

Curriculum for Fall 2012: Elective Courses



Advanced Literature and Culture Courses

LC001. English Literature III: From Romantic Quest to Victorian Anti-Quest

[英國文學 (三)]

3 credits

Dr. Kate Liu <kate@mail.fju.edu.tw >

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

Course Objectives: This course is designed for students to

- 1) develop an overview of British literature in the Romantic Age and Victorian period, especially in relation to the issues of quest for identity, poetic ideal love;
- 2) analyze 19th-century literary works closely with an understanding of their socio-historical backgrounds, and
- 3) discuss the critical issues the Romantics and Victorians were concerned with and relate them to our own society.

Course Introduction:

Nineteen-century British literature is usually divided into two periods: the Romantic period (1785-1830) and the Victorian Age (1830-1901), with a few historical events marking their major turning points: the French revolution (1789), the first publication of *Lyrical Ballads* (1789), the sudden death of Byron (1824), the passing of the First Reform Bill (1832), the publication of *The Interpretation of Dreams* (1900) and the death of Queen Victoria (1901).

Traditionally, the Romantic period in England is seen as a period of political upheavals and radical changes, accompanied by passion for and disappointment over them. Victorian England, on the other hand, tells a story of its society's growth to prosperity and then its decline from it.

This way of periodization, however, is only one of the possible ways of understanding the history of nineteenth-century England. Another way to understand it is to see how the nineteenth-century British literature responds to its society through the themes of "quest"--passionate quest for love, self-identity, poetic beauty, natural supernaturalism, and individual

freedom/heroism – and then its gradual frustration and transformation in “**anti-quest**”--done through anti-heroes, vicariously through reconstructions of legends and/or with disastrous results.

What has nineteenth-century British literature got to do with us? Do we today still share with it the Romantics’ passionate pursuit of poetic imagination, revolutionary ideals, individual freedom, or the Victorians’ concerns with morality, responsibilities and social values? I would say that some of us do, but maybe half-heartedly and with more uncertainties. Through our extensive and intensive readings of the chosen literary texts, we try to find out the questions the Romantics and Victorians asked (about gender relations in poetry and in love, memory and affect, Nature vs. human nature, innocence/youthful passion vs. social conventions, art vs. mortality, etc.), understand their answers, and then provide our own answers as a result of a fusion of their horizon and ours.

Requirements:

1. No plagiarism!!!
2. Attendance: three absences constitutes reason for failing the course!
3. Reading journals (number to be decided)
4. Weekly quiz
5. Mid-Term Project: Bringing Romantic Poetry to Taipei Street (promoting Romantic poetry here in Taiwan/Taipei)
6. Final Exam

Tentative Schedule:

W	Readings
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I. Romantic Period & the Romantic Quest

1	Introduction to the Romantic period (1785-1830) William Blake , from <i>Songs of Innocence and of Experience</i>
2	William Wordsworth , 1) “We Are Seven”; “A Slumber Did My Spirit Seal”; “I Wandered Lonely as a Cloud” 2) “Tintern Abbey”; “Ode, Intimations of Immortality”
3	Dorothy Wordsworth , From <i>The Grasmere Journals</i> Samuel Taylor Coleridge , “Kubla Khan”; “The Rime of the Ancient Mariner” Ref. Pandaemonium (2000) film
4	Lord Byron , 1) “She Walks in Beauty”; “When We Two Parted”

	2) from <i>Childe Harold's Pilgrimage</i>
5	Percy Bysshe Shelley , 1) "When the Lamp Is Shattered" "To – [Music, when soft voices die]" 2) "Stanzas Written in Dejection"; "Ode to the West Wind" (772-5), "To a Sky-Lark" (817-9)
6	John Keats , 1) "Ode to a Nightingale"; "Ode on a Grecian Urn"; "Ode on Melancholy"; "Ode on Indolence" 2) "The Eve of St. Agnes" Ref. <i>Bright Star</i> (2009) film
7	Mid-Term Project <i>Romantic Poetry to Taipei Street</i>

II. From the Romantic to the Victorian: Female Aspiration and its Domestication

8	Felicia Hemans "The Switzer's Wife", Letitia Elizabeth Landon "Love's Last Lesson" "Revenge" Elizabeth Barret Browning <i>Sonnets from the Portuguese</i>
9	Introduction to the Victorian Age Victorian Issues: Evolution Industrialism: Progress or Decline Empire and National Identity The "Woman Question" Film: <i>Vanity Fair</i> or <i>Wuthering Heights</i>
10	<i>Jane Eyre</i> Chap I-X (80 pages)
11	<i>Jane Eyre</i> Chap XI-XIX (100 pages)
12	<i>Jane Eyre</i> Chap XX- XXVII (100 pages)
13	<i>Jane Eyre</i> Chap XXVIII-XXXIX (100 pages)
	C. Rossetti vs. D. G. Rossetti: 1) "Song", "In an Artist's Studio", "The Blessed Damozel" (by DGR) 2) "Goblin Market" Ref. D. G. Rossetti's paintings

III. Victorian Period: Victorian Earnestness and Anti-Quest

14	Lord Tennyson: 1) "Tithonus", "Tears, Idle Tears", "In Memoriam" 2) "Mariana"; "The Lady of Shalott"
15	R. Browning: "Childe Roland to the Dark Tower Came", "Andrea del Sarto", "Fra Lippo lippi" W. Morris: "The Defense of Guenevere"
16	<i>Alice in Wonderland</i>

17	<i>Alice in Wonderland</i> Thomas Hardy "Convergence of the Twain"
18	Final Exam (One possible topic: Victorian Society and Our Society)

Reading *Jane Eyre* in summer is highly recommended.

LC002. American Short Fictions[美國短篇小說]

3 credits

Fr. Daniel Bauer <015130@mail.fju.edu.tw>

For Sophomore and above

Class size: 40

Prerequisite: Introduction to Literature

English Department course American Short Stories (elective 3 credits) in the fall semester of 2012 offers students an opportunity to become further acquainted with several major 20th century American writers with whom they are already familiar, such as Hemingway, Fitzgerald, and Steinbeck. The course also has as a goal the sharing of literature by writers many students in Taiwan may not know very well. Among the authors the course will therefore further include are John Updike, Joyce Carol Oates, Katherine Anne Porter, E.L. Doctorow and Amy Tan.

This course expects students to prepare 1 ½ short stories every week.

Requirements: faithful class participation, two 4 page reflective journals, and two examinations. Students will draw lots for brief class presentations on specific stories, and scores for the presentations will be included under the grading rubric "class participation."

Journals are worth 25% each, and each exam 25%. Quality of class participation will add or abstract points.

The tentative choice of textbook is "American Short Stories 1920 to the present," Perfection Learning, 2003. At this moment I am in touch with Shu-lin book store, near "Tai da." I have requested that the store reduce the price of the book, which is \$ NT 1, 150. If negotiations are not successful, I will look for a different book before making a decision.

Questions? I welcome you on e-mail: 015130@mail.fju.edu.tw

**LC003. The Songs and Poetry of Leonard Cohen and Joni Mitchell [李歐納
柯恩與瓊妮蜜雪兒的歌與詩]**

3 credits

Dr. Raphael Schulte

For Juniors and above

Class size: 15

Prerequisite: Introduction to Literature

In an essay, published in the journal *Poetry*, called "Painting with Words and Music," Joni Mitchell quotes Ezra Pound, "Poetry atrophies when it gets too far from music," and she goes on to state, "Poetry and music share a common ancestry." This course will explore that ancestry and continue a tradition in our department of analyzing types of poetry contained in pop songs. Previous courses covered the poetry of the blues, the Beatles, Bob Dylan, and Radiohead. This course will focus on the songs, poems, and artwork of Leonard Cohen and Joni Mitchell. Both of these Canadian artists have been prolific. Leonard Cohen has to date published twelve books of poetry and fiction, along with his twelve studio albums (and additional live recordings). It may be interesting to remember that he published four books of poetry and two novels before recording his first album. Joni Mitchell has recorded twenty-one albums, plus gathered together a collection of her work titled *The Complete Poems and Lyrics*.

Our primary focus will be on the lyrics of the songs and their poetic qualities, but we will also have to consider the musical elements (though the instructor is by no means a musicologist) and the culture contexts the songs were written in. In many ways, both of these artists exist as lyrical, musical, and cultural icons and their songs and poems are enmeshed in various competing mythologies cultivated by the artists, their fans, and critics/reviewers. The choice of songs and poems is not finalized yet, so interested students are welcome to provide input before the semester starts. We will analyze the songs themselves, of course, as well as various other written, audio and visual materials.

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.

