

**Curriculum for Fall 2013: Elective Courses**



**Advanced Literature and Culture Courses**

**LC001. English Literature II: Seventeenth and Eighteenth Centuries (Donne through 1789)**

[英國文學 (二)]

**3 credits**

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

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature**

This course is a study of selected poetry, prose, and drama from the 17<sup>th</sup> and 18<sup>th</sup> centuries in British Literature. Authors to be studied will include Donne, Marvell, Milton, Behn, Dryden, Swift, Congreve, Pope, and Johnson. Possible topics include the Reformation, metaphysical and cavalier poetry, scientific empiricism, the Enlightenment, satire, the rise of the novel, and neoclassical and pre-Romantic poetry.

Literature is essentially about the human experience, about representing humanity. We will question and challenge how this humanity is conveyed, how it was relevant during the era of publication, and how it might still be relevant today despite the span of time and distance, literally, symbolically, and culturally.

The time periods spanning the 17<sup>th</sup> and 18<sup>th</sup> centuries were eras of great turmoil. Charles I was executed during the Wars of the Three Kingdoms (England, Scotland, Ireland), specifically during the English Civil War, by the English Parliament in 1649. The Restoration which began in 1660 when monarchical rule was restored under Charles II replaced the Puritan government established under the Commonwealth and Oliver Cromwell during the period known as the Interregnum (a lapse or pause in continuity; a period when normal government is suspended). Within these eras quite extreme and rapid cultural and social changes took place, for instance from a Puritan society to a monarchy which celebrated the restoration of its king to power with opulence and debauchery.

The class will consider issues of how literature can be/is politicized. How does the literature reflect the politics and turmoil of its era? How can literature intervene in the political sphere either through critique or in other ways? How are social and cultural changes represented and/or effected through literature?

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## Required Texts

*The Norton Anthology of English Literature*. Ed. M.H. Abrams, et al. [volume & edition]

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## Course Requirements

Attendance & Participation	20%	1 discussion question from each group every week.
Presentations	20%	2 group presentations.
Journals	10%	5 journal entries minimum 300 words each.
Midterm Exam	20%	
Final Exam	30%	

**\*ATTENDANCE: MORE THAN 3 UNEXCUSED ABSENCES IS A FAIL**

## Discussion Questions

You will be placed into small groups. Among your group, you can either decide to formulate a question for each week on the assigned reading. Your group can either formulate the question together or decide to have individuals create the question for different weeks. Please be prepared with a tentative answer to your group's discussion question.

## Presentations

In your group, you will need to work with your classmates to prepare two presentations. The texts and dates are assigned in the Schedule. For each presentation, your group must select a leader to be in charge of the presentation. Your group must prepare a Powerpoint file that will be shown in class and sent electronically to the instructor [at: fju080695@gmail.com] for credit on the assignment.

## Content

1. Short overview of text. **20%**
  - a. Title and author.
  - b. Short bio of author.
  - c. Characters in the text.
  - d. Plot of the text.
  - e. Important historical events/artistic movements relevant to the publication or topic of the text.
2. Key themes/motifs. **20%**
3. Textual analysis of one particular passage, scene, or moment in the text. **50%**

- a. Explain how that particular passage connects to the whole text.
  - b. What is significant about the selected passage?
    - i. Is something crucial revealed about the characters?
    - ii. Is something important revealed about a specific theme or motif?
  - c. Figurative language.
    - i. What kind of figurative language is used?
    - ii. What is the effect of the figurative language?
  - d. What can be learned about the history of the period from the text?
  - e. How can the text be made relevant to today? To Taiwan?
4. Works Cited. 10%

### **Journals**

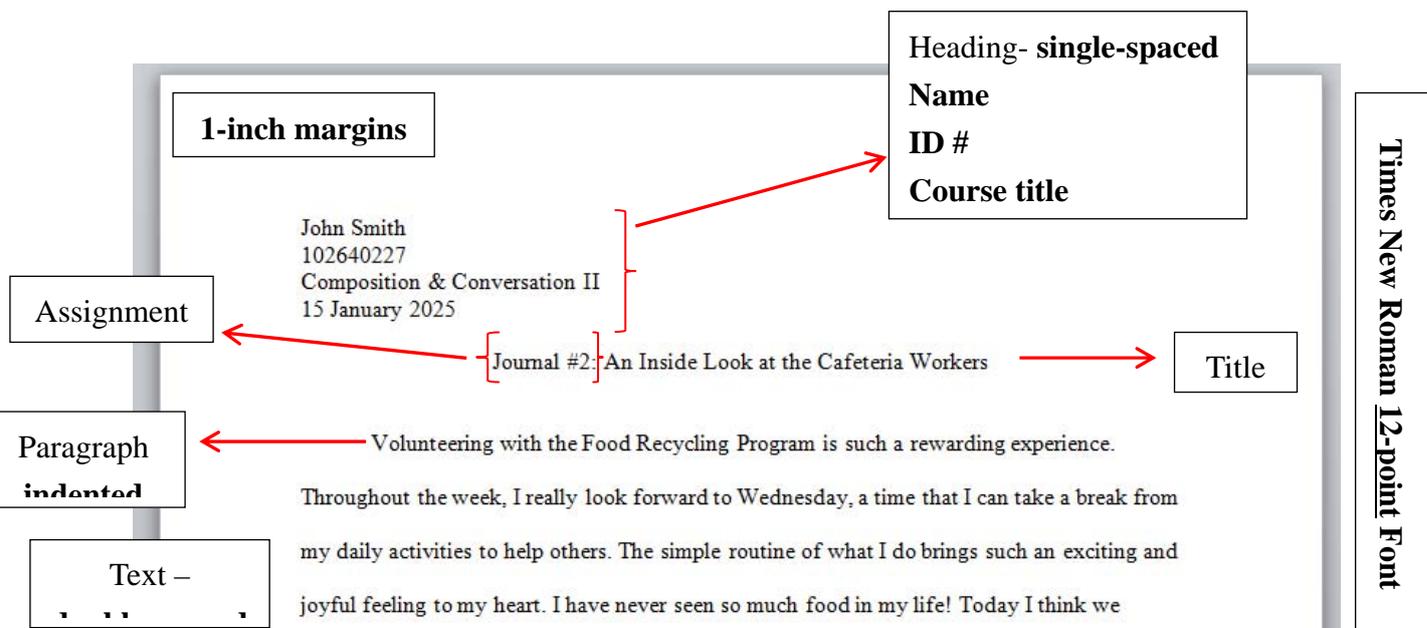
You are required to complete **five** journal entries with a minimum of 300 words for each entry. Each entry must analyze a text of your choice. Answer **one** of the following questions for each entry:

1. Focus on the language of the selected text. Analyze the emotional effects or impact of the language on the reader. What kinds of emotional reactions does the text elicit? How does the language effect these reactions?
2. What does the text teach you about the history and culture of that particular place, time, and those people? How does the text do this? You must analyze specific details from the text.

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### **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 to <[080695@mail.fju.edu.tw](mailto:080695@mail.fju.edu.tw)> 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.

### LC002. American Literature I [美國文學 (一): 跨文化觀點]

3 credits

Dr. Joseph Murphy <[murphy@mail.fju.edu.tw](mailto:murphy@mail.fju.edu.tw)>

For Juniors and above

Class size: 40

Prerequisite: Introduction to Literature

### I. Overview and Objectives

This course surveys the development of American literature from the seventeenth century through the Civil War, in cross-cultural perspective, with a special co-teaching segment (see below) that extends to some key twentieth-century texts. It strikes a balance among various

genres – fiction, poetry, autobiography, essay – and among various perspectives on American life. Lectures will introduce authors, texts, and cultural movements (like Puritanism, the Enlightenment, and Transcendentalism); discussions will focus on close reading directed by study questions; and student presentations will offer useful overviews of authors and topics. Overall, our goals will be to discover 1) the unique voice, technique, and accomplishment of individual literary works; 2) their reflection of and participation in broader social movements and cross-cultural exchanges; 3) their relevance to readers today in a global context.

