



The humanities: Out of date?

Teaching plan presentation

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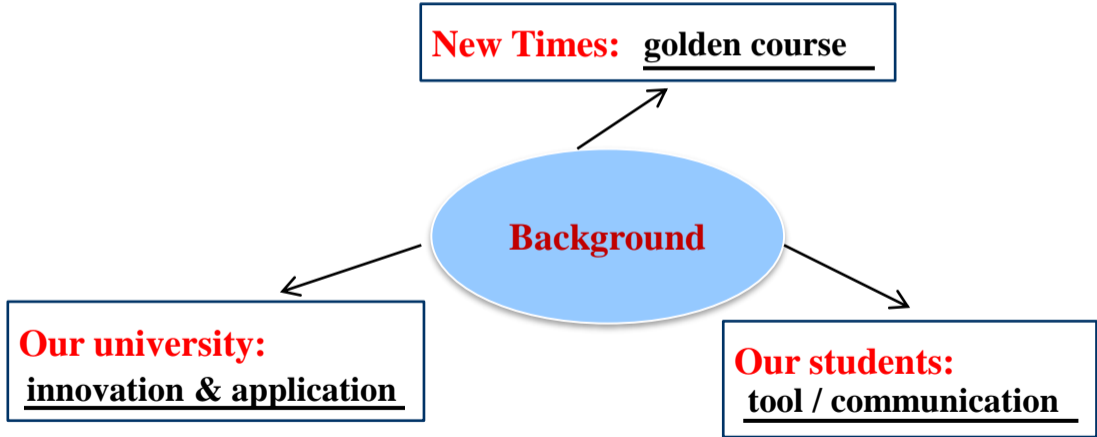
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I. General introduction to *College English*