LC004 古典文學的現代詮釋(一)

2 credits

Dr. Liu 劉依潔老師 < >

For Sophomores and above

Class size: 60



Advanced Language Studies Courses

LS001. Teaching English Pronunciation [英語發音教法]

3 Credits

Ms. Sunny Tseng < 001043@mail.fju.edu.tw>

For Juniors and above

Class size: 32

Prerequisite: Introduction to Linguistics

Teaching Objectives

This course aims at four major objectives. Students will

1. Learn related theories and issues in English pronunciation instruction.
2. Learn various pedagogies on teaching pronunciation.
3. Design a lesson plan and teach pronunciation based on his/her lesson plan.
4. Detect and provide approaches to solve L2 learners' problems by service learning.

Course Description

Teaching English Pronunciation introduces the theories and issues on teaching English pronunciation for students to have a solid grounding. Main emphasis is on pedagogies for effective classroom instruction of different levels of L2 learners. Practical tactics are provided to detect and solve L2 learners' problems. Along with this course, the instructor will coach students to work out an off-campus project which involves the tutoring of one L2 elementary school learner to identify, address, and improve the tutee's pronunciation problems.

Topics and issues to be covered:

1. Learner's pronunciation problem analysis
2. Curriculum and Lesson plan
3. Acquisition of pronunciation skills
4. Phonetics and phonology
5. Phonemes and suprasegmental features
6. Pronunciation pedagogies: Level, time, techniques, & effectiveness
7. North American English and British English

Teaching Methods

1. Lectures on: theories and issues of pronunciation, the sound system, pronunciation pedagogies, and other areas related to pronunciation.
2. Group discussions in class and on iCAN discussion board
3. Lesson plan sample, design, and teaching.
4. In-class pedagogy demonstration and student teaching practice
5. **Service Learning Project (one-on-one remedial English pronunciation teaching):** Besides regular class meetings, students will be paired up and visit Guo-Tai Elementary School for a one-on-one, 7-week remedial English teaching, once a week and 90 minutes each time. Time slots: Mon/Fri. 16:00-17:50. The pair will video tape for each other's teaching. He/She then needs to write a log recording the tutee's personal data, learning/academic background, level of proficiency, diagnosis of pronunciation problems, weekly teaching material and pedagogies, and reflection. (結合本系與新莊國泰國小之【攜手計畫】英語補救教學服務學習; 除正課時間外, 每人需與同伴赴國泰國小進行一對一教學, 相互為對方錄影, 服務期間每位學生為期七週, 每週一次約九十鐘。時段為Mon/Fri 16:00-17:50) A TA will help burn video for the service for reflection.
6. **Department policy requires 18-hour service** (Monday or Friday); However, there is a **9-hour class reduction** from the regular meetings. The time reduced will be specified in the 101-1 syllabus. **Certificate of Service Learning** will be presented. 英文系要求修課同學需結合18小時之服務學習; 然本課程上課時間可減9小時。所減上課時段將標示於101-1課表上。將發給服務學習證書。

Tentative Schedule

Service Learning:

Week 0-3 : Visit Guo-Tai Elementary School and discuss with teachers on problems of tutees/sign up teaching dates/ learner's

pronunciation problem diagnosis/ schedule lesson plans/training on teaching

Week 4-17: Tutor target learners (Wk4-10_Group 1 and Wk 11-17_Group 2)/ write tutor log/ In-class video observation and discussion on strengths and problems

Week 17-18: Tutors will be acknowledged with a certificate and awarded by FJU and Guo-Tai Elementary School.

Class Schedule:

- Week 1: Orientation and grouping
- Week 2: Pronunciation diagnosis/ Tutor log/Pedagogy demo
- Week 3: Lesson plan & curriculum/Pedagogy demo
- Week 4: Acquisition of pronunciation skills/Pedagogy demo
- Week 5: Phonetics and phonology/Pedagogy demo/
- Week 6: Phonetics and phonology/ **Group A in-class discussion on tutee problems**
- Week 7: **Lesson plan due**/ Phonemes/Pedagogy demo
- Week 8: Suprasegmental features/Pedagogy demo
- Week 9: **Mid-term paper due**/ Pedagogy demo
- Week 10: North American English and British English/ Pedagogy demo
- Week 11: Pronunciation pedagogies: Level, time, techniques & effectiveness/ student teaching projects
- Week 12: Pronunciation pedagogies/ student teaching projects/ **Group B in-class discussion on tutee problems**
- Week 13-16: Pronunciation pedagogies/ student teaching projects
- Week 17-18: **Service Learning Presentation**/pedagogy demo

Textbooks and References

Selected articles from:

1. Celce-Murcia, M, Brinton, D., & Goodwin, J. (1996). *Teaching Pronunciation*. N.Y.: Cambridge University Press.
2. Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. N. Y. & London: Routledge, Taylor and Francis Group
3. Kelly, G. (2000) *How to Teach Pronunciation*. Essex: Pearson Education Limited

References:

1. Baker, A. & Goldstein, S. (1990). *Pronunciation Pairs*. (American English) Cambridge: Cambridge University Press.
2. Hewings, M. & Goldstein, S. (1998). *Pronunciation Plus*. (North American English) Cambridge: Cambridge University Press.
3. Hewings, M. (2004) *Pronunciation Practice Activities*. Cambridge: Cambridge University Press

**LS002. Using Multimedia to Learn Language and Culture [多媒體輔助學習
語言與文化]**

3 Credits

New Teacher

For Juniors and above

Class size: 40

Prerequisite: Introduction to Linguistics.

Course Description:

How do English learners in Taiwan define what Taiwanese are, and what are the cultural groups/aspects they will choose to introduce Taiwan to their foreign (English speaking) friends? What are the biases and assumptions embedded in their “selective” perspectives? That is to say, when you talk about “we Taiwanese” do this and eat that, are you aware that you are simultaneously speaking for diverse ethnic/cultural groups in Taiwan who might not eat and do things like you do?

This course employs multimedia technology, including Web-based inquiry projects, educational video production, and ePortfolios, to help English learners develop communicative competence in L2 (English) with the support of their L1/C1 (first languages and cultures) by inviting them to explore the cultures of diverse ethnic groups, e.g. Hakka, Hoklo people, mainland Chinese, native Taiwanese, and new female immigrants (denizenized brides), etc., in Taiwan and learn more about “we” as Taiwanese. Rather than aiming at promoting any dominant culture or reinforcing cultural stereotypes in Taiwan, this course will invite students to re-think about and further critically examine what “Taiwanese,” as a cultural group, means to them and might mean to foreigners. Students will work in groups and use a WebQuest designed by the instructor to find resources from the Internet, conduct interviews, take pictures/footage, and then make a video (in English) that introduces the multi-faceted Taiwanese culture as represented by the diverse cultural groups in Taiwan.

Through the course, students will hopefully be more sensitive to cultural diversity and be more careful/capable of interpreting “their” culture in English to their foreign friends. Simultaneously, students (especially those who wish to teach in the future) will gain hands-on experiences for making multimedia teaching materials (e.g. WebQuests and educational videos) that will benefit their future teaching.

Students enrolled in this class are also encouraged (though not required) to participate in the Online Study Pal project (<http://www.dsg.fju.edu.tw/dsg/>), in which students tutor kids (one-on-one) in remote areas, such as Hua-lien and Taitong, regularly through online chat rooms with some token payment. Those who decide to participate in the Online Study Pal project will work closely with the instructor to develop a WebQuest or educational video that is relevant to the cultures of their little study buddies (many of them are native Taiwanese) to pay homage to the kids’ L1/C1 and to help promote their cultural pride.

Course Goals:

- To support English literacy development (learn more English vocabulary related to culture) through content-based learning, Internet research, peer scaffolding, and schema activation (taking advantage of students' background knowledge of their own languages and cultures)
- To help students develop communicative competence in English and interpersonal skills by communicating, negotiating ideas, and working collaboratively with team members to reach group goals
- To promote cultural awareness and critical thinking by encouraging students to challenge their own and their peers’ assumptions as they define/perceive “Taiwanese (culture)” as well as to produce quality multimedia teaching materials that demonstrate understanding of cultural diversity
- To enrich students’ language learning experience and to enhance their technical and research skills by using multimedia (including computers, the Internet, and digital cameras) to access, gather, organize, evaluate, and present information
- To create student-centered learning environment (students as active learners and teacher as the facilitator) and to encourage students to actively participate in the construction of knowledge through problem-posing/solving

Course Requirements and Grading:

Students are expected to consistently attend class, do required readings, and participate actively in class discussions, activities, and lab exercises. They are required to do weekly writing assignment, to design a WebQuest (an individual project) for their hypothetical English learners, and to produce a video (a group project) based on their findings throughout their inquiries of Taiwanese culture.