**Special Co-Teaching Segment.** During the week of Sept. 30-Oct. 4, Prof. Dr. Michael Steppat, Academic Dean (Faculty IV), University of Bayreuth, Germany, will be in residence at Fu Jen to participate in an intensive co-teaching segment entitled “American Literature and Americanism,” which is integrated into the requirements for this course. For a better understanding of American culture, it is essential to consider the variety of concepts of Americanism. These have a diverse history, and they go beyond simple notions of America as a land of opportunity or a land characterized by the frontier experience. In many cases, a meeting of cultures has shaped the American consciousness. Literary works in different genres are rewarding to explore for a historical perspective on cultural interfaces involving America.

This compact course segment will offer analytical discussion of a small selection of literary texts (listed in the schedule below) from different periods, each of which illuminates a certain facet of Americanism. Three special class sessions during this week in addition to the regular meeting will be arranged to accommodate students’ schedules (classes on certain other weeks will be suspended to allow time for this intensive segment). Bringing together teachers and students from different cultural backgrounds will deepen our understanding of the cross-cultural perspectives that animate American literature. Students will be asked to pose questions in advance, and class sessions will consist of critical discussion of these questions as well as joint reading of difficult passages. A journal assignment on this segment is required. Note: Readings for this segment will be provided in advance and students should begin preparing them over the summer.

## II. Text

Baym, ed. *Norton Anthology of American Literature*, 7<sup>th</sup> ed., Vol. A & B (“Package 1”)

### III. Requirements and Grading

The requirements for this course will be weighted as follows:

Midterm exam	20%
Final exam	25%
2 journals	30%
Presentation/Preparation/Participation	25%

**JOURNALS.** Specific requirements to be announced. Plagiarized assignments will receive a zero.

**PRESENTATION/PREPARATION/PARTICIPATION.** Students must read and prepare the texts assigned for each class meeting before the beginning of class. Class time will involve a combination of lecture, discussion, and presentation. The class will divide into groups of 4-5 students to prepare and present answers to study questions, which will be distributed for some readings. These groups will also be responsible for a presentation on topics to be announced (20-25 min.). Occasional quizzes may also be given.

**ATTENDANCE** and promptness are essential to this course. Absences, or persistent lateness, will hurt your grade. *Students with more than three absences will fail this course.* Two late arrivals or early departures constitute one absence.

### IV. Tentative Schedule

Week	Topic/Assignment
1	Introduction: American Paintings and Sample Texts
2	<b>Study/Review</b>
3	<b>UNIT 1: AMERICAN LITERATURE AND AMERICANISM</b> <b>Special Co-Teaching Segment with Prof. Dr. Michael Steppat, University of Bayreuth, Germany</b> ( <u>4 class meetings</u> to be scheduled, 9/30-10/4). Tentative reading list: --Emerson, <i>Nature</i> ; "The Snow-Storm" --Twain, "Concerning the American Language" --Whitman, short excerpts from <i>Leaves of Grass</i> , including "Passage to India" and "Years of the Modern" --T.S. Eliot, "The Waste Land" --Hemingway, "Indian Camp," "The Short Happy Life of Macomber" --Silko, <i>Ceremony</i> (excerpt)

4	<b>Study/Review</b> <b>Journal 1 due</b>
5	<b>UNIT 2: EXPLORATION, COLONIZATION, PURITANISM</b> Columbus, Letters (A32-35) Harriot, from <i>A Brief and True Report of the New Found Land of Virginia</i> (A49-55) The Winnebago Trickster Cycle (A78-83) Bradford, <i>Of Plymouth Plantation</i> , Chapters IX, XI, XII, XXXII (A114ff.) Winthrop, from "A Model of Christian Charity" (A156-58), Journals [Overcoming Satan] (A159)
6	Bradstreet, "The Author to Her Book," "Before the Birth of One of Her Children," "To My Dear and Loving Husband," "A Letter to Her Husband, Absent upon Public Employment," "In Memory of My Dear Grandchild Elizabeth Bradstreet," "In Memory of My Dear Grandchild Anne Bradstreet," "On My Dear Grandchild Simon Bradstreet," "Here Follows Some Verses upon the Burning of Our House, July 10 <sup>th</sup> , 1666" (A204ff.) Taylor, Meditations 8 and 16; Preface to <i>God's Determinations</i> ; "Upon Wedlock, and Death of Children," "[When] Let by Rain," "Huswifery" (A270ff.)
7	Rowlandson, <i>Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> , Opening narrative, First, Second, Third, and Twentieth Removes (A236ff.) Mather, from <i>Wonders of the Invisible World</i> (A308-13) <i>The New-England Primer</i> (A353-55)
8	Edwards, "Personal Narrative" (A394-96); "On Sarah Pierpont" (A396-97); "A Divine and Supernatural Light" (A406-411); "Sinners in the Hands of an Angry God" (A430-32; 434-36) Dickinson, poem 320 [There's a certain Slant of light] (B2567)
9	<b>Midterm Exam</b>
10	<b>UNIT 3: REVOLUTION AND EARLY REPUBLIC</b> Franklin, from <i>Autobiography</i> (A482-97, 522-34, 540-44, 555-58) PRESENTATION 3: Benjamin Franklin
11	Crevecoeur, <i>Letters from an American Farmer</i> , Letter III (A596-605), Letter IX (A605-07) John Adams and Abigail Adams, Letters (A617-29) Jefferson, from <i>The Autobiography of Thomas Jefferson</i> (A651-57), <i>Notes on the State of Virginia</i> , Queries V, VI, XIX (A658ff.) Wheatley, "On Being Brought from Africa to America," "To the Right Honorable William, Earl of Dartmouth" (A752ff)
12	Irving, "Rip Van Winkle" (B953-65)

	Hawthorne, "My Kinsman, Major Molineux" (B1276-88)
13	<b>Study/Review</b>
14	<b>UNIT 3: AMERICAN ROMANTICISM</b> Whitman, "Crossing Brooklyn Ferry," "As I Ebb'd with the Ocean of Life" (B2263ff.) Thoreau, <i>Walden</i> , Chapters 2, 9, 11, 12, 16, 18
15	Hawthorne, "Rappaccini's Daughter" (B1332-52)
16	Melville, "Bartleby, the Scrivener" (B2363-89) Poe, "The Black Cat" Douglass, <i>Narrative of the Life</i> (excerpts)
17	Dickinson, poems to be announced (B2558ff.) <b>Journal 2 due</b>
18	<b>Final Exam</b>

**LC003. Poetry of Beatles [披頭四音樂中的詩]**

**3 credits**

**Dr. Raphael Schulte**

**For Juniors and above**

**Class size: 15**

**Prerequisite: Introduction to Literature**

The modern poet Ezra Pound said, "Poetry atrophies when it gets too far from music." This course will explore that shared ancestry of poetry and music and continue a tradition in our department of analyzing types of poetry contained in pop songs. (Previous courses covered the poetry of the blues and Bob Dylan.) This course will pay special attention to songs/poems by the Beatles, as well as some of the solo work of the four individual Beatles. The Beatles has reputations in musical, literary and visual arts. Kenneth Womack and Todd F. Davis have written, "Little argument exists among musicologists and literary critics alike about the Beatles' inherent literary qualities." Besides his song lyrics, during his lifetime John Lennon of the Beatles published two books of poetry and prose, followed by a third book published posthumously. Paul McCartney has also published a book of poetry and song 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, all four members of the Beatles exist as lyrical, musical, and cultural icon and their songs/poems are enmeshed in various competing mythologies cultivated by the artists, their fans, and

music critics/reviewers. We will analyze the songs/poems 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. Shakespeare [莎士比亞]

**3 credits**

**Ms. Jennifer Chiu < jenniferwychiu@hotmail.com >**

**For Sophomores and above**

**Class size: Maximum : 40 / Minimum: 10**

**At most 5 students from other departments could be accepted in this course, but they must have taken at least one English literary course previously (such as Introduction to Literature).**

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#### COURSE DESCRIPTION

This introductory course will focus on **six** of Shakespeare's plays written and performed in the Elizabethan/Jacobean world of Renaissance England. We will read two comedies (*The Taming of the Shrew*, *Much Ado about Nothing*), two tragedies (*Hamlet*, *Othello*), a history play (*Henry IV, Part I*), and a late romance (*The Tempest*). Each play must be read carefully and actively. Our textbook will be *The Norton Shakespeare* (2<sup>nd</sup> edition). This class aims to give you a set of techniques for reading and considering Shakespeare's plays in their literary and theatrical contexts. It is necessary then to also understand the social, political, and cultural environment in which William Shakespeare lived and wrote. Your final grade for the semester will be based on the quizzes, assigned writings, participation, attendance, the mid-term exam, and the final exam.

