

Tamkang University Academic Year 104, 1st Semester Course Syllabus

Course Title	FRESHMAN ENGLISH	Instructor	DARREL PAUL DOTY
Course Class	TFLXB1A DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Required ◆ 1st 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

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

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

- A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.
- B. Develop students' critical thinking skills in an English language learning context.
- C. Strengthen students' workplace English ability.
- D. Develop students' professional abilities in linguistics and English teaching.
- E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.

Course Introduction	The purpose of this course is to engage students in reading selected articles, generating questions, answering questions and evaluating the written answers. In this way, students have the opportunity to encounter ideas, improve their reading and writing skills, develop social skills while working in groups, and expand their analytical and problem solving abilities.
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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	The course objectives are to engage students in reading, writing, analyzing, and problem solving by interacting within and between groups.	C6	A

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	The course objectives are to engage students in reading, writing, analyzing, and problem solving by interacting within and between groups.	Lecture, Discussion, Appreciation, Practicum, Problem solving	Written test, 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	104/09/14 ~ 104/09/20	Introduction//Groups	
2	104/09/21 ~ 104/09/27	"San Francisco Legislator Pushes Feng Shui Building Codes" p. 5-6	
3	104/09/28 ~ 104/10/04	"Symbolic Systems and Meanings" p. 12-16	
4	104/10/05 ~ 104/10/11	"Anthropological View of Religion" p. 23-25	
5	104/10/12 ~ 104/10/18	"Comparing Humans with Other Primates" p. 53-57	
6	104/10/19 ~ 104/10/25	"Modern Stone Age Humans" p. 64-68	
7	104/10/26 ~ 104/11/01	"A Bank for the Down and Out" p. 95-96	
8	104/11/02 ~ 104/11/08	"Skills for the Global Market Place" p. 127-129	
9	104/11/09 ~ 104/11/15	"International Trade" p. 136-141	
10	104/11/16 ~ 104/11/22	Midterm Exam Week	
11	104/11/23 ~ 104/11/29	John Ciardi, "Is Everybody Happy?"	
12	104/11/30 ~ 104/12/06	Ernest Hemingway, "A Clean, Well-Lighted Place"	

13	104/12/07 ~ 104/12/13	James Joyce, "Eveline"	
14	104/12/14 ~ 104/12/20	Jack London, "Moon Face"	
15	104/12/21 ~ 104/12/27	Video Presentation	
16	104/12/28 ~ 105/01/03	Video Presentation Questions	
17	105/01/04 ~ 105/01/10	Sir Richard Livingstone "What Is Liberal Education?"	
18	105/01/11 ~ 105/01/17	Final Exam Week	
Requirement	Each student should participate in a group; each student should compose a question and then answer a question from another group. Each student should read and evaluate the answer to his /her question.		
Teaching Facility	(None)		
Textbook(s)	Handouts of Selected Articles		
Reference(s)			
Number of Assignment(s)	14 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 25.0 % ◆ Final Exam : 25.0 % ◆ Other (Group papers) : 30.0 %		
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.		