

## Tamkang University Academic Year 106, 2nd Semester Course Syllabus

Course Title	WORLD LITERATURE	Instructor	SHIZEN OZAWA
Course Class	TGFHB0A HONORS PROGRAM, 0A	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			
<p>I . Establish the basis of professional knowledge and strengthen interdisciplinary learning ability in order to keep up with the needs of the latest social trends.</p> <p>II . Foster independent thinking and practical applications and fortify individual study and the spirit of group cooperation.</p> <p>III . Strengthen students' English listening, speaking, reading and translation abilities.</p> <p>IV . Nurture students' sense of accomplishment.</p> <p>V . Nurture students' international outlook and develop abilities in intercultural communication.</p>			
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			
<p>A. To meet the established ability level required by each department for graduation.</p> <p>B. To have the ability to collect information and to give written and oral reports.</p> <p>C. To have the ability of independent thinking, group cooperation and communication.</p> <p>D. To have the ability of self-study on the internet.</p> <p>E. To hold an international outlook and cross-cultural perspective.</p>			
Course Introduction	<p>In this course, we will study some Anglophone postcolonial short stories. The purpose of this course is twofold. The first objective is to enhance our reading and analytical skills by reading the stories carefully (and hopefully with pleasure). The second goal is to familiarise ourselves with some basic concepts of postcolonial criticism, thereby acquiring alternative ways to look at and analyse our contemporary world.</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	to enhance reading and analytical skills, by focusing upon postcolonial short stories	C4	E

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	to enhance reading and analytical skills, by focusing upon postcolonial short stories	Discussion, Appreciation	Participation, essays

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	107/02/26 ~ 107/03/04	General Introduction	
2	107/03/05 ~ 107/03/11	Between the Local and the Global: Salman Rushdie's "Good Advice Is Rarer than Rubies"	
3	107/03/12 ~ 107/03/18	How to Read Culturally Different Stories: Chimamanda Ngozi Adichie's "Jumping Monkey Hills"	
4	107/03/19 ~ 107/03/25	Re-making the English Language (1): from V. S. Naipaul's Miguel Street	
5	107/03/26 ~ 107/04/01	Re-making the English Language (2): Samuel Selvon's "Eraser's Dilemma" and "Obeah in the Grove"	
6	107/04/02 ~ 107/04/08	教學行政觀摩日 (No Class)	
7	107/04/09 ~ 107/04/15	A Nation's Broken Dream (1): Ken Saro Wiwa's "Africa Kills Her Sun"	
8	107/04/16 ~ 107/04/22	A Nation's Broken Dream (2): Chinua Achebe's "The Girl at War"	
9	107/04/23 ~ 107/04/29	Travel in the Postcolonial World (1): Amitav Ghosh's "The Imam and the Indian"	

10	107/04/30 ~ 107/05/06	Midterm Exam Week	
11	107/05/07 ~ 107/05/13	Travel in the Postcolonial World (2): from Jamaica Kincaid's A Small Place	
12	107/05/14 ~ 107/05/20	Postcolonial Migration (1): Rohinton Mistry's "Swimming Lessons"	
13	107/05/21 ~ 107/05/27	Postcolonial Migration (2): Aamer Hussein's "Karima"	
14	107/05/28 ~ 107/06/03	Problems for Second-generation Migrants (1): Jhumpa Lahiri's "Hell-Heaven"	
15	107/06/04 ~ 107/06/10	Problems for Second-generation Migrants (2): Hanif Kureishi's "We're Not Jews"	
16	107/06/11 ~ 107/06/17	Taiwan and the Postcolonial (1): from Julia Lin, Miah	
17	107/06/18 ~ 107/06/24	Taiwan and the Postcolonial (2): Wei Te-Sheng, Seediq Bale (賽德克·巴萊)	
18	107/06/25 ~ 107/07/01	Final Exam Week	
Requirement	Regular attendance is mandatory.		
Teaching Facility	Computer		
Textbook(s)			
Reference(s)			
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 %   ◆ Mark of Usual : 30.0 %   ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other < two essays > : 60.0 %		
Note	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> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		