- Participation: 20% (No more than 3 absences will be permitted.)
- ePortfolio: 80% (Weekly writing assignment: 20%; WebQuest project: 30%; Digital video project: 30%;)

Readings: Course reader

Topics (subject to minor changes):

- Introduction to web-based inquiry projects
- Culturally relevant pedagogy and content-based language learning
- What can WebQuests contribute to the learning of language and culture?
- Understanding cultural stereotyping
- WebQuests and critical thinking
- Learning to design WebQuests
- What can Educational videos contribute to the learning of language and culture?
- Introduction to film language
- Learning to produce educational videos
- Learning to develop ePortfolios

Tools used for the class (subject to minor changes):

- Internet search engines
- DreamWeaver
- iMovie/Final Cut Pro/Windows Movie Maker/Power Director
- Photoshop
- WebQuests
- ePortfolios
- Digital cameras

LS003. Teaching Reading [閱讀教法]

3 Credits

Prof. Daphne Lin < flcg1015@gmail.com >

For Juniors and above

Class size: 40

Objectives: On completing the course, we will be able to give an overview of the models in reading instruction, produce teaching tools, prepare theory-based lesson plans, and teach reading K-6.

Brief Description:

We are going to learn how to teach reading K-6 (that is, kindergarten to grade 6) from two components of the course: (1) classwork and, (2) service learning. Regarding the classwork, we will read and explore a variety of texts, write about them and discuss them, and represent teaching ideas described in the texts and/or produce teaching tools that help us teach reading materials. On a weekly basis, we will also learn how to teach comprehension and response strategies from the instructor's demonstrations called read-aloud. In addition to the classwork, we will learn from participating in a department project called service learning, that is, practicum fieldwork. In this 16-18-hour service learning project, we are going to observe how some in-service primary school teachers teach English, be their teaching assistants, and organize and practice teaching some mini-lessons to these teachers' students at Guo-Tai Elementary School [國泰國民小學].

Because we are doing the practicum fieldwork that takes up 16 to 18 hours – approximately 2 hours per week, and 8 to 9 weeks in total over the semester – 9 of our classroom sessions will be 2-hour sessions rather than 3-hour sessions. That is, in 9 of the 18 weeks when school is in session, we will meet in the classroom on Fu Jen campus for 2 hours each. In the remaining 9 weeks, we will spend 3 hours each in the classroom doing and discussing our classwork.

Course Requirements:

We require ourselves to meet the requirements of the two components of the course.

(1) Classwork: As students and pre-service teachers of reading, we require ourselves to read quantitatively and read in depth. In addition, we require ourselves to keep reading journals, actively reflect on what we read, and take the initiative to express what we learn from the texts we read. Initiating and meaningfully participating in pair, group or class discussions is another ability we require ourselves to develop. Still another requirement we consider

mandatory is that we constantly do research and cooperate with our classmates to represent reading instructional materials and activities.

(2) Service Learning: To make sure that we learn the most from the fieldwork, we will commit ourselves to accomplishing some tasks. First, we will keep journals that document our practicum observations and reflection, difficulties or problems that we confront in the fieldwork, ideas of how to apply what we learn from the classwork to teaching in the field. Second, we will follow the in-service teachers' instructions so as to successfully assist these teachers in their English instruction. Third, based on the reading materials these teachers provide, we will produce teaching materials and/or teaching tools such as wall displays (including word walls), word builders, games that teach phonological knowledge and phonemic awareness, etc., and then, we offer these tools to the in-service teachers. Fourth, we will also make some lesson plans that clearly delineate how to teach some mini-lessons as part of the in-service teachers' curricula, show these plans to the in-service teachers for their advice, and then teach one to three of the mini-lessons upon the in-service teachers' approval and supervision. Finally, we will meet the requirements made by Guo-Tai Elementary School, requirements such as dress codes, behavior codes, punctuality, etc.

Course Modules:

- Reading Models and Instructional Approaches

 - Bottom-up Model vs. Top-down Model

 - Schema Approach

 - Phonics Method vs. Sight Word Method

 - Phonologic Knowledge and Phonemic Awareness

 - Literature-based Approach vs. Content-based Approach

- Creating a Literacy Rich Context

 - Wall Displays, Word Walls, Classroom Library Collections

- Literacy Teaching Practices & Differentiated Instruction

 - Shared Reading

 - Read-Aloud

 - Guided Reading

 - Sustained Silent Reading (Independent Reading)

 - Grouping Options

- Spelling Instruction and Fluency/Automaticity

- Comprehension and Response Strategies

Assessment-Driven Instruction

Running Records (Miscue Analysis)

Anecdotal Records

Reading Inventories



Advanced writing: Required courses for Seniors.

Please take one of the followings.

AW001. English News Writing I [英文新聞寫作(一)]

2 Credits

Ms. Katy Lee <katy.lee.lecturer@gmail.com >

For Seniors Only

Class size: 10-27

Prerequisite: English Composition III

Teaching Objectives

This course is designed to give students practical writing instructions in journalistic report writing. Students are encouraged to improve their writing skills even when facing deadlines. Besides writing methods, students are advised not to use poorly structured sentences which could kill readers' interests.

Course Description

Students will read current news clips and discuss the writing skills of stories. Lectures of how to write a newsworthy story which would grab the attention of readers.

Pedagogical Methods

Story writing practice in and outside of classroom. News report assignments would on campus events as practical exercises. Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.

Tentative Schedule

Week	Date	Topic
1	9/17	News Writing Introduction
2	9/24	Writing for Newspapers

3	10/01	Writing the Lead I
4	10/08	Writing the Lead II
5	10/15	Developing the Story I
6	10/22	Developing the Story II
7	10/29	The Elements of News Style I
8	11/05	The Elements of News Style II
9	11/12	Mid-term Report
10	11/19	The Spoken Words in Print
11	11/26	Varieties of the Basic Structure I
12	12/03	Varieties of the Basic Structure II
13	12/10	Holiday
14	12/17	News in Context II
15	12/24	Featuring the News
16	12/31	Writing the Feature Story
17	01/07	Review
18	01/14	Final Exam Reports

Course Materials and References

Morenberg, Max & Jeff Sommers. *The Writer's Options: Lessons in Style and Arrangement* 8th ed. New York: Longman 2010.

Requirements and Grading

25% Attendance

25% Discussion Participation

25% Midterm Report

25% Final Report

AW002. Chinese-English Translation [專業寫作：中英翻譯]

2 Credits

Prof. James Peng <jamesgiti@yahoo.com.tw>

For Seniors Only

Class size: 10-27

Prerequisite: English Composition III

Teaching Objectives

1. Students shall understand the practice/ theories and essence of translation.
2. Students shall be able to write/read English and Chinese correctly.

3. Students shall be able to tell the difference between Chinese and English on both linguistic and cultural levels.
4. Students shall be able to produce correct, understandable, acceptable, and readable target text in Chinese.
5. Students are able to translate passages from a variety of textual categories after they learn features, styles and purposes of the assigned texts.

Course Description

This course is designed to introduce the basic concepts and techniques that are frequently involved in translation between Chinese and English. Students are supposed to have opportunities to translate passages from a variety of textual categories after they learn features, styles and purposes of the assigned texts. Group exercises, discussions and presentations are designed and arranged to serve as assistance for students to put the techniques they have acquired into practice.

Weekly Schedule

1. Basic translation concepts.
2. Comparison between Chinese and English.
3. Basic Translation skills.
4. Features, styles and purposes of different categories.
5. Translation of different types of texts. (The schedule is subject to changes to keep up with the class progress)

Week	Date	Topic
1		Basic Concepts of Translation
2		Comparison between Chinese and English
3		Basic Techniques: Conversion / Amplification
4		Basic Techniques: Omission / Changing the Perspective
5		Basic Techniques: Division / Combination / Syntax
6		Basic Techniques: Relative Clauses / Adverbial Clauses
7		Basic Techniques: Passive Voices / Metaphors
8		Basic Techniques: Idioms and Four-Character Expressions
9		Midterm
10		Text Translation: Advertisement
11		Text Translation: Advertisement
12		Text Translation: Picture Book
13		Text Translation: Picture Book
14		Text Translation: Production Introduction / User Manual
15		Text Translation: Production Introduction / User Manual

16		Text Translation: Travel Guide
17		Text Translation: Travel Guide
18		Final

Course Materials and References

Ye, Zinan & Lynette Xiaojing Shi. *Introduction to Chinese-English Translation: Key Concepts and Techniques*, Taipei: Bookman, 2010

Requirements and Grading

Grading Policy:

(1) Class attendance and participation

Regular attendance and contribution to discussion are recommended. If any student has to ask for a leave, he or she is required to submit explanation **with email or in person**.

