



Advanced Literature and Culture Courses

LC001. English Literature IV: Modern and Postmodern (1901-present) [英國文學 (四)]

3 credits

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

For Sophomores and above

Class size: 40; Non-English Dept.: 5

Prerequisite: Introduction to (Western) Literature

I. Course Description

20th century British Literature offers students an opportunity to become familiar with some of the most popular and acclaimed English writers of our time. The literature will show a distinctly "English" feel for life, values and history which ought to set it apart from literature in English which we find, for example, in 20th century United States.

The authors this course will cover include Thomas Hardy, Joseph Conrad, William Butler Yeats, Virginia Woolf, James Joyce, D.H. Lawrence, Katherine Mansfield, T.S. Eliot, and Salman Rushdie. Most of the literature will be in the form of short stories, but we will also read poetry.

An important writer such as Graham Greene is not included in the anthology, but the instructor will provide at least one Greene story in a separate handout.

II. Major Text

The Norton Anthology of English Literature, THE MAJOR AUTHORS, 8th edition.

III. Requirements

Requirements include (of course) faithful class attendance and participation, a mid-term and final examination, and three reflective journals of 4 pages (A-4 sized) in length.

LC002. Shakespeare [莎士比亞]

3 Credits

Ms. Jennifer Chiu < jenniferwychiu@hotmail.com >

For Sophomores and above

Class size: 10-45

Prerequisite: Introduction to (Western) Literature

I. Course Description

This class aims to give students a set of techniques for reading and considering Shakespeare's plays in their literary and theatrical contexts. It is necessary then to also understand the social, political, and cultural environment in which William Shakespeare lived and wrote.

This introductory course will focus on six of Shakespeare's plays written and performed in the Elizabethan/Jacobean world of Renaissance England. We will read two comedies (*Much Ado about Nothing*, *Twelfth Night*), two tragedies (*King Lear*, *Othello*), a history play (*Richard III*), and a late romance (*The Tempest*).

Each play must be read carefully and actively. Through lectures, group discussions, in-class dramatization of scenes from the plays, viewing of film adaptations, and journal writings, students are to cultivate their ability to understand and analyze the texts as well as the related topics and issues.

Week	Date	Topic
1	02/17	General Introduction
2	02/24	Shakespeare / The Sonnets
3	03/03	<i>Much Ado about Nothing</i>
4	03/10	<i>Much Ado about Nothing</i>
5	03/17	<i>Twelfth Night</i>
6	03/24	<i>Twelfth Night</i>
7	03/31	<i>Richard III</i>
8	04/07	<i>Richard III</i>
9	04/14	<i>King Lear</i>
10	04/21	Midterm Exam
11	04/28	<i>King Lear</i>
12	05/05	<i>King Lear</i>
13	05/12	<i>Macbeth</i>
14	05/19	<i>Macbeth</i>
15	05/26	<i>The Tempest</i>
16	06/02	<i>The Tempest</i>
17	06/09	Conclusion
18	06/16	Final Exam

II. Major Text

The Norton Shakespeare. Eds. Stephen Greenblatt, et al. 2nd ed. London: W. W. Norton & Company, 2009.

III. Requirements and Grading

Your final grade for the semester will be based on the quizzes, assigned writings,

participation, attendance, the oral presentations, the six journals and one short report, the mid-term exam, and the final exam.

LC003. Main Street in American Fiction and Film [美國小說與電影中的大街意象]

3 credits

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

For Juniors and above

Class size: 40; Non-English Dept.: 5

Prerequisite: Introduction to (Western) Literature

I. Course Description

In the United States and beyond, the words “Main Street” conjure an image of the generic American small town: the grocer’s, the soda fountain, the doctor’s office, the bank, the insurance agency, the public park, and a choice of churches, flanked by blocks of clapboard or brick homes with tidy front lawns. Today this image is far from the reality of most Americans, who live in cities or suburbs, but Main Street remains a captivating symbol of the American dream.

Main Street emerged as a subject in American literature and (later) film during the late-nineteenth and twentieth centuries when small-town life was giving way to the expansion of cities, suburbs, and consumer culture. Writers and filmmakers who put Main Street on the cultural map were themselves often exiles from small towns, working in big cities. For them, the village became an object of both rebellion and nostalgia – a trap to escape, a paradise to regain. Together their works portray a procession of Main Streets strung across the American continent – some of them real, physical places, others imagined communities in characters’ minds. The citizens of Main Street are often eccentric, but their stories typify the historical pressures (political, economic, racial) and ultimate questions (of identity, death, belief) that disturb and galvanize American towns. The formal challenge of telling these stories has sparked innovation in fiction and film during the modern and postmodern periods. To tour these imagined Main Streets is therefore to enter a region that is both familiar and unsettling.

Questions explored in this course include:

- 1) What is a town?
- 2) How has the idea of the American town persisted, or evolved, since the late nineteenth century?
- 3) How is a town unified, or divided, by particular characters? How do particular characters imagine the town?
- 4) Why are there so many eccentric characters in fictional small towns?
- 5) How is a town unified, or divided, by its architecture and physical design? How does the physical design influence how characters imagine the town?

- 6) How are towns different, or similar, in various geographical regions of the United States?
- 7) What is the relationship between a town and its geographical context, including the surrounding ecosystem and distant cities?
- 8) What is the relationship between the structure of a community and the structure of the fiction or film that represents it?
- 9) What kinds of narratives typically take place in American towns? Why? What kinds of events unify towns, and what kinds of events divide them?
- 10) What do the stories of Main Street tell us about larger themes, dreams, and anxieties in American literature and culture?

II. Major Text

Readings

Sarah Orne Jewett, *The Country of the Pointed Firs* (1896)

Sherwood Anderson, *Winesburg, Ohio* (1919)

John Steinbeck, *Cannery Row* (1945)

Toni Morrison, *Sula* (1973)

Films

It's a Wonderful Life (1946)

High Noon (1952)

To Kill a Mockingbird (1962)

American Graffiti (1973)

The Truman Show (1998)

Pleasantville (1998)

III. Requirements and Grading

Take-home midterm exam 35%

Final exam 35%

Presentation, study questions, quizzes, class participation 30%

Group PowerPoint presentations.

Each study group will do one presentation; there are two possible types:

Author presentations: Introduce the author's life and achievements and situate the assigned reading within that context.

Film presentations: View the film in advance. Introduce the film (including the director) and its significance and comment on the some specific scenes in relation to course themes. End with some questions for discussion.

Class participation. Students should read and prepare the texts assigned for each class meeting before the beginning of class. Study questions will be distributed, and study groups

will be responsible for answering specific questions. Occasional reading quizzes will be given.

