National Tsing Hua University
Upper Intermediate English Elective — Selected English Short Stories
Fall 2023 (112-1)

Instructor: James C.L. Wu, PhD	**Student Placement: Proficient &Upper Intermediate**
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Class Time: Fridays 1:20-3:10PM	**Course Number: LANG200050**
Location: GEN II 綜二 203	**Core Ability: Comprehension/reception**
Course Type: English for general purposes	**& Communication/interaction**

Course Description
Primary Aim
This course is designed to explore a wide variety of classical English short stories and give you opportunity to think critically about them. In this course you will learn to read and analyze works of short fiction in order to become a more active and critical reader while simultaneously developing your skills in analysis and writing. Likewise, you will learn to recognize the major literary elements and be able to connect the critical elements at play to a work's larger theme. Finally, you will gain an understanding of several critical approaches to interpreting literature.

Subsidiary Aims
Over the term of the course, students will:
• Expand their knowledge of literary elements and techniques such as point of view, plot, and narrative in their understanding of the short story as craft.
• Develop interpretive and analytical skills by engaging with the rhetorical elements of the short story. In other words, drawing a conclusion, examining ideas, or even identifying the character's mood by engaging with the language (tone, emphasis on words, sound, pattern...) used by the author.
• Familiarize themselves with short stories about life topics while strengthening student's ability to generate and ask questions about the story and make inferences.
• Build and reinforce new words through reading each short story.
• Discuss blog posts with classmates about main ideas and themes, conflicts, and character development.

Corresponding CEFR Can-do statements
1. [Reading] can read critically and analytically, and to identify the central literary and cultural tenets of the short story.
2. [Reading] can demonstrate knowledge of literary analysis.
3. [Spoken Interaction] can formally communicate ideas clearly, with a specific purpose and to a specific audience, utilizing appropriate strategies for varying contexts and logical organization methods.
4. [Strategies] can identify the author's literary devices and story elements.
5. [Quality of Language] can summarize the events in the story.

Textbook
Course handouts (a package will be distributed in class)
CEFR Scale ☐ B1 ☐ B1-B2 ☒ B2 ☐ B2+ ☐ C1

1. Class material site eeClass https://eeclass.nthu.edu.tw/

University Student Core Competency Indicators

20%	1. The ability to communicate and express oneself in English
30%	2. The ability to think critically and organize ideas logically in English
20%	3. The knowledge of English learning strategies and techniques
20%	4. Global views of English and multicultural diversity
10%	5. The ability to use existing English learning resources and development of independent self-learning habits

Requirements & Rules
1. No cheating or plagiarism.
2. There will be no make-up exams unless you have valid and official reasons for absence beforehand.
3. The handouts I give you should be kept at least to the end of this semester for later reference or final exam.
4. Mobile devices are for educational purposes only.
5. AI utilization for this course is conditionally open. You are encouraged to use AI for collaboration and mutual learning to facilitate your understanding in the content, vocabulary, author's background, and themes of each short story. However, all oral and written assignments must not be AI generated.
6. No extra sign-ups are allowed after the class reaches maximum class limit. See Center for English Education for any inquiries.

Classroom Languages
English 100 %
Mandarin 0 %

Course Evaluation
Attendance and Class Participation (In-class worksheets) 20%
Short Story Recommendation (Presentation) 15%
Blog Plots 20%
Anthology Response 20%
Final Exam 25%

Attendance & Class Participation
Students are expected to come to class every week and actively participate in class discussions. Please notify the instructor of your absence. If you're absent, it is your responsibility to find out what you have missed. ONE absence from class is granted to each student to account for genuine emergencies, but FIVE points will be deducted from the semester grade for each absence following the first occurrence. I will take attendance once in a while. If you miss more than FOUR classes, you will be dropped from the course. Please note that there is no distinction

between "excused" or "unexcused" absences, except for extreme situations clarified by department, college or university policy.

