

Advanced Literature and Culture Courses

LC001. English Literature I : Medieval and Renaissance [英國文學史 (一)]

3 credits

Ms. Cecilia H. C. Liu <cecilia@mail.fju.edu.tw>

For Sophomores and above

Class size: 10-45

Prerequisite: Introduction to (Western) Literature

This course aims to acquaint students with the major literary works of medieval and Renaissance England (Old English and Middle English period and Renaissance). Through a close reading of selected Old English literature (i.e. *Beowulf*), Middle English literature--Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*, *Piers Plowman*, medieval lyrics and plays, and Renaissance literature (More and Shakespeare)--students cultivate a sense of development, change and continuity in the literature of England over eight centuries.

Genres covered are epic and romance, allegory, satire, ballad, lyrics, drama, and prose. Themes include war, journeys, Christian faith, love, marriage, death, nature and women issues. Synthesis of ideas is stressed, especially in terms of the progress and development of early literary form and technique in later periods in literature. The objective of the course is not just to study a succession of writers and works but also to learn a tradition in which each individual author and text plays a part in English literature. We cannot, even in a lifetime, read all the works that make up the tradition, but we can learn enough about it from a selection of works to relate these works and their authors to one another and to their common heritage.

Requirement

1. Regular attendance with preparation: Absences and lateness are strongly discouraged. 4 unexcused absences will constitute reason for failing this course. Grades will be lowered after the third absence.
2. Class participation: Finish the assigned reading and be prepared to ask questions and discuss in class. Active participants will get extra credits.
3. Group project: in-class oral presentation [not exceeding 30 minutes] on assigned topics about the background or critical analysis to our readings, and after the oral report, turn in a written paper.
4. Journals before/after class
5. Occasional quizzes, midterm and final exam

Tentative Grading System (subject to change)

Quizzes, attendance 10%
Group project (oral/written) 25%
Journals, class participation 25%
Midterm 20% & final exams 20%

LC002. American Literature I [美國文學史 (一)]

3 Credits

Father Daniel J. Bauer <015130@mail.fju.edu.tw>

For Juniors and above

Class size: 10-45

Prerequisite: Introduction to (Western) Literature

Textbook: The Norton Anthology American Literature SHORTER 8th edition (2008)

American Literature is a survey course which offers students an introduction to masterpieces in American literature from the 1600s to the late 1800s. We will focus on various groups of writings by prominent women authors (such as Anne Bradstreet, Mary Rowlandson, Harriet Beecher Stowe, and Harriet Jacobs) American Indians (such as Pontiac, Samson Occom, Tecumseh, and Black Hawk) and male authors who continue to hold important roles in the history of the period (such as William Bradford, Benjamin Franklin, Nathaniel Hawthorne, Washington Irving, and Edgar Allan Poe). Students will be expected to participate actively in class, write three 4 page (A 4 size paper) journals, and face mid-term and final exams.

LC003. World Literatures in English: Stories of Race and Gender in South Asia, South Africa and the Caribbean Area [世界英文文學：南亞、南非及加勒比海地區的種族與性別故事]

3 credits

Dr. Kate Liu <kate@mail.fju.edu.tw> & **Dr. Raphael Schulte**

For Juniors and above

Class size: 10-45

Prerequisite: Introduction to (Western) Literature

As English majors, we need to know that "English" is not always British, and "American"--not necessarily the U.S. How about English Literature? British and U.S. literature? In the past, maybe, but now in the age of postcolonialism -- definitely no.

English literatures are all the literatures written in English in 1.) the U.S. and U.K., and in 2.) the English-speaking countries in areas ranging from Africa, South Asia,

South-East Asia, East Asia (e.g. Hong Kong), South Pacific area (e.g. Australia & New Zealand), the Caribbean area, to North America (e.g. Canada). (See the Map below.) To distinguish the latter from the former, we call the latter -- **world literatures written in English, or postcolonial (Third World) literature in English, or New English literatures.**



Since world literatures written in English cover so many nations with their distinct national/racial cultures, it is hardly possible to generalize about them, not to mention teaching them all in one course. These literatures, however, do have common concerns, their nations having all experienced imperialism and colonization, and their peoples, immigration and frequently more than once. Among **the common concerns** there are: **influences of colonization, possibilities of decolonization and defining national identity, power relations** (between the colonizer and the colonized, dominant group and minorities, different genders of different races). These national literatures, moreover, are linked to each other by the large flows of immigrants of Chinese, African and/or Indian descent--what is called Chinese, African and Indian diasporas (離散族群).

To do a focused survey of world literatures in English, this course chooses literatures (short stories, novel excerpts and poems) in South Africa, South Asia (including Pakistan, India, Iran and Afghanistan), and the Caribbean area (including Trinidad, Barbados and Jamaica), as well as those by diasporic/immigrant writers from these areas such as Salman Rushdie, Jean Rhys, Michael Ondaatje, V.S. Naipaul., etc. Our central questions are:

- 🌐 What is colonization? Is de-colonization possible? How are colonizers (e.g. Columbus) and colonial writings (e.g. Robinson Crusoe & Jane Eyre) revised by post-colonial writers?
- 🌐 How is national identity defined after the end of official colonization?

How is nation-building frustrated by internal racial conflicts and neo-imperialism? How do national/racial conflicts affect children, women and minorities?

🌐 What gets involved in immigration? Identity crisis or cultural exchange/transformation, social mobility/climbing or different forms of racism?

Of these central concerns, two themes especially help to connect the three areas, and relate them to us: colonization and diaspora. As we move from South Africa, to Indian subcontinent and then to the Caribbean, we will not only introduce the history of colonization in these areas and their cultures, but also examine how postcolonial writers critique the prejudices implied in colonial literature and literary education. Also, with colonization comes large-wave migration of colonizers and laborers, which intensifies the unequal gender and racial relationships the diasporic writers (e.g. Indian-Caribbean, African-Caribbean, Indian-Caribbean-Canadian) help us understand. Finally, with the work of some writers or filmmakers of Chinese diaspora, we hope to bring "home" to ourselves the issues we Taiwanese are always already deeply engaged in: that is, race and gender relations in (de-)colonization and migration.

