

Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	STUDY ON LITERATURE OF EDUCATIONAL POLICY AND LEADERSHIP	Instructor	FONG-YEE NYEU
Course Class	TDPXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL POLICY AND LEADERSHIP, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ 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			
<p>I . Prepare educational policy analysts.</p> <p>II . Prepare educational administrators.</p> <p>III . Prepare educational and policy researchers.</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. Competency in educational policy planning and analysis.</p> <p>B. Competency in educational program research and evaluation.</p> <p>C. Competency in educational leadership and management.</p> <p>D. Competency in educational policy and leadership research.</p>			
Course Introduction	<p>This course is designed to enhance students' ability to do literature research on a selected topic, critically assess the information, identify information gaps, alternative perspectives or controversies involving the topic, and formulate conclusions. This course involves students reading, understanding and critically assessing research by others.</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	Recognize the different types and purposes of literature.	C4	AD
2	Be able to do literature search and manage references.	P6	AD
3	Understand the process of synthesizing and writing literature results.	C3	AD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Recognize the different types and purposes of literature.	Lecture, Discussion, Appreciation, Simulation	Report, Participation
2	Be able to do literature search and manage references.	Lecture, Discussion, Appreciation, Simulation, Problem solving	Report, Participation
3	Understand the process of synthesizing and writing literature results.	Lecture, Discussion, Appreciation, Simulation, Problem solving	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	103/09/15~ 103/09/21	Course introduction	
2	103/09/22~ 103/09/28	Introduction to literature review	Ridley CH.1
3	103/09/29~ 103/10/05	The multiple purposes of a literature review	Ridley CH.2
4	103/10/06~ 103/10/12	Sources of information and conducting searches & Reference management [Class held at library]	Ridley CH.3 & CH.5
5	103/10/13~ 103/10/19	Structuring the literature review	Ridley CH.6
6	103/10/20~ 103/10/26	Sharing your literature review structure	
7	103/10/27~ 103/11/02	Being critical	Ridley CH.8
8	103/11/03~ 103/11/09	Exemplary literature review	Journal paper 1
9	103/11/10~ 103/11/16	APA style	
10	103/11/17~ 103/11/23	Midterm Examination Week	
11	103/11/24~ 103/11/30	In-text citations	
12	103/12/01~ 103/12/07	Testing your knowledge of APA	

13	103/12/08 ~ 103/12/14	Exemplary literature review	Journal paper 2
14	103/12/15 ~ 103/12/21	The continuing process	Ridley CH.10
15	103/12/22 ~ 103/12/28	Presenting your literature review	
16	103/12/29 ~ 104/01/04	Presenting your literature review	
17	104/01/05 ~ 104/01/11	Presenting your literature review	
18	104/01/12 ~ 104/01/18	Final Examination Week	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Ridley, D. (2008). The literature review: A step-by-step guide for students. Thousand Oaks, CA: Sage.		
Reference(s)	American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. Additional readings provided by the instructor.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 25.0 % ◆ Mark of Usual : 25.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 30.0 % ◆ Other () : %		
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 . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		