(2) Exercises in class

All translation exercises, including error-finding, text-analyzing, paragraph-based practice and presentation, are required to **be completed individually or in group in class**. Students are required to bring a dictionary to class and do the exercises either with assistance from the lectures and handouts in class or by working with their partners. All the exercises are graded by performance of each individual or group.

(3) Assignments

All assignments are required to **be completed** and turned in five days after they are announced. Any potential late submission should be notified with a message by email. Any delayed assignments for no reason will not be accepted and graded.

(4) Mid-term Exam

(5) Final Exam

The final grade will be determined in this way: attendance and classroom participation: 20%; exercises in class: 20%; Assignments 20%; midterm 20%; final examinations 20%.

AW003. Business Writing I [商務英文(一)]

2 Credits

Ms. Jennifer H. Hsiang < hsiangjh@gmail.com >

For Seniors Only

Class size: 10-27

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 writing.

Along with the background information, writing principles, and sample letters for various business correspondences, Jennifer will also explain commercial terminologies, procedure of international business and marketing concepts in the class to help the English major students understand business writing better.

Text Book: TBD + Teacher's Powerpoint File + supplemental handouts

Grading Scale:

Written Assignment	40%
Midterm	30%
Final Exam	30%

Requirements

1. Punctuation is considered essential in business dealings, therefore, 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. (two points per absence w/o written approval, one point per late arrival)
2. Writing assignment will be given after lecture.

Tentative Schedule - Fall

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

Week	Date	Focus of Learning	Assignments
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1		Orientation	
2		Strategies for business writing	V
3		How to write business e-mail	V
4		How to write business Fax	V
5		Inquiry	V
6		Sales letter (basic)	V
7		Incoterms	
8		Tabulated Quotation	V
9		Business documents 1/3	V
10		Mid-Term	
11		Midterm Review	
12		Business documents 2/3	V
13		Business documents 3/3	V
14		Strategy for writing bad news 1/2	V
15		Strategy for writing bad news 2/2	V
16		Strategy for writing persuasive message 1/2	V
17		Strategy for writing persuasive message 2/2	V
18		Final Exam	



Professional Training Courses

**PT001. Chinese Culture through Foreign Languages: English [中華文化多語
談-英語]**

3 Credits

Ms. Beatrice Hsu <beatrice@mail.fju.edu.tw>

For juniors and above

Class size: 30

[全英文授課，外系同學選課前慎思；限收三、四年級生；第一週缺課者喪失選課資格]

Course Description

Students of English are often asked, “Taiwan? Where is Taiwan? What is Taiwan like? What are the people there like? Is it part of China? What is the relationship between Taiwan and China? Between the Taiwanese people and the Chinese people? Between the Taiwanese cultures and the Chinese cultures?”

This course will take you on a quest for the “answers.” Join with the teacher to embark on a series of activities and challenges. Through exploring the present-day Taiwan, her past and her future through an insider’s perspective, in comparison with some outsiders’ views, you will broaden your global vision and inter-cultural communication competence.

Objectives

Upon completion of this course, you are expected to achieve the following objectives.

- Summarize and explain features of Taiwan.
- Articulate your understanding of Taiwan.
- Critique highlighted issues related to Taiwan.
- Define your identity and/or lack of identity.
- Develop a panoramic view through exploring various aspects of Taiwanese society.
- Broaden understanding of Taiwanese cultures through internal examination and analysis.
- Compare and contrast the main features of Taiwan and those of other countries.

Reading Materials

Liu, Amy C. *Taiwan A to Z: The Essential Cultural Guide*. Taipei: Community Services Center, 2009. Print.

Taiwan Panorama.

Taiwan Review.

Requirements & Grading Criteria

Weekly reading, field trip, lecture attendance, journals, portfolio

Attendance: following school regulations.

Tentative Grading Policy

Portfolio: Worksheets, Journals, etc.	40%
Feature Report (Group work)	20%
Project Presentation (Individual or Group)	30%
Participation and performance	5%
Self-Evaluation – final	5%

A Tentative Syllabus

Week	Topics
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Overview	
1. 9/17	Orientation and Introduction Beyond Generation: Taiwanese in Dialogue 跨世代對話
2. 9/24	Self-Introduction Taiwan Panorama Historical & Geographical Taiwan 台灣「縱貫線」
3. 10/1	Cultural Identity and Social Network (1) Who Am I? Who Are We? 「我」--Self-Introduction
4. 10/8	Perception and Expression Poll and Survey (1) 台灣面面觀 (1) Perception & Expression
5. 10/15	Expert Lecture
6. 10/22	Museum Highlight
Features of Taiwan	
7. 10/29	Feature Report and Discussion #1, #2 Hot Spots and Popular Tours in Taiwan 台灣熱點/自由行
8. 11/5	Feature Report and Discussion #3, #4 Popular Food Culture 小吃天堂 Popular Food Culture 美食宅急便
9. 11/12	Film and Critique
10. 11/19	Feature Report and Discussion #5, #6 Customs and Conventions 民俗行腳 Religions & Festivals 宗教節慶
11. 11/26	Feature Report and Discussion #7 Games, Toys and Folk Arts 台灣童玩與童趣 Project Presentation: Grouping
12. 12/3	Feature Report and Discussion #8, #9 Pride of Taiwan 台灣之光
13. 12/10	University Anniversary: Class Suspended
Reflection and Review	
14. 12/17	Preservation and Presentation
15. 12/24	Cultural Creativity in Action: Project Presentation
16. 12/31	Cultural Creativity in Action: Project Presentation Portfolio due
17. 1/7	Cultural Creativity in Action Project Presentation
18. 1/14	Wrap-Up & Self Evaluation

PT002. English-Chinese Translation (I) [英中翻譯(一)]

2 Credits

Ms. Gretchen Lee <071808@mail.fju.edu.tw>

For sophomores and above

Class size: 30; (English Dept. 27 + Non-English Dept.: 3*)**

*外系修課需事先徵得授課老師同意。

**第一週上課是唯一加退選的機會。已預選上者未出席視同放棄修課機會，空出的缺額由來上課想加選者遞補。

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 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.

Translation Assignments	55%
Oral Report	15%

Discussions and Journals	20%
Quizzes	10%

TEXTBOOK AND REFERENCE

Handouts will be available at iCan.

PT003. Introduction to Consecutive Interpretation: E to C [逐步口譯入門：英譯中]

2 Credits

Dr. Carol Liu < zixuanl@hotmail.com >

For juniors and above

Class size: 20

Teaching Objectives

To introduce the basic ideas and practices of interpretation from English into Chinese

Course Description

This course is designed to introduce to students the basics of interpretation and lay a foundation for the development of consecutive interpretation skills, focusing on interpreting English texts into Chinese.

The course begins with describing the qualities and essentials of interpreters, followed by the introduction to the types of interpretation. Next, students will learn some basic skills for interpretation, including information analysis, visualization and actualization, reasoning, logic and memory, etc. In addition, students will acquire note taking skills, expression techniques and interpretation principles. Finally, students will consolidate their learned skills through a series of hands-on interpretation experiences.

Weekly Schedule

Week	Topic
1	Orientation and Knowing each other
2	Essentials of Interpreters Types of interpretation
3	Information Analysis
4	Visualization and Actualization
5	Reasoning, Logic and Memory

6	Expression Techniques and Interpretation Principles
7	Note Taking (1)
8	Note Taking (2)
9	Midterm
10	Student speech and short CI
11	Student speech and short CI
12	Student speech and short CI
13	Short Consecutive Interpretation (1)
14	Short Consecutive Interpretation (2)
15	Short Consecutive Interpretation (3)
16	Short Consecutive Interpretation (4)
17	Final Exam
18	Correction of Final Exam

Course Materials and References

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。

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

Pöschhacker, 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。

Requirements and Grading

Requirement/ Activity (1)	Percentage	Requirement/ Activity (3)	Percentage
10 Participation Marks	35%	7 Individual Oral Presentations	30%
Requirement/ Activity (2)	Percentage	Requirement/ Activity (4)	Percentage
11 Practicum	35%		

PT004. Professional Ethics [專業倫理]

2 Credits

Dr. Kate Liu & Prof. 張勻翔 <kate@mail.fju.edu.tw >

For Juniors and above

Class size: 45

Prerequisite: Philosophy of Life

Course objectives:

The course is designed to for students to

- 1) discuss some basic issues in ethics as they are embodied in different cases; sort out these cases' complexities in order to analyze them from multiple perspectives;
- 2) discover and discuss the ethical issues in the professions English majors may take after graduation, in order to
- 3) develop their own ethical principles and abilities in analyzing ethical issues both in general and in different professional cases.

