

Curriculum for Fall 2014: Elective Courses



Advanced Literature and Culture Courses

LC001. English Literature III: Romantic and Victorian (1789-1901) [英國文學（三）：浪漫暨維多利亞時期（1789-1901）]

3 credits

Dr. Jennifer Chiu <jenniferwychiu@hotmail.com>

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

| 課程學習目標 | This course surveys major English literary authors and works in the Romantic and Victorian periods, with an aim to help students experience reading texts that require historical introductions and extensive annotation. From such a selection of works, students are expected to learn to relate these works and their authors to one another and to their common heritage. | | | |
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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 | 09/18 | Introduction to the course | The Romantic Age (1785-1825) and Authors | |
| 2 | 09/25 | William Blake | Selections from Songs of Innocence & Experience | |
| 3 | 10/02 | William Wordsworth | "Preface" to the Lyrical Ballads; "Lines Composed a Few Miles above Tintern Abbey"; "Ode: Intimations of Immortality" | |
| 4 | 10/09 | Samuel Coleridge | "The Rime of Ancient Mariner"; "Kubla Khan" | |
| 5 | 10/16 | Lord Byron | "Darkness"; selections from Childe Harold's Pilgrimage and Don Juan | |
| 6 | 10/23 | P. B. Shelley | Ode to the West Wind"; "To a Sky-Lark"; Prometheus Unbound | |
| 7 | 10/30 | John Keats | "Ode to a Nightingale"; "Ode on a Grecian Urn"; "Ode on Melancholy"; "The Eve of St. Agnes" | |
| 8 | 11/06 | The Victorian Age (1830-1901) and Authors | | |
| 9 | 11/13 | MIDTERM EXAM | | |
| 10 | 11/20 | Robert and Elizabeth | "My Last Duchess"; "Fra Lippo" | |

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| | | Browning | Lippi"; selections from Sonnets from Portuguese | | | |
| 11 | 11/27 | Lord Alfred Tennyson & Matthew Arnoldo | "Ulysses"; selections from Idylls of the King"; "The Buried Life"; "Dover Beach" | | | |
| 12 | 12/04 | Pre-Raphaelitism; Oscar Wilde | The Importance of Being Earnest | | | |
| 13 | 12/11 | Oscar Wilde | The Importance of Being Earnest | | | |
| 14 | 12/18 | G.B. Shaw | Mrs. Warren's Profession | | | |
| 15 | 12/25 | HOLIDAY | | | | |
| 16 | 01/01 | HOLIDAY | | | | |
| 17 | 01/08 | The Victorian Novel | | | | |
| 18 | 01/15 | FINAL EXAM | | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講述 | 40 | 影片欣賞 | 10 | 討論 | 0 |
| | 個案研討 | 0 | 服務學習 | 0 | 問題導向學習 | 20 |
| | 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 | |
| 說明：Students are expected to (1) read aloud an assigned passage and tell the class what they liked or disliked about the passage and why they think the passage is significant; and (2) connect Norton's introductory material with the literary work itself. | | | | | | |
| 課程教材 Course Material | The Norton Anthology of English Literature. 9th ed. Vol. 2. London: W.W. Norton, 2012. | | | | | |
| 教科書 | The Norton Anthology of English Literature. 9th ed. Vol. 2. London: W.W. Norton, 2012. | | | | | |
| 參考書目 Reference | Abrams, M.H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. New York: Oxford UP, 1979. ---. Natural Supernaturalism: Tradition and Revolution in Romantic Literature. New York: Norton, 1971. ---, M.H, ed. English Romantic Poets: Modern Essays in Criticism. 2nd ed. New York: Oxford UP, 1975. Altick, Richard D. Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature. New York: Norton, 1915. Baker, Joseph E., ed. The Reinterpretation of Victorian Literature. New York: Russell & Russell, 1962. Bloom, Harold. The Visionary Company: A Reading of English Romantic Poetry. London: Cornell UP, 1971. Bowra, Mauric e. The Romantic Imagination. New York: Oxford UP, 1950. | | | | | |

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| 教學平台網址 | 0 | | | | | | |
| 學習評量 Learning Evaluation | 方法 Method | % | 方法 Method | % | 方法 Method | % | |
| | 課堂之前測 | 10 | 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 | 30 | 期末考 | 30 | 隨堂考(小考) | 0 | |
| | 書面報告(含小組或個人) | 20 | 課堂參與 | 0 | 心得或作業撰寫 | 0 | |
| | 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 | 0 | |
| | 其他 | 0 | | | | | |
| | 說明： | | | | | | |
| | 備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。 | | | | | | |
| 學習規範 | Attendance is mandatory. Excused absences are accepted only for medical or family emergency with appropriate documentation. Tardiness past 20 minutes after class has begun, leaving before the class ends, or coming to class without bringing the handouts as requested, is counted as one absence. Three-time lateness equals one absence, and one-time truancy equals two absences. A total of six absences constitute the reason for automatically failing this course. | | | | | | |

LC002. Literary Criticism: Detective Fiction [文學批評理論：偵探小說]

3 credits

Ms. Wen-ling Su < wling1@ms23.hinet.net >

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

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| 課程學習目標 | Detective fiction is a perennially favorite genre of popular culture. This course seeks to account for its popularity by addressing the following questions: What are the main features of this genre? What gives rise to the pleasure in reading or viewing it? What ideological “work” does it perform? Does it help to maintain the status quo so that we feel secure where we are? Or does it work to challenge current social values in any way? Besides providing an introduction to cultural studies, this course |
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| | helps to develop critical and analytical skills through films, literature, and scholarship of detective fiction. Literary texts are generally arranged in the chronological order to help trace the historical development. | | | |
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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 | 09/18 | Orientations | The Body in the Library. (original story, Agatha Christie; TV film, dir. Andy Wilson, 2004) | |
| 2 | 09/25 | Genre Study | * Todorov, "The Typology of Detective Fiction." Poe, "The Murders in the Rue Morgue" (1841) "The Purloined Letter" (1844) | |
| 3 | 10/02 | Genre Study | * Moretti, Franco. "Clues." Signs Taken for Wonders. Doyle, "A Scandal in Bohemia" (1891) Sherlock (BBC series, episode TBA) | |
| 4 | 10/09 | Ideology | * Fiske, "Culture, Ideology, Interpellation." Chesterton, "The Blue Cross" (1910) Sayers, "The Haunted Policeman" (1938) | |
| 5 | 10/16 | Power/Knowledge | * Foucault, "Truth and Power." The Foucault Reader. Hammett, "The Scorched Face" (1925) | |
| 6 | 10/23 | Genre Study | *Grella, "Murder and the Mean Streets: The Hard-boiled Detective Novel." | |
| 7 | 10/30 | Biopower | *Panek, "The Scientist Hero?" & "New Science and Pseudo Science." Film: An CSI episode (TBA) | |
| 8 | 11/06 | Biopower | * Foucault, from Discipline and Punish. The Foucault Reader. | |
| 9 | 11/13 | Politics of the Gaze | *Conrad, Peter. "The Crimes of the Camera." The Hitchcock Murders. Film: Hitchcock (dir.), The Rear Window. 1954. | |
| 10 | 11/20 | Politics of the Gaze | *Žižek, Slavoj. "Two Ways to Avoid the Real of Desire." Looking Awry. *Miller, Elizabeth Carolyn. "Private and Public Eyes: Sherlock Holmes and the Invisible Women." | |
| 11 | 11/27 | Female Sleuths | *Dunant, Sarah. "Body Language: a | |

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| | | | Study of Death and Gender in Crime Fiction.” James, P. D. An Unsuitable Job for a Woman (1972) | | | | |
| 12 | 12/04 | Female Sleuths | *Walton, Priscilla L. and Manina Jones. “Private I: Viewing (through) the (Female) Body.” James, P. D. An Unsuitable Job for a Woman (1972) | | | | |
| 13 | 12/11 | The Postcolonial Detective | * Barrett, Lindon. “Presence of Mind: Detection and Racism in ‘The Murder of the Rue Morgue.’” McClure, James. The Artful Egg (1984) | | | | |
| 14 | 12/18 | The Postcolonial Detective | *Christian, Ed. “Introducing the Post-Colonial Detective: Putting Marginality to Work.” McClure, James. The Artful Egg (1984) | | | | |
| 15 | 12/25 | No class (Christmas) | | | | | |
| 16 | 01/01 | No class (New Year Day) | | | | | |
| 17 | 01/08 | The Postcolonial Detective | *Christian, Ed. “Ethnic Postcolonial Crime and Detection (Anglophone).” McClure, James. The Artful Egg (1984) | | | | |
| 18 | 01/15 | Deconstruction Postmodern Pastiche | *Derrida, Jacques. “Structure, Sign, and Play in the Discourse of the Human Sciences.” Stoppard, Tom. The Real Inspector Hound (1968) | | | | |
| 教學方法 Pedagogical Methods | | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | | 講 述 | 50 | 影 片 欣 賞 | 20 | 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 | 0 |
| | | 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 | | a class packet and James, P. D. An Unsuitable Job for a Woman. 1972. McClure, James. The Artful Egg. 1984. | | | | | |
| 教科書 | | a class packet and James, P. D. An Unsuitable Job for a Woman. 1972. | | | | | |

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| | McClure, James. <i>The Artful Egg</i> . 1984. |
| <p>參考書目 Reference</p> | <p>Barrett, Lindon. "Presence of Mind: Detection and Racialism in 'The Murder of the Rue Morgue.'" <i>Romancing the Shadow: Poe and Race</i>. Eds. J. Gerald Kennedy and Liliane Weissberg. New York: Oxford UP, 2001. 157-76.</p> <p>Christian, Ed. "Ethnic Postcolonial Crime and Detection (Anglophone)." <i>A Companion to Crime Fiction</i>. Eds. Charles J. Rzepka and Lee Horsley. Malden, MA: Wiley-Blackwell, 2010. 283-320.</p> <p>---. "Introducing the Post-Colonial Detective: Putting Marginality to Work." <i>The Post-Colonial Detective</i>. Ed. Ed Christian. Basingstoke: Palgrave, 2001. 1-16.</p> <p>Conrad, Peter. "The Crimes of the Camera." <i>The Hitchcock Murders</i>. London: Faber and Faber, 2000. 193-208.</p> <p>Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences." 1970. <i>A Postmodern Reader</i>. Eds. Joseph Natoli and Linda Hutcheon. Albany: SUNY, 1993. 223-42.</p> <p>Dunant, Sarah. "Body Language: a Study of Death and Gender in Crime Fiction." <i>The Art of Detective Fiction</i>. Eds. Chernaik, Warren, Martin Swales, and Robert Vilain. Basingstoke: Palgrave, 2000. 10-19.</p> <p>Fiske, John. "Culture, Ideology, Interpellation." <i>Literary Theory: An Anthology</i>. Eds. Julie Rivkin and Michael Ryan. 2nd ed. Malden, MA: Blackwell, 2004. 1268-73.</p> <p>Foucault, Michel. <i>The Foucault Reader</i>. Ed. Paul Rabinow. New York: Pantheon, 1984.</p> <p>Grella, George. "Murder and the Mean Streets: The Hard-boiled Detective Novel." <i>Contempora</i> 1(March 1970): 6-15.</p> <p>Miller, Elizabeth Carolyn. "Private and Public Eyes: Sherlock Holmes and the Invisible Women." <i>Framed: The New Woman Criminal in British Culture at the Fin de Siècle</i>. Ann Arbor: U of Michigan, 2008. 25-69.</p> <p>Moretti, Franco. "Clues." <i>Signs Taken for Wonders</i>. Trans. Susan Fischer, David Forgacs, and David Miller. London: Verso, 1988.</p> <p>Panek, LeRoy Lad. <i>The Origins of the American Detective Story</i>. Jefferson, NC: McFarland, 2006. 70-110.</p> <p>Thomas, Ronald R. <i>Detective Fiction and the Rise of Forensic Science</i>. Cambridge, UK: Cambridge UP, 1999.</p> <p>Todorov, Tzvetan. "The Typology of Detective Fiction." <i>The Poetics of Prose</i>.</p> |