1. Determination of course objective



I. General introduction to *College English*

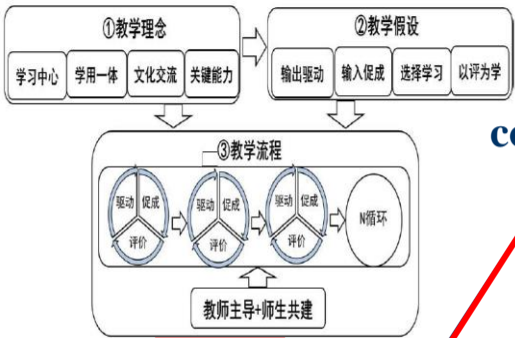
1. Determination of course objective



objective of *College English*

I. General introduction to *College English*

2. Teaching methodology



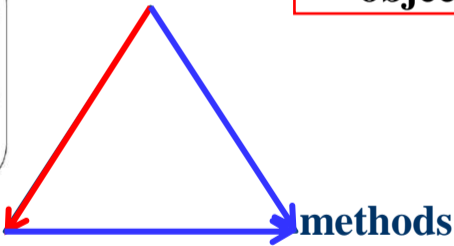
conception

POA (文秋芳, 2018)
objective

POA model

methods

online-offline
question-driven
discussing



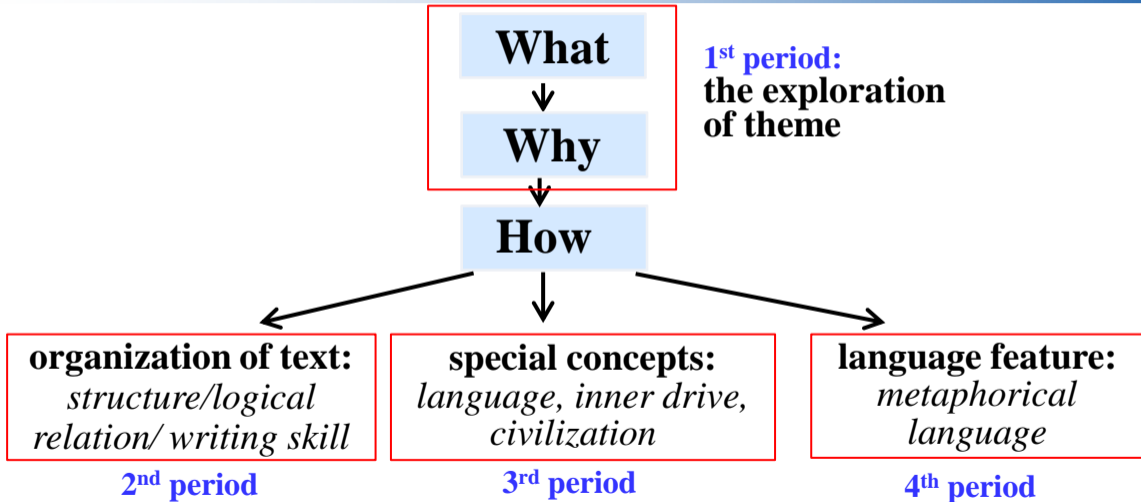


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II. Teaching plan of Unit 2: *The humanities: Out of date?*

1. Overall unit planning



II. Teaching plan of Unit 2: *The humanities: Out of date?*

2. Specific planning (1st period): the exploration of theme

objective	to develop Ss' logical & critical thinking competency through the exploration of theme			
Teaching procedure design (POA)	1) Lead-in	(1) Discuss the meaning of title (2) Guess the author's ideas	online-offline blending method	5 mins
	2) Content understanding (what)	(1) Key-question discussion (2) Retelling (3) Co-assessment	question-driven and discussion methods	25 mins
	3) Theme exploration(why)	(1) Group discussion & sharing (2) Teacher's assessment	discussion method	9 mins
	4) Review & reflection	(1) The main points (2) The purpose of teaching activities		4 mins
	5) Assignment	(1) Analyze text organization (how). (2) Write a persuasive essay.		2 mins

II. Teaching plan of Unit 2: *The humanities: Out of date?*

2. Specific planning (2nd period): the analysis of text organization

objective	to develop Ss' logical & critical thinking competency through the organization analysis			
teaching procedure design (POA)	1) Lead-in	(1) Matching (2) Teacher's assessment	online-offline blending method	5 mins
	2) Text organization analysis	(1) Structure (2) Logical relation (3) Writing skill	discussion method	17 mins
	3) Writing practice	(1) Polishing (2) Peer and teacher's assessment	exercise method	18 mins
	4) Review & reflection	(1) The main points (2) The purpose of teaching activities	discussion method	3 mins
	5) Assignment	(1) Hand in the polished composition. (2) Discuss online "What is language?".		2 mins

II. Teaching plan of Unit 2: *The humanities: Out of date?*

2. Specific planning (3rd period): the analysis of special concepts



objective	to develop Ss' competency to perceive the issue from multiple perspectives			
teaching procedure design (POA)	1) Lead-in	(1) Online-offline discussion (2) Common view on "language"	online-offline blending method	5 mins
	2) Concept analysis	"language" & "inner drive" (1) Students' primary understanding (2) Teacher's guidance (3) Students' discussion and sharing (4) Co-assessment	discussion method	20 mins
	3) Practice	(1) Group discussion of the concept of "civilization" (2) Co-assessment	exercise method	15 mins
	4) Review & reflection	(1) The key points (2) The association with the theme	discussion method	3 mins
	5) Assignment	Analyze the given sentence from multiple perspectives.		2 mins

II. Teaching plan of Unit 2: *The humanities: Out of date?*

2. Specific planning (4th period): the analysis of metaphorical language in text (MLT)

objective	to develop Ss' metaphorical thinking competency through the analysis of MLT			
teaching procedure design (POA)	1) Lead-in	(1) Perception of Chinese ML (2) Discussion of ML	online-offline blending method	3mins
	2) Explanation of ML	(1) Definition (2) Cognitive mechanism (3) Examples	question-driven & discussion methods	5mins
	3) Analysis of MLT	(1) Construction of MLT (2) Deconstruction of MLT (3) Discussion of language effects		15mins
	4) Practice	(1) Creation of ML on "learning" (2) Co-assessment	exercise method	12mins
	5) Review & reflection	(1) The key points (2) The purpose of teaching activities	discussion method	3mins
	6) Assignment	Analyze ML in other parts of text.		2mins