使提昇學習者之倫理敏銳度，明曉道德推論的步驟，懂得對道德議題進行適當抉擇。

Course Description:

This course is divided into two halves. In the first half, we will

- introduce the connections among ethics, morality and life
- introduce the basic ethical issues such as obligation, interest and morality,
- compare multiple ethical systems for students to understand their differences in theory and practice;
- compare Chinese and Western ethics.

In the second half, students will analyze ethical issues as they are embodied in concrete cases as collected from 1) films, interviews and news events, 2) students' own experience as interns.

本課分為兩部分。第一部份教學基礎倫理學，目的為

- 1、使學習者了解道德、倫理與生命的關聯。
- 2、介紹義務論、效益論及德行論，使學習者對主要的倫理學理論的內涵有所認識。
- 3、藉由比較倫理學角度，引導學習者思辨各類型倫理學理論在理論及實務上的差異。
- 4、藉由中西倫理學的對比與分析，觀得兩者之共通點與差異處；且由兩者差異之處，作為中西文化表現差異之根由探討。

第二部份以同學分析實例為主。實例可以是：a) 電影、訪問和新聞中的實例比較，b) 專業實習中體驗到的實例。教學目的為

- 5、由實踐或訪談中了解專業倫理的重要，並具有實踐倫理價值的情意。

Requirement:

1. **Attendance:** an important part of learning in this class happens in class

discussion and case analysis, so one absence (excepting the accepted internship project*) will lead to 3-point deduction from the final grade. 3 absences means failing the class.

2. Active Participation in class

3. Journals

4. 2 case analyses (1 up to mid-term, and 1 after mid-term on a case from a film + interview, or your internship project)

實習 Internship : Students can apply for internship in the 2nd part of the course (8x2 = 16 hours) under the following conditions:

- a. the internship should last for at least 5 weeks and be no less than 50 hours;
- b. these interns should keep 8 journals and do a final presentation/report, and get their employers to fill out our questionnaire; (in other words, if their employers do not want to fill out the questionnaire, they cannot waive the 16 hours.)
- c. the deadline for applying for using internship to waive part of the course will be end of September--and it has to be approved by me case by case;
- d. Kate will help find internship opportunities, but there's no guarantee.

1.	總論 Introduction 專業倫理與生命價值 Professional Ethics and Life <ul style="list-style-type: none"> ■ The principle of respect. ■ The principle of the dignity of the human person. ■ The principle of the value of a human (and animal) life.
2	道德、倫理與生命 Morality, Ethics and Life A. 道德與倫理是一體兩面或只是互為別稱 <ul style="list-style-type: none"> ■ Family and friendship
3	幸福與道德實踐 Happiness and Morality
4	自由意志與義命對揚 Free will and Justice vs. Fate <ul style="list-style-type: none"> ■ The principle of autonomy.
5	道德評價的標準 Standards of moral judgment 義務論 Obligation <ul style="list-style-type: none"> ■ judgments of moral value vs. those of moral obligation ■ The principle of protection for those in society who cannot protect themselves.
6	效益論 Interest <ul style="list-style-type: none"> ■ The principle of honesty.
7	中西倫理觀的比較 Comparison of Chinese and Western Ethics

	<ul style="list-style-type: none"> ■ 儒家倫理學與義務論、效益論 Confucius ethics, obligation and interest
8.	道德抉擇的步驟 Steps of Moral Choices <ul style="list-style-type: none"> ■ 亞瑟安德森的判斷七步驟
9	學生報告 or 期中考 Mid-Term Report or Presentation
10.	Practicing Professional Ethics (1): Cases in Publication Business Possible issues: plagiarism and copyright violation
11.	Practicing Professional Ethics (2): Translation and Journalism Possible issues: Accuracy/Faithfulness vs. Style; The Public's Right to Know/Learn vs. Privacy
12	Film Presentation and/or Debate Possible choices – <i>Morning Glory</i>
13	Practicing Professional Ethics (3): in Business, PR & Marketing Possible issues: whistle-blowing, profit versus doing the right thing
14	Practicing Professional Ethics (4): in Service Industry Possible issues: Are customers always right?
15	Film Presentation and/or Debate : <i>Up in the Air</i> 型男飛行日記 or <i>The World is Flat</i>
16	Practicing Professional Ethics (5): in Teaching Possible issues: equal educational opportunities vs. individualized instruction
17	Practicing Professional Ethics (6): in Government Sectors Possible issues: bureaucracy, law vs. individual concerns
18	Film Presentation and/or Debate <i>The Emperor's Club</i> (天之驕子) Final Report Due

**More choices here:

http://203.64.34.6/library/subject/april2012/april2012_index.htm#t01

PT005. Performing Arts: Acting [舞台藝術：表演技巧]

3 Credits

Dr. Philip Chang <hobo12@ms21.hinet.net >

For sophomores and above

Class size: 20

Course Description

“The art of stage production is,” Adolphe Appia states, “the art of

projecting into Space what the original author was only able to project in Time.” In other words, the projection of space supplements the linear structure of a play with three dimensions in which the actors carry the action that visualizes stage blocking, stage direction and lines. Accordingly, the presence of actor(s), or the body of an actor, not only exists within, but also expands that theatrical space by moving the body around, picking up objects, avoiding bumping into stage props, and interacting with the audiences. Specifically, the actor(s) transmit(s) information, therefore meaning, through a number of different channels simultaneously, such as delivery of words, gestures, movement, facial expression, makeup, hairstyle, and costume. In the meantime, all these work as separate sign systems that produce multivarious signifiers to be perceived and interpreted by the audiences who experience a playscript not as literature, but as a living performance. Thus, the theatrical interaction that exists between the actor(s) and the audiences should be emphasized. This is the focus of this course, that is, to assist students to develop the theatrical interaction by how to interpret the written words and color them with meanings through voice (spoken word), facial expression, gesture, movement and makeup and hairstyle.

We will practice each of the theatrical elements above in detail.

1. Voice (spoken word): loudness, pitch, inflection, resonance, articulation, tempo and rhythm.
2. Facial expression: facial expression is a significant sign system in that the audiences look at the actors for physical clues concerning the meaning behind the words being expressed.
3. Gesture uses the actor’s body, its size (tall, short...), body type (thin, overweight, muscular, or flabby...), and composition (short/long legs, small/big nose...), as the signifier. Accordingly, an actor’s body can appear menacing, sexually enticing, funny, disgusting, and so on.
4. Movement: direction, speed, duration, intensity, and rhythm, all of which define information about a character: (a) nationality/ethnicity, (b) environment, (c) temperament/personality, (d) age/health, (e) profession, (f) sex (masculinity/femininity), and (g) historical period.
5. Makeup and hairstyle provide specific information about a character’s persona: (a) nationality, ethnicity, and /or race, (b) environment, (c) temperament/personality, (d) health, (e) age, and (f) profession.

Course Requirement and Evaluation

1. Regular attendance and active class participation.

2. Four unexcused absences are grounds for failing this course.
3. When on sick leave, valid medical prescription is necessary.
4. Please switch off mobile phone during class.
5. Please do not wear blue jeans or any other tight dress, because we will be doing acting/gesture/movement practice in class.
6. Course Grade will be based on:
 - a. attendance/participation 25%
 - b. midterm presentation 35%
 - c. final presentation 40%

References

- Chaikin, Joseph. *The Presence of the Actor*. New York: TCG, 1991.
- Hodge, Alison, ed. *Twentieth Century Actor Training*. New York: Routledge, 2000.
- Lecoq, Jacques. *The Moving Body*. London: Methuen, 2000.
- . *Theatre of Movement and Gesture*. New York: Routledge, 2006.
- Marshall, Lorna. *The Body Speaks*. London: Methuen, 2001.
- Oida, Yoshi, and Lorna Marshall. *The Invisible Actor*. London: Methuen, 1997.
- Stanislavski, Constantin. *An Actor's Handbook*. London: Methuen, 1963.

Text for Class Presentations

Discussion with students taking this course.

