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國立高雄科技大學
NATIONAL KAOHSIUNG
UNIVERSITY OF SCIENCE
AND TECHNOLOGY
授課大綱 Syllabus

部別：日間部四技

112學年度第2學期

列印日期：2024/03/08

中文課程名稱：英詩選讀

英文課程名稱：Selected Readings of Poetry

授課教師：鄧安妮

開課班級：應英系二甲

學分：2.0

授課時數：2.0

合班班級：應英系二乙, 應英系二丙

實習時數：0.0

1. 中文教學目標(Chinese Teaching objectives)

本課程主要在於建立詩詞詮釋與理解的基礎上，培養學生理解和欣賞英語詩歌的技能，包括仔細閱讀每行詩詞或詩中的字彙。學生將有機會表達想法和觀點。除了欣賞和詮釋之外，學生也被鼓勵能夠通過探索詩歌創作的藝術，來積極參與課程。

2. 英文教學目標(English Teaching objectives)

This course builds upon the knowledge of poetry and develops the skills needed to understand and appreciate English poetry, including close reading. Students will have opportunities to express their ideas and perspectives related to poetry. In addition to appreciation and interpretation, we highly encourage students to take an active role in reading poetry by exploring the art of its creation.

3. 中文教學綱要(Chinese CourseDescription)

研讀英美詩涉及三個關鍵步驟：閱讀、詮釋和評論。詩詞在很大程度上圍繞著個人對世界的主觀理解。賞析詩歌需要理解與分析思維。關於研讀詩詞與賞析詩詞，目標在於能夠得到對一部作品的賞析，與洞察其價值和內容。本門課程包括英國與美國詩詞，培養學生對英語詩詞表達的敏感性。

4. 英文教學綱要(English CourseDescription)

Studying poetry involves three key steps: reading, interpretation, and criticism. Poetry, by and large, revolves around an individual's subjective understanding of the world. Delving into poetry requires intellectual and analytical thinking. In the assessment of poems, our goal is to acquire aesthetic insight into a work's values. This course encompasses diverse forms of poetry to nurture students' sensitivity towards English poetic expressions.

5. 中文核心能力

| 核心能力名稱(中) | 核心能力名稱(英) | 核心能力百分比 | 備註 |
|-------------|-----------|---------|--|
| 語言學、外語教學能力 | | | 提供學生構成語言能力的理論基礎，增強學生英語文之應用能力，培育兼具理論知識與實務基礎的英語教學師資，畢業後可任教於公私立中小學、英語補習班、或其他外語教學機構。 |
| 英語聽講能力 | | | 培養中高級英語聽力、口說能力，藉由連續性及完整性之教學設計，讓學生具備國際化與全球化市場所需的語文競爭能力。 |
| 商用溝通、電腦應用能力 | | | 培養學生商用溝通、運用電腦網路的能力，運用商用書寫、口語溝通及多媒體軟體的能力，幫助學生在職場上更具競爭力。 |
| 口筆譯能力 | | | 訓練學生之翻譯實務能力，並培養學生具有國際視野、跨文化認知、與廣泛背景知識，以助學生在職場能勝任隨行口譯或商務口譯等傳譯工作、翻譯各類型文件。 |

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| 英文閱讀寫作能力 | 30 | 培養中高級英文閱讀、寫作能力，藉由連續性及完整性之教學設計，讓學生具備吸收國際化與全球化市場多元資訊的閱讀、書寫溝通能力。 |
| 跨文化、文學分析能力 | 70 | 培養學生對世界文化的異同深入了解、對各種文類的分析，深入了解歐美文化的背景，以增進學生跨文化溝通的能力，增進學生的國際化程度。 |

無英文核心能力資料。

7. 教科書

中文書名：Handout 英文書名：

中文作者： 英文作者：

1 中文出版社： 英文出版社：

出版日期： 年 月 備註：

8. 參考書

中文書名：Handout 英文書名：

中文作者： 英文作者：

1 中文出版社： 英文出版社：

出版日期： 年 月 備註：

9. 教學進度表

| 週次或項目 Week or Items | 中文授課內容 Chinese Course Content | 英文授課內容 English Course Content | 分配節次 Assigned Classes | 備註 Note |
|------------------------|---|--|--------------------------|--|
| Week 1 | 課程簡介 | Course orientation | | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 2 | Ballads, Sir Philip Sidney, Chirstopher Marlowe, Shakespeare. | 1. Ballads (“Bonny Barbara Allan”, “The Three Ravens”, “Sir Patrick Spens”, and the 16th century: Introduction of Humanism) 2. Sir Philip Sidney (Astrophil and Stella: 1, 31, 37, 41, 74) 3. Chirstopher Marlowe (“The Passionate Shepherd to His Love” , briefly introduce | | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 3 | Sonnet and the Movie | 1. Sonnet 18: “Shall I compare Thee to A Summer’s Day?”, Shakespeare: Sonnets 3, and 73. 2. Shakespeare in Love (movie). | | The course content for each week is tentative and subject to change based on the progress made in class. |