II. Teaching plan of Unit 2: *The humanities: Out of date?*

2. Specific planning (3rd period): the analysis of special concepts



objective	to develop Ss' competency to perceive the issue from multiple perspectives			
teaching procedure design (POA)	1) Lead-in	(1) Online-offline discussion (2) Common view on "language"	online-offline blending method	5 mins
	2) Concept analysis	"language" & "inner drive" (1) Students' primary understanding (2) Teacher's guidance (3) Students' discussion and sharing (4) Co-assessment	discussion method	20 mins
	3) Practice	(1) Group discussion of the concept of "civilization" (2) Co-assessment	exercise method	15 mins
	4) Review & reflection	(1) The key points (2) The association with the theme	discussion method	3 mins
	5) Assignment	Analyze the given sentence from multiple perspectives.		2 mins

II. Teaching plan of Unit 2: *The humanities: Out of date?*

2. Specific planning (3rd period): the analysis of special concepts

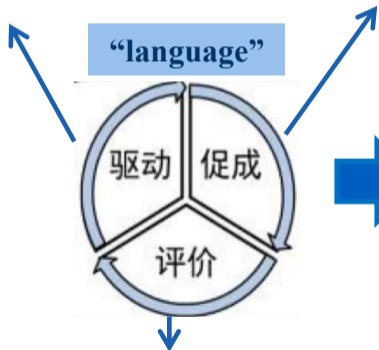


1) Lead-in

- (1) Online-offline discussion
- (2) Common view on “language”

2) Concept analysis

- (1) Teacher’s guidance
- (2) Students’ discussion and sharing



- 2) Concept analysis
- (3) Co-assessment

“inner drive”



3) Practice: “civilization”



