

## Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	BUSINESS ENGLISH	Instructor	CHANG, CHIEH-YING
Course Class	TFLXB4P DEPARTMENT OF ENGLISH, 4P	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ 2nd Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG9 Industry, Innovation, and Infrastructure		
<b>Departmental Aim of Education</b>			
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"> <li>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>2. Promote technologicalization and internationalization.</li> <li>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>5. Enrich international video conferencing.</li> <li>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ol>			
<b>Subject Departmental core competences</b>			
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:20.00) C. Strengthen students' workplace English ability.(ratio:25.00) D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00) 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:20.00)
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:30.00)
6. A cheerful attitude and healthy lifestyle. (ratio:10.00)
7. A spirit of teamwork and dedication. (ratio:5.00)
8. A sense of aesthetic appreciation. (ratio:5.00)

Course Introduction

This Business English course equips students with essential communication skills for professional settings. Focus areas include business correspondence, presentations, negotiations, and cross-cultural communication. Through interactive activities, case studies, and real-world simulations, students will enhance their ability to express ideas clearly and effectively in English. The course prepares students for success in global business environments.

**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 develop students' proficiency in business communication through practical exercises in writing, speaking, and professional etiquette. This course aims to enhance skills in drafting business documents, delivering presentations, and negotiating effectively in global business contexts. Emphasis is placed on cultural awareness, critical thinking, and language precision for real-world applications.	Cognitive

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	Testing, Study Assignments, Discussion(including classroom and online)

Course Schedule

Week	Date	Course Contents	Note
1	114/02/17 ~ 114/02/23	Introduction week: How <The Economist> will be used as the weekly reading aid	
2	114/02/24 ~ 114/03/02	Chapter 1 Units 1 & 2	
3	114/03/03 ~ 114/03/09	Chapter 1 Units 3 & 4	
4	114/03/10 ~ 114/03/16	Chapter 1 Units 5 & 6	
5	114/03/17 ~ 114/03/23	Chapter 1 Units 7 & 8	
6	114/03/24 ~ 114/03/30	Chapter 1 Units 9 & 10	
7	114/03/31 ~ 114/04/06	Chapter 1 Units 11 & 12	
8	114/04/07 ~ 114/04/13	Chapter 1 Units 13 & 14	
9	114/04/14 ~ 114/04/20	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)	
10	114/04/21 ~ 114/04/27	Chapter 2 Units 1 & 2	
11	114/04/28 ~ 114/05/04	Chapter 2 Units 3 & 4	
12	114/05/05 ~ 114/05/11	Chapter 2 Units 5 & 6	
13	114/05/12 ~ 114/05/18	Chapter 2 Units 7 & 8	
14	114/05/19 ~ 114/05/25	Chapter 2 Units 9 & 10	
15	114/05/26 ~ 114/06/01	Graduate Exam/Graduate Assessment Week (teachers can adjust the week as needed)	
16	114/06/02 ~ 114/06/08		
17	114/06/09 ~ 114/06/15		
18	114/06/16 ~ 114/06/22		

Key capabilities	self-directed learning International mobility Information Technology Humanistic Caring Problem solving Interdisciplinary
Interdisciplinary	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	Translation Teaching Course Special/Problem-Based(PBL) Courses Learning technologies (such as AR/VR,etc.) incorporated to physical courses
Course Content	Intellectual Property (learning intellectual property) Gender Equality Education Logical Thinking AI application
Requirement	
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks Using teaching materials from other writers:Handouts
References	Dignen, B., Foster, L. (2020). Communicating in Business English 2. Compass Publishing.
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 <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>