

國立清華大學課程大綱

課程大綱:(尊重智慧財產權，請使用合法教科書，不得非法影印!!)

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科號 Course Number	KENI	學分 Credit	3	人數限制 Class Size	15
中文名稱 Course Title	兒童文學在英語課程之運用				
英文名稱 Course English Title	Children's Literature in Language Teaching				
任課教師 Instructor	孫德宜 tysun@gapp.nthu.edu.tw				
上課時間 Time	T5T6T7	上課教室 Room	Language Lab 9106		
Office Hour	[10:10 -- 12:00, Fridays, or by appointment via email]	Office	9607 研究室		

課程簡述 Brief Course Description

Course Description: It is designed for college classroom audience of mature students who expect to work with children. This course presents the latest research and new perspectives into the uses of children's literature in second language teaching for children and young adults. It covers such topics as extensive reading, creative writing in the language classroom, the use of picture books and graphic novels in second language teaching and the potential of children's literature in promoting intercultural education.

Course Objectives: Students would be able to read, understand, and appreciate English Classics for young adults. To employ, apply, and reply these classics to their instructions and cultivation in language teaching as well as to access, acquire, and create the web resource of Children's literature in English are also the objectives of this course. The focus of the graduate course, compared to the undergraduate program, is on developing creative approaches to language teaching, from early years through to young adult learners.

Goal: Innovation has replaced stereotypical and old methods as an attempt to make English language teaching and learning appealing, effective, and simple. However, teaching a second language through literature may be a paramount tool to consolidate not only students' lexical and grammatical competences, but also for the development of their cultural awareness and broadening of their knowledge through interaction and collaboration that foster collective learning. Despite past difficulties, literature's position in relation to language teaching can be revindicated and revalued.

課程大綱 Detailed Course Syllabus

● 課程說明(Course Description)

十六週課程進度

1. Oral report from students, invited participation.
2. Blog: provide resources for further studies and fun tips
3. Self-accessed exercises with answer keys.
4. Reading assignments noted with page number provided.
http://blog.udn.com/tysunnhcue/article?f_ART_CATE=638680

● 指定用書(Text Books)

Text Books:

Membrive, Veronica, and Madalina Armie, editors. *Using Literature to Teach English as a Second Language*. IGI Global, 2020. <https://doi-org.nthulib-oc.nthu.edu.tw/10.4018/978-1-7998-4670-3>

1. **Why**: Bland, Janice, and Christiane Lutge, eds. [Children's Literature in Second Language Education](#). Bloomsbury, 2013.
2. **How**: Hintz, Carrie, and Eric L. Tribunella. [Reading Children's Literature: A Critical Introduction](#). Bedford/St. Martin's, 2013.
3. **What**: Lerer, Seth. [Children's Literature: A Reader's History from Aesop to Harry Potter](#). University of Chicago Press, 2008.
4. Background knowledge: Lynch-Brown, Carol, and Carl M. Tomlinson. [Essentials of Children's Literature](#). 5th ed. Pearson, 2005.
5. Briefing: Reynolds, Kimberley. [Children's Literature: A Very Short Introduction](#). Oxford, 2011.

- **教學方式(Teaching Method)**

Lectures, pop quizzes on the reading assignments, self-accessed exercises.

- **成績考核(Evaluation)**

10% Attendance and Participation

30% 2 Leading Discussions with PPT

30% Midterm

30% Final project

The course will consist of the following: an interaction of lectures, discussions, and presentations. Your attendance, collaboration, and participation are expected at all times.

Absences for more than one class session may contribute to a lower grade for the course.

Deduct 1 point from the semester grade unless the proper letter of excuse is presented. Effective participation means being prepared for class, having completed readings, and engaging in class discussions. Quizzes will be given in the first five minutes of the class. No made-up quizzes will be provided. Delayed assignments would not be accepted as well. Rules for Classroom located in the language lab: No food, drink, and cell phone ringing. Basic dress code and honor code required.

