

## Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	PRINCIPLES OF INSTRUCTIONAL DESIGN	Instructor	LIN YI-TI
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 3 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

- 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. Establish a foundation for academic specialization.
- B. Foster the ability to discover, analyze and solve problems.
- C. Promote professional ethics.
- D. Foster English teaching theory and practice along with major professional competencies.
- E. Strengthen the language teaching foundation of linguistics (including applied linguistics).
- F. In accord with the teaching trend, train teaching competency that combines computer technology and internet resources.

Course Introduction	The course aims to introduce the processes involved in developing, implementing, and evaluating language programs.
------------------------	--

**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	Understand how to select and organize course contents	C6	D
2	Understand the process of curriculum design.	C6	D

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	Understand how to select and organize course contents	Lecture, Discussion	Report, Participation
2	Understand the process of curriculum design.	Lecture, Discussion	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	106/02/13 ~ 106/02/19	Orientation	
2	106/02/20 ~ 106/02/26	Chapter 1 The origins of language curriculum development	
3	106/02/27 ~ 106/03/05	Chapter 2 From syllabus design to curriculum development	
4	106/03/06 ~ 106/03/12	Chapter 3 Needs analysis	
5	106/03/13 ~ 106/03/19	Chapter 4 Situation analysis	
6	106/03/20 ~ 106/03/26	Chapter 5 Planning goals and learning outcomes	
7	106/03/27 ~ 106/04/02	Chapter 7 Providing for effective teaching	
8	106/04/03 ~ 106/04/09	Holidays	
9	106/04/10 ~ 106/04/16	Chapter 8 The role and design of instructional materials	
10	106/04/17 ~ 106/04/23	Midterm Paper Due	
11	106/04/24 ~ 106/04/30	Chapter 9 Approaches to evaluation	
12	106/05/01 ~ 106/05/07	Journal Reading	

13	106/05/08 ~ 106/05/14	Journal Reading	
14	106/05/15 ~ 106/05/21	Journal Reading	
15	106/05/22 ~ 106/05/28	Research Project	
16	106/05/29 ~ 106/06/04	Research Project	
17	106/06/05 ~ 106/06/11	Research Project	
18	106/06/12 ~ 106/06/18	Final Paper Due	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Richards, J.C. (2001). Curriculum Development in Language Teaching. Cambridge UP.		
Reference(s)			
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 %   ◆ Mark of Usual : 20.0 %   ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other < > :        %		
Note	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> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		