



Advanced Literature and Culture Courses

LC001. English Literature II: Seventeenth and Eighteenth Centuries (Donne through 1789) [英國文學（二）：十七、十八世紀（唐恩至1789）]

3 credits

Prof. Cecilia Liu <016746@mail.fju.edu.tw>

For sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

I. Course Description

This course is a study of selected poetry, prose and drama from the 17th and 18th centuries British Literature. Authors to be studied will include Donne, Marvell, Milton, Behn, Dryden, Swift, Congreve, Pope and Johnson. Possible topics include the Reformation, metaphysical and cavalier poetry, scientific empiricism, the Enlightenment, satire, the rise of the novel, and neoclassical and pre-Romantic poetry. In class we will have lectures, discussions of the assigned texts and group presentations.

II. Major Text: *The Norton Anthology of English Literature*. Ed. M.H. Abrams, et al. 8th ed. Vol. I. London: Norton, 2006.

III. Requirements

1. Punctuality and regular attendance with preparation: Absences and lateness are strongly discouraged. 4 unexcused absences will constitute reason for failing this course. Two points of the term grade will be deducted after the third absence.
2. Class participation: Finish the assigned reading and be prepared to ask questions and discuss in class. Active participants will get extra points.
3. Group project: in-class oral presentation [not exceeding 30 minutes] on assigned topics about the background or critical analysis to the assigned readings, and after the oral report, turn in a group written paper.
4. Reading journals before/after class: One entry (one typed page, single spaced) every three weeks on the assigned reading. In the journal, write down a) what you think about the assigned reading, b) any question you have about it, c) your experience of visiting relevant web sites, d) what you have discussed—reflections, insights—in your study group. Please hand it in on iCAN website. Late assignments will not be commented. You will automatically fail this course if you

plagiarize.

5. Study group: Form a group of three/four by yourselves and meet once a week outside of class to discuss, answer the questions on the assigned reading, and give a presentation in class.
6. Occasional quizzes, midterm and final exam.

IV. Tentative Grading System (subject to change)

Quizzes, attendance	小考、課堂出席率	10%
Group project (oral/written)	小組報告	25%
4 Journals, class participation	閱讀月誌與課堂討論參與度	25%
Midterm & final exams	期中、期末考	40%

Weekly Schedule

Date	Topic/Assignment
W1	Introduction: Eng. Civil War, Restoration, Glorious Revolution and the Reason
The Early Seventeenth Century (1603-1660)	
W2	Donne: "The Flea"; "The Good-Morrow"; Song ("Go and Catch a Falling Star"; "The Canonization"; "The Apparition"; "A Valediction Forbidding Mourning" Holy Sonnet: #1, 10, 14 Meditation 17
W3	Jonson: "On My First Son"; "Song: To Celia" <i>Volpone, or The Fox</i> (pp1334-1427)
W4	Bacon: Essays: "Of Truth," "Of Marriage and Single Life" (pp 1552-54) Hobbes: Leviathan: "Part 1. Of Man" (pp 1594-97) Herbert: "The Temple," "The Altar," "The Collar" Herrick: "Corinna's Going A-Maying," "To the Virgins, to Make Much of Time" J 1
W5	Marvell: "To His Coy Mistress"; "Bermudas," "The Definition of Love" "The Garden"
W6	Milton: from <i>The Tenure of Kings and Magistrates</i> (pp1748-51) "On Shakespeare," "Lycidas" From <i>Paradise Lost</i> : Bk 1
W7	Milton (cont.): From <i>Paradise Lost</i> : Bk 2 <i>Paradise Lost</i> : Bk 4
W8	Milton (cont.): From <i>Paradise Lost</i> : Bk 5

	<i>Paradise Lost: Bk 9</i>
W9	Midterm
The Restoration and the Eighteenth Century (1660-1785)	
W10	Dryden: “MacFlecknoe”; “A Song for St. Cecilia’s Day” “An Essay of Dramatic Poesy” (pp 2125-29)
W11	Behn: <i>Oroonoko, or The Royal Slave</i> (pp 2183-2226)
W12	Congreve: <i>The Way of the World</i> (pp 2226-84) Video: <i>The Way of the World</i> (50 min.)
W13	Defoe: from <i>Roxana</i> : “The Cons of Marriage” (pp 2289-94) Selections from <i>Moll Flanders</i> 3
W14	Swift: from <i>Gulliver’s Travel</i> Part I Lilliput; Part II Brobdingnag 2368-7 2375-81, 2390-94, 2402-5; Part III Laputa, Struldbruggs, etc. 2405-10, 2413
W15	Swift (cont.): from <i>Gulliver’s Travel</i> Part IV 2447-54, 2458-62. “A Modest Proposal” (pp 2462-68)
W16	Pope: “The Rape of the Lock” (pp 2513-32)
W17	Johnson: “The Vanity of Human Wishes,” “The Preface to Shakespeare” Boswell: from <i>The Life of Samuel Johnson</i> : pp 2781-87, 2790-92, 2800-2807
W18	Final Exam

LC002. Shakespeare [莎士比亞]

3 credits

Prof. Jennifer Chiu < jenniferwychiu@hotmail.com >

For sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

I. Teaching Objectives

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.

