

## Tamkang University Academic Year 112, 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"> <li>◆ General Course</li> <li>◆ Selective</li> <li>◆ One Semester</li> </ul>
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG10 Reducing inequalities SDG11 Sustainable cities and communities		
<b>Departmental Aim of Education</b>			
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"> <li>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>2. Promote technologicalization and internationalization.</li> <li>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>5. Enrich international video conferencing.</li> <li>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ol>			
<b>Subject Departmental core competences</b>			
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

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, Experience	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	Course introduction	
2	112/09/18 ~ 112/09/24	Censored novels on political grounds: Animal Farm, 1984	
3	112/09/25 ~ 112/10/01	How to read a politically incorrect novel ? – (1)	
4	112/10/02 ~ 112/10/08	How to read a politically incorrect novel ? – (2)	
5	112/10/09 ~ 112/10/15	How to read a politically incorrect novel ? – (3)	
6	112/10/16 ~ 112/10/22	Censored novels on religious grounds: The Red and the Black, The Satanic Verses	
7	112/10/23 ~ 112/10/29	How to read a religiously incorrect novel ? – (1)	
8	112/10/30 ~ 112/11/05	How to read a religiously incorrect novel ? – (2)	
9	112/11/06 ~ 112/11/12	Midterm Exam Week	
10	112/11/13 ~ 112/11/19	Censored novels not only on sexual grounds: The Handmaid's Tale, The Bluest Eye	
11	112/11/20 ~ 112/11/26	It's more than a sexually incorrect novel. – (1)	
12	112/11/27 ~ 112/12/03	It's more than a sexually incorrect novel. – (2)	
13	112/12/04 ~ 112/12/10	Censored novels on social grounds: Brave New World, Fahrenheit 451	
14	112/12/11 ~ 112/12/17	How to read a socially incorrect novel ? – (1)	
15	112/12/18 ~ 112/12/24	How to read a socially incorrect novel ? – (2)	
16	112/12/25 ~ 112/12/31	How to read a socially incorrect novel ? – (3)	
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	self-directed learning Social Participation Humanistic Caring Problem solving		
Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist) Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)		
Distinctive teaching	Project implementation course Special/Problem-Based(PBL) Courses Collaborative teaching (multiple teachers and business teachers in the school) course		
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:Presentations, Videos		
References	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. 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.		
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 <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> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		