

Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	ENGLISH CONVERSATION	Instructor	CHANG, CHIEH-YING
Course Class	TFLAB1A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG8 Decent work and economic growth SDG16 Peace, justice and strong institutions		
Departmental Aim of Education			
I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching. II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching. III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice. IV. Strategies <ol style="list-style-type: none"> 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation. 2. Promote technologicalization and internationalization. 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market. 5. Enrich international video conferencing. 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching. 			
Subject Departmental core competences			
A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00) B. Develop students' critical thinking skills in an English language learning context.(ratio:30.00) C. Strengthen students' workplace English ability.(ratio:25.00) D. Develop students' professional abilities in linguistics and English teaching.(ratio:15.00) E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:10.00)			

Subject Schoolwide essential virtues

1. A global perspective. (ratio:10.00)
2. Information literacy. (ratio:10.00)
3. A vision for the future. (ratio:20.00)
4. Moral integrity. (ratio:10.00)
5. Independent thinking. (ratio:20.00)
6. A cheerful attitude and healthy lifestyle. (ratio:10.00)
7. A spirit of teamwork and dedication. (ratio:10.00)
8. A sense of aesthetic appreciation. (ratio:10.00)

Course Introduction

Welcome to English Conversation (1). This course is tailored to boost your spoken English skills through interactive and engaging activities. Focused on real-life scenarios, you will practice everyday conversations, enhance your listening skills, and expand your vocabulary. We will explore different contexts from casual chats to more formal discussions, helping you gain confidence and fluency. This course is ideal for anyone looking to improve their spoken English in social, academic, or professional settings.

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	The primary goal of English Conversation (1) is to improve students' spoken English proficiency. By the end of the course, students will be able to engage more confidently in conversations on a variety of topics, demonstrate improved listening comprehension, and utilize a broader vocabulary. Emphasis will be placed on achieving fluency and accuracy in everyday communication, enabling students to navigate both social and professional English-speaking environments effectively.	Cognitive
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The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion, Practicum, Experience, Imitation	Testing, Study Assignments, Discussion(including classroom and online), Practicum, Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	113/09/09 ~ 113/09/15	Introduction Week	
2	113/09/16 ~ 113/09/22	Unit 1	
3	113/09/23 ~ 113/09/29	Unit 1	
4	113/09/30 ~ 113/10/06	Debate	
5	113/10/07 ~ 113/10/13	Unit 2	
6	113/10/14 ~ 113/10/20	Unit 2	
7	113/10/21 ~ 113/10/27	Debate	
8	113/10/28 ~ 113/11/03	Preparing for the mid-term exam	
9	113/11/04 ~ 113/11/10	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	113/11/11 ~ 113/11/17	Unit 3	
11	113/11/18 ~ 113/11/24	Unit 3	
12	113/11/25 ~ 113/12/01	Debate	
13	113/12/02 ~ 113/12/08	Unit 4	
14	113/12/09 ~ 113/12/15	Unit 4	

15	113/12/16~ 113/12/22	Debate	
16	113/12/23~ 113/12/29	Preparing for the final exam	
17	113/12/30~ 114/01/05	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/01/06~ 114/01/12	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	
Key capabilities	self-directed learning Information Technology Social Participation Humanistic Caring Problem solving Interdisciplinary		
Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics) 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	Game-based learning courses Project implementation course Translation Teaching Course Special/Problem-Based(PBL) Courses Collaborative teaching (multiple teachers and business teachers in the school) course		
Course Content	Gender Equality Education Logical Thinking AI application		
Requirement			
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks, Presentations, Handouts, Videos, Worksheets Using teaching materials from other writers:Textbooks, Presentations, Handouts, Videos, Worksheets		
References	Saslow, J. M., Ascher, A., Morsberger, R. E., Ruzicka, D., Long, W. P., & Laporte, P. (2011). Top notch. Pearson Education.		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 40.0 % ◆ 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>.

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