

# Poetry, etc.

National Taiwan Normal University

講師：牟正蘊

# 一、Poetry (一)

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## ● 謝銀河

“Given that my students are American and have taken less than two years of Chinese, I would like to emphasize less on Chinese language and more on famous poets and structure of poems. I would also like them to be able to compare the style and tone of English poems to Chinese poems as well as understand how the poems reflect political attitudes at the time and the Chinese thought system.”

# 一、Poetry (一)

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## 徐振峰

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# — 、 Poetry (—)

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● e. e. cummings (1894-1962)

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## 二、Poetry (二)

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### ● 《詩經》〈鄭風〉“將仲子”

將仲子兮，無踰我里，無折我樹杞。豈敢愛之？  
畏我父母。仲可懷也，父母之言亦可畏也。

將仲子兮，無踰我牆，無折我樹桑。豈敢愛之？  
畏我諸兄。仲可懷也，諸兄之言亦可畏也。

將仲子兮，無踰我園，無折我樹檀。豈敢愛之？  
畏人之多言。仲可懷也，人之多言亦可畏也。

## 二、Poetry (二)

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### ● 《詩經》〈衛風〉“碩鼠”

碩鼠碩鼠，無食我黍！三歲貫女，莫我肯顧。  
逝將去女，適彼樂土。樂土樂土，爰得我所。

碩鼠碩鼠，無食我麥！三歲貫女，莫我肯德。  
逝將去女，適彼樂國。樂國樂國，爰得我直。

碩鼠碩鼠，無食我苗！三歲貫女，莫我肯勞。  
逝將去女，適彼樂郊。樂郊樂郊，誰之永號？

## 二、Poetry (二)

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### from the Classic of Poetry: feng # 161

by Sylvia Mendenhall

Oak of courage courage  
blow blow its branches  
acorns fall are gathered  
Old Uncle falters falters

橡之巍巍  
其枝颯颯  
實也落兮  
公其蹢蹢

Oak of courage courage  
its leaves crackle crackle  
scurry scurry the squirrels  
Old Uncle dozes dozes

橡之巍巍  
其葉皴皴  
鼯行躑躑  
公其困困

Oak of courage courage  
snow falls upon  
squirrels hide in nest  
Old Uncle dreams dreams.

橡之巍巍  
零雪其蒙  
鼯伏其穴  
公其夢夢

## 二、Poetry (二)

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碩鼠碩鼠，無食我麥！三歲貫女，莫我肯德。  
逝將去女，適彼樂國。樂國樂國，爰得我直。

碩鼠碩鼠，無食我苗！三歲貫女，莫我肯勞。  
逝將去女，適彼樂郊。樂郊樂郊，誰之永號？

# ≡ Feedback and Assessment

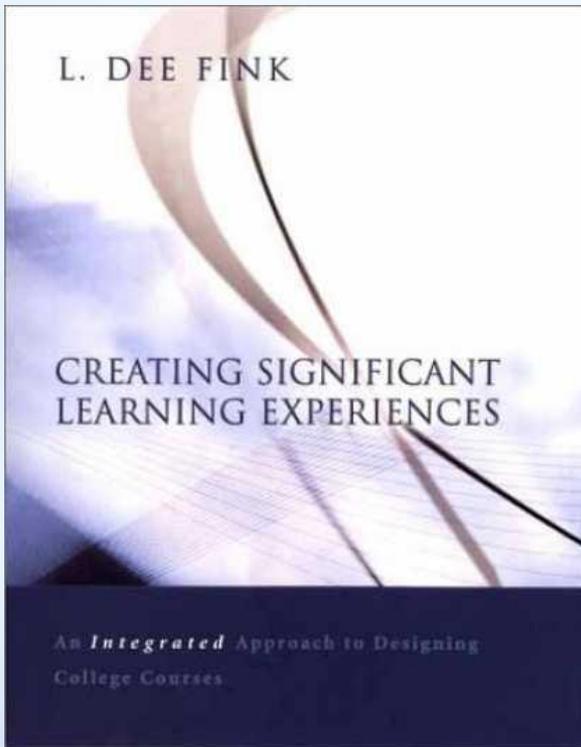
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Designing an Integrated Course:  
Feedback and Assessment

