Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	TEFL THEORY AND PRACTICE	Instructor	IVY HAOYIN HSIEH
TQAXB4A Course Class DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 4A		Details	◆ Selective◆ One Semester◆ 3 Credits
Departmental Aim of Education			

To develop student's English proficiency and communication skills.

Departmental core competences

- 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

This course integrate theory and practice, aims to provide students opportunities to design and administrate strategies and skills they may have learned from teaching method or instruction courses. Student who takes this course is required to have basic TESL knowledge (e.g. English Teaching Methods or relevant courses). The emphasis of this course will be on practicing working with peers or colleagues to create lesson plans and to follow lesson plans in real teaching settings.

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.)

		Relevance	
No.	Teaching Objectives	Objective Levels	Departmental core competences
1	Students will be able to create lesson plans and use the lesson plans	A6	EF
	in real classroom with real students.		

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students will be able to create lesson plans and use the lesson plans in real classroom with real students.	Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving	Written test, Practicum, Report, Participation

Information literacy Information literacy Information literacy A vision for the future A vision for the future Inderstanding self-growth, social change, and technology and learning the proper way to process information. Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. 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 A cheerful attitude and healthy lifestyle A spirit of teamwork and dedication Improving one's ability to communicate and cooperate so as to integrate resource, collaborate with others, and solve problems. Course Schedule **Course Schedule** Date Subject/Topics Note Date Subject/Topics Note 106/02/13- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/02/29- 106/03/29-		Т	his course has been designed to	cultivate the following essential qualities	s in TKU students
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) Midterm Exam Week	9		Teaching Demo		
	10		Midterm Exam Week		

11	Exam Discussion Leson Plan Practice	
12 106/05/07	Leson Plan Practice	
106/05/08 ~		
13 106/05/14	Field Trip: YilanEnglish Camp (3/20, 5/2, 5/16)	5/13
14 106/05/15 ~ 106/05/21	Reflection and Discussion	Enlgish Camp 5/13
15 106/05/22 ~ 106/05/28	Graduate Exam Week	
16 106/05/29 ~ 106/06/04		
17 106/06/05 ~ 106/06/11		
18 106/06/12 ~ 106/06/18		
Requirement	Punctual and regular attendance is expected. Each absence after the first 6 hour deducted 3 points from final grade with no exceptions. Students MUST be pressed in class assignments. Please consult with classmates or the insument when you are absent for the details of the assignments. It is the students' responding in class. No cell phone nor laptop use in class. Plagiarizing a speech, text or cheating on an exam is very serious and will result the assignment or an "F" in the course. Plagiarism sometimes confuses people plagiarism to turn in someone else's paper or speech as your own work. It is pushed a passage(s) from someone's work (direct quotes or paraphrases) and incomplete speech or paper without citing the original author. It is plagiarism to include so ideas (expressed in your own words) in your speech or paper without citing the author. It is plagiarism to knowingly allow another student to use your work as the course.	sent to structor onsibility to is allowed to in a "0" for e. It is lagiarism to clude it in a meone' s original
Teaching Facility	Computer, Projector	
Textbook(s)	A package of Readings will be required	
Reference(s)	ress, C. M., Collier, P. J., Reitenauer, V. L. (2005). Learning through service: A student uidebook for service-learning across the disciplines. Sterling, VA: Stylus. erdyukov, P. & Ryan, M. (2008). Writing effective lesson plans: A 5-star approach. Boston, IA: Peason Education. rookes, G. (2003/2012). A practicum in TESOL: Professional development through eaching practice. New York: Cambridge University Press. iichard-Amato, P. A. (2010). Making it happen: from interactive to participatory language eaching: Evolving theory and practice (4th Ed.). New York: Pearson Longman.	
Number of Assignment(s) 5 (Filled in by assignment instructor only)		
Grading Policy	 ◆ Attendance: 4.0 % ◆ Mark of Usual: 28.0 % ◆ Midter ◆ Final Exam: 15.0 % ◆ Other ⟨Service Project⟩: 33.0 % 	m Exam: 20.0 %

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 .
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