

國立中正大學學士班課程大綱
Course Syllabus (Undergraduate Program)
National Chung Cheng University

課號 Course Code	1152113-01	全英文授課 EMI	<input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否
課程類別 Course Type	<input checked="" type="checkbox"/> 人文關懷課程(Humanistic Care Course) <input type="checkbox"/> 競賽專題課程(Competition Specialized Course) <input checked="" type="checkbox"/> 問題導向課程(Problem-Based Course) <input type="checkbox"/> 專題導向課程(Project-Based Course) <input type="checkbox"/> 總整課程(Capstone Course) <input type="checkbox"/> 實作課程(Practical Course) <input type="checkbox"/> 實習(Lab) <input type="checkbox"/> 其他(Others)		
課程名稱(中文) Chinese Course Title	文學作品讀法		
課程名稱(英文) English Course Title	Approaches to Literature		
學年/學期 Academic year/ Semester	114 學年度第 2 學期 Spring 2026	學分 Credits	3
學系(所) Department	外國語文學系 Foreign Languages and Literature	必/選修 Required/Elective	<input type="checkbox"/> 必修 Required <input checked="" type="checkbox"/> 選修 Elective
上課時間 Class hours	週三 (Wed.) 13:10-16:00	上課地點 Classroom	文學院 College of Humanities 151
教師 Instructor	謝志謙 Chih-Chien Hsieh	Email	cchlit@ccu.edu.tw
先修科目或先備能力 Prerequisites	None		
課程概述 Course Descriptions	<p>This course introduces students to methods and strategies for actively reading and engaging with literature. Through close reading of selected works, students learn to attend to the textures of language, form, and structure and explore how meaning emerges through these elements in dialogue with the reader. Emphasizing reading as an active, dialogic, and imaginative practice, the course invites students to consider how literature expands the creative possibilities of language and deepens our understanding of life and human experience.</p> <p style="color: red;">Please make sure to arrive on time during the first week of the semester for enrollment confirmation and course announcements. 開學第一週請務必準時出席。</p>		
學習目標 Learning Objectives	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and explain the conventions of the major literary genres. ▪ Apply key concepts and methods to analyze and interpret literary texts. ▪ Develop and articulate well-supported interpretations of literary works through close reading and effective use of textual evidence. ▪ Continue your growth as a critical and imaginative reader who can develop thoughtful, coherent, and persuasive interpretations of literary texts. 		
教科書及參考書 Textbooks and References	Coursepack		
教學要點概述			
教材編選 Teaching Materials	<input type="checkbox"/> 自製簡報(ppt) <input checked="" type="checkbox"/> 課程講義 <input type="checkbox"/> 自編教科書 <input type="checkbox"/> 教學程式 <input type="checkbox"/> 自製教學影片 <input type="checkbox"/> 其他		
教學方法 Teaching Methods	<input checked="" type="checkbox"/> 講述 <input checked="" type="checkbox"/> 小組討論 <input checked="" type="checkbox"/> 學生口頭報告 <input checked="" type="checkbox"/> 問題導向學習 <input type="checkbox"/> 個案研究 <input type="checkbox"/> 其他		

教學資源 Teaching Resources	<input checked="" type="checkbox"/> 課程網站 <input type="checkbox"/> 教材電子檔供下載 <input type="checkbox"/> 實習網站	
學習評量與 成績配分 Assessment and Grade Distribution	Attendance and Participation: 20% Quizzes and Close Reading Notes: 20% Midterm Exam and Final Project: 60%	
相關訊息 Additional Information	<p>Attendance and participation: Consistent participation in class sessions is the most critical component of a successful course. You are expected to come to each class prepared and ready to participate in class activities and discussions. <u>Each student is allowed two absences without penalty. Any additional absences, whether excused or unexcused, will lower your final grade by 5 points.</u> Please also note that the participation grade evaluates the quality of engagement; full credit for this component is contingent upon both consistent attendance and active participation.</p> <p>Quizzes and midterm exam: Throughout the semester regular quizzes serve as reading checks to keep students on track with the syllabus. The midterm exam will test a deeper understanding of the course materials and will be based on the issues and questions explored in class discussions.</p> <p>Close reading notes: This is a 5-min talk where you share your observations and questions about a literary text based on your close reading. You should prepare by rehearsing and using brief notes, aiming to speak clearly and conversationally rather than reading from a script. <u>The goal is not to deliver a polished analysis but to express your genuine engagement with the text.</u></p> <p>Final project: Select at least one text from the second half of the semester as a source of inspiration and produce a final project that shows genuine engagement with the text(s). Whether through an analytical essay, personal narrative, or creative prose, choose the medium that best showcases your engagement with the material. The goal is to demonstrate a meaningful connection to the literature through close reading, curiosity, and imagination. The format is entirely open; further details will be provided in due course.</p> <p>Classroom etiquette: The foundation of our learning environment is built on mutual respect. As college students, you are responsible for maintaining a professional demeanor and adhering to basic classroom etiquette. This will contribute to a positive and respectful classroom atmosphere for all of us.</p> <p>Academic integrity: Academic integrity is a cornerstone of educational and scholarly activity. Cheating and plagiarism, which involves using someone else's ideas, words, or work without proper acknowledgment, will be treated as a severe offense and penalized.</p> <p>Guidance on the use of AI: This course encourages students to use AI tools critically and cautiously in their research and writing process, based on the belief that overreliance on those tools can be detrimental to learning. Therefore, it is crucial that you use AI tools as aids, not as substitutes for your own work. For all assignments, you remain fully responsible for factual accuracy and logical integrity of the final submission. If you submit or present AI-generated materials as your own without substantive rewriting, it may be considered a violation of academic integrity, potentially resulting in a zero grade for the assignment.</p>	
每週課程內容 Weekly Scheduled Contents NB: This schedule is tentative and subject to change based on student progress.		
Week 1	2/25	Course Orientation: Why Read and Study Literature? Ernest Hemingway, "Hills Like White Elephants"

