

Tamkang University Academic Year 111, 1st Semester Course Syllabus

Course Title	SELECTIONS OF NOVEL	Instructor	CHYI SONG-LING
Course Class	TFLAB3A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 3A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG4 Quality education SDG10 Reducing inequalities SDG11 Sustainable cities and communities		
Departmental Aim of Education			
<p>I. Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>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.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <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			
<ol style="list-style-type: none"> A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00) B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00) C. Strengthen students' workplace English ability.(ratio:10.00) D. Develop students' professional abilities in linguistics and English teaching.(ratio:20.00) E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:30.00) 			

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

As times change, some novels have been banned, suppressed and censored, for example, Harry Potter Series. (禁書) The course helps students read these novels on 4 grounds: political, religious, sexual and social. A selection of censored novels will be given to students in the class.

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
1	As times change, some novels have been banned, suppressed and censored, for example, Harry Potter Series. (禁書) The course helps students read these novels on 4 grounds: political, religious, sexual and social. A selection of censored novels will be given to students in the class.	Affective

2	As times change, some novels have been banned, suppressed and censored, for example, Harry Potter Series. (禁書) The course helps students read these novels on 4 grounds: political, religious, sexual and social. A selection of censored novels will be given to students in the class.	Affective
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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, Practicum, Experience	Testing, Study Assignments, Discussion(including classroom and online), Report(including oral and written), Activity Participation
2	ABCDE	12345678	Lecture, Discussion, Experience	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	Course introduction	
2	111/09/12 ~ 111/09/18	Censored novels on political grounds: Animal Farm, 1984	
3	111/09/19 ~ 111/09/25	How to read a politically incorrect novel ? – (1)	
4	111/09/26 ~ 111/10/02	How to read a politically incorrect novel ? – (2)	
5	111/10/03 ~ 111/10/09	How to read a politically incorrect novel ? – (3)	
6	111/10/10 ~ 111/10/16	Censored novels on religious grounds: The Red and the Black, The Satanic Verses	
7	111/10/17 ~ 111/10/23	How to read a religiously incorrect novel ? – (1)	
8	111/10/24 ~ 111/10/30	How to read a religiously incorrect novel ? – (2)	
9	111/10/31 ~ 111/11/06	How to read a religiously incorrect novel ? – (3)	
10	111/11/07 ~ 111/11/13	Midterm Exam Week	
11	111/11/14 ~ 111/11/20	Censored novels not only on sexual grounds: The Handmaid's Tale, The Bluest Eye	

12	111/11/21 ~ 111/11/27	It's more than a sexually incorrect novel. – (1)	
13	111/11/28 ~ 111/12/04	It's more than a sexually incorrect novel. – (2)	
14	111/12/05 ~ 111/12/11	It's more than a sexually incorrect novel. – (3)	
15	111/12/12 ~ 111/12/18	Censored novels on social grounds: Brave New World, Fahrenheit 451	
16	111/12/19 ~ 111/12/25	How to read a socially incorrect novel ? – (1)	
17	111/12/26 ~ 112/01/01	How to read a socially incorrect novel ? – (2)	
18	112/01/02 ~ 112/01/08	Final Exam Week	
Requirement			
Teaching Facility	Computer		
Textbooks and Teaching Materials			
References	<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.</p> <p>Nicholas J. Karolides, Margaret Bald, Dawn B. Sova, 100 Banned Books: Censorship Histories of World Literature, Checkmark Books, 1999.</p> <p>Nicholas J. Karolides, Margaret Bald, Dawn B. Sova, 100 Banned Books: Censorship Histories of World Literature, Checkmark Books, 1999. Nicholas J. Karolides, Margaret Bald, Dawn B. Sova, 120 Banned Books: Censorship Histories of World Literature, Checkmark Books, 2011.</p>		
Number of Assignment(s)	6 (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>		