

## Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	ETHNICITY AND CULTURE	Instructor	IVY HAOYIN HSIEH
Course Class	TPAXB2A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 2A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
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"> <li>A. To Have the Ability of Communicating in English.</li> <li>B. To Have the Ability of Applying Practical English.</li> <li>C. To Have the Ability of Solving Questions.</li> <li>D. To Have the Ability of Analyzing Data.</li> <li>E. To Have the Ability of Understanding Culture.</li> <li>F. To Have the Ability of Teamwork.</li> </ul>			
Course Introduction	<p>This course adds up the knowledge that students may have learned from the Introduction of Multiculturalism and move to study the diverse cultures that are formed from different ethnicities. This course mainly discusses the cultures of the different ethnicities in Taiwan but will also compares some of the similar issues in the US.</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-Characterizing, 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	Students can establish critical thinking ability through independent reading and reflection	A6	CDEF
2	Students can developing specific communicative skills through oral discussion and reflection.	A6	CDEF
3	Students will the characteristics of the different ethnicities in Taiwan and in the US and to learn to face the challenges and to solve the conflicts in between different groups of people in a society.	C6	CDEF
4	Students will be acquiring skills in working with others as a member of a team	C6	CDEF

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students can establish critical thinking ability through independent reading and reflection	Lecture, Discussion, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation
2	Students can developing specific communicative skills through oral discussion and reflection.	Lecture, Discussion, Simulation, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation

3	Students will the characteristics of the different ethnicities in Taiwan and in the US and to learn to face the challenges and to solve the conflicts in between different groups of people in a society.	Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation
4	Students will be acquiring skills in working with others as a member of a team	Discussion, Practicum, Visit, Problem solving	Practicum, Report, Participation

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	Oreintation: Video-A Place at a table	
2	103/02/24 ~ 103/03/02	Introduction and Family Tree	Family Tree Due
3	103/03/03 ~ 103/03/09	Reading #1:Culture	
4	103/03/10 ~ 103/03/16	Reading #2: Ethnicity	
5	103/03/17 ~ 103/03/23	Field Trip: 228 Memorial Hall (3/28)	<a href="http://228.taipei.gov.tw/">http://228.taipei.gov.tw/</a>
6	103/03/24 ~ 103/03/30	Reading #5: The Taiwan's Mainlanders	
7	103/03/31 ~ 103/04/06	Spring Break	

8	103/04/07 ~ 103/04/13	Reading #6: The "Hakka"	
9	103/04/14 ~ 103/04/20	Readings #3: The English Americans	first reflective report due
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Midterm Discussions+Moive- Shrek	
12	103/05/05 ~ 103/05/11	Readings #4: Shrek 2	
13	103/05/12 ~ 103/05/18	Reading #7: The New Residence	
14	103/05/19 ~ 103/05/25	Reading #8: The Taiwanese Indigenous People	
15	103/05/26 ~ 103/06/01	Field Trip: Shung Ye Museum of Formosan Aborigines (5/23)	<a href="http://www.museum.org.tw/SYMM_en/index.htm">http://www.museum.org.tw/SYMM_en/index.htm</a>
16	103/06/02 ~ 103/06/08	Dragon Boat Festival	
17	103/06/09 ~ 103/06/15	Ethnicity Project Presentation (Move to 6/3 6-8pm)	second reflective paper due
18	103/06/16 ~ 103/06/22	Final Exam Week	
Requirement	<p>Punctual and regular attendance is expected. Each absence after the first 4 hours will be deducted 3 point from final grade with no exceptions. Each tardy and /or early departure is equivalent to one hour of absence. Students MUST be present to receive credit for in class assignments. It is the students' responsibility to keep track of the assignments details and due dates. Please also note: No cell phone nor laptop is allowed to use in class.</p> <p>Plagiarizing a speech/text or cheating on an exam is very serious and will result in a "0" for the assignment or an "F" in the course. It is plagiarism to turn in someone else' s paper or speech as your own work. It is plagiarism to take a passage(s) from someone' s work (direct quotes or paraphrases) and include it in a speech or paper without citing the original author. It is plagiarism to include someone' s ideas (expressed in your own words) in your speech or paper without citing the original author. It is plagiarism to knowingly allow another student to use your work as their own.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	A package of readings will be provided at the beginning of the semester for the students to prepare.		
Reference(s)	<p>Kottak, C. P., Kozaitis K. A. (2008). On being different: Diversity and multiculturalism in the North American mainstream. (3rd Ed.). Boston, MA: McGraw Hill.</p> <p>Feagin, J. R. and Faeagin, C. B. (2011). Racial and Ethnic Relations (9th Ed.). Upper Saddle River, NJ: Prentice Hall.</p>		
Number of Assignment(s)	6 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 4.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other &lt;Cultural Projects&gt; : 16.0 %</p>		

Note

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>.

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