Meeting Schedule

- Week 1 Overview: The Art of Stage Production
- (1) stage/space
 - (2) actor/body
 - (3) stage props
 - (4) lighting
 - (5) costumes
- Week 2 Voice: loudness, and pitch
- Week 3 inflection, resonance, and articulation
- Week 4 tempo, and rhythm
- Week 5 Facial Expression: sign systems, eyes, and masks
- Week 6 eyes and shift emotions: physical and psychological nature
- Week 7 facial expression within mise-en-scene
- Week 8 Group Presentation

- Week 9 Gesture: fingers and arms
- Week 10 arms and body
- Week 11 legs and body
- Week 12 Movement: stage blocking and direction
- Week 13 speed and duration
- Week 14 intensity and rhythm
- Week 15 Makeup and hairstyle: nationality, ethnicity, and /or race
- Week 16 environment and temperament/personality
- Week 17 health, age, and profession
- Week 18 Group Presentation

***The syllabus is subject to any change.**

PT006. Applied Computer Technology [電腦應用]

2 Credits

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

For Freshmen and above

Class size: 40

Applied Computer Technology is designed especially with the purpose to help freshmen (and sophomores and above – if you haven't taken it in the freshmen year) acquire basic computer skills for your university studies. No prerequisite knowledge is assumed. This course involves a hands-on approach to learning the concepts of word processing, networks & telecommunications (including network and information security), homepage design, electronic spreadsheet, and electronic presentation. By the end of the semester, each member of the class is to have developed an e- portfolio that will include all the assignments completed in this semester.

After learning these applications, you will be able to do the following for courses in the English Department and your future career:

Type papers using **Word** functions and the **MLA format**; design **PPT presentations** for various courses such as literature, public speaking courses, sophomore CC presentations; use **Excel** to draw pie charts and bar graphs for *junior CC SOAP project* and *research papers*; **design websites** and create **Movie Maker** videos for course assignments.

- 1. Participation: You are expected to come to class prepared and complete all the assignments in time.**

- (1) Plagiarism is forbidden. Please respect yourself and others and obey the principles of academic integrity. If you quote or refer to certain people's work, remember to give credit to the author(s). A plagiarized product will result in a 0% of your assignment.
- (2) Creativity is encouraged. You are always welcome to do more if you find the course not challenged enough.
- (3) Attendance is mandatory since we will have in-class activities. Lateness for over 20 minutes account for one unexcused absence. Each unexcused absence will result in a 3% deduction from the final grade. According to the university regulation, more than two unexcused absences or six excused absences result in a failed grade for the course.

2. Assignments

Tentative major assignments (100%):

- (1) small Word Processing applications: Resume, 3D Artwork, Book cover/poster, Table of Contents, MLA assignment;
- (2) Movie Maker application,
- (3) SharePoint Designer (website design);
- (4) Excel;
- (5) PowerPoint;
- (6) Final Portfolio;
- (7) In-Class Activities.

Detailed guidelines will be given to you in class for these assignments.

3. TextBook: handouts will be distributed either online or in class.

Details will be given at the beginning of the new semester.

PT007. English for Academic Purposes: TOEFL & IELTS [學術英文：托福與雅思]

2 Credits

Mr. Kenneth Chi < kennethchi@gmail.com >

For sophomores and above

Class size: 40

I. COURSE DESCRIPTION

English for Academic Purposes: TOEFL preparation is an English language skills training course preparing students for the TOEFL test, or Test of English as a Foreign Language, an exam conducted by Education Testing Service (ETS). This class provides a review of integrated English language skills like

listening, reading, writing, and speaking necessary for success on the Test of English as a Foreign Language (TOEFL iBT). Emphasis is placed on practicing language skills, test-taking strategies, exercises, and reviews to provide comprehensive TOEFL exam preparation.

II. OBJECTIVES:

1. Familiarize the students with the format and directions of the test;
2. Familiarize them with the types of questions that are asked in each section;
3. Learn key test-taking techniques
4. Developing the English language skills (vocabulary, grammar, writing, speaking, listening and reading) that are necessary to be successful on the test.
5. Practice TOEFL test-taking with time limits

III. REQUIREMENTS

This class requires:

1. Practice exams
2. Assignments:

Language Policy: English is the language used throughout the whole class.

Be active in class – this is especially in your presentation and group discussion.

Perfect attendance is required. If you are absent, you are responsible for the material that we cover in the class.

Submitting assignments on time is very important for your grade and progress in language learning. For any late papers, a full grade will be automatically **deducted** from the final grade of the assignment. That is, B+ will become C+.

Please do necessary review for the lessons; failure to do so will positively affect your performance.

IV. EVALUATION

Evaluation Items	Percentage
1. Class participation and attendance	25%
2. Assignments	25%
3. In-class pop quizzes	25%
4. Midterm and Final Exams	25%

V. TEXTS

Phillips, Deborah. *Longman Preparation Course for the TOEFL Test: IBT ; with*

Answer Key. White Plains, NY: Pearson, Longman, 2007. Print.

PT008. Aesthetic Perspectives on Dress [服飾美學]

2 Credits

Ms. Gretchen Lee <071808@mail.fju.edu.tw >

For sophomores and above

Class size: 40

- Special policy on first-day class attendance:
Students who are absent from the first class automatically forfeit the right to take the course.
- Students are welcome to contact the instructor if they have any questions.

COURSE OBJECTIVE AND DESCRIPTION

In this course, students will read articles related to fashion theories and fashion industry, listen to interviews with fashion designers, watch videos about fashion trends and fashion shows, discuss aesthetics experience and fashion brands.

Unit 1. Introduction: Definition of Dress and Aesthetic Experience; Aesthetic theory

Unit 2. Apparel Product and Environment: Elements of Design—color, line, shape, texture

Unit 3. Creators and Creation Process: 20th Century Fashion Style; Fashion Designer and Fashion Brand

Unit 4. Appreciator and Appreciation Process: Fashion Capital; Fashion Forecasting

This aim of the course is to lead students to

1. Develop and employ a vocabulary of aesthetics concepts and theories to understand apparel and appearance.
2. Develop an understanding of aesthetics and its application to human appearance and apparel products and environments for the consumer.
3. Understand socio-cultural and psychological factors of the consumer that influence aesthetic preference.
4. Understand how aesthetics related skills contribute to textile and apparel careers. Apply aesthetics to profession-based activities.
5. Use English to discuss all the above-mentioned issues.

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.

Group Presentations	40%
Discussions and Journals	30%
Quizzes	30%

TEXTBOOK AND REFERENCE

Handouts will be available at iCan.

PT009. Graduation Project Production [畢業專題製作]

3 Credits

**Dr. Doris Shih <dshih@mail.fju.edu.tw>, Dr. Kentei Takaya
<075079@mail.fju.edu.tw >, & Dr. Kate Liu <kate@mail.fju.edu.tw>**

For Seniors only

Course Description

This course aims to help and guide you through your production of a project which is a summation of your four years of learning in college, and/or in preparation for your future career. By the end of this course, you should be able to

- design, complete, and present a project as planned;
- use and apply the knowledge and skills you have learned in college;
- do further research on the knowledge you need and seek help from available and specialist personnel; and
- develop skills in time and project management and public presentation.

The possible projects you can choose from are:

A. Research Project

-- a research paper (with or without a statement of purpose--for graduate and/or professional school application--or cover letter--for job application)

B. Teaching and Writing/Editing Project

-- a teaching project with a lesson plan, some teaching materials designed and used on target students, and a final report on the plan's effectiveness

(this project can be associated with an English department course, a **service-learning project**, your part-time job, or it can be designed to serve some specific social functions);

-- writing and editing project (e.g. department magazine)

C. Marketing and Multimedia Project

-- a marketing project with a final report

-- a multimedia project with a final report

Teachers' Roles: Besides designing an overall schedule for proposal, reports, and final presentations, teachers meet with you (individually or in groups) regularly to advise you on how to utilize what you have learned in the first three years, to check for possible errors, and suggest ways of improvement. Due to the variety of projects involved, teachers will suggest how to find resources, instead of offering all of them in this course. However, within the limit of the department budget, teachers will arrange to have talks of common interest or specialists to help with some group projects.

Students' Roles: You should actively gain and use the knowledge and skills you need for accomplishing your proposed project. Once your project plan is set, you also need to commit yourself to following its schedule and finishing the project on time. Before the end of the semester, you will also present your project either in class or on an occasion open to the public.

Note:

- 1) Those students producing graduation projects are eligible for being nominated for and obtaining the "graduation with distinction" award from the department upon your graduation.
- 2) You are expected to finish your graduation project in one semester. If you wish to continue in the Spring semester, you need to write up another project proposal.

