

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

Course Title	ENGLISH LITERATURE (II)	Instructor	MING HUNG TU
Course Class	TFLXB3B DEPARTMENT OF ENGLISH, 3B	Details	◆ General Course ◆ Required ◆ 1st Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education		
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	<p>This course provides a comprehensive exploration of British literature from Romanticism through the present, analyzing key texts by prominent authors. Students will delve into evolving themes of passion, imagination, individuals vs. society, gender and identity. The course aims to enhance critical reading, analytical, and interpretive skills, fostering a deeper understanding of British literary heritage and its enduring influence on English language and cultures. The focus of first semester will be on Romanticism to Victorian Era.</p>	
<p><b>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</b></p> <p>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</p> <p>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</p> <p>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</p> <p>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</p>		
No.	Teaching Objectives	objective methods
1	Through close reading of seminal texts, students will enhance their English language proficiency, develop critical analytical skills, and grasp the significant cultural and philosophical foundations that shaped these pivotal literary movements, thereby enriching their overall literary and cultural literacy.	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), Report(including oral and written)
Course Schedule				
Week	Date	Course Contents	Note	
1	114/09/15 ~ 114/09/21	Overview: British Literature from Romanticism to Modernism		
2	114/09/22 ~ 114/09/28	Emotion, Nature, and Revolution. Excerpt from William Wordsworth's "Preface to Lyrical Ballads" (1800)		
3	114/09/29 ~ 114/10/05	William Blake and Visionary Worlds. Selections from Songs of Innocence and of Experience		
4	114/10/06 ~ 114/10/12	William Wordsworth: Nature, Memory, and the Common Man."Tintern Abbey" (excerpts); "My Heart Leaps Up", "I Wandered Lonely as a Cloud"		
5	114/10/13 ~ 114/10/19	Coleridge: Imagination and the Supernatural."The Rime of the Ancient Mariner" (selections) "Kubla Khan"		
6	114/10/20 ~ 114/10/26	Percy Shelley: Radicalism and Human Potential."England in 1819", "Ode to the West Wind"; "To a Skylark."		
7	114/10/27 ~ 114/11/02	John Keats : Beauty and Arts: "Ode to a Nightingale"; "La Belle Dame sans Merci: A Ballad.""When I have fears that I may cease to be"		
8	114/11/03 ~ 114/11/09	Review		
9	114/11/10 ~ 114/11/16	Midterm Exam		
10	114/11/17 ~ 114/11/23	Mary Shelley's Frankenstein I: The Modern Prometheus. Chapters 4, 5, 7, 9		
11	114/11/24 ~ 114/11/30	Mary Shelley's Frankenstein II: Otherness and Monstrosity. Chapters 11, 15, 16, 17		
12	114/12/01 ~ 114/12/07	The Victorian Era: Progress, Doubt, and Social Change.selections from Tennyson's "Ulysses" "The Lotos-eaters", Matthew Arnold's "Dover Beach."		

13	114/12/08 ~ 114/12/14	Love vs. Feminism. Robert Browning, "My Last Duchess".Elizabeth Browning, Sonnet 43 "How Do I Love Thee?", "The Cry of the Children" (excerpts).	
14	114/12/15 ~ 114/12/21	Final Exam	
15	114/12/22 ~ 114/12/28	National Holiday (no class)	
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		Humanistic Caring	
Interdisciplinary			
Distinctive teaching			
Course Content		Logical Thinking	
Requirement		In this course, students are expected to critically engage with generative AI tools, recognizing their inherent biases. Academic integrity demands transparent and ethical AI use; students must appropriately cite any AI tools utilized for research, drafting, or ideation. Outputs from AI should be rigorously evaluated for accuracy, potential stereotypes, and misinformation. This ensures responsible and critically informed application of AI in academic work.	
Textbooks and Teaching Materials		Using teaching materials from other writers:A Compiled Reader	
References			
Grading Policy		◆ Attendance : 5.0 % ◆ Mark of Usual : 15.0 % ◆ Midterm Exam : 25.0 % ◆ Final Exam : 40.0 % ◆ Other 〈Presentation〉 : 15.0 %	

Note	<p>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>.</p> <p>※"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.</p>
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