

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	ENGLISH (II)	Instructor	GUY MATTHEW REDMER
Course Class	TRJXB2A DEPARTMENT OF GLOBAL POLITICS AND ECONOMICS (ENGLISH-TAUGHT PROGRAM), 2A	Details	♦ General Course ♦ Required ♦ 1st Semester ♦ 2 Credits
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education SDG16 Peace, justice and strong institutions 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			
I . To develop the ability to use a foreign language and interact with students and friends from abroad. II. To cultivate the ability to appreciate the beauty of language and express ideas effectively and efficiently.			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:20.00) 3. A vision for the future. (ratio:20.00) 4. Moral integrity. (ratio:5.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:5.00) 8. A sense of aesthetic appreciation. (ratio:5.00)			
Course Introduction	This course teaches language learning strategies within the topic of global politics and economics. Students are also instructed in different ways to use AI for self-learning in language.		

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	Increased proficiency in various language learning strategies	Cognitive
2	Increased proficiency in listening and reading of English materials.	Cognitive

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

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1		12345678	Lecture, Discussion	Testing, Discussion(including classroom and online), Report(including oral and written)
2		12345678	Lecture, Discussion	Testing, Report(including oral and written)

Course Schedule

Week	Date	Course Contents	Note
1	114/09/15 ~ 114/09/21	Course Introduction and Student Requirements	
2	114/09/22 ~ 114/09/28	Reading Strategies	
3	114/09/29 ~ 114/10/05	Reading Strategies	
4	114/10/06 ~ 114/10/12	Reading Strategies	
5	114/10/13 ~ 114/10/19	Reading Strategies	
6	114/10/20 ~ 114/10/26	Reading Strategies	
7	114/10/27 ~ 114/11/02	Reading Strategies	
8	114/11/03 ~ 114/11/09	MIDTERM EXAM	
9	114/11/10 ~ 114/11/16	Strategies & Presentations	

10	114/11/17 ~ 114/11/23	Strategies & Presentations	
11	114/11/24 ~ 114/11/30	Strategies & Presentations	
12	114/12/01 ~ 114/12/07	Strategies & Presentations	
13	114/12/08 ~ 114/12/14	Strategies & Presentations	
14	114/12/15 ~ 114/12/21	Strategies & Presentations	
15	114/12/22 ~ 114/12/28	Strategies & Presentations	
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 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		Special/Problem-Based(PBL) Courses	
Course Content		Intellectual Property (learning intellectual property) Logical Thinking AI application	
Requirement		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
References	
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other 〈TVBS World Taiwan〉 : 5.0 %</p>
Note	<p>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.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>