

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

Course Title	RESEARCH METHOD (II)	Instructor	CHEN HSIN CHIH
Course Class	TRDXB3A DEPARTMENT OF DIPLOMACY AND INTERNATIONAL RELATIONS (ENGLISH-TAUGHT PROGRAM), 3A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	<p>SDG3 Good health and well-being for people</p> <p>SDG4 Quality education</p> <p>SDG10 Reducing inequalities</p>		
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 major theories in diplomacy & international relations and to equip students with practical skills and help them become outstanding members of the diplomatic and international relations community.			
Subject Departmental core competences			
<p>A. Every student will process essential understanding of theories of international relations. (ratio:20.00)</p> <p>B. Every student will have primary perception of current international issues.(ratio:20.00)</p> <p>C. Every student will become capable of Independent thinking and information processing to further improve international relations.(ratio:40.00)</p> <p>D. Every student will process essential knowledge of participation in governmental &amp; non-governmental affairs.(ratio:10.00)</p> <p>E. Every student will display high-level competence in English.(ratio:10.00)</p>			
Subject Schoolwide essential virtues			
<p>1. A global perspective. (ratio:10.00)</p> <p>2. Information literacy. (ratio:20.00)</p> <p>3. A vision for the future. (ratio:10.00)</p> <p>4. Moral integrity. (ratio:15.00)</p> <p>5. Independent thinking. (ratio:30.00)</p> <p>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</p> <p>7. A spirit of teamwork and dedication. (ratio:5.00)</p> <p>8. A sense of aesthetic appreciation. (ratio:5.00)</p>			

Course Introduction	<p>The goal of the second semester of this course is to help students conduct a research project on their own. The course is composed of four parts. The first part is to let the students come up with a topic for their team. Next, learn to write a good "literature review." Then, design an appropriate method to collect the data. The final part is to guide students in completing the group's project, writing the thesis, and presenting their findings in a conference setting.</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	Each team will be able to choose a topic, do relevant literature review and write and present the team proposal	Cognitive
2	Each team completes their project, write a formal thesis, and present their findings in a conference format setting.	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	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written), Activity Participation
2	ABCDE	12345678	Lecture, Discussion, Publication	Discussion(including classroom and online), Report(including oral and written), Activity Participation

**Course Schedule**

Week	Date	Course Contents	Note

1	114/02/17 ~ 114/02/23	Starting points    Reviewing the projects of the previous semester	
2	114/02/24 ~ 114/03/02	Reliability and Validity	Build up your team & turn in the name list, 6 students form one team
3	114/03/03 ~ 114/03/09	Invite 2 teachers to share their research experience	Students ask them questions
4	114/03/10 ~ 114/03/16	Present the motivation, topic and research questions & other teams raise questions	Each team spends 5 mins.
5	114/03/17 ~ 114/03/23	How to find the relevant literature/ types of literature	How to use libraries
6	114/03/24 ~ 114/03/30	How to do "Literature review"	
7	114/03/31 ~ 114/04/06	holiday	
8	114/04/07 ~ 114/04/13	...continue a "Literature Review" ...	
9	114/04/14 ~ 114/04/20	mid-term week    Present the "Literature Review" of your group' s project	Each team spends 10 minutes presenting the "Literature Review." Group 1-10
10	114/04/21 ~ 114/04/27	Choose method(s)/research design	
11	114/04/28 ~ 114/05/04	Choose method(s)/research design	
12	114/05/05 ~ 114/05/11	...continue...	
13	114/05/12 ~ 114/05/18	Present the research design frame	Each team spends 5 mins.
14	114/05/19 ~ 114/05/25	How to write a winning thesis	
15	114/05/26 ~ 114/06/01	Guest speaker	
16	114/06/02 ~ 114/06/08	Ask questions // prepare for the conference	Share your paper with another team before the conference
17	114/06/09 ~ 114/06/15	Conference Group 1-5	Each team spends 12 minutes presenting the final paper and 3 minutes reviewing it with another team.
18	114/06/16 ~ 114/06/22	...continue... Groups 6-10	Turn in the final paper
Key capabilities		self-directed learning 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	Project implementation course
Course Content	Logical Thinking
Requirement	only juniors and seniors in DDIR can take this course
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Presentations
References	Ewart, J. & Ames, K. (2020). Managing Your Academic Research Project. Singapore : Springer. (on-line) Thomas, G. (2017). How to Do Your Research Project : a Guide for Students. London : Sage Publications. O'Leary, Z. (2017). The Essential Guide to Doing Your Research Project. London : Sage Publications.
Grading Policy	◆ Attendance :           %   ◆ Mark of Usual :           %   ◆ Midterm Exam : 25.0 % ◆ Final Exam : 45.0 % ◆ Other <participate +topic> : 30.0 %
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>