Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	ORAL COMMUNICATION IN ENGLISH	Instructor	CATHERINE JEAN DIBEL				
Course Class	TPAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 1A	Details	 Required One Semester 2 Credits 				
	Academic Aim of Education						
reading, and	This is a required course, and it aims to develop students' English ability through listening, oral, reading, and writing training. This class also introduces English and American cultures, customs, and traditions.						
	Schoolwide essential vin	tues					
A. A global	perspective.						
B. Informat	tion literacy.						
C. A vision	for the future.						
D. Moral in	tegrity.						
E. Indepen	dent thinking.						
F. A cheerf	ul attitude and healthy lifestyle.						
G. A spirit c	of teamwork and dedication.						
H. A sense	H. A sense of aesthetic appreciation.						
Course Introduction	Oral Communication in English is a one-semester, two-credit provides students with the opportunity to practice and impro communication skills in English.						

The Delevence among Topphing (aioativas (Dhiaatiya Lavala	and Sah		opportiol wirth	
Objective Levels (select applical (i) Cognitive Domain : Cl-Remer C4-Anal (ii) Psychomotor Domain : Pl-Imita P4-Linke (iii) Affective Domain : Al-Rece	le ones) : bering, C2 zing, C5 tion, P2 d Operation, ving, A2	-Understanding, -Evaluating, -Mechanism, P5-Automation, -Responding,	C3-Appl C6-Crea P3-Inde P6-Orig A3-Valu	ying, ting pendent (ination ing,		
 (i) Determine the objective leveld psychomotor, and affective) concorrespond to the objective leveld (ii) If more than one objective leveld highest one only. (For exampl C3,C5, and C6, select C6 only Psychomotor Domain and Affect (iii) Determine the Schoolwide essibility Each objective may correspond (For example, if one objective) 	s) in any on prresponding vel(s) of ON evels are app e, if the obj and fill it i ve Domain.) ential virtu to one or mo corresponds	e of the three lea to the teaching ob LY ONE of the thre plicable for each l ective levels for n the boxes below. es that correspond re Schoolwide esse to three Schoolwi	rning do jective. e domain earning Cognitiv The sam to each ntial vi	mains (co Each ob <u></u> s. domain, re Domain ne rule a teaching rtues at	ognitive, jective should select the include pplies to g objective. a time.	
				Relevance		
Teachi	ng Objectives			Objective Levels	Schoolwide essential virtues	
By the end of the course, students should *have improved their listening comprehension skills *have improved their pronunciation, stress, and intonation *have improved their mastery of the critical thinking skills necessary			P3	EG		
 *nave improved their mastery of the critical trinking skins necessary to plan a speech *be able to use the appropriate tone and vocabulary for various levels of discourse 						
Teaching C	bjectives, Tea	ching Methods and	Assessme	ent		
Teaching Objectives		Teaching Methods		Assessment		
By the end of the course, students should *have improved their listening comprehension skills *have improved their pronunciation, stress, and intonation *have improved their mastery of the critical thinking skills necessary to plan a speech *be able to use the appropriate tone			η,	Report, Pa	articipation	
	Objective Levels (select applicab (i) Cognitive Domain : C1-Remen C4-Analy (ii) Psychomotor Domain : P1-Imita P4-Linke (iii) Affective Domain : A1-Recei A4-Organ I.The Relevance among Teaching Obj (i) Determine the objective level(psychomotor, and affective) co correspond to the objective le highest one only. (For example C3,C5, and C6, select C6 only a Psychomotor Domain and Affecti (iii) Determine the Schoolwide ess Each objective may correspond (For example, if one objective and BEF, list all of the three *have improved their listening compref *have improved their mastery of the crit to plan a speech *be able to use the appropriate tone an levels of discourse By the end of the course, students should *have improved their listening comprehension skills *have improved their pronunciation, stress, and intonation *have improved their pronunciation, stress, and intonation *have improved their mastery of the critical thinking skills necessary to	.0bjective Levels (select applicable ones) : (i) Cognitive Domain : C1-Remembering, C2 C4-Analyzing, C5 (ii) Psychomotor Domain : P1-Imitation, P2 P4-Linked Operation, (iii) Affective Domain : A1-Receiving, A2 A4-Organizing, A5 I.The Relevance among Teaching Objectives, Obj (i) Determine the objective level(s) in any on psychomotor, and affective) corresponding correspond to the objective levels are app highest one only. (For example, if the obj C3,C5, and C6, select C6 only and fill it i Psychomotor Domain and Affective Domain.) (iii) Determine the Schoolwide essential virtue Each objective may correspond to one or mo (For example, if one objective corresponds and BEF, list all of the three in the box. Teaching Objectives By the end of the course, students should *have improved their mastery of the critical thinking sk to plan a speech *be able to use the appropriate tone and vocabulary for levels of discourse Teaching Objectives, Tea Comprehension skills *have improved their pronunciation, stress, and intonation *have improved their pronunciation, stress, and intonation *have improved their pronunciation, stress, an	Objective Levels (select applicable ones) : (i) Cognitive Domain : C1-Remembering, C2-Understanding, C4-Analyzing, C5-Evaluating, (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P4-Linked Operation, P5-Automation, (iii) Affective Domain : A1-Receiving, A2-Responding, A4-Organizing, A5-Charaterizing, I. The Relevance among Teaching Objectives, Objective Levels and (i) Determine the objective level(s) in any one of the three leapsychomotor, and affective) corresponding to the teaching ob correspond to the objective levels of ONLY ONE of the three leapsychomotor Domain and Affective Domain.) (iii) Determine the Schoolwide essential virtues that correspond Each objective may correspond to one or more Schoolwide esse (For example, if one objective corresponds to three Schoolwide asse (For example, if one objective corresponds to three Schoolwide and BEF, list all of the three in the box.) Teaching Objectives By the end of the course, students should *have improved their listening comprehension skills *have improved their mastery of the critical thinking skills necessary to plan a speech *be able to use the appropriate tone and vocabulary for various levels of discourse Teaching Objectives, Teaching Methods and. Teaching Objectives, Teaching Methods and. Teaching Objectives, Teaching Methods and. Teaching Objectives	(Dejective Levels (select applicable ones): (i) Cognitive Domain : Cl-Remembering, C2-Understanding, C3-Appl (4-Analyzing, C5-Evaluating, C6-Crea P4-Linked Operation, P5-Automation, P5-Inde P4-Linked Operation, P5-Automation, P6-Orig (iii) Affective Domain : P1-Initation, P2-Mechanism, P3-Inde P4-Linked Operation, P5-Automation, P6-Orig (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valu A4-Organizing, A5-Charaterizing, A6-Impl 1. The Relevance among Teaching Objectives, Objective Levels and Schoolwi- (i) Determine the objective level(s) in any one of the three learning do psychomotor, and affective) corresponding to the teaching objective. (i) If more than one objective levels are applicable for each learning in highest one only. (For example, if the objective levels for Cognitiv C3, C5, and C6, select C6 only and fill it in the boxes below. The sam Psychomotor Domain and Affective Domain.) (iii) Determine the Schoolwide essential virtues that correspond to each Each objective may correspond to one or more Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objective corresponds to three Schoolwide essential vi (For example, if one objectives) By the end of the course, students should *have improved their listening comprehension skills *have improved their listening Teaching	(i) Cognitive Domain : Cl-Remembering, C2-Understanding, C3-Applying, C4-Analyzing, C5-Evaluating, C6-Creating, C6-Creating, C6-Creating, P3-Independent (C7-P4-Linked Operation, P5-Automation, P3-Independent (C7-P4-Linked Operation, P5-Automation, P4-Uning, A3-Valuing, A4-Organizing, A5-Charaterizing, A6-Implementing 11) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing, A6-Implementing 12. The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential : A6-Implementing domains (crepsponding to the traching objective. Each ob, 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, highest one only. (For example, if the objective levels for Cognitive Domain. : C3-Applying, C3-Applying, C3-Applying, C3-Applying, C3-Applying, C3-Applying, C3-Applying, C3-Applying, C3-Applying, C3-Complexity, C3-Applying, C3-Applying, C3-Complexity,	