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| | Walton, Priscilla L. and Manina Jones. "Private I: Viewing (through) the (Female) Body." <i>Detective Agency: Women Rewriting the Hard-Boiled Tradition</i> . Berkeley: U of California P, 1999. 146-187. Žižek, Slavoj. "Two Ways to Avoid the Real of Desire." <i>Looking Awry: An Introduction to Jacques Lacan through Popular Culture</i> . Boston: MIT, 1991. 48-66. | | | | | |
| 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) | 20 |
| | 書面報告(含小組或個人) | 30 | 課堂參與 | 0 | 心得或作業撰寫 | 30 |
| | 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 | 0 | 筆記 | 0 |
| | 其他 | 0 | | | | |
| 學習規範 | Students are allowed TWO absences, for whatever reason, without grade deduction. An additional absence will result in failure of this course. Two late arrivals equal one absence. No electronic devices (e.g., mobile phones, iPads, iPods, laptops, etc.) in class. | | | | | |

LC003. Poetry in the Works of Bob Dylan [鮑伯迪倫作品中的詩]

3 credits

Dr. Raphael Schulte

For Juniors and above

Class size: 15

Prerequisite: Introduction to Literature

In an essay called "Painting with Words and Music," published in the journal *Poetry*, the singer-songwriter Joni Mitchell quotes the poet Ezra Pound: "Poetry atrophies when it gets too far from music." Mitchell goes on to state: "Poetry and music share a common ancestry." This course will continue a tradition in our department of analyzing types of poetry contained in popular music. Previous courses focused on the poetry of the blues, the Beatles, and Radiohead. This course will pay special attention to song/poems by Bob Dylan. Dylan is a living cultural icon writing and performing over the past fifty years and with reputations in musical, literary and visual art fields. At the beginning of his recent concert

in Taipei, he was introduced as “the poet laureate of rock and roll.” Besides two editions of his song lyrics, he has published two books of poetry and prose, the first volume of his memoirs, and two collections of his artwork.

Our primary focus will be on the lyrics of the songs and their poetic qualities, but we will of course have to consider the music itself (though the instructor is by no means a musicologist) and the culture contexts the songs were written in. The choice of songs is not finalized yet, so interested students are welcome to provide input before the semester starts. In our analysis of the songs, we will initially focus on thematic concerns from his more than fifty albums and later turn our attention to four of his albums. As Dylan is more than a song writer and performer, we will not only explore and examine his songs and albums, but also bring into our discussions some of his poems, prose, drawings, paintings, videos, and films.

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 assigned writings, presentations, participation, attendance, the mid-term exam, and the final paper.

LC004. Post Modern City Film [後現代城市電影]

3 credits

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

For Juniors and above

Class size: 40

LC005. Modern Interpretation of Chinese Lyric Poetry [古典抒情詩的現代詮釋]

2 credits

Ms. Yi-Jie Liu < liuyjie121@yahoo.com.tw>

For Sophomores and above

Class size: 60

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| 課程學習目標 | <ol style="list-style-type: none">1. 「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代抒情詩的演變和特色。並且配合所選文本，適時論及其文藝思潮、文學理論及作品分析。除了深刻認識具代表性的抒情詩，同時提昇對於韻文再創作與理論的了解。2. 「方法」：鍛鍊鑑賞作品的基本觀念和能力，從分析過程的鍛鍊中培養眼力、胸襟、處事的態度、團體合作，與自主學習的能力。並且同時培養閱讀與創作之興趣，以及激發吸收與創作之潛力。3. 「心靈」：藉由主題韻文的細讀、分析與討論，進行自我、社會、傳統的剖 |
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| | 析，達至生命智慧之啟發、價值思考之深化、知情意行之統整，與文化批判性的繼承。確立價格與價值之別，追求心靈成長與人格思辨。 | | | |
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| 先修課程 | 大一國文（或現代小說選讀、當代小說選讀） | | | |
| 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 | 09/18 | 愛慕與思念 | ○課程說明與意見發表 | ◎課程安排，將視實際操作情況，作適當調整。 |
| 2 | 09/25 | 愛慕與思念 | 古典抒情詩導論 | □分組名單 |
| 3 | 10/02 | 愛慕與思念 | 《詩經·蒹葭》 延伸閱讀：洛夫〈蒹葭蒼蒼〉、陳義芝〈蒹葭〉 延伸影音：瓊瑤「在水一方」 | □札記 1 |
| 4 | 10/09 | 愛慕與思念 | 〈越人歌〉 延伸閱讀：劉向《說苑·善說》、席慕容〈在黑暗的河流上〉 延伸影音：馮小剛「夜宴」 | □札記 2 |
| 5 | 10/16 | 愛慕與思念 | 屈原《楚辭·九歌·湘夫人》 延伸閱讀：屈原《楚辭·九歌·湘君》 延伸影音：林懷民「九歌·湘夫人」 | □札記 3 分組報告一 |
| 6 | 10/23 | 愛慕與思念 | 漢武帝〈李夫人賦〉、〈李夫人歌〉 延伸閱讀：李延年〈佳人歌〉 延伸影音：張藝謀「十面埋伏」 | □札記 4 分組報告二 |
| 7 | 10/30 | 仕隱與進退 | 賈誼〈弔屈原賦〉 延伸閱讀：余光中「詠屈原詩選」 延伸影音：郭沫若「屈原」 | □札記 5 |
| 8 | 11/06 | 仕隱與進退 | 陶淵明〈桃花源詩〉 延伸閱讀：陶淵明〈桃花源 | □札記 6 |

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| | | | 記〉 延伸影音：賴聲川「暗戀桃花源」 | |
| 9 | 11/13 | 仕隱與進退 | 電影欣賞：林懷民「九歌」 延伸閱讀：屈原〈九歌〉 | <input type="checkbox"/> 影片回饋單 1 <input type="checkbox"/> 微電影劇本、分工明細 |
| 10 | 11/20 | 仕隱與進退 | 李白〈將進酒〉 延伸閱讀：洛夫〈李白傳奇〉 延伸影音：羅大佑「將進酒」 | <input type="checkbox"/> 札記 7 分組報告三 |
| 11 | 11/27 | 仕隱與進退 | 杜甫〈茅屋為秋風所破歌〉 延伸閱讀：余光中〈草堂祭杜甫〉 延伸影音：李易修「杜甫夢李白」 | <input type="checkbox"/> 札記 8 分組報告四 |
| 12 | 12/04 | 懷古與超逸 | 蘇東坡〈念奴嬌〉(赤壁懷古) 延伸閱讀：陳義芝〈虛舟蘇軾展演〉 延伸影音：楊慎「滾滾長江東逝水」 | <input type="checkbox"/> 札記 9 |
| 13 | 12/11 | 懷古與超逸 | 辛棄疾〈水龍吟〉(登建康賞心亭) 延伸閱讀：丁雪山「詠辛棄疾詩選」 延伸影音：何其玲「精忠傳奇」 | <input type="checkbox"/> 札記 10 分組報告五 |
| 14 | 12/18 | 懷古與超逸 | 白樸〈沈醉東風〉(漁父詞) 延伸閱讀：林冷〈不繫之舟〉 延伸影音：歷代「漁父圖」 | <input type="checkbox"/> 札記 11 分組報告六 |
| 15 | 12/25 | 懷古與超逸 | ◎聖誕節放假 | <input type="checkbox"/> 課程回饋意見 |
| 16 | 01/01 | 懷古與超逸 | ◎元旦放假 | 〈我的「古典抒情詩的現代詮釋課」〉 |
| 17 | 01/08 | 懷古與超逸 | 唐伯虎〈桃花庵歌〉 延伸閱讀：馮夢龍《警世通言·唐解元一笑姻緣》 延伸影音：李力持「唐伯虎點秋香」 | <input type="checkbox"/> 札記 12 |
| 18 | 01/15 | 懷古與超逸 | 小組微電影放映與課程檢討 | <input type="checkbox"/> 電影回饋單 2 |

| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
|--------------------------------|-----------|----|-----------|----|-----------|----|
| | 講述 | 30 | 影片欣賞 | 10 | 討論 | 30 |
| | 個案研討 | 0 | 服務學習 | 0 | 問題導向學習 | 30 |
| | 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 | 0 | 個別指導 | 0 | 其他 | 0 |

說明：1.講述 30%：由教師講述相關單元精神與文本，協助學生熟悉主題概念。
2.影片欣賞 10%：選擇與單元或與學生經歷相關的影片，啟發深度思考。
3.討論 30%：課程中以主題為導向提出問題，再由各小組進行相關討論。
4.問題導向學習 30%：在延伸閱讀中除預習札記之外，需思考相關議題。

| | |
|-------------------------|----------|
| 課程教材 Course Material | 教師自編 PPT |
|-------------------------|----------|

| | |
|-----|-------------------|
| 教科書 | 1.教師自編講義 2.教師補充文本 |
|-----|-------------------|

| | |
|-------------------|--|
| 參考書目 Reference | <p>鄭文惠等選注：《歷代詩選注》（臺北：里仁書局，1998 年）</p> <p>葉慶炳著：《中國文學史》（臺北：臺灣學生，1997 年）</p> <p>程俊英等著：《詩經注析》（北京：中華書局，1991 年）</p> <p>洪興祖注：《楚辭補注》（臺北：大安出版社，1999 年）</p> <p>沈德潛選：《古詩源》（北京：中華書局，2000 年）</p> <p>歐麗娟選注：《唐詩選注》（臺北：里仁書局，2004 年）</p> <p>鄭騫編注：《詞選》（臺北：文化大學，1995 年）</p> <p>鄭騫編注：《曲選》（臺北：文化大學，1992 年）</p> <p>李富軒選著：《抒情詩選》（臺北：漢威出版社，1999 年）</p> <p>蔡瑜著：《中國抒情詩的世界》（臺北：學生書局，1999 年）</p> <p>穆儔編著：《情詩三百首》（臺北：漢京出版社，1992 年）</p> <p>侯吉諒編：《情詩·古典篇》（臺北：未來書城，2001 年）</p> <p>李元洛輯注：《千葉紅芙蓉：歷代民間愛情詩詞曲三百首》（臺北：東大圖書，1994 年）</p> <p>李元洛輯注：《在天願作比翼鳥：歷代文人愛情詩詞曲三百首》（臺北：東大圖書，1994 年）</p> <p>謝錦桂毓：《生命的窗口——謝錦的課堂，從文學鑑賞認識自己》（臺北：麥田出版社，2011 年）。</p> <p>葉嘉瑩著：《迦陵談詩》（臺北：三民書局，1999 年）</p> <p>葉嘉瑩著：《好詩共欣賞》（臺北：三民書局，1998 年）</p> <p>宇文所安著，賈晉華譯：《初唐詩》（北京：三聯書店，2005 年）</p> <p>宇文所安著，賈晉華譯：《盛唐詩》（北京：三聯書店，2004 年）</p> |
|-------------------|--|

