

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO CULTURAL ANALYSIS	Instructor	GUTIERREZ JANNETTE WANG
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 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			
To develop student's English proficiency and communication skills.			
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"> A. The ability to communicate in English. B. The ability to use practical English. C. The ability to identify critical issues. D. The ability to analyze data. E. The ability to understand connotations of culture. F. The ability to work as a team. 			
Course Introduction	<p>This course provides students with step-by-step guidance through the research writing process, from selecting and narrowing a topic to formatting the finished document. Academic writings are not much like any writings that high school students would ever written. This is a course that teaches freshman to read texts critically, to write using texts to support your arguments, and cite sources appropriately.</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-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	Read texts critically	C4	CEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Read texts critically	Discussion	Written test, 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	105/09/12 ~ 105/09/18	Introduction	
2	105/09/19 ~ 105/09/25	Chapter 1 Writing from Research	
3	105/09/26 ~ 105/10/02	Chapter 2 Finding a Topic	
4	105/10/03 ~ 105/10/09	Chapter 3 Organizing Ideas and Setting Goals	
5	105/10/10 ~ 105/10/16	Activity	
6	105/10/17 ~ 105/10/23	Chapter 4 Gathering Sources Online	
7	105/10/24 ~ 105/10/30	Chapter 5 Gathering Data in the Library	
8	105/10/31 ~ 105/11/06	Chapter 7 Understanding and Avoiding Plagiarism	
9	105/11/07 ~ 105/11/13	Fieldtrip to National Library on 10/14	
10	105/11/14 ~ 105/11/20	Midterm Exam Week	
11	105/11/21 ~ 105/11/27	Chapter 8 Reading and Evaluating Sources	
12	105/11/28 ~ 105/12/04	Chapter 9 Writing Effective Notes and Creating Outlines	

13	105/12/05 ~ 105/12/11	Chapter 10 Drafting the Paper in an Academic Style	
14	105/12/12 ~ 105/12/18	Chapter 12 Writing the Introduction, Body, and Conclusion	
15	105/12/19 ~ 105/12/25	Activity	
16	105/12/26 ~ 106/01/01	Chapter 15	
17	106/01/02 ~ 106/01/08	Fieldtrip to National Library on 10/14	
18	106/01/09 ~ 106/01/15	Final Exam Week	
Requirement	<p>You alone are responsible for your final paper. If you copy ideas or words from someone without giving them credit properly, you will fail the assignment. Assignments are due by the beginning of class on the announced date. Generally, I do not accept late assignments. Late assignments, if I accept them, will result in a penalty of 10% per day late off of the assignment' s grade.</p> <p>The most important part of your learning in this class is your participation. We are all members of a learning community. You should be prepared to discuss the reading or the writing you have been assigned and the research you have done. Come to class regularly. People who come to class tend to do better in the class than people who don' t come to class. Follow the schedule. If you don' t understand something, ask for help.</p>		
Teaching Facility	(None)		
Textbook(s)	Lester, J. D., Sr., & Lester, J. D., Jr. (2015). Writing Research Papers: A Complete Guide (15th edition)New York, NY: Longman		
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : % ◆ Mark of Usual : % ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other < Assignments > : 100.0 %</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>		