Week	課程內容
1	<p>Orientation: Genre, history, critical approaches.</p> <p>Textbook and notebook (期刊論文, paper, pen, iPad, laptop, cellphone)</p> <p>Rebecca J. Lukens, Janice Bland (empowerment and why), The Routledge handbook of teaching English to young learners in Second Language Education.</p>
2	<p>Chapter 1: Between Tradition and Innovation: The Short Story, Its Storytelling, and Their Role in Teaching ESL/EFL to Children (1-33)</p> <p>Chapter 2: Fostering Language Acquisition and Intercultural Competence Through Authentic Literary Texts: The Use of Short Stories in ELT (34-51)</p>
3	<p>Chapter 3</p> <p>Best Practices for Teaching ESL in Higher Education (52-64)</p> <p>Chapter 4</p> <p>Teaching Reading to Young English Language Learners Through Folk Literature (65-80)</p>
4	<p>Chapter 5</p> <p>Plurilingual and Literacy Competencies in Preschool: Migrants' Picture Books as an Intercultural Material (81-98)</p> <p>Chapter 6</p> <p>Developing the EFL Learners' Interdisciplinary Thinking Through Teaching Literature (99-121)</p>
5	Double Ten

6	Chapter 7 Story-Telling, Gamification, and Videogames: A Case Study to Teach English as a Second Language (122-141) Chapter 8 The Reading Experience for Children and Young Adults: A Territory of Transformation in TEFL (142-173)
7	Chapter 9 Innovation in Foreign Language Literature Didactics in Higher Education (174-200) Chapter 10 The Inductive Approach in the Didactics of Foreign Language Literature in Higher Education (201-230)
8	Midterm
9	Midterm review. Wrap-up. Ghosn, Irma-Kaarina. <i>Storybridge to Second Language Literacy: The Theory, Research, and Practice of Teaching English with Children's Literature</i>. IAP, 2013. Hintz, Carrie, and Eric L. Tribunella. <i>Reading Children's Literature: A Critical Introduction</i>. Bedford/St. Martin's, 2013.
10	Approaches to Teaching: 1 Historicizing Childhood: <i>Anne of Green Gables</i> 45 2 History of Children's Literature: <i>Alice's Adventures in Wonderland</i> 83
11	3 Poetry: Gary Soto's "Ode to the Sprinkler" 122 4 Fairy Tales: "Little Red Riding Hood" 156
12	5 Picture books: "There's a Bid on your Head" 190 6 Domesticity and Adventure: <i>Holes</i> 230
13	7 Historical Fiction: <i>Johnny Tremain</i> 267 8 Nonfiction (History, science, life writing): <i>We are the Ship</i> 305
14	9 Fantasy, Realism, Genre Fiction: <i>A Wrinkle in Time</i> 342 10 Race, Ethnicity, and Culture: <i>The Snow Day</i> 382
15	11 Gender and Sexuality: <i>The Little Princes</i> 422 12 Censorship and Selection: <i>Harry Potter and the Sorcerer's Stone</i> 454
16	Final Project

[Artificial Intelligence - Harvard University](#) on [artificial intelligence](#).

應學校要求：維護課程大綱，應涵蓋內容如下

敘明學生使用 AI 的規則

依據 5/1 本校發佈的「[大學教育場域 AI 協作、共學與素養培養指引](#)」：校方尊重教師對於課程使用 AI 工具的策略，教師應於課程大綱中敘明學生使用 AI 的規則，尤其是正確引註 AI 並揭露使用的歷程。以下選項提供參考：

(1)完全開放使用且無須註明

V (2)有條件開放，請註明如何使用生成式 AI 於課程產出

(3)禁止使用，請註明相關的監管機制

V (4)本課程無涉及 AI 使用

範例參考：

<https://curricul.site.nthu.edu.tw/p/404-1208-248357.php?Lang=zh-tw#example>