| | 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) | 10 | 課堂參與 | 70 | 心得或作業撰寫 | 0 |
| | 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 | 10 | 筆記 | 0 |
| | 其他 | 0 | | | | |
| 學習評量 Learning Evaluation | <p>說明：1.書面報告、口頭報告：20%</p> <p>以小組為單位，分組報告。老師評分包含書面資料10%，口頭報告10%。 書面資料包含：A.開會記錄 B.呈現計畫書(A.B.各繳交一份給老師) C.講綱(一張A4文件統整上台展演的重點，影印發送給同學和老師。) D.回饋單：裁切後發給每一位同學，收集黏貼成A4頁面，不可以重疊，交給老師掃描。(A.B.C.需上台該週準時繳交，遲交扣分。D.需上台隔週準時繳交，遲交扣分。) 口頭報告三不原則：①不拿講稿②不以講授方式呈現③不一一輪流上台。負責報告小組報告後，其他小組必須進行提問、對談、溝通或辯論。</p> <p>2.展演(小組微電影)：10%</p> <p>以小組為單位，製作微電影。老師評分包含書面資料5%，微電影5%。 書面資料包含：A.開會記錄 B.呈現計畫書(分工明細) C.詩作與改編劇本(A.B.C.需期中11/13繳交，遲交扣分。) 微電影原則：①以15分鐘為限②不使用侵權的影音檔案③影片需在放映前兩週(12/25前)放到教師指定YouTube帳號。</p> <p>3.課堂參與：70%</p> <p>札記12篇，一篇4分，共48%。請用18K活頁紙「書寫」，嚴禁抄襲，抄襲以零分計算。課前預習札記必須在當次上課「點名時」繳交，上課書寫不予計分。上課遲到者，在補點名時立即繳交，仍予計分。札記包含上課參與準備，凡遲交或請假則無法參與討論，該篇將會斟酌計分。 電影回饋單2篇，一篇4分，共8%。 課程回饋意見1篇，一篇4分，共4%。 以上評分等第為 A+：95%(2.85分)有思考的啟發性，對生命有體認。 A+：90%(3.60分)有自我創見想法，能夠獨立思考。</p> | | | | | |

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| | <p>B+：80% (3.20 分) 善於表達意見，思考議題未深入。</p> <p>B+：70% (2.80 分) 有自己的見解，但論題發揮有限。</p> <p>C+：60% (2.40 分) 嘗試表達意見，然取材思考不足。</p> <p>C+：50% (2.00 分) 粗略解釋說明，未加以發展陳述。</p> <p>準時繳交但缺席討論：降一級分</p> <p>缺交：0 分</p> <p>其他表現 10%</p> <p>在每一堂課中的特殊表現，如：積極發言（每一次上課發言一次，加總分一分，每次上課以加分一次為限）、主動參與、全勤等實際表現，將斟酌給予加分。</p> |
| 學習規範 | <p>1.請假規定：單一學期 18 週，只能請「四次」假，四次之中只能有一次請假，沒有檢具相關證明(包含生理假)。病假、公假、喪假、婚假，凡依照請假規定請假不扣分，未依請假規定請假，皆扣總分 2 分。第四次「未到課」需主動與老師聯絡說明，曠課「四」次，依教育部與學校學則規定，一律扣考，並且以 ICAN 公告通知扣考訊息。</p> <p>2.點名規定：老師抵達教室，即開始點名，每堂必點。點名結束到第二堂上課前抵達的同學，請在第二堂上課前主動向老師報到，計為第一堂遲到扣 1 分。第二堂上課時間才抵達的同學，計為兩堂課都遲到扣 2 分。早退未向老師說明得到許可者，依早退時間，決定扣 1 分或 2 分。</p> <p>3.作業規定：作業凡請公假、婚假仍需「提前一週」繳交，唯病假、喪假可次週補交。其他作業遲交補交者，不予計分。</p> <p>4.在上課課程中，請尊重自己與他人發言的權力，別人發言時請專心聆聽，適時回應溝通。</p> <p>5.未經教師同意，上課不得使用 3C 產品，經善意提醒一次之後沒有改善，即扣總分 1 分，每次上課以扣分一次為限。</p> |
| 備註 | <p>信件聯繫請報上學校、科系、姓名，務必在信末署名，否則不予回信。</p> |



Advanced Language Studies Courses

LS001. Teaching Children [兒童教學]

3 credits

Ms. Jane Yang <jonathan19980923@yahoo.com.tw ; janeyang0915@gmail.com >

For Juniors and above

Class size: 40

Prerequisite: Introduction to linguistics

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| 課程學習目標 | <p>This course is aimed to equip students who are interested in teaching children English with essential knowledge and practical techniques. Course content will cover: the qualities of children as learners, phonics teaching, lesson planning, classroom management, nursery rhyme and picture books application, online resources and teaching materials exploration and evaluation, and so on.</p> <p>本課程旨在提供有意從事兒童英文教學的同學必要之理論基礎及實際的教學技巧與策略。透過課程,同學將能:</p> <p>1.了解兒童學習語言的特性 2.認識字母拼讀法教學 3.熟悉各類型教學法及教學活動 4.設計及應用繪本教學</p> <p>課程內容主要涵蓋三大領域:英語教學法,語言學習活動以及教師須具備的教學技巧</p> <p>主題包括: 1.英語教學法概論 2.字母拼讀法 3.教案設計 4.網路資源應用 5.讀者劇場 6.聽說讀寫教學活動 7.教室管理 8.童謠及韻文 9.繪本教學應用 10.教室英語.....等等</p> |
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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 | 09/15 | Intro. | Course requirement | |
| 2 | 09/22 | Children as learners | | |
| 3 | 09/29 | Lesson planning | | |
| 4 | 10/06 | Phonics teaching | | |
| 5 | 10/13 | Online resources | | |
| 6 | 10/20 | Class observation | | |
| 7 | 10/27 | Class observation | | |
| 8 | 11/03 | Teaching writing | | |
| 9 | 11/10 | Teaching speaking | | |
| 10 | 11/17 | Teaching festival | | |
| 11 | 11/24 | film | Ron Clark Story | |
| 12 | 12/01 | Guest Speaker | | |
| 13 | 12/08 | Nursery rhymes and songs | | |
| 14 | 12/15 | Picture books | | |
| 15 | 12/22 | Picture books | | |
| 16 | 12/29 | Observation Discussion | | |
| 17 | 01/05 | Final report | | |

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|--------------------------------|---|--------------|-----------|----|-----------|----|
| 18 | 01/12 | Final report | | | | |
| 課程教材 Course Material | Course content will cover: the qualities of children as learners, phonics teaching, lesson planning, classroom management, nursery rhyme and picture books application, online resources and teaching materials exploration and evaluation, and so on. | | | | | |
| 教科書 | Handouts | | | | | |
| 參考書目 Reference | Teaching English to Children (Longman) Young Learners (Oxford) The TKT Course (Cambridge) A Handbook of Classroom English (Oxford) 教出英語力 (親子天下專刊) 輕鬆培養孩子的英語好感度 (吳敏蘭) http://www.starfall.com/ http://www.theteachersguide.com/childrensongsptos.html http://www.literacycenter.net/ | | | | | |
| 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) | 20 | 課堂參與 | 20 | 心得或作業撰寫 | 20 |
| | 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 | 0 | 筆記 | 20 |
| | 其他 | 0 | | | | |
| 學習規範 | <p>One major part of this course is learning through observation and hands-on experiences. Therefore, students who take this course are strongly expected and advised to participate in Guo-Tai project, either to teach in the remedial program or to observe and teach a regular or an experimental class (English learning outside the regular class). Details will be given and discussed in class. If for any particular reason, you cannot physically visit Guo-Tai—alternative ways of involvement would be discussed in class as well.</p> <p>Class activities include: lecture, group discussion, video-watching, class observation and practicum teaching. Students will be evaluated according to their class participation and attendance (20%), practicum teaching and class observation report (40%), homework assignments (20%) and personal learning portfolio (20%).</p> | | | | | |

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| | <p>學生須積極參與課堂討論,按時繳交作業,完成個人或小組書面及口頭報告及小組教學演示</p> <p>本課程搭配英文系與國泰國小的合作計畫,學生需到國泰國小觀課及進行實際課堂教學</p> <p>細節將於課堂中宣布及討論</p> <p>學期成績分配如下</p> <p>教學演示及觀課報告(40%) 課堂筆記及課後延伸學習紀錄(20%)</p> <p>出席率及課堂參與度(20%) 作業(20%)</p> |
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LS002. Second Language Acquisition [第二外語習得]

3 credits

Mr. Kenneth Chyi

For Juniors and above

Class size: 40



Advanced writing: Required courses for Seniors.

Please take one of the followings.

AW001. Journalistic Writing I [新聞英文寫作 (一)]

2 credits

Ms. Joyce Liu

For Seniors only

Class size: 27

Prerequisite: CC III

| 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 | This course targets beginners to journalism and existing reporters who want to build their confidence on a wider range of subjects. It is designed to stretch experienced text journalists, by exposing them to a range of story disciplines. Basic news judgment, gauging your audience, the five Ws, the fourth why. | |

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| 2 | | Headlines and Leads | How to write powerful leads, including context, good quotes, background and colour. | |
| 3 | | Key Words, Active or Passive Voice | Review and more writing tips. | |
| 4 | | Support and Context, Questions | Review and more writing tips. Closed or open ended questions. How to talk to contacts. Cold calling, building sources. | |
| 5 | | Quoting & Paraphrasing | Working with contacts and sources, who to seek out, who to ignore. Getting the key quotes. | |
| 6 | | Sourcing and information gathering | Sourcing dangers, getting news and information, pitfalls and tips. | |
| 7 | | Features and long form journalism | More advanced writing, story structure and good writing. | |
| 8 | | Journalistic Ethics | Ethics in journalism, bias, political reporting, built in bias. | |
| 9 | | Midterm | | |
| 10 | | Legal dangers for journalists | Defamation and reporting, the dangers are growing. | |
| 11 | | Reporting on financial markets | An introduction to financial markets, equity, bond and foreign exchange and reporting on them. | |
| 12 | | Equity and company reporting | Stock markets and reporting on companies | |
| 13 | | Macroeconomic reporting | Reporting on macroeconomics and tying it into political reporting. | |
| 14 | | Working with television, on-air and behind camera skills, news pictures | Appearing on camera, script writing and the basic technology of television for multimedia journalists. | |
| 15 | | Working in hostile environments | Basic safety for journalists working in hostile environments including warzones. | |
| 16 | | Social Media | How the industry handles Social media, dangers, pitfalls and upsides. | |
| 17 | | A review of the media industry worldwide and media trends. | A discussion session including parachute journalism, citizen journalism, social media and a review of the course. | |
| 18 | | Final exam | | |

The following is a list of reading materials for the semester. There is no textbook but students are encouraged to glance through the following journalism handbooks to learn about balanced writing.

