

Tamkang University Academic Year 106, 2nd Semester Course Syllabus

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| Course Title | FRENCH IV | 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>In French (IV), we add the new section on French culture. The students will prepare one cultural thesis like cinema, wine, painting, music or cuisine, etc.... They also continue the learning of French language, especially their ability of auto-learning: pronunciation, grammar or general knowledge on French culture.</p> | | |
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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-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 | In French (IV), we add the new section on French culture. The students will prepare one cultural thesis like cinema, wine, painting, music or cuisine, etc.... They also continue the learning of French language, especially their ability of auto-learning: pronunciation, grammar or general knowledge on French culture. | C5 | EF |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|--|---|--|
| 1 | In French (IV), we add the new section on French culture. The students will prepare one cultural thesis like cinema, wine, painting, music or cuisine, etc.... They also continue the learning of French language, especially their ability of auto-learning: pronunciation, grammar or general knowledge on French culture. | Lecture, Discussion, Appreciation, Visit, Problem solving | Written test, Practicum, Report, Participation |
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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 | 107/02/26~ 107/03/04 | Introduction du cours et révision 課程簡介及複習 | |
| 2 | 107/03/05~ 107/03/11 | Leçon 19 : Chez moi, ce n' est pas très grand ! | |
| 3 | 107/03/12~ 107/03/18 | Les arts et les spectacles à Paris 巴黎的藝術與表演 | |
| 4 | 107/03/19~ 107/03/25 | Film : Notre Dame de Paris, comédie musicale 音樂劇 : 巴黎聖母院 | |
| 5 | 107/03/26~ 107/04/01 | Leçon 20: Vive les vacances ! | |
| 6 | 107/04/02~ 107/04/08 | Une promenade 校園散步 | |
| 7 | 107/04/09~ 107/04/15 | Les temps: présent, passé, future 時態練習：現在式、過 去式、未來式 | |
| 8 | 107/04/16~ 107/04/22 | Leçon 21: Votre CV a attiré notre attention CV 履歷表 -Professions職業 | |
| 9 | 107/04/23~ 107/04/29 | Négation 否定句練習/複習 | |
| 10 | 107/04/30~ 107/05/06 | Midterm Exam Week | |
| 11 | 107/05/07~ 107/05/13 | Une conférence 演講 | |

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| 12 | 107/05/14 ~ 107/05/20 | Sortie pédagogique校外教學 chez la librairie Le Pigeonnier 法國信鴿書店 | |
| 13 | 107/05/21 ~ 107/05/27 | Communication orale分組報告 | |
| 14 | 107/05/28 ~ 107/06/03 | Leçon 22: Sonia n' est pas venue aujourd' hui ? | |
| 15 | 107/06/04 ~ 107/06/10 | Chansons : Karaoké | |
| 16 | 107/06/11 ~ 107/06/17 | Leçon 23 : Qu' est-ce que vous avez visité ? | |
| 17 | 107/06/18 ~ 107/06/24 | Leçon 24 : Ils sont déjà partis ? Les loisirs 娛樂 | |
| 18 | 107/06/25 ~ 107/07/01 | Final Exam Week | |
| Requirement | French (I), French (II), French (III) | | |
| Teaching Facility | Computer, Projector | | |
| 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. Le Nouveau Taxi 1, méthode de français 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 · Books to assign about French culture | | |
| Number of Assignment(s) | 5 (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. | | |