While focusing on literary works (novels, short stories and poems) , we will make use of popular culture products-- e.g. films(e.g. Salaam Bombay, Wide Sargasso Sea), documentaries, and popular songs (e.g. Bob Marley, rap music, Indian music) --to help us visualize, enter and understand their cultures. You are also encouraged to bring in other relevant texts from popular culture of these areas. As our horizons get broadened by entering these three worlds, we will learn in class to draw concept maps to sort out and relate the books, ideas and cultures we learned—all in an attempt to place ourselves in some meaning relations with the world today!!!

🌐Textbook: A Reader.

* **Connecting to the Big Wide World** through News, Films and Documentaries Project

Purpose:

Some of the students who took this course later told me how the readings resonated with what they saw on TV, or what they experienced not only in Taiwan and the areas we cover, but also in U.K., U.S, mainland China, Vietnam, and etc., etc.. This gives me an idea: the "English" world is too big to be brought into our classroom indeed, but why don't we make connections to it through what's available in our world--that is, the news, films and documentaries we frequently read and see?

Method:

1. I have compiled a list of documentaries I have. You can either choose one (or more) from them, or choose your own texts;
(News and documentaries are preferable, as they 'seem' more realistic and less organized than the literary and filmic works we discuss. However, if you have a strong interest in literature and film, you can choose it, too.)
2. Discuss the 'text' you choose, its meanings and how they can be related to the texts we read in class on the one hand, and to our lives on the other.
3. Bring up some questions for discussion in class. (Whether all of them will be discussed in class depends on the class size.)

📌 **Requirements and Grading Policy:** (Subject to change)

Reading before class and active participation in class is essential. Any late or absence will affect your final grade. Three absences constitute reason for failing the course. If you have to be absent, please let the teachers know beforehand. **No plagiarism!**

🌐 Active participation and One group report-- 20%

🌐 Bi-weekly online discussion -- 20%

🌐 **Connecting to the Big Wide World** (oral and written) -- 10%

🌐 A take-home exam -- 50%

LC004. Modern and Contemporary American Poetry [現當代美詩]

3 Credits

Dr. Raphael Schulte

For Juniors and above

Class size: 10-25

Prerequisite: Introduction to (Western) Literature

This course will sample some of the types of poetry written in the United States during the past century, with an emphasis on short lyric poems and their social and cultural contexts. The primary objectives of this lecture and discussion course are (1) to enhance your appreciation and understanding of the range of American poetries written since the beginning of the twentieth century and (2) to provide you with a broad critical framework for reading poetry. This survey course will examine various types of poetry—from the surrealist poetry and imagism of the first decades of the last century right up to the present, including such contemporary types of poetry as Beat poetry, New York School poetry, Deep Image poetry, Objectivist poetry, and Confessional poetry. We will also touch upon examples of African-American poetry and Asian-American poetry. The last hundred years have been notable for the number of exciting and challenging American poets

writing. Because of this, we cannot in one semester hope to read or even sample all of that poetry. With that in mind, if there are poets (or even specific poems) that you are interested in studying, please feel free to tell the teacher. We may read poems by Ezra Pound, T.S. Eliot, Mina Loy, Robert Frost, William Carlos Williams, Wallace Stevens, Langston Hughes, Elizabeth Bishop, Robert Lowell, Sylvia Plath, Allen Ginsberg, Frank O'Hara, James Wright, Lorine Niedecker, Li-Young Lee, Mark Doty, and Kay Ryan.

Students will be expected to write regular response journals, as well as complete both a midterm exam and a final paper. Your final grade for the semester will be based on the quizzes, assigned writings, presentations, participation, attendance, the mid-term exam, and the final paper.

LC005. British Women Novelists [英國女性小說家-網]

3 credits

Dr. Marguerite Connor <margarette.connor@gmail.com>

For Juniors and above

Class size: 10-45

Prerequisite: Introduction to (Western) Literature

Since its inception, the novel genre has been strongly influenced by women. Because of its focus on romance or “real life,” this was a form any literate woman could tackle. In the first part of this course, we will read some of the “mothers of the novel,” a term coined by Dale Spender, starting with Behn’s proto-novel *Oroonoko* and working through to the woman once called the “first woman novelist,” Jane Austen and her first work, *Sense and Sensibility*. Through novel writing, women gained a public voice and were able to speak up about issues that concerned them both as women and as citizens.

After the midterm, I would like to shift focus to some celebrated living novelists and show how they are using the form to continue to give women a voice. To that end, we will be reading works by award-winning novelists Fay Weldon, AS Byatt and Zadie Smith.

We’ll approach the novels by doing close readings and analyzing them in terms of literary and historical context. I do realize that by jumping from the early 19th century to the late-20th century, I’ve skipped some of the finest women writers out there—the Brontes, George Eliot, Virginia Woolf and many more—but I thought a more contemporary look at women writers might prove fruitful when compared and contrasted with their earliest fore-bearers. I will also be supplementing lectures with information about many of the writers we have skipped when appropriate to the topics we are covering in class discussions.

Requirements:

Reading journal (handed in 6 times, 10 pts each)	60 points
Class discussion participation	20 points
Midterm	10 points
Final	10 points

Journals: I will give you a format to follow. For each novel, you will be required to answer questions about the book, its contexts, and perhaps the author. You need to respond to all the works we are covering. There will be no formal papers in this class, but I envision the journals being comprehensive and full of critical thinking about the works.

Chat: I will be giving leading questions about the works and all students must participate on the BBS on EngSite. You should respond not only to me, but to one another as well, in order to build a sense of “class atmosphere”. There will also be space for you to ask questions or post comments.