#### TEXTBOOK

Greenblatt, Stephen, et al., eds. *Norton Shakespeare*. 2<sup>nd</sup> ed. New York: W. W. Norton & Company, 2008.

*The Norton Shakespeare* is preferable, but any scholarly edition of Shakespeare's plays will be acceptable. If you are not sure if a specific edition is reliable or not, please come see me.

Before you leave for your summer vacation, please make sure you get your own copy of the textbook from either the Caves Books (敦煌書局) inside our campus, or the Bookman Books

(書林書局 02-23687226) across from National Taiwan University.

## REQUIREMENTS

- 1. Those who fail to attend the classes of the first two weeks would not be allowed to take this course.**
- 2. Attendance & class participation:**
  - Absences and lateness 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 textbook/handout(s) with you, or if you come into classroom later than 20 minutes after the class begins. You will automatically fail this class after you have more than 5 absences.
  - Finish the assigned reading and be prepared to ask questions and discuss in class. Extra credits will be given to those active participants.
- 3. Written assignments:**
  - Along with the reading of Shakespearean plays, you will write six **journals** – typed and double-spaced – where you try to show your understanding, appreciation or even interpretation of the play. You will include in each journal at least three entries to write about your favorite scene, character and line in relation to the structure/meaning of the play assigned for reading. Also, you are encouraged to raise (and start answering) questions you may have about the text.
  - Besides journals, the other written assignment is a **short report** where you shall include a one-page summary of an article from a periodical (not a chapter or essay from a book) about one of the plays we read this semester, and a one-page **response** to that article. You can find articles about Shakespeare in journals in our library, for example, in *Shakespeare Quarterly*, *Studies in English Literature*, *PMLA*, or *ELR (English Literary Renaissance)*. Be sure to include as part of the assignment the full bibliographic information in the correct MLA format. Also, when you turn in your short report by the end of this semester, please **include a copy of the original article**.
  - All assignments must be handed in at the beginning of the class period on the day they are due. Late assignments will not be accepted. When absent for a good reason, you shall hand in the due assignment the first day you come back to school, **not a week after**.
  - It's extremely important to do your own work throughout the semester. Presenting others' writing and ideas as though they are your own is a serious error (some may say an academic 'crime'). Intentional and unintentional plagiarisms are not acceptable. When using secondary sources, **you must include parenthetical citations for all paraphrasing and quoting, as well as a list of works cited at the end. YOU WILL AUTOMATICALLY FAIL THIS COURSE IF YOU PLAGIARIZE!**
- 4. Oral presentations:** You will form into 6 study groups for both inside- and outside-class discussions on the assigned reading. For each play we read for the class, one group shall give a **15-to-20-minute** well-organized presentation to lead the

discussion as well as provide critical analysis, while the other five groups shall each be assigned one act of the play to produce a 8-to-10-minute version of its chosen act, using modern English to paraphrase the lines from the script.

GRADING SCALE (subject to change)

Midterm & final	50%
Written and oral assignments, quizzes & class participation	50%

TENTATIVE SCHEDULE

Week	Course Content	Assignment due
1-2	William Shakespeare (1564-1616)	
3-4	The Taming of the Shrew	Journal 1
5-6	Much Ado about Nothing	Journal 2
7-8	Henry IV, Part I	Journal 3
9	MIDTERM EXAM	
10-12	Hamlet	Journal 4
13-14	Othello	Journal 5
15-16	The Tempest	Journal 6
17	Conclusion	
18	FINAL EXAM	Short report

LC005. Modern Prose With Practice[現代小說選讀]

2 credits

Ms. Yi-Jie Liu < liuyijie121@yahoo.com.tw >

For Sophomores and above

Class size: 60

課程學習目標	藉由主題小說的細讀、分析與討論，讓學生認識具代表性的小說，同時提昇對於現代小說創作與理論的了解。			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1		課程說明與介紹	課程說明與介紹	
2		輕與重	語言、意象與結構上的表現	
3		輕與重	李昂〈花季〉 張愛玲/張系國〈傾城之戀〉 張曼娟《火宅之貓》	
4		輕與重	李昂〈花季〉 張愛玲/張系國〈傾城之戀〉 張曼娟《火宅之貓》	

			分組討論一			
5		快與慢	故事的時間與文字的速度			
6		快與慢	西西〈像我這樣的一個女子〉 七等生〈我愛黑眼珠〉 分組討論二			
7		準確與模糊	筆法的細緻寫真與曖昧難辨			
8		準確與模糊	黃春明〈看海的日子〉 蕭颯〈死了一個國中女生之後〉 李昂〈彩妝血祭〉			
9		準確與模糊	黃春明〈看海的日子〉 蕭颯〈死了一個國中女生之後〉 李昂〈彩妝血祭〉 分組討論三			
10		文字、畫面與氣味	閱讀、想像與理解			
11		文字、畫面與氣味	張愛玲〈紅玫瑰與白玫瑰〉 朱天心《古都》 徐四金《香水》			
12		文字、畫面與氣味	張愛玲〈紅玫瑰與白玫瑰〉 朱天心《古都》 徐四金《香水》 分組討論四			
13		繁複	形式與內容的追求			
14		繁複	朱少麟《傷心咖啡店之歌》 保羅·奧斯特《神諭之夜》			
15		繁複	朱少麟《傷心咖啡店之歌》 保羅·奧斯特《神諭之夜》 分組討論五			
16		期末考	期末考			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	40	影片欣賞	0	討論	30
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	30
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	0	個別指導	0	其他	0
課程教材 Course Material	《給下一輪太平盛世的備忘錄》，伊塔羅·卡爾維諾，時報出版					
教科書	《給下一輪太平盛世的備忘錄》，伊塔羅·卡爾維諾，時報出版					
參考書目 Reference	《小說的藝術》，米蘭·昆德拉，皇冠 《小說面面觀—現代小說寫作的藝術》，佛斯特，志文					

	《悠遊小說林》，安貝托·艾柯，時報出版 《小說的五十堂課》，木馬文化 《臺灣小說史論》，陳建忠等，麥田 《文學欣賞與批評》，徐進夫譯，幼獅 《現代小說》，楊昌年，三民 《天下小說選》，陳大為，天下文化 《臺灣後現代小說選》，周芬伶等，二魚文化 《臺灣政治小說選》，邱貴芬，二魚文化 《小說教室》，張曉風，九歌					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	20	隨堂考（小考）	0
	書面報告(含小組或個人)	10	課堂參與	20	心得或作業撰寫	30
	口頭報告(含小組或個人)	10	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	10
	其他	0				
學習規範	事假預先請，病假請附證明。 預讀筆記與作業遲交不計分。 抄襲一律零分。 以教師授課與課堂討論為主，分組討論為輔。 每單元撰寫指定教材的預讀筆記；分組討論後繳交討論報告。					



