

Tamkang University Academic Year 108, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO MULTICULTURALISM	Instructor	IVY HAOYIN HSIEH
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ Blended Course ◆ Required ◆ 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.			
Subject Departmental core competences			
E. The ability to understand connotations of culture.(ratio:50.00) F. The ability to work as a team.(ratio:50.00)			
Subject Schoolwide essential virtues			
2. Information literacy. (ratio:50.00) 7. A spirit of teamwork and dedication. (ratio:50.00)			
Course Introduction	The course develops knowledge on issues impacting the public schools and society in the area of diversity to help understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, culture, race, social class, and educational areas.		

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.

II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.

III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Students can establish critical thinking ability through independent reading and reflection	Cognitive
2	Students can develop specific communicative skills through oral discussion and reflection.	Cognitive
3	Students will understand intellectual, social, physical, and emotional developmental characteristics of persons in different age, language, religion, race, social class, and educational areas	Affective
4	Students will be acquiring skills in working with others as a member of a team	Psychomotor

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	EF	27	Lecture, Discussion	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
2	EF	27	Lecture, Discussion, Experience	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation
3	EF	27	Lecture, Discussion, Experience	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation

4	EF	27	Lecture, Discussion, Experience	Testing, Discussion(including classroom and online), Report(including oral and written), Activity Participation
---	----	----	---------------------------------	---

Course Schedule

Note for Blended Course : When utilizing weekly digital instruction, please fill in "Online Asynchronous Instruction".

Week	Date	Course Contents	Note
1	108/09/09 ~ 108/09/15	Get to know ourselves	
2	108/09/16 ~ 108/09/22	Reading 1: Understand Self and Others	Gender Prayer for Bobby
3	108/09/23 ~ 108/09/29	Self-Identity	
4	108/09/30 ~ 108/10/06	Reading 2: Introduction	
5	108/10/07 ~ 108/10/13	Reading 4: Race and Ethnicity	
6	108/10/14 ~ 108/10/20	Reading 3: Class	
7	108/10/21 ~ 108/10/27	Gender Prayer for Bobby	Online Asynchronous Instruction
8	108/10/28 ~ 108/11/03	Reading 5: Gender	
9	108/11/04 ~ 108/11/10	Cultural Plan Group Conference	Online Asynchronous Instruction
10	108/11/11 ~ 108/11/17	Midterm Exam Week	
11	108/11/18 ~ 108/11/24	Reading 5: Gender	
12	108/11/25 ~ 108/12/01	Reading 8: Exceptionality	Online Asynchronous Instruction
13	108/12/02 ~ 108/12/08	Reading 8: Exceptionality	
14	108/12/09 ~ 108/12/15	Reading 7: Age	
15	108/12/16 ~ 108/12/22	Reading 6: Religion	Field Trip: Taipei Grand Mosque
16	108/12/23 ~ 108/12/29	Final Presentation	
17	108/12/30 ~ 109/01/05	Final Reflection	Online Asynchronous Instruction
18	109/01/06 ~ 109/01/12	Final Exam Week (Date:109/1/3-109/1/9)	

Requirement	<p>Attendance: Punctual and regular attendance is expected. Each absence after the first 4 hours will be deducted 3 points from final grade with no exceptions. Each tardy and /or early departure is equivalent to one hour of absence. In case of an emergency, please contact the professor. Students MUST be present to receive credit for in class assignments. Please consult with classmates or the instructor when you are absent for the details of the assignments. It is the students' responsibility to keep track of the assignments details and due dates. Please also note: No cell phone nor laptop is allowed to use in class.</p> <p>Expectations: No late work is accepted. Therefore, please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations BEFORE the due dates, ask your classmate to submit for you or contact the professor for special arrangements.</p>
Teaching Facility	Computer, Projector
Textbooks and Teaching Materials	A list of readings will be provided at the beginning of the semester for the students to prepare.
References	<p>Gollnick D. M., Chinn, P. C. (2009). Multicultural Education in a pluralistic Society (8th Ed.). Upper Saddle River, NJ: Pearson.</p> <p>Bennett, C. I. (2011). Comprehensive Multicultural Education: Theory and Practice (7th Ed.). Upper Saddle River, NJ: Pearson.</p> <p>Kottak, C. P. & Kozaitis K. A. (2008). On Being Different: Diversity and Multiculturalism in the North American Mainstream. (3rd Ed.). Boston, MA: McGraw Hill.</p> <p>Koppelman, K. L. and Goodhart, R. L. (2011). Understanding Human Differences: Multicultural Education for a Diverse America (3rd Ed.). Upper Saddle River, NJ: Pearson.</p>
Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 5.0 % ◆ Mark of Usual : 44.0 % ◆ Midterm Exam : %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other (Cultural Project) : 26.0 %</p>
Note	<ol style="list-style-type: none"> 1. This syllabus may be uploaded at the website of the Course Syllabus Management System at https://info.ais.tku.edu.tw/csp or through the link of the Course Syllabus Upload posted on the home page of the TKU Office of Academic Affairs http://www.acad.tku.edu.tw/CS/main.php 2. According to the Implementation regulations of distance education for junior college and above are prescribed pursuant to Article 2, "The distance learning course referred to in these Measures refers to more than one-half of the teaching hours in each subject." 3. According to the regulations of Tamkang University Enforcement Rules for digital teaching, Paragraph 2 and Article 3, the distance learning course of our school must be "The course of digital teaching with distance learning platform or synchronous video system in our school. Teaching Hours include course lectures, teacher-student interaction discussions, quizzes and other learning activities." 4. If there are any temporary course changes (including time changes and classroom changes of distance learning courses, blended courses), please make out an application according to regulations to the Office of Academic Affairs. <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>