

Tamkang University Academic Year 105, 2nd Semester Course Syllabus

Course Title	CURRICULUM DESIGN AND ASSESSMENT	Instructor	AI LING WANG
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 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. 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 goal of this course is to provide students with sufficient understanding of different teaching methodologies, using different approaches to teach learners of different backgrounds and different levels of English proficiency.
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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	Upon completion of this course, successful students will be able to: <input type="checkbox"/> fully understand the nature of ESP and to determine the differences between English for specific and for general purposes. <input type="checkbox"/> provide adequate materials and to demonstrate basic knowledge of a particular field in their instruction to students with English for Specific Purposes needs. <input type="checkbox"/> search on the Internet and other resources to locate the materials helpful for students in a particular field.	A4	ABCDEF
2	After taking the course, students will be able to use different teaching approaches to teach different groups of learners.	C3	ABCDEF
3	After taking the course, students will be able to use different teaching approaches to teach different groups of learners.	C3	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	<p>Upon completion of this course, successful students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully understand the nature of ESP and to determine the differences between English for specific and for general purposes. <input type="checkbox"/> provide adequate materials and to demonstrate basic knowledge of a particular field in their instruction to students with English for Specific Purposes needs. <input type="checkbox"/> search on the Internet and other resources to locate the materials helpful for students in a particular field. 	Lecture, Discussion, Practicum	Written test, Practicum, Report, Participation
2	After taking the course, students will be able to use different teaching approaches to teach different groups of learners.	Lecture, Discussion, Simulation	Report, Participation
3	After taking the course, students will be able to use different teaching approaches to teach different groups of learners.	Lecture, Discussion, Simulation	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	Class orientation Class and a brief introduction to the history of language teaching	
2	106/02/20 ~ 106/02/26	The nature of approaches and methods in language teaching	
3	106/02/27 ~ 106/03/05	The Oral Approach and the Audiolingual Method	
4	106/03/06 ~ 106/03/12	Total Physical Response	
5	106/03/13 ~ 106/03/19	The Silent Way	
6	106/03/20 ~ 106/03/26	Spring break; no class	
7	106/03/27 ~ 106/04/02	Community Language Learning	
8	106/04/03 ~ 106/04/09	Suggestopedia	
9	106/04/10 ~ 106/04/16	Whole Language	
10	106/04/17 ~ 106/04/23	Mid-term Exam Week	
11	106/04/24 ~ 106/04/30	Multiple Intelligences	
12	106/05/01 ~ 106/05/07	The Lexical Approach	

13	106/05/08 ~ 106/05/14	Competency-Based Language Teaching	
14	106/05/15 ~ 106/05/21	The Natural Approach	
15	106/05/22 ~ 106/05/28	Cooperative Language Learning	
16	106/05/29 ~ 106/06/04	Content-Based Instruction	
17	106/06/05 ~ 106/06/11	Task-Based Language Teaching	
18	106/06/12 ~ 106/06/18	Final Exam Week	
Requirement			
Teaching Facility	Computer		
Textbook(s)	Approaches and Methods in Language Teaching 2nd ed. by Jack Richards and Theodore S. Rodgers		
Reference(s)	Teaching by Principles: An Interactive Approach to Language pedagogy 3rd ed. by H. Douglas Brown		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 40.0 % ◆ Other < > : %		
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 . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		