### Advanced Language Studies Courses

#### LS001. Teaching Literature [文學教法]

3 credits

Dr. Daphne Lin <daphcc@gmail.com>

For Juniors and above

Class size: 40

Prerequisite: Introduction to linguistics

建議先修科目： Prerequisite (optional)	Teaching English as a Foreign/Second Language Linguistics Introduction to Western Literature
教學目標： Teaching Objectives	To introduce students to literary teaching theories and practical teaching methods, and help students to learn to use teaching tools which experts use in teaching literature.
課程範圍： Course Description	Although this course by design aims at helping pre-service teachers learn how to teach literature to students at college level, we will learn from American experts' experience in teaching literature to adolescents because our college students in Taiwan may not be ready to learn to read literature at college level yet. We are going to follow Beach et al.'s <i>Teaching Literature to Adolescents</i> chapter by chapter. First, we have to prepare ourselves to teach literature with a clear purpose and direction; we will, therefore, discuss why we teach literature and what literature we may select to teach. Then, we will focus on three topics - teaching tools, literary genre, and approaches to literature. When we discuss these topics presented in Beach et al.'s book, we will also explore a variety of resources - books, online teaching sites, and video workshops - and put what we learn from the resources into practicums, i.e., service-learning sessions in which the students of this course tutor English majors who are taking Introduction to Western Literature in Fall 2013.
授課方式： Pedagogical Methods	Collaborative learning and the case-study approach will be the core methodology of this course. That is, we will learn primarily from group discussions and case studies that aim at finding solutions to literature instructional problems.
授課教材及參考書籍： Course Materials and References	Beach, R., Appleman, D., Hynds, S., & Whilhelm, J. (2011). <i>Teaching Literature to Adolescents</i> , 2nd ed. NY: Routledge. (Companion Website: <a href="http://teachingliterature.pbworks.com/w/page/19920355/FrontPage">http://teachingliterature.pbworks.com/w/page/19920355/FrontPage</a> )
課程網址 Course Website	iCan

**課堂規定與評分方式** Requirements/Activities and Grading Policy

Requirement/ Activity	(See Note 2 for the <b>Activity/Assessment Task List</b> )	Percentage
(1)	Reading Journals & Worksheets	20%
(2)	Oral Reports	30%
(3)	Case Study (Practicum/Service-Learning)	40%
(4)	Group Work and Self Evaluations	10%

(5)	4 absences (both excused & unexcused)	Failing
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**LS002. Teaching and Learning English through Children’s Literature: Storytelling & Picture books [英語教學與兒童文學：故事與繪本] \***

2 credits

Dr. Sherri Wei < wyc212@ms75.hinet.net >

For Juniors and above

Class size: 40

課程學習目標	<p>This course explores theories and approaches of English teaching and learning through children’s literature particularly in the local EFL context.</p> <p>Students taking this course will</p> <ol style="list-style-type: none"> <li>1. develop knowledge of children’s literature by reading and responding to selected stories and picture books categorized by themes, such as family, empathy, history, and ecology;</li> <li>2. observe the actual reading behavior in natural EFL settings to understand the physical interactions and mental dialogues taking place during the reading process</li> <li>3. read theories and empirical studies in the field of TESOL (Teaching English to Speakers of Other Languages) and SLA (Second Language Acquisitions);</li> <li>4. discuss issues related to teaching English with picture books, including material selection, task design, and methods of evaluation;</li> <li>5. plan, execute and evaluate English lessons in Service-Learning activities.</li> </ol>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1		Course Orientation	Overview of various picture book genres	
2		Why Teaching with Picture Books	Issues in lesson planning	
3		Classic Revisited	<i>Curious George, Green Eggs and Ham, Where the Wild Things Are, Winnie the Pooh</i>	
4		Lesson planning	Graphic Communicator	
5		Fairy Tales Rewrites	Shrek & Once Upon a Time <i>The Witch Must Die</i>	
6		Reader Response Theory	The repertoire of theory	
7		Observing Reading Behaviors	Shared Reading	

8		Integrating drama into story telling	Storytelling			
9		Memoir in Picture Books	, <i>The Little Refugee</i> by Anh Do, <i>The Absolutely True Diary of A Part-time Indian</i>			
10		Midterm				
11		History in Picture Books	Ruby Bridges & The Problem We All Live With, <i>The Wall</i>			
12		Content-based Language Teaching	More on Lesson Planning			
13		Ecology in Picture Books	<i>Gabby and Grandma Go Green</i>			
14		Methods of Evaluation and Assessment	Whole Language Approach			
15		Festivals and Celebration	Thematic Unit: Christmas			
16		Bibliotherapy	<i>Missing May</i>			
17		Poetry in Picture Books	Shel Silverstein			
18		Course Evaluation				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	10	影 片 欣 賞	0	討 論	20
	個 案 研 討	0	服 務 學 習	30	問 題 導 向 學 習	0
	競 賽 遊 戲	0	專 家 演 講	0	專 題 實 作	0
	電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	0
	競 賽 讀 書 會	0	產 業 實 習	0	自 主 學 習	0
	對 話 教 學 法	0	樣 本 觀 察	0	校 外 參 訪	0
實 作 教 學	10	個 別 指 導	30	其 他	0	
課程教材 Course Material	Nodelman, P., & Reimer, M. (2003). <i>The Pleasure of Children's Literature</i> . 3 <sup>rd</sup> Edition. Boston: Allyn & Bacon.					
教科書	The same as above					
參考書目 Reference	Pavonetti, L. M. (2011). <i>Bridges to understanding: envisioning the world through children's books</i> . Lanham, Md.: Scarecrow Press. Keane, N.J. (2012). Family. In <i>101 Great, Ready-to-Use Book Lists for Children</i> . Santa Barbara, CA: Libraries Unlimited. Retrieved from <a href="http://ebooks.abc-clio.com/reader.aspx?isbn=9781610690843&amp;id=A3769P-7">http://ebooks.abc-clio.com/reader.aspx?isbn=9781610690843&amp;id=A3769P-7</a>					
教學平台網址	群英網					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0

	專題發表	0	課堂上實作演練	0	專業團體之證照 檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	15	課堂參與	10	心得或作業撰寫	0
	口頭報告(含小組或個人)	30	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	15				
	說明：Proposal (Research, Teaching, Editing/Writing, Marketing): 30 Final Report and materials: 30					
學習規範	Attendance & participation 10% Online forum discussion 10 % Observation paper: Summary & Analysis 4 pages 15 % Service-Learning or other teaching activities 30% Group Presentation: 20Min 10 Q &A 15 % Final Essay 20 % 1. Students are expected to arrive on time and participate actively in activities and discussions, 2. Students are expected complete the required reading beforehand and participate in online forum discussions related to reading, 3. No eating is prohibited during class time. 4. Late assignments will not be accepted. Please hand in your assignment at the beginning of each class. Plagiarism of any form will also lead to a failing grade. 5. Three unexcused absences equal to failing the course.					

**LS003. Teaching Vocabulary and Reading [字彙教學與閱讀] \***

**3 credits**

**New Teacher**

**For Juniors and above**

**Class size: 40**

**Prerequisite: Introduction to linguistics**

**Teaching Objectives**

This course aims at helping students to achieve the following objectives.

1. Learn relevant theories and approaches in L2 vocabulary learning and teaching
2. Understand issues and relationships among L2 vocabulary acquisition and other language skill areas, especially reading

### 3. Learn to design and implement L2 vocabulary lessons for target learners

#### **Course Description**

This course intends to provide students with an overview of theories and important issues of L2 vocabulary learning and instruction. Students have to attend weekly lectures, participating class and on-line discussions, writing and carrying out lesson plans. Additionally, students are required to participate in a service learning project: "Hand-in-Hand Remedial English Tutoring Project". This project is the collaborative project between Fu Jen English Dept. and Guo-Tai Elementary School in Hsin-Chuang, New Taipei City. Students will be asked to provide one-on-one tutoring sessions with Guo-Tai elementary school pupils one day a week for seven weeks. Nine-hour will be waived from regular class meetings to compensate for students' efforts and time spent in the project. Taking part in the project will assist students to put theories into practice, making adjustments according to learners' needs, and making improvement based on hands-on experiences.

