Course Title	LEARNING IN UNIVERSITY	Instructor	(多位教師合開) CHEN, DUEN-KAI
Course Class	TEIDB1A DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION ENGINEERING (ENGLISH-TAUGHT PROGRAM), 1A	Details	◆ General Course ◆ Required ◆ One Semester ◆ 1 Credits
Relevance to SDGs	SDG4 Quality education SDG11 Sustainable cities and communities SDG17 Partnerships for the goals		

Departmental Aim of Education

Ⅰ. To appreciate students' cognition on academic, psychological, social and career development.

Ⅱ. To understand students' self-learning process and psychological status.

Ⅲ. To help students build the deserved learning ability and proper learning attitude.

Subject Schoolwide essential virtues

1. A global perspective. (ratio:10.00)

2. Information literacy. (ratio:10.00)

3. A vision for the future. (ratio:10.00)

4. Moral integrity. (ratio:10.00)

5. Independent thinking. (ratio:20.00)

6. A cheerful attitude and healthy lifestyle. (ratio:20.00)

7. A spirit of teamwork and dedication. (ratio:10.00)

8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction	The course aims to help students have the basic knowledge and skills for being university students and better understand their own learning styles, emotion, career, and other related topics.

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	To build up essential comprehension toward "university"; and have the fundamental capabilities as an undergraduate student.	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		12345678	Lecture, Discussion, Experience	Discussion(including classroom and online), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	113/09/09 ~ 113/09/15	Introduction:TKU/college/department, resources/policies/curriculum, and environment (TKU and Tamsui). Learning in University Inquiry System	
2	113/09/16 ~ 113/09/22	(2-hour class every two weeks)	
3	113/09/23 ~ 113/09/29	Introduction to Information Services on Campus.	IT services
4	113/09/30 ~ 113/10/06	(2-hour class every two weeks)	
5	113/10/07 ~ 113/10/13	Know more about TKU. Library services.	Library
6	113/10/14 ~ 113/10/20	(2-hour class every two weeks)	
7	113/10/21 ~ 113/10/27	Explore TKU and self-motivated study	
8	113/10/28 ~ 113/11/03	(2-hour class every two weeks)	
9	113/11/04 ~ 113/11/10	UCAN by Counseling, Career Development and Learning Center.	CCD center
10	113/11/11 ~ 113/11/17	(2-hour class every two weeks)	

11	113/11/18~ 113/11/24	Consultation on Learning	
12	113/11/25~ 113/12/01	(2-hour class every two weeks)	
13	113/12/02~ 113/12/08	UCAN by Counseling, Career Development and Learning Center.	CCD center
14	113/12/09~ 113/12/15	(2-hour class every two weeks)	
15	113/12/16~ 113/12/22	Career path planning	
16	113/12/23~ 113/12/29	(2-hour class every two weeks)	
17	113/12/30~ 114/01/05	Final Exam Week	
18	114/01/06~ 114/01/12	Flex week, learning activities should be arranged.	

Key capabilities	self-directed learning Information Technology Social Participation Problem solving Interdisciplinary
Interdisciplinary	In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching
Distinctive teaching	Collaborative teaching (multiple teachers and business teachers in the school) course
Course Content	General Courses
Requirement	Pass or fail depends on your attendance and participation.
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Worksheets Using teaching materials from other writers:Presentations, Worksheets

References	1.真敬（2009）。大學生一定要做的100件事。台北：海鴿。 2.許博翔等（2011）。大學生職涯規畫全攻略：生涯規畫100問。台北：白象文化。 3.洪蘭（2014）。學會思考：創造樂在學習的人生。台北：天下雜誌 。 4. 賴麗珍 譯（2006）。教學生做摘要－五十種改進各學科學習的教學技術。台北：心理。 5.張幼恬（2015）。上台的魔法。台北：高寶。 6.梁麗燕（2012）。與過去和好：別讓過去創傷變成人際關係的困境 。台北：啟示。 7.劉乃誌等譯（2010）。是情緒糟，不是你很糟：穿透憂鬱的內觀力 量。台北：心靈工坊。 8. 雷淑雲 譯（2008）。當下，繁花盛開。台北：心靈工坊。 9.李華民譯（2008）。好心情手冊Ⅰ－情緒會傷人。台北：張老師 文化。 10.李華民譯（2008）。好心情手冊Ⅱ－焦慮會傷人。台北：張老師 文化。 11.李麗君譯（2007）。作個成功學習的大學生：動機與學習自我管 理。台北：心理。
Grading Policy	◆ Attendance： % ◆ Mark of Usual： % ◆ Midterm Exam： % ◆ Final Exam： % ◆ Other〈participation〉：100.0 %
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.**