

Tamkang University Academic Year 101, Spring Semester
Course Syllabus

Course Title	SELECTIONS FROM ENGLISH DRAMA	Instructor	BRINK, Dean Anthony
Department/Year/Class		Course Details	
English Department	<input type="checkbox"/> Required <input checked="" 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)	Credits <div style="text-align: center; font-size: 1.2em;">2</div>
Aim of Education		Core Competences	
<p style="text-align: center;">1. Mission Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p style="text-align: center;">2. Vision 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;">3. Value Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p style="text-align: center;">4. Strategies</p> <ul style="list-style-type: none"> ● Train students' abilities in five skills: English listening, speaking, reading, writing and translation. ● Promote technologicalization and internationalization. ● Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. ● Launch a common English Proficiency Test and enhance students' competitiveness in the job market. ● Enrich international video conferencing. ● Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching. 		<ul style="list-style-type: none"> A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. B. Develop students' critical thinking skills in an English language learning context. C. Enable students to comprehend and appreciate English language media. D. Strengthen students' workplace English ability. E. Develop students' professional abilities in linguistics and English teaching. F. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts. 	
Course Introduction (50 to 100 words)	<p>This class assumes you have read some of the classic modern dramas in anthologies and are interested in exploring plays or theater in more depth, and thus we will focus on experimental dramatic texts and performances available on film. We will view clips from productions to supplement readings. Students will apply what they learn, guided by the instructor, to produce a short conceptual or experimental play to be performed at the end of the semester.</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>			
<i>Teaching objectives</i>		<i>Relevance</i>	
		<i>Objective Levels</i>	<i>Core Competencies</i>
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>			
<i>Teaching Objectives</i>	<i>Teaching Methods</i>	<i>Assessment</i>	
1 Familiarize students with role of literary production in shaping society and thought.	Student presentations, professor lecture, and discussion.	<i>Grading</i>	
2 Interact with classmates and professor.	Student presentations.	<i>Grading</i>	
3 Develop moral affective orientations to complex bodies, texts and contexts.	Student presentations, professor response, and class discussion.	<i>Grading</i>	
<i>This course has been designed to cultivate the following essential qualities in TKU students.</i>			
<i>Essential Qualities of TKU Students</i>			<i>Description</i>
<ul style="list-style-type: none"> ■ global perspectives ■ a vision for the future ■ information literacy ■ ethical and moral principles ■ independent thinking 			

■an awareness of healthy living		
■effective teamwork		
■an appreciation of the arts		
Course Schedule		
Week	Subject/Topics	Notes
1	Introduction to course. In-class reading/performance: David Hare, <i>The Blue Room</i>	
2	In-class reading/performance: David Hare – <i>The Blue Room</i>	
3	In-class reading/performance: David Hare – <i>The Blue Room</i>	
4	Eve Ensler – <i>The Vagina Monologues</i> (excerpts)	
5	Samuel Beckett – Short dramatic works: comparing texts and film productions	
6	Samuel Beckett – Short dramatic works: comparing texts and film productions	
7	Paula Vogel – <i>How I Learned to Drive</i>	
8	Paula Vogel – <i>How I Learned to Drive</i>	
9	Paula Vogel – <i>How I Learned to Drive</i>	
10	Midterm Exam Week	
11	<i>Discuss final performances.</i>	
12	Edward Albee – <i>A Zoo Story</i>	
13	George Bernard Shaw – <i>Pygmalion</i> (view film)	
14	George Bernard Shaw – <i>Pygmalion</i>	
15	George Bernard Shaw – <i>Pygmalion</i>	
16	Student plays	
17	Student plays	
18	Final Exam Week	
Requirement	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. Final performances may be presented as films (with subtitles). <u>To facilitate learning, attendance will be taken each day.</u>	
Teaching Facility	<input checked="" type="checkbox"/> Computer <input type="checkbox"/> Overhead Projector <input checked="" type="checkbox"/> Other (computer projector and screen)	
Textbook(s)	Course handbook.	
Grading Policy	◆ Attendance : 20.0 % ◆ Midterm exam : 25.0 % ◆ Final exam : 25.0 % ◆ 其他 〈 Performance/film 〉 : 30.0 %	

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