

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	SELECTED READING OF ENGLISH-TRANSLATED CHINESE NOVELETTE	Instructor	CHEN TA-TAO
Course Class	TACXB3P DEPARTMENT OF CHINESE LITERATURE, 3P	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 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			
<p>I . Cultivate students' good habits to read and appreciate Classical Chinese literature.</p> <p>II . Foster an environment to promote Chinese Aesthetic and Literature.</p> <p>III . Enhance the knowledge required to be an Education Worker.</p> <p>IV . Cultivate the basic academic knowledge and skills.</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. Strengthen students' abilities in Classical Chinese reading and comprehension.</p> <p>B. Enhance students' literature appreciation and creative writing abilities.</p> <p>C. Strengthen students' Chinese expression abilities for work opportunities.</p> <p>D. Develop students' abilities to analyze and interpret literary texts.</p>			
Course Introduction	<p>This course introduces Chinese short stories translated into English as well as the influential translators. It chronologically selects well-known Tang classic Chinese short stories, Ming short stories, and modern short stories published in Taiwan.</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	To let the students know the development of Chinese short stories, their authors, their translated versions and translators.	C5	ABCD
2	To let the students know the changes in Chinese society, by reading short stories.	P2	ABC
3	To let the students learn more English words for daily usage, when they read the Chinese short stories..	A4	ABCD
4	This class will help students to understand the influential translators and the Chinese Short stories they had selected and translated in English.	C2	ABCD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	To let the students know the development of Chinese short stories, their authors, their translated versions and translators.	Lecture, Discussion, Appreciation	Report, Participation
2	To let the students know the changes in Chinese society, by reading short stories.	Lecture, Discussion, Appreciation	Report, Participation
3	To let the students learn more English words for daily usage, when they read the Chinese short stories..	Lecture, Discussion, Appreciation	Report, Participation

4	This class will help students to understand the influential translators and the Chinese Short stories they had selected and translated in English.	Lecture, Discussion, Appreciation	Report, Participation
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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	107/09/10 ~ 107/09/16	Introduction	
2	107/09/17 ~ 107/09/23	The Spendthrift and the Alchemist, 〈杜子春傳〉 1	
3	107/09/24 ~ 107/09/30	The Spendthrift and the Alchemist, 〈杜子春傳〉 2	
4	107/10/01 ~ 107/10/07	The Spendthrift and the Alchemist, 〈杜子春傳〉 3	
5	107/10/08 ~ 107/10/14	The Beggar Chief's Daughter 〈金玉奴棒打薄情郎〉 I	
6	107/10/15 ~ 107/10/21	The Beggar Chief's Daughter 〈金玉奴棒打薄情郎〉 2	
7	107/10/22 ~ 107/10/28	The Beggar Chief's Daughter 〈金玉奴棒打薄情郎〉 3	
8	107/10/29 ~ 107/11/04	Memories of Peking: South Side Stories, 《城南舊事》 1	
9	107/11/05 ~ 107/11/11	Memories of Peking: South Side Stories, 《城南舊事》 2	

10	107/11/12 ~ 107/11/18	Midterm Exam Week	
11	107/11/19 ~ 107/11/25	Memories of Peking: South Side Stories, 《城南舊事》3	
12	107/11/26 ~ 107/12/02	Memories of Peking: South Side Stories, 《城南舊事》4	
13	107/12/03 ~ 107/12/09	The Taste of Apples 《蘋果的滋味》1	
14	107/12/10 ~ 107/12/16	The Taste of Apples 《蘋果的滋味》2	
15	107/12/17 ~ 107/12/23	The Taste of Apples 《蘋果的滋味》3	
16	107/12/24 ~ 107/12/30	The Taste of Apples 《蘋果的滋味》4	
17	107/12/31 ~ 108/01/06	The Taste of Apples 《蘋果的滋味》5	
18	108/01/07 ~ 108/01/13	Final Exam Week	
Requirement	<p>come to the class on time. Do not talk to other students without permission while the class is proceeding.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	hand out material		
Reference(s)	<p>Echo of Classics: Selected Tang Dynasty Stories, (《唐代傳奇選》沈既濟等編·楊憲益、戴乃迭Gladys Taylor合譯·北京:外文出版社, 2003。</p> <p>Selected Chinese stories of the Song and Ming Dynasties, (《宋明平話選》馮夢龍等編·楊憲益、戴乃迭Gladys Taylor合譯·北京:外文出版社, 2001。</p> <p>Memories of Peking: South Side Stories, Chinese-English Bilingual Edition (《城南舊事》中英對照本·《城南舊事》林海音原著;齊邦媛、殷張蘭熙合譯·香港:中文大學·2002。</p> <p>The Taste of Apples (《蘋果的滋味》黃春明原著·葛浩文Howard Goldblatt譯)·New York: Columbia University Press, 2001。</p>		
Number of Assignment(s)	1 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 %</p> <p>◆ Final Exam : 40.0 %</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>		