- 4) Review & reflection
- 5) Assignment

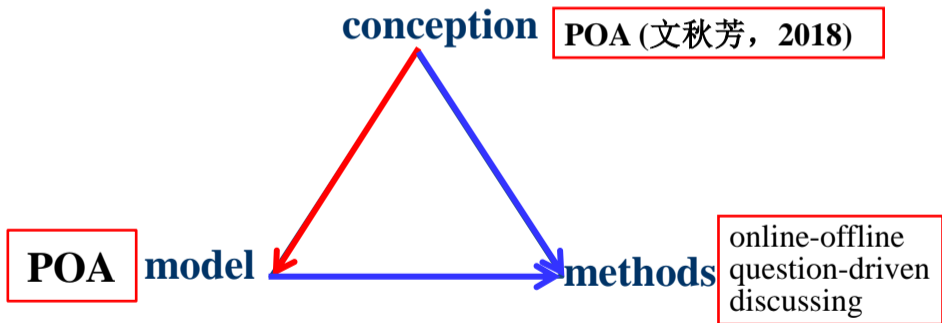


III. Embodiment of golden course

III. Embodiment of golden course: **high level, innovation & challenge**

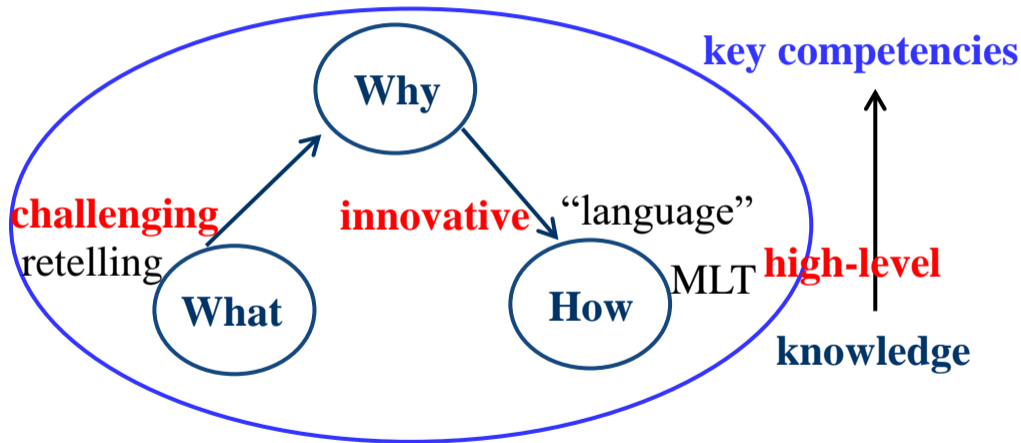
1. General course planning

Innovation in teaching methodology



III. Embodiment of golden course: **high level, innovation & challenge**

2. Specific unit planning





IV. Highlights

IV. Highlights

1. High integration with POA

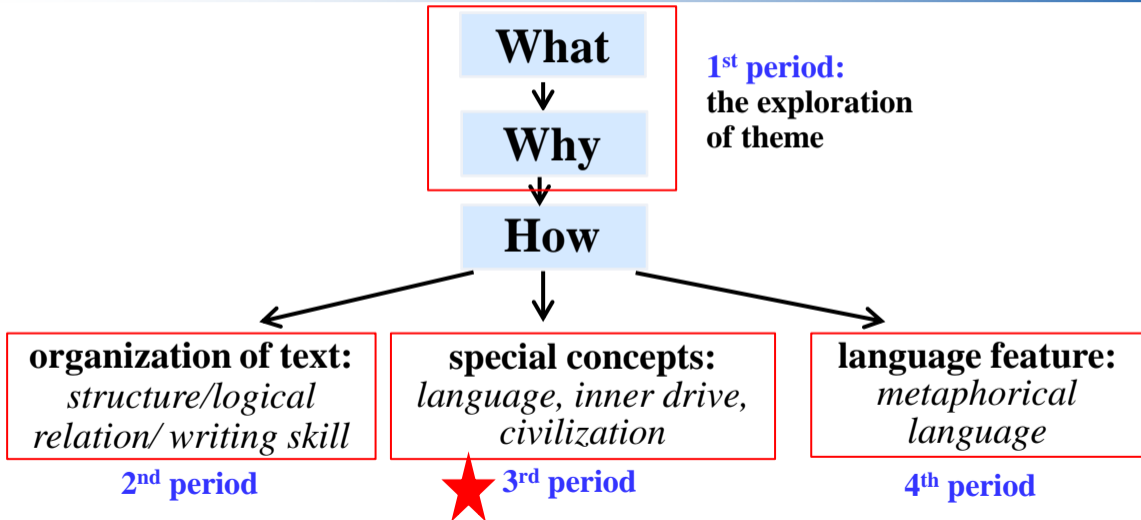
- 1) Delicacy design of each period of class
- 2) Special micro-analysis of text

2. Full embodiment of golden course

- 1) Innovation in methodology & analysis patterns
- 2) High level in content & objectives
- 3) Challenge in teaching activities

II. Teaching plan of Unit 2: *The humanities: Out of date?*

1. Overall unit planning





The humanities: Out of date?

**Demo class:
The analysis of special concepts**

Teaching objectives



Knowledge

to understand the concepts “language” and “inner drive”



Competency

to perceive the issue from multiple perspectives



Teaching procedures

I

- **Lead-in**

II

- **Concept analysis: “language”**

III

- **Practice: “inner drive”**

IV

- **Review & reflection**

V

- **Assignment**

The background features a complex, abstract composition of overlapping, faceted geometric shapes in shades of light blue, teal, and white. A prominent horizontal bar, split into a dark red upper half and a blue lower half, spans the width of the image. The text 'I. Lead-in' is centered within this bar.

I. Lead-in

I. Lead-in

1. Question: online discussion



What is **language**?
Please use three words to define it.



大学英语 (二)

扫码进班 

互动
更多
↓

激活 Windows
转到“设置”以激活 Windows。



07-26 09:29

What is language?

Please use three words to define it.

