

Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO WESTERN LITERATURE	Instructor	CHYI SONG-LING
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ Required ◆ 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			
To develop student's English proficiency and communication skills.			
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. The ability to communicate in English. B. The ability to use practical English. C. The ability to identify critical issues. D. The ability to analyze data. E. The ability to understand connotations of culture. F. The ability to work as a team. 			
Course Introduction	<p>This course introduces some basic ideas of "Western Literature" : genre and historical context, style and theme (or form or content), to help students analyze and appreciate how literary texts convey their meanings in their time. Its main key is a willingness to find in Western Literature the thoughts, ideas and emotions that are relevant to "real" life, so that students can relate the knowledge and experience they have in reading literary texts to the understanding of their society as well as themselves.</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-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	We read a selection of texts from the ancient world and the Middle Ages: epic, plays, poems or novels (original or translated excerpts), with supportive materials such as leading questions, some research papers and related websites to stimulate classroom discussions and further studies of students.	A5	CE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	We read a selection of texts from the ancient world and the Middle Ages: epic, plays, poems or novels (original or translated excerpts), with supportive materials such as leading questions, some research papers and related websites to stimulate classroom discussions and further studies of students.	Lecture, Discussion, Appreciation, Simulation, Practicum, Problem solving	Written test, Practicum, 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	106/09/18~ 106/09/24	Introductory comments 課程簡介	
2	106/09/25~ 106/10/01	Mythology: Prometheus 神話: 普羅米修斯	
3	106/10/02~ 106/10/08	Epic: Homer' s Illiad 史詩: 荷馬《伊里亞德》	
4	106/10/09~ 106/10/15	Epic: Homer' s Illiad 史詩: 荷馬《伊里亞德》	
5	106/10/16~ 106/10/22	Greek tragedy: Sophocles' Oedipus	
6	106/10/23~ 106/10/29	Greek tragedy: Sophocles' Oedipus	
7	106/10/30~ 106/11/05	The Middle Ages – Christianity and Knighthood: Beowulf	
8	106/11/06~ 106/11/12	The Middle Ages – Christianity and Knighthood: Beowulf	
9	106/11/13~ 106/11/19	Review 複習	
10	106/11/20~ 106/11/26	Midterm Exam Week	
11	106/11/27~ 106/12/03	Renaissance: Dante' s Divine Comedy	
12	106/12/04~ 106/12/10	Renaissance: Dante' s Divine Comedy	

13	106/12/11 ~ 106/12/17	Boccaccio' s Decameron· 薄伽丘《十日談》	
14	106/12/18 ~ 106/12/24	Shakespeare' s sonnets 莎士比亞的十四行詩	
15	106/12/25 ~ 106/12/31	Shakespeare' s Hamlet 莎士比亞的《哈姆雷特》	
16	107/01/01 ~ 107/01/07	Shakespeare' s Hamlet 莎士比亞的《哈姆雷特》	
17	107/01/08 ~ 107/01/14	Oral presentations: Telling a story 口頭報告: 說故事	
18	107/01/15 ~ 107/01/21	Final Exam Week	
Requirement			
Teaching Facility	Computer		
Textbook(s)			
Reference(s)	<p>The Norton Anthology Western Literature, vols. 1, 2, Norton, 2006.</p> <p>Alison Booth and Kelly J. Mays, The Norton Introduction to Literature (shorter), 10th edition, Norton, 2010.</p> <p>Thomas C. Foster, How to Read Literature Like a Professor, Quill, Happer Collins, 2003.(《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》· 呂健忠、李爽學編譯· 台北: 書林· 2003。</p> <p>《近代西洋文學-新古典主義迄現代》· 呂健忠、李爽學編譯· 台北: 書林· 2003版。</p>		
Number of Assignment(s)	8 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ 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>		