Scoop by Evelyn Waugh is a fun and easy novel to read, particularly for those who interested in becoming a journalist.

Each week there will be further news articles/research papers to read for the following week's subject.

1. Reuters Handbook of Journalism
http://handbook.reuters.com/index.php?title=Main_Page
<http://handbook.reuters.com/extensions/docs/pdf/handbookofjournalism.pdf>
2. NYU Journalism Handbook for Students Ethics, Law and Good Practice
<http://journalism.nyu.edu/assets/PageSpecificFiles/Ethics/NYU-Journalism-Handbook-for-Students.pdf>
3. The Future of Journalism
http://www.bbc.co.uk/blogs/legacy/theeditors/future_of_journalism.pdf
4. Writing Basics
<http://highered.mcgrawhill.com/sites/dl/free/0073526142/363043/Chapter3a.pdf>
5. Scoop
<http://www.amazon.com/Scoop-Evelyn-Waugh/dp/0316216372>

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

2 credits

Ms. Xin-xin Du <071808@mail.fju.edu.tw >

For Seniors only

Class size: 27

Prerequisite: CC III

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| 課程學習目標 | <p>This course, organized as a workshop, provides students with a practical and solid training in English to Chinese translation. Students are required to do supplementary readings and in-class exercises, participate in discussions and group work, give written as well as oral reports and feedback, and get hands-on experience of translation.</p> <p>Through translating and discussing a wide range of authentic texts and analyzing and offering critiques of existing translation, students are able to acquire advanced translation skills, develop their own translation strategies, and learn to generate natural, idiomatic, and faithful translations.</p> |
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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 | 09/15 | Unit 1: Introduction and Preview | Course Overview | |
| 2 | 09/22 | Unit 1: Introduction and Preview | Translation Overview | |
| 3 | 09/29 | Unit 1: Introduction and Preview | Translation Skills | |
| 4 | 10/06 | Unit 1: Introduction and Preview | Translation Skills | |
| 5 | 10/13 | Unit 1: Introduction and Preview | Translation Skills | |
| 6 | 10/20 | Unit 1: Introduction and Preview | Translation Skills | |
| 7 | 10/27 | Unit 1: Introduction and Preview | Translation Skills | |
| 8 | 11/03 | Spring Break | No Class | |
| 9 | 11/10 | Projects and Practice | Project 1 | |
| 10 | 11/17 | Projects and Practice | Project 1 | |
| 11 | 11/24 | Projects and Practice | Project 2 | |
| 12 | 12/01 | Projects and Practice | Project 2 | |
| 13 | 12/08 | Projects and Practice | Project 2 | |
| 14 | 12/15 | Projects and Practice | Project 3 | |
| 15 | 12/22 | Projects and Practice | Project 3 | |
| 16 | 12/29 | Projects and Practice | Project 3 | |
| 17 | 01/05 | Review and Conclusion | Review and Discussion | |
| 18 | 01/12 | Review and Conclusion | Review and Final Exam | |

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|--------------------------------|---|---------|-----------|-----|-----------------|----|
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講 述 | 20 | 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 | 50 |
| | 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 | 0 | 個 別 指 導 | 0 | 其 他 | 0 | |
| 課程教材 Course Material | Reference, Tool Books, and Worksheets | | | | | |
| 教科書 | 賴慈芸 (譯) (2005)。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。 | | | | | |

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|--------------------------------|---|----|-----------|----|-----------|----|
| 參考書目 Reference | Newmark, P. (1988). A textbook of translation. New York: Prentice Hall. | | | | | |
| 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 | 10 | 專業團體之證照檢定 | 0 |
| | 期中考 | 0 | 期末考 | 10 | 隨堂考(小考) | 10 |
| | 書面報告(含小組或個人) | 0 | 課堂參與 | 0 | 心得或作業撰寫 | 50 |
| | 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 | 0 | 筆記 | 0 |
| | 其他 | 0 | | | | |
| 學習規範 | <p>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 also demands an oral presentation. Quizzes will be given to check students' learning.</p> <p><input type="checkbox"/> Attendance and Punctuality: Students should attend each class on time. Your attendance record will definitely affect your final grade. (1) Three absences – either excused or unexcused – shall result in a failed grade for the course. (2) Each absence will lead to a 3% deduction of the final grade. (3) Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade. (4) When you enter into the classroom 20 minutes after the class starts (for each class period), you will be deemed as absent, not late.</p> <p><input type="checkbox"/> Translation Assignments (1) You can download the assignment questions online. (2) You need to submit the assignment file before the deadline; the due date will be specified clearly once you check the EngSite assignment area.</p> | | | | | |

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

| 課程學習目標 | | <p>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.</p> <p>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.</p> | | |
|------------------------------|------------|---|-------------------------|--------------|
| 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 | 09/15 | Orientation 說明上課內容及考核標準 | Orientation 說明上課內容及考核標準 | |
| 2 | 09/22 | Strategies for Business Writing 商務英文寫作的原則 | Unit 1 | |
| 3 | 09/29 | How to write business e-mail 如何寫商業電子郵件 | Unit 1 | |
| 4 | 10/06 | 國慶日放假 | 國慶日放假 | |
| 5 | 10/13 | How to write business fax 如何寫商業傳真 | Unit 1 | |
| 6 | 10/20 | Enquiry/ Inquiry 國外採購的詢問信函寫作 | Unit 3 | |
| 7 | 10/27 | Sales Letter 國外業務銷售信函寫作 | Unit 4 | |
| 8 | 11/03 | Incoterms 國際貿易條件介紹 | Unit 4 | |
| 9 | 11/10 | Midterm 期中考 | Midterm 期中考 | |
| 10 | 11/17 | Midterm review 期中考檢討 | Midterm review 期中考檢討 | |
| 11 | 11/24 | Business Documents 1/3 商業文件介紹之一 | Unit 6+8+9 | |
| 12 | 12/01 | Business Documents 2/3 商業文件介紹之二 | Unit 6+8+9 | |
| 13 | 12/08 | Business Documents 3/3 商業文件介紹之三 | Unit 6+8+9 | |
| 14 | 12/15 | Strategy for writing bad news 1/2 傳答壞消息的要點把握之一 | 老師補充 | |
| 15 | 12/22 | Strategy for writing bad news 2/2 傳答壞消息的要點把握之二 | 老師補充 | |
| 16 | 12/29 | Strategy for writing persuasive messages 1/2 如何寫有說服力的 e-mail | 老師補充 | |

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|--------------------------------|---|---|----------------|----|-----------|----|
| 17 | 01/05 | Strategy for writing persuasive messages 2/2 如何寫有說服力的 e-mail | 老師補充 | | | |
| 18 | 01/12 | Final exam 期末考 | Final exam 期末考 | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講述 | 50 | 影片欣賞 | 0 | 討論 | 20 |
| | 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 | 0 |
| | 對話教學法 | 0 | 樣本觀察 | 0 | 校外參訪 | 0 |
| | 實作教學 | 30 | 個別指導 | 0 | 其他 | 0 |
| 課程教材 Course Material | Commercial Correspondence | | | | | |
| 教科書 | Commercial Correspondence | | | | | |
| 參考書目 Reference | Commercial Correspondence | | | | | |
| 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 | 30 | 期末考 | 30 | 隨堂考(小考) | 0 |
| | 書面報告(含小組或個人) | 0 | 課堂參與 | 0 | 心得或作業撰寫 | 40 |
| | 口頭報告(含小組或個人) | 0 | 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 | | | | |
| 學習規範 | One point will be deducted for each late arrival; two points will be deducted for absence. Five points each week will be deducted for late assignment w/o written approval for leave. | | | | | |



Professional Training Courses

PT001. English-Chinese Translation II [英中翻譯(二)]

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。

| 課程學習目標 | <p>This course, organized as a workshop, provides students with a practical and solid training in English to Chinese translation. Students are required to do supplementary readings and in-class exercises, participate in discussions and group work, give written as well as oral reports and feedback, and get hands-on experience of translation.</p> <p>Through translating and discussing a wide range of authentic texts and analyzing and offering critiques of existing translation, students are able to acquire advanced translation skills, develop their own translation strategies, and learn to generate natural, idiomatic, and faithful translations.</p> | | | |
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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 | 09/15 | Unit 1: Introduction and Preview | Course Overview | |
| 2 | 09/22 | Unit 1: Introduction and Preview | Translation Overview | |
| 3 | 09/29 | Unit 1: Introduction and Preview | Translation Skills | |
| 4 | 10/06 | Unit 1: Introduction and Preview | Translation Skills | |
| 5 | 10/13 | Unit 1: Introduction and Preview | Translation Skills | |
| 6 | 10/20 | Unit 1: Introduction and Preview | Translation Skills | |
| 7 | 10/27 | Unit 1: Introduction and Preview | Translation Skills | |
| 8 | 11/03 | Projects and Practice | Project 1 | |
| 9 | 11/10 | Projects and Practice | Project 1 | |
| 10 | 11/17 | Projects and Practice | Project 1 | |
| 11 | 11/24 | Projects and Practice | Project 2 | |
| 12 | 12/01 | Projects and Practice | Project 2 | |
| 13 | 12/08 | Projects and Practice | Project 2 | |
| 14 | 12/15 | Projects and Practice | Project 3 | |
| 15 | 12/22 | Projects and Practice | Project 3 | |

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| 16 | 12/29 | Projects and Practice | | | Project 3 | | |
| 17 | 01/05 | Review and Conclusion | | | Review and Discussion | | |
| 18 | 01/12 | Review and Conclusion | | | Review and Final Exam | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % | |
| | 講述 | 20 | 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 | 50 | |
| | 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 | 0 | 個別指導 | 0 | 其他 | 0 | | |
| 課程教材 Course Material | Reference, Tool Books, and Worksheets | | | | | | |
| 教科書 | 賴慈芸 (譯) (2005)。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。 | | | | | | |
| 參考書目 Reference | Newmark, P. (1988). A textbook of translation. New York: Prentice Hall. | | | | | | |
| 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 | 10 | 專業團體之證照檢定 | 0 | |
| | 期中考 | 0 | 期末考 | 10 | 隨堂考 (小考) | 10 | |
| | 書面報告(含小組或個人) | 0 | 課堂參與 | 0 | 心得或作業撰寫 | 50 | |
| | 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 | 0 | 筆記 | 0 | |
| | 其他 | 0 | | | | | |
| 學習規範 | <p>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 also demands an oral presentation. Quizzes will be given to check students' learning.</p> <p>Attendance and Punctuality: Students should attend each class on time. Your attendance record will definitely affect your final grade.</p> | | | | | | |

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| | <p>(1) Three absences – either excused or unexcused – shall result in a failed grade for the course.</p> <p>(2) Each absence will lead to a 3% deduction of the final grade.</p> <p>(3) Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade.</p> <p>(4) When you enter into the classroom 20 minutes after the class starts (for each class period), you will be deemed as absent, not late.</p> <p>Translation Assignments</p> <p>(1) You can download the assignment questions online.</p> <p>(2) You need to submit the assignment file before the deadline; the due date will be specified clearly once you check the EngSite assignment area.</p> |
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PT002. Introduction to Consecutive Interpretation: C to E [逐步口譯入門：英譯中]

