



## 教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	跨文化溝通英文		學年/學期 Academic Year/Semester	114/2
課程名稱(英文) Course Name in English	Intercultural Communication in English			
科目代碼 Course Code	EAM_10100	系級 Department & Year	學一	開課單位 Course-Offering Department
修別 Type	學程 Program	學分數/時間 Credit(s)/Hour(s)	3.0/3.0	
授課教師 Instructor	/簡梅瑩			
先修課程 Prerequisite				
課程描述 Course Description				
此課程提供學生以跨文化互動方式，進行英文聽說練習及不同文化之互動學習；並輔以英文教材及學習活動，強化學生聽說讀寫技能之運用。				
課程目標 Course Objectives				
1. 以生活情境為主題，學習與練習英語。 2. 提昇學生英語的聽說能力。 3. 發展學生英語的聽說讀寫技能				
系專業能力 Basic Learning Outcomes				課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	能具備應用工具進行行政管理領域之探究與分析的能力To possess the ability to apply instruments for doing research and analysis on educational administration and management.			●
B	能主動參與團隊合作，並習得行政經營管理的實踐能力To possess the active capacity for team cooperation and to learn the practical ability of administration and management.			●
C	能從概念的理解、分析與統整，進而培養解決行政問題的能力To possess the ability of understanding, analyzing and integrating concepts, and further to foster the capacity for administration and solving problems.			●
圖示說明Illustration：● 高度相關 Highly correlated ○ 中度相關 Moderately correlated				
授課進度表 Teaching Schedule & Content				
週次Week	內容 Subject/Topics			備註Remarks
1	2/26 Course orientation & grouping (10 groups)			
2	3/5 Guest speaker & Listening and Reading Practice 1			1. 社會與環境議題文本閱讀討論 I 2. 專題發展與擬訂 3. 跨文化溝通互動
3	3/12 Listening and Reading Practice 2 TOEIC test practice (1-1)			1. 社會與環境議題文本閱讀討論 II 2. 專題發展與擬訂
4	3/19 Listening and Reading Practice 3 TOEIC test practice (1-2)			1. 社會與環境議題文本閱讀討論 III 2. 專題發展與擬訂

5	3/26 Listening and Reading Practice 4 TOEIC test practice (1-3)	1. 社會與環境議題文本閱讀討論 IV 2. 專題發展與擬訂
6	4/2 Guest Speaker & Listening and Reading Practice 5	1. 社會與環境議題文本閱讀討論 V 2. 專題發展與擬訂
7	4/9 PBL 1 : The importance of your group topic. PBL 2 : Presenting the interview questions. TOEIC test practice (2-1)	
8	4/16 PBL 3: Sharing your interview data and asking feedbacks. TOEIC test practice (2-1)	1. 各組學生說明欲探討專題/問題重要性。 2. 各組學生分享執行探究之訪談問題。
9	4/23 Midterm exam & Assignment submission (song presentation)	Assignment submission (song presentation)
10	4/30 PBL 4-1 : Cultural topic presentation (3 groups) TOEIC test practice (2-2)	各組學生分享資料並主動提出問題尋求回饋、及需再持續探索方向。
11	5/7 PBL 4-2 : Cultural topic presentation (3 groups) TOEIC test practice (2-3)	1. 學生發表專題探索歷程與結果。 2. 師生共同反思此課程專題探究歷程與結果，並藉此相互回饋提供改善參考。
12	5/14 PBL 4-3 : Cultural topic presentation (4 groups) TOEIC test practice (3-1)	1. 學生發表專題探索歷程與結果。 2. 師生共同反思此課程專題探究歷程與結果，並藉此相互回饋提供改善參考。
13	5/21 1. Guest speaker: International Education and Cross-cultural Literacy 2. The outline of teaching Plan for Integrated International Education	1. 邀請專家講座。 2. 提供融入國際教育議題之教案範例與說明。
14	5/28 PBL 1 : Developing teaching topic PBL 2 : Sharing teaching materials Song presentation (2 songs) TOEIC test practice (3-2)	1. 各組學生說明教案主題與此課程學習經驗之關係。 2. 各組學生說明教材搜尋方式與內容。
15	6/4 1. Guest speaker: The teaching practice of International Education in elementary schools 2. PBL 3: Review and revision of groups' lesson plan	1. 邀請國小國際教育之教師講座。 2. 各組學生分享教案內容並主動提出問題尋求回饋、及需再持續修正方向與內容。
16	6/11 PBL 4-1 : Lesson plan presentation (5 groups) TOEIC test practice (3-3)	1. 學生說明教案內容與教學演示。 2. 師生共同反思此課程專題探究歷程與結果，並藉此相互回饋提供改善參考。
17	6/18 PBL 4-2 : Lesson plan presentation (5 groups) Song presentation (2 songs)	1. 學生說明教案內容與教學演示。 2. 師生共同反思此課程專題探究歷程與結果，並藉此相互回饋提供改善參考。
18	6/25 Supplementary learning support	

