

Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	GENERAL ENGLISH PROFICIENCY TEST	Instructor	
Course Class	TQIDB1A DIVISION OF APPLIED INFORMATICS, DEPARTMENT OF INNOVATIVE INFORMATION AND TECHNOLOGY (ENGLISH TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits
Academic Aim of Education			
<p>I. To develop the ability to use a foreign language and interact with students and friends from abroad.</p> <p>II. To cultivate the ability to appreciate the beauty of language and express ideas effectively and efficiently.</p>			
Schoolwide essential virtues			
<p>A. A global perspective.</p> <p>B. Information literacy.</p> <p>C. A vision for the future.</p> <p>D. Moral integrity.</p> <p>E. Independent thinking.</p> <p>F. A cheerful attitude and healthy lifestyle.</p> <p>G. A spirit of teamwork and dedication.</p> <p>H. A sense of aesthetic appreciation.</p>			
Course Introduction	<p>The mission of this course is to provide the highest level of instruction to students with a pre-existing knowledge of English in order to consolidate their skills and communicate with greater accuracy and fluency.</p>		

The Relevance among Teaching Objectives, Objective Levels and Schoolwide essential virtues

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 Schoolwide essential virtues :

- (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 Schoolwide essential virtues that correspond to each teaching objective. Each objective may correspond to one or more Schoolwide essential virtues at a time. (For example, if one objective corresponds to three Schoolwide essential virtues: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Schoolwide essential virtues
1	The TOEFL course is designed to prepare students for the TOEFL iBT test. The curriculum combines language input (grammar, vocabulary, functions) with skills work (reading, writing, speaking, and listening). The learners will be regularly assessed in order to produce an organic learning environment, which addresses their needs and abilities, and will allow for relevant test practice as appropriate to their needs.	C6	A
2	The TOEFL course is designed to prepare students for the TOEFL iBT test. The curriculum combines language input (grammar, vocabulary, functions) with skills work (reading, writing, speaking, and listening). The learners will be regularly assessed in order to produce an organic learning environment, which addresses their, needs and abilities, and will allow for relevant test practice as appropriate to their needs.	C6	A

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	The TOEFL course is designed to prepare students for the TOEFL iBT test. The curriculum combines language input (grammar, vocabulary, functions) with skills work (reading, writing, speaking, and listening). The learners will be regularly assessed in order to produce an organic learning environment, which addresses their needs and abilities, and will allow for relevant test practice as appropriate to their needs.	Lecture, Discussion, Simulation, Problem solving	Written test, Report, Participation
2	The TOEFL course is designed to prepare students for the TOEFL iBT test. The curriculum combines language input (grammar, vocabulary, functions) with skills work (reading, writing, speaking, and listening). The learners will be regularly assessed in order to produce an organic learning environment, which addresses their needs and abilities, and will allow for relevant test practice as appropriate to their needs.	Lecture, Discussion, Simulation, Problem solving	Written test, Report, Participation

Course Schedule

Week	Date	Subject/Topics	Note
1	108/02/18 ~ 108/02/24	Introduction	
2	108/02/25 ~ 108/03/03	Strategies for reading. Aggression	Group 1 Presentation : Aggression
3	108/03/04 ~ 108/03/10	The Great Red Spot on Jupiter	Group 2 presentation:
4	108/03/11 ~ 108/03/17	Air Pollution	Group 3 presentation:
5	108/03/18 ~ 108/03/24	Autism	Group 4 presentation:
6	108/03/25 ~ 108/03/31	Tornadoes	Group 5 presentation:
7	108/04/01 ~ 108/04/07	Competition and Cooperation	Group 6 presentation:
8	108/04/08 ~ 108/04/14	The Clovis Culture	Group 7 presentation:

9	108/04/15 ~ 108/04/21	Chewing Gum	Group 8 presentation:
10	108/04/22 ~ 108/04/28	Midterm Exam Week	
11	108/04/29 ~ 108/05/05	Mini listening pretest	
12	108/05/06 ~ 108/05/12	Psychology class	Group 8 presentation:
13	108/05/13 ~ 108/05/19	A parking sticker	Group 9 presentation:
14	108/05/20 ~ 108/05/26	Early teachers	Group 10 presentation:
15	108/05/27 ~ 108/06/02	Vacation preferences	Group 11 presentation:
16	108/06/03 ~ 108/06/09	Nonverbal communication	Group 12 presentation:
17	108/06/10 ~ 108/06/16	Homeschooling	Group 13 presentation:
18	108/06/17 ~ 108/06/23	Final Exam Week	
Requirement	<p>1. Every student is expected to attend every class. It is understood that absence is sometimes unavoidable. In this case, a student who anticipates absence is advised to contact the teacher and one or two students and ask them to take careful notes during the missed class.</p> <p>2. Every student is expected to be punctual and remain for the entire class period.</p> <p>3. Every student is expected to submit all assignments on time. Assignments are late after the close of the class meeting in which they are due. There will be 5 point deduction for each day that assignments are late. Assignments can be accepted by e-mail attachment or in person.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	Longman Preparation Course for the TOEFL iBT Test. ISBN13 : 9780133248128		
Reference(s)			
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 20.0 %</p> <p>◆ Final Exam : 20.0 %</p> <p>◆ Other () : %</p>		
Note	<p>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.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		