

## Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	SELECTIONS OF NOVEL	Instructor	CHYI SONG-LING
Course Class	TFLAB3A DEPARTMENT OF ENGLISH (ENGLISH-TAUGHT PROGRAM), 3A	Details	◆ General Course ◆ Selective ◆ One Semester ◆ 2 Credits
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education SDG5 Gender equality 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:20.00)</div> <div>B. Develop students' critical thinking skills in an English language learning context.(ratio:20.00)</div> <div>C. Strengthen students' workplace English ability.(ratio:10.00)</div> <div>D. Develop students' professional abilities in linguistics and English teaching.(ratio:20.00)</div> <div>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.(ratio:30.00)</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	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.			
<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	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	114/09/15 ~ 114/09/21	Course introduction		
2	114/09/22 ~ 114/09/28	Censored novels on political grounds: Animal Farm, 1984		
3	114/09/29 ~ 114/10/05	How to read a politically incorrect novel ? – (1)		
4	114/10/06 ~ 114/10/12	How to read a politically incorrect novel ? – (2)		
5	114/10/13 ~ 114/10/19	How to read a politically incorrect novel ? – (3)		
6	114/10/20 ~ 114/10/26	Censored novels on religious grounds: The Red and the Black, The Satanic Verses		
7	114/10/27 ~ 114/11/02	How to read a religiously incorrect novel ? – (1)		
8	114/11/03 ~ 114/11/09	How to read a religiously incorrect novel ? – (2)		
9	114/11/10 ~ 114/11/16	Midterm Exam		
10	114/11/17 ~ 114/11/23	How to read a religiously incorrect novel ? – (3)		
11	114/11/24 ~ 114/11/30	Censored novels not only on sexual grounds: The Handmaid's Tale, The Bluest Eye		
12	114/12/01 ~ 114/12/07	It's more than a sexually incorrect novel. – (1)		
13	114/12/08 ~ 114/12/14	It's more than a sexually incorrect novel. – (2)		
14	114/12/15 ~ 114/12/21	Censored novels on social grounds: Brave New World, Fahrenheit 451		
15	114/12/22 ~ 114/12/28	How to read a socially incorrect novel ?		
16	114/12/29 ~ 115/01/04	Final Week of Diverse Assessments		
17	115/01/05 ~ 115/01/11	Final Week of Diverse Assessments/Flexible Teaching Week for Teachers		
18	115/01/12 ~ 115/01/18	Flexible Teaching Week for Teachers		

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 AI application Sustainability issue
Requirement	None
Textbooks and Teaching Materials	Self-made teaching materials:Presentations, Handouts, Worksheets Using teaching materials from other writers:Textbooks, Handouts, Videos, Worksheets Name of teaching materials: Nicholas J. Karolides, Margaret Bald, Dawn B. Sova, 100 Banned Books: Censorship Histories of World Literature, Checkmark Books, 1999.
References	
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="https://web2.ais.tku.edu.tw/csp">https://web2.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>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>