LC004. 20th Century British Poetry [廿世紀英詩]

3 Credits

Dr. Raphael Schulte

For Juniors and above

Class size: 10-15

Prerequisite: Introduction to (Western) Literature

I. Course Description

This course will examine a wide range of modern and contemporary British and Irish poets and poems. We will explore the characteristics and meanings of "modernism" or even – perhaps – the various types and contradictory understandings of modernism embedded in twentieth century English poetry. Our emphasis will be on short lyric poems and their social and cultural contexts.

The last century has been notable for the great number of exciting and challenging Irish and British poets. Because of this, we cannot in one semester hope to read or even sample all of that poetry. With that in mind, I am at this point considering to include some of the following poets on our reading list, but if there are other poets (or even specific poems) that you are interested in studying, please feel free to tell me. We may begin by examining for the first two or three weeks the late Victorian poetry of Gerard Manley Hopkins (not extensively published until 1918) and poems by Thomas Hardy. We may then read poems by Charlotte Mew and texts by William Butler Yeats and Mina Loy. We could continue with poets actively writing during World War I – particularly Wilfred Owen and Edward Thomas – and proceed to read poems by W.H. Auden, Laura Riding, D.H. Lawrence, and Dylan Thomas, as well as selections from contemporary poets like Ted Hughes, Jon Silkin, Thom Gunn, Seamus Heaney, Philip Larkin, Tony Harrison, Eavan Boland, Tom Raworth, U.A. Fanthorpe, and the current poet laureate Carol Ann Duffy.

II. Requirements and Grading

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



LS001. Sociolinguistics [社會語言學]

3 Credits

Dr. Kentei Takaya <075079@mail.fju.edu.tw>

For Juniors and above

Class size: 40; Non-English Dept.: 5

Prerequisite: Introduction to Linguistics.

I. Course Description

This course is designed to offer an overview of the relationship between language and society. Topics include: language choice, language planning, regional and social dialects, language and gender, language change, style and register, and politeness and cross-cultural communication. The course will be conducted through lectures, activities and discussions. Students will also be working on a research project related to sociolinguistics and present their findings in class.

II. Major Text

Textbook:

Holmes, J. (2001) *An introduction to sociolinguistics*. Essex, UK: Pearson Education Limited.

III. Requirement and Grading

Class participation: 10%

Midterm exam: 25%

Final exam: 25%

Research project: 25%

Presentation: 15%

LS002. Second Language Acquisition (SLA) [第二外語習得]

Credits: 2

Dr. Michael Yeldham < mayeldham@hotmail.com >

For Juniors and above

Class size: 40; Non-English Dept.: 5

Prerequisite: Introduction to Linguistics

I. Course Description

SLA introduces the relevant theories involved in language learning, and extends these theories into more practical examples.

Teaching Objectives:

Students will 1) gain an understanding of current theories and issues relevant to how learners acquire a second language 2) see the practical relevance of some of these theories to language learning and to language teaching and research.

Teaching Methods:

1. Lectures on areas related to the theory and practice of SLA
2. Classroom exercises and discussions of relevant issues.
3. Two projects (one to be done in pairs and one individually).

Tentative Schedule:

Week 1: Orientation to the course / Introducing SLA (Chapter 1)

Weeks 2-3: Foundations of SLA (Chapter 2)

Weeks 4-6: The linguistics of SLA (Chapter 3)

Weeks 7-9: The psychology of SLA (Chapter 4)

Weeks 10-12: Social contexts of SLA (Chapter 5); Mid-term quiz (week 9)

Weeks 13-15: Acquiring knowledge for L2 use (Chapter 6)

Weeks 16-18: L2 learning and teaching (Chapter 7); Final quiz (week 18)

II. Major Text

Textbook:

Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

References:

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

VanPatten, B. & Williams, J. (2006). *Theories in second language acquisition: An introduction*. Mahwah, N.J.: Lawrence Erlbaum Associates.

III. Requirements and Grading

1. Attendance and class participation in exercises and discussions: 40%.
Attendance is observed closely in this course; absences and lateness without a legitimate excuse will result in a lower grade.
2. Two quizzes: 10% each.
3. Two projects: 20% each. One due in week 12, the other in week 18.
(Possible projects will be outlined/discussed as each chapter is taught.)

LS003. Educational Research [教育研究]

3 Credits

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

For Juniors and above

Class size: 40; Non-English Dept.: 5

Prerequisite: Introduction to Linguistics

I. Course Description

This course is designed for those interested in the educational research methods, need to write educational research papers (Master's students), and/or may want to apply for graduate studies in the educational field (BA students). The function of the course is to provide a contemporary account of the "what" and the "how" of research and help you to develop the analytical skills in doing educational research. Specifications of the American Psychological Association (APA) style will also be introduced for manuscript preparation. The content of the course will be presented through various ways: presentations given by the instructor, in-class and online discussions, student professional presentations, and multiple activities. We will also visit National Institute of Educational Resources and Research 國立教育資料館.

Tentative topics:

- The essence of research
- Doing research in education
- APA style
- Action research
- The experimental method
- Qualitative method (manipulation of data & use of software)
- Survey designs
- Ethnography
- Case study
- Classroom observation and research
- Introspective methods
- Interaction analysis
- Elicitation techniques
- Program evaluation

II. Major Text

Text:

Nunan, D. (2001). Research Methods in Language Learning. Cambridge, UK: Cambridge University Press.

References:

American Psychological Association. (2010). *Publication Manual of APA*. (6th ed.). Washington, DC: APA.

Bogdan, R. C., & Biklen, S. N. (2002). *Qualitative research in education: An introduction to theory and methods*. (4th ed.). Boston, MA : Allyn & Bacon.

Gall, M. D., Gall, J. P., & Borg, W. R. (2006). *Educational research: An introduction*. (8th ed.). Allyn & Bacon.

Other research articles.

III. Requirements and Grading

1. Participation.....	10%
2. Educational article reviews & presentation.....	15%
3. Educational Research paper (include appendices).....	25%
4. Professional research presentation.....	15%
5. Discussions & multiple activities.....	35%

LS004. Online Learning Community: Relating Theory to Practice [網路社群之語言學習:理論與實務]

3 Credits

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

For Juniors and above

Class size: 40; Non-English Dept.: 5

Prerequisite: Introduction to Linguistics

I. Course Description

In this course, we are going to discuss online learning communities made possible by the advance of the digital technology, such as the Information Communication Technology (ICT) tools like email, MSN, blogs and forums. We will draw from Vygotsky's socio-cultural theory and Lave and Wenger's Community of Practice (CoP) to understand the nature of collaboration essential to social network communities online, and discuss purposes and possibilities of establishing online communities to serve for language learning purposes. To make sure we start with a common ground, the first topic we are going to discuss is what it means to learn a language by having students reflecting their own history of language learning. Secondly, we are going to tackle the issues related to learning community by defining what a learning community is, the benefits of learning with such a community and means of establishing a collaborative learning community. Based on the reading of the theories and observations from our daily experiences, we will then discuss practical matters in designing lesson incorporating ICT tools into classroom practice.

