

台灣高等教育機構英文相關科系課程大綱研究

林貝珊

通識教育中心

人文社會學院

摘要

This exploratory, qualitative research explored the extent that course syllabi in the Departments of English in 13 public and 9 private universities in Taiwan reflect the inclusion of syllabus components to promote learning as recommended in the literature in the United States. Research questions included: what components can be inferred from the literature in the U.S. for the recommended components of a course syllabus, for the components for a learning-centered syllabus, and for a model to analyze Bloom's cognitive level of learning? And when these are applied to analyze course syllabi in English courses, are syllabi in these universities congruent with the models? The research identified and analyzed 235 course syllabi from the core courses at these universities. The findings indicated that these syllabi are highly congruent with the syllabus components template; 68% of the syllabi included seven or more of the ten components. These syllabi reflected medium congruency with the learning-centered syllabus template. Verbs used in objectives and learning outcomes in different English courses indicated different levels of cognitive learning goals as identified by Bloom's cognitive domain. Conclusions indicated that course syllabi in the Departments of English in Taiwan are congruent with models recommended in the literature in the U.S. This research assumed similarities between higher education in Taiwan and the U.S.; the findings and the conclusions of this research provide a number of indicators to support that assumption.

關鍵字：syllabus, higher education