2 credits

Ms. Eileen Lin

For Juniors and above

Class size: 20

PT003. Professional Ethics [專業倫理]

2 credits

Dr. John Basourakos < johnbasourakos1@yahoo.ca >

For Juniors and above

Class size: 60

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| 課程學習目標 | <p>A. Course Description: 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 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.</p> <p>B. Course Objectives: 1. Students will learn to identify and to critically analyze ethical issues in</p> |
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| | <p>several professional areas and in their personal lives.</p> <p>2. Students will analyze complex ethical dilemmas that arise in several professions in terms of the contextual variables that determine and qualify each particular case.</p> <p>3. Students will apply relevant ethical principles and arguments in moral philosophy to assess the viability of different forms of ethical response.</p> |
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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 | 09/16 | Introduction to the Course. | Course Syllabus. Case and Discussion. | |
| 2 | 09/23 | Practical Ethics. | Moral decision-making. Advertising as Legalized Lying. Case Study: Advertising's Image of Women. | |
| 3 | 09/30 | Trust and Truthfulness. | Plagiarism and academic honesty. Copyright violations. | |
| 4 | 10/07 | Good Judgment. | Ethical Issues in the Teaching Profession. | |
| 5 | 10/14 | Good Judgment. | Privacy in Employment. Surveillance at work. Drug testing. Letters of recommendation. | |
| 6 | 10/21 | Professional Integrity. | Leadership and the qualities of a good leader. | |
| 7 | 10/28 | Basic Duties and Codes of Ethics. | Professionalism. Obligations Between Professionals and Employers. | |
| 8 | 11/04 | Good Works. | Loyalty and Free Speech in the Workplace. | |
| 9 | 11/11 | Film Analysis. | The Emperor's Club. | |
| 10 | 11/18 | Mid-Term Exam. | In Class. Closed Book. | |
| 11 | 11/25 | Working Together. | Gender in the Workplace. Sexual Harassment at work. | |
| 12 | 12/02 | Working Together. | Gender in the Workplace. Sexual Discrimination at work. Men and entitlement. | |
| 13 | 12/09 | Working Together. | Gender in the Workplace. Child care at work. | |
| 14 | 12/16 | Film Presentation. | North Country. | |
| 15 | 12/23 | Film Discussion. | Discussion of film: North Country. | |

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| 16 | 12/30 | Serving others. | Are Customers Always Right? | | | |
| 17 | 01/06 | Contracts. | Meeting and fulfilling contractual obligations. | | | |
| 18 | 01/13 | Final Exam. | Final Exam. In Class. Closed Book. | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講述 | 20 | 影片欣賞 | 10 | 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 | 0 |
| | 對話教學法 | 20 | 樣本觀察 | 0 | 校外參訪 | 0 |
| 實作教學 | 0 | 個別指導 | 0 | 其他 | 20 | |
| 課程教材 Course Material | Hand-outs; power point presentations; films, documentaries, case studies. | | | | | |
| 教科書 | 1. Professional Integrity: Thinking Ethically. by Michael S. Pritchard. Kansas: University of Kansas Press, 2006. 2. Contemporary Issues in Business Ethics. 2nd Ed. by Joseph R. Desjardins and John J. McCall. Belmont: Wadsworth Publishing Company, 1990 | | | | | |
| 參考書目 Reference | 1. Ethics Across the Professions: A Reader for Professional Ethics. by Clancy Martin, Wayne Vaught, and Robert C. Solomon. Oxford: Oxford University Press, 2009. | | | | | |
| 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 | 10 |
| | 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 | 20 | 期末考 | 40 | 隨堂考(小考) | 0 |
| | 書面報告(含小組或個人) | 0 | 課堂參與 | 10 | 心得或作業撰寫 | 0 |
| | 口頭報告(含小組或個人) | 0 | 面試或口試 | 0 | 自評與小組互評 | 0 |
| | 參加競賽 | 0 | 展演 | 0 | 筆記 | 20 |
| | 其他 | 0 | | | | |
| 學習規範 | A. Course Requirements: a. Attendance and participation. 10% b. In Class Assignments. 20% | | | | | |

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| | <p>c. Mid-Term Exam. 20%</p> <p>d. Final Exam. 40%</p> <p>e. Case Study. 10%</p> <p>B. As this is a university level course, students are expected to behave in a responsible, considerate, and respectful manner towards their professor, and toward each other. The following behavior will not be tolerated in this class:</p> <ol style="list-style-type: none"> 1. Students who are persistently late. Students who are 5 minutes late will not be allowed to enter class. 2. Students who consistently skip class periods. A certain percentage will be deducted from the final grade for every period that is skipped by a student without a valid reason. A valid reason means a certified medical report in English or a clearly written letter in English regarding a family crisis (i.e. a death in the family). 3. Students who come to class without the required texts and without writing materials. Students who come to class without their texts and writing materials will not be allowed to attend class. 4. Students who disrupt class lectures or class discussions by talking to their classmates will be asked to leave class for the duration of the period. 5. Students who use their mobiles in class. No student will be allowed to leave class to answer a mobile call, under any circumstances. Please turn off your mobiles, your smart phones, and your notebooks before you enter my class. 6. Students who do not submit assignments on time. No excuses will be tolerated for a late assignment. 7. No assignments will be accepted as e-mail attachments. 8. Students are expected to attend the screening of specific films. A student who leaves class before the film has ended will not be allowed to reenter class. <p>Remember that you are university students and are responsible for your education.</p> <p>Attendance: More than 3 unexcused absences will result in a failing grade for the course.</p> |
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PT004. Performing Arts: Creative Object [舞台藝術：創意物件]

3 credits

Mr. Derrick Wei

For Freshmen and above

Class size: 35

PT005. Applied Computer [電腦應用]**2 credits****Dr. Doris Shih <dshih@mail.fju.edu.tw >****For Freshmen and above****Class size: 35**

| 課程學習目標 | <p>Applied Computer Technology is an elective course with the purpose to help lower-level classes (targeted for freshmen and sophomores) to acquire basic computer skills for their university studies. This course involves a hands-on approach to learning the concepts of word processing, networks & telecommunication, homepage design, electronic spreadsheet, and electronic presentation.</p> <p>After learning these applications, you will be able to do the following: Type papers using 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 for course assignments.</p> | | | |
|------------------------------|--|---|---------------------|--------------|
| 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 | 09/16 | Introduction | Introduction | |
| 2 | 09/23 | School resource & tools | School resources | |
| 3 | 09/30 | Introducing Office 2010 | Word | |
| 4 | 10/07 | Editing Word File in MLA Format (I) | Word | |
| 5 | 10/14 | Editing Word File in MLA Format (II) | Word | |
| 6 | 10/21 | Introduction to PowerPoint (I) | PowerPoint | |
| 7 | 10/28 | Introduction to PowerPoint (II) | PowerPoint | |
| 8 | 11/04 | Introduction to Excel (I) | Excel | |
| 9 | 11/11 | Midterm Week; Introduction to Excel (II) | Midterm Week; Excel | |
| 10 | 11/18 | Application of Excel | Excel | |
| 11 | 11/25 | Windows Movie Maker (I) | Movie Maker | |
| 12 | 12/02 | Windows Movie Maker (II) | Movie Maker | |
| 13 | 12/09 | SharePoint Designer: Getting Started | SharePoint Designer | |

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|--------------------------------|---|--|-----------|---------------------|-----------|---|
| 14 | 12/16 | SharePoint Designer: Designer Tools | | SharePoint Designer | | |
| 15 | 12/23 | SharePoint Designer: Designer Tools | | SharePoint Designer | | |
| 16 | 12/30 | SharePoint Designer: Designing Websites | | SharePoint Designer | | |
| 17 | 01/06 | SharePoint Designer: Designing Websites | | SharePoint Designer | | |
| 18 | 01/13 | Final week; Wrap up; Integrated application in e-portfolio | | Final week | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講述 | 50 | 影片欣賞 | 0 | 討論 | 0 |
| | 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 | 0 |
| | 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 | 50 | |
| 課程教材 Course Material | Links will provided on the Course Website (Link to be announced later). | | | | | |
| 教科書 | Some Website links. | | | | | |
| 參考書目 Reference | 文淵閣工作室 (2007) 。 快快樂樂學 Office 2010 。 碁峰資訊出版。 蔡德勒 (2007) 。 SharePoint Designer 2007 網頁設計即學即用。 松崗-文魁 資訊股份有限公司。 Some additional online links. | | | | | |
| 教學平台網址 | http://ce.etweb.fju.edu.tw/engsite | | | | | |
| 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 | 20 | 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 | 0 | 心得或作業撰寫 | 0 |
| | 口頭報告(含小組或個人) | 0 | 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 | 80 | | | | |
| 學習規範 | Attendance: You are expected to come to class each time and on time. Advanced notice is preferred and official proof (e.g. medical excuse note, etc.) is required for each excusable absence. Lateness for three times account for one unexcused absence. Each unexcused absence will result in | | | | | |

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| | <p>a 3% deduction from the final grade. According to the university regulation, more than three unexcused absences or six excused absences result in a failed grade for the course.</p> <p>A sign-in sheet will be provided for you to sign your name. Please do not sign for other people.</p> |
| 備註 | <p>1. The contents of this syllabus are subject to change.</p> <p>2. Grading Scale: A+=91 and above; A= 87-90; A-=83-86; B+=79-82; B=75-78; B-=70-74; C+=67-69; C=64-66; C-=60-63; D and failing= 59 and below</p> <p>3. Plagiarism is forbidden. You must obey the principles of academic integrity. Please respect other people’s work. 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.</p> <p>4. Creativity is encouraged. You are always welcome to do more if you find the course not challenged enough.</p> <p>5. Bring a USB drive with you all the time to save files and don’t throw away anything. You are required to hand in the files by uploading or email them to a Gmail account by the deadline (zip your files if necessary).</p> |

PT006. East Meets West: The Global Culture Conundrum [東西交匯的文化難題]

3 credits

Mr. Phil Smith (South Asia General Manager, Reuters)

For Sophomores and above

Class size: 40

1. 2. Introduction and the History of the Asia region.

A brief history from WWII period covering the reintegration of Japan, the splitting up of the Korean peninsula, Taiwan and China, Hong Kong, the rebuilding of Europe and the shift of global economic and political power to the United States.

2. 3. The Impact of the Asia Crisis.

How the Asia Crisis in 1997 changed the face of the Asia economies and the dynamic between Asia and the west.

3. 4. The Impact of the Global Economic downturn.

The 2008 global downturn struck another blow to the prestige of the United States and with the emergence of China the east/west is changing.

5. China vs India.

Two very different superpowers.

6. Culture differences in business.

Running a company the Chinese way or the American way. Compliance vs corruption.

7. Social cultural differences

Pass the chopsticks Mr Jones!

8. Global security, the rise of China vs American power in the Pacific.

China is building a navy in an ocean the US has had to itself, pretty much, since the end of WWI. What happens next in the power play.

9. North Korea - perhaps the biggest cultural difference in the world.

Some views on North Korea from many visits there. Is it relevant to the region in terms of security? Should China or South Korea be worried?