Tentative Schedule:

Week	Topic	Assignment
1	Course Orientation: The meeting place of language learning and online communities	
2	What does it mean by learning a language?	Personal history of English learning
3	Attitude, Beliefs and Prejudice about language learning	Journal 1
4	The role of digital technology in language	

	learning	
5	Is the <i>Net Generation</i> a new generation?	The digital native debate
6	Computer literacy: Critical thinking involved in this information society	
7	What is a learning community? Defining and redefining community in Cyberspace (Ecological learning community)	Journal 2
8	Globalisation and interactions with the outside world	
9	Vygotskian socio-cultural theory	
10	Midterm review	
11	Affordances of the online modality: from Constructivism to Connectivism	Journal 3
12	Psychology: Are you internet addictive?	
13	Sociology: Group composition	
14	Classroom practice and ICT tools (asynchronous): blog, wiki & MOO	
15	Classroom practice (synchronous): MSN & skype	Journal 4
16	Group Presentation I	
17	Group Presentation II	
18	Course evaluation	Final essay

II. Requirements and Grading

Attendance and online participation 20%

Journals (4 collections 3 pages each) 25 %

One group presentation (30 minutes) 25%

Final essay (6-8 pages) 30 %



Advanced writing: Required courses for Seniors.

Please take one of the followings.

**AW001. Review of English Writing Fundamentals II [英文作文寫作原理之回顧
(二)]**

2 Credits

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

For Seniors Only

Class size: 10-27; Non-English Dept.: 5

Prerequisite: English Composition III

I. Course Description

Advanced Grammar Review for Seniors is a continuation of Part I and will feature the same type of class teaching method used in Part I. The course relies heavily on one to one coaching with the instructor and the writing of 8 assignments.

II. Major Text

This course does not use a set textbook. The instructor uses student writing and frequent handouts for class materials.

III. Requirements and Grading

4 of the assignments are essays of at least 2 pages in length. Students may choose from a variety of possible topics or suggest topics on their own. Students revise the essays after receiving them back with a grammar code for guidance.

4 of the assignments are to be reflective journals of at least 4 pages in length. As a general rule, journals are not revised. All writing should of course be fresh writing.

The instructor expects faithful class attendance and strong class participation in discussions

AW002. Chinese-English Translation II [中英翻譯 (二)]

2 Credits

Mr. Albert L. Chang <055655@mail.fju.edu.tw>

For Seniors Only

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

Prerequisite: English Composition III

I. Course Description

Objectives:

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

Teaching Methodology:

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

Core behaviors:

1. Inter-personal and Communication Abilities (人際溝通行為)
2. Problem-solving Abilities (問題分析與解決行為)
3. Abilities to Work in a Group (團隊合作能力)

Weekly schedule:

Translation assignments: approximately 300 to 500 words every week.

Students should submit their translation assignments three days before the next class. They are expected to review the corrected translation work before each class and must be prepared to participate in discussions.

Classes will be a combination of discussions and exercises.

The topics covered will include, but will not be limited to, the following:

Week 1-2 李家同：再次大幅提高工業水準

Week 3-4 政府該不該救房市

Week 5-6 海外失業潮返台

Week 7-8 智慧建築標章

Week 9-10 期中考試

Week 11-12 美汽車業困境 台灣找商機

Week 13-14 溫室氣體減量

Week 15-16 產業報導

II. Major Text

The Elements of Style by Strunk and White

III. Requirements and Grading

There will be a mid-term and final exam. Grades will be based on the following:

1. Assignments (40%, no late assignments)
 2. Class attendance and participation (30%)
- Exams (30%, no make-up quizzes and exams)

AW003. Business Writing II [商務英文 (二)]

2 Credits

Instructor: Prof. Jennifer H. Hsiang < hsiangjh@gmail.com >

Class size: 10-27; Non-English Dept.: 5

Prerequisite: English Composition III

I. Course Description

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

Teaching Objectives:

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

Pedagogical Methods:

Lecture, group discussion, in-class writing assignment

Weekly Schedule:

Week	Date	Topic
1	2/14	Orientation
2	2/21	Employment Application 1/2
3	3/07	Employment Application 2/2
4	3/14	Complaint Letter
5	3/21	How to deal with complaint
6	3/28	Introduction to business documents
7	4/11	Mid-term
8	4/18	Mid-term review
9	4/25	Collection letter
10	5/02	Memo writing
11	5/09	Business contract 1/2
12	5/16	Business contract 2/2
13	5/23	Meeting minutes
14	5/30	Final exam
15		
16		
17		

II. Major Text

Teacher's Powerpoint File + supplemental handouts

III. Requirements and Grading

Written Assignment	40%
Midterm	30%
Final Exam	30%

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## **Professional Training Courses**

### **EL001. Lecture Comprehension & Note-taking [進階英語聽講]**

**2 credits**

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

**Class size: 35; Non-English Dept.: 10**

**(For Freshmen and above; freshmen priority)**

**\* \* \* Students of all years (Students who take this course need to pay a laboratory fee between NT\$900 and NT\$1,000.)**

### **I. Course Description**

Students in this course are expected to learn how to listen to a lecture and take notes; how a lecture is organized; how to use the cues and conventions in lectures that indicate organization and emphasis; how to recognize redundancy and; and how to predict. Besides developing students' listening and note-taking skills, this course also aims at building cross-disciplinary vocabulary and oral competence through various pair and group works as well as critical thinking activities covering a wide range of selected topics.

#### **Teaching Objectives:**

This course is designed to help students prepare for the demands of academic lecture comprehension and note-taking, based on the concept that listening to lectures and taking notes involves more than language skills alone – it also involves skills in evaluating information, skills in organizing information, and skills in predicting upcoming information.

#### **Pedagogical Methods:**

Students will be asked to perform tasks while listening to lectures, news features, and

situational dialogues; to give prepared or spontaneous talks; to take quizzes on useful vocabulary and expressions; and to present orally as a group on one of the topics or issues covered in the class.