Requirement for the projects:

- **Research project:** there will be a research paper (content is minimum 15 pages: 5000 words)
1.5 space, 12 font Times New Roman, 15 pages A4 paper (each page = about 350 words), Total: 5000 words minimum excluding Cover sheet,

outline, Works cited, Appendices

Applied linguistics:

- Surveys: at least 30 respondents per sub-group
- Interviews: at least 5 interviews
- Can use either MLA or APA style
- At least 6 academic references (online journals acceptable)
- Submit a research proposal by week 6 (2-3 pages excluding the bibliography)

Literature:

- Use MLA style
- At least 8 academic references (online journals acceptable)
- Submit a research proposal by week 6 (2-3 pages excluding the bibliography)

Research Paper Proposal file will be provided by the instructor

- **Teaching project:** lesson plans & a report (content with minimum 6 pages: 2000 words)
 - Filming of teaching process
 - Submit the lesson plan by week 6
- **Multimedia project:** multimedia product & report (content with minimum 6 pages: 2000 words)

The multimedia product includes the following:

- a website (with audio/visual components)
- a film (if it is a film product, the student has to produce the content and complete post production). E.g.,
History of English:
<http://www.youtube.com/watch?v=r9Tfbeqyu2U>
- multimedia stage production
Steve Jobs: Macbook Air:
<http://www.youtube.com/watch?v=Z0jIpSCndtw;>
iphone: <http://www.youtube.com/watch?v=6uW-E496FXg>
- **Marketing project:** products of marketing strategies (e.g., translated

menus or designed flyers) & report (content with minimum 6 pages: 2000 words)

- Must contact a company for the project
- A proposal submitted by week 6

Week	Date	Content
1 (LB 301)	2012/9/19	Introduction; Explanation of Syllabus; -- Course Description, project titles -- Individual meeting with advisor to discuss tentative schedule of meeting
2	2012/9/26	Individual meeting --Project proposal writing, etc.
3	2012/10/3	Individual meeting : Teacher-student discussion
4	2012/10/10	Individual meeting
5	2012/10/17	Individual meeting
6	2012/10/24	Individual meeting
7	2012/10/31	Individual Meeting
8	2012/11/7	Individual Meeting
9	2012/11/11 (Mon)	Midterm week; Project Midterm oral presentation & revision
10	2012/11/21	Individual Meeting
11	2012/11/28	Individual Meeting
12	2012/12/5	Individual Meeting
13	2012/12/12	Individual Meeting
14	2012/12/19	Individual Meeting, Peer review & feedback
15	2012/12/26	Individual Meeting, peer review & feedback
16	2013/1/2	Individual Meeting · Preparation for Presentation (Discussion on mode of presentation (face-to-face, online))
17	2013/1/9	Preparation for presentation, rehearsals
18	2013/1/16	Presentation

Note : There will be at least three invited speeches. These guest speakers will come on Wednesdays during advisor's time. We are not sure about the schedule for now. To be announced later.

Possible Speakers are:

- 【演講】多媒體教案小組：多媒體教材製作與市場需求：LiveABC 公司
Multimedia production (LiveABC)
- 【演講】行銷 Marketing
- 【演講】影片後製 Film Post production
- 【演講與參訪】新聞與編輯小組：新聞局 Taiwan Today 外籍編輯：那湯姆
Editing (Mr. Tom Nash)

PT010. EU Culture and Society [歐洲聯盟：文化與社會]

3 Credits

Dr. Yan-Lin Chiu

For Freshmen※ and above

Class size: 40

※建議同時選修院開「歐洲聯盟概論」課程 (15:30~17:30, Tuesday)

Course Objective

This course is an introduction to basic concepts and core values of EU culture and society. The objective is to present an overview of Europe's cultural heritage, which is both rich and diverse. Selected topics include issues of global relevance where the EU is playing a leading role, such as in the fields of human rights, social welfare, climate change and sustainable development. In this context, students will also learn about fundamental legal and institutional frameworks, as well as policy objectives and implementation strategies. As this course is taught in English, students will have plenty of opportunity to improve their professional English skills.

Course Development and Content

1. Course overview and introduction
2. Basic EU concepts

3. European cultural heritage
4. Historic sites and monuments

5. EU human rights
6. Case studies

7. Social welfare

8. Target groups and stakeholders
9. Climate change policies
10. Adaptation and mitigation strategies
11. Culture and the business environment
12. Green enterprises and sustainable development
13. Cultural diversity and intercultural dialogue
14. Culture and international relations

Teaching Method

The teaching method of this course is based on class lectures, as well as class participation and presentations.

Teaching Material and References

<http://europa.eu/>

Further literature will be announced in class.

Grades and Exams

Grades will be based on class participation (50%) and presentations (50%).



MA/BA Courses

MA001. American Literature and Visual Art [美國文學與視覺藝術]

3 Credits

Dr. Joseph Murphy <041845@mail.fju.edu.tw>

For Juniors and above

Class size: 20 (the student ,who wants to take this course, should get 80 or above in the previous literature course in the department)

What is the relationship between written words and images – between literature and the visual arts (painting, sculpture, photography)? How do literary and visual forms influence each other, and how can one help us to understand or interpret the other? These are the fundamental questions addressed in this course, with a particular focus on American culture.

We will study three intersections between American literature and the visual arts. Unit 1, The Artist and the Writer, will examine the mutual representations of writers and visual artists, focusing especially on works by Hawthorne, James, Stein, Cather, and Updike. How have writers portrayed visual artists: their personalities, their motivations, and their relationship to society? How, on the other hand, have artists portrayed themselves, and how have they portrayed writers?

Unit 2, Aesthetic Movements, will sample some points of correspondence between parallel movements in the visual arts and literature: romanticism, realism, and impressionism. What exactly do these terms mean in literature and the visual arts, respectively? Do they refer to the same characteristics in each or are they different? In addition to readings by Hawthorne, Whitman, and James, this unit will also include a section on representations of Native Americans.

Unit 3 is entitled Ekphrasis, the name of a device in which one aesthetic form explicitly responds to or represents another. How does a work of literature, especially a poem, go about representing a painting or sculpture? How does a painting represent a work of literature? The formal experimentation of modernism and the playful self-consciousness of postmodernism have made ekphrasis an increasingly popular artistic device, bringing new intensity to the verbal-visual relationship. Readings in this unit include the poets Williams, Loy, and Lowell.

This course will introduce many painters and several sculptors and photographers; their names are listed in the tentative schedule below.

Requirements

Class attendance and participation	30%
Presentation	15%
Two short written critical responses	20%
Term paper	35%

Class participation. Read and prepare the texts assigned for each class meeting before the beginning of class. Come to every class prepared to comment on the assigned readings and visual images.

Presentation. 20 min. Give a presentation, using PowerPoint, on one of the assigned visual artists.

Writing assignments

--Two short commentaries (about 500 words each, single spaced and formatted on one side of a page). Twice during the semester each student will write a short commentary: one should be on a passage from the assigned reading; the other should be on one of the assigned images.

--Essay (due at end of semester). MA students: 3000-3600 words; 10-12 pages. BA students: 2100-2700 words; 7-9 pages. Develop an original argument bringing together at least one literary text and one visual text. For MA students, the essay should refer to at least two secondary sources; for BA students, secondary sources are not required. Students may opt to write two papers, each one-half the length indicated above (one due at the midterm, the other at the end of the semester). A list of possible topics for papers will be made available.

Tentative Schedule (critical and theoretical readings to be announced)

Week	Readings
1	Introduction
2	UNIT 1: THE ARTIST AND THE WRITER Nathaniel Hawthorne, "Drowne's Wooden Image," "The Artist of the Beautiful" Painter: John Singleton Copley
3	Henry James, "The Madonna of the Future"
4	Henry James, "The Madonna of the Future"
5	Willa Cather, "Coming, Aphrodite!" Painter: Paul Cézanne
6	Gertrude Stein, "Matisse," "Picasso" John Updike, "Museums and Women," "Still Life" Painters: Henri Matisse, Pablo Picasso
7	UNIT 2: AESTHETIC MOVEMENTS <u>Romanticism</u> Thomas Cole, "Essay on American Scenery" William Cullen Bryant, "To Cole, the Painter, Departing for Europe" Nathaniel Hawthorne, "My Visit to Niagara" Lydia Sigourney, "Niagara" Painters: Thomas Cole, Asher B. Durand, Jasper Cropsey, Frederic Edwin Church, George Inness

