

Tamkang University Academic Year 103, 2nd Semester Course Syllabus

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| 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 socializing, work and travel. Through role-plays, presentations, and group discussions, students learn to express themselves correctly and improve their communication skills.</p> | | |
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

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|-------------------------|-------------------------------------|---------------------------|
| (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 | 1 Students will learn and practice basic speaking and listening skills, for interpersonal communication. 2 Daily topics of interest and relevance to students will be discussed via pair or small-group discussions. | C3 | ABCD |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---|---------------------------------|--|
| 1 | 1 Students will learn and practice basic speaking and listening skills, for interpersonal communication. 2 Daily topics of interest and relevance to students will be discussed via pair or small-group discussions. | Lecture, Discussion, Simulation | Written test, Practicum, 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 | 104/02/24 ~ 104/03/01 | Challenges (Unit 5) | |
| 2 | 104/03/02 ~ 104/03/08 | Challenges (Unit 5) | |
| 3 | 104/03/09 ~ 104/03/15 | Challenges (Unit 5) | |
| 4 | 104/03/16 ~ 104/03/22 | Into the future (Unit 6) | |
| 5 | 104/03/23 ~ 104/03/29 | Into the future (Unit 6) | |
| 6 | 104/03/30 ~ 104/04/05 | HOLIDAY | |
| 7 | 104/04/06 ~ 104/04/12 | Into the future (Unit 6) | |
| 8 | 104/04/13 ~ 104/04/19 | Getting along (Unit 7) | |
| 9 | 104/04/20 ~ 104/04/26 | Getting along (Unit 7) | |
| 10 | 104/04/27 ~ 104/05/03 | Midterm Exam Week | |
| 11 | 104/05/04 ~ 104/05/10 | Getting along (Unit 7) | |
| 12 | 104/05/11 ~ 104/05/17 | Food science (Unit 8) | |

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|-------------------------|--|--------------------------------|--|
| 13 | 104/05/18 ~ 104/05/24 | Food science (Unit 8) | |
| 14 | 104/05/25 ~ 104/05/31 | Food science (Unit 8) | |
| 15 | 104/06/01 ~ 104/06/07 | Success and happiness (Unit 9) | |
| 16 | 104/06/08 ~ 104/06/14 | Success and happiness (Unit 9) | |
| 17 | 104/06/15 ~ 104/06/21 | Success and happiness (Unit 9) | |
| 18 | 104/06/22 ~ 104/06/28 | Final Exam Week | |
| Requirement | 1.Tardiness: Be punctual for class is essential. You will lose points 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 公假, private business 事假, sickness 病假, death in the family 喪假) if you can not come. | | |
| Teaching Facility | Computer | | |
| Textbook(s) | Viewpoint Student' s Book 1. Michael McCarthy, Jeanne McCarten & Helen Sandiford, Cambridge University Press, 2012, (Available at Hwa Tai Publishing Co., Taipei, 華泰文化事業股份有限公司, Tel: 02-2162-1217) | | |
| Reference(s) | | | |
| Number of Assignment(s) | (Filled in by assignment instructor only) | | |
| Grading Policy | ◆ Attendance : 10.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 40.0 % ◆ 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. | | |