**Weekly Schedule:**

| Week | Date  | Topic                                                                                      |
|------|-------|--------------------------------------------------------------------------------------------|
| 1    | 02/18 | Pre-coursework Evaluation on Note-taking                                                   |
| 2    | 02/25 | Exercises in Predicting Information & Words, and in Predicting Content & Lecture Direction |
| 3    | 03/04 | Exercises in Noting Key Words, Using Note-taking Symbols & Abbreviations                   |
| 4    | 03/11 | <i>Why Girls Lose Their Self-confidence</i>                                                |
| 5    | 03/18 | Exercises in Visually Representing Relationships & Relative Importance of Information      |
| 6    | 03/25 | <i>The Perfect Baby</i>                                                                    |
| 7    | 04/01 | Lecture 1: The Filmmaking Process                                                          |
| 8    | 04/08 | <i>Food: Business and Pleasure</i>                                                         |
| 9    | 04/15 | <i>Sherwood Rowland</i>                                                                    |
| 10   | 04/22 | NO CLASS                                                                                   |
| 11   | 04/29 | Lecture 2: Crime and Violence in the U.S.                                                  |
| 12   | 05/06 | <i>Finding Discrimination Where One Would Hope to Find Relief</i>                          |
| 13   | 05/13 | <i>Chinese Nutritional Study</i>                                                           |
| 14   | 05/20 | Lecture 3: Dietary Role in Cancer                                                          |
| 15   | 05/27 | <i>Stunt People</i>                                                                        |
| 16   | 06/03 | <i>Stunt People</i>                                                                        |
| 17   | 06/10 | Lecture 4: Perfectionism                                                                   |
| 18   | 06/17 | Group Presentation                                                                         |

**II. Major Text**

Check the iCAN.

**III. Requirements and Grading**

Lateness and absences are strongly discouraged; points will be taken out from your final grade in accordance with the number of them.

**TETATIVE GRADING SCALE**

|                                |     |
|--------------------------------|-----|
| Note-taking exercises & tests  | 40% |
| Listening & speaking exercises | 40% |
| Presentations & assignments    | 20% |

**EL002. Applied Computer Technology [電腦應用]**

**2 credits**

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

**Class size: 40; Non-English Dept.: 5**

**For Freshman and above**

### **I. Course Description**

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

### **II. Requirements and Grading**

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

Type papers using 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.

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

- (1) Plagiarism is forbidden. Please respect yourself and others and obey the principles of academic integrity. If you quote or refer to certain people's work, remember to give credit to the author(s). A plagiarized product will result in a 0% of your assignment.
- (2) Creativity is encouraged. You are always welcome to do more if you find the course not challenged enough.

#### **2. Assignments**

Tentative major assignments (100%):

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

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

### **EL003. Annual Play: Equus [年度大戲]**

**3 credits**



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

**Class size: 10-35; Non-English Dept.: 0**

**For Freshmen and above**

### Course Description

Students who are interested in theater and want to participate in our department annual play shall take this course.

This course introduces students to a series of acting lessons based on (1) acting approach; (2) fundamentals of stage work; (3) process of rehearsals; (4) performance strategies; and (5) steps to putting on a theater production. A substantial amount of class time will be devoted to the intensive reading of the chosen script, art of improvisation and developing the actor's instruments of voice and body to include character voices, mime, interpretive skills, and backstage work. Periodical Scene Studios (short 10 minute duets or small scenes) and play rehearsals will also help students to measure their progress and learn from each other. Our annual play, *Equus* by Peter Shaffer is scheduled on 19<sup>th</sup>~ 21<sup>st</sup> May. In this course you will learn core behaviors our department emphasizes: 1) Inter-personal and Communication Abilities (人際溝通行為); 2) Problem- solving Abilities (問題分析與解決行為); and 3) Abilities to Work in a Group (團隊合作能力).

Students, freshmen through seniors, who are interested in acting and backstage work shall come to our audition held in early January, 2011. Audition time and place, as well as the script, will be announced later.

#### **EL004. 現當代中國小說 (二)**

**2 credits**

**Ms. Lin Wei-shu 林偉淑**

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

**For Sophomores and above**

**Prerequisite: Freshman Chinese**

#### **一、課程目標**

- 1、透過現代小說史導論，介紹文藝思潮、文學理論及作品分析。
- 2、分析討論小說中所呈現的主題、內容及意義。
- 3、鼓勵同學創作。

**注意事項：未修習「現當代中國小說 (一)」者，下學期無法選修「現當代中國小說 (二)」。**

#### **二、課程進度**

**若有所增刪，將在學期開學第一週發給同學**

- 2/17 課程概論
- 2/24 導論女性文學、性別議題
- 3/3 女性文學 1【分組討論 1】

- 3/10 女性文學 2【分組討論 2】
- 3/17 性別議題、同志小說 1【分組討論 3】
- 3/24 性別議題、同志小說 2【分組討論 4】
- 3/31 奇幻、網路文學 1【分組討論 5】
- 4/7 影片欣賞
- 4/14 影片討論

**當代大陸篇：**

- 4/21 大陸文學導論
- 4/28 頌歌、戰歌與變奏小說、傷痕小說
- 5/5 反思小說、尋根小說【分組討論 6】
- 5/12 新潮小說【分組討論 7】
- 5/19 新寫實、新歷史小說 1【分組討論 8】
- 5/26 新寫實、新歷史小說 2【分組討論 9】
- 6/2 女性小說 1【分組討論 10】
- 6/9 女性小說 2
- 6/16 學年課程回顧

選讀：若有更動，在開學第一週列出完整書單

- 1、魯迅的〈祝福〉、施蛰存〈梅雨之夕〉、許地山〈春桃〉、沈從文〈邊城〉
- 2、張愛玲〈金鎖記〉(中篇)、〈傾城之戀〉
- 3、賴和〈一桿秤子〉、楊逵〈送報伕〉、吳濁流〈先生媽〉
- 4、林海音〈金鯉魚的百褶裙〉
- 5、白先勇〈永遠的尹雪豔〉、〈一把青〉、施叔青〈倒放的天梯〉
- 6、陳映真〈夜行貨車〉、王禎和〈嫁妝一牛車〉、黃春明〈蘋果的滋味〉、宋澤萊〈打牛滿村〉
- 7、袁瓊瓊〈自己的天空〉、〈燒〉
- 8、西西〈像我這樣一個女子〉、嚴歌苓〈少女小漁〉、蘇偉貞〈陪他一段〉、廖輝英〈油麻菜籽〉
- 9、蕭颯〈死了一個國中女生之後〉、張大春〈將軍碑〉
- 10、黃凡〈如何測量水溝的寬度〉
- 11、吳念真〈遺書〉、朱天文〈世紀末的華麗〉、駱以軍〈降生十二星座〉
- 12、紀大偉〈臍〉、安妮·普露〈斷背山〉
- 13、趙樹理〈登記〉、盧新華〈傷痕〉、張賢亮〈靈與肉〉
- 14、馬原〈岡底斯的誘惑〉(中篇)、蘇童〈妻妾成群〉(中篇)、王安憶〈小鮑莊〉(中篇)
- 15、張潔〈愛，是不能忘記的〉、張煒〈懷念黑潭中的黑魚〉