# ≡ Feedback and Assessment

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## ● Credits



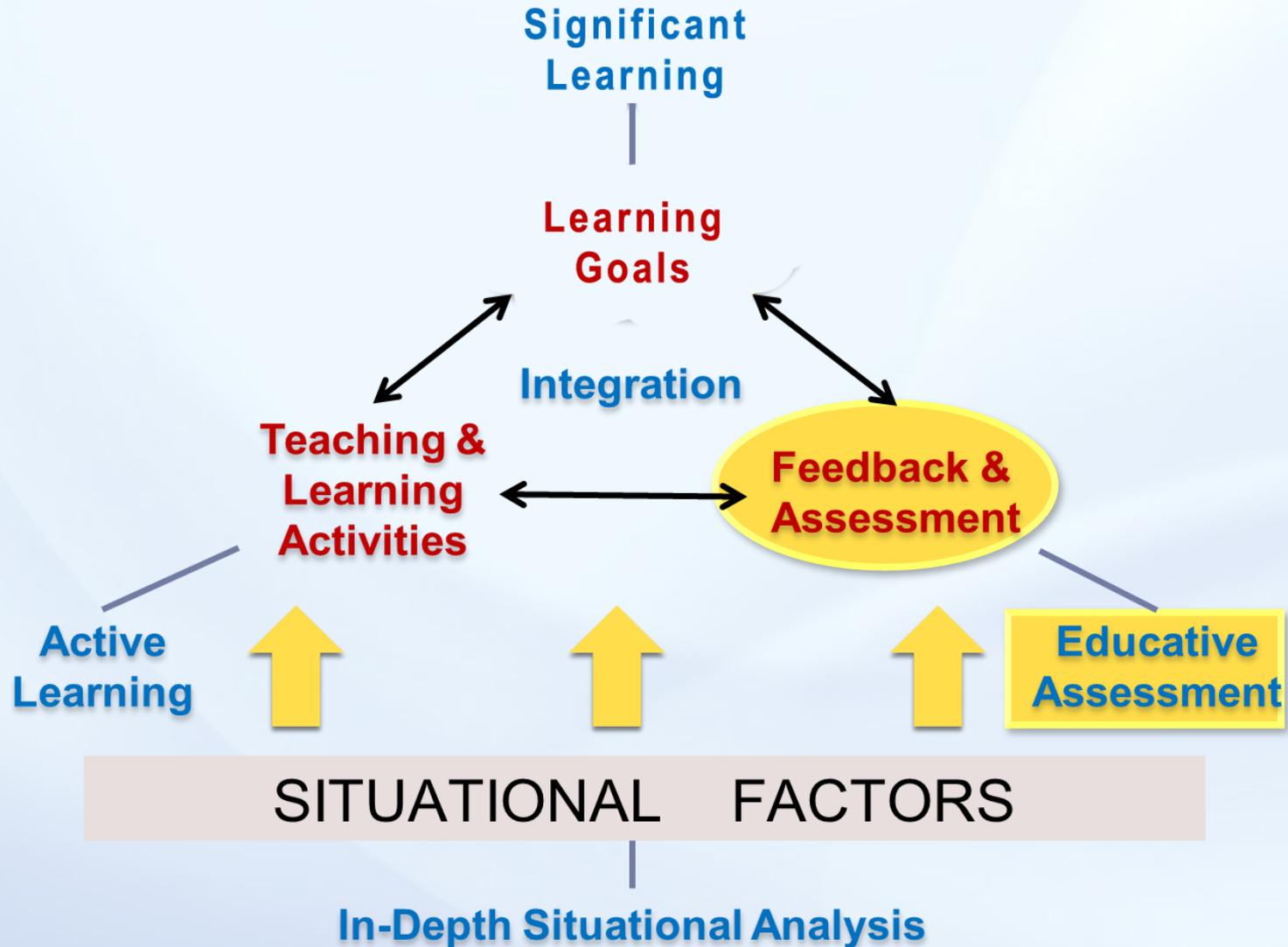
- ***Creating Significant Learning Experiences***

