

Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	INTRODUCTION TO WESTERN LITERATURE	Instructor	CHYI SONG-LING
Course Class	TFLAB1A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 1A	Details	◆ General Course ◆ Required ◆ 2nd Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education SDG5 Gender equality SDG10 Reducing inequalities SDG11 Sustainable cities and communities		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>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.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div>			
Subject Departmental core competences			
<div>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation. (ratio:10.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:35.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:10.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:25.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:20.00)</div>			

Subject Schoolwide essential virtues		
<div>1. A global perspective. (ratio:20.00)</div> <div>2. Information literacy. (ratio:10.00)</div> <div>3. A vision for the future. (ratio:10.00)</div> <div>4. Moral integrity. (ratio:10.00)</div> <div>5. Independent thinking. (ratio:30.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:10.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:5.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:5.00)</div>		
Course Introduction	This course introduces some basic ideas of “Western Literature” : genre and historical context, style and theme (or form or content), to help students analyze and appreciate how literary texts convey their meanings in their time. Its main key is a willingness to find in Western Literature the thoughts, ideas and emotions that are relevant to "real" life, so that students can relate the knowledge and experience they have in reading literary texts to the understanding of their society as well as themselves.	
<div>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</div> <div>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</div> <div>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</div> <div>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</div> <div>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</div>		
No.	Teaching Objectives	objective methods
1	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

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
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, 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	114/02/17 ~ 114/02/23	Introductory comments 課程簡介		
2	114/02/24 ~ 114/03/02	Shakepeare’ s Hamlet莎士比亞的《哈姆雷特》		
3	114/03/03 ~ 114/03/09	Shakepeare’ s Hamlet莎士比亞的《哈姆雷特》		
4	114/03/10 ~ 114/03/16	Shakepeare’ s Hamlet莎士比亞的《哈姆雷特》		
5	114/03/17 ~ 114/03/23	The Middle Ages – Christianity and Knighthood: Beowulf 中古世紀 基督教世界與騎士文化:《貝武夫》		
6	114/03/24 ~ 114/03/30	The Middle Ages – Christianity and Knighthood: Beowulf 中古世紀 基督教世界與騎士文化:《貝武夫》		
7	114/03/31 ~ 114/04/06	The Middle Ages – Christianity and Knighthood: Beowulf 中古世紀 基督教世界與騎士文化:《貝武夫》		
8	114/04/07 ~ 114/04/13	French epic, The Song of Roland 法國史詩《羅蘭之歌》		
9	114/04/14 ~ 114/04/20	Midterm Exam/Midterm Assessment Week (teachers can adjust the week as needed)		

10	114/04/21 ~ 114/04/27	French epic, The Song of Roland 法國史詩《羅蘭之歌》	
11	114/04/28 ~ 114/05/04	Boccaccio' s Decameron 薄伽丘《十日談》	
12	114/05/05 ~ 114/05/11	Boccaccio' s Decameron 薄伽丘《十日談》	
13	114/05/12 ~ 114/05/18	Chaucer's Canterbury Tales 喬叟《坎特伯里故事集》	
14	114/05/19 ~ 114/05/25	Chaucer's Canterbury Tales 喬叟《坎特伯里故事集》	
15	114/05/26 ~ 114/06/01	Cervantes' Don Quixote 賽凡提斯《唐吉軻德》	
16	114/06/02 ~ 114/06/08	Cervantes' Don Quixote 賽凡提斯《唐吉軻德》	
17	114/06/09 ~ 114/06/15	Final Exam/Final Assessment Week (teachers can adjust the week as needed)	
18	114/06/16 ~ 114/06/22	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	Logical Thinking		
Requirement	None		
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Textbooks, Presentations, Handouts, Worksheets		

References	<p>The Norton Anthology Western Literature, vols. 1, 2, Norton, 2006.</p> <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.(《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)</p> <p>《西洋文學概論-上古迄文藝復興》·呂健忠、李爽學編譯·台北:書林·2003。</p> <p>《近代西洋文學-新古典主義迄現代》·呂健忠、李爽學編譯·台北:書林·2003版。</p>
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>