Texts:

- Behn, Aphra, *Oroonoko*, 1688 (a novella, so short)
- Radcliffe, Anne, *Mysteries of Udolpho*, 1794 (very short novel)
- Austen, Jane, *Sense and Sensibility*, 1811
- Weldon, Fay, *The Life and Loves of a She-Devil*, 1983 (short novel)
- Byatt, A.S., *Possession: A Novel*, 1990
- Smith, Zadie, *On Beauty*, 2005

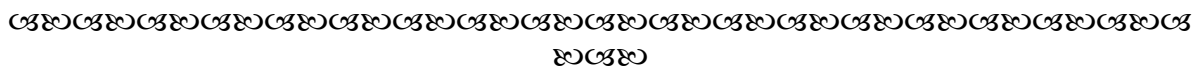
Tips for success:

1. In the past, I’ve noticed that students have tried to do the post-reading questions and comment on the board *without* looking at the lecture video in order to “save time”. Not a good idea. The videos are your “class time” so taking the class without watching them is like not taking the class at all. NB: Right now the videos are missing, so I will be replacing them
2. Give yourself plenty of time each week for the video, readings/film watching and answering the questions. The course is a three-credit course, so it’s expected you spend three hours of “class time” and at least three hours (up to nine hours) of “homework” time. If you need more than nine hours a week for the class per week, please let me know. I need to track these things.
3. Relax and enjoy the experience. It’s literature. It’s supposed to be fun. I’ve tried to pick novels that have stood the test of time.

4. Participate! The more you join in on the discussions, the more you'll feel like a part of the class.
5. If you have any, ANY, ANY QUESTIONS please feel free to ask—e-mail me, chat with me, ask Stephanie. Don't be afraid! Neither of us will bite you.

CLASS SCHEDULE

Week 1:	Introduction to the course and women in literature
Week 2:	Women's role in the rise of the English novel
Week 3:	Behn, Oroonoko, 1688
Week 4:	Radcliffe, Mysteries of Udolpho, 1794
Week 5:	Radcliffe, Mysteries of Udolpho, 1794
Week 6:	Austen, Sense and Sensibility, 1811
Week 7:	Austen, Sense and Sensibility, 1811
Week 8:	Midterm exam—essay format
Week 9:	Weldon, The Life and Loves of a She-Devil, 1983
Week 10:	Weldon, The Life and Loves of a She-Devil, 1983
Week 11:	Byatt, Possession: A Novel 1990
Week 12:	Byatt, Possession: A Novel 1990
Week 13:	Smith, On Beauty, 2005
Week 15:	Smith, On Beauty, 2005
Week 16:	Final exam



Advanced Language Studies Courses

LS001. Performing Arts: Acting 舞台藝術：表演技巧

3 Credits

Dr. Miranda Shu-lan Ni

For Sophomore and above

Class size: 20

Prerequisite: none.

This course aims at cultivating your appreciation of theatre acting as a professional craft and artistic creation. You will learn (1) fundamental elements of theatre ; (2) brief acting history ; (3) the use of voice and movement in the development of characterization, (4) rehearsal process ; and (5) various approaches to the basic techniques of acting.

Requirements for this class :

- (1) Creating theatre needs both individual artistic creation and group collaboration, therefore you must be willing to explore, make mistakes, share opinions, and are open to critiques from each other while doing theatre games and other activities.
- (2) Wear outfits that are suitable for movement
- (3) Present one-page theatre review
- (4) Do 2 small scenes

Grading:

Attendance and participation 20%

Discussions 20%

1 theatre review 20 %

2 scene work 40%

There is no textbook required but reading the following listed books will help you grasp a better understanding of this class.

Hagen, Uta and Frankel, Haskel. Respect for Acting. John Wiley & Sons Inc., 2008.

Cohen, Robert. *Theatre: Brief Version.* McGraw-Hill Humanities/Social Sciences/Languages, 2007.

LS002. TESL (Teach English as a Second Language) Methodology 英語教材教法

Credits: 3

Ms. Ying-ping (Tina) Kuo 郭瑩萍

For Juniors and above

Class size: 15-40

Prerequisite: Introduction to Linguistics

Course Descriptions

TESL Methodology is a survey course to provide prospective English teachers an overview of both traditional and innovative language teaching methods for learners of diverse learning background. Not only the principles guiding language learning and teaching will be discussed, we will also try to incorporate techniques to be applied in the real classroom setting. As long as you believe that you enjoy English teaching, are capable of providing “motivating and comprehensible” language input, and patient and enthusiastic enough to find solutions for difficulties encountered in class, you may join the world of ET (English teachers).

The following are topics we might explore and have in-depth discussions for:

- Theoretical & Empirical Perspectives on Language Competence
- Traditional & Innovative Approaches/ Methods in Language Teaching:

Grammar-Translation Method; The Direct Method; The Audio-Lingual Method

The Silent Way; The Total Physical Response Method; Suggestopedia
Community Language Learning; The Communicative Approach

- Motivation & the Affective Filters; Innovative Ideas in Teaching Aids
- Curriculum Design & Lesson Plans; Evaluation of Teaching materials
- Designs & Implementation of Activities for Four Skills

(Reading/Writing/Speaking/Listening) Instruction

- Error Correction Strategies and Techniques in Asking Questions
- Classroom Management; Practicum

(* It's subject to change.)

Recommended Textbooks

H. D. Brown (1994). Teaching by principles. An interactive approach to language pedagogy. Prentice Hall Regents. Englewood Cliffs, N.J. ISBN 0-13-328220-1.

D. L. Freeman (1986). Techniques and principles in language teaching. Oxford: Oxford University Press. ISBN 0-19-434133-X.

Course Requirements and Evaluation

Readings, Quizzes & Discussions-Familiarize yourself with assigned readings beforehand and actively participate in group discussions. Some quizzes will be given to “estimate” your learning. (10 %)

One Group Presentation- In groups, prepare a **30-40** minute presentation on a designated teaching method which demonstrate your understanding of the principles and procedures of your lesson plans. Or you might be asked to discuss activities and skills to be used to teach different levels of students. (25 %)

Observation Report or Cooperative Teaching Project (30 %)- Each student is required to make at least two observations at a language school where English is taught and write a five-page report. It should be with an emphasis on curriculum design with detailed description of the teaching process and evaluation of the teaching methods, materials and activities preference. Or you are invited to participate in a cooperative teaching project with an elementary school. Teach at least a 45-minute class presenting a specific topic and explain the designs and rationale of your lesson plan. A written lesson plan should be submitted to replace the observation report.

