

## Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO MULTICULTURALISM	Instructor	IVY HAOYIN HSIEH
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
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"> <li>A. The ability to communicate in English.</li> <li>B. The ability to use practical English.</li> <li>C. The ability to identify critical issues.</li> <li>D. The ability to analyze data.</li> <li>E. The ability to understand connotations of culture.</li> <li>F. The ability to work as a team.</li> </ul>			
Course Introduction	<p>The course develops knowledge on issues impacting the public schools and society in the area of diversity to help understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, culture, race, social class, and educational areas.</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	Students can establish critical thinking ability through independent reading and reflection	C4	EF
2	Students can develop specific communicative skills through oral discussion and reflection.	C4	EF
3	Students will understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, religion, race, social class, and educational areas	A5	EF
4	Students will be acquiring skills in working with others as a member of a team	P6	EF

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students can establish critical thinking ability through independent reading and reflection	Lecture, Discussion, Appreciation, Visit, Problem solving	Written test, Report, Participation
2	Students can develop specific communicative skills through oral discussion and reflection.	Lecture, Discussion, Appreciation, Practicum, Visit, Problem solving	Written test, Report, Participation

3	Students will understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, religion, race, social class, and educational areas	Lecture, Discussion, Appreciation, Simulation, Visit, Problem solving	Written test, Report, Participation
4	Students will be acquiring skills in working with others as a member of a team	Lecture, Discussion, Appreciation, Simulation, Visit, 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	105/09/12~ 105/09/18	Moon Festival	No Class
2	105/09/19~ 105/09/25	Introduction and Syllabus	
3	105/09/26~ 105/10/02	Reading 1: Understand Self and Others	
4	105/10/03~ 105/10/09	Reading 2: Introduction to Multiculturalism	
5	105/10/10~ 105/10/16	Reading 4: Race and Ethnicity	
6	105/10/17~ 105/10/23	Reading 3: Class	

7	105/10/24 ~ 105/10/30	Reading 5: Gender	Movie: Prayers for Bobby
8	105/10/31 ~ 105/11/06	Reading 5: Gender	
9	105/11/07 ~ 105/11/13	Reading 7: Age	
10	105/11/14 ~ 105/11/20	Midterm Exam Week	
11	105/11/21 ~ 105/11/27	Reading 6: Religion	
12	105/11/28 ~ 105/12/04	Movie: Temple Grandin	
13	105/12/05 ~ 105/12/11	Field Trip: Taipei Grand Mosque	11/30 2-4pm
14	105/12/12 ~ 105/12/18	Reading 8: exceptionality Discussion	
15	105/12/19 ~ 105/12/25	Exam + Discussion	
16	105/12/26 ~ 106/01/01	Reading 8: exceptionality - Guest Speaker	Move to 12/15 7-9 pm
17	106/01/02 ~ 106/01/08	Final Presentation	
18	106/01/09 ~ 106/01/15	Final Exam Week	
Requirement	<p>Attendance: Punctual and regular attendance is expected. Each absence after the first 4 hours will be deducted 3 points from final grade with no exceptions. Each tardy and /or early departure is equivalent to one hour of absence. In case of an emergency, please contact the professor. Students MUST be present to receive credit for in class assignments. Please consult with classmates or the instructor when you are absent for the details of the assignments. It is the students' responsibility to keep track of the assignments details and due dates. Please also note: No cell phone nor laptop is allowed to use in class.</p> <p>Expectations: No late work is accepted. Therefore, please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations BEFORE the due dates, ask your classmate to submit for you or contact the professor for special arrangements.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	A list of readings will be provided at the beginning of the semester for the students to prepare.		
Reference(s)	<p>Gollnick D. M., Chinn, P. C. (2009). Multicultural Education in a pluralistic Society (8th Ed.). Upper Saddle River, NJ: Pearson.</p> <p>Bennett, C. I. (2011). Comprehensive Multicultural Education: Theory and Practice (7th Ed.). Upper Saddle River, NJ: Pearson.</p> <p>Kottak, C. P. &amp; Kozaitis K. A. (2008). On Being Different: Diversity and Multiculturalism in the North American Mainstream. (3rd Ed.). Boston, MA: McGraw Hill.</p> <p>Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America (3rd Ed.). Upper Saddle River, NJ: Pearson.</p>		

Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	<ul style="list-style-type: none"> <li>◆ Attendance : 4.0 %</li> <li>◆ Mark of Usual : 34.0 %</li> <li>◆ Midterm Exam : 8.0 %</li> <li>◆ Final Exam : 30.0 %</li> <li>◆ Other (Cultural Project) : 24.0 %</li> </ul>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>