

Tamkang University Academic Year 111, 1st Semester Course Syllabus

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| Course Title | APPR. TO THE STUDY OF LITER. | Instructor | CHYI SONG-LING |
| Course Class | TFLAB1A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 1A | Details | <ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ One Semester |
| Relevance to SDGs | SDG3 Good health and well-being for people SDG4 Quality education SDG5 Gender equality SDG10 Reducing inequalities | | |
| Departmental Aim of Education | | | |
| 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 <ol style="list-style-type: none"> 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. | | | |
| Subject Departmental core competences | | | |
| A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:10.00) B. Develop students' critical thinking skills in an English language learning context.(ratio:35.00) C. Strengthen students' workplace English ability.(ratio:10.00) D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00) E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:20.00) | | | |

Subject Schoolwide essential virtues

1. A global perspective. (ratio:20.00)
2. Information literacy. (ratio:10.00)
3. A vision for the future. (ratio:10.00)
4. Moral integrity. (ratio:10.00)
5. Independent thinking. (ratio:30.00)
6. A cheerful attitude and healthy lifestyle. (ratio:10.00)
7. A spirit of teamwork and dedication. (ratio:5.00)
8. A sense of aesthetic appreciation. (ratio:5.00)

Course Introduction

In this course, students read some appealing texts from the 3 main literary forms/genres: fiction, poetry and drama, through which different narrative techniques and reading skills will be introduced. In addition to studying literature in terms of its main elements like plot, theme, narration, point of view, setting or symbol, students try to interpret texts in their different contexts—authorial, historical, cultural and critical.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

| No. | Teaching Objectives | objective methods |
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| 1 | This class helps students to understand works of literature. Students are expected to develop critical and independent thinking through analyzing the works. | Cognitive |
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| 2 | In this course, students read some appealing texts from the 3 main literary forms/genres: fiction, poetry and drama, through which different narrative techniques and reading skills will be introduced. In addition to studying literature in terms of its main elements like plot, theme, narration, point of view, setting or symbol, students try to interpret texts in their different contexts—authorial, historical, cultural and critical. | Psychomotor |
| 3 | In this course, students read some appealing texts from the 3 main literary forms/genres: fiction, poetry and drama, through which different narrative techniques and reading skills will be introduced. In addition to studying literature in terms of its main elements like plot, theme, narration, point of view, setting or symbol, students try to interpret texts in their different contexts—authorial, historical, cultural and critical. | Psychomotor |

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
|-----|------------------|-------------------|--|--|
| 1 | ABCDE | 12345678 | Lecture, Discussion | Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |
| 2 | ABCDE | 12345678 | Lecture, Discussion, Experience, Imitation | Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |
| 3 | ABCDE | 12345678 | Lecture, Discussion, Experience, Imitation | Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation |

Course Schedule

| Week | Date | Course Contents | Note |
|------|--------------------------|--|------|
| 1 | 111/09/05 ~ 111/09/11 | Orientation | |
| 2 | 111/09/12 ~ 111/09/18 | Reading fiction: Guy de Maupassant's "The Jewelry" | |
| 3 | 111/09/19 ~ 111/09/25 | Theme: James Joyce's "Araby" | |
| 4 | 111/09/26 ~ 111/10/02 | Narration voice : Raymond Carver's "Cathedral" | |

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| 5 | 111/10/03 ~ 111/10/09 | Narration voice : Raymond Carver's "Cathedral" | |
| 6 | 111/10/10 ~ 111/10/16 | Plot: Margaret Atwood's "Happy Endings" | |
| 7 | 111/10/17 ~ 111/10/23 | Narration and symbolism: Edgar Allan Poe's "The Cask of Amontillado" | |
| 8 | 111/10/24 ~ 111/10/30 | Narration and symbolism: Edgar Allan Poe's "The Cask of Amontillado" | |
| 9 | 111/10/31 ~ 111/11/06 | Setting: John Updike's "A & P" | |
| 10 | 111/11/07 ~ 111/11/13 | Midterm Exam Week | |
| 11 | 111/11/14 ~ 111/11/20 | Setting: John Updike's "A & P" | |
| 12 | 111/11/21 ~ 111/11/27 | Signs: Balzac's Sarrasine | |
| 13 | 111/11/28 ~ 111/12/04 | Signs: Balzac's Sarrasine | |
| 14 | 111/12/05 ~ 111/12/11 | Reading poetry: Ezra Pound's "The Seafarer"; Edgar Allen Poe's "The Raven"; William Blake's "I Saw a Chapel" | |
| 15 | 111/12/12 ~ 111/12/18 | Reading poetry: T.S. Eliot's "Ash Wednesday"; Robert Frost's "The Road Not Taken"; Emily Dickinson's "Because I could not stop for Death" | |
| 16 | 111/12/19 ~ 111/12/25 | Reading Drama: Lorraine Hansberry's "A Raisin in the Sun" | |
| 17 | 111/12/26 ~ 112/01/01 | Reading Drama: Lorraine Hansberry's "A Raisin in the Sun" | |
| 18 | 112/01/02 ~ 112/01/08 | Final Exam Week | |
| Requirement | | | |
| Teaching Facility | Computer, Projector | | |
| Textbooks and Teaching Materials | Booth, Alison, and Kelly J. Mays, eds. The Norton Introduction to Literature. | | |
| Number of Assignment(s) | 5 (Filled in by assignment instructor only) | | |
| Grading Policy | ◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : % | | |

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| 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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