“Knowledge Pump” & Attendance (10 %)

You are encouraged to attend speeches given by guest speakers or participate workshops or seminars held outside. Absence more than five times is considered failing this course.

Mid-term Exam (25 %)

Details and test format will be announced in class.

LS003. Eng Lang Learning & Teaching thru Multimedia [多媒體輔助英語教學與學習]

2 Credits

Dr. Yu-Chih Doris Shih <dshih@mail.fju.edu.tw>

For Juniors and above

Class size: 10-45

Prerequisite: Introduction to Linguistics

When we talk about learning with media, most of people immediately think of the use of computers and the Internet. One often forgets that paper-based materials such as books, posters, and brochures are also considered as media for learning. This course is designed to introduce the underlying concepts and the use of different types of media (e.g., non-projected media, projected visuals, audio, video, and the computer) to English language learners and future language teachers, so that they will access these materials to help their learning and teaching in general as well as learning and teaching of English language. We will also discuss the history of the development of the Internet and copyright laws. Finally, we learn to design materials using *HyperCam* and *Viewlet Builder*.

Objectives

This course enables students to:

- (1) identify and learn about a wide variety of uses of technology in education and English language learning
- (2) experience teaching and learning of English language through the use of different types of media
- (3) access the Internet and search for useful online English learning resources
- (4) read about successful stories on English language learning via telecommunications
- (5) design English instructional materials

Required Text:

Course pack with readings from:

Brender, A. (2001). Speakers promote distance education to audiences in Asia. *The Chronicle of Higher Education*. Retrieved December 20, 2001 from the World Wide Web: <http://chronicle.com/free/2001/03/2001031501u.htm>

Gooden, A. R. (1996). *Computers in the classroom: How teachers and students are using technology to transform learning*. Apple computer, Inc.

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2007). *Instructional technology and media for learning* (9th ed.). Boston, MA: Prentice Hall.

Tiffin, J., & Rajasingham, L. (1995). Chapter 7: Virtual Reality. *In search of the virtual class: Education in an information society*. New York, NY: Routledge.

Tentative topics

The business of paradigm shift
What is learning through media?
Technologies for learning: Non-projected media
Technologies for learning: Projected media
Technologies for learning: Audio
Technologies for learning: Video
Technologies for learning: Computers
Technologies for learning: Distance learning
The History of the Internet (video)
Learning through media-workstations
Online ESL learning resources
CALL
Applications using *Hypercam* and/or *Viewlet Builder*
The Copyright Law & other issues
Virtual reality: The future?
Think Global
Looking ahead

LS004. Teaching Children [兒童教學]

3 Credits

Ms. Jane Yang < janeyang0915@gmail.com >

For Juniors and above

Class size: 10-45

Prerequisite: Introduction to Linguistics

The purpose of this course is to provide students with basic theoretical background and practical techniques about how to teach children English. The contents cover: children's development, parenting, teaching activity design, application of picture

books, and so on. The class activities include: lectures, film watching & discussion, group presentation and individual report. (If possible, guest speakers or field trip will be arranged.) Active participation in class is a must.

Textbook (tentative)

Moon, Jayne. *Children Learning English*. Macmillan Heinemann English Language Teaching, 2000

Requirements: one 40-minute *group presentation, one 10-minute **individual report, learning log & notes, regular attendance, active class participation

*design and demonstrate teaching a lesson on an assigned topic

**observation and evaluation of a real teaching or story-telling scene

References:

Teaching English to Children, Wendy A. Scott and Lisbeth H. Ytreberg, Longman

Teaching English to Children in Asia, David Paul, Longman

<http://www.starfall.com/>

<http://vod.tp.edu.tw/>

<http://www.enchantedlearning.com/Rhymes.html>

LS005. SLA 第二外語習得

3 Credits

Mr. Kenneth Chyi

For Juniors and above

Class size: 10-45

Prerequisite: Introduction to Linguistics

Course Objective:

This course provides students with an overview of current theories of second language acquisition. The course combines theory and practice by offering students opportunities to explore various issues of L2 acquisition through introspective reflection on their own second language learning experience and involvement with teaching practice.

Course Description:

We will be examining the major issues of second language acquisition:

- | | |
|---------------------------------------|-------------------------|
| (1.) Keys issues in SLA | (2.) Development of SLA |
| (3.) Behaviorism vs. Cognitive theory | (4.) Interlanguage |
| (5.) Individual learner differences | |

In the class, students will be studying through a variety of methods:

- | | |
|-----------------------|-----------------------------------|
| (1.) Text reading | (2.) Group in-class presentations |
| (3.) Class discussion | (4.) In-class activities. |

Requirements/Evaluation:

1. Participation / Attendance ... 20%
2. Review of a journal article ... 20%
3. Group in-class presentation + written report ... 20%
4. Midterm ... 20%
5. Final Project ... 20%

Texts:

- (1.) Lightbown, P. and N. Spada 1999: *How languages are learned*. 3rd edition. Oxford: Oxford University Press.
- (2.) BROWN, H.D. 2006. *Principles of Language Learning and Teaching* 5th Edition. New York: Longman Pearson. .
- (3.) Brown, H.D. and Gonzo, S. 1995. *Readings on second language acquisition*. Englewood Cliffs, NJ: Prentice Hall.

