

Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	FRENCH III	Instructor	CHYI SONG-LING
Course Class	TQAXB2A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 2A	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 advanced course shows students how to use their French to travel in France. From Paris to Provence, from The Loire to The Alps, what do they see, eat and play? How do they make their orders or reservations in the restaurants, train stations and hotels? The students will have more ideas about French cultural sites and current issues, for example French tourism, cuisine or politics.</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	This advanced course shows students how to use their French to travel in France. From Paris to Provence, from The Loire to The Alps, what to see and what to eat? how to make their orders or reservations in the restaurants, train stations and hotels? The students will have more ideas on French cultural sites and current issues, for example French tourism, cuisine or politics.	C4	DE
2	This advanced course shows students how to use their French to travel in France. From Paris to Provence, from The Loire to The Alps, what to see and what to eat? how to make their orders or reservations in the restaurants, train stations and hotels? The students will have more ideas on French cultural sites and current issues, for example French tourism, cuisine or politics.	C3	DE
3	In different cultural contexts during the travel, this course develops the students' communication skills in French, for example self-introduction, capacity of receiving information and dialoguing. Also they will start to prepare the DELF, the French equivalent of the English proficiency test TOEFL.	P3	DE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	<p>This advanced course shows students how to use their French to travel in France. From Paris to Provence, from The Loire to The Alps, what to see and what to eat? how to make their orders or reservations in the restaurants, train stations and hotels? The students will have more ideas on French cultural sites and current issues, for example French tourism, cuisine or politics.</p>	<p>Lecture, Discussion, Appreciation, Simulation, Visit</p>	<p>Written test, Practicum, Report, Participation</p>
2	<p>This advanced course shows students how to use their French to travel in France. From Paris to Provence, from The Loire to The Alps, what to see and what to eat? how to make their orders or reservations in the restaurants, train stations and hotels? The students will have more ideas on French cultural sites and current issues, for example French tourism, cuisine or politics.</p>	<p>Lecture, Discussion, Appreciation, Simulation, Practicum, Visit</p>	<p>Written test, Practicum, Report, Participation</p>
3	<p>In different cultural contexts during the travel, this course develops the students' communication skills in French, for example self-introduction, capacity of receiving information and dialoguing. Also they will start to prepare the DELF, the French equivalent of the English proficiency test TOEFL.</p>	<p>Lecture, Discussion, Appreciation, Simulation, Practicum, Visit, Problem solving</p>	<p>Written test, Practicum, Report, Participation</p>

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	106/09/18 ~ 106/09/24	Introduction du cours et révision 課程簡介及複習	
2	106/09/25 ~ 106/10/01	D'où viens-tu? 你從哪裡來? Où vas-tu? 你要去哪裡?	
3	106/10/02 ~ 106/10/08	Pourquoi? Parce que... 為什麼? 因為 Négation 否定句練習	
4	106/10/09 ~ 106/10/15	Métro, boulot, dodo !地鐵·工作·睡覺	
5	106/10/16 ~ 106/10/22	Prendre le métro à Paris 搭巴黎地鐵	
6	106/10/23 ~ 106/10/29	"on": 我們·人們·我 Le passé composé過去式	
7	106/10/30 ~ 106/11/05	Dictée à trous 聽寫填空比賽 Dictée participe passé 過去分詞聽寫: (extrait de Printemps et autres saisons de Le Clézio)	
8	106/11/06 ~ 106/11/12	Leçon 15: L'hiver, c'est dur! 好冷的冬天 Bourgogne/Bordeaux: vins rouge et blanc 酒	
9	106/11/13 ~ 106/11/19	Une lecture 演講	
10	106/11/20 ~ 106/11/26	Midterm Exam Week	
11	106/11/27 ~ 106/12/03	Enfin les vacances ! 終於放假 ! La météo 氣象報告	

12	106/12/04 ~ 106/12/10	Vacances en Europe 在歐洲度假	
13	106/12/11 ~ 106/12/17	On va au cinéma ?我們去看電影 ?	
14	106/12/18 ~ 106/12/24	Cinéma français 法國電影	
15	106/12/25 ~ 106/12/31	Cuisine : Mousse au chocolat/ Tiramisu 美食 : 巧克力慕斯與提拉米蘇	
16	107/01/01 ~ 107/01/07	Ce soir, je dîne chez ma soeur今晚我在妹妹家吃飯	
17	107/01/08 ~ 107/01/14	Un dialogue au téléphone 分組設計電話對話	
18	107/01/15 ~ 107/01/21	Final Exam Week	
Requirement			
Teaching Facility	Computer, Other (Films DVD)		
Textbook(s)	Sylvie Poisson-Quinton, Marina Sala, Initial 1 法語智慧課程1, CLE International, 2005.		
Reference(s)	Café Crème I, Les Editions Hachette, 2005 ALTER EGO: Methode De Francais, Hachette FLE, 2006 Vocabulaire progressif du français, avec 250 exercices, CLE International 2002. 《不花錢學法文》· 繁星多媒體 · 2009。 自製講義、網路法文學習網站、音樂、電影。		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at 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.		