#### **Grading**

1. In-class and On-line Participation & Attendance 30%
2. Hand-in-Hand Project (lesson plans, different types of documents, and participation) 50%
3. Other required assignments and activities 10%
4. Final paper & presentation 10%

Note: Three unexcused absences of service learning will lead to failure of this course, but one still needs to finish the 7-week service.

#### **Pedagogical Methods**

1. Lectures
2. In-class discussions/ presentations (individual & groups)
3. Visual aids (e.g. videos, posters, etc.)
4. Different types of written reports (e.g. teaching log, peer review, etc.)
5. Lesson planning
6. Teaching demo
7. Service learning project

#### **Course Textbooks and References**

Textbook

Nation, I. S. P. (2009). *Teaching vocabulary: Strategies and techniques*. Boston, M.A.: Heinle, Cengage Learning.

## References

- Anderson, N. (1999). *Exploring second language reading: Issues and strategies*. Toronto, Canada: Heinle & Heinle.
- Oxford, R. (2003). Language learning styles and strategies: An overview. *GALA*. Retrieved July 20, 2010 from [https://oomroom.ca/resources/online/oxford/Language\\_Learning\\_Styles\\_and\\_Strategies](https://oomroom.ca/resources/online/oxford/Language_Learning_Styles_and_Strategies)
- Lee, R. C. (n.d.) *English as a Second Language*. Retrieved March 15, 2013 from <http://www.rong-chang.com/vocabulary.htm>
- 張湘君 (2001)。《英文兒歌教學點子 100》。東西出版事業公司。

## Tentative Topics

Theories and approaches in vocabulary learning and instruction  
Issues and relationships among L2 vocabulary acquisition and other language skill areas, especially reading  
Vocabulary learning strategies  
Materials, task design, and techniques for L2 vocabulary instruction  
L2 vocabulary lesson plans and other types of documentary  
Word Lists: The General Service List, The Academic Word List, and others  
Vocabulary assessment: levels test, rating scales, etc.  
e-Learning resources for vocabulary instruction and learning  
Differentiated instruction and teaching management  
Project management

## Plagiarism

Plagiarism is forbidden. Please obey the principles of academic integrity. If you copy, modify, quote or refer to another person's work in any form, please remember to give credit to the author(s) or resources. A plagiarized work will result in failure of your assignment.



**Advanced writing: Required courses for Seniors.**

**Please take one of the followings.**

AW001. News English I [新聞英文 (一)]

2 credits

Ms. Katy Lee <katylee.lecturer@gmail.com>

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

<p>教學目標： Teaching Objectives</p>	<p>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.</p>																																																						
<p>課程範圍： Course Description</p>	<p>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.</p>																																																						
<p>授課方式： Pedagogical Methods</p>	<p>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.</p>																																																						
<p>課程進度及綱要： Tentative Schedule</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>9/19</td> <td>Introduction to News Writing</td> </tr> <tr> <td>2</td> <td>9/26</td> <td>Why and How Good Writing Counts</td> </tr> <tr> <td>3</td> <td>10/3</td> <td>Basic guidelines for Developing Writing Skills</td> </tr> <tr> <td>4</td> <td>10/10</td> <td><b>Holiday</b></td> </tr> <tr> <td>5</td> <td>10/17</td> <td>What is newsworthy.</td> </tr> <tr> <td>6</td> <td>10/24</td> <td>The Grab-Bag Criterion</td> </tr> <tr> <td>7</td> <td>10/31</td> <td>The Lede</td> </tr> <tr> <td>8</td> <td>11/07</td> <td>The "Nut-Graf" approach</td> </tr> <tr> <td>9</td> <td>11/14</td> <td><b>Mid-term Report</b></td> </tr> <tr> <td>10</td> <td>11/21</td> <td>Building The Story</td> </tr> <tr> <td>11</td> <td>11/28</td> <td>Interviews and Breaking Stories</td> </tr> <tr> <td>12</td> <td>12/05</td> <td><b>Holiday</b></td> </tr> <tr> <td>13</td> <td>12/12</td> <td>The Writing Craft</td> </tr> <tr> <td>14</td> <td>12/19</td> <td>News Writing Skills: Precision</td> </tr> <tr> <td>15</td> <td>12/26</td> <td>News Writing Skills: Complexity</td> </tr> <tr> <td>16</td> <td>01/02</td> <td>What to Avoid</td> </tr> <tr> <td>17</td> <td>01/09</td> <td><b>Final Exam Reports</b></td> </tr> </tbody> </table>	Week	Date	Topic	1	9/19	Introduction to News Writing	2	9/26	Why and How Good Writing Counts	3	10/3	Basic guidelines for Developing Writing Skills	4	10/10	<b>Holiday</b>	5	10/17	What is newsworthy.	6	10/24	The Grab-Bag Criterion	7	10/31	The Lede	8	11/07	The "Nut-Graf" approach	9	11/14	<b>Mid-term Report</b>	10	11/21	Building The Story	11	11/28	Interviews and Breaking Stories	12	12/05	<b>Holiday</b>	13	12/12	The Writing Craft	14	12/19	News Writing Skills: Precision	15	12/26	News Writing Skills: Complexity	16	01/02	What to Avoid	17	01/09	<b>Final Exam Reports</b>
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<p>授課教材及參考書籍： Course Materials and References</p>	<p>Knight, Robert M. Journalistic Writing: Building the skills and honing the craft. 3<sup>rd</sup> ed. Oregon: Marion Street Press, Portland 2010</p>																																																						

課程網址Course Web	i-CAN: <a href="http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html">http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html</a>
評分方式：	25% Attendance
Requirements and Grading	25% Discussion Participation 25% Mid term Speech Delivery 25% Final Speech Delivery

**AW002. English-Chinese Translation [專業寫作：英中翻譯]**

**2 credits**

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

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

The purpose of this course in Chinese-English translation is (1) to give students practical experience in translating a variety of brief texts, primarily taken from Chinese newspapers, into English; (2) to become familiar with important ideas or theories traditionally associated with translation (for example, equivalent effect, audience reception, fidelity in translation); (3) sharpen English grammar skills; (4) and broaden English vocabulary.

Students can expect 5 individual assignments (3 pages minimum in length, to be revised according to the advice of the instructor). Students will also make at least two individual presentations on the assignments, discussing the particular challenges and solutions with which they are struggling.

Instead of relying on a single textbook, the instructor will assemble a workbook for student use that offers a range of choices for translation from week to week. He will occasionally distribute handouts, and offer regular brief lectures on theories of translation.

