

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	FUTURES STUDIES IN ENVIRONMENT	Instructor	WEILI JASMINE CHEN
Course Class	TGVRB1A FUTURES STUDIES ON LANYANG CAMPUS, 1A	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits
Academic Aim of Education			
<ul style="list-style-type: none"> I. To introduce basic knowledge on futures studies. II. To raise awareness and to foster positive attitude towards the future of humanities. III. To cultivate critical thinking skills with a foresight perspective. IV. To cultivate the ability to explore futures issues with interdisciplinary perspectives. V. To develop skills for spotting emerging issues. 			
Schoolwide essential virtues			
<ul style="list-style-type: none"> A. A global perspective. B. Information literacy. C. A vision for the future. D. Moral integrity. E. Independent thinking. F. A cheerful attitude and healthy lifestyle. G. A spirit of teamwork and dedication. H. A sense of aesthetic appreciation. 			
Course Introduction	<p>This general education will draw the trends, issues, and solution of a global landmark forum--World Park Congress for the environment of the future. The course will apply the Problem-based learning (PBL) methodology. Working in groups, students visit relevant sites and identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The instructor will facilitate learning by supporting, guiding, and monitoring the learning process.</p>		

The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

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 Schoolwide essential virtues :

- (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 Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	Students will have a clear understanding of the expansion, connectivity and better management of parks and protected areas to cover all areas important for biodiversity and ecosystem services	C5	ABC
2	Students will explore and promote parks and protected areas as natural solutions to global challenges such as climate change, food and water security, health and a green economy.	A6	DFH

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students will have a clear understanding of the expansion, connectivity and better management of parks and protected areas to cover all areas important for biodiversity and ecosystem services	Simulation	Report
2	Students will explore and promote parks and protected areas as natural solutions to global challenges such as climate change, food and water security, health and a green economy.	Problem solving	Participation

Course Schedule			
Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Cross-Cutting Themes: Marine, World Heritage, and New Social Impacts	
2	103/02/24 ~ 103/03/02	Reaching Sustainability and Conservation Goals – A Vision of Hope	
3	103/03/03 ~ 103/03/09	Explores of a well-planned, managed and connected system of protected areas/habitat is an essential component to achieve conservation goals	
4	103/03/10 ~ 103/03/16	Improving Health and Well-Being: Healthy Places Healthy People	
5	103/03/17 ~ 103/03/23	A sustainable and liveable future, the wellbeing of all societies depends on healthy ecosystems	
6	103/03/24 ~ 103/03/30	Habitats that Support Human Life; Examine the socio-economic benefits of protected areas, focusing on the provision of water, food and other benefits from nature, and services for disaster risk reduction	
7	103/03/31 ~ 103/04/06	Spring Break	
8	103/04/07 ~ 103/04/13	Reconciling Development Challenges; Tentative fieldtrip (Sat)	
9	103/04/14 ~ 103/04/20	Examine the knowledge that protected areas can contribute enormously to addressing the development challenges of the 21st Century, but that this has to be translated into practice	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Enhancing Diversity and Quality of Governance	
12	103/05/05 ~ 103/05/11	Examine the crucial role of governance for effective, resilient and equitable systems of healthy habitats	
13	103/05/12 ~ 103/05/18	Respecting Indigenous and Traditional Knowledge and Culture	
14	103/05/19 ~ 103/05/25	The role of traditional and indigenous ecological knowledge and management systems, as well as cultural and spiritual values, in protected areas, to increase the resilience of both people and biodiversity	
15	103/05/26 ~ 103/06/01	Inspiring a New Generation	

16	103/06/02 ~ 103/06/08	Our Future from the new media and through innovative partnerships	
17	103/06/09 ~ 103/06/15		
18	103/06/16 ~ 103/06/22	Final Exam Week	
Requirement	<p>ALWAYS use respect and courtesy when responding to others during class sessions.</p> <p>*Students are expected to have individual reading package.</p> <p>1. Points will be deducted for late work (-10% per calendar day late) unless negotiated with the instructor in advance of the due date. Please plan ahead to avoid last-minute technology problems. (無故作業遲交者：24小時內扣10%；24小時後不收件，不接受求情)。</p> <p>2. Any leave excuse shall be communicated to the instructor in person prior to classes. (學生若有公假、事假應於「課程前」親自告知老師，否則視為缺席)</p> <p>3. The following behaviors will be STRONG discouraged (using cell phones, iPod, iPad, lap top computers that are not related to course; games, putting make-ups, napping, & reading one's own materials in classes; longer than 5-min leave from classroom without notice to instructor). Those who conduct the above mentioned acts for three times will get a 0% participation for grade.) 「心思不在課堂者」(如：課程進行間學生若無故使用手機及iPad, iPod等、傳簡訊、玩電玩、打撲克牌、化妝、無故睡覺、看自己的書、離開教室超過5分鐘者，該堂課的參與成績為零，三次以上者出席率為0分)</p>		
Teaching Facility	Computer, Projector, Other (Field works)		
Textbook(s)	IUCN Guidelines for A Sustainable Future Series		
Reference(s)	Multimedia: More than Honey; The Dark Side of Chocolate; Sustainable Table" What's on Your Plate?; Big Boys Gone Bananas!; Food, Inc.; Black Gold		
Number of Assignment(s)	1 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other <Case/Field Analysis> : 20.0 %</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>		