

## Tamkang University Academic Year 113, 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> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	<p>SDG3 Good health and well-being for people</p> <p>SDG4 Quality education</p> <p>SDG5 Gender equality</p> <p>SDG11 Sustainable cities and communities</p>		
<b>Departmental Aim of Education</b>			
<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"> <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>			
<ol style="list-style-type: none"> <li>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:20.00)</li> <li>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</li> <li>C. Strengthen students' workplace English ability.(ratio:10.00)</li> <li>D. Develop students' professional abilities in linguistics and English teaching.(ratio:20.00)</li> <li>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:30.00)</li> </ol>			

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	The course helps students read the 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	113/09/09 ~ 113/09/15	Course introduction		
2	113/09/16 ~ 113/09/22	Censored novels on political grounds: Animal Farm, 1984		
3	113/09/23 ~ 113/09/29	How to read a politically incorrect novel ? – (1)		
4	113/09/30 ~ 113/10/06	How to read a politically incorrect novel ? – (2)		
5	113/10/07 ~ 113/10/13	How to read a politically incorrect novel ? – (3)		
6	113/10/14 ~ 113/10/20	Censored novels on religious grounds: The Red and the Black, The Satanic Verses		
7	113/10/21 ~ 113/10/27	How to read a religiously incorrect novel ? – (1)		
8	113/10/28 ~ 113/11/03	How to read a religiously incorrect novel ? – (2)		
9	113/11/04 ~ 113/11/10	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)		
10	113/11/11 ~ 113/11/17	How to read a religiously incorrect novel ? – (3)		
11	113/11/18 ~ 113/11/24	Censored novels not only on sexual grounds: The Handmaid's Tale, The Bluest Eye		
12	113/11/25 ~ 113/12/01	It's more than a sexually incorrect novel. – (1)		
13	113/12/02 ~ 113/12/08	It's more than a sexually incorrect novel. – (2)		
14	113/12/09 ~ 113/12/15	It's more than a sexually incorrect novel. – (3)		
15	113/12/16 ~ 113/12/22	Censored novels on social grounds: Brave New World, Fahrenheit 451		
16	113/12/23 ~ 113/12/29	How to read a socially incorrect novel ? – (1)		
17	113/12/30 ~ 114/01/05	Final Exam/Final Assessment Week (teachers can adjust the week as needed)		
18	114/01/06 ~ 114/01/12	Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options.		

Key capabilities	self-directed learning 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)
Distinctive teaching	Project implementation course Special/Problem-Based(PBL) Courses
Course Content	Gender Equality Education Logical Thinking
Requirement	None
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Textbooks, Presentations, Handouts, Videos, Worksheets
References	Nicholas J. Karolides, Margaret Bald, Dawn B. Sova, 100 Banned Books: Censorship Histories of World Literature, Checkmark Books, 1999.
Grading Policy	◆ Attendance :           %   ◆ Mark of Usual : 30.0 %   ◆ Midterm Exam : 30.0 % ◆ Final Exam :   40.0 % ◆ 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>