朝陽科技大學 093學年度第1學期教學大綱
English Poetry 英美詩選

當期課號	1829	Course Number	1829
授課教師	李麗秋	Instructor	LEE,LI CHIU
中文課名	英美詩選	Course Name	English Poetry
開課單位	應用外語系(四日)三A	Department	
修習別	選修	Required/Elective	Elective
學分數	3	Credits	3
課程目標	本課程藉由英美詩作的選讀, 提升學生英文文字閱讀以及英詩音韻欣賞能力之外，以期發展學生個人之人文素養及智慧之成長; 並訓練學生欣賞與批判英詩的能力, 進而嘗試簡單的英詩創作。課程中選了多樣性的詩作，集合了多種不同風格的優點與特色，其中包含了傳統、與非傳統; 平易近人, 與挑戰性高等等不同的詩人作品。	Objectives	English poetry is a comprehensive course in poetry learning. It has many goals, the most important of which is to promote personal and intellectual growth through poetry. The poems herein form a collection of English poetry that is eclectic (diverse) from every point of view. These poems range from early to contemporary, from well-known to less known, from easily accessible to highly challenging, from traditional to non-traditional. These poems also express attitudes from extroverted to introspective. Furthermore, the text of English poetry is fully multicultural, with many poems by women and minorities enhancing the students' knowledge and expanding the canon of English poetry previous taught in high schools, freshman, or sophomore years. Most students have a natural respect for and interest in poetry. Students have the innate capacity to enjoy techniques of poetic language – rhythm, rhyme, image, alliteration, or metaphor. If properly encouraged, most students would love trying their hand at writing their own poems.
教材	The Study of English Poetry, Oxford University Press, 1998.	Teaching Materials	
成績評量方式	participation % discussion 30% assignments 20% mid-term exam 25% final exam 25%	Grading	participation % discussion 30% assignments 20% mid-term exam 25% final exam 25%
教師網頁			
	"英美詩選"課程藉由英詩的選讀, 以期發展個人人文素養及智慧之成長。課程中選了多樣性的詩作，集合了多種不同的優點，包含了傳統、與非傳統; 平易近人, 與挑戰性高等不同的詩人作品。教學方式，除了老師課堂講授之外，課堂討論, 以及大聲朗讀詩作也是必要的訓練之一。除此之外，背誦詩句，或背誦整首詩作也是相當有效的學習方式。		English poetry is a comprehensive course in poetry learning. It has many goals, the most important of which is to promote personal and intellectual growth through poetry. The poems herein form a collection of English poetry that is eclectic (diverse) from every point of view. These poems range from early to contemporary, from well-known to less known, from easily accessible to highly challenging, from traditional to non-traditional. These poems also express attitudes from extroverted to introspective. Furthermore, the text of English poetry is fully multicultural, with many poems by women and minorities enhancing the students' knowledge and expanding the canon of English poetry previous taught in high schools, freshman, or

教學內容		**Syllabus**	sophomore years. Most students have a natural respect for and interest in poetry. Students have the innate capacity to enjoy techniques of poetic language – rhythm, rhyme, image, alliteration, or metaphor. If properly encouraged, most students would love trying their hand at writing verse. We teach poetry as a vehicle for helping students to appreciate the beauty of language and to understand the powerful effects of verse as a conveyor of message and meaning. Reading poems aloud is the only way to establish appreciation of the music that intensifies meaning in poetry. It is also an essential instructional tool for comprehension. Besides, memorization of passages is encouraged, and many students will find such memorization, or memorization of whole poems, enjoyable and permanently rewarding.

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