Tentative Syllabus:

Week	Topics
1.	Course Introduction Lightbown: 1 Learning a first language
2.	Lightbown: 1 Learning a first language Selected Paper Reading 1
3.	Lightbown: 2 Theoretical approaches to explaining second language learning
4.	Lightbown: 2 Theoretical approaches to explaining second language learning Selected Paper Reading 2
5.	Lightbown: 3 Factors affecting second language learning
6.	Lightbown: 3 Factors affecting second language learning Selected Paper Reading 3
7.	Lightbown: 4 Learner language
8.	Lightbown: 4 Learner language Selected Paper Reading 4
9.	Midterm
10.	Lightbown: 5 Observing second language teaching Selected Paper Reading 5
11.	Lightbown: 5 Observing second language teaching
12.	Lightbown: 6 Second language learning in the classroom: Five proposals for classroom teaching Selected Paper Reading 6
13.	Lightbown: 6 Second language learning in the classroom: Five proposals for classroom teaching
14.	Lightbown: 7 Popular ideas about language learning: Facts and

	opinions Selected Paper Reading 7
15.	Lightbown: 7 Popular ideas about language learning: Facts and opinions
16.	Final Project Discussion
17.	Final Review
18.	Final exams

~~~~~

**Advanced writing: Required courses for Seniors.  
Please take one of the followings.**

**AW001. Review of English Writing Fundamentals [英文作文寫作原理之回顧]**  
**2 Credits**  
**Fr. Daniel Bauer <[015130@mail.fju.edu.tw](mailto:015130@mail.fju.edu.tw)>**  
**For Seniors Only**  
**Class size: 10-27; Non-English Dept.: 0**  
**Prerequisite: English Composition III**

Textbook: to be announced at the beginning of the course

This somewhat plainly named course is, as its title hints, a basic review course in English grammar. We will study and practice grammar in a special way not only by practicing English writing in homework and class sessions, but also by reading as writers. The instructor will expect students to prepare carefully for most classes by reading assigned readings with great care, the better to grasp good grammar on sight and by text analysis. Class discussion will follow. Handouts will be used to accompany a text book, and ideally the readings should stay interesting by moving over a range of topics from newspaper and magazine articles. We will be especially interested in fundamental grammar issues such as verb tense, the use of singular and plural, the use of the articles “a” and “the,” punctuation, and other related grammar issues in English. Students will keep regular journals, due approximately every third week of the course, and will take a mid-term and final exam. The instructor will offer regular personal coaching to class members.

**AW002. Chinese-English Translation I [中英翻譯 (一)]**  
**2 Credits**  
**Mr. Albert L. Chang <[055655@mail.fju.edu.tw](mailto:055655@mail.fju.edu.tw)>**  
**For Seniors Only**  
**Class size: 10-27; Non-English Dept.: 0**  
**Prerequisite: English Composition III**



## **Class Objectives**

1. To help the student become aware of the basic issues involved in translation into one's second language
2. To become proficient in applying techniques and strategies appropriate to such translation
3. To practice aspects of English writing related to effective translation from Chinese
4. To be able to write effectively and express ideas in a clear, concise manner

## **Class Format**

- Discussion of translation-related issues and aspects of English writing related to effective translation from Chinese
- Review of translation assignments
- Pinpointing problem areas; solving problems and difficulties
- Readings on the similarities/differences between Chinese and English syntax and translation studies may be assigned for oral presentation.

## **Requirements**

Translation assignments: approximately 300 to 500 words every week. Students should submit their translation assignments three days before the next class. They are expected to review the corrected translation work before each class and must be prepared to participate in discussions. Classes will be a combination of discussions and exercises.

### **AW003. Business Writing I [商務英文 (一)]**

**2 Credits**

**Instructor: Prof. Jennifer H. Hsiang < [hsiangjh@ms13.hinet.net](mailto:hsiangjh@ms13.hinet.net)>**

**Class size: 10-27; Non-English Dept.: 0**

**Prerequisite: English Composition III**

## **Course Description**

Many of the English major students may work in the business field after graduation. The ability to communicate effectively can be of great importance to anyone attempting to climb the corporate ladder. That is - achieving success in today's workplace is closely tied to the ability of employees and managers to communicate effectively with each other and with people outside the organization.

This course will expose students to the basics of written English communication in business and to assist them in the development of the skills needed to write good business communications. I will provide thorough instruction in virtually every

aspect of business letter.

The contents of this course include a good deal of background information, writing principles, related commercial terminologies, the courteous wording, and various sample letters study.

Text Book: Teacher's Powerpoint File + supplemental handouts

**Grading Scale:**

|                    |     |
|--------------------|-----|
| Written Assignment | 40% |
| Midterm            | 30% |
| Final Exam         | 30% |

**Requirements**

1. Lateness and absences are strongly discouraged. Points will be taken out from your final grade in accordance with the number of your absences and lateness.
2. Homework assignment will be given after lecture. Late assignments without a reasonable explanation will not be accepted.

**Tentative Schedule – Fall**

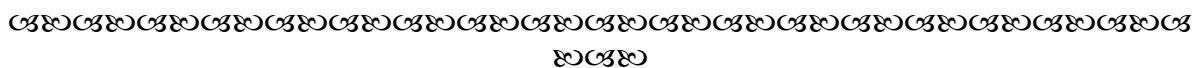
(Exact dates will be given after campus calendar is available.)

| Week | Date | Focus of Learning                      | Assignments |
|------|------|----------------------------------------|-------------|
| 1    |      | Orientation                            |             |
| 2    |      | Business Letter Formats                | V           |
| 3    |      | Buying/Selling Procedures Introduction |             |
| 4    |      | e-mail Writing                         | V           |
| 5    |      | Inquiries                              | V           |
