

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	ENGLISH READING FOR FRESHMAN-MAJOR II	Instructor	CATHERINE JEAN DIBEL
Course Class	TPAXB1B DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 1B	Details	<ul style="list-style-type: none"> ◆ Required ◆ One 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			
To Develop Students' Abilities of English Language and Communication.			
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			
<ul style="list-style-type: none"> A. To Have the Ability of Communicating in English. B. To Have the Ability of Applying Practical English. C. To Have the Ability of Solving Questions. D. To Have the Ability of Analyzing Data. E. To Have the Ability of Understanding Culture. F. To Have the Ability of Teamwork. 			
Course Introduction	<p>This course is designed to provide freshmen ELC majors an integrated foundation to reading, writing, critical thinking, and communicative skills. Throughout the course, we will learn to live as a community of authors in which we share our writing, discuss our reading, and respond to each other' s ideas. This personal experience with language, writing, and reflection will form the core for students' English learning.</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	By the end of the semester, students should have: 1. improved their reading comprehension and their analytical skills through extensive reading, class discussions, exams, and reports 2. strengthened their ability to interact cooperatively through group work in literature circles 3. improved their critical thinking ability through independent reading and writing 4. gained factual knowledge through lessons on assigned reading and through their work with vocabulary and grammar	C2	ABCF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	By the end of the semester, students should have: 1. improved their reading comprehension and their analytical skills through extensive reading, class discussions, exams, and reports 2. strengthened their ability to interact cooperatively through group work in literature circles 3. improved their critical thinking ability through independent reading and writing 4. gained factual knowledge through lessons on assigned reading and through their work with vocabulary and grammar	Lecture, Discussion, Appreciation, 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	Introduction to the course. Organize reading groups.	
2	103/02/24 ~ 103/03/02	Discuss Tobias Wolff' s "Powder," 89-93, in A World of Fiction. Participial phrases.	

3	103/03/03 ~ 103/03/09	Discuss Budd Schulberg' s "A Short Digest of a Long Novel," 113-116, in A World of Fiction. Prefixes, similes, and metaphors.	
4	103/03/10 ~ 103/03/16	Literature Circle I	
5	103/03/17 ~ 103/03/23	Discuss Kate Chopin' s "The Story of an Hour," 13-16, in A World of Fiction. Suffixes.	
6	103/03/24 ~ 103/03/30	Discuss Arturo Vivante' s "Can-Can," 3-5, in A World of Fiction. Gerunds and present participles. Literature Circle II	
7	103/03/31 ~ 103/04/06	No class—spring break	
8	103/04/07 ~ 103/04/13	Discuss Monica Wood' s "Disappearing," 185-92. Vocabulary.	
9	103/04/14 ~ 103/04/20	Literature Circle III. Review for mid-term examination.	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Return and discuss mid-term examinations.	
12	103/05/05 ~ 103/05/11	Literature Circle IV	
13	103/05/12 ~ 103/05/18	Discuss Bernard Malamud' s "The Model," 177-181, in A World of Fiction. Vocabulary.	
14	103/05/19 ~ 103/05/25	Discuss "Like a Winding Sheet," 229-237, in A World of Fiction. Adverbial clauses.	
15	103/05/26 ~ 103/06/01	Literature Circle V	
16	103/06/02 ~ 103/06/08	Readers' Theater.	
17	103/06/09 ~ 103/06/15	Complete Readers' Theater presentations. Review for final examination.	
18	103/06/16 ~ 103/06/22	Final Exam Week	

Requirement	<p>20% mid-term examination; 20% final examination; 44% major assignments; 8% quizzes; 8% daily work (includes reading worksheets, grammar exercises, attendance, participation, and attentive attitude during class)</p> <p>Course Policies:</p> <ol style="list-style-type: none"> 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. Arrive on time and remain in the room until I have dismissed the class. You will lose 10 points 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 any written material will fail this course. <p>Students will select one of the following novels: 1. Scott Westerfeld. The Uglies. 2. Jack Gantos. Dead End in Norvelt. 3. Harper Lee. To Kill a Mockingbird. 4. Jacqueline Kelly. The Evolution of Calpurnia Tate. 5. Suzanne Collins. Gregor the Overlander.</p>
Teaching Facility	Computer, Projector
Textbook(s)	<p>Sybil Marcus, ed. A World of Fiction. Pearson, 2nd ed.</p> <p>Writing Clearly: Grammar for Editing</p> <p>Advanced Learner's English Dictionary</p>
Reference(s)	
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : 8.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other (assignments, quizzes) : 52.0 %</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>