

Tamkang University Academic Year 101, (2) Semester  
Course Syllabus

Course Title	Global Future		Instructor	Peng Li Hui
Department/Year/Class	Course Details			
	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Selective	<input type="checkbox"/> 0 ( One Semester ) <input type="checkbox"/> 1 ( 1st Semester ) <input type="checkbox"/> 2 ( 2nd Semester ) <input type="checkbox"/> 3 ( 3rd Semester )	Credits	2
Aim of Education		Core Competences		
<p>This course utilizes background theory of Futures Studies to enable students to better understand the future as well as the global society around them. Critical thematic issues concerning the future are also raised.</p>		<p>(一) global perspectives            (二) a vision for the future            (三) independent thinking            (四) an awareness of healthy living</p>		
<p><b>Course Introduction</b> (50 to 100 words)</p>	<p>At the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a general understanding about what futures studies is;</li> <li>2. Develop a future-oriented thinking mode, have a better understanding of what might happen in their future, and how they can possibly adjust to it;</li> <li>3. Develop keener observation toward the surrounding society, particularly on the thematic issues introduced in this class;</li> <li>4. Enhance their independent and critical thinking skills, especially through reflections on social events and future developments.</li> </ol>			

## 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 Have a general understanding about what futures studies is	<b>(I)</b>	C2 C3
2 Develop a future-oriented thinking mode, have a better understanding of what might happen in their future, and how they can possibly adjust to it	<b>(I)</b>	C2 C3
3 Develop keener observation toward the surrounding society, particularly on the thematic issues introduced in this class	<b>(I)</b>	C2 C3 C4
4 Enhance their independent and critical thinking skills, especially through reflections on social events and future developments.	<b>(I)</b>	C2 C3 C4 C6

### Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1 Have a general understanding about what futures studies is	LECTURE GROUP DISCUSSION	TEST ORAL REPORT
2 Develop a future-oriented thinking mode, have a better understanding of what might happen in their future, and how they can possibly adjust to it	LECTURE GROUP DISCUSSION	TEST ORAL REPORT
3 Develop keener observation toward the surrounding society, particularly on the thematic issues introduced in this class	LECTURE GROUP DISCUSSION	TEST ORAL REPORT

4 Enhance their independent and critical thinking skills, especially through reflections on social events and future developments.	LECTURE GROUP DISCUSSION	TEST ORAL REPORT	
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	global perspectives a vision for the future independent thinking		
<input checked="" 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 type="checkbox"/> effective teamwork			
<input type="checkbox"/> an appreciation of the arts			
Course Schedule			
Week		Subject/Topics	Note
1		Introduction—What is Futures Studies?	
2		Introduction—Time (Past, Present, and Future) and Trend	
3		Exploring the Future of Society	
4		Thematic Issues of the Future: Futures of Population (Changing Structure of Population; Aging)	
5		Speech by Joni Eu: Diamond from the Rough: Life and Career Choices	
6		Thematic Issues of the Future: Futures of Population (Changing Structure of Population; Aging)	
7		Holiday	
8		Thematic Issues of the Future: Futures of Population (Mobility of Population; Race and Ethnicity)	
9		Thematic Issues of the Future: Futures of Gender (Feminism)	
10		Midterm Exam Week	
11		Thematic Issues of the Future: Futures of Gender (Feminism)	
12		Thematic Issues of the Future: Futures of Gender (Gender Equality in Taiwan)	
13		Thematic Issues of the Future: Futures of Gender (Gender Equality in Taiwan)	
14		Thematic Issues of the Future: Futures of Education (Knowledge-based Economy)	
15		Thematic Issues of the Future: Futures of Gender (Feminism)	

16		Thematic Issues of the Future: Futures of other issues	
17		Thematic Issues of the Future: Futures of other issues	
18		Final Exam Week	
Requirement	<ol style="list-style-type: none"> <li>1. Punctuality.</li> <li>2. Active and full collaboration with team members in class discussions and group presentations.</li> <li>3. All groups are required to fully communicate with the instructor in terms of the topic and general direction of the presentation.</li> <li>4. All groups are required to submit the final version of their detailed outline <u>one week before the presentation</u> and to submit the complete contents of the presentation <b>four days before the presentation</b>. Late submissions will be disregarded.</li> </ol> <p>All groups are required to submit a hardcopy report <u>one week after the presentation</u>, including the complete contents of the presentation <u>and</u> sources and references of the material.</p>		
Teaching Facility	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> Overhead Projector <input type="checkbox"/> Other ( _____ )		
Textbook(s)	<a href="#"><u>Edward Cornish. 2004. Futuring: The Exploration of the Future. World Future Society</u></a>		
Suggested Readings	Extra in the specified issues		
Number of Assignment(s)	3-5 Assignments		
<b>Grading Policy</b>	Attendance 20% Participation 20% Group Presentation 30% Exams & Exercises 30%		

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