| 6    |      | Reply to Inquiries                     | V           |
| 7    |      | Quotation                              |             |
| 8    |      | Sales Letter (Basic)                   | V           |
| 9    |      | Sales Letter (Advanced)                | V           |
| 10   |      | Mid-Term                               |             |
| 11   |      | Business terms – delivery              |             |
| 12   |      | Business terms - payment               |             |
| 13   |      | Placing Orders                         | V           |
| 14   |      | Acknowledging Order Letters            | V           |
| 15   |      | Complain Letter                        | V           |
| 16   |      | Dealing with Complains (Basic)         |             |
| 17   |      | Dealing with Complains (Advanced)      | V           |
| 18   |      | Final Exam                             |             |

**Tentative Schedule – Spring**

(Exact dates will be given after campus calendar is available.)

| Week | Date | Focus of Learning                                      | Assignments |
|------|------|--------------------------------------------------------|-------------|
| 1    |      | Orientation                                            |             |
| 2    |      | Meeting Minutes (1/2)                                  |             |
| 3    |      | Meeting Minutes (2/2)                                  | V           |
| 4    |      | Employment Application (1/2)                           | V           |
| 5    |      | Employment Application (2/2)                           | V           |
| 6    |      | Proposal Writing (1/2)                                 |             |
| 7    |      | Proposal Writing (2/2)                                 | V           |
| 8    |      | Proposal Writing                                       | V           |
| 9    |      | Mid-Term                                               |             |
| 10   |      | Collection Letters (Basic)                             | V           |
| 11   |      | Business Forms<br>(Invoice, Packing, CO, Debit/Credit) | V           |
| 12   |      | Collection Letters (Advanced)                          | V           |
| 13   |      | Memo Writing                                           | V           |
| 14   |      | Company profile writing (basic)                        |             |
| 15   |      | Company profile writing (advanced)                     | V           |
| 16   |      | Business Contract Study (Basic)                        |             |
| 17   |      | Business Contract Study (Advanced)                     |             |
| 18   |      | Final Exam                                             |             |



### **Elective Courses**

#### **EL001. 古典小說的現代詮釋**

**2 credits**

**Ms. Lin Wei-shu 林偉淑**

**Class size: 45; Non-English Dept.: 0**

**For Sophomores and above**

**Prerequisite: Freshman Chinese**

#### **一、課程基本理念**

- 1、古典的經典意義？讀者的前理解與接受／詮釋。
- 2、文學作品是對於文化、生命各種面向的描摹，提供我們更開濶的世界觀。
- 3、文學作品的內涵，就是「生命」。作者透過作品傳達對生命的看法；我們透過閱讀去學習並理解生命中的各種情感，並觀看自己和面對生命的角度／方式。
- 4、文學提供了想像的空間，每一種文類都具有它獨特的觀物方式，我們在閱讀時，正與自我對話，並作省思。

- 5、閱讀古典小說，找出與現代生活相應的生命情態，並能安頓我們的存在與情感。
- 6、讀者（我們）重新賦予作品生命，並使經典得以繼續流傳。

## 二、上課方式：

- 1、導論古典小說發展史，並以專題的方式講述
- 2、以主題方式，閱讀及討論作品的意涵
- 3、分組討論
- 4、影片欣賞及討論

## 三、課堂要求

- 1、以「問題意識」為導向，瞭解作品的內容及其文化意義、作品與現代的相應、作品與生命的對話。
- 2、強調**細讀**。並就所延伸的問題加以討論，我們如何和經典對話，作品提供我們那些省思。
- 3、討論課沒到場者，若先請假者，得以補交一份**書面報告（不是心得報告）**，字數 1000 字以上。
- 4、上課請關手機、勿任意在課程中進出，請尊重其他同學及教師。
- 5、同學已有閱讀的能力，必須先預習下次上課的篇章，課堂要作的是文本詮釋及分析討論，不是逐字逐句的講解。

## 四、分組討論：

- 1、小組以六人為原則，有特殊狀況請與教師聯絡。
- 2、小組討論結束後請交出書面資料。
- 3、書面資料包含：記錄討論時間、簽名，當次主持者、討論的議題、設計的問題、同學們的想法。
- 4、報告當週繳交小組分組討論的記錄。
- 5、下學期可以重新分組。
- 6、分組討論時，未到場同學，當次沒有成績。

## 五、課程作業

- 1、分組書面資料（見四—3）
- 2、每個主題後會有問題思考，將在課堂上完成，缺席者當次沒有成績。
- 3、長篇章回小說須作預習筆記

上學期：《三國演義》

下學期：分組報告為《金瓶梅》者，需寫《紅樓夢》預習筆記；反之亦然。

自第二週始，每週上課時，（以組別方式繳交），交出 10 回的預習筆記，除了請假同學，不得

缺交。

## 六、課程內容

1. 小說的基本要素
2. 古典小說發展史概論
3. 「小說」名稱的源流演變
4. 筆記小說
5. 唐人傳奇
6. 宋元明話本、擬話本
7. 明清小說

## 七、主題：

1. 小說的人物形象
2. 小說中仙狐、人魂的變異書寫
3. 至死不渝，傳奇愛情的悲喜劇
4. 男俠女義的社會書寫
5. 生命的抉擇、知識份子的困境與自覺
6. 古代婚戀的現代詮釋

## 八、參考書目：

- 魯迅，《中國小說史略》  
楊義，《中國古典小說史論》  
夏志清，《中國小說史論》  
陳平原，《中國小說敘事模式的轉變》  
石昌渝，《中國小說源流論》  
《今古奇觀》，三民出版社  
《中國古典短篇小說選注》，洪葉出版社

## 七、評分方式（無故缺席三次者將予以扣考）

- 預習筆記40%  
分組專題報告30%  
課堂互動及作業30%

## 上學期 課程進度表

第一週 課程說明

第二週 小說的基本概論、印製講義、交分組名單

第三週 古典小說發展史略論、魏晉南北朝志人小說人物形象的塑造

第四週 魏晉南北朝志人小說

- i. 人物形象的塑造
- ii. 知識份子的處境

第五週 魏晉南北朝志怪小說——分組討論(1)

第六週 魏晉南北朝志怪小說

1. 鬼、狐、仙、魂——變異的形象所蘊涵的意義為何？

〈盧充〉、〈董永〉、〈干將莫邪〉——《搜神記》、〈李夫人〉、〈翔風〉——《拾遺記》、〈廣陵散〉——《靈鬼志》、〈白水素女〉——《搜神後記》、〈劉晨阮肇〉、〈買粉兒〉、〈龐阿〉、〈新死鬼〉——《幽明錄》、〈陽羨書生〉——《續齊諧記》

2. 〈東海孝婦〉到〈竇娥冤〉

第七週 唐傳奇——分組討論(2) 俠骨柔情：〈崑崙奴〉、〈紅線女〉

第八週 唐傳奇——分組討論(3) 愛情悲喜劇的闡釋〈霍小玉傳〉、〈李娃傳〉、〈鶯鶯傳〉

第九週 唐傳奇——中國古代有偵探推理小說嗎？〈謝小娥傳〉

第十週 影片欣賞與討論

第十一週 宋元明話本——分組討論(4)

第十一週 宋元明話本的婚戀與情感——〈碾玉觀音〉、〈錯斬崔寧〉

第十二週 《三國演義》——分組討論(5)

第十三週 《三國演義》——分組討論(6)

第十四週 《三國演義》——分組討論(6)

第十五週 《三國演義》

1. 成敗論英雄——忠孝節義與歷史傳奇
2. 三國志與三國演義的人物書寫

第十六週 《西遊記》

1. 奇幻與想像
2. 孫悟空的歷劫與啟悟

第十七週 《西遊記》總結、交出下學期分組名單並分配長篇小說（寒假預讀）

第十八週 學年課程回顧及總結

## EL002. English-Chinese Translation I [英中翻譯（一）]

2 credits

Ms. Gretchen Lee <[071808@mail.fju.edu.tw](mailto:071808@mail.fju.edu.tw)>

Class size: 10-30; Non-English Dept.: 3\* (外系修課需事先徵得授課老師同意)

For Sophomores and above

Prerequisite: None.

## COURSE OBJECTIVE AND DESCRIPTION

**translation** *n.* 1. the act or an instance of translating. 2. a written or spoken expression of the meaning of a word, speech, book, etc. in another language.

(The Concise Oxford English Dictionary)

An introduction to English to Chinese translation, this 2-credit elective course aims to provide students with a proper attitude and approach toward translation. We want to cover the two meanings that the term translation encompasses. We will focus on translation as a process and a product. In other words, we aim not only to explore how a translator takes the English source text, analyzes it and then transfers it into a text in target language, Chinese, but also examine the translation work of various subjects and styles produced by the translator.

Students are encouraged to get hands-on experience of translation, prepare themselves to be good translators by taking the initiative to practice and problem-solve on their own, and solidify their understanding of translation through continual revision and discussion throughout the semester. They will learn to read and deal with different types of English texts, learn to turn them into appropriate Chinese, and learn to profit from their problems and mistakes.

