

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

|   |                                      |            |   |
|---|--------------------------------------|------------|---|
| Course Title  | ENGLISH LITERATURE (II)              | Instructor | I-FEN WU  |
| Course Class  | TFLXB3C<br>DEPARTMENT OF ENGLISH, 3C | Details    | <ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ 2nd Semester</li> <li>◆ 3 Credits</li> </ul> |
| Relevance to SDGs   | SDG4 Quality education               |            |   |
| <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 provide a general introduction to English Literature and History from the Romantic Period to the mid-twentieth century. This semester will deal with Victorian and modern era, focusing upon issues of empire, colonial hegemony, and cultural identity. Through the discussion of some major writers' works, this course aims to offer students multi-dimensional aspects to read literature

**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 | Testing,<br>Discussion(including<br>classroom and online),<br>Report(including oral and<br>written) |
|-----------------|--------------------------|---|---------------------|---|
| Course Schedule |                          |   |                     |   |
| Week            | Date                     | Course Contents   |                     | Note  |
| 1               | 114/02/17 ~<br>114/02/23 | Christina Rosetti, "Goblin Market"  |                     |   |
| 2               | 114/02/24 ~<br>114/03/02 | Oscar Wilde, "The Important of Being Earnest"   |                     |   |
| 3               | 114/03/03 ~<br>114/03/09 | Conan Doyle, "The Speckled Band"  |                     |   |
| 4               | 114/03/10 ~<br>114/03/16 | Robert Louis Stevenson: The Strange Case of Dr. Jekyll<br>and Mr. Hyde (p. 1675), seminar discussion 1, 8.        |                     |   |
| 5               | 114/03/17 ~<br>114/03/23 | Rudyard Kipling: "The Strange Ride of Morrowbie Jukes"<br>(reading material provided); Seminar discussion 2,7     |                     |   |
| 6               | 114/03/24 ~<br>114/03/30 | George Orwell: "Shooting an Elephant" (p. 2605)<br>Seminar discussion 3, 6  |                     |   |
| 7               | 114/03/31 ~<br>114/04/06 | Reading week  |                     |   |
| 8               | 114/04/07 ~<br>114/04/13 | E. M. Forster: "The Other Boat" (p. 2122), Seminar<br>discussion 4, 9   |                     |   |
| 9               | 114/04/14 ~<br>114/04/20 | Midterm Exam/Midterm Assessment Week (teachers<br>can adjust the week as needed)                                  |                     |   |
| 10              | 114/04/21 ~<br>114/04/27 | Film  |                     |   |
| 11              | 114/04/28 ~<br>114/05/04 | James Joyce "The Dead" (p. 2282) Seminar discussion<br>6,10   |                     |   |
| 12              | 114/05/05 ~<br>114/05/11 | T. S. Eliot: The Waste Land ( p.2529 ) Seminar<br>discusscion 7,4   |                     |   |
| 13              | 114/05/12 ~<br>114/05/18 | T. S. Eliot: The Waste Land ( p.2529 ) Seminar<br>discusscion 7,4   |                     |   |
| 14              | 114/05/19 ~<br>114/05/25 | Kathrine Mansfield, The Garden Party (p. 2581) Seminar<br>discussion 8,3  |                     |   |
| 15              | 114/05/26 ~<br>114/06/01 | Virginia Woolf, "A Room of One's Own," ( p.2264)<br>Seminar discussion 9,5  |                     |   |
| 16              | 114/06/02 ~<br>114/06/08 | Hanif Kureishi: "My Son the Fanatic", "We' re not<br>Jews" (reading material provided) Seminar discussion<br>10,2 |                     |   |
|                 |                          |   |                     |   |

|                                  |   |  |  |
|----------------------------------|---|--|--|
| 17                               | 114/06/09 ~<br>114/06/15  | Final Exam/Final Assessment Week (teachers can adjust the week as needed)  |  |
| 18                               | 114/06/16 ~<br>114/06/22  | Flexible Teaching Week: Generally, no in-person classes; teachers may arrange teaching activities or final assessments, among other options. |  |
| Key capabilities                 | Interdisciplinary   |  |  |
| 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                      | Equally important to mid-term and final exams, class discussion and participation are especially encouraged. (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:Presentations<br>Using teaching materials from other writers:Textbooks   |  |  |
| References                       |   |  |  |
| 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 <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>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>                |  |  |