

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title		Instructor	WANG XUDING
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits

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

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. 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.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

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

- A. Foster the ability to delve into a specialized knowledge of literature.
- B. Nurture the ability to do original research.
- C. Cultivate professional ethics and social responsibility.
- D. Develop original English teaching and research.
- E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research.
- F. Cultivate language teaching ethics and social responsibility.

Course Introduction	<p>This course will study Renaissance English poetry. We will first examine the historical, cultural and literary background and traditions of English poetry during this period, and then we will mainly compare the Italian renaissance conventions with the poetics of some outstanding English poets. The course is designed to help students develop their ability of analyzing Renaissance English poetry in a comparative manner. More specifically, students will learn skills of giving a conference presentation and writing a term paper with comparison and contrast.</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-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	Students will know the historical, cultural and philosophical backgrounds of the sonneteers and their works. They will understand the themes, rhetoric and poetic styles and critical studies of the sonneteers and their sonnets. Students will know how to appreciate, enjoy, and analyze sonnets in both the Italian and English traditions, and they will learn to examine sonnets with cultural and critical approaches.	A4	ABC
2	The course is designed to help students develop their ability of analyzing Renaissance English poetry in a comparative manner. More specifically, students will learn skills to give a conference presentation and to write an academic term paper based on Renaissance English poetry with comparison and contrast.	A6	ABC

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	<p>Students will know the historical, cultural and philosophical backgrounds of the sonneteers and their works. They will understand the themes, rhetoric and poetic styles and critical studies of the sonneteers and their sonnets. Students will know how to appreciate, enjoy, and analyze sonnets in both the Italian and English traditions, and they will learn to examine sonnets with cultural and critical approaches.</p>	<p>Lecture, Discussion, Appreciation, Problem solving</p>	<p>Report, Participation, Presentati</p>
2	<p>The course is designed to help students develop their ability of analyzing Renaissance English poetry in a comparative manner. More specifically, students will learn skills to give a conference presentation and to write an academic term paper based on Renaissance English poetry with comparison and contrast.</p>	<p>Lecture, Discussion, Appreciation, Problem solving</p>	<p>Report, Participation</p>

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	Brief Introduction; Francesco Petrarch: "Rima 140" and Sir Thomas Wyatt: "The Long Love"	
2	103/02/24 ~ 103/03/02	228 Holiday, No Class	
3	103/03/03 ~ 103/03/09	Petrarch: "Rima 140" , Wyatt: "The Long Love" and Surrey: "Love, That Does Reign"	
4	103/03/10 ~ 103/03/16	Petrarch: "Rima 189," Wyatt: "My Galley" and Spenser: "Lyke as a Ship"	
5	103/03/17 ~ 103/03/23	Petrarch: "Rima 190," Wyatt: "Whoso List to Hunt" and Spenser: "Lyke as a Huntsman"	
6	103/03/24 ~ 103/03/30	Edmund Spenser: "Sonnet 75" , Shakespeare: "Sonnet 55"	
7	103/03/31 ~ 103/04/06	Teaching Observsation, No Class	
8	103/04/07 ~ 103/04/13	Sir Philip Sidney: Sonnet 1 and Lady Mary Wroth: Sonnet 1	
9	103/04/14 ~ 103/04/20	Sir Philip Sidney: Sonnet 108 and Lady Mary Wroth: Sonnet 103	

10	103/04/21 ~ 103/04/27	Submit Mid-Term Report	
11	103/04/28 ~ 103/05/04	Sir Philip Sidney: "Thou blind man's mark" vs. William Shakespeare: "Sonnet 129"	
12	103/05/05 ~ 103/05/11	Shakespeare: Sonnets 12, 15 and 29 (structural comparison)	
13	103/05/12 ~ 103/05/18	William Shakespeare: Sonnets 12, 18 and 73 (time and life)	
14	103/05/19 ~ 103/05/25	William Shakespeare: Sonnets 7, 33 and 60 (the image of the sun)	
15	103/05/26 ~ 103/06/01	John Donne: "Holy Sonnets 14" and John Milton: "When I Consider"	
16	103/06/02 ~ 103/06/08	John Donne: "A Valediction: Forbidden Mourning" ; Gorge Herbert: "The Elixir"	
17	103/06/09 ~ 103/06/15	Marlowe: "The Passionate Shepherd to His Love," Raleigh: "The Nymph' s Reply"	
18	103/06/16 ~ 103/06/22	Submit Final Report	
Requirement	Students should attend all classes, read the assigned sonnets before coming to class, do presentations, actively participate in class discussions.		
Teaching Facility	Computer, Other (Movies)		
Textbook(s)	Stephen Greenblatt, et al. ed., The Norton Anthology of English Literature Vol. 1, New York: W. W. Norton & Company, Inc., 9th ed., 2012. (Optional)		
Reference(s)	Frances Mayes, The Discovery of Poetry, New York: Harcourt Brace, 1987. Thomas R. Arp and Greg Johnson, eds. Sound and Sense: An Introduction to Poetry, New York: Thomson Wadsworth, 2005. Booth, Stephen. Ed. Shakespeare' s Sonnets. New Haven and London: Yale UP., 1977. Bloom, Harold. Ed. William Shakespeare' s Sonnets. New York, Philadelphia: Chelsea House Publishers, 1987.		
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other (Presentations) : 20.0 %		

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>
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