Week 2	3/4	The Art of the Short Story Ernest Hemingway, “Cat in the Rain” Kate Chopin, “The Story of An Hour”
Week 3	3/11	Plot and Setting (pp.75–83) James Joyce, “Araby”
Week 4	3/18	Character (pp. 210–217) Anton Chekhov, “In the Cart”
Week 5	3/25	Narration and Point of View (pp. 169–173) George Saunders, “Puppy”
Week 6	4/1	Symbol and Figurative Language (pp. 380–385) Edwidge Danticat, “A Wall of Fire Rising”
Week 7	4/8	<i>No class</i>
Week 8	4/15	Narrative Levels and Theme (pp. 429–433) Grace Paley, “A Conversation with My Father”
Week 9	4/22	Midterm exam
Week 10	4/29	TBA
Week 11	5/6	The Art of Poetry (pp. 730–34) Scot Slaby, “A Letter to Students Before We Start to Read Poems” Howard Nemerov, “Because You Asked about the Line between Prose and Poetry” Keats, “On First Looking into Chapman’s Homer”
Week 12	5/13	Visual Imagery and Figures of Speech (pp. 866–867) Langston Hughes, “Harlem” William Blake, “The Sick Rose” Robert Herrick, “Divination by a Daffodil” Helen Vendler, “Implication” Wordsworth, “I Wandered Lonely as a Cloud” Joy Harjo, “Song for the Deer and Myself to Return On”
Week 13	5/20	Speaker, Agency, and Speech Act Carl Sandburg, “Grass” Langston Hughes, “Theme for English B” Gwendolyn Brooks, “the mother” Audre Lorde, “Black Mother Woman” Craig Santos Perez, “The Pacific Written Tradition”
Week 14	5/27	Language and Internal Structure: Tense, Rhythm, Grammar Theodore Roethke, “My Papa’s Waltz” Robert Hayden, “Those Winter Sundays” Emily Dickinson, “The Heart Asks Pleasure – first – ” Robert Frost, “Stopping by Woods on a Snowy Evening”
Week 15	6/3	Pattern and External Form: Sonnet Petrarch, “Upon the breeze she spread her golden hair” Shakespeare, “My mistress’ eyes are nothing like the sun” Michael Drayton, “Since there’s no help” Edna St. Vincent Millay, “I, being born a woman and distressed” Countee Cullen, “Yet Do I Marvel”
Week 16	6/10	Final Project
Week 17	6/17	Independent study
Week 18	6/24	
核心能力 Core Competency		

核心能力 Core competency		本課程與核心能力關聯強度 Degrees of Related to Core Competence				
		1	2	3	4	5
專業能力 Specific Competency	(1) 溝通表達與語文能力 (Effective Communication and Language Skills)					v
	(2) 經典作品解析能力 (Classics Comprehension and Analysis)					v
	(3) 問題發掘與研究能力 (Problem-Solving and Research)					v
	(4) 創作與創新能力 (Creativity and Innovation)					v
	(5) 科技應用能力與科技素養 (Technology Application and Literacy)	v				
	(6) 全球視野與多元文化認知能力 (Global Vision and Awareness of Cultural Diversity)					v

註：關聯強度以五點量表標示，1 表示沒有關聯，5 表示非常有關聯。

與教育部職能診斷 UCAN 的關聯 (Relevance to UCAN of MOE)	
<input type="checkbox"/> 建築營造 <input type="checkbox"/> 製造 <input type="checkbox"/> 科學、技術、工程、數學 <input type="checkbox"/> 物流運輸 <input type="checkbox"/> 天然資源 <input type="checkbox"/> 食品與農業 <input type="checkbox"/> 醫療保健 <input checked="" type="checkbox"/> 藝文與影音傳播 <input type="checkbox"/> 資訊科技 <input type="checkbox"/> 金融財務 <input type="checkbox"/> 企業經營與管理 <input type="checkbox"/> 行銷與銷售 <input type="checkbox"/> 政府公共事務 <input checked="" type="checkbox"/> 教育與訓練 <input type="checkbox"/> 個人及社會服務 <input type="checkbox"/> 休閒與觀光旅遊 <input type="checkbox"/> 司法、法律與公共安全	

請尊重智慧財產權，不得非法影印教師指定之教科書籍