	Γ	Course Schedule	
Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Introduction to the course	
2	103/02/24 ~ 103/03/02	Mosaic 1, Chapter 1: New Challenges	
3	103/03/03 ~ 103/03/09	Mosaic 1, Chapter 2: Cooperation and Competition	
4	103/03/10~ 103/03/16	Mosaic 1, Chapter 3: Relationships	
5	103/03/17 ~ 103/03/23	Mosaic 1, Chapter 4: Health and Leisure	
6	103/03/24 ~ 103/03/30	Speech 1:Group Presentations	
7	103/03/31~ 103/04/06	No class—spring break	
8	103/04/07 ~ 103/04/13	Speech # 1: Group presentations	
9	103/04/14 ~ 103/04/20	Review for mid-term exam.	
10	103/04/21~ 103/04/27	Midterm Exam Week	
11	103/04/28~ 103/05/04	Go over mid-term exams. Mosaic 1, Chapter 6: Money Matters	
12	103/05/05 ~ 103/05/11	Speech #2: Pro/Con	
13	103/05/12~ 103/05/18	Complete Pro/Con speeches.	
14	103/05/19~ 103/05/25	Mosaic 1, Chapter 7:Remarkable Individuals	
15	103/05/26~ 103/06/01	Mosaic 1, Chapter 9: Human Behavior	
16	103/06/02 ~ 103/06/08	No class—Dragon Boat Festival	
17	103/06/09~ 103/06/15	Review for the final exam	
18	103/06/16 ~ 103/06/22	Final Exam Week	

	20% mid-term examination				
Requirement	20% final examination				
	20% speech 1 (group presentation)				
	20% speech 2 (pro/con speeches)				
	20% daily work (includes attendance, participation, listening log, quizzes, short				
	performances, and attentive behavior during class)				
	Course Policies:				
	1. I expect students to attend all classes. More than 4 unexcused absences will result in				
	failure in the course. If you are sick or have an emergency, please email me and complete				
	the required paperwork with the university.				
	2. Professional behavior includes arriving on time and remaining in the room until I				
	have dismissed the class. You will lose 10 points from your daily work grade for each late				
	arrival or early departure.				
	3. Cellphones must be turned off and put away during class. Do not text during class.				
	Using your cellphone will lower your daily work grade.				
	4. I do not accept late work or give make-up quizzes or exams.				
	5. Anyone who cheats on exams or plagiarizes a speech will fail the course.				
Teaching Facility	Computer, Projector				
	Hanreddy, Jami and Elizabeth Whalley. Mosaic 1: Listening/Speaking. 6th ed. McGraw-Hill,				
Textbook(s)	2014.				
10/10/00/01(0)					
Defenses(c)					
Reference(s)					
Number of	(Filled in by assignment instructor only)				
Assignment(s)	(Filled in by assignment instructor only)				
Grading	♦ Attendance: % ♦ Mark of Usual: 20.0 % ♦ Midterm Exam: 20.0 %				
	◆ Final Exam: 20.0 %				
Policy	• Other $\langle 2 \text{ speeches} \rangle$: 40.0 %				
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