

Tamkang University Academic Year 104, 2nd Semester Course Syllabus

| | | | |
|--------------|--------------------------------------|------------|---|
| Course Title | ENGLISH CONVERSATION | Instructor | CHEN CHIEN-CHIH |
| Course Class | TFLXE1A DEPARTMENT OF ENGLISH, 1A | Details | <ul style="list-style-type: none"> ◆ Required ◆ 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

- 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 | In this semester we will emphasize more on talking and expressing. Expressing oneself is more important than listening comprehension here. Since freshmen students have at least two hours learning listening comprehension in the language lab, they in conversation class will be encouraged and stimulated to talk as much as they can. "Show & Tell" , for example, will be a very important in-class presentation in this semester. |
|------------------------|--|

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 | To emphasize more on talking and expressing. Expressing oneself is more important than listening comprehension here. | P3 | A |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|--|------------------|-----------------------|
| 1 | To emphasize more on talking and expressing. Expressing oneself is more important than listening comprehension here. | Lecture | 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 | 105/02/15 ~ 105/02/21 | Warming up | |
| 2 | 105/02/22 ~ 105/02/28 | Top Notch 2 : Unit 5 | |
| 3 | 105/02/29 ~ 105/03/06 | Top Notch 2 : Unit 5 | |
| 4 | 105/03/07 ~ 105/03/13 | Top Notch 2 : Unit 6 | |
| 5 | 105/03/14 ~ 105/03/20 | Top Notch 2 : Unit 6 | |
| 6 | 105/03/21 ~ 105/03/27 | Top Notch 2 : Unit 7 | |
| 7 | 105/03/28 ~ 105/04/03 | Oral exam: mid-term 1 期中口試第一週 | |
| 8 | 105/04/04 ~ 105/04/10 | Spring Break | |
| 9 | 105/04/11 ~ 105/04/17 | Oral Exam: mid-term 2 期中口試第二週 | |
| 10 | 105/04/18 ~ 105/04/24 | Midterm Exam Week | |
| 11 | 105/04/25 ~ 105/05/01 | Top Notch 2 : Unit 7 | |
| 12 | 105/05/02 ~ 105/05/08 | Top Notch 2 : Unit 8 | |

| | | | |
|-------------------------|--|----------------------------|--|
| 13 | 105/05/09 ~ 105/05/15 | Top Notch 2 : Unit 8 | |
| 14 | 105/05/16 ~ 105/05/22 | Top Notch 2 : Unit 9 | |
| 15 | 105/05/23 ~ 105/05/29 | Top Notch 2 : Unit 9 | |
| 16 | 105/05/30 ~ 105/06/05 | Oral exam: final 1 期末口試第一週 | |
| 17 | 105/06/06 ~ 105/06/12 | Oral exam: final 2 期末口試第二週 | |
| 18 | 105/06/13 ~ 105/06/19 | Final Exam Week | |
| Requirement | <p>The following deduction of a student' s score is directly from his or her grade. Late: 1 point taken. Absent: 2 points taken. Students can get 1 point if they answer a question right in class. Wrong answer will not cause any deduction. If a student has been absent for 6 weeks (1/3 of a semester) , he or she will lose the chance to take the mid-term and final exams according to school' s rule. This is to say, the student will fail the course.</p> <p>For flu leave, cold leave, menstruation leave (less serious medical treatment leaves) : two leaves equal one absence. Oral exam: Mid-term= 35% (This proportion will take attendance into account.) Oral exam: final= 35% (This proportion will take attendance into account.) Group presentation: 30 % (This proportion will take attendance into account.) A group will get only one score for its presentation, so each member of the group has to take part in the presentation. If group presentations do not work out then the teacher will have to require an individual presentation.</p> <p>以下扣分，皆是由總學期成績中扣。 遲到扣一分。 曠課扣兩分。 兩次遲到等於一次曠課。 諸如感冒假、生理假等小病假，兩次請假等於一次曠課。 同學於上課舉手回答問題，答對或合理者，加一分。答錯不扣分。 曠課達總學期三分之一之週數（六週），即依照學校規定扣考。期中口考=40% 期末口考=40% 分組報告=20%</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | Top Notch 2 | | |
| Reference(s) | | | |
| Number of Assignment(s) | (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 40.0 % ◆ Other () : %</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> |
|------|---|