10. The politics of Asia.

Politics in changing in Asia with governments in Singapore, Taipei and Thailand in a flux of change. China too is changing but much more slowly.

11. 12. The Middle East, Arab Spring, Afghanistan

Making sense of the turmoil.

13. Sustainability.

Are economic and political changes and gains short or long term? What is sustainable and what is not?

14. Japan's mistakes are China's lessons.

The economic mistakes made by Japan in the 1980s are not being repeated by China.

15. China's influence on the region.

With China set to be the world's largest economy in less than 20 years time what will the World look like in 2030?

16. Working across the world

A wrap up of the course and discussion and some personal observations of working in different cultures across Europe and Asia.

PT007. Contemporary Issues in Business, Economics and Finance [當代財經議題]

2 credits

Dr. A-yi Li < 035868@mail.fju.edu.tw >

For Juniors and above

Class size: 40

| 課程學習目標 | This course attempts to introduce some background knowledge about important issues in current business world. | |
|------------------------------|---|------------------------------|
| 先修課程 | None | |
| 授課進度 Course Progress Outline | | |
| 週次 Week | 日期 Date | 主題 Topic |
| 1 | 09/17 | introduction |
| 2 | 09/24 | Ban the bonds |
| 3 | 10/01 | A Primer on Macroeconomics |
| 4 | 10/08 | The Subprime Mortgage Crisis |
| 5 | 10/15 | The Subprime Mortgage Crisis |
| 6 | 10/22 | The Subprime Mortgage Crisis |
| 7 | 10/29 | Education, Jobs and Economy |
| 8 | 11/05 | Education, Jobs and Economy |
| 9 | 11/12 | Education, Jobs and Economy |
| 10 | 11/19 | Pensions and Aging |
| 11 | 11/26 | Pensions and Aging |
| 12 | 12/03 | Midterm |
| 13 | 12/10 | European Financial Crisis |
| 14 | 12/17 | European Financial Crisis |
| 15 | 12/24 | European Financial Crisis |
| 16 | 12/31 | Poverty |
| 17 | 01/07 | Poverty |

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|--------------------------------|--|-----------------|-----------|----|-----------|----|
| 18 | 01/14 | To Be Announced | | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講述 | 80 | 影片欣賞 | 0 | 討論 | 20 |
| | 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 | 0 |
| | 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 | articles from media including NY Times; Economists; Business Week; and Many others handouts posted in teaching website | | | | | |
| 教科書 | none | | | | | |
| 參考書目 Reference | Principles of Economics G. Mankiw | | | | | |
| 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 | 25 | 期末考 | 0 | 隨堂考(小考) | 0 |
| | 書面報告(含小組或個人) | 25 | 課堂參與 | 30 | 心得或作業撰寫 | 20 |
| | 口頭報告(含小組或個人) | 0 | 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 | | | | |
| 學習規範 | <p>The course will be conducted using English. A presentation of each topic will be given in class. Students are required to read the material assigned and discuss it in class. You are encouraged to speak English in class but Mandarin Chinese are acceptable when you are not comfortable with expressing your idea using English.</p> <p>Evaluation policy: 1)Class performance 30% Including class attendance and class participation. 2)Midterm 25% 3)Short papers 20% 4)Term Paper 25% The format of midterm and term paper will be specified at the beginning of the semester.</p> | | | | | |

PT008. 2014 Graduation Project [2014 畢業專題]

3 credits

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

<080695@mail.fju.edu.tw>, & Dr. Mary Lee <090689@mail.fju.edu.tw>

For Junior and above

Class size: 20

| 課程學習目標 | <p>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</p> <ul style="list-style-type: none"> -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. | | | |
|------------------------------|--|--|--------------------|--------------|
| 先修課程 | | | | |
| 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 | 09/15 | Introduction; Explanation of Syllabus | Introduction | |
| 2 | 09/22 | Individual meeting --Project proposal writing | Individual meeting | |
| 3 | 09/29 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 4 | 10/06 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 5 | 10/13 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 6 | 10/20 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 7 | 10/27 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 8 | 11/03 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 9 | 11/10 | Midterm week; Project Midterm oral presentation & revision | Midterm week | |
| 10 | 11/17 | Individual meeting : Teacher-student discussion | Individual meeting | |
| 11 | 11/24 | Individual meeting : Teacher-student | Individual meeting | |

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| | | discussion | | | | |
| 12 | 12/01 | Individual meeting : Teacher-student discussion | | Individual meeting | | |
| 13 | 12/08 | No Class; School Anniversary | | No Class | | |
| 14 | 12/15 | Individual Meeting, Peer review & feedback | | Individual meeting | | |
| 15 | 12/22 | Individual Meeting, Peer review & feedback | | Individual meeting | | |
| 16 | 12/29 | Individual Meeting, Peer review & feedback | | Individual meeting | | |
| 17 | 01/05 | Individual Meeting, Preparation for Presentation (Discussion on mode of presentation (face-to-face, online)) | | Preparation for presentation | | |
| 18 | 01/12 | Presentation | | Presentation | | |
| 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 | 10 |
| | 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 | 50 |
| | 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 | 0 | 個別指導 | 30 | 其他 | 0 | |
| <p>說明：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.</p> <p>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.</p> | | | | | | |
| 課程教材 Course Material | Links will provided on the Course Website (Link to be announced later). | | | | | |
| 教科書 | Handouts and links will be provided. | | | | | |
| 參考書目 Reference | Handouts and links will be provided. | | | | | |
| 教學平台網址 | http://ce.etweb.fju.edu.tw/engsite | | | | | |
| 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 |

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| | 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 | | | | | |
| 學習規範 | <p>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.</p> <p>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.</p> <p>According to the university regulation, more than three unexcused absences or six excused absences result a failed score.</p> | | | | | |
| 備註 | <p>1. The contents of this syllabus are subject to change.</p> <p>2. Grading Scale: A+=91 and above; A= 87-90; A-=83-86; B+=79-82; B=75-78; B-=70-74; C+=67-69; C=64-66; C-=60-63; D and failing= 59 and below</p> <p>3. You must obey the principles of academic integrity. Please respect other people's work. 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.</p> <p>4. The possible projects you can choose from are: Research Project; Teaching and Writing/Editing Project; Marketing and Multimedia Project</p> | | | | | |

2 credits

Dr. Sadie Lu < hsinlinlu@gmail.com >

For Juniors and above

Class size: 40

| 課程學習目標 | <p>Virtual tours are online displays of a place made with videos, panoramic photographs or a combination of the two. It may also use other multimedia elements such as sound effects, music, narration, and text. Virtual tours can provide visitors with an in-depth look at an existing location and teach viewers about a topic, historical figure or location or art movement.</p> <p>The objectives of this course are twofold: First, to aim at preparing students' English language proficiency to fulfill their communication needs in docent and tour guide career life; and second, to provide a perspective on how data and information can be delivered to engage in virtual demonstrations by integrating emerging technologies.</p> <p>By the end of this course, students will be facilitated - to practice guiding skills from field observations and create online virtual tours. - to use a variety of presentation software to create virtual tours. - to consider the audience and purpose of their virtual tour and investigate ways to collect and present information using multimedia. - to critically and effectively evaluate their own and others' works.</p> | | | |
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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 | 09/19 | Computer Lab: Introduction and Warm-up | | Mid-Autumn Festival (holiday) |
| 2 | 09/26 | Field observation 1: Dr. Sun yat-sen Memorial Hall | | |
| 3 | 10/03 | Computer Lab: Assignment 1: Create Virtual tour of Dr. Sunyat-sen Memorial Hall (Tours for students) | | |
| 4 | 10/10 | Field observation 2: CKS Memorial Hall | | National Day (holiday) |
| 5 | 10/17 | Computer Lab: Assignment 2: Create Virtual tour of CKS Memorial Hall (Tours for adults) | | |
| 6 | 10/24 | Field observation 3: National Taiwan University (Tours for children) | | |

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| 7 | 10/31 | Computer Lab: Assignment 3: Create Virtual tour of National Taiwan University (Tours for children) | | | | |
| 8 | 11/07 | Mid-term Presentation | | | | |
| 9 | 11/14 | Mid-term Presentation | | | | |
| 10 | 11/21 | Field observation 4: Taipei city Hakka cultural park | | | | |
| 11 | 11/28 | Computer Lab: Assignment 4: Create Virtual tour of Taipei city Hakka cultural park | | | | |
| 12 | 12/05 | Field observation 5: Palace Museum | | | | |
| 13 | 12/12 | Computer Lab: Assignment 5: Create Virtual tour of Palace Museum | | | | |
| 14 | 12/19 | Field observation 6: 孔廟, 保安宮 | | | | |
| 15 | 12/26 | Computer Lab: Assignment 6: Create Virtual tour of 保安宮 | | | | |
| 16 | 01/02 | Final Presentation | | | | |
| 17 | 01/09 | Final Presentation | | | | |
| 18 | 01/16 | Final Exam | | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講述 | 30 | 影片欣賞 | 0 | 討論 | 0 |
| | 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 | 0 |
| | 對話教學法 | 0 | 樣本觀察 | 0 | 校外參訪 | 30 |
| 實作教學 | 40 | 個別指導 | 0 | 其他 | 0 | |
| 課程教材 Course Material | No textbook is required. Students can download the teaching material from the course website. | | | | | |
| 教科書 | 自編教材 | | | | | |
| 參考書目 Reference | 無 | | | | | |
| 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 | 10 | 隨堂考(小考) | 0 |
| | 書面報告(含小組或個人) | 0 | 課堂參與 | 0 | 心得或作業撰寫 | 0 |

| | | | | | | |
|---|---|----|-------|---|---------|---|
| | 口頭報告(含小組或個人) | 10 | 面試或口試 | 0 | 自評與小組互評 | 5 |
| | 參加競賽 | 0 | 展演 | 0 | 筆記 | 0 |
| | 其他 | 75 | | | | |
| <p>說明：說明：</p> <p>1. In-class exercises 75% In-class exercises will be assigned every week. Each in-class exercise will be valued at 3 to 20 points.</p> <p>2. Peer Response Sheet 5% Each student is required to complete a Peer Response Sheet during other's oral presentation. Each Peer Response Sheet will be graded at 10-point grade scale.</p> <p>3. In-class oral presentations 10% Each student will give an oral presentation on their projects. The oral presentation will be graded by the instructor based on how much you deliver the information and the quality of information given during the presentation. The presentation will be valued at 100 points. If you are absent on the day to present, you will automatically receive a grade of "0" for the presentation.</p> <p>4. Final Exam 10%</p> | | | | | | |
| 學習規範 | <p>1. Students are required to participate in class activities and do a lot of individual works actively. 2. Students are required to submit assignments by posting on their personal Web site, by class time, as well. 3. In addition to the assignments, each student will be responsible for participating oral presentations. 4. Each student will need to finish Peer Response Sheets during other students' presentation.</p> | | | | | |



MA/BA Courses

MA001. Contemporary American Drama [當代美國戲劇]

