

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

Course Title	CITIZEN SCIENCE AND ENVIRONMENTAL ACTIONS	Instructor	WEILI JASMINE CHEN
Course Class	TGRXB0A ELECTIVES COURSES BY COLLEGE OF INTERNATIONAL AFFAIRS STUDIES, 0A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	SDG8 Decent work and economic growth SDG11 Sustainable cities and communities SDG15 Life on land SDG17 Partnerships for the goals		
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 provide students with an understanding of the basic theories in international relations, to equip students with practical skills ,and to help them become outstanding members of the international relations community of service or academy.			
Subject Departmental core competences			
<ul style="list-style-type: none"> <li>A. Every student will process essential understanding of theories of international relation. (ratio:20.00)</li> <li>B. Every student will have primary perception of current international issues.(ratio:10.00)</li> <li>C. Every student will become capable of independent thinking and information processing to understand international relations.(ratio:20.00)</li> <li>D. Every student will possess essential knowledge of participation in governmental and non-governmental affairs.(ratio:25.00)</li> <li>E. Every student will display high-level competence in English.(ratio:25.00)</li> </ul>			
Subject Schoolwide essential virtues			
<ul style="list-style-type: none"> <li>1. A global perspective. (ratio:10.00)</li> <li>2. Information literacy. (ratio:10.00)</li> <li>3. A vision for the future. (ratio:20.00)</li> <li>4. Moral integrity. (ratio:20.00)</li> <li>5. Independent thinking. (ratio:10.00)</li> <li>6. A cheerful attitude and healthy lifestyle. (ratio:10.00)</li> <li>7. A spirit of teamwork and dedication. (ratio:10.00)</li> <li>8. A sense of aesthetic appreciation. (ratio:10.00)</li> </ul>			

Course Introduction	<p>This course combines environmental ethics, citizen scientist and citizen journalism skills with actual field work, encouraging students to explore the relationship between indigenous community livelihood and conservation of environmental resources. Off-Campus Learning Trip at a mountainous community in northeastern TW will be expected. Diverse perspectives on cross-disciplinary learning in Taiwan and international NGOs. Also a 40% self-directed (autonomous) learning course.</p>
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**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	Build skills of civic engagement and advocacy on sustainability from NGOs and responsible corporations.	Psychomotor
2	Participate in a walking workshop at sustainable tourism destinations governed by communities on knowledge and community-based resource management for need assessment on sustainable practices	Affective

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Practicum, Experience	Report(including oral and written), Activity Participation
2	ABCDE	12345678	Discussion, Practicum, Experience, Imitation	Study Assignments, Practicum, Report(including oral and written)

**Course Schedule**

Week	Date	Course Contents	Note

1	114/02/17 ~ 114/02/23	Course description; Introduce the basic concepts of environmental ethics and the environmental concepts of indigenous cultures	
2	114/02/24 ~ 114/03/02	Building Blocks: Biodiversity, keystone species, agroforestry, Indigenous & Mountainous Community on Sustainable Farming	
3	114/03/03 ~ 114/03/09	Cases in Taiwan and Around the World, Indigenous cultures, plants, stories and science!	Homework
4	114/03/10 ~ 114/03/16	Citizen journalist 101 and task on Padlet	Homework
5	114/03/17 ~ 114/03/23	Autonomous Learning Session 1	
6	114/03/24 ~ 114/03/30	Individual news report on Indigenous and Community Sustainable Agriculture case via Padlet	Student Report
7	114/03/31 ~ 114/04/06	Autonomous Learning Session 2: Group practice Fieldwork, traveling to Aboriginal communities to conduct fieldwork, interviews and observations.)	Spring Break
8	114/04/07 ~ 114/04/13	Conduct fieldwork group discussions to develop students' communication skills	
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	Students share their findings in the form of creative posters or social platforms	Field Trip
11	114/04/28 ~ 114/05/04	International case analysis and storyboard production of Aboriginal permaculture cases	
12	114/05/05 ~ 114/05/11	Autonomous Learning Session 3: Continue field work and complete interviews or observations	Field Trip
13	114/05/12 ~ 114/05/18	Autonomous Learning Session 4	
14	114/05/19 ~ 114/05/25	Aboriginal culture and spices and beverage industries, read relevant literature and international case reviews	
15	114/05/26 ~ 114/06/01	Project Work & Improvements	
16	114/06/02 ~ 114/06/08	Final Project	
17	114/06/09 ~ 114/06/15	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/06/16 ~ 114/06/22	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.	

Key capabilities	self-directed learning
Interdisciplinary	
Distinctive teaching	Collaborative teaching (multiple teachers and business teachers in the school) course
Course Content	Sustainability issue
Requirement	<p>1. Late assignments will lose points within 24 hrs.</p> <p>2. Any personal leave excuse are suggested to be communicated to the instructor prior to classes.</p> <p>3. The following behaviors will not be discouraged in class (use cell phones,iPod, iPad, headset, lap top computers for non-learning purposes, games, putting make-ups, longer than 5-min leave from classroom, napping, reading ones own materials. Those who conducts the above mentioned acts for three times will get a 0% participation for grade. Turning-in AI-generated assignment without proper rewrite and referencing will get zero for grade.</p>
Textbooks and Teaching Materials	<p>Self-made teaching materials:Handouts, Worksheets, Padlet</p> <p>Using teaching materials from other writers:Videos, Learning resources</p>
References	
Grading Policy	<p>◆ Attendance : 10.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other (Wrkshop input/output) : 40.0 %</p>
Note	<p>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> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>