教學策略 Teaching Strategies

- 課堂講授 Lecture       分組討論 Group Discussion       參觀實習 Field Trip  
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)       團體合作學習 (TBL)       解決導向學習 (SBL)  
 翻轉教室 Flipped Classroom       磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice       產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching       跨院系教學 Inter-collegiate Teaching  
 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

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學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績(含出缺席) General Performance (Attendance Record)	20%	✓	✓	✓					
期中考成績 Midterm Exam	20%	✓							
期末考成績 Final Exam	20%	✓							
作業成績 Homework and/or Assignments	40%		✓	✓		✓			
其他 Miscellaneous (_____)									

評量方式補充說明

Grading & Assessments Supplemental instructions

Individual assignments:

(i) TOEIC formal test: All class members are encouraged to take TOEIC formal test conducted at Dong Hwa University (or other places); the test result will be used for grading and assessment. Note: Passing score 600; 600-650 (A), 650~(A+). Test information link: <https://rc040.ndhu.edu.tw/app/home.php>

(ii) Song presentation: Each class member finds an English song with a specific grammar point. Please refer to the example handout and make sure your assignment includes: (1) the name of artist and song; (2) grammar point; (3) the lyrics with the grammar point underlined; (4) slang and vocabulary (which needs to be explained). Submission date: April 23.

Group assignments:

(i) Cultural topic presentation: Each group should find an English native speaker (or first language is not Chinese) and conduct an interview with her/him; the interview questions should be based on the cultural topic set up by your group. Please present your topic with slides plus 5 questions for oral discussion in class.

Note: Please ask for consent of your interviewee if video recording is required.

(ii) Listening and speaking Practice: Each group will be assigned with one topic to practice listening and reading. Please refer to the audio texts of your group's assigned topic (found on website link) for listening and speaking practice. Each group will have its turn to read the audio texts in class; please check the pronunciation of words and make sure you can read them aloud and fluently.

(iii) Bilingual Lesson Plan (20 mins for each group): Each group will work on planning an Integrated International Education lesson plan for elementary school students to learn and appreciate different cultures. This lesson plan should meet the core competencies of "Life Curriculum" (for year 1 and 2) or "Integrative Activities" (for year 3 to 6) by integrating International Education Issue as well as incorporate multiple teaching materials (videos, songs or picture books, etc.) to stimulate students' learning motivation.

Notes: \*The core competencies of each domain are listed in 12 basic curriculum

(<https://cirn.moe.edu.tw/WebContent/index.aspx?sid=11&mid=6733>).

\*19 Issues in 108 Curriculum

(<https://cirn.moe.edu.tw/Upload/Website/11/WebContent/35948/RFile/35948/105752.pdf>)

教科書與參考書目(書名、作者、書局、代理商、說明)

Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

Textbook

Hyeon, K. S., & Ken, C. Y. (2018). Ace the new toEIC test: 10 tests for cold certificate. Cosmos Culture Ltd.

Online learning texts - 6 minute English

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english#navIndex-search>

\*\*Unauthorized photocopying is prohibited.

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)  
Teaching Aids & Teacher's Website(Including online teaching information.  
Personal website can be listed here.)

其他補充說明 (Supplemental instructions)