**AW003. Business English Writing II [商務英文（一）]**

**2 credits**

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

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

教學目標： Teaching Objectives	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.
課程範圍： Course Description	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.
授課方式： Pedagogical Methods	Lecture, Group discussion, Writing assignment

課程進度及綱要：Weekly Schedule

First Semester

1. Orientation
2. Business letter format
3. Business e-mail format
4. Business fax format
5. Buying/ Selling procedure introduction
6. Enquiry
7. Reply to enquiry
8. Quotation
9. Midterm
10. Sales letter (basic)
11. Business terms
12. Placing orders
13. Acknowledge order
14. Delivering good news
15. Delivering bad news
16. Delivering persuasive news
17. Meeting notes
18. Final exam

Second Semester

1. Orientation
2. Sales letter (Advance)
3. Complaint
  4. Dealing with complaint (1/2)
  5. Dealing with complaint (2/2)
6. Employment application (1/2)
7. Employment application (2/2)
8. Review
9. Midterm
10. Collection letter (1/2)
11. Collection letter (2/2)
12. Memo Writing
13. Company profile writing
14. Business contract (1/3)
15. Business contract (2/3)
16. Business contract (3/3)
17. Final exam

授課教材及參考書籍： Course Materials and References	Commercial Correspondence Model Business Letters
課程網址 Course Web	i-CAN: <a href="http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html">http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html</a>

評分方式：

Requirements/ Activities and Grading Policy

- *Explanation* (optional)
- Grading Policy:

Requirement/ Activity (1)	Percentage	Requirement/ Activity (3)	Percentage
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Writing Assignments	40%	Final exam	30%
Requirement/ Activity (2)	Percentage	Requirement/ Activity (4)	Percentage
Midterm	30%		



### Professional Training Courses

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

**3 Credits**

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

**For Sophomores 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]

**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**

\*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 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 will 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, 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	45%
Reading Journals and Quizzes	20%
Oral Report and Term Paper	20%
In-class Participation and Peer Evaluation	15%

## TEXTBOOK AND REFERENCE

Handouts are available at EngSite.

## WEEKLY SCHEDULE

TBA

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

2 credits

Dr. Carol Liu < zixuanl@yahoo.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。

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。

## 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]**

**3 credits**

**New Teacher**

**For Juniors and above**

**Class size: 60**

A review of selected ethical theories, concepts, and principles with emphasis on their applications in business, the professions, and the contemporary workplace. The course will briefly introduce students to some important theories in traditional moral philosophy, ranging from utilitarianism to an ethics of care. Students will then be required to apply these theories to help resolve or at least clarify a range of ethical dilemmas that typically occur in the world of modern business and different professions. Among the moral issues that will be analyzed and discussed are: privacy, conflict of interest, confidentiality, whistle blowing, breach of contract, organizational oversight, policy violations, fairness, and social responsibility. Students will watch and respond to representations of various ethical dilemmas in films, television episodes, and documentaries.

**PT005. Performing Arts: From Mime to Realistic Play [舞台藝術：默劇到寫實主義劇場]**

**2 credits**

**Mr. Derrick Wei**

**For Freshmen and above**

**Class size: 35**

課程學習目標	<p>This course aims to train students to communicate with the audience through better verbal expressions and body languages. In order to perform on stage, actors and actresses need to create illusion with their bodies in a convincing way that they can successfully transform themselves into the characters that they are playing. In order to do so, fundamental preparation like play reading and analysis, voice training and mime is necessary. Students will be invited to explore various modes of performance and expression through group activities.</p> <p>As for methods of assessment, both group presentations and individual reports and acting are organized in a way that students can develop acting techniques both at the individual level or in collaboration with others. A good actor/actress never works alone. Therefore, discussions and communication play very important roles during the rehearsing process. A final production will be presented as the final evaluation to show students'</p>
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		cumulative learning results over one semester.					
授課進度 Course Progress Outline							
週次 Week	日期 Date	主題 Topic		單元主題 Unit		備註 Remark	
1		What is mime?		From Decroux, Marceau Marcel, to Lecoq			
2		Isolation. 1		Body warming and classic technique			
3		Isolation. 2		Body warming and classic technique			
4		Jacques Lecoq System		Four elements			
5		Jacques Lecoq System		The room form childern			
6		Jacques Lecoq System		Into the woods			
7		Jacques Lecoq System		clown			
8		Group Presentation		Mime presentation			
9		Realistic Mime		Sensory memory			
10		Realistic Mime		Sensory memory			
11		Realistic Mime		Three Doors Practice			
12		Realistic Play		Script Analysis			
13		Realistic Play		Script Analysis			
14		Realistic Play		Vocal Training			
15		Realistic Play		Vocal Training			
16		Realistic Play		How to rehearse?			
17		Realistic Play		Building a character			
18		Group Presention		Realistic play presentation			
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講述	0	影片欣賞	10	討論	
		個案研討	0	服務學習	0	問題導向學習	0
		競賽遊戲	0	專家演講	0	專題實作	0
		電子教學	0	體驗教學	0	角色扮演實境教學	40
		競賽讀書會	0	產業實習	0	自主學習	0
		對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	50	個別指導	0	其他	0		
課程教材 Course Material		Stanislavski, Constantin. Creating a role. London: Methuen,1981.					
教科書		Stanislavski, Constantin. Creating a role. London: Methuen,1981.					

參考書目 Reference	Montanaro, Tony. Mime Spoken Here: the performer's portable workshop. Maine: Tilbury House, 1995. Stanislavski, Constantin. Creating a role. London: Methuen, 1981. Rodenburg, Patsy. The Right to Speak: working with the VOICE. NEW YORK: Routledge, 1992.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	40	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	40	心得或作業撰寫	
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	40	筆記	0
	其他	0				
學習規範	<ol style="list-style-type: none"> <li>1. Please wear light-colored comfortable, loose clothing suitable for movement and game activities.</li> <li>2. Two unexcused absences are grounds for failing this course.</li> <li>3. When on sick leave, valid medical prescription is necessary.</li> </ol>					

**PT006. Computer Research and Knowledge Management [電腦輔助書目研究暨知識管理]**

**2 credits**

**Dr. Doris Shih <shih@mail.fju.edu.tw >**

**For freshmen and above**

**Class size: 40**

This course is designed to help students (especially sophomore and junior-level students) write research papers in English with the assistance of computer technology. Our focus will be on the research-writing (and data collection/analysis) methods and skills. However, activities dealing with the electronic information sources (e.g. on-line search, Chinese and English databases, webliography, etc.) and computer-generated papers (e.g. database management of notes, word processing) will also be given. MLA, APA formats, and possibly CMS system will be reviewed briefly. In addition, we will go over the concept of Knowledge Management.

- Required textbook:

Lester, L. D., and L. D. Lester, Jr. *Writing Research Papers: A Complete Guide*. 13<sup>th</sup> ed. New York: Pearson, 2010. Print.

Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. 2009. Taipei: Bookman, 2009. Print.

- References

Danaher, Patrick Alan, Beverley Moriarty, and Geoff Danaher. *Mobile Learning Communities: Creating New Educational Futures*. 2009. New York, NY: Routledge. (Chapter 5: The Knowledge Economy and Workplace Learning)

Rodrigues, Dawn and Raymond J. Rodrigues. *The Research Paper: A Guide to Library and Internet Research*, 3<sup>rd</sup> ed. 2002. Upper Saddle River, NJ: Prentice Hall. Print.

廖述賢 (2007). 知識管理。臺北市：雙葉書廊。

(handouts and PDF files will be given by the instructor during the semester via EngSite)

#### **Grading:**

1. Participation.....	10%
2. Attendance (deduct 3 points for each unexcused absence)	
3. Research worksheets & activities.....	55%
4. Chapter presentation (group-based).....	10%
5. Final paper & presentation.....	25%

#### **Tentative topics:**

The Research Paper in the Information Age

Study Skills: Library Skills for the Information Age

From Research Questions to Research Plans

Knowledge Management

E-mail, Newsgroups, Forums and Listserv as Search Tools

Boolean Search

Field Research & Interviewing Expert Sources

Google Surveys & Google Sites

Using Chinese databases & English databases

Using EndNote

Plagiarism check systems

Turning Your Research into a Written Report

Documenting Sources: MLA and APA style in thesis documentation in practice

Writing for the Web

**PT007. English for Academic Purposes: TOEFL & IELTS [學術英文：托福及雅思]**

**2 credits**

**Mr. Kenneth Chi < kennethchi@gmail.com >**

**For Juniors 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. Graduation Project Production: 2013 [2013 畢業專題製作]**

**2 credits**

**Dr. Doris Shih < dshih@mail.fju.edu.tw > , Dr. Donna Tong  
<080695@mail.fju.edu.tw>, & Dr. Tammy Hsu <028952@mail.fju.edu.tw>**

**For Junior and above**

**Class size: 20**

**Class Meeting Time:** selected Mon. Wed., Fri. noons, and individual appointment w/advisor

#### **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:**

Those students producing graduation projects are eligible for being nominated for and obtaining the "graduation with distinction" award from the department upon your graduation.

