

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

Course Title	SELECTIONS FROM ENGLISH DRAMA	Instructor	YI-CHIN SHIH
Course Class	TQAXB1A DEPARTMENT OF ENGLISH LANGUAGE AND CULTURE (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 3 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 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"> <li>A. The ability to communicate in English.</li> <li>B. The ability to use practical English.</li> <li>C. The ability to identify critical issues.</li> <li>D. The ability to analyze data.</li> <li>E. The ability to understand connotations of culture.</li> <li>F. The ability to work as a team.</li> </ul>			
Course Introduction	<p>This course helps students to understand some basic elements in plays, such as plot, setting, comedy, and tragedy. Students are expected to develop critical thinking and to improve English ability.</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	This course helps students to understand some basic elements in plays, such as plot, setting, comedy, and tragedy. Students are expected to develop critical thinking and to improve English ability.	C2	BE

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	This course helps students to understand some basic elements in plays, such as plot, setting, comedy, and tragedy. Students are expected to develop critical thinking and to improve English ability.	Lecture, Discussion	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	107/02/26~ 107/03/04	Introduction	
2	107/03/05~ 107/03/11	Oscar Wilde, The Importance of Being Earnest	
3	107/03/12~ 107/03/18	Oscar Wilde, The Importance of Being Earnest	
4	107/03/19~ 107/03/25	Oscar Wilde, The Importance of Being Earnest	
5	107/03/26~ 107/04/01	Oscar Wilde, An Ideal Husband	
6	107/04/02~ 107/04/08	Spring Break	
7	107/04/09~ 107/04/15	Oscar Wilde, An Ideal Husband	
8	107/04/16~ 107/04/22	George Bernard Shaw, Pygmalion (My Fair Lady)	
9	107/04/23~ 107/04/29	George Bernard Shaw, Pygmalion (My Fair Lady)	
10	107/04/30~ 107/05/06	Midterm Exam Week	
11	107/05/07~ 107/05/13	Field Trip	
12	107/05/14~ 107/05/20	Henrik Ibsen, A Doll' s House	

13	107/05/21 ~ 107/05/27	Henrik Ibsen, A Doll' s House	
14	107/05/28 ~ 107/06/03	William Shakespeare, A Midsummer Night' s Dream	
15	107/06/04 ~ 107/06/10	William Shakespeare, A Midsummer Night' s Dream	
16	107/06/11 ~ 107/06/17	William Shakespeare, A Midsummer Night' s Dream	
17	107/06/18 ~ 107/06/24	William Shakespeare, A Midsummer Night' s Dream	
18	107/06/25 ~ 107/07/01	Final Exam Week	
Requirement	This syllabus is tentative and subject to change.		
Teaching Facility	Computer, Projector		
Textbook(s)	Handouts		
Reference(s)	Booth, Alison, and Kelly J. Mays, eds. The Norton Introduction to Literature. New York and London: Norton, 2010. Gainor, J. Ellen, Stanton Garner, and Martin Puchner, eds. The Norton Anthology of Drama. New York and London: Norton, 2009. Kennedy, X.J., and Dana Gioia, eds. Literature: An Introduction to Fiction, Poetry, and Drama. New York: Longman, 1999.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 %   ◆ Mark of Usual : 20.0 %   ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other &lt; performance &gt; : 20.0 %</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>		