

Tamkang University Academic Year 101, Spring Semester  
Course Syllabus

Course Title	ATURE (II)	Instructor	BRINK, Dean Anthony
Department/Year/Class		Course Details	
English Department, Junior, Class B (3B)		<input checked="" type="checkbox"/> Required  <input type="checkbox"/> Selective	<input type="checkbox"/> 0 ( One Semester ) <input type="checkbox"/> 1 ( 1st Semester ) <input checked="" type="checkbox"/> 2 ( 2nd Semester ) <input type="checkbox"/> 3 ( 3rd Semester )
Aim of Education		Core Competences	
<p style="text-align: center;"><b>1. Mission</b> Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p style="text-align: center;"><b>2. Vision</b> 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.</p> <p style="text-align: center;"><b>3. Value</b> Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p style="text-align: center;"><b>4. Strategies</b></p> <ul style="list-style-type: none"> <li>● Train students' abilities in five skills: English listening, speaking, reading, writing and translation.           <ul style="list-style-type: none"> <li>● Promote technologicalization and internationalization.</li> <li>● Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>● Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>● Enrich international video conferencing.</li> </ul> </li> <li>● Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ul>		<p>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.</p> <p>B. Develop students' critical thinking skills in an English language learning context.</p> <p>C. Enable students to comprehend and appreciate English language media.</p> <p>D. Strengthen students' workplace English ability.</p> <p>E. Develop students' professional abilities in linguistics and English teaching.</p> <p>F. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts.</p>	
<b>Course Introduction (50 to 100 words)</b>	<p>In this survey of English literature from the late 19th Century through the 20<sup>th</sup> Century, we will cover poetry, drama, essays and fiction, discussing developments in social thought, war poetry, modernism, postcolonial literature, and postmodernism.</p>		
The Relevance among Teaching Objectives, Objective Levels and Core Competences			
<p>I. Objective Levels (select applicable ones) :</p> <p>(I) Cognitive Domain : C1 Remembering 、 C2 Understanding 、 C3 Applying 、 C4 Analyzing 、 C5 Evaluating 、 C6 Creating</p> <p>(II) Psychomotor Domain : P1 Imitation 、 P2 Mechanism 、 P3 Independent Operation 、 P4 Linked Operation 、 P5 Automation 、 P6 Origination</p> <p>(III) Affective Domain : A1 Receiving 、 A2 Responding 、 A3 Valuing 、 A4 Organizing 、 A5 Characterizing 、 A6 Implementing</p> <p>II. The Relevance among Teaching Objectives, Objective Levels and Core Competences :</p> <p>(I) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.</p> <p>(II) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)</p> <p>(III) Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)</p>			
Teaching objectives		Relevance	
		Objective Levels	Core Competencies
1 Familiarize students with role of literary production in shaping society and thought.		C1-6	C1-6
2 Interact with classmates and professor.		P3, 4-6	P3-4,6
3 Develop moral affective orientations to complex bodies, texts and contexts.		A1-6	A1-6
<i>Teaching Objectives, Teaching Methods and Assessment</i>			
Teaching Objectives	Teaching Methods	Assessment	
1 Familiarize students with role of literary production in shaping society and thought.	Student presentations, professor lecture, and discussion.	Grading	
2 Interact with classmates and professor.	Student presentations.	Grading	
3 Develop moral affective orientations to complex bodies, texts and contexts.	Student presentations, professor response, and class discussion.	Grading	
<i>This course has been designed to cultivate the following essential qualities in TKU students.</i>			
Essential Qualities of TKU Students		Description	
■ global perspectives			
■ a vision for the future			
■ information literacy			
■ ethical and moral principles			

<input type="checkbox"/> independent thinking <input type="checkbox"/> an awareness of healthy living <input type="checkbox"/> effective teamwork <input type="checkbox"/> an appreciation of the arts		
<b>Course Schedule</b>		
Week	Subject/Topics	Notes
1	Discuss course requirements, grading, and how to do well in the class. The importance of attendance, engaging in class lecture/discussion, and taking notes. Begin/finish John Keats.	<i>Pages in italics for new edition.</i>
2	Voices from World War I	pp. 1954-1995; <i>pp. 2016-2055.</i>
3	F. S. Flint and Ezra Pound; Begin William Butler Yeats	pp. 2003-2007; <i>pp. 2064-2068.</i> <b>Also see Day 4.</b>
4	William Butler Yeats	pp. 2019-2058; <i>pp. 2082-2120.</i>
5	D. H. Lawrence	pp. 2258-2273; <i>pp. 2496-2511.</i>
6	T. S. Eliot	pp. 2086-2325; <i>pp. 2521-2559.</i>
7	Finish Eliot; George Orwell 2378-2393	pp. 2378-2384; <i>pp. 2604-2610.</i>
8	Dylan Thomas; begin W. H. Auden	pp. 2421-2450; <i>pp. 2677-2703.</i>
9	W. H. Auden	pp. 1954-1995; <i>pp. 2016-2055.</i>
10	Midterm Exam Week	
11	WWII Poetry; Nation and Language	pp. 2451-2474, 2523-2541; <i>2704-2751.</i>
12	Nation and Language	pp. 2451-2474, 2523-2541; <i>2704-2751.</i>
13	Derek Walcott and A. K. Ramanujan	pp. 2586-2593, 2800-2807 and 2578-2581, <i>2794-2796.</i>
14	Ted Hughes and Seamus Heaney	2594-2599, 2808-2814 and 2822-2838, <i>2951-2966.</i>
15	Philip Larkin and Nadine Gordimer	pp. 2565-2577; <i>pp. 2781-2793.</i>
16	V. S. Naipaul	pp. 2729-2572; <i>pp. 2855-2878.</i>
17	Salman Rushdie	pp. 2852-2863; <i>pp. 3000-3011.</i>
18	Final Exam Week	
Requirement	<p>There are no make-up exams in this course; both exams are during midterm and finals weeks. Be sure to include Chinese name and student number on exams and papers (presented at end of semester). Exam questions are based on in-class discussion, thus generic and online sources will be of little help to students without understanding of our ongoing class discussion. Essay exam answers which do not directly answer the question but rather give vague, general answers will receive very low scores. Research papers which cut and paste online sources receive failing grades (depending on the severity, between 0 and 50 points). Papers carefully written in the student's voices receive high scores. Always provide citations for your sources and include a "Works Cited" bibliography page at the end of your research papers or PowerPoint presentations of your work. <u>To facilitate learning, attendance will be taken each day.</u></p>	
Teaching Facility	<input checked="" type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input checked="" type="checkbox"/> Other ( computer projector and screen )	
Textbook(s)	The Norton Anthology of English Literature, Volume 2. Eighth Ed.	
Grading Policy	<b>◆ Attendance : 20.0 %    ◆ Midterm exam : 25.0 %    ◆ Final exam : 25.0 %</b> <b>◆ 其他 〈 Presentation/Research Paper 〉 : 30.0 %</b>	