Short Story Recommendation
Our short story recommendation invites your group to share one short story with the class. Your presentation should include but is not exempted from other elements your group would like to point out:

- Author's Background
- Setting — The location or period in which the action of a novel takes place.
- Characters — A person or thing portrayed in an artistic piece.
- Plot — The storyline, plan, scheme, or main story of the literary work.
- Point of View — The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.
- Exposition — Dialogue, description, etc., that gives the audience or reader the background of the characters and the present situation.
- Rising action — A related series of incidents in a literary plot that build toward the point of greatest interest.
- Climax — A moment that is of maximum intensity or is a major turning point in a plot.
- Theme & Literary Devices

Your group must inform the instructor of your short story the week before your presentation. Your group leader is required to submit supporting materials online – e.g. PowerPoint Presentations BEFORE classes begin.

Blog Posts
In your assigned blog posts, you will be required to respond to a prompt on each piece of reading. You may choose between one of five roles: the director, decoder, connector, illustrator, and summarizer. Instructions for each role is provided in our packet. Your posts are aimed to engage you as active, critical, and reflective readers of the reading assignments before we go over the story in class. Evaluation of your participation in the blog posts is based on your online posts (role sheets) and the instructor's observation on your participation in the group forum. Your response must be posted to the thread on eeclass at least ONE day before class time on the day we discuss the text.

Anthology Response
In consultation with me, you will define a topic and develop an original argument in relation to a piece of reading we did over the semester. Responses provide you the chance to discuss a textual element (or two) that genuinely interests you. Choose an idea, a pattern, a stylistic or structural component of the text, and investigate the function(s) and implications of this component. Alternately, you can pick a section (or even a single word) for a thorough analysis. The response may be **informal**, but the thoughts it contains should be well-considered and perceptive. The paper should instead demonstrate the growth of your thought by studying an idea, challenging presumptions, and considering ramifications rather than having a clear thesis or a conclusive argument. If you write a paper that has more questions than answers, you've written a strong response.
[Example] Mrs. Mallard had always been imprisoned by her husband. Upon his death, she does not grief for him but rather feels paralyzed at the thought of this accident. For my response,

I want to connect Mrs. Mallard's marriage with a modern conflict we see today: arranged marriages.

[Flexible structure of your response]
• Background Information of the story
• Analysis of (a) stylistic component(s) and its relation to the story OR Themes you've discovered
• A connection to the wider world OR an important quote + implications
• General and specific conclusions you can draw OR What would you do if you were in the character's
shoes?

Final Exam

Written exam (focus questions on selected pieces only) [open book]

SYLLABUS

WEEK	DATE	Class Progress	Theme & Literary Devices	Assignments and Notes
1	9/15	Course Introduction/ Why Read Short Stories?	Literary Elements/ Story Genres	Blog Posts 1: Rules of the Game
2	9/22	Rules of the Game by Amy Tan	Theme: Independence & Restriction; Alienation	
3	9/29	HOLIDAY — No class (Moon Festival)		
4	10/6	Rules of the Game by Amy Tan	Elements: Figurative Language	
5	10/13	Rules of the Game by Amy Tan	Literary Devices: Epigram; Imagery; Metaphor	Blog Posts 2: The Story of an Hour
6	10/20	The Story of an Hour by Kate Chopin	Theme: Marriage; Personal Freedom	
7	10/27	The Story of an Hour by Kate Chopin	Elements: Repetition; Irony; Personification	
8	11/3	The Story of an Hour by Kate Chopin	Literary Devices: Symbolism; Imagery	Blog Posts 3: The Monkey's Paw
9	11/10	The Monkey's Paw by W.W. Jacobs	Theme: Fate; Power	
10	11/17	The Monkey's Paw by W.W. Jacobs	Elements: Conflict; Characterization	
11	11/24	The Monkey's Paw by W.W. Jacobs	Literary Devices: Foreshadowing; Symbolism	Prepare for Presentation

12	12/1	Short Story Presentation		
13	12/8	Short Story Presentation		Anthology Topic Due Blog Posts 5: The Yellow Wallpaper
14	12/15	The Yellow Wallpaper by Charlotte Perkins Gilman	Theme: Outward vs Inner Life; Mental Illness	
15	12/22	The Yellow Wallpaper by Charlotte Perkins Gilman	Element: Figurative Language	
16	12/29	The Yellow Wallpaper by Charlotte Perkins Gilman	Literary Device: Personification	
17	1/5	Course Review		Anthology Response Due
18	1/12	Final	Written exam (focus questions on selected pieces only) [open book]	

*The instructor reserves the right to make modifications to the syllabus and/or grading criteria throughout the semester.