

Tamkang University Academic Year 102, 1st Semester Course Syllabus

Course Title	ENGLISH CONVERSATION	Instructor	TSENG, HSIU-MEI
Course Class	TLFXB1A DEPARTMENT OF INTERNATIONAL BUSINESS, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ 1st Semester ◆ 2 Credits
Departmental teaching objectives			
I. To instill the university motto of "Simplicity, Firmness, Perseverance, and Fulfillment" into students. II. By integrating the "Five Disciplines" of education, the qualities of conduct, intelligence, physical education, teamwork, and beauty into the professional, core, and extracurricular curriculum, the department helps to produce well-rounded students skilled in identifying and solving problems. III. To oversee the trend and foresee the development of global economy, the department aims to produce the graduates with expertise in the fields of International Business and Trade.			
Departmental core competences			
A. Breeding professionals with expertise in general International Trade and International Business. B. Consisting of Globalization, Information-Oriented and Future-Oriented education. C. Producing graduates with capability of foreseeing and analyzing the development of Global Economy. D. Breeding professionals with expertise in Marketing and Financial Management.			
Course Introduction	This course is designed to develop students' speaking and listening skills in English in a variety of daily situations such as work, socializing and travel. Through role play, group discussion, presentations, etc., students learn to express themselves correctly and improve their interpersonal communication skills.		

The Relevance among Teaching Objectives, Objective Levels and Departmental 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 Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	1a. Discuss how people make a first impression and what matters most b. Read an article about maximizing your impact when giving a presentation c. Listen to people talking about first impressions d. Review and practice different tenses	C4	A
2	2a. Read an article on how to encourage people to do things b. Study the use of modals for obligation, permission and prohibition c. Consider ways of making positive change in different situations d. Discuss annoying habits	C3	A
3	3a. Discuss different forms of communication b. Read announcements to gain a global understanding of a text c. Study the uses of the present perfect and past simple, and connected time expressions d. Roleplay a personal assistant updating their manager about work done during his/her absence	C3	A
4	4a. Read an article about the Kindness Offensive organization b. Study countable and uncountable nouns c. Brainstorm ideas on how to help people in different scenarios d. Present community project ideas	C3	A

5	By integrating the "Five Disciplines" of education, the qualities of conduct, intelligence, physical education, teamwork, and beauty into the professional, core, and extracurricular curriculum, the department helps to produce well-rounded students skilled in identifying and solving problems.	C3	ABCD
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Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1a. Discuss how people make a first impression and what matters most b. Read an article about maximizing your impact when giving a presentation c. Listen to people talking about first impressions d. Review and practice different tenses	Lecture, Discussion, Simulation, Problem solving	Written test, Participation
2	2a. Read an article on how to encourage people to do things b. Study the use of modals for obligation, permission and prohibition c. Consider ways of making positive change in different situations d. Discuss annoying habits	Lecture, Discussion, Simulation	Written test, Participation
3	3a. Discuss different forms of communication b. Read announcements to gain a global understanding of a text c. Study the uses of the present perfect and past simple, and connected time expressions d. Roleplay a personal assistant updating their manager about work done during his/her absence	Lecture, Discussion, Simulation	Written test, Participation
4	4a. Read an article about the Kindness Offensive organization b. Study countable and uncountable nouns c. Brainstorm ideas on how to help people in different scenarios d. Present community project ideas	Lecture, Discussion, Simulation	Written test, Participation

5	By integrating the "Five Disciplines" of education, the qualities of conduct, intelligence, physical education, teamwork, and beauty into the professional, core, and extracurricular curriculum, the department helps to produce well-rounded students skilled in identifying and solving problems.	Lecture, Discussion, Simulation, Problem solving	Written test, Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	102/09/16~ 102/09/22	Course Introduction and Self-introduction	
2	102/09/23~ 102/09/29	Connections (Unit 1)	
3	102/09/30~ 102/10/06	Connections (Unit 1)	
4	102/10/07~ 102/10/13	Connections (Unit 1)	
5	102/10/14~ 102/10/20	Connections (Unit 1)	
6	102/10/21~ 102/10/27	Transformation (Unit 2)	
7	102/10/28~ 102/11/03	Transformation (Unit 2)	

8	102/11/04 ~ 102/11/10	Transformation (Unit 2)	
9	102/11/11 ~ 102/11/17	Transformation (Unit 2)	
10	102/11/18 ~ 102/11/24	Midterm Exam Week	
11	102/11/25 ~ 102/12/01	What's up? (Unit 3)	
12	102/12/02 ~ 102/12/08	What's up? (Unit 3)	
13	102/12/09 ~ 102/12/15	What's up? (Unit 3)	
14	102/12/16 ~ 102/12/22	What's up? (Unit 3) & A better world (Unit 4)	
15	102/12/23 ~ 102/12/29	A better world (Unit 4)	
16	102/12/30 ~ 103/01/05	A better world (Unit 4)	
17	103/01/06 ~ 103/01/12	A better world (Unit 4)	
18	103/01/13 ~ 103/01/19	Final Exam Week	
Requirement	<p>(1) Tardiness: Be punctual for class. You will lose point for being late. (2) Absence: You will lose points for being absent. (3) If you are absent for 3 times, you CANNOT pass the class. Show your teacher your proof of absence (school business, private business, sickness, or death in the family) if you cannot come.</p>		
Teaching Facility	Computer		
Textbook(s)	Lifestyle Upper-intermediate Coursebook: English for Work, Socializing & Travel. Irene Barrall & John Rogers. Pearson Education Limited 2012		
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		