## REQUIREMENTS AND EVALUATION

Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. In addition to assignments that cover various areas (**business translation, film translation, journalistic translation, literary translation, and scientific and technical translation**), the course demands a couple of journals in which students comment on either selected or free topics on translation. A term paper together with oral presentation will be conducted at the end of the semester.

|                                            |     |
|--------------------------------------------|-----|
| Group and Individual Assignments           | 60% |
| Oral Report and Term Paper                 | 20% |
| In-class Participation and Peer Evaluation | 20% |

**EL003. English Lab: Comprehension and Communication [英語聽講：英語聽力及口語訓練]**

**2 credits**

**Ms. Jennifer Chiu**

**Size of class: Maximum: 40 / Minimum: 10**



**For Freshmen and above; freshmen priority**

本課程需另繳實習費 NT\$958

**Course Description**

This course is to promote clear, effective communication through pronunciation training, where students learn to discriminate various aspects/features of pronunciation and become confident, effective English speakers. Students shall find pronunciation fun to learn through a large variety of engaging listening/oral activities that include songs, poetry, chants and dialogues to help them master English speech rhythm and intonation.

The course also aims at reaching beyond the classroom by refining students' self-monitoring skills, teaching what students can do on their own to make lasting changes in their pronunciation. Mistakes are natural and expected. The students that make the most progress are those willing to make mistakes, take initiative, try out new speech skills in real-life situation and learn to correct their own errors by self-monitoring. Thus, through this self-help program students are expected to gain confidence as they watch their progress and target the improvement of their stress, intonation and speech rhythm.

**Tentative Schedule**

| Week | Course Content                                                 |
|------|----------------------------------------------------------------|
| 1    | Pronunciation Goals/Priorities/Habits                          |
| 2    | Pronunciation Basics                                           |
| 3    | Syllables, Word Stress                                         |
| 4    | Intonation Patterns, Descriptive Phrases, Phrasal Verbs, Names |
| 5    | Speech Rhythm                                                  |
| 6    | Vowels & Speech Music                                          |
| 7    | Speech Melody                                                  |
| 8    | The Speech Pathway                                             |
| 9    | Important Endings                                              |
| 10   | Vowels & Consonants                                            |
| 11   | Conversational Speech—Reductions & Chunks of Speech            |
| 12   | Thought Groups                                                 |
| 13   | “Poetry in American”                                           |
| 14   | Poems about Love                                               |
| 15   | “Cheating in College”                                          |
| 16   | Poems about Time & Life                                        |
| 17   | Poems about Loss & Death                                       |
| 18   | Poetry Presentation                                            |

**Requirements:**

1. Lateness and absences are strongly discouraged, for points will be taken out from your final grade in accordance with the number of them. Attendance will be taken at the beginning of each period; if you are not present at that time but come late, it is your responsibility to make sure you receive partial credit for your attendance. But it will be counted as one absence if you come to class without bringing your handouts with you, or if you come into classroom later than 20 minutes after the class begins. You will automatically fail this course after the fifth time you fail to attend the class.
2. Every in-class activity and home assignment will be carefully graded. Your participation and performance in every class is equally important since there will be no midterm and final tests.
3. When necessary, the instructor has the right to have certain students do extra assignments, which shall be counted as part of their grades.

**EL004. Professional Ethics [專業倫理]****2 credits****Fr. Daniel Bauer <[015130@mail.fju.edu.tw](mailto:015130@mail.fju.edu.tw)>****For Juniors and above****Class size: 10-45; Non-English Dept.: 0****Prerequisite: Philosophy of Life**

Professional Ethics offers students an opportunity to study and discuss a wide variety of professional and personal situations according to the question: "What makes this right or wrong?" Here the terminology does not necessarily relate to any particular religion or spiritual belief. This course attempts rather to consider principles which logically relate to human life as guidelines which help persons to develop attitudes and behavior that bring harmony to their personal conscience and to society and professional life as well. Among the principles or guidelines which form the backbone of the course are the principles of autonomy (the right of persons to control their own minds and lives, their privacy and so on), honesty, respect for the dignity of the human person, fairness, and protection for those in society who cannot protect themselves. The instructor will provide handouts which function as an ongoing workbook for class sessions. Students are expected to participate actively in class, write two four page (A-4 sized paper) reflective journals and one 5 case ethics folder (with a minimum of three paragraphs for each case they discuss).

**EL006. Introduction to Interpretation I 口譯概論 (一)****2 Credits****Instructor: Ms. Eunice, Yu-Hsien Chiu <[yuhsienchiu@gmail.com](mailto:yuhsienchiu@gmail.com)>****For Juniors and above (juniors priority)****Class size: 15**

## **Course Description:**

This course is designed to give an overview on different modes of interpreting, the roles that an interpreter plays in a communicative context as well as the processes and skills required for interpreting. Emphasis will be laid upon introducing basic concepts and fundamental skills of interpreting and discussing issues related to the quality of interpreting.