By L. Dee Fink

- **Dr. David Guinee**

Faculty Development Coordinator  
at DePauw University

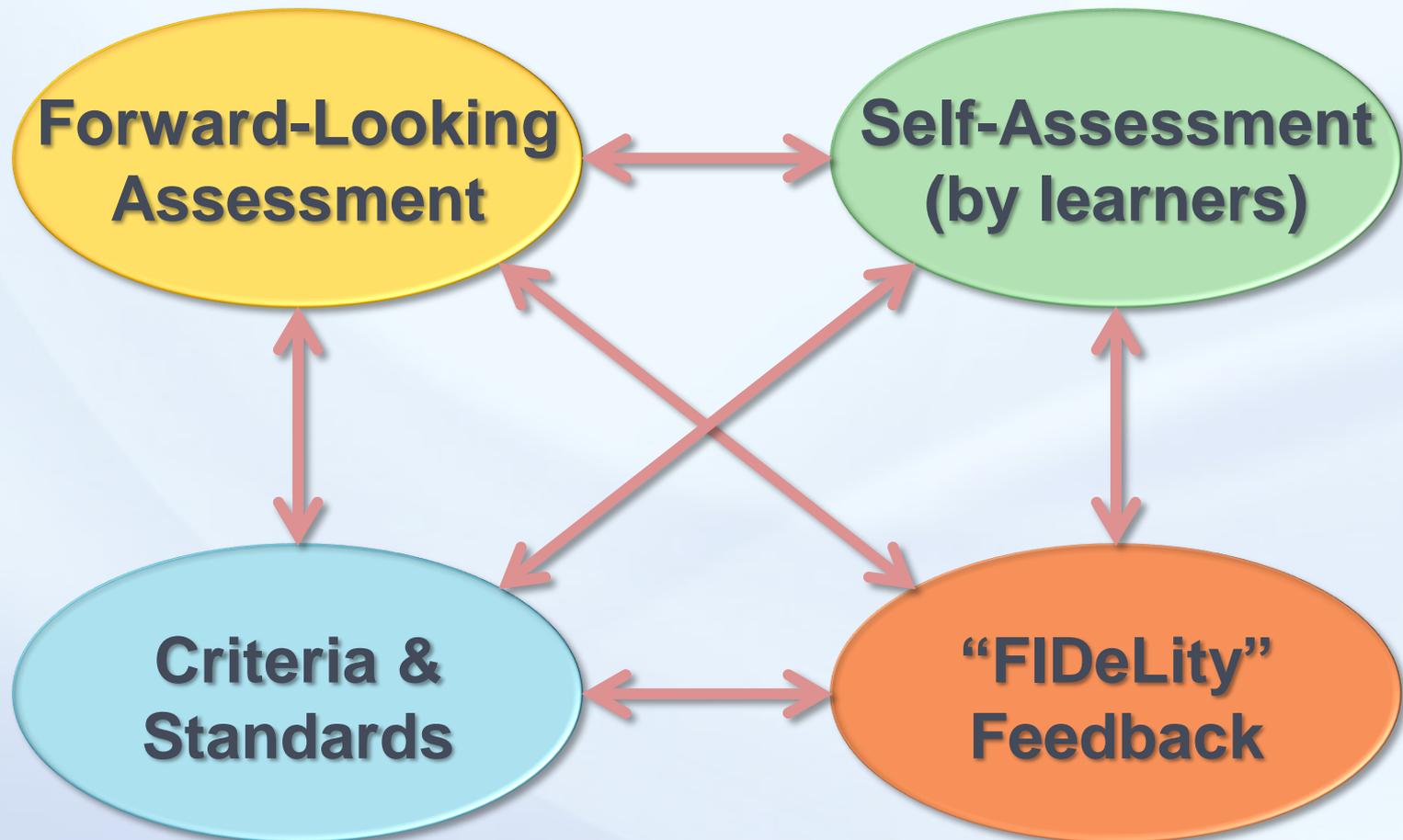
# Feedback and Assessment



# Feedback and Assessment

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- Fink's Standards for EDUCATIVE ASSESSMENT



# ≡ Feedback and Assessment

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## ● Forward-Looking Assessment

1. Looks ahead to beyond the course, pictures students using new ideas and skills.
2. Creates real-world situations where the students might apply their knowledge.
3. Does not require recitation of facts, but selection of pertinent ideas.

# ≡ Feedback and Assessment

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## ● Criteria and Standards

Criteria and standards for grading should be explicit, for both your benefit and theirs.

- What do you do to make your grading standards explicit?
- Do you use some form of grading rubric? Why or why not?

# ≡ Feedback and Assessment

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## ● Self-Assessment

- How do you provide opportunities for your students to assess their own effort and growth in learning course materials and skills?

# ≡ Feedback and Assessment

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## 🔴 FIDeLity Feedback

Frequent

Immediate

Discriminating

Lovingly delivered

# ≡ Feedback and Assessment

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## 🔴 Final Thoughts

What kind of forward-looking assessment can you use in your class?

How will you communicate your standards in ways that help you do your grading and your students learn the material?

How can students engage in self-assessment of their learning?

Are there ways you can incorporate more “FIDeLity” feedback?

# ≡ Feedback and Assessment

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# 四、試題討論

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討論三國演義