

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	APPR. TO THE STUDY OF LITER.	Instructor	TSAI CHEN-HSING
Course Class	TFLXB1A DEPARTMENT OF ENGLISH, 1A	Details	◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG10 Reducing inequalities		
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>			
S u b j e c t D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<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	This course is designed to cultivate students’ cultural literacy by selecting a wide range of appealing and challenging literary texts.			
<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	This course is designed to cultivate students’ cultural literacy by selecting a wide range of appealing and challenging literary texts.			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, Discussion(including classroom and online)
Course Schedule				
Week	Date	Course Contents	Note	
1	114/09/15 ~ 114/09/21	Intro: The Literature of "Adventure"; Poetry: Blake's "The Lamb" and "The Tiger"; Fiction: "The Elephant in the Village of the Blind" (17-18); Drama: Sophocles's Anitgone--The Family Saga of King Oedipus; Linda Brewer, "Reading and Responding to Fiction"		
2	114/09/22 ~ 114/09/28	Interpreting a Text: Six Reading Strategies; Fiction: Allende, "And of Clay Are We Made"		
3	114/09/29 ~ 114/10/05	Point of View/Perspective: Poe, "The Black Cat"		
4	114/10/06 ~ 114/10/12	Plot: Ellison, "King of the Bingo Game"; the Grimm Brothers, "The Shroud"		
5	114/10/13 ~ 114/10/19	Theme: Aesop, "The Two Crabs"; Kawabata, "The Grasshopper"		
6	114/10/20 ~ 114/10/26	Character: Morriions, "Ratitatif"		
7	114/10/27 ~ 114/11/02	Setting: Joyce, "Araby"		
8	114/11/03 ~ 114/11/09	Symbol: Hawthorne, "The Birth-Mark"		
9	114/11/10 ~ 114/11/16	Midterm Exam Week		
10	114/11/17 ~ 114/11/23	Introduction to Classic Myth; Sophocles, Antigone		
11	114/11/24 ~ 114/11/30	Sophocles, Anitgone; Discussions		
12	114/12/01 ~ 114/12/07	Types of Poetry: Narrative Poetry, Dramatic Poetry, Lyric Poetry		
13	114/12/08 ~ 114/12/14	On Sonnets: Englsh Sonnets and Petrarchan sonnets; Ballad; Concrete Poetry; Occasional Poems; Terza Rima; Spenserian Stanza		
14	114/12/15 ~ 114/12/21	Poetry: On the Relationship between Father and Son		
15	114/12/22 ~ 114/12/28	Poetry: On Racial Discrimatnion and Cultural Identity		
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 International mobility Information Technology 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) In addition to teaching content of the teacher's professional field, integrate other subjects or invite experts and scholars in other fields to share knowledge or teaching		
Distinctive teaching	USR curriculum Translation Teaching Course Collaborative teaching (multiple teachers and business teachers in the school) course		
Course Content	Logical Thinking		
Requirement	Class mandatory.		
Textbooks and Teaching Materials	Self-made teaching materials:Textbooks, Presentations Using teaching materials from other writers:Textbooks, Presentations		
References	1. The Norton Introduction to Literature, 13th edition (Norton, 2020)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 40.0 % ◆ Other < > : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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 . ※"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.		