

## Tamkang University Academic Year 113, 2nd Semester Course Syllabus

Course Title	APPR. TO THE STUDY OF LITER.	Instructor	I-FEN WU
Course Class	TFLXB1B DEPARTMENT OF ENGLISH, 1B	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ 2nd Semester</li> <li>◆ 2 Credits</li> </ul>
Relevance to SDGs	SDG3 Good health and well-being for people		
<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**

This course is to introduce some basic but wonderful readings of western literature. Students are encouraged to read a wide range of selective reading materials, through which to learn different perspectives of literature study and writings. The second semester will focus upon the readings of poetry and drama, in particular those in modern period. The second half of this one-year course aims to give a general introduction to other genres of literature study, hoping to lead students to appreciate the pleasure of reading poetry and dramas.

**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	develop reading skills, develop independent thinking, learn to find questions, learn to do critical studies	Cognitive

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, presentations	Testing, Discussion(including classroom and online), Report(including oral and written)
Course Schedule				
Week	Date	Course Contents		Note
1	114/02/17 ~ 114/02/23	Introduction to Poetry		
2	114/02/24 ~ 114/03/02	The Sound of Poetry: Edgar Allan Poe, "The Raven" ( p. 1127)		
3	114/03/03 ~ 114/03/09	Listening to a Voice--Robert Burns: "A Red Red Rose" ( p. 840); William Wordsworth, "I Wandered Lonely as a Cloud" (p. 705); W.B. Yeats: "The Lake Isle of Innistree" ( p. 999)		
4	114/03/10 ~ 114/03/16	Theme--William Blake, "London" ( p. 801); Adrienne Rich, " Aunt Jennifer' s Tigers" ( p.797);Matthew Arnold, "Dover Beach" ( p. 766)		
5	114/03/17 ~ 114/03/23	Imagery--Emily Dickinson: "A Narrow Fellow in the Grass," ( p.990), "Because I could not stop for Death—" (p. 839) ; [about Haiku] : Basho, " A village without bells— " & "This road" (p. 946); Buson, "Coolness" & "Listening to the moon" (p. 946)		
6	114/03/24 ~ 114/03/30	Figures of Speech (Simile and Metaphor)--William Shakespeare, "Shall I Compare Thee to a Summer Day?" (p. 844); Robert Browning, " My Last Duchess" (1103).		
7	114/03/31 ~ 114/04/06	Reading week		
8	114/04/07 ~ 114/04/13	Symbol-- Robert Frost, "The Road Not Taken" ( p. 856); Howard Nemerov, "The Vacuum," (p. 857); Wallace Stevens "Anecdote of the Jar" (p. 1131)		
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	Film		
11	114/04/28 ~ 114/05/04	The Importance of Being Earnest		
12	114/05/05 ~ 114/05/11	The Importance of Being Earnest		
13	114/05/12 ~ 114/05/18	The Importance of Being Earnest		
14	114/05/19 ~ 114/05/25	William Shakespeare, Hamlet		

15	114/05/26 ~ 114/06/01	William Shakespeare, Hamlet	
16	114/06/02 ~ 114/06/08	William Shakespeare, Hamlet	
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		
Interdisciplinary	STEAM course (S:Science, T:Technology, E:Engineering, M:Math, A field:Integration of Art and Humanist)		
Distinctive teaching	USR curriculum		
Course Content	Logical Thinking		
Requirement	Class participation, presentation, and seminar discussion 40%, mid-term and final exam 30% each). Each study group will be expected to do one presentation and prepare two seminar discussions each semester. Each absence will cost you five points off from your final grade, if you skip more than three classes during the semester. Those who miss classes more than five times a semester will not be allowed to take final exam.		
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks Using teaching materials from other writers:Presentations		
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>		