8	Nathaniel Hawthorne, "The Ambitious Guest" Painters: Thomas Cole, Asher B. Durand, Jasper Cropsey, Frederic Edwin Church, George Inness
9	<u>From Romanticism to Realism</u> Representing the American Indian Painter: George Catlin Photographer: Edward S. Curtis
10	Walt Whitman, selections Painters: George Caleb Bingham, Thomas Eakins, Winslow Homer, Ash Can School (e.g., John Sloan, Robert Henri)
11	Walt Whitman, selections Painters: George Caleb Bingham, Thomas Eakins, Winslow Homer, Ash Can School (e.g., John Sloan, Robert Henri)
12	<u>From Realism to Impressionism</u> Henry James, "A New England Winter," "On Some Pictures Lately Exhibited" (excerpt on Winslow Homer), "The Impressionists, 1876" Painters: Urban Impressionists (e.g., William Merritt Chase, Childe Hassam)
13	Henry James, "A New England Winter" Painters: John Singer Sargent, Mary Cassatt
14	UNIT 3: EKPHRASIS Washington Irving, "Rip Van Winkle" William Cullen Bryant, "Thanatopsis" William Carlos Williams, "The Great Figure" Painters: John Quidor, Asher B. Durand, Charles Demuth, Cy Twombly
15	William Carlos Williams, selected poems; <i>Pictures from Brueghel</i> Painters: Pieter Brueghel, Charles Demuth, Charles Sheeler, Marsden Hartley Photographer: Alfred Stieglitz
16	William Carlos Williams, selected poems; <i>Pictures from Brueghel</i> Painters: Pieter Brueghel, Charles Demuth, Charles Sheeler, Marsden Hartley Photographer: Alfred Stieglitz
17	Mina Loy, "Brancusi's Golden Bird" Robert Lowell, "Ode to the Union Dead" Sculptors: Augustus Saint-Gaudens, Constantine Brancusi
18	Review

MA002. Minor Literature: Postcolonial and Ethnic Texts [少數文學: 後殖民與族裔文本]

3 Credits

Dr. Donna T. Tong <080695@mail.fju.edu.tw >

For Juniors and above

Course Description: What is a minor literature? This term was coined by Gilles Deleuze and Félix Guattari in *Kafka: Towards a Minor Literature*. In their analysis Kafka's writing, Deleuze and Guattari define how "[t]he three characteristics of minor literature are the deterritorialization of language, the connection of the individual to a political immediacy, and the collective assemblage of enunciation" (18). Firstly, according to Deleuze and Guattari, to deterritorialize a language is to have a "language torn from sense." However, this does not mean that the text becomes nonsense, but rather that the writer, using elements from his or her minor language and culture, draws attention to a major language, to its political and social implications. To deterritorialize a language therefore means to, in Réda Bensmaïa's words, "affect the language in which it is effected" (xvi), and thereby revolutionize it. Secondly, a minor literature is always political in that the individual cannot be extricated from his or her relationship to society, and society is inherently political. In this way, the writer's text inevitably reflects, represents, and/or refracts this political context. Lastly, a minor literature has collective, enunciative value, meaning that it expresses and/or exemplifies "another possible community...[,] another consciousness and another sensibility" (17).

These characteristics are at once attractive in articulating a kind of kinship among ethnic and postcolonial texts where writers with "minor" cultural backgrounds write in "major" languages, but they are also potentially dangerous since they do assert a commonality that may flatten crucial differences in history, geography, and political context.

In this course, we will consider theories of postcolonial and ethnic literatures to question whether Deleuze and Guattari's concept of a minor literature can and/or should be applied, and what might be larger implications of applying this term to certain texts.

Required Texts

Davenport, Kiana. *Song of the Exile*.

Loh, Vyvyane. *Breaking the Tongue*.

Murayama, Milton. *All I Asking for Is My Body*.

Philip, Marlene Nourbese. *She Tries Her Tongue, Her Silence Softly Breaks*.

Course Reader (excerpts from the following)

Deleuze, Gilles, and Félix Guattari. *Kafka: Towards a Minor Literature*.

Fanon, Franz. *Black Skin, White Masks*.

Ngũgĩ wa Thiong'o. *Decolonising the Mind*.

Pratt, Mary Louise. "Arts of the Contact Zone."

Said, Edward. *Orientalism; Culture and Imperialism*.

Spivak, Gayatri. "Can the Subaltern Speak?"

Trinh T. Minh-ha. *Woman, Native, Other*.

Course Requirements

Attendance: 20%

Participation: 20% - prepare one discussion question **each week**.

Close readings: 15% - 3 short essays, 350 words minimum on texts of your choice.

Presentations: 15% - 1 presentation on a non-fiction text, 1 presentation on a literary text of your choice.

Research paper: 30%

MA students need to prepare a 2500-3500-word (8-12 pages) research paper on any of the literary texts, or on a literary text with the instructor's approval and using at least two of the non-fiction texts. The research paper must include at least two research sources not included in the class.

BA students need to prepare a 1500-2200-word (5-8 pages) research paper on any of the literary texts, or on a literary text with the instructor's approval and using at least one of the non-fiction texts. The research paper must include at least one research source not included in the class.

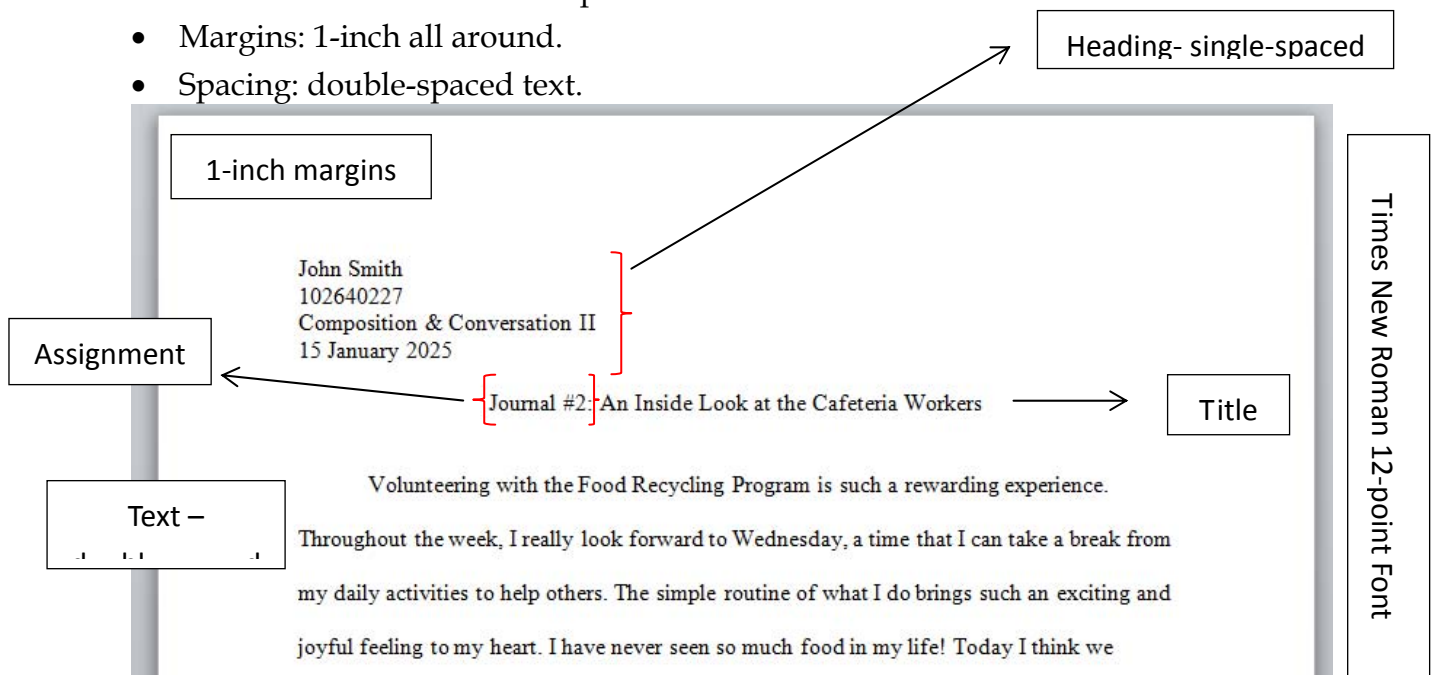
Deadlines & Late Paper Policy

Unless deadlines are changed verbally in class or over email, the due dates for assignments and presentations are as indicated in sign-up sheets and the schedule.

No late papers will be accepted without arrangements made **one week prior to the due date** with the instructor.

Paper Format & Submission

- Font: Times New Roman 12 point size.
- Margins: 1-inch all around.
- Spacing: double-spaced text.



At the end of each essay, students are required to have the **WORD COUNT** written. For example: *Word count: 1079.*

Headings must have the student's name, ID #, course, and date, with the assignment and title that corresponds with the content of the essay.

All essays must be submitted in **hard copy with an electronic copy** sent through email on the due date.

Conduct, Plagiarism, Cheating

Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one

absence. **More than 3 absences** will lead to failing the course.
Any act of plagiarism or cheating will lead to failing the course.