**現代小說的延伸閱讀：**郁達夫〈沈淪〉，老舍〈駱駝祥子〉、魯迅〈狂人日記〉、〈阿 Q 正傳〉，錢鍾書《圍城》，蕭紅《呼蘭河傳》，鹿橋《未央歌》，

**張愛玲的延伸閱讀：**張愛玲短篇小說集、《半生緣》、《小團圓》，胡蘭成《今生今世》，王德威〈張愛玲祖師奶奶〉，蘇偉貞《孤島張愛玲》，《華麗與蒼涼——張愛玲紀念文集》

**五 0、六 0 年代的延伸閱讀：**鍾理和〈貧賤夫妻〉，吳濁流《無花果》，林海音《城南舊事》、琦君《橘子紅了》，黃凡《都市生活》、《公寓導遊》，

**關於存在的延伸閱讀：**白先勇《臺北人》，七等生〈我愛黑眼珠〉、王文興〈家變〉，卡夫卡《蛻變》，卡繆《審判》，朱少麟《傷心咖啡店之歌》、《燕子》、《地底三萬呎》

**七 0 年代的延伸閱讀：**黃春明《看海的日子》、《莎喲娜啦·再見》

**女性文學的延伸閱讀：**李昂《殺夫》、《一封未寄的情書》、《暗夜》、《迷園》、《看得見的鬼》，朱秀娟《女強人》，蕭麗紅《千江有水千江月》、《桂花巷》，蔡素芬《鹽田兒女》蘇偉貞《離開同方》、《紅顏已老》，蕭颯《單身惹蕙》、《小鎮醫生的愛情》，施叔青《憐細怨》、《微醺彩妝》、「香港三部曲」——《她名叫蝴蝶》、《遍山洋紫荊》、《寂寞雲園》，以及施叔青「台灣三部曲」——《行過洛津》、《風過塵埃》及正在創作中的第三部曲，蔡素芬《台北車站》、《燭光盛宴》，朱天心《初夏荷花時節的愛情》

**社會議題小說的延伸閱讀：**張恆嘉〈這麼一場骯髒的戰爭〉，宋澤萊《廢墟台灣》，張大春《四喜憂國》，張曼娟〈海水正藍〉，《明日的記憶》、《姐姐的守護者》、《事發十九分鐘》，侯文詠《白色巨塔》、

**大河文學延伸閱讀：**鍾肇政《台灣人三部曲》、《濁流三部曲》，李喬《寒夜三部曲》，東方白《浪淘沙》

**同志文學延伸閱讀：**白先勇《孽子》，邱妙津《鱷魚手記》，朱天文《荒人手記》，吳繼文《天河撩亂》，陳雪《蝴蝶》、《惡女書》，朱偉誠《臺灣同志小說選》，易智言、楊雅吉《藍色大門》，邱妙津《蒙馬特遺書》，

**成長小說的延伸閱讀：**《追風箏的孩子》、《燦爛千陽》、《不存在的女兒》、《陪妳到最後》、《妳離開以後》、《刺蝟的優雅》、《東京鐵塔我和老媽有時還有老爸》、《偷書賊》、馬奎斯《百年孤寂》、侯文詠《我的天才夢》

**大陸文學的延伸閱讀：**章貽和《往事並不如煙》（又名：《最後的貴族》）、鍾阿成《棋王、樹王、孩子王》、莫言《紅高粱》、韓少功《爸爸爸》、王安憶《長恨歌》、高行健《短篇小說集》、戴思杰《巴爾扎克與小裁縫》、莫言《豐乳肥臀》、余華《活著》、蘇童《妻妾成群》、莫言《玉米》

### 三、預習筆記

- 1、分組報告前先交**預習筆記**，預筆以條列方式寫出主題、思考、想法或自己的問題。每一篇小說至少五點，一上課須立即交出，**不接受補交**。
- 2、若無法到課必須請假，請在前一天或請同學於上課時轉交。
- 3、若為病假須有醫生證明，同時在隔週上課時補上預筆，逾時不收。

### 四、分組報告要求

- 1、小組以 4—6 人為原則，**不得超過 6 人**。

- 2、每組報告以 **20 分鐘** 為限，請控制時間。請於上課前將報告所需的器材準備好，以免報告時間不夠。
- 3、報告內容請針對文本作分析整理，**延伸閱讀以二個為限**，並不得超過 **5 分鐘**。
- 4、小組報告完畢，**未報告的組以 5 分鐘** 作小組討論時間，總結報告之組的論題、內容，可提出問題，或作觀察報告、講評等等，每一組都要發言，**發言時間 2 分鐘，每週發言的人必須不同**。
- 5、報告時**請勿照著稿子念**，要學習組織文字，並消化成自己的語言，清楚的說解出來，若是以戲劇的方式呈現，則須將台詞儘量記住，稿子只作提詞用，而不是用來宣讀。
- 6、討論課未到者，若有**正式請假證明**，得以補交一份**書面報告（不是心得報告）**，字數 1000 字以上。
- 7、這門課重點在課堂**互動討論**，請勿隨意缺課或遲到，遲到予以扣分，請假次數亦有限制。
- 8、每個主題後會有問題思考／分組討論，每次**佔總成績的 10%**，請勿缺席，缺席者當次沒有成績。

## 五、請假：

- 1、事假、喪假、婚假、產假請於**事前**先請假。至遲在請假次週上課時必須完成請假手續，逾時不受理。
- 2、病假（備當日醫生證明），並於隔週課堂上告知教師，逾期不受理。
- 3、缺席一次扣學期總成績 5 分。三次缺席逕送扣考。
- 4、病假一學期上限 2 次；喪假備訃聞；結婚、考研究所請備證明。同學得請事假一次。
- 5、同學報告時，遲到按到課時間前後予以扣分，第二堂過半小時到課視同未到課。

## 六、課堂要求

- 1、要學會尊重他人，才能贏得尊重。
- 2、分組後請立即與教師約定討論題綱時間。
- 3、同學發言時必須專心聆聽，發言內容沒有絕對的對錯，只有觀點角度的不同，看待事物週延與否，試著提問互動，才能有更良好的學習氣氛。因為我們都在這裡成長。
- 4、討論課，同學至少要提問二次，否則無「思考／提問」成績。

## 七、評分方式

分組報告：20%

課堂討論：30%（小組提問每次 3 分）

預習筆記 20%

期末考試 20%（下學期可任選期末報告／或小說創作，視師生約定）

影片心得 10%（或以分組討論方式、或撰寫個人心得，視課堂師生約定）

★無故缺席三次，予以扣考

EL005. English-Chinese Translation II [英中翻譯（二）]

2 credits

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

**Class size: 30; Non-English Dept.: 3\*** (外系修課需事先徵得授課老師同意。第一週上課是唯一加退選的機會。已預選上者未出席視同放棄修課機會，空出的缺額由來上課想加選者遞補。)

**For Sophomores and above**

**Prerequisite: None.**

### **I. Course Description**

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.

