Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	ENGLISH CONVERSATION	Instructor	CHANG, CHIEH-YING
Course Class	TFLAB1B DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 1B	Details	◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG9 Industry, Innovation, and Infrastructure SDG17 Partnerships for the goals		

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

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' competiveness 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	This English Conversation course is designed to enhance students' speaking and listening skills through engaging discussions, role-plays, and interactive activities. Focused on real-life communication, it aims to build confidence, improve pronunciation, and expand vocabulary in diverse contexts. Students will participate in group conversations, debates, and presentations to develop fluency and cultural understanding in English.

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	Develop students' fluency and confidence in spoken English through practical conversation skills, listening comprehension, pronunciation improvement, and cultural awareness. Emphasize real-life communication scenarios, effective vocabulary use, and collaborative dialogues to foster active participation and enhance interpersonal communication in English.	Cognitive

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
			The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment	
1	ABCDE	12345678	Discussion, Publication, Practicum, Experience, Imitation	Testing, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15～114/09/21	Introduction week	
2	114/09/22～114/09/28	Mental Health Awareness	
3	114/09/29～114/10/05	Social Media and Its Impact	
4	114/10/06～114/10/12	Gender Equality	
5	114/10/13～114/10/19	Education in the 21st Century	
6	114/10/20～114/10/26	Consumerism and Minimalism	
7	114/10/27～114/11/02	Cultural Diversity and Inclusion	
8	114/11/03～114/11/09	The Role of Media	
9	114/11/10～114/11/16	Midterm exam	
10	114/11/17～114/11/23	Health and Wellness	
11	114/11/24～114/11/30	Environmental Conservation	
12	114/12/01～114/12/07	The Gig Economy	
13	114/12/08～114/12/14	Global Migration	
14	114/12/15～114/12/21	Ethical Dilemmas in Science and Medicine	
15	114/12/22～114/12/28	Debates	
16	114/12/29～115/01/04	Final Week of Diverse Assessments	
17	115/01/05～115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers	
18	115/01/12～115/01/18	Flexible Teaching Week for Teachers	

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	USR curriculum 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	Intellectual Property (learning intellectual property) Logical Thinking AI application
Requirement	Open with Conditions Generative AI Ethics Statement This course encourages students to use AI for collaboration and mutual learning to enhance course outcomes based on the principles of transparency and responsibility. This course adopts the following policy: Conditionally open, please specify how generative AI is used in assignments or reports. Students should briefly explain how they use generative AI in the course assignments or reports in the "footnote on the title page" or "after the references," such as for brainstorming, text polishing, or structural references. For "personal reflection reports" and "group interview assignments," the use of generative AI tools for writing is prohibited. If it is found that generative AI was used but not indicated in the assignment or report, the instructor, the university, or related units have the right to reevaluate the assignment of report or withhold scores. Students enrolled in this course agree to the above ethics statement.
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Videos, Worksheets Using teaching materials from other writers:Presentations, Handouts, Videos, Worksheets
References	
Grading Policy	◆ Attendance： 30.0 %　◆ Mark of Usual： %　◆ Midterm Exam： 35.0 % ◆ Final Exam： 35.0 % ◆ Other〈 〉： %

Note	This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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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