SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

\_\_\_《英语文学：小说》\_\_\_\_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 | Unit 1 Daniel Defoe | |
| 本次授课目的与要求   1. 使学生了解丹尼尔˙笛福的生平、创作情况和写作风格。   2.使学生了解丹尼尔˙笛福的作品主题。 | | |
| 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丹尼尔˙笛福有一个基本的了解。  2.用讲授和提问的方式使学生对其作品以及相关知识有一个较清晰的认知。 | | |
| 本次教学重点与难点  1. 丹尼尔˙笛福的生平及其创作情况。  2.丹尼尔˙笛福的作品主题。 | | |
| 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 Daniel Defoe. (Some of them may have read his novels in Chinese or they may have seen the films adapted from his novels).  2) Asking the students to make some comments on his novels.  2. Teaching Activities(40 mins)  1) Explaining the relevant knowledge about Daniel Defoe.  2) Making a brief introduction to his writings.  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 in the book;  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 | Unit 1 Daniel Defoe | |
| 本次授课目的与要求  1. 使学生从宏观上理解课本所节选的《鲁宾逊漂流记》章节的全文。  2. 使学生从微观上理解所节选章节的语言，尤其是那些比较难的语句。  3. 使学生对整部小说的主题有一个清晰的了解。 | | |
| 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. 用讲授和讨论相结合的教学方法使学生对所选章节的语言和内容有较好的理解。  3.用总结和讨论的方式加深学生对《鲁宾逊漂流记》及其主题思想的印象。 | | |
| 本次教学重点与难点  本单元讲课重点：通过所选章节了解整部作品的主题。  本单元讲课难点：所选章节中的一些比较难以理解的语句。 | | |
| 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 *Robison Crusoe.*  2) Asking the students to say something about the novel.  2. Teaching Activities(40 mins)  1) Explaining the difficult sentences to the students.  2) Explaining the excerpt from a comprehensive perspective.  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 sentences that are 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 in the book;  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 3 Jane Austen | |
| 本次授课目的与要求  1.使学生了解简˙奥斯汀的生平、创作情况和写作风格。  2.使学生了解简˙奥斯汀的作品主题。 | | |
| 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简˙奥斯汀丹尼尔˙笛福有一个基本的了解。  2.用讲授和提问的方式使学生对其作品以及相关知识有一个较清晰的认知。 | | |
| 本次教学重点与难点  1. 简˙奥斯汀的生平及其创作情况。  2.简˙奥斯汀的作品主题。 | | |
| 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 Jane Austen. (Some of them may have read her novels in Chinese or they may have seen the films adapted from her novels).  2) Asking the students to make some comments on her novels.  2. Teaching Activities(40 mins)  1) Explaining the relevant knowledge about Jane Austen.  2) Making a brief introduction to her writings.  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 in the book;  2. Asking the students to prepare for the next lecture. | | |
| 课后反思 | Summary (略) | |