### **Teaching Objective:**

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.

### **Pedagogical Methods:**

This course places great emphasis on active participation and translation practices.

### **Weekly Schedule:**

Week 1 : 2/16 Introduction  
Week 2 : 2/23 Translatibility; Poetry  
Week 3 : 3/2 Translatibility; Poetry  
Week 4 : 3/9 Translatibility; Speech  
Week 5 : 3/16 Translatibility; Speech  
Week 6 : 3/23 Unit 1 Review  
Week 7 : 3/30 Ground Rules and Discussion  
Week 8 : 4/ 6 NO CLASS  
Week 9 : 4/13 Project 1  
Week 10 : 4/20 Project 1  
Week 11 : 4/27 Project 1  
Week 12 : 5/4 Project 2  
Week 13 : 5/11 Project 2  
Week 14 : 5/18 Project 2  
Week 15 : 5/25 Project 3  
Week 16 : 6/1 Project 3  
Week 17 : 6/8 Project 3

## **II. Major Text**

TBA

## **III. Requirements and Grading**

Students shall come to class on time each time, meet the deadline for each assignment, and participate in the class discussion actively.

Translation Assignments (including note-taking and revision) 60%

Participation and Presentations (including workshop tasks) 40%

### **EL006. Performing Arts: Directing [舞台藝術：導演技巧]**

**3 credits**

**Dr. Philip Chang**

**Size of class: 30; Non-English Dept.: 5**

**For Sophomores and above**

#### **I. Course Description**

This course introduces non-drama/theatre major-students to the fundamental skills involved in directing for live theatrical production. We will study/analyze theatrical trends, innovators, dramatic/performance theories, and artists. In other words, we will learn (1) various approaches to directing practiced by contemporary theatre directors in the United States and abroad, (2) methods of play analysis contributing to creative/effective directing, (3) directing terminology, (4) effective skills for communicating with actors, (5) casting and rehearsal techniques, (6) blocking, pacing and rhythm and (7) audience psychology. These provide a foundation for students' direction of one final project (a one-act play for two characters, and/or three characters). Topics to be studied include:

1. What is directing?
2. The director-actor relationship and blocking
3. What is a play?
4. Choosing a script and script analysis
5. Developing a concept: casting, staging
6. Working with actors, and help actors perform
7. Help audiences receive a play

#### **II. Goals for the course: Desired Student Outcomes**

1. Understanding and developing strategies for solving problems/making decisions, considering alternative courses of action, assessing potential consequences, refining strategies, and evaluating results.

2. Working cooperatively by conversing and encouraging communication.
3. Communicating responsibly using accurate, truthful, and equitable language and ideas; understanding the consequences of irresponsible communication.
4. Speaking and presenting ideas while attending to audience.
5. Developing ideas into written drafts.
6. Revising writing for ideas, language, and audience.
7. Using reading strategies to build understanding.

### III. Required Textbook (provided by the instructor)

1. **Ball, William.** *Some Thoughts on Directing.* New York: Drama, 1984.
2. Materials as hand-outs edited by the instructor

### IV. Course Requirement and Evaluation

1. **Attendance and Participation:** Both are mandatory
2. **Missed assignments and Quizzes:** May be made up at the discretion of the instructor. Otherwise, no assignment, exam, or quiz will be given as a makeup.
3. **Late Assignments:** No assignments may be late.
4. **Effort and Improvement:** Progress will be evaluated by the instructor through in-class participation and assignments.
5. **Four unexcused absences are grounds for failing this course**
6. Students arriving in class **more than 15 minutes late** will be considered as absent.
7. Students are expected to **turn off cell phones and all other electronic devices** before entering the classroom.
8. **No food, gum, or drinks are allowed except water in a plastic container.**
9. **Grading will be based upon:**
  - a. Mastery of directing techniques and skills.
  - b. Midterm project.
  - c. Completion of in class projects.
  - d. Instructor, peer, and self-evaluation.
  - e. Final class project.

## EL007. Introduction to Interpretation II 口譯概論 (二)

**2 Credits**

**Instructor: Ms. Tricia Lee <lee\_hsiaowen@mail2000.com.tw>**

**For Sophomores and above (juniors priority)**

**Class size: 18**

**Prerequisite: Introduction to Interpretation I**

### I. Course Description

This course is designed to introduce to students the basics of interpretation and lay a

foundation for the development of interpretation skills, particularly for short and long consecutive interpretation. The course begins with sharpening students' abilities in public speaking, a critical quality of an interpreter, and ends with a few sessions of mock conference, where students take turns to function as speakers and interpreters as if in a real-life conference setting. In between, emphasis is placed on active listening, concentration, identification of main messages and memory retention for subsequent delivery. Students will hone these skills through class practice for consecutive interpretation; they are also expected to expand vocabulary, improve register and engage in self-motivated practice sessions outside the class.

