

Tamkang University Academic Year 102, 1st Semester Course Syllabus

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| Course Title | SELECTED READINGS IN ENGLISH AND AMERICAN LITERATURES | Instructor | CHYI SONG-LING |
| Course Class | TPAXB2A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 2A | Details | <ul style="list-style-type: none"> ◆ Required ◆ One Semester ◆ 2 Credits |
| D e p a r t m e n t a l t e a c h i n g o b j e c t i v e s | | | |
| To Develop Students' Abilities of English Language and Communication. | | | |
| D e p a r t m e n t a l c o r e c o m p e t e n c e s | | | |
| <ul style="list-style-type: none"> A. To Have the Ability of Communicating in English. B. To Have the Ability of Applying Practical English. C. To Have the Ability of Solving Questions. D. To Have the Ability of Analyzing Data. E. To Have the Ability of Understanding Culture. F. To Have the Ability of Teamwork. | | | |
| Course Introduction | <p>This one-year course studies several important works that have come to seem the definitive literary forms for representing English and American literatures between the 18th and 20th centuries. Among topics likely to be considered are:</p> <p>developments in narrative technique, the relation to history, national versus linguistic definitions of "English" and "American" literatures, social criticism in literary works, the construction of subjectivities, etc.</p> | | |
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (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.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives | Relevance | |
|-----|--|------------------|-------------------------------|
| | | Objective Levels | Departmental core competences |
| 1 | Writers studied mainly include Raymond Carver, James Joyce, Robert Frost, W.B. Yeats and Lorraine Hansberry (first semester), William Faulkner, W.H. Auden, James Baldwin, Louise Erdrich and Beattie Janus (second semester). | A5 | ABDE |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|--|---|--|
| 1 | Writers studied mainly include Raymond Carver, James Joyce, Robert Frost, W.B. Yeats and Lorraine Hansberry (first semester), William Faulkner, W.H. Auden, James Baldwin, Louise Erdrich and Beattie Janus (second semester). | Lecture, Discussion, Appreciation, Simulation, Practicum, Problem solving | Written test, Practicum, Report, Participation |
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This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students | Description |
|---|---|
| ◇ A global perspective | Helping students develop a broader perspective from which to understand international affairs and global development. |
| ◇ Information literacy | Becoming adept at using information technology and learning the proper way to process information. |
| ◆ A vision for the future | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. |
| ◆ Moral integrity | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. |
| ◆ Independent thinking | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically. |
| ◇ A cheerful attitude and healthy lifestyle | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life. |
| ◆ A spirit of teamwork and dedication | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems. |
| ◆ A sense of aesthetic appreciation | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process. |

Course Schedule

| Week | Date | Subject/Topics | Note |
|------|-------------------------|--|------|
| 1 | 102/09/16~ 102/09/22 | Introductory comments | |
| 2 | 102/09/23~ 102/09/29 | Raymond Carver's Cathedral | |
| 3 | 102/09/30~ 102/10/06 | Henry Fielding's Tom Jones | |
| 4 | 102/10/07~ 102/10/13 | James Joyce's The Dead | |
| 5 | 102/10/14~ 102/10/20 | James Joyce's Araby | |
| 6 | 102/10/21~ 102/10/27 | Sophocles' Oedipus | |
| 7 | 102/10/28~ 102/11/03 | Samuel Beckett's Waiting for Godot | |
| 8 | 102/11/04~ 102/11/10 | Robert Frost's The Road Not Taken | |
| 9 | 102/11/11~ 102/11/17 | E.M. Foster's A Passage to India | |
| 10 | 102/11/18~ 102/11/24 | Midterm Exam Week | |
| 11 | 102/11/25~ 102/12/01 | W.B. Yeats' Leda and the Swan | |
| 12 | 102/12/02~ 102/12/08 | W.H. Auden's In Memory of W.B. Yeats and Dylan | |

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| 13 | 102/12/09 ~ 102/12/15 | Lorraine Hansberry's drama, A Raisin in the Sun | |
| 14 | 102/12/16 ~ 102/12/22 | Goethe's Faust | |
| 15 | 102/12/23 ~ 102/12/29 | Beowulf | |
| 16 | 102/12/30 ~ 103/01/05 | Sophocles' Oedipus | |
| 17 | 103/01/06 ~ 103/01/12 | Drama performance | |
| 18 | 103/01/13 ~ 103/01/19 | Final Exam Week | |
| Requirement | none | | |
| Teaching Facility | Computer | | |
| Textbook(s) | | | |
| Reference(s) | <p>The Norton Introduction to Literature, Shorter, Alison Booth and Kelly J. Mays, 10th edition, Norton, 2010.</p> <p>The Norton Anthology Western Literature, vols. 1, 2, Norton, 2006.</p> <p>Thomas C. Foster, How to Read Literature Like a Professor, Quill, Happer Collins, 2003.</p> <p>教你讀懂文學的27堂課·湯瑪斯·佛斯特著·張思婷譯·木馬文化出版·2011·</p> <p>西洋文學概論-上古迄文藝復興·台北·書林·2003·呂健忠、李爽學編譯·</p> <p>近代西洋文學-新古典主義迄現代·台北·書林·2003版·呂健忠、李爽學編譯·</p> | | |
| Number of Assignment(s) | 3 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other () : %</p> | | |
| Note | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.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>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p> | | |