评论



班景海

第1楼

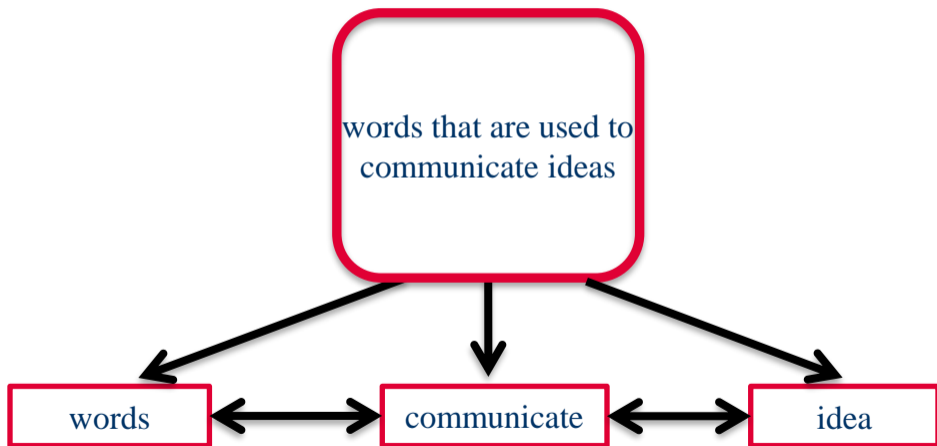
word tool communicate



激活 Windows

转到“设置”以激活 Windows。

1. Question: common view on “language”



2. Example



常记溪亭日暮，
沉醉不知归路。
兴尽晚回舟，
误入藕花深处。
争渡，
争渡，
惊起一滩鸥鹭。

—— (宋) 李清照



**Do we communicate only by
this language?**



II. Concept analysis : “language”

II. Concept analysis: “language”

1. Examples



風の住む街



MUSIC

Ode an die Freude



**In musicians' eyes,
what can be their “language” ?**

II. Concept analysis: “language”

1. Examples



**Notre Dame de
Paris Cathedral**

II. Concept analysis : “language”

1. Examples



II. Concept analysis: “language”

1. Examples



法国总统承诺重建损毁严重的巴黎圣母院



2019年4月16日 - 新华社巴黎4月16日电(记者唐舜)法国总统马克龙15日晚在巴黎圣母院火灾现场表示,将重建被大火严重损毁的巴黎圣母院,马克龙说,他计划尽快在全世界发起

新华社新媒体 - 百度快照

巴黎圣母院突发大火,塔尖在大火中!法国总统马克龙宣布将重建

2019年4月16日 - 法国总统马克龙在电视讲话中宣布,将重建巴黎圣母院。当天,欧盟委员会主席容克也对巴黎圣母院突发大火表示遗憾,他表示,巴黎圣母院属于全人类,他与...

中国经济网 - 百度快照

刚刚,法国总统马克龙宣布重建巴黎圣母院!修缮

2019年4月16日 - 一大早的情绪就被法国巴黎牵动着。当地时间15日晚,新西兰时间16日凌晨4点50,在人们熟睡之时,有着800多年历史的法国巴黎圣母院突发大火。塔尖坍塌...

搜狐网 - 百度快照

法国总统马克龙,我们将重建巴黎圣母院|巴黎圣母院|法国...新浪新闻



2019年4月16日 - #法国巴黎圣母院火灾#法国总统马克龙:将重建巴黎圣母院[我们将重建(巴黎)圣母院]。法国总统马克龙表示,“最糟糕的情况已经避免了”,这要归功于...

news.sina.com.cn/w/201... - 百度快照

“No the Danish people is toys, it's
own literature, thei ro ú language!”?

II. Concept analysis : “language”

2. Textbook

than a means for human betterment. This is a trend that is likely to **persist** and even **accelerate**. (E)

¶) (T) Over the next few years, as labor markets struggle, the humanities will probably continue their long slide **in succession**. There already has been a nearly 50 percent decline in the portion of **liberal arts majors** over the past generation, and it is **logical** to think that the trend is bound to continue or even accelerate. Once the **dominant pillars** of university life, the humanities now play little roles when students take their college tours. These days, labs are more **vivid** and **compelling** than libraries. (E)

¶) (T) Here, please allow me to **stand up for** and **promote** the true value that the humanities add to people's lives. Since ancient times, people have **speculated** about the mystery of those inner forces that drive some people to greatness and others to **self-destruction**. This inner drive has been called many things over the centuries. The famous psychologist, Sigmund Freud, called it the “**unconscious mind**” or, more familiarly, “**instinct**”.