**Teaching Objectives:**

To introduce basic concepts and practice of interpretation (English to Chinese)

**Pedagogical Methods:**

Lecture, discussion and exercise

**Weekly Schedule (Tentative):**

| Week | Date | Topic                                | Notes                                                            |
|------|------|--------------------------------------|------------------------------------------------------------------|
| 1    | 2/18 | Intro, ground rules                  | Discussion<br>HW: Prepare speech                                 |
| 2    | 2/25 | Public Speaking                      |                                                                  |
| 3    | 3/4  | Public Speaking                      |                                                                  |
| 4    | 3/11 | Short Consecutive Interpretation (1) | HW: Transcript                                                   |
| 5    | 3/18 | Short Consecutive Interpretation (2) |                                                                  |
| 6    | 3/25 | Short Consecutive Interpretation (3) |                                                                  |
| 7    | 4/1  | Short Consecutive Interpretation (4) |                                                                  |
| 8    | 4/8  | Midterm: Short CI                    | HW due: Transcript and self evaluation<br>Group work/Videotaping |
| 9    | 4/15 | Midterm: Short CI                    |                                                                  |
| 10   | 4/22 | Midterm: Short CI                    |                                                                  |
| 11   | 4/29 | Long Consecutive Interpretation (1)  |                                                                  |
| 12   | 5/6  | Long Consecutive Interpretation (2)  |                                                                  |
| 13   | 5/13 | Long Consecutive Interpretation (3)  |                                                                  |
| 14   | 5/20 | Long Consecutive Interpretation (4)  |                                                                  |
| 15   | 5/27 | Final: Mock Conference - long CI     | Group work/Videotaping                                           |
| 16   | 6/3  | Final: Mock Conference - long CI     |                                                                  |
| 17   | 6/10 | Final: Mock Conference - long CI     |                                                                  |
| 18   | 6/17 | Review Final: Playback               |                                                                  |



## **II. Major Text**

梅德明，通用口譯教程，2007年4月，北京大學出版社

劉敏華，逐步口譯與筆記，2008年9月，書林出版社

## **III. Requirements and Grading**

### **Attendance 40%**

- Given the practical nature of interpretation, students are strongly encouraged to attend classes regularly for practice. If you need to be away, please kindly inform/e-mail the instructor in advance. The fourth absence will lead to failing the course.

### **Presentation 10%**

- One fundamental quality an interpreter must be equipped with is the ability to communicate. Students will make presentations on the most discussed topics they choose to share with the class new information/key words, while sharpening their public speaking skills.

### **Assignment 10%**

- Transcript and/or report

### **Midterm 15%**

- Short consecutive interpretation. Students are divided into groups and will take turns to serve as speakers/interpreters.

### **Final 20%**

- Long consecutive interpretation. Students are divided into groups and take turns to serve as speakers/interpreters.

### **Credit 5%**

- based on involvement

如有問題請盡量於課間提問，以便與全班分享。須以電子郵件聯絡時，標題務必採「口譯概論 - (自訂標題)」之格式，以便優先處理。

## **EL008. English for Academic Purpose [學術英文]**

### **2 Credits**

**Ms. Sherri Wei & Ms. Faith Yang**

**For Juniors and above**

## **I. Course Description**

This EAP course aims to advance students' language skills in reading, listening, writing and speaking, so as to prepare them for graduate level academic studies. Academic here refers to not only to the context of learning but also the core value of independent study. Therefore, instead of providing basic language skill training, we will aim at strategy developments which focus on enhancing students' awareness toward audience, paying

more attention to purposes of academic discourses, and systematically developing their bank of vocabulary. **Matters of school application and test preparation will be discussed**, while various disciplines including social psychology, neurolinguistics and cognitive neuroscience will be brought in as content areas for in-class discussions. Students are expected to carry out a research study on a topic of their own selection, developing ideas from an early stage, elaborating the idea into an A0 size poster as a group project and producing a research paper individually by the end of the semester.

### Weekly Schedule:

| Week / Date       | Elements                    | Topics                                                                                                                  | Activities                           |
|-------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| W01:<br>16/02/11' | Introduction<br>(S & F)     | General Introduction:<br>Academic English: What? Why? Who?<br>When? Where? How                                          |                                      |
| W02:<br>23/02/11' |                             | Social Sciences & academic English<br>used in this discipline                                                           |                                      |
| W03:<br>02/03/11' |                             | Cognitive Neuroscience & academic<br>English used in this discipline                                                    |                                      |
| W04:<br>10/03/11' | Academic<br>Reading<br>(S)  | Vocabulary and reading strategies<br>Poster examples                                                                    | Group discussion<br>for poster ideas |
| W05:<br>17/03/11' |                             | Social Psychology: Researches into<br>attitudes and behavioural changes                                                 | Debate                               |
| W06:<br>24/03/11' |                             | Reader responses in academic journal<br>articles                                                                        | Pair work and<br>group discussion    |
| W07:<br>31/03/11' | Academic<br>Speaking<br>(F) | ▫ What makes an academic speech<br>successful?<br>Examples / Observation & Analyses<br>on strategies used               | Watching film-clips<br>from TED.com  |
| W08:<br>06/03/11' |                             | ▫ How to deliver an academic speech<br>in an efficient way? (Part I)<br>Vocabulary / Structure / Content /<br>Strategy  | Group discussion                     |
| W09:<br>13/04/11' |                             | ▫ How to deliver an academic speech<br>in an efficient way? (Part II)<br>Vocabulary / Structure / Content /<br>Strategy | poster presentation                  |
| W10:<br>20/04/11' | Academic<br>Writing<br>(F)  | ▫ What makes a piece of academic<br>writing successful?<br>Examples / Reading & Analyses on<br>strategies used          | Group discussion                     |
| W11:<br>27/04/11' |                             | ▫ How to write an academic paper in a<br>professional way? (Part I)<br>Vocabulary / Structure / Content /<br>Strategy   | Individual work                      |
| W12:<br>04/05/11' |                             | ▫ How to write an academic paper in a<br>professional way?? (Part II)<br>Vocabulary / Structure / Content /<br>Strategy | Group discussion                     |
| W13:<br>11/05/11' | Academic<br>Listening       | Vocabulary and listening strategies                                                                                     | Podcast                              |

|                   |                             |                                                                                                                                    |                                                  |
|-------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| W14:<br>18/05/11' | (S)                         | Listening for academic purpose:<br>Critical & Evaluative listening (Part I)                                                        | Pair work:<br>Listening journal<br>exchange      |
| W15:<br>25/05/11' |                             | Listening for academic purpose:<br>Critical & Evaluative listening (Part II)                                                       |                                                  |
| W16:<br>01/06/11' | TOEFL &<br>IELTS<br>(S & F) | ▫ TOEFL & IELTS: the key to your<br>further study<br>General introduction / Experience<br>sharing                                  | Invited speakers<br>sharing their<br>experiences |
| W17:<br>08/06/11' |                             | ▫ TOEFL & IELTS: a closer look at the<br>exams<br>Skills / how to prepare                                                          | Exercise on mock<br>exams                        |
| W18:<br>15/06/11' |                             | ▫ The step after: how to apply for your<br>graduate study<br>Curriculum & cover letter writing /<br>study plan / research proposal | Group discussion                                 |

## II. Requirements and Grading

- A group poster (A0 size) presentation for the mid-term (due: 13 April) and an individual research paper (10 pages) for the final evaluation (due: 15 June)
- Attendance and participation in in-class activities are also considered as a part of evaluation