Students will have chance to practice sight translation from English to Mandarin in class and learn how to apply knowledge and techniques covered in lectures to the process of interpreting. A wide range of topics and text types will be covered in the source speech for interpreting so as to broaden students' knowledge base and to enhance their capabilities in coping with different speech context.

## **Requirements:**

A focused mind and a brave heart

## **Grading Policy:**

Class Participation and Performance: 60%

Assignments and Presentations: 20%

Midterm Exam: 20%

## **References:**

張維為 (2001)。英漢同聲傳譯。北京：中國對外翻譯出版公司。

大杉邦三。卓加真/李菽蘋譯 (2001)。會議英語隨身書。台北：寂天文化。

## **Tentative Schedule**

|         |                                                                |
|---------|----------------------------------------------------------------|
| Week 1  | Class Introduction                                             |
| Week 2  | Oral Exercise (Reading-Aloud, Paraphrasing, Filling-in-blanks) |
| Week 3  | Oral Exercises                                                 |
| Week 4  | Sight Translation Intro/exercises                              |
| Week 5  | Sight Translation (business)                                   |
| Week 6  | Sight Translation (business)                                   |
| Week 7  | Sight Translation (technology)                                 |
| Week 8  | Sight Translation (technology)                                 |
| Week 9  | Midterm Exam                                                   |
| Week 10 | Sight Translation (opening remarks)                            |
| Week 11 | Sight Translation (closing remarks)                            |
| Week 12 | Sight Translation (politics)                                   |
| Week 13 | Sight Translation (politics)                                   |

|         |                                    |
|---------|------------------------------------|
| Week 14 | Sight Translation (economy)        |
| Week 15 | Sight Translation (economy)        |
| Week 16 | Sight Translation (to be assigned) |
| Week 17 | Sight Translation (to be assigned) |
| Week 18 | Final Review                       |

**EL006. Consecutive Interpretation: Eng-Chn 逐步口譯：英譯中**

**2 Credits**

**Instructor: Dr. Elma Ju < elma.ju@gmail.com >**

**For Seniors only**

**Class size: 20**

**Objectives:**

To help students learn active listening, understand how interpreters divide their attention amongst multiple tasks—listening, comprehension and note-taking, acquire correct conceptions about consecutive note-taking, and build their own systems of note-taking.

**Format:**

1. Speeches on general topics are used as course materials.
2. First two weeks will focus on active listening skills.
3. Exercises in sight translation are done throughout the semester to help you enlarge your vocabulary, and get used to turning written texts into oral renditions.
4. You will begin to learn the basics of note-taking for consecutive interpretation before doing short CI exercises in class. Constructive criticism will be given, both by the teacher and other classmates, in relation to your notes and renditions.
5. Matching articles will be used to help you expand your world knowledge and build your own bilingual glossaries.
6. You will be required to take turns in producing a weekly summary of our class, which should be compiled by the class representative and handed in to the teacher by the end of the semester.

**Class Schedule**

- 1) Week 1 Intro to ST
- 2) Week 2 active listening exercise + ST (Topic One)
- 3) Week 3 active listening exercise + ST
- 4) Week 4 Intro to Note-taking part I
- 5) Week 5 Intro to Note-taking part II + CI (E>C)

- 6) Week 6 CI (E>C) + matching articles
- 7) Week 7 CI (C>E)
- 8) Week 8 CI (E>C; C>E)
- 9) Week 9 Mid-term
- 10) Week 10 active listening exercise + ST (Topic 2)
- 11) Week 11 ST + matching articles
- 12) Week 12 CI (E>C)
- 13) Week 13 CI (C>E)
- 14) Week 14 CI (E>C; C>E)
- 15) Week 15 ST + CI (Free Topics; E>C, C>E)
- 16) Week 16 Final

### Course Materials

Gile, D. (1995). *Basic concepts and models for interpreter and translator training*.

Amsterdam/Philadelphia: John Benjamins.

劉敏華 (2008) 《逐步口譯與筆記》，台北：書林出版。

Pöchhacker, F. (2004). *Introducing Interpreting studies*. London, New York: Routledge.

Pöchhacker, F. and Shlesinger, M. (ed.) (2002). *The interpreting studies reader*. London: Routledge.

楊承淑 (2008) 《口譯的訊息處理過程研究》。台北：輔仁大學出版社。

### Course Requirements

1. Please prepare before coming to class.
2. You are supposed to record yourself when you do CI exercises in class, and then transcribe the segment of the source English speech you interpreted in class and compare it against your own rendition as the weekly assignment.

### Grading

|                                                                   |     |
|-------------------------------------------------------------------|-----|
| Class participation (including the transcripts and class summary) | 50% |
| Mid-term                                                          | 20% |
| Final                                                             | 30% |

### EL007. Advanced Oral Training [高級口語訓練 (一)]

**1 Credit**

**Dr. Kentei Takaya**

**Class Size: 10-35**

**For Seniors only**

**Prerequisite: English Conversation III**

In this course, students will receive oral trainings to further develop their fluency

and accuracy in English. The course will put an emphasis on developing students' effectiveness in their oral communication as well as their development of the pragmatic awareness in oral communication. Students will receive trainings by exploring variety of genres in various contexts including small talk, public speaking, and persuasive speaking. Handouts will be provided as part of the teaching material. The title of the textbook will be announced. Students' performance will be formally assessed in this course, and all students will be encouraged to actively participate during the class to fulfill the course requirements.