

## Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	APPR. TO THE STUDY OF LITER.	Instructor	YI-CHIN SHIH
Course Class	TPAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE, 1A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
D e p a r t m e n t a l   A i m   o f   E d u c a t i o n			
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"> <li>A. To Have the Ability of Communicating in English.</li> <li>B. To Have the Ability of Applying Practical English.</li> <li>C. To Have the Ability of Solving Questions.</li> <li>D. To Have the Ability of Analyzing Data.</li> <li>E. To Have the Ability of Understanding Culture.</li> <li>F. To Have the Ability of Teamwork.</li> </ul>			
Course Introduction	<p>This class helps students to understand the basic genres of literature, including short stories, drama and poetry. Students are expected to develop critical and independent thinking through analyzing the works.</p>		

**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-Charaterizing, 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	This class helps students to understand the basic genres of literature, including short stories, drama and poetry. Students are expected to develop critical and independent thinking through analyzing the works.	C2	ACDE

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	This class helps students to understand the basic genres of literature, including short stories, drama and poetry. Students are expected to develop critical and independent thinking through analyzing the works.	Lecture, Discussion, Appreciation	Written test, Report, Participation

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	103/02/17 ~ 103/02/23	Introduction to the class	
2	103/02/24 ~ 103/03/02	Introduction to short stories, Edgar Allan Poe, The Cask of Amontillado	
3	103/03/03 ~ 103/03/09	Edgar Allan Poe, The Black Cat	
4	103/03/10 ~ 103/03/16	Nathaniel Hawthorne, The Birth-Mark	
5	103/03/17 ~ 103/03/23	Nathaniel Hawthorne, Young Goodman Brown	
6	103/03/24 ~ 103/03/30	Shirley Jackson, Lottery	
7	103/03/31 ~ 103/04/06	No class	
8	103/04/07 ~ 103/04/13	Introduction to Drama, Susan Glaspell, Trifles	
9	103/04/14 ~ 103/04/20	Group Presentation 1	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Lorraine Hansberry, A Raisin in the Sun	
12	103/05/05 ~ 103/05/11	Lorraine Hansberry, A Raisin in the Sun	

13	103/05/12 ~ 103/05/18	Arthur Miller, The Crucible	
14	103/05/19 ~ 103/05/25	Introduction to Poetry: William Blake	
15	103/05/26 ~ 103/06/01	Emily Dickinson	
16	103/06/02 ~ 103/06/08	Robert Frost	
17	103/06/09 ~ 103/06/15	Group Presentation 2	
18	103/06/16 ~ 103/06/22	Final Exam Week	
Requirement	<p>This is a tentative schedule.</p> <p>Grade</p> <p>Mid-term Exam 25%; Final Exam 25 %; Two presentations 30%; Group Discussion 10%; class participation 10 %</p> <p>Requirement and Notice:</p> <ol style="list-style-type: none"> <li>1. In addition to the marking criteria, students' learning attitude and respect for the class are crucial to their final grades.</li> <li>2. Any inappropriate behavior, such as but not limited to, eating, sleeping, using cell phones, sending text messages, talking to classmates outside group discussion, or reading newspapers /other materials in class may equal on absence.</li> <li>3. Late arrivals or early departures equal absences.</li> <li>4. More than three absences will result in failure in the course.</li> <li>5. Pop quizzes may be given at anytime.</li> <li>6. No make-up presentations, exams, quizzes, assignments, or group discussions.</li> <li>7. If a student is absent on the day when he or she is scheduled to give a presentation, he or she will receive a zero.</li> <li>8. No Cheating when you have exams! (a demerit for cheating)</li> <li>9. No late assignment is accepted. Sloppy or un-typed assignment is not accepted.</li> <li>10. If students want to take this course, they must show up in the first week.</li> </ol>		
Teaching Facility	Computer, Projector		
Textbook(s)	<p>Handouts</p> <p>Booth, Alison, and Kelly J. Mays, eds. The Norton Introduction to Literature.</p> <p>Kennedy, X.J., and Dana Gioia, eds. Literature: An Introduction to Fiction, Poetry, Drama and Writing.</p>		
Reference(s)	Abrams, M. H. A Glossary of Literary Terms.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 %   ◆ Mark of Usual : 10.0 %   ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other &lt;2 presentations&gt; : 30.0 %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>		