3 Credits

Dr. John Basourakos <johnbasourakos1@yahoo.ca >

For Juniors and above

Class size: 10

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| 課程學習目標 | <p>Course Description:</p> <p>American dramatists have never hesitated from presenting us with a mirror of society in an effort to illuminate and to edify. Through their plays, contemporary American playwrights continue to examine the</p> |
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| | <p>social complexity of American life: its individualism, capitalism, regionalism, classism, racism, sexism, and ageism. In this course, we will examine a selection of play texts by such contemporary American playwrights as David Mamet, ntozake shange, Maria Irene Fornes, David Henry Hwang, Susan Lori-Parks, Lynn Nottage, and Tracy Letts, who employ the stage to give voice to political and social issues from an “American” perspective. We will also explore how their probing works capture, reflect and even shape our perceptions of the multi-faceted nature of the American experience, as well as critically examine and discuss powerful themes and issues that these plays invite us to question and to reflect upon. In addition, selected plays from the American Musical Theatre will be examined in terms of the themes and issues that each play addresses.</p> <p>Course Objectives:</p> <p>In this course, students will:</p> <ol style="list-style-type: none"> 1. Students will read and discuss plays which have been written and performed in the United States in the last 50 years. Most of the plays have been written in the last 20 years and cover a wide spectrum of American life and ideology. 2. Students will discuss the content, the form, and the performances of the plays as they define American drama and American identity. 3. Students will watch and critically respond to film versions and filmed productions of several of the plays that will be discussed in class. | | | |
| 先修課程 | <ol style="list-style-type: none"> 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. | | | |
| 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 | 09/17 | The American Theatre. | American Drama: Issues and Themes. | |
| 2 | 09/24 | Gender Wars. | Ruined by Lynn Nottage. | |
| 3 | 10/01 | Gender Wars. | The Conduct of Life. | |
| 4 | 10/08 | Gender Wars. | Good People by David Lindsay Abaire. | |
| 5 | 10/15 | Race and racism. | Race by David Mamet. | |

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| 6 | 10/22 | Race and racism. | Clybourne Park by Bruce Norris. | | | |
| 7 | 10/29 | Race and racism. | To the Mountaintop by Katori Hall. | | | |
| 8 | 11/05 | Asian-American Experience. | Yellow Face by David Henry Hwang. | | | |
| 9 | 11/12 | Asian-American Experience. | Golden Child by David Henry Hwang. | | | |
| 10 | 11/19 | Mid-Term Exam. | Closed Book. Material Covered in the First Part of the Course. | | | |
| 11 | 11/26 | American Families. | August: Osage County by Tracy Letts. | | | |
| 12 | 12/03 | American Families. | Film: August: Osage County. | | | |
| 13 | 12/10 | American Families. | How I Learned to Drive by Paula Vogel. | | | |
| 14 | 12/17 | American Musicals. The Macabre. | Sweeney Todd by Stephen Sondheim | | | |
| 15 | 12/24 | American Musicals. The Macabre. | Film: Sweeney Todd. | | | |
| 16 | 12/31 | American Musicals. Dark Victories. | Sunset Boulevard by Andrew Lloyd Weber. | | | |
| 17 | 01/07 | American Musicals. Dark Victories. | Film Production of: Sunset Boulevard. | | | |
| 18 | 01/14 | Review of the Course. | Paper Presentations. | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講 述 | 30 | 影 片 欣 賞 | 10 | 討 論 | 40 |
| | 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 | 0 |
| | 對 話 教 學 法 | 20 | 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 | Play texts. Film versions of plays. Filmed productions of plays. Hand-outs. Power point presentations. | | | | | |
| 教科書 | a. Race by David Mamet. New York: Theatre Communications Group, 2011. b. August: Osage County by Tracy Letts. New York: Dramatists Play Service, Inc. 2009. c. Good People by David Lindsay-Abaire. New York: Theatre Communications Group, 2011. d. Clybourne Park by Bruce Norris.. New York: Faber and Faber, 2011. | | | | | |

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|---|---|-----------|------------------|-----------|------------------|----------|
| | <p>e. The Mountaintop by Katori Hall. New York: Dramatists Play Service, 2013.</p> <p>f. Yellow Face by David Henry Hwang. New York: Theatre Communications Group, 2009.</p> <p>g. Golden Child by David Henry Hwang. New York: Theatre Communications Group, 1998.</p> <p>h. Ruined by Lynn Nottage. New York: Theatre Communication Group, 2009.</p> <p>i. The Conduct of Life by Maria Irene Fornes. New York: PAJ Publications, 2001.</p> <p>j. How I Learned to Drive by Paula Vogel. New York: Dramatists Play Service, 1997.</p> <p>k. Sweeney Todd by Stephen Sondheim.</p> <p>l. Sunset Boulevard by Andrew Lloyd Weber.</p> | | | | | |
| <p>參考書目 Reference</p> | <p>a. Contemporary American Drama by Annette Saddik. Edinburgh: Edinburgh University Press, 2007.</p> <p>b. Performing Asian America: Race and Ethnicity on the Contemporary Stage (Asian American History & Culture) by Josephine Lee. Philadelphia: Temple University Press, 1997.</p> <p>c. Contemporary African American Women Playwrights: A Casebook (Casebooks on Modern Dramatists) by Philip C. Kolin. New York: Routledge, 2012.</p> <p>d. Reimagining American Theatre by Robert Brustein. New York: Hill and Wang, 2003.</p> <p>e. Staging Masculinity: Male Identity in Contemporary American Drama by Carla J. McDonough. New York: McFarland and Company, 2006.</p> <p>f. The Cambridge Companion to American Women Playwrights by Brenda Murphy. Cambridge: Cambridge University Press, 1999.</p> | | | | | |
| <p>學習評量 Learning Evaluation</p> | <p>方法 Method</p> | <p>%</p> | <p>方法 Method</p> | <p>%</p> | <p>方法 Method</p> | <p>%</p> |
| | <p>課堂之前測</p> | <p>0</p> | <p>學生表現側寫報告</p> | <p>0</p> | <p>個案分析報告撰寫</p> | <p>0</p> |
| | <p>專題發表</p> | <p>0</p> | <p>課堂上實作演練</p> | <p>0</p> | <p>專業團體之證照檢定</p> | <p>0</p> |
| | <p>期中考</p> | <p>40</p> | <p>期末考</p> | <p>0</p> | <p>隨堂考(小考)</p> | <p>0</p> |
| | <p>書面報告(含小組或個人)</p> | <p>40</p> | <p>課堂參與</p> | <p>20</p> | <p>心得或作業撰寫</p> | <p>0</p> |
| | <p>口頭報告(含小組或個人)</p> | <p>0</p> | <p>面試或口試</p> | <p>0</p> | <p>自評與小組互評</p> | <p>0</p> |
| | <p>參加競賽</p> | <p>0</p> | <p>展演</p> | <p>0</p> | <p>筆記</p> | <p>0</p> |
| | <p>其他</p> | <p>0</p> | | | | |

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| 學習規範 | <p>In-class assignments and quizzes.20% Mid-Term Exam. 40% Final Research Paper.40%</p> <p>As this is a university level course, students are expected to behave in a responsible, considerate, and respectful manner towards their professor, and toward each other. Kindly avoid the following behavior:</p> <ol style="list-style-type: none"> 1. Students who are persistently late. Students who are 5 minutes late will not be allowed to enter class. 2. Students who consistently skip class periods. A certain percentage will be deducted from the final grade for every period that is skipped by a student without a valid reason. A valid reason means a certified medical report or a clearly written letter regarding a family crisis (i.e. a death in the family). 3. Students who come to class without the required texts and without writing material. Students who come to class without their texts and writing materials will not be allowed to attend class. 4. Students who disrupt class lectures or class discussions by talking to their classmates will be asked to leave class for the duration of the period. 5. Students who use their mobiles in class. No student will be allowed to leave class to answer a mobile call, under any circumstances. Please turn off your mobiles, your smart-phones, and your notebooks before you enter my class. 6. Students who do not submit assignments on time. No excuses will be tolerated for a late assignment. 7. Students are expected to attend the screening of specific films. A student who leaves class before the film has ended will not be allowed to reenter class. |
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MA002. Asia American Literature [亞裔美國文學]

3 Credits

Dr. Donna Tong < fju080695@gmail.com >

For Juniors and above

Class size: 10

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| 課程學習目標 | <p>Asian American studies originates in the new social movements of the mid-20th century that led to civil rights reforms which ushered in new ways of engaging with not only history but also literature. This course aims to introduce some of the history of Asian American studies and literature,</p> |
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| | <p>engage with critical concepts from interdisciplinary entanglements with feminist and critical race theories, and position these ideas and information in dialogue with Asian American literature.</p> <p>What is Asian American literature? Is it literature produced by authors of Asian descent residing in the U.S., Canada, and South American nations? Is it a literature of diaspora? Is it literature about diaspora? This course poses and plans to engage these questions in a productive discourse involving literary and critical theory, psychoanalysis, history, and others.</p> |
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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 | 09/18 | Introduction; assignments; requirements Film: documentary | Omi & Winant "Racial Formation"; "The Racial State" American Son Part 1 & 2 | Welcome! |
| 2 | 09/25 | Racial Formation & Asian Americans Film: Better Luck Tomorrow | Lee "The Coolie and the Making of the White Working Class"; "The Cold War Origins of the Model Minority" American Son Part 3 | Discussion Q |
| 3 | 10/02 | The Model Minority Myth | Ancheta "Intro: Neither Black Nor White" Cheng "The Melancholy of Race" | Discussion Q |
| 4 | 10/09 | The Color Spectrum & the Pathology of Race Film: Do The Right Thing | Chow "Where Have All the Natives Gone?" Interpreter of Maladies "When Mr. Pirzada Came to Dine" Reflection 1 | Discussion Q |
| 5 | 10/16 | Native Informants | Bascara "Unburdening Empire"; "An Ever Emergent Empire" Interpreter of Maladies "Interpreter of Maladies"; "A Real Durwan"; | R-1 Discussion Q |
| 6 | 10/23 | Imperialism and Diaspora Film: Women Outside | Chow "Theory, Area Studies, Cultural Studies" Breaking the Tongue | Discussion Q |
| 7 | 10/30 | Sook Ching Massacre and Japanese Imperialism | Chuh "On Asian Americanist Critique" Breaking the Tongue | Discussion Q |

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| | | Film: Arirang Special "Comfort Women" | | |
| 8 | 11/06 | Asian American Studies | Ong "Intro: Flexible Citizenship"; "A Better Tomorrow'?" Research Proposal | Discussion Q |
| 9 | 11/13 | Flexible Citizenship -individual conferencing- | Cheng "A Fable of Exquisite Corpses" Ma "Mulan Disney" The Woman Warrior "White Tigers"; "A Song for a Barbarian Reed Pipe" | Research Proposal Discussion Q |
| 10 | 11/20 | Pathology and Race in Literature and Film Film: Mulan | Chow "The Dream of a Butterfly" M. Butterfly | |
| 11 | 11/27 | Masquerade, Race, Gender, and Sexuality Film: M. Butterfly | Ma "Orientalism in Chinese American Discourse: Body and Pidgin" "Intro: Asian Settler Colonialism" All I Asking for Is My Body | Discussion Q |
| 12 | 12/04 | Asian Settler Colonialism | Trask "Settlers of Color" Chuh "Against Uniform Subjectivity" | Discussion Q |
| 13 | 12/11 | Asian Settler Colonialism | Hopeful Monsters "Stinky Girl"; "Camp Americana" Reflection 2 | Discussion Q |
| 14 | 12/18 | Asian Americans and Race | Hopeful Monsters "Osmosis"; "Hopeful Monsters" | Discussion Q R-2 |
| 15 | 12/25 | HOLIDAY | Hopeful Monsters "All Possible Moments" | -NO CLASS- |
| 16 | 01/01 | HOLIDAY | Interpreter of Maladies "Third and Final Continent" | -NO CLASS- |
| 17 | 01/08 | Diaspora, Border-Crossings, Home | RP Presentation Research Paper | Discussion Q |
| 18 | 01/15 | Research Paper Presentations | Have a good winter break! | RP Presentation RP |