### **Grading Policy :**

Proposal (Research, Teaching, Editing/Writing, Marketing): 20

Midterm presentation: 10

Final Report (and products): 30

Participation (including group discussion, discussion with teacher and/or peer response):

15

Final Presentation: 25

- Unexcused absences: minus 3% from final score

\* According to the university regulation, more than three unexcused absences or six excused absences result a failed score.

### 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

Note : There may be 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. Professional consultation may also be possible (depending on the dept. Budget)

**PT009. Business Communication Strategies [商務溝通策略]**

**2 credits**

**Dr. Carol Liu < 082712@mail.fju.edu.tw >**

**For Sophomores and above**

**Class size: 40**

課程學習目標	This course aims to prepare students for their future career in the business field. At the beginning, the importance of professionalism will be explained. Then, a number of speaking and writing strategies will be taught in order to develop students' effective and efficient communication skills in various business contexts such as socializing, telephoning, meeting and presentations. At the end of this course, students are expected to demonstrate their learned business communication skills through group work.			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1		Introduction to the Course	Introduction	
2		Professionalism - Business Etiquette (I)	Communication Foundations	
3		Professionalism - Business Etiquette (II)	Communication Foundations	
4		Small Talk and Socializing	Oral Communication	
5		Making Telephone Calls	Oral Communication	

6		Writing Business Messages (I)	Written Communication			
7		Writing Business Messages (II)	Written Communication			
8		Writing Business Messages (III)	Written Communication			
9		Midterm Assessment	-			
10		Making Requests (I)	Oral Communication			
11		Making Request (II)	Written Communication			
12		Dealing with Complaints (I)	Oral Communication			
13		Dealing with Complaint (II)	Written Communication			
14		Conducting Meetings (I)	Oral Communication			
15		Conducting Meetings (II)	Oral Communication			
16		Reports, Proposals and Presentations (I)	Written Communication			
17		Reports, Proposals and Presentations (II)	Oral Communication			
18		Final Assessment	Wrapping Up			
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	60	課堂參與	10	心得或作業撰寫	0
	口頭報告(含小組或個人)	30	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明：Proposal (Research, Teaching, Editing/Writing, Marketing): 30 Final Report and materials: 30					



### MA/BA Courses

**MA001. Postmodern City Texts: Toronto, Montreal and Taipei as Examples [後現代城市文本：多倫多、蒙特婁、台北]**

**3 Credits**

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

**For Juniors and above**

**Class size: 20**

\* Pre-requisites for BA students:

- earning at "Introduction to Literature" or another literature course the final score of 75 and above.
- interested in pursuing graduate studies,
- interested in reading novels (at the pace of 100 pages a week).

### Objectives

This course is designed for you to

1. have some general understanding of some central issues (e.g. history vs. oblivion; community and locality vs. flows and non-place; aesthetic self-reflexivity vs. loss of subjectivity) involved in postmodern cities through filmic, novelistic and a few sociological texts;
2. learn about the similarities and differences between three postmodern cities: Toronto, Montreal and Taipei, and start to be interested in exploring and knowing more about the (postmodern) city you live in.
3. develop a research project on a postmodern city text (or a group of texts).

What is a postmodern city? A kaleidoscope of sights, sounds, wonders, magic, marvels, and banal and sinister realities, or a concrete city, devoid of history, personality, emotion and or even landmarks? Or, as Steven Marcus claims, a postmodern city is "a text [or a group of texts] fraught with ambiguities, paradoxes, and contradictions"? Whatever it is, cities and urbanization have their undeniable influences on us--our society, our ways of life, and even our senses of self, just as a postmodern city can be both charming and abhorring to us. (For your information, Taiwan's rate of urbanization in 2000 is 78%, and Canada in 2001, 79%.) Why is that so? Although the answer may vary from one person to the next, it should be a good idea for us to know how post/modern city has been studied by some sociologists and how it is presented culturally by filmmakers and novelists.

To get a decent sense of focus in this vast field, in our course, we will use cultural examples of only three cities: **Toronto, Montreal and Taipei**. Each with their own distinct histories, these three cities share some features among themselves and with many other postmodern cities. For instance, though oblivious, they have their histories written on their city buildings and layered landscape; they gather in them all sorts of people,

developing their conflicts and forming their “families.” Finally, being a hub of flows and exchanges, they allow chance encounters, open free spaces of circulation while denying stability and easy communication.

**The topics and possible texts** we will engage ourselves in are: (M= Montreal, T=Toronto, Tp=Taipei/Taiwan)

**1) System and History:**

(M) *Montreal vu par* (蒙特婁六重奏), NO (Robert Lepage), "The Street That Got Mislaid"

(T) *In the Skin of a Lion* (excerpt, Michael Ondaatje), *The Blind Assassin* (excerpt, Margaret Atwood)

(Tp) 〈古都〉(朱天心), 〈馬桶〉 and some other essays (林耀德)《超級市民》 or 《咕嶺街少年殺人事件》

**2) Class, Race and Family Relations in the Cities:**

(M) *La Sarrasine* ( Paul Tana 1992), *Le Confessional* "The Immaculate Conception of Photography Gallery" "Pigeon in Lemon Sauce"

(T) *The Adjuster* (Atom Egoyan), *Toronto Stories*, *The Blind Assassin* (excerpt, Margaret Atwood), *Masala* (Sriniva Krishna), *What We All Long For* (excerpt Dionne Brand)

(Tp) Stories by 黃凡; 《青少年哪吒》

**3) Urban Flâneur (都市漫遊者) and Postmodern “Families”:**

(M) *Eldorado; Straight for the Heart* (Lea Pool)

(T) *I've Heard the Mermaids Singing* and/or *Yo-Yo Ma - Inspired by Bach No. 6, “Six Gestures”* (Cello Suite 6) (Patricia Rozema)

(Tp) 《徵婚啓示》《城市飛行》《愛情萬歲》《愛情來了》《一一》

**4) Chance Encounters, Space of Flows in the Postmodern City:**

(M) *Cosmos Bon Cop, Bad Cop, Maelstrom*, “Bridge to Babel: The Cosmopolitan City”

(T) "Passing Through" (Atom Egoyan) "In Various Restaurants" "Crates of Stars," "Rescue"

(Tp) 《你那邊幾點》《經過》《台北四非》《流浪神狗人》《台北星期天》

(\*The short stories and essays above are from: *This Ain't No Healing Town: Toronto Stories*, *Montreal mon amour*, *Translating Montreal* and *Concrete Forest: The New Fiction of Urban Canada*.)

Along with our readings, viewing and discussion of a selection of cultural texts on Toronto, Montreal and Taipei, we will read a reasonable amount of selected articles from *Social and Cultural Forms of Modernity* (Robert Boccock and Kenneth Thompson, eds. Polity

in association with Open University: 1992.) and “Urban Society and Culture Section” *The City Reader* (Richard T. LeGates and Frederic Stout, eds. NY: Routledge, 1996).

The list of postmodern city texts can be endless. In class, we will do focused analysis of the selected texts. At the same time, the course is designed to allow and encourage open but meaningful exploration and association. This we can do in online discussion as well as your mid-term paper. To fully engage ourselves in discussing relevant issues, we will have bi-weekly online discussion. In the mid-term (short) paper, likewise, you are also encouraged to relate one selected text to one aspect of the postmodern cities you are interested in. (For instance, you can choose to get your example(s) of postmodern cities through observation, from one of the following books: *The People One Knows: Toronto Stories*, *This Ain't No Healing Town: Toronto Stories* and *Concrete Forest: The New Fiction of Urban Canada*, or from one episode of 《城市的遠見》 by PTS, or one from *City Cab*, a television program which introduces global cities through the perspectives of some local taxi drivers.)