¶) (T) From the beginning of time, this inner aspect of our being, this drive that can be **constructive** or **destructive**, has **captured our imagination**. The stories of this amazing struggle have formed the basis of cultures the world over. Historians, **architects**, authors, **philosophers** and artists have captured the words, images and meanings of this inner struggle in the form of story, music, myth, painting, architecture, sculpture, **landscape** and traditions. These men and women developed artistic “languages” that help us understand these aspirations and also educate generations. This fertile body of work from ancient times, the very foundation of civilization, forms the basis of study of the humanities.

¶) (T) Studying the humanities improves our ability to read and write. No matter what we do in life, we will have a huge advantage if we can read complex ideas and understand their meaning. We will have a bright career if we are the person in the office who can write a clear and **elegant analysis** of those ideas! (E)

¶) (T) Studying the humanities makes us familiar with the language of emotion and the creative process. In an information economy, many people have the ability to produce a useful product such as a new MP3 player. Yet, very few people have the ability to create a **spectacular brand**: the iPod. Most importantly, studying the humanities **invests us with great insight** and self-awareness, **thereby** releasing our creative energy and talent in a **positive and constructive manner**.

¶) (T) Perhaps the best argument **in favor** of the humanities is the scope of possibilities that are widely open to us. Did you know that James Cameron, world-famous director of the movie, *Titanic*, graduated with a degree in the humanities? So did Sally Ride, the first woman in space. So did actors Bruce Lee, Gwyneth Paltrow, Renee Zellweger and Matt Damon. Dr. Harold Varmus, who won a Nobel Prize for Medicine, studied the

Para 5.

Historians, architects, authors, philosophers and artists have captured this inner struggle in the form of story, music, myth, painting, architecture, sculpture, landscape and traditions. These men and women developed **artistic “languages”** that help us understand these aspirations and also educate generations. This fertile body of work from ancient times, the very foundation of civilization, forms the basis of study of the humanities.

prints are allowed for achievements in physics, chemistry, physiology or medicine, literature, peace and economic sciences.

II. Concept analysis : “language”

3. Summary



Perceive the concept **word?** from multiple perspectives

1) Basic meaning

words/communicate/idea



**Multiple perspectives
(fields, objects, standpoints...)**

2) Extended meaning

artistic “languages”



III. Practice: “inner drive”

III. Practice : “inner drive”

Perceive the concept from multiple perspectives



inner drive



III. Practice: “inner drive”

Perceive the concept from multiple perspectives

than a means for human betterment. This is a trend that is likely to persist and even accelerate. (E)

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¶ (T) Here, please allow me to stand up for and promote the true value that the humanities add to people's lives. Since ancient times, people have speculated about the mystery of those inner forces that drive some people to greatness and others to self-destruction. This inner drive has been called many things over the centuries. The famous psychologist, Sigmund Freud, called it the “unconscious mind” or, more familiarly, “instinct”. (E)

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Para 4.

Here, please allow me to stand up for and promote the true value that the humanities add to people's lives. Since ancient times, people have speculated about the mystery of those inner forces that drive some people to greatness and others to self-destruction. **This inner drive has been called many things over the centuries.** The famous psychologist, Sigmund Freud, called it the “unconscious mind” or, more familiarly, “instinct”.

or medicine, literature, peace and economic sciences.

III. Practice: “inner drive”

Perceive the concept from multiple perspectives

What will you call this inner drive?

III. Practice: “inner drive”

Perceive the concept from multiple perspectives

1) Basic meaning

force inside your body



2) Extended meaning



m/
nt ...



IV. Review & reflection

IV. Review & reflection

1. Review



2. Reflection



“language”
(HUMAN)ITIES
“inner drive”
NOT and NEVER
out of date



V. Assignment

Please analyze the following sentence from multiple perspectives:



“Once the dominant pillars of university life, the humanities now play little roles when students take their college tours.”

(Para 3)

linguistic meaning

rhetoric devices

cognitive thinking

...

The background features a complex, abstract composition of overlapping, faceted geometric shapes in shades of light blue, teal, and pale green. These shapes resemble crystalline structures or folded paper. A prominent horizontal bar, split into a dark red upper half and a blue lower half, spans the width of the image. The text "Thank you!" is centered within this bar in a white, bold, sans-serif font.

Thank you!