### **EL009. Consecutive Interpretation: Chinese-English [逐步口譯：中譯英]**

**2 Credits**

**Ms. Eileen Lin < linhheileen@gmail.com >**

**For Seniors only**

**Class size: 10**

### Teaching Objectives

1. 幫助同學習得逐步口譯聆聽、理解、筆記、轉換、產出等技巧。
2. 瞭解中英文基本差異，強調原文理解與分析（包含時態、單複數、主詞動詞一致性）
3. 確實做到原文訊息之翻譯，非個別字、句之翻譯

### Course Description

以無需大量專業知識為前提即可充分理解的一般性題材為主，生活化主題、國際時事與一般逐步口譯常見題材約各佔三分之一。

### Pedagogical Methods

從配對文章(matching articles)、文稿分析、改說練習開始，建立對原文正確的理解與分析，繼之要求同學自行整理雙語辭彙對應表，最後由教師準備相關主題演講，讓同學立即有機會應用甫習得之語彙、知識、技巧，深化學習效果。

### Weekly Schedule

| Week | Date | Topic |
|------|------|-------|
|------|------|-------|

|    |       |                       |
|----|-------|-----------------------|
| 1  | 02/23 | 確認修課學生；課程簡介；逐步口譯入門/複習 |
| 2  | 03/02 | 生活化主題 1               |
| 3  | 03/09 | 生活化主題 1               |
| 4  | 03/16 | 生活化主題 2               |
| 5  | 03/23 | 生活化主題 2               |
| 6  | 03/30 | 國際時事主題 1              |
| 7  | 04/06 | 國際時事主題 1              |
| 8  | 04/13 | 國際時事主題 2              |
| 9  | 04/20 | 國際時事主題 2              |
| 10 | 04/27 | 期中評量                  |
| 11 | 05/04 | 期中評量檢討                |
| 12 | 05/11 | 會議口譯主題 1              |
| 13 | 05/18 | 會議口譯主題 1              |
| 14 | 05/25 | 會議口譯主題 2              |
| 15 | 06/01 | 會議口譯主題 2              |
| 16 | 06/08 | 期末考試                  |
| 17 |       |                       |
| 18 |       |                       |

### **Course Materials and References**

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

Amsterdam/Philadelphia: John Benjamins.

劉敏華 (2008) 《逐步口譯與筆記》，台北：書林出版。

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

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

楊承淑 (2008) 《口譯的訊息處理過程研究》。台北：輔仁大學出版社。

### **Requirements and Grading**

平時(出席與課堂表現)      50%

期中評量/期末考試          40%

進步幅度                      10%

### **EL0010. Advanced Oral Training II [高級口語訓練 (二)]**

**2 Credits**

**Dr. Donna Tong <080695@mail.fju.edu.tw>, Faith Fu-Ju Yang  
<fujuyang74@gmail.com>**

**Class Size: 10-35; Non-English Dept.: 5**

**For Sophomores and Above**

**Prerequisite: English Conversation I**

## I. Course Description

This course is designed to advance the students' oral skills in the English language, both comprehension and articulation, to develop fluency in speaking, understanding, and responding. This class will cover various topics under a range of circumstances.

The semester is to be divided into two parts: part (1) on debate, and part (2) on oral discussion and presentation in a business context.

Part (1): the class will cover different aspects and issues involved in debating, from formal rules to more *ad hoc* forums, and different occasions, types of, and techniques for speeches.

Part (2): the class will conduct advanced oral training in a business context. That is, all students in the class will be assigned to a role as if in a business team. Consequently, each role will take care of certain oral skills related to the business world. Possible roles and related oral skills involve:

| ROLES                                                                        | ORAL SKILLS                                                       |
|------------------------------------------------------------------------------|-------------------------------------------------------------------|
| IMPLEMENTER (to make ideas and plans in practice)                            | advising & persuading, giving instruction, agreeing etc.          |
| CO-ORDINATOR (to organize and control the team)                              | controlling the discussion, obliging, speeding up things etc.     |
| SHAPER (to focus the attention of the team on the objectives and priorities) | Interrupting politely, suggesting etc.                            |
| PLANT (to introduce new ideas and strategies to the discussion)              | describing change, holding the floor etc.                         |
| RESOURCE-INVESTIGATOR (to explore and to report on new ideas)                | emphasizing the point, exemplification etc.                       |
| MONITOR-EVALUATOR (to analyse problems and to evaluate ideas)                | classifying, comparing, contrasting etc.                          |
| TEAMWORKER (to give support to other members of the group)                   | expressing reasons and explanations, following up a question etc. |
| COMPLETER-FINISHER (to ensure that the team is protected from mistakes)      | seeking permission, introducing etc.                              |
| SPECIALIST (to provide knowledge which is in short supply)                   | expressing method and means, defining etc.                        |

In other words, it is important to learn the language and the related oral skills that will enable the students to play their roles well.

To make it short, the aim of the module is to help our students get familiar with/practice the oral skills which they need in a business context using role-play. These roles can be further categorized into 3 groups, as can be seen below, so that we can have our students rotate among different roles to learn the relative skills.

- those roles concerned with action - Shaper, Implementer, and Completer Finisher
- those more related to people - Co-ordinator, Teamworker and Resource Investigator
- and the roles that involve use of the brain - Plant, Monitor Evaluator and Specialist.

Students will be evaluated primarily by their participation in class, with a more formal short oral assessment at the end of the first part, and [\(possibly\) a final business presentation at the end of the second part.](#)

## **II. Major Text**

### **Required**

Ericson, Jon M., James J. Murphy, and Raymond Bud Zeuschner. *The Debater's Guide*. 3<sup>rd</sup> edition. Carbondale: Southern Illinois University Press, 2003.

Pirie, Madsen. *How to Win Every Argument: The Use and Abuse of Logic*. New York: Continuum International Publishing Group, 2006.

### **Recommended**

Knowlden, Martin. *Collins Public Speaking: Conquer Your Nerves and Make a Great Impression*. Glasgow: HarperCollins Publishers, 2005.

Reda, Sheryl A. *Projects in Speech Communication*.

## **III. Requirements and Grading**

Attendance and Participation 50%

Presentations 30%

Final Oral Exam 20%

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### **Conduct, Plagiarism, Cheating**

Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. TWO TARDIES equal one absence. TARDINESS PAST 20 MINUTES after class has begun is counted as one absence. TWO ABSENCES will lead to zero percentage points for attendance and participation.

*Any act of plagiarism or cheating will lead to failing the course.*