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| 教學方法 Pedagogical | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講 述 | 15 | 影 片 欣 賞 | 10 | 討 論 | 20 |

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| Methods | 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 | 25 |
| | 對話教學法 | 20 | 樣本觀察 | 0 | 校外參訪 | 0 |
| | 實作教學 | 0 | 個別指導 | 10 | 其他 | 0 |
| 課程教材 Course Material | <p>Required Texts Loh, Vyvyane. Breaking the Tongue. Roley, Brian Ascalon. American Son: A Novel. Murayama, Milton. All I Asking for Is My Body. Jhumpa Lahiri. Interpreter of Maladies: Stories. Goto, Hiromi. Hopeful Monsters. Kingston, Maxine Hong. The Woman Warrior. Hwang, David Henry. M. Butterfly.</p> <p>Selections: Chow, Rey. Writing Diaspora. Nakamura, Lisa. Digitalizing Race. Ong, Aihwa. Flexible Citizenship. Omi, Michael, and Howard Winant. Racial Formation in the United States. Ancheta, Angelo. Race, Rights, and the Asian American Experience. Asian Settler Colonialism. Cheng, Anne. The Melancholy of Race. Ma, Sheng-Mei. The Deathly Embrace. ---. Immigrant Subjectivities in Asian American and Asian Diaspora Literatures. Bascara, Victor. Model-Minority Imperialism. Lee, Robert. Orientals: Asian Americans in Popular Culture. Chow, Rey. Ethics After Idealism. Chuh, Kandice. Imagine Otherwise.</p> | | | | | |
| 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 | 10 | 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) | 30 | 課堂參與 | 30 | 心得或作業撰寫 | 15 |
| | 口頭報告(含小組或個人) | 15 | 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 |

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| | 其他 | 0 | | | | |
| 學習規範 | <p>Personal Reflection The objectives of the Personal Reflection are to encourage students' curiosity about the concepts and course materials while allowing them to have the opportunity to respond to not these materials but any other connected and relevant sources in the students' lives. It is to allow the students the chance to practice and refine their critical thinking skills.</p> <p>Discussion Questions Each student is responsible for preparing one discussion question on the assigned reading each week. This question must be relevant to the theoretical issues raised in class, and can be centered on related thematic concerns in a particular fictional text for the course.</p> <p>Presentations Each presentation is 10-minute minimum in length; not to exceed 20 minutes.</p> <p>Non-Fiction Presentation Fiction Text Presentation</p> <p>Research Proposal Abstract Background Literature Review Theoretical Framework/Methodology Bibliography</p> <p>Research Paper 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 three research sources not included in the class.</p> <p>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 two research source not included in the class.</p> <p>RP Presentation Each student must prepare a 10-15 minute presentation on his or her research paper to be given on the last day of class. Please follow the guidelines you have learned about presenting and public speaking. Do not simply read your research paper.</p> | | | | | |

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| 備註 | <p>Deadlines & Late Paper Policy</p> <p>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.</p> <p>No late papers will be accepted without arrangements made one week prior to the due date with the instructor.</p> <p>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. 3 or more absences will lead to failing the course. Any act of plagiarism or cheating will lead to failing the course.</p> |
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MA003. Psycholinguistics [心理語言學]

3 Credits

Dr. Michael Yeldham <mayeldham@hotmail.com>

For Juniors and above

Class size: 15

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| 課程學習目標 | <p>Students will:</p> <ol style="list-style-type: none"> gain an understanding of current theories and issues in Psycholinguistics see the practical relevance of psycholinguistic theories to language learning and also to language teaching and research, with a special emphasis on multimedia learning |
| 先修課程 | Introduction to Linguistics (for BA students); None for MA students |

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 | 09/16 | Week 1_ Introduction to Psycholinguistics; Language, Speech and Communication | | |
| 2 | 09/23 | Week 2_ Language and the brain; Vocabulary storage | | |
| 3 | 09/30 | Week 3_ Using vocabulary | | |
| 4 | 10/07 | Week 4_ Language processing | | |
| 5 | 10/14 | Week 5_ Language processing | | |

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| 6 | 10/21 | Week 6_Writing processes | | | | |
| 7 | 10/28 | Week 7_Reading processes | | | | |
| 8 | 11/04 | Week 8_Listening processes | | | | |
| 9 | 11/11 | Week 9_Speaking processes | | | | |
| 10 | 11/18 | Week 10_Comprehension | | | | Hand in project 1 |
| 11 | 11/25 | Week 11_Comprehension; Language and disability | | | | |
| 12 | 12/02 | Weeks 12-18_Emphasis on Psycholinguistic processes and Multimedia learning/teaching, and on the Research of multimedia-related processes | | | | |
| 13 | 12/09 | Week 12 content continued | | | | |
| 14 | 12/16 | Week 12 content continued | | | | |
| 15 | 12/23 | Week 12 content continued | | | | |
| 16 | 12/30 | Week 12 content continued | | | | |
| 17 | 01/06 | Week 12 content continued | | | | Hand in project 2 |
| 18 | 01/13 | Week 12 content continued | | | | |
| 教學方法 Pedagogical Methods | 方法 Method | % | 方法 Method | % | 方法 Method | % |
| | 講 述 | 45 | 影 片 欣 賞 | 10 | 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 | 0 |
| | 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 | 15 |
| 課程教材 Course Material | Textbook and supplementary materials supplied by the teacher | | | | | |
| 教科書 | Field, J. (2003). Psycholinguistics. London: Routledge. | | | | | |
| 參考書目 Reference | Field, J. (2004). Psycholinguistics: The key concepts. London: Routledge. Field, J. (2005). Language and the Mind. Abingdon (U.K): Routledge. Mayer, J. (2009). Multimedia Learning (Second Ed.). Cambridge: Cambridge University Press. | | | | | |
| 學習評量 | 方法 Method | % | 方法 Method | % | 方法 Method | % |

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|---------------------|--|----|----------|----|-----------|----|
| Learning Evaluation | 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) | 50 | 課堂參與 | 20 | 心得或作業撰寫 | 30 |
| | 口頭報告(含小組或個人) | 0 | 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 | | | | |
| 學習規範 | 1. Attendance, punctuality, class participation in exercises and discussions are all valued in this course | | | | | |

MA004. Vocabulary and Reading Acquisition [字彙與閱讀習得]

3 Credits

Dr. Bichu Chen <090098@mail.fju.edu.tw >

For Juniors and above

Class size: 15

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| 課程學習目標 | <p>Vocabulary and Reading Acquisition</p> <p>The purpose of this course is to learn different aspects about vocabulary acquisition and to discover research possibilities to explore vocabulary teaching and learning.</p> <p>The course is entitled "Vocabulary and Reading Acquisition" since vocabulary acquisition cannot happen in vacuum. The focus of this course is vocabulary, whereas context is one of the key elements to trigger vocabulary acquisition. Therefore, it is necessary to understand reading acquisition since vocabulary is embedded in context.</p> <p>Some of the important issues cover in this course include: vocabulary knowledge; vocabulary assessment; vocabulary learning strategies, incidental vocabulary learning, and reading theories.</p> <p>After taking this course, it is hoped that students are able to</p> <ul style="list-style-type: none"> - articulate what it means to "know" vocabulary - explore ways to provide effective vocabulary instruction and learning strategies, |
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| | | - and discover potential vocabulary research niche. | | | | | |
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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 | 09/18 | Orientation | | Introduction & Class requirements | | *This syllabus is subject to change. | |
| 2 | 09/25 | The complex nature of vocabulary | | | | | |
| 3 | 10/02 | Vocabulary in Language Teaching | | | | | |
| 4 | 10/09 | Vocabulary Knowledge | | Quiz | | | |
| 5 | 10/16 | Vocabulary Knowledge | | Project | | | |
| 6 | 10/23 | Reading Acquisition | | Presentation 1 | | | |
| 7 | 10/30 | Reading Acquisition | | Presentation 2 | | | |
| 8 | 11/06 | Vocabulary Acquisition | | Quiz | | | |
| 9 | 11/13 | Midterm | | | | | |
| 10 | 11/20 | Vocabulary Acquisition | | Presentation 3 | | | |
| 11 | 11/27 | Teaching and Learning Vocabulary | | Presentation 4 | | | |
| 12 | 12/04 | Vocabulary Knowledge & Testing | | | | | |
| 13 | 12/11 | Issues in Vocabulary Research | | Quiz/Project | | | |
| 14 | 12/18 | Issues in Vocabulary Research | | | | | |
| 15 | 12/25 | Christmas - No Class | | | | | |
| 16 | 01/01 | Holiday - No class | | | | | |
| 17 | 01/08 | Final Report | | | | | |
| 18 | 01/15 | Final Report/Survey | | | | | |
| 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 | 30 |
| | | 個 案 研 討 | 0 | 服 務 學 習 | 0 | 問 題 導 向 學 習 | 10 |
| | | 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 | 10 |
| | | 對 話 教 學 法 | 20 | 樣 本 觀 察 | 0 | 校 外 參 訪 | 0 |
| 實 作 教 學 | 0 | 個 別 指 導 | 20 | 其 他 | 0 | | |
| 課程教材 Course Material | | Textbook Instructor selected materials | | | | | |
| 教科書 | | Textbook: TBA | | | | | |
| 參考書目 Reference | | Schmitt, N. & McCarthy, M. (1997) Vocabulary: Description, acquisition and | | | | | |

| pedagogy. Cambridge University Press. | | | | | | |
|---------------------------------------|---|----|-----------|----|-----------|----|
| 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 | 10 | 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 | 20 | 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 | 20 | 心得或作業撰寫 | 20 |
| | 口頭報告(含小組或個人) | 20 | 面試或口試 | 0 | 自評與小組互評 | 10 |
| | 參加競賽 | 0 | 展演 | 0 | 筆記 | 0 |
| | 其他 | 0 | | | | |
| 學習規範 | <p>Course Requirements</p> <p>Deadlines & Late Paper Policy</p> <p>Unless deadlines are changed verbally in class or over email, the due dates for assignments and presentations are as indicated on iCAN under homework section.</p> <p>Upload your papers on iCAN. No late papers unless arrangements made one week prior to the due date with the instructor. Accepted late papers will lead to serious points deduction.</p> <p>Assignments containing plagiarism will receive a zero.</p> <p>Attendance and promptness are essential to this course.</p> <p>Absences or persistent lateness will lead to grade deduction. Students with more than three unexcused absences will fail this course. Three times late coming is treated as one absence. Four time excused absences will hurt your participation score seriously. Please show the instructor the doctor's certificate or medical proof if you apply for sick leaves.</p> | | | | | |