

Tamkang University Academic Year 2012, Spring Semester
Course Syllabus

Course Title	English Conversation	Instructor	Paul Simpson	
Department/Year/Class	Course Details			
English department 1	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Selective	<input type="checkbox"/> 0 (One Semester) <input type="checkbox"/> 1 (1st Semester) <input checked="" type="checkbox"/> 2 (2nd Semester) <input type="checkbox"/> 3 (3rd Semester)	Credits	2
Aim of Education		Core Competences		
<ol style="list-style-type: none"> 1. Mission: Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching. 2. Vision: Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching. 3. Value: Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice. 4. Strategies <ul style="list-style-type: none"> ■ Train students' abilities in five skills: English listening, speaking, reading, writing and translation. ■ Promote technologicalization and internationalization. ■ Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. ■ Launch a common English Proficiency Test and enhance students' competitiveness in the job market. ■ Enrich international video conferencing. ■ Promulgate such areas of research as English and American literature, cultural studies, eco-criticism, and English Teaching. 		<ol style="list-style-type: none"> A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. B. Develop students' critical thinking skills in an English language learning context. C. Enable students to comprehend and appreciate English language media. D. Strengthen students' workplace English ability. E. Develop students' professional abilities in linguistics and English teaching. F. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts. 		

Course Introduction (50 to 100 words)	This course aims at developing basic communication skills of English-as-a-Foreign-Language (EFL) learners. Its objectives are to enhance English fluency and accuracy. This course enables EFL students to build confidence in their ability to express themselves in English in real-life situations. That is, students can understand informal talk, ask questions, and appropriately make statements concerning a variety of general topics.
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The Relevance among Teaching Objectives, Objective Levels and Core Competences

I.Objective Levels (select applicable ones) :

(I) Cognitive Domain : C1 Remembering , C2 Understanding , C3 Applying , C4 Analyzing , C5 Evaluating , C6 Creating

(II) Psychomotor Domain : P1 Imitation , P2 Mechanism , P3 Independent Operation , P4 Linked Operation , P5 Automation , P6 Origination

(III) Affective Domain : A1 Receiving , A2 Responding , A3 Valuing , A4 Organizing , A5 Charaterizing , A6 Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Core Competences :

- (I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1 Students are able to understand English commonly used in our daily life.	I	C2
2 Students are able to express their ideas in English in an appropriate manner.	I	C3
3 Students are able to appreciate cultures other than their own.	III	A3
4		
5		
6		
7		
8		

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 enhance sociolinguistic competence	Role plays, interviews, discussion	Role plays

2 build up competence in listening and speaking	Informal discussion; debate; interviews; role plays	Interviews; skits
3		
4		
5		
6		
7		
8		

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students	Description
<input type="checkbox"/> global perspectives	翻譯建構中
<input type="checkbox"/> a vision for the future	
<input type="checkbox"/> information literacy	
<input type="checkbox"/> ethical and moral principles	
<input type="checkbox"/> independent thinking	
<input type="checkbox"/> an awareness of healthy living	
<input type="checkbox"/> effective teamwork	
<input type="checkbox"/> an appreciation of the arts	

Course Schedule

Week	Date	Subject/Topics	Note
1	02/21	Unit 6: Life Plans	
2	02/28	Holiday (No class)	
3	03/07	Unit 6: Life Plans	
4	03/14	Unit 7: Holidays and Traditions	
5	03/21	Unit 7: Holidays and Traditions	
6	03/28	Unit 8: Inventions and Discoveries	
7	04/04	Spring Break	
8	04/11	Unit 8: Inventions and Discoveries	
9	04/18	Unit 8: Inventions and Discoveries	
10	04/25	Midterm Exam Week	
11	05/02	Unit 9 controversial Issues	
12	05/9	Unit 9 controversial Issues	
13	05/16	Unit 9 controversial Issues	
14	05/23	Unit 10: Beautiful World	
15	05/30	Unit 10: Beautiful World	
16	06/06	Unit 10: Beautiful World	
17	06/13	Final Exam Week	

18	Final Exam Week	
Requirement		
Teaching Facility	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> Overhead Projector <input type="checkbox"/> Other (_____)	
Textbook(s)	Joan Saslow & Allen Ascher (2011). <i>Top Notch</i> (Second Edition). White Plains, NY: Pearson.	
Suggested Readings		
Number of Assignment(s)	at least 5 assignments: weekly presentations; story retelling; interviews; debates	
Grading Policy	Attendance & participation: 40%; mid-term examination: 30%; final examination: 30%	40%
Note		30%
		30%

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