

The Practice of an Intersubjectivity Curriculum: An Example of “Fundamental Classical Literature” Course in the Department of Dance of a National University of the Arts

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The purpose of this paper is to discuss how "intersubjectivity" between authors, writings and readers, as illustrated by literature critic Hans Robert Jauss, has been put into the curriculum design and teaching of classical Chinese fictions. In order to illustrate the interaction between teachers and students, this paper adopts the "classroom narrative" approach, analyze the classroom discourse of three lessons of the above course in 2019, to explore how “intersubjective” course design was put into practice.

This paper first explores the curriculum framework that includes the fiction history and art composition; then, three levels of teaching practices are developed based on theory of reception aesthetics. In so doing, it illustrates the process of knowledge creation through dialogue; and shows how "intertextuality" is applied in teaching history of Chinese literature. Finally, the paper explores how teachers and students develop mutual aesthetic experiences through dialogue and responses. This practice also responds to the cultivation of "semiotics and expression competency", one of the core competencies of the Curriculum Guidelines of the 12-Year Basic Education.

Keywords: intersubjectivity, classroom narrative, classical fiction

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