

Tamkang University Academic Year 112, 1st Semester Course Syllabus

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| Course Title | APPR. TO THE STUDY OF LITER. | Instructor | TSAI CHEN-HSING |
| Course Class | TFLXB1A DEPARTMENT OF ENGLISH, 1A | Details | <ul style="list-style-type: none"> ◆ General Course ◆ Required ◆ 1st Semester |
| Relevance to SDGs | SDG10 Reducing inequalities | | |
| 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

This course is designed to cultivate students' cultural literacy by selecting a wide range of appealing and challenging literary texts.

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 | This course is designed to cultivate students' cultural literacy by selecting a wide range of appealing and challenging literary texts. | Cognitive |
| 2 | This course is designed to cultivate students' cultural literacy by selecting a wide range of appealing and challenging literary texts. | Affective |
| | | |

| The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment | | | | |
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| No. | Core Competences | Essential Virtues | Teaching Methods | Assessment |
| 1 | E | 12345678 | Lecture, Oral Presentation | Testing, Study Assignments |
| 2 | ABCDE | 12345678 | Lecture, Discussion | Testing, Discussion(including classroom and online), Report(including oral and written) |

Course Schedule

| Week | Date | Course Contents | Note |
|------|--------------------------|--|------|
| 1 | 112/09/11 ~ 112/09/17 | Intro: The Literature of "Adventure"; Poetry: Blake's "The Lamb" and "The Tiger"; Fiction: "The Elephant in the Village of the Blind" (17-18); Drama: Sophocles's Anitgone--The Family Saga of King Oedipus; Linda Brewer, "Reading and Responding to Fiction" | |
| 2 | 112/09/18 ~ 112/09/24 | Interpreting a Text: Six Reading Strategies; Fiction: Raymond Carver's "Cathedral" | |
| 3 | 112/09/25 ~ 112/10/01 | Character Analysis: Raymond Carver's "Cathedral"; Discussions | |
| 4 | 112/10/02 ~ 112/10/08 | Point of View: Poe, "The Cask of Amontillado" | |
| 5 | 112/10/09 ~ 112/10/15 | Setting: James Joyce, "Araby" | |
| 6 | 112/10/16 ~ 112/10/22 | Symbol: Narthaniel Hawthorne, "The Birthmark" | |
| 7 | 112/10/23 ~ 112/10/29 | Theme: Garcia Marquez, "A Very Old Man with Enormous Wings" | |
| 8 | 112/10/30 ~ 112/11/05 | Plot: Franz Kafka, "The Hunger Artist" | |
| 9 | 112/11/06 ~ 112/11/12 | Midterm Exam Week | |
| 10 | 112/11/13 ~ 112/11/19 | Introduction to Classic Myth; Sophocles, Antigone | |
| 11 | 112/11/20 ~ 112/11/26 | Sophocles, Anitgone; Discussions | |
| 12 | 112/11/27 ~ 112/12/03 | Types of Poetry: Narrative Poetry, Dramatic Poetry, Lyric Poetry | |
| 13 | 112/12/04 ~ 112/12/10 | On Sonnets: English Sonnets and Petrarchan sonnets; Ballad; Concrete Poetry; Occasional Poems; Terza Rima; Spenserian Stanza | |
| 14 | 112/12/11 ~ 112/12/17 | Poetry: On the Relationship between Father and Son | |

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| 15 | 112/12/18~ 112/12/24 | Poetry: On Racial Discrimination and Cultural Identity | |
| 16 | 112/12/25~ 112/12/31 | Poetry: On Figures of Speech--denotation, connotation, personification, plantification, allusion, allegory, paradox, irony, tone | |
| 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 International mobility Social Participation Humanistic Caring Problem solving Interdisciplinary | | |
| 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) 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 | Collaborative teaching (multiple teachers and business teachers in the school) course | | |
| Course Content | Logical Thinking | | |
| Requirement | Class mandatory. | | |
| Textbooks and Teaching Materials | Self-made teaching materials:Textbooks, Presentations Using teaching materials from other writers:Textbooks, Presentations | | |
| References | 1. The Norton Introduction to Literature, 13th edition (Norton, 2020) | | |
| Grading Policy | ◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other () : % | | |
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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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