**上 海 建 桥 学 院**

SJQU-QR-JW-013（A0）

\_\_\_《英语文学：戏剧》\_\_\_\_课程教案

周次 1 第 1 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 1 Introduction to Drama | |
| 本次授课目的与要求   1. 使学生了解英美戏剧的本质和组成成分。   2.使学生了解英美戏剧的类型和风格。 | | |
| 教学设计思路  1. 用讲授和启发相结合的教学方法来引导学生对英美戏剧有一个基本的了解。  2.用讲授和提问的方式使学生对英美重点戏剧家及其作品有一个较清晰的认知。 | | |
| 本次教学重点与难点  1. 英美戏剧的本质。  2.英美戏剧的风格。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| （可添页）  Teaching procedures (Total: 90 mins)   1. Warm-up Activities (15 mins)   1) Encouraging the students to say something about English drama. (Some of them may have read some dramas in Chinese or they may have seen the films adapted from the English dramas).  2) Asking the students to make some comments on English drama.  2. Teaching Activities(40 mins)  1) Explaining the relevant knowledge about English drama.  2) Making a brief introduction to English drama.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  3. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises.  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 2 第 2 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 2 *Macbeth* by William Shakespeare | |
| 本次授课目的与要求  1. 使学生了解莎士比亚的生平和创作情况。  2. 使学生了解《麦克白》一剧的主要角色。 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授的教学方法使学生对莎士比亚及其作品有一个较清晰的了解。  3.用讲授的教学方式使学生对《麦克白》的主要角色有一个基本的了解。 | | |
| 本次教学重点与难点  本单元讲课重点：《麦克白》一剧中主要角色的定位。  本单元讲课难点：《麦克白》一剧中主要角色的人性特征。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to tell certain knowledge which they might have about Shakespeare  2) Asking the students to say something about *Macbeth*.  2. Teaching Activities(40 mins)  1) Explaining Shakespeare and his writings.  2) Explaining the major characters in *Macbeth*.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  3. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises.  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 3 第 3 次课 学时 2 教案设计人 邹智勇

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| 课程单元名称 | Unit 2 *Macbeth* by William Shakespeare | |
| 本次授课目的与要求  1.使学生了解《麦克白》全剧的故事情节。  2.使学生能够对《麦克白》做出自己的评论。 | | |
| 教学设计思路  1. 用讲授和启发相结合的教学方法来引导学生对《麦克白》一剧的故事情节有一个基本的了解。  2.用讨论的方式让学生对《麦克白》一剧进行评论。 | | |
| 本次教学重点与难点  1. 《麦克白》故事情节的复杂性。  2.对《麦克白》的评论。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to say something about *Macbeth*. (Some of them may have read the drama in Chinese).  2) Asking the students to make some comments on the drama.  2.Teaching Activities(40 mins)  1) Making a brief introduction to the plot of *Macbeth*.  2) Asking the students to speak about the theme of the drama.  3.Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task-centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises.  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 4 第 4 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 3 *The Importance of Being Earnest* by Oscar Wilde | |
| 本次授课目的与要求  1. 使学生了解王尔德的生平和创作情况。  2. 使学生了解《不可儿戏》一剧的主要角色。 | | |
| 教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授的教学方法使学生对王尔德及其作品有一个较清晰的了解。  3.用讲授的教学方式使学生对《不可儿戏》的主要角色有一个基本的了解。 | | |
| 本次教学重点与难点  本单元讲课重点：《不可儿戏》一剧中主要角色的人物介绍。  本单元讲课难点：《不可儿戏》一剧中主要角色的人性特征分析。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to tell certain knowledge which they might have about Wilde*.*  2) Asking the students to say something about the *Importance of Being Earnest*.  2. Teaching Activities(40 mins)  1) Explaining Wilde and his writings.  2) Explaining the major characters in *Importance of Being Earnest*.  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises.  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 5 第 5 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 3 *The Importance of Being Earnest* by Oscar Wilde | |
| 本次授课目的与要求  1. 使学生了解《不可儿戏》一剧的情节  2. 使学生能够对《不可儿戏》做出自己的评论。 | | |
| 教学设计思路  1. 用讲授和启发相结合的教学方法来引导学生对《不可儿戏》一剧的故事情节有一个基本的了解。  2.用讨论的方式让学生对《不可儿戏》一剧进行评论。 | | |
| 本次教学重点与难点  本单元讲课重点：《不可儿戏》的戏剧情节。  本单元讲课难点：《不可儿戏》的讽刺色彩。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to say something about *Importance of Being Earnest* (Some of them may have read the drama in Chinese).  2) Asking the students to make some comments on the drama.  2.Teaching Activities(40 mins)  1) Making a brief introduction to the plot of *Importance of Being Earnest*.  2) Asking the students to speak about the theme of the drama.  3.Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises.  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |

周次 6 第 6 次课 学时 2 教案撰写人 邹智勇

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| 课程单元名称 | Chapter 4 *The Emperor Jones* by Eugene O’Neill | |
| 本次授课目的与要求  1. 使学生了解奥尼尔的生平和创作情况。  2. 使学生了解《琼斯皇帝》一剧的主要角色。 | | |
| 教学设计思路  教学设计思路  1. 用提问—回答的方式为本章节的教学做一个铺垫。  2. 用讲授的教学方法使学生对奥尼尔及其作品有一个较清晰的了解。  3.用讲授的教学方式使学生对《琼斯皇帝》的主要角色有一个基本的了解。 | | |
| 本次教学重点与难点  本单元讲课重点：《琼斯皇帝》一剧中主要角色的人物介绍。  本单元讲课难点：《琼斯皇帝》一剧中主要角色的人物原型解读。 | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| Teaching procedures (Total: 90 mins)  1.Warm-up Activities (15 mins)  1) Encouraging the students to tell certain knowledge which they might have about O’Neill*.*  2) Asking the students to say something about *The Emperor Jones.*  2. Teaching Activities(40 mins)  1) Explaining Wilde and his writings.  2) Explaining the major characters in *The Emperor Jones.*  3. Summarizing Activities (35 mins)  1) Briefing the students on what is taught in the class.  2) Asking the students to discuss what is learned in the class.  3) Answering the questions raised by the students. | | 1. Using the task -centered teaching method.  2. Explaining the knowledge that is difficult for the students.  2. Trying to be engaged in an interactive approach in the teaching process. |
| 课外复习、预习要求及作业布置  1. Asking the students to review what is taught in this lecture and do the related exercises.  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |