

National Yang-Ming University

Syllabus for Language Courses & Optional Liberal-Education Courses

Course Title	批判性閱讀：英語短篇小說 Critical Reading—Short Fiction in English			
Convener	Dr Edward Lindon		Maximum class size	40
Institute or Department Offering Course	Education Center for Humanities & Social Sciences	Head of Department	Course No.	
Field	<input checked="" type="checkbox"/> Language—English <input type="checkbox"/> Same / Different course contents for Spring and Fall semesters Contents are revised or rewritten before, during and after each semester.			
Outline of course contents (The following information will be displayed on the Course-Map to give students a rough idea of the course.)				
<p>I. Course description (Key-points of course, requisite skills and abilities, course restrictions.)</p> <p>Students taking the course in <i>Critical Reading—Short Fiction in English</i> will read, discuss and analyze a variety of short stories in English—texts written by the best exponents of this form and representative of a range of genres. Students will learn how to carry out methodical textual interpretation by direct reference to the text and will have the opportunity to express their understanding and evaluation through critical discussion. The second major component of the course—written literary criticism—will build on these techniques of understanding and interpretation.</p> <p>Students should have at least high-intermediate reading, writing, speaking and listening skills in English. The spoken component of the course will largely comprise discussion and the use of reasoned argument; the other component will require clear, accurate and logical written expression.</p>				
<p>II. Course aims (How the course will enhance students’ abilities, how the course links with students’ other academic courses.)</p> <p>The central aim of the course is to initiate students in literary-scientific techniques of close reading and textual analysis. Students will have the opportunity to practise basic English-language abilities (reading comprehension, spoken expression, composition) in conjunction with sophisticated discursive skills such as presenting reasoned argument, drawing inferences to socio-historical context and explicating multivocal systems of literary textual meaning.</p>				
<p>III. Course schedule (Should be consistent with course description, aims, & general guidelines. Please attach teaching materials in electronic files.)</p>				
Wk	Theme of lecture	Text for discussion		
1	INTRO			
2	Genre	Ray Bradbury, “Illa”		
3	Narration	Anton Chekhov, “Gooseberries”		

4	Characters	Raymond Carver, “What We Talk About When We Talk About Love”
5	Simile & Metaphor	Angela Carter, “The Company of Wolves”
6	Speech 1	John Cheever, “The Enormous Radio”
7	Speech 2	Richard Yates, “Thieves”
8	Atmosphere/Mood	Ernest Hemingway, “A Clean, Well-Lighted Place”
9	Concepts	Terry Bisson”, “They’re Made of Meat!”
10	Humour	Saki (Hector Hugh Munro), “The Story-Teller”
11	Telling & Showing	J D Salinger, “A Perfect Day for Bananafish”
12	Story and Plot	Roald Dahl, “Man from the South”
13	Point of view	Katharine Mansfield, “The Child-Who-Was-Tired”/“Tired”
14	Facts	Carson McCullers, “Wunderkind”
15	Surprise	Muriel Spark, “The Girl I Left Behind Me”
16	<i>Free class</i>	Margaret Atwood, “The War in the Bathroom”
17	<i>Free class</i>	Patricia Highsmith, “The Kite”
18	CONCLUSION	
Required reading, books referred to, etc.	I. Required reading title(s): (arranged by week to fit the course schedule above) All texts are taken from public online sources. Details and the necessary information are given at the start of the course. Students are also expected to read widely and independently in English. Students will need to consult more than one fair-sized dictionary of good quality. For <u>monolingual English dictionaries</u>, I suggest Cambridge, Collins, Oxford, Webster’s or Longman’s. For <u>English–Chinese dictionaries</u>, I suggest the Oxford Advanced Learner’s (6th Edition); ISBN 0195925041.	
	II. Title(s) of books referred to: (arranged by week to fit the course schedule above) None.	
	III. Class-related websites: (arranged by week to fit the course schedule above) None	
Student evaluation	<input type="checkbox"/> examinations (please explain the grading scale)	
	<input checked="" type="checkbox"/> coursework only (please explain the format for assignments or reports and the grading scale)	
Method(s) of instruction	<input checked="" type="checkbox"/> formal or semi-formal lectures	
	<input type="checkbox"/> other (please explain in detail)	

Reason for requesting teaching assistant (if applicable)	<input type="checkbox"/> class size exceeds 50 students <input type="checkbox"/> special instruction method <input checked="" type="checkbox"/> not necessary							
Duties of teaching assistant(s)	<input type="checkbox"/> take attendance, collect and distribute assignments, prepare teaching materials <input type="checkbox"/> guide student-groups in discussion <input type="checkbox"/> maintain teaching websites and e-campus systems <input type="checkbox"/> other: (please explain in detail)							
Have similar classes been offered in the last three years? (not applicable if class is new)	Yes.							
本課程與學生能力養成教育之相關性	填寫說明：1.學生修習完本課程後，可以具備之基本素養與核心能力。 2.能力等級 0~5 (最低 0 級，最高 5 級)							
	基本素養	關懷與尊重	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
		溝通與自省	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
		團隊與敬業	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
		倫理與人文	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
	核心能力	批判思考	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
		自我學習	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
		創新領導	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
國際視野		<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	

Marking Scheme (Criticism)

	≥90	80-89%	70-79%	60-69%	≤59% (fail)
Comprehension of the text	The text is clearly and comprehensively understood. Student's analysis precisely and sensitively reveals textual nuances of meaning, symbolism and internal structure; shows sophisticated awareness of the cultural context.	The text is mostly well understood. Criticism shows a fair degree of sensitivity to nuances of meaning, symbolism and internal structure. There may be minor gaps in the student's understanding or argument; awareness of cultural context is mostly in place and correct.	The text is adequately understood in general, with isolated exceptions. There is a lack of sustained attention to nuances of meaning, symbolism and structure. The logic of the student's argument is sometimes imperfect, with occasional lapses in awareness of cultural context.	A fair to substantial portion of the text has not been understood. A number of important phrases or sections are ignored. There is scant attention to nuances of meaning, symbolism and structure. There is evidence of clear difficulties in constructing a logical argument and the cultural context is largely misunderstood.	At least half of the text has not been understood. Large and/or important sections are left uninterpreted. There is no appreciable understanding of nuances of meaning, symbolism or internal structure. Argumentation is poor and the knowledge of cultural context is inadequate.
Use of English	Criticism reads like idiomatic English, with a sophisticated command of English lexis, syntax, and register. Virtually error free.	Criticism generally reads very well to well. There may be isolated instances of interference from the foreign language. There is a general ability to find appropriate English expressions and structures. Competent punctuation; minor spelling errors.	The English is adequate though not particularly idiomatic, with some foreign language interference (the text feels as though it has been translated from a foreign language). English lexis, syntax, and register are not always appropriate. Punctuation is not always accurate; there are a number of spelling errors.	The English ranges from generally non-idiomatic to awkward, with noticeable to extensive foreign language interference. There are serious to severe shortcomings in the use of appropriate lexis, syntax, and register. Spelling errors are frequent; there is a lack of familiarity with English punctuation.	The English is very unidiomatic, and foreign language interference dominates. A native English speaker has difficulty following the text. Use of English lexis, syntax, and grammar is inadequate. Communication is put at risk by the predominance of spelling and punctuation errors.