

Tamkang University Academic Year 112, 1st Semester Course Syllabus

Course Title	INTRODUCTION TO WESTERN LITERATURE	Instructor	CHYI SONG-LING
Course Class	TFLAB1A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ 1st Semester
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG11 Sustainable cities and communities SDG16 Peace, justice and strong institutions		
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

We read a selection of texts from the ancient world and the Middle Ages: epic, plays, poems or novels (original or translated excerpts), with supportive materials such as leading questions, some research papers and related websites to stimulate classroom discussions and further studies of students.

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	2 We read a selection of texts from the ancient world and the Middle Ages: epic, plays, poems or novels (original or translated excerpts), with supportive materials such as leading questions, some research papers and related websites to stimulate classroom discussions and further studies of students	Psychomotor

2	We read a selection of texts from the ancient world and the Middle Ages: epic, plays, poems or novels (original or translated excerpts), with supportive materials such as leading questions, some research papers and related websites to stimulate classroom discussions and further studies of students.	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	3458	Lecture, Discussion, Practicum, Imitation	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

Course Schedule

Week	Date	Course Contents	Note
1	112/09/11 ~ 112/09/17	Introductory comments 課程簡介	
2	112/09/18 ~ 112/09/24	Mythology: Prometheus 神話: 普羅米修斯	
3	112/09/25 ~ 112/10/01	Epic: Homer' s Illiad 史詩: 荷馬《伊里亞德》	
4	112/10/02 ~ 112/10/08	Epic: Homer' s Illiad 史詩: 荷馬《伊里亞德》	
5	112/10/09 ~ 112/10/15	Greek tragedy: Sophocles' Oedipus 希臘悲劇: 索福克勒斯《伊底帕斯》	
6	112/10/16 ~ 112/10/22	Greek tragedy: Sophocles' Oedipus 希臘悲劇: 索福克勒斯《伊底帕斯》	
7	112/10/23 ~ 112/10/29	The Middle Ages – Christianity and Knighthood: Beowulf 中古基督教世界與騎士文化:《貝武夫》	
8	112/10/30 ~ 112/11/05	Film: Beowulf 影片: 貝武夫	
9	112/11/06 ~ 112/11/12	Midterm Exam Week	
10	112/11/13 ~ 112/11/19	Renaissance: Dante' s Divine Comedy 文藝復興: 但丁《神曲》	

11	112/11/20~ 112/11/26	Renaissance: Dante' s Divine Comedy文藝復興: 但丁《神曲》	
12	112/11/27~ 112/12/03	Shakespeare' s sonnets莎士比亞的十四行詩	
13	112/12/04~ 112/12/10	Shakespeare' s Hamlet 莎士比亞的《哈姆雷特》	
14	112/12/11~ 112/12/17	Shakespeare' s Hamlet 莎士比亞的《哈姆雷特》	
15	112/12/18~ 112/12/24	Re-writing a story 重說故事	
16	112/12/25~ 112/12/31	Re-writing a story 重說故事	
17	113/01/01~ 113/01/07	Final Exam Week	
18	113/01/08~ 113/01/14	Flex week, learning activities should be arranged.	
Key capabilities	Humanistic Caring Problem solving Interdisciplinary		
Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching		
Distinctive teaching	Project implementation course Special/Problem-Based(PBL) Courses		
Course Content	Gender Equality Education Logical Thinking Sustainability issue		
Requirement	None		
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Handouts, Videos		
References	The Norton Anthology Western Literature, vols. 1, 2, Norton, 2006 Alison Booth and Kelly J. Mays, The Norton Introduction to Literature (shorter), 10th edition, Norton, 2010. Thomas C. Foster, How to Read Literature Like a Professor, Quill, Happer Collins, 2003.(《教你讀懂文學的27堂課》·湯瑪斯·佛斯特著·張思婷譯·木馬文化出版·2011)		
Grading Policy	◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : %		

Note

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>.

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