

Tamkang University Academic Year 102, 2nd 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 ◆ 2nd Semester ◆ 2 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<p>I. To instill the university motto of "Simplicity, Firmness, Perseverance, and Fulfillment" into students.</p> <p>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.</p> <p>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.</p>			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<p>A. Breeding professionals with expertise in general International Trade and International Business.</p> <p>B. Consisting of Globalization, Information-Oriented and Future-Oriented education.</p> <p>C. Producing graduates with capability of foreseeing and analyzing the development of Global Economy.</p> <p>D. Breeding professionals with expertise in Marketing and Financial Management.</p>			
Course Introduction	<p>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 discussions, presentations, etc., students learn to express themselves correctly and improve their interpersonal communication skills.</p>		

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.Study ways to compare and contrast things b.Discuss and reading about cultural generalizations relating to the world of business c.Discuss effective ways to manage time d.Read about different types of personality and practice ways to deal with difficult people and conflict e.Discuss ways to cut costs	C4	ABCD
2	2.a.Discuss events in the story and predict the ending b.Discuss aspects relating to deception c.Talk about the connections between words and emotions d.Focus on how to give and respond to compliments e.Roleplay workplace scenarios to practice the art of mediation	C4	ABCD
3	3 a.Study the use of mixed conditionals b.Study the use of connectors c.Write a letter or email of complaint d.Discuss different experiences or and approaches to negotiation e.Consider brainstorming strategies and the best ways to generate ideas	C4	ABCD

4	<p>4 a. Discuss various and preferred ways of following the news</p> <p>b. Roleplay interviews for a business news website</p> <p>c. Consider different types of TV programs and aspects relating to them</p> <p>d. Discuss misunderstandings and techniques to aid clearer communication</p> <p>e. Assess the potential dangers involved in some team-building activities</p>	C4	ABCD
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Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	<p>1a. Study ways to compare and contrast things</p> <p>b. Discuss and reading about cultural generalizations relating to the world of business</p> <p>c. Discuss effective ways to manage time</p> <p>d. Read about different types of personality and practice ways to deal with difficult people and conflict</p> <p>e. Discuss ways to cut costs</p>	Lecture, Discussion, Simulation, Problem solving	Written test, Participation
2	<p>2.a. Discuss events in the story and predict the ending</p> <p>b. Discuss aspects relating to deception</p> <p>c. Talk about the connections between words and emotions</p> <p>d. Focus on how to give and respond to compliments</p> <p>e. Roleplay workplace scenarios to practice the art of mediation</p>	Lecture, Discussion, Problem solving	Written test, Participation
3	<p>3 a. Study the use of mixed conditionals</p> <p>b. Study the use of connectors</p> <p>c. Write a letter or email of complaint</p> <p>d. Discuss different experiences or and approaches to negotiation</p> <p>e. Consider brainstorming strategies and the best ways to generate ideas</p>	Lecture, Discussion, Problem solving	Written test, Participation

4	<p>4 a. Discuss various and preferred ways of following the news</p> <p>b. Roleplay interviews for a business news website</p> <p>c. Consider different types of TV programs and aspects relating to them</p> <p>d. Discuss misunderstandings and techniques to aid clearer communication</p> <p>e. Assess the potential dangers involved in some team-building activities</p>	Lecture, Discussion, 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	103/02/17 ~ 103/02/23	The human factor (Unit 5)	
2	103/02/24 ~ 103/03/02	The human factor (Unit 5)	
3	103/03/03 ~ 103/03/09	The human factor (Unit 5)	
4	103/03/10 ~ 103/03/16	The human factor (Unit 5); Nothing but the truth? (Unit 6)	

5	103/03/17 ~ 103/03/23	Nothing but the truth? (Unit 6)	
6	103/03/24 ~ 103/03/30	Nothing but the truth? (Unit 6)	
7	103/03/31 ~ 103/04/06	HOLIDAY	
8	103/04/07 ~ 103/04/13	Nothing but the truth? (Unit 6)	
9	103/04/14 ~ 103/04/20	Finding fixes (Unit 7)	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Finding fixes (Unit 7)	
12	103/05/05 ~ 103/05/11	Finding fixes (Unit 7)	
13	103/05/12 ~ 103/05/18	Finding fixes (Unit 7); Breaking news (Unit 8)	
14	103/05/19 ~ 103/05/25	Breaking news (Unit 8)	
15	103/05/26 ~ 103/06/01	Breaking news (Unit 8)	
16	103/06/02 ~ 103/06/08	HOLIDAY	
17	103/06/09 ~ 103/06/15	Breaking news (Unit 8)	
18	103/06/16 ~ 103/06/22	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)	4 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 40.0 % ◆ 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>
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