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| Week 4 | Shakespeare in Love. | Shakespeare in Love (movie) and feedback. | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 5 | William Blake | William Blake: "The Chimney Sweeper" Other poems: "The Lamb", "The Little Black Boy", "The Clod & the Pebble", "The Chimney Sweeper": Speaker is an adult, "Nurse's Song", "London", "Infant Sorrow" | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 6 | Robert Burns and William Wordsworth | 1. Robert Burns: "A Red, Red Rose", "Song: For a' that and a' that" 2. William Wordsworth: "We Are Seven", "Expostulation and Reply", "The Tables Turned", "My heart leaps up", "The Solitary Reaper" 3. Wordsworth's Sonnets | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 7 | Holiday | Holiday | |
| Week 8 | Thomas Moore, Shelley, Keats, Yeats | 1. Thomas Moore: "Believe me, if all those endearing young charms", "The harp that once through Tara's halls" 2. Percy Bysshe Shelley: "Ozymandias", "Ode to the West Wind" 3. John Keats: "La Belle Dame sans Merci: A Ballad", "Ode to a Nightingale", "To Autumn". 4. William Butler Yeats | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 9 | 期中考 | Midterm Exam | |
| Week 10 | Review Mid-term Exam | Yeats: "Leda and the Swan" Thomas Hardy: "Channel Firing", "The Convergence of the Twain" | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 11 | Yeats, Emerson, Eliot | 1. William Butler Yeats: "The Second Coming". 2. American Literature: | The course content for each week is tentative and subject to change |

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| | | (A.) Ralph Waldo Emerson: "Each and All". (B.) T.S. Eliot: Excerpt of "The Waste Land" | based on the progress made in class. |
| Week 12 | Emily Dickinson | No. 49, No. 67, No. 130, No. 214, No. 241, No. 258, No. 303 | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 13 | Emily Dickinson | No. 328, No. 341, No. 435, No. 441, No. 465, No. 712, No. 1624 | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 14 | Bradstreet, Bryant, Emerson, Whitman | Anne Bradstreet: "The Author to Her Book" / William Cullen Bryant: "To a Waterfowl" / Ralph Waldo Emerson: "Each and All". / Walt Whitman: From "By the Roadside": When I Heard the Learn'd Astronomer. | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 15 | Robinson, Dickinson | 1. Edwin Arlington Robinson: "Richard Cory", and "Miniver Cheevy" / 2. Emily Dickinson: "My Life Had Stood—A Loaded Gun" | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 16 | Whitman, Dickinson | Compare Walt Whitman with Emily Dickinson: "To a Locomotive in Winter" vs. "I like to see it lap the miles" | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 17 | 課堂回饋、作品詮釋與發表 | Feedback and interpretation of certain work or general interpretation of all/some of the works | The course content for each week is tentative and subject to change based on the progress made in class. |
| Week 18 | 期末考 | Final Exam | |

10. 中文成績評定(Chinese Evaluation method)

1. 平時成績(含出席率、學習態度、參與度等): 30% 2. 期中考: 30% 3. 期末考: 30% 4. 第17周學生課堂回饋: 10%

11. 英文成績評定(English Evaluation method)

1. Participation and Performance: 30% 2. Mid-term Exam: 30% 3. Final Exam: 30% 4. Feedback in the 17th week: 10%

12. 中文課堂要求(Chinese Classroom requirements)

該課程強調同儕回饋的重要性，並鼓勵在閱讀和討論詩詞之後進行個人反思。這門選修課程介紹英語詩詞，旨在引導學生培養對語言象徵世界的賞析與詮釋。這門詩歌課程旨在理解和欣賞英文詩詞，包括閱讀、詮釋和評論這三個步

驟。詩詞具有內在的主體性，強調在閱讀過程中的分析思維。透過接觸詩詞，課程旨在提升學生對英語詩詞的感知力。此外，鼓勵通過同儕反饋和個人反思積極參與，以增強整體學習體驗。

13. 英文課堂要求(English Classroom requirements)

The course underscores the importance of receiving feedback from peers and encourages personal reflection following the reading and discussion of poems. This elective course, which introduces English poems, aims to lead students in developing an appreciation for the symbolic realm of language. This course adopts a comprehensive approach to comprehend and appreciate English poetry, encompassing the vital steps of reading, interpretation, and criticism. It acknowledges poetry's inherent subjectivity, underscoring the importance of intellectual and analytical thinking during the reading process. Through exposure to diverse types of poetry, the curriculum aims to refine students' sensibility for English poetry. Moreover, active engagement is encouraged through peer feedback and personal reflections, enhancing the overall learning experience.

14. 本課程與SDGs相關項目(This course is relevant to these of SDGs as following)

4. 優質教育(Quality Education);

「遵守智慧財產權」；「不得非法影印」！