

Tamkang University 2012 Academic Year, 2nd Semester  
Course Syllabus

Course Title	Oral Presentation in English		Instructor	Carrie Chang
Department/Year/Class		Course Details		
English Department, 3rd year		<input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective	<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"> <li>1. Mission: Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</li> <li>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.</li> <li>3. Value: Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</li> <li>4. Strategies               <ul style="list-style-type: none"> <li>■ Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>■ Promote technologicalization and internationalization.</li> <li>■ Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>■ Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>■ Enrich international video conferencing.</li> <li>■ Promulgate such areas of research as English and American literature, cultural studies, eco-criticism, and English Teaching.</li> </ul> </li> </ol>		<ol style="list-style-type: none"> <li>1. Strengthen students' abilities in English listening, speaking, reading, writing and translation.</li> <li>2. Develop students' critical thinking skills in an English language learning context.</li> <li>3. Enable students to comprehend and appreciate English language media.</li> <li>4. Strengthen students' workplace English ability.</li> <li>5. Develop students' professional abilities in linguistics and English teaching</li> <li>6. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts.</li> </ol>		

<b>Course Introduction</b> (50 to 100 words)	The second semester of this advanced-level oral presentation class is to cultivate students' speaking techniques in groups (transition between speakers/ideas, using PowerPoint and statistical presentations, such as tables, bar/pie charts).	
<p align="center"><b>The Relevance among Teaching Objectives, Objective Levels and Core Competences</b></p>		
<b>I.Objective Levels (select applicable ones) :</b>		
<b>(I) Cognitive Domain : C1 Remembering 、 C2 Understanding 、 C3 Applying 、 C4 Analyzing 、 C5 Evaluating 、 C6 Creating</b>		
<b>(II) Psychomotor Domain : P1 Imitation 、 P2 Mechanism 、 P3 Independent Operation 、 P4 Linked Operation 、 P5 Automation 、 P6 Origination</b>		
<b>(III) Affective Domain : A1 Receiving 、 A2 Responding 、 A3 Valuing 、 A4 Organizing 、 A5 Charaterizing 、 A6 Implementing</b>		
<b>II.The Relevance among Teaching Objectives, Objective Levels and Core Competences :</b>		
(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.)		
<p align="center"><b>Teaching objectives</b></p>	<p align="center"><b>Relevance</b></p>	
	<p align="center"><b>Objective Levels</b></p>	<p align="center"><b>Core Competences</b></p>
1. Students will learn how to give English group speeches with an engaging introduction, clear body content, and memorable conclusion.	C6	1,2,4
2. Students will learn to make efficient transitions between ideas as well as speakers in a group speech.	C6	1,2,4
3. Students will learn to use PowerPoint and statistical presentations (tables, pie or bar charts) as visual aid to enhance their group speech.	C6	1,2,3,4
<p align="center"><b>Teaching Objectives, Teaching Methods and Assessment</b></p>		
<p align="center"><b>Teaching Objectives</b></p>	<p align="center"><b>Teaching Methods</b></p>	<p align="center"><b>Assessment</b></p>
1. Students will learn how to give English speeches with an engaging introduction, clear body content, and memorable conclusion.	In-class exercises, and group speeches	Group speeches, mid-term and final exams
2. Students will learn to make efficient transitions between speakers in a group speech.	In-class exercises, and group speeches	Group speeches, mid-term and final exams
3. Students will learn to use PowerPoint and statistical presentations (tables, pie or bar charts) as visual aid to enhance their speech.	Group speeches	Group speeches
This course has been designed to cultivate the following essential qualities in TKU students.		

Essential Qualities of TKU Students		Description	
<input checked="" 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 checked="" type="checkbox"/> independent thinking			
<input type="checkbox"/> an awareness of healthy living			
<input checked="" type="checkbox"/> effective teamwork			
<input type="checkbox"/> an appreciation of the arts			
Course Schedule			
Week	Date	Subject/Topics	Note
1	02/20	Unit 2: Speaking in an appropriate style	
2	02/27	Explaining & Delivery: emphasis and phrasing (Unit 3)	
3	03/06	Unit 3 (continued)	
4	03/13	Unit 3 (continued)	
5	03/20	Making suggestions & Using visual aids (Unit 4)	Issues
6	03/27	Unit 4 (continued)	Issues
7	04/03	Spring Break	No class
8	04/10	Unit 4 (continued)	Issues
9	04/17	In-class Mid-term	
10	04/24	Midterm Exam Week	
11	05/01	Interrupting & Introducing your presentation (Unit 5)	
12	05/08	Unit 5 (continued)	
13	05/15	Unit 5 (continued)	Research
14	05/22	Reporting & concluding presentation (Unit 7)	Research
15	05/29	Unit 7 (continued)	Research
16	06/05	In-class final	
17	06/12	Dragon Boat Festival	No class
18	06/19	Final Exam Week	
Requirement	N/A		
Teaching Facility	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> LCD Projector <input type="checkbox"/> Other ( _____ )		
Textbook(s)	Anderson, K., Maclean, J., & Lynch, T. (2004). Study speaking. (2nd Ed.) Cambridge University Press.		
Suggested Readings	N/A		
Number of Assignment(s)	(Filled in only for those courses that apply)		
<b>Grading Policy</b>	Attendance/Participation: 35% In-class group speech: 1. Issues: 15% 2. Research Presentation: 20% Exams: 1. Mid-term Exam: 15% 2. Final exam: 15%		

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/index.asp">http://www.acad.tku.edu.tw/index.asp</a>.</p> <p><b>※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>
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