paper	25%
	4.	Presentation	25%

2. Students will learn to be proactive and take responsibility in their own learning

Requirements:
 1. In each class, there will be practices to be done and/or assignment to be accomplished after class.
Target competence:
 1. Students will learn to engage with the readings actively and critically
 2. Students will learn to be proactive and take responsibility in their own learning

Requirements:
 1. A research paper (10-15 pages, excluding references): 25%
 1. Students can use this class to work on a paper they are writing for a different class, a conference submission, or a journal submission, or a part of their thesis/dissertation
 2. It can be a research proposal or a completed research project
 3. Students are free to pick their own topics
Target competence:
 1. Students will be able to apply fundamental steps of academic reasoning and argumentation
 2. Students will practice clear, concise, and persuasive writing

Requirements:
 1. Presentation: 15%: Each student will do an 8-minute oral presentation of their research project/proposal
 2. Slide to be turned in the day before the presentation: 5%
 3. Peer review: 5%
Target competence:
 4. Students will learn to deliver their ideas and identify the key concepts in their own research project

			<p>5. 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>6. 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 15 min oral presentation of their respective chosen topics, evaluated by themselves, the peer, and the instructor. 3. Acquire essential academic writing, presentation, and critique competence that could be applied across contexts <ul style="list-style-type: none"> • 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. • 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 			

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Weekly Schedule			
Wk	Date	Topic	CEPH competence
1	9/7	Introduction of people and things The basics of academic writing: Self-reflexivity & Journal submission basics	GH-6 D17-3
2	9/14	Write better at the word level	GH-6 D17-3
3	9/21	Write better at the sentence level: syntax variation, paraphrasing practice, and punctuation knowledge & basic grammar	GH-6 D17-3
4	9/28	Write better at the paragraph level: topic sentence and paragraph function	GH-6 D17-3
5	10/5	1. Write better at the passage level: Storytelling, and transition 2. Literature review, result, and discussion: Making your case	GH-6 D17-3
6	10/12	1. H/RQs as your guiding star 2. Abstract and the keyword list 3. How to cite properly (practice citation styles (AMA and APA) and reference tools	GH-6 D17-3
7	10/19	Talk better at the word level: Syllable and word basics *Mini research paper due	GH-6 D17-3
8	10/26 Mid	Talk better at the vocal level: The tone, volume, pace, pause, thought groups, & embodied cues, fillers * Sign up for final presentation	GH-6 D17-3
9	11/2	Talk better at the structural level: The triangle structure and the give-and-take principle	GH-6 D17-3
10	11/9	3 page slides structure/Practice round: Student 1-5 Each person: 8 min presentation + 10 min feedback * redo	GH-6 D17-3
11	11/16	4 page slides structure/Practice round: Student 6-10 Each person: 8 min presentation + 10 min feedback * redo	GH-6 D17-3
12	11/23	5 page slides structure/Practice round: Student 11-14 Each person: 8 min presentation + 10 min feedback * redo	GH-6 D17-3
13	11/30	6 page slides structure/Practice round: Student 15-16 Each person: 8 min presentation + 10 min feedback * redo Overall review Presenting online: dos and don'ts	GH-6 D17-3

14	12/7	Final presentation: Student 1-6 Each person: 8 min presentation + 7 min feedback	GH-6 D17-3
15	12/14	Final presentation: Student 7-12 Each person: 8 min presentation + 7 min feedback	GH-6 D17-3
16	12/21 Fin	Final presentation: Student 13-16 Each person: 8 min presentation + 7 min feedback Final review	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

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

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
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

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