By no means can the postmodern city texts, just as the cities themselves, be exhausted by us. Hopefully, however, through our close reading and stimulating discussions under some focused topics, we will know better the lived environment we are in, as well as some other alternatives.

**\*Approximate weekly work load:** one film and one short story; two short stories, or about 100-pages from a novel.

\* *Although part of the texts are in Chinese, the course will be conducted in English.*

**Requirements: (subject to change)**

BA --	MA -
1. two presentations.40%	1. two presentations.40%
2. final exam. 60%	2. research paper 60%

**MA002. Discourse Analysis: Power, Ideology, and Technology [言談分析：權力、意識形態與科技]**

**3 Credits**

**Dr. Lydia Tseng <023148@mail.fju.edu.tw>**

**For Juniors and above**

**Class size: 15**

**Course Description and Objectives:**

This course provides an introduction to the analysis of discourse. Discourse here is defined as the study of the organization of language above the sentence level, but also as any manifestation of language in use in context. The course aims to enable the students to better

understand the nature of text at different modalities (spoken, written, visual), and to develop sensitivity to the ways which speakers and writers communicate to achieve particular goals in context, and to adopt relevant tools to analyze sets of discourse. A wide range of issues are addressed in the field of discourse analysis, and in this course, key issues which we may discuss include power, culture, ideology, technology, agency/identity, and education.

It is impossible to cover all approaches of discourse analysis, but several important ones will be introduced; for example, *conversation analysis*, *classroom discourse analysis*, *pragmatics analysis*, *narrative analysis*, and *critical discourse analysis*. It is hoped that by reading original and recent work in these areas, students can develop a critical awareness of questions related to power, ideology, technology, and agency as reproduced in different social contexts and events, particularly computer mediated communication (CMC), intercultural communication, curriculum development, newspaper texts, classroom talk, negotiations in workplace (e.g. business cooperation, tourist or catering industry), and others. Students will be given the opportunity to work as a group for undertaking the discourse analysis project, will be encouraged to collect, analyze, and interpret their own data by applying the particular analytical approach.

Students are expected to be active learners. This course is not simply a series of lectures, but interactive sessions, combining what the instructor sees as important issues in qualitative methodology and analysis. Class sessions will be organized in a way that there will be every opportunity for students to discuss and exchange ideas with each other as well as with the instructor.

\*\*For any further inquiry, please feel free to contact the instructor. If necessary the instructor will make modifications of the course content to maximize students' learning.

**Methods of Instruction:** Lecture, Workshop, Student Presentation, Guided Group Discussion

**Methods of Evaluation / Grading Criteria:**

Course participants will be evaluated in terms of the following grading criteria

- a. Verbal responses in guided group discussions and oral reports in class (20%)

\*\*Students are encouraged to participate in class discussions actively. Please preview and review the course materials.

- b. Guided group discussions/presentations (15%): students will be divided in different groups. Each group will be in charge of guided discussions based on the assigned course materials.

- c. Journals (45%): students will need to write 3 journals on assigned topics. Topics vary, mainly including: summary of key issues in course materials/journal articles,

lectures, in-class group discussions, and writing-up the preliminary analysis of some data sets. Through writing journals, students can better grasp relevant concepts and knowledge of course materials and have hands-on experience of doing discourse analysis. \*\* Journal may be done as a pair/group work, depending on the topic/students' interests or needs.

d. Final project, individual/pair presentations of mini discourse analysis assignment (20%): Students can select the topic from issues they write in their journals.

\*\*Students can choose to use data from projects they participate in for this final project, e.g. service learning project, internship, and others.

Students have to follow APA conventions and guidelines of academic writing. Plagiarism is FORBIDDEN, and will lead to the failure of the course.

### **Class Materials**

#### **Key References**

Paltridge, B. (2006). *Discourse Analysis*. Continuum. London.

Cameron, D. (2001). *Working with Spoken Discourse*. Thousand Oaks, California: Sage.

Hoey, M. (2001) *Textual Interaction: An Introduction to Written Discourse Analysis*. London and New York. Routledge.

#### **Other Recommended Readings**

Fairclough, N. (2006). *Analysing Discourse: Textual Analysis for Social Research*. London & New York: Routledge.

Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge.

McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge and New York: Cambridge University Press.

Miller, T. (1997). *Functional Approaches to Written Texts: Classroom Application*. United States Information Agency, Washington, D.C.

Tischer, S., Meyer, M., Wodak, R., and Vetter, E. (2000) *Methods of Text and Discourse Analysis*. London, Thousand Oaks & New Delhi: Sage.

Wodak, R. (2001). *Methods of Critical Discourse Analysis*. Longman: Sage.

Related Handouts: will be distributed in class.

### **Tentative Schedule (subject to change)**

<b>WK</b>	<b>Contents</b>
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1	(1) Orientation/ Course overview: Needs analysis (2) Grouping
2	(1) What is discourse? (2) An overview of discourse analysis
3	(1) Collecting data (2) Transcribing spoken discourse
4	(1) An initial orientation of approaches to discourse analysis (2) Discourse, society, and technology: computer-mediated communication
5	(1) Discourse, society, and culture: intercultural communication (2) Discourse and genre (I): written genre
6	(1) Discourse and genre (II): spoken genre (2) Discourse analysis & multimodality: texts in social networking sites (e.g. FB, blogs, wiki)
7	(1) Discourse analysis & ideology: newspaper/magazine texts as an example (2) Workshop: writing up data analysis
8	Doing discourse analysis
9	Discourse and pragmatics (I)
10	<b>Midterm Exam Week: Individual conference on final project</b>
11	Discourse and pragmatics (II)
12	Conversation analysis (I)
13	(1) Conversation analysis (II) (2) Classroom discourse analysis
14	Critical discourse analysis (I)
15	(1) Critical discourse analysis (II) (2) Narrative analysis (I)
16	(1) Narrative analysis (II) (2) Review
17	<b>Final project sharing and discussion</b>
18	<b>Final project sharing and discussion</b>

### MA003. Modern Drama [現代戲劇]

**3 Credits**

**New Teacher**

**For Juniors and above**

**Class size: 15**

This course offers a rather comprehensive study of European, American and British Drama from Henrik Ibsen to Caryl Churchill from a genre perspective. Students will trace the development of modern drama, beginning with dramatic realism, progressing to the theatre of the absurd, epic drama, and then to more contemporary paradigms of theatrical presentation and performance, such as feminist theatre and ethnic drama. By reading and discussing a wide variety of important plays, students will develop skills in textual analysis and explore productive ways of interpreting the theatrical script. Through individual research projects and presentations, students will examine theoretical paradigms that

reflect the formal conventions and stylistic principles of performance, playwriting, and dramaturgy, ranging from modern and post-modern perspectives.

A. Pre-Requisites for the Course:

- a. A grade of 75 or more in *Introduction to Literature* or in any other course in literature.
- b. An interest in pursuing graduate studies in literature.
- c. An interest in reading novels.

B. Pedagogical Methods: Lectures, group discussions, oral presentations, and class discussions.

C. Requirements: In-class assignments and quizzes. 20%

Mid-Term Exam.	30%
Final Exam.	40%
Presentations.	10%

D. Topics to Be Covered:

- a. Dramatic Realism.
- b. Theatre of the Absurd.
- c. Epic Drama.
- d. Feminist Drama.
- e. Ethnic Drama.
- f. Documentary Theatre.
- g. Musical Theatre.
- h. Post-Colonial Theatre.

E. Texts to Be Covered: Listed in the forthcoming course syllabus.