II. Course Description

This introductory course will focus on **six** of Shakespeare's plays written and performed in the Elizabethan/Jacobean world of Renaissance England. We will read two comedies (*As You Like It*, *Measure for Measure*), two tragedies (*Hamlet*, *Othello*), a history play (*Henry IV*), and a late romance (*The*

Tempest).

III. Tentative Schedule

Week	Topic
1	General Introduction
2	Shakespeare / The Sonnets
3 & 4	<i>As You Like It</i>
5 & 6	<i>Measure for Measure</i>
7 & 8	<i>Henry IV</i>
9	<i>Hamlet</i>
10	Midterm Exam
11 & 12	<i>Hamlet</i>
13 & 14	<i>Othello</i>
15 & 16	<i>The Tempest</i>
17	Conclusion
18	Final Exam

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

V. Requirements and Grading

Those who fail to attend the classes of the first three weeks may not be allowed to take this course. 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. World Masterpieces [世界名著選讀]

3 credits

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

For freshmen and above

Class size: 40

Prerequisite: Introduction to Literature

The purpose of World Masterpieces is to acquaint students (in English translation) with some of the finest European literature produced from 17 till the 20th century.

Among the authors and works very likely to be included in the course are Moliere (drama, "Tartuffe"), Voltaire (novella, "Candide"), Rousseau (autobiography-essay excerpts from "Confessions") Pushkin (short story "The Queen of Spades,") Tolstoy (novella "The Death of Ivan Ilyich"), Chekhov (drama, "The Cherry Orchard") and Kafka (novella "The Metamorphosis").

The course offers a mid-term and final exam and two 4 page reflective journals. Each counts for 25% of the final grade.

Freshmen accepted only if you promise to attend an extra 2x a month (1 hour each) "discussion class" with Fr. Bauer to do additional literary analysis together.

If freshmen in the course miss any of the extra discussion classes, they are in danger of automatic failure in the course.

The instructor expects students to participate vigorously in the course.

LC004. 現代散文及習作

2 credits

劉依潔老師

For sophomores and above

Class size: 60

教學目標	<p>一、介紹現代散文的發展、類型及代表作家，期使同學對現代散文有基本的認識，進而提升人文關懷、意識社會責任（報導文學）；省思離返之間，自我內在的轉變（旅遊文學）；發揮觀察力感受力、學習尊重土地與生命（自然寫作）；透過味蕾連結人事物，累積生活感受，作為筆下素材（飲食文學）；並且藉由「死亡」與「愛情」兩個永恆探討的主題，無從閃躲逃離的苦痛無常與感動光華，為生命留下動人的時分（懷舊散文）。</p> <p>二、透過主題引導讓同學逐步枝狀蔓延閱讀，並且深化閱讀為生活習慣。同時練習寫作散文，提升文字敏銳度、掌握度與整理思緒的能力。</p> <p>三、由分組討論及上台報告，培養資料蒐整、解讀之能力，且經由各組相互問答，加強獨立思考及表達力。</p>
授課方式	<p>教師講授理論並賞析作家作品，穿插學生的討論和寫作練習。同時由學生分組介紹新出版散文集中的一至兩篇。</p>
課程綱要	<p>一、現代散文概論</p> <p>（一）、現代散文的名義及分類</p>

(二)、現代散文的特色與藝術構成

(三)、現代散文的主要類型

- 1、抒情性散文
- 2、描敘性散文
- 3、論理性散文
- 4、報導性散文

二、主題書寫：理論介紹及篇章選讀

(一)、報導文學

官鴻志〈不孝兒英伸〉，藍博洲〈幌馬車之歌〉，柏楊〈穿山甲人〉，翁台生〈麻瘋病院的世界〉

(二)、旅遊文學

三毛〈撒哈拉的故事〉，羅智成〈南方以南·沙中之沙〉，舒國治〈理想的下午〉

(三)、自然寫作

陳冠學〈田園之秋〉，徐仁修〈思源埡口歲時記〉，劉克襄《小綠山之歌：四季的自然觀察》，王家祥〈文明荒野〉，吳明益《家離水邊那麼近》

(四)、飲食文學

林文月〈潮州魚翅〉，張曼娟〈黃魚聽雷〉，蔡珠兒〈米香裊裊〉，焦桐〈論牛肉麵〉

(五)、懷舊散文

白先勇〈樹猶如此〉，陳義芝〈等待下一次的相逢〉，廖玉蕙〈繁華散盡〉，林文月〈從溫州街到溫州街〉，簡媜〈漁父〉

(六)、其他

柯裕棻〈甜美的剎那〉，張大春《認得幾個字》，蔣勳《蔣勳談美》、廖鴻基《鯨生鯨世》，龍應台《目送》

三、分組討論報告

習作一：抒情散文一篇。

習作二：議論散文一篇。

習作三：遊記一篇。

習作四：自訂題目一篇。

◎課程得依進度適時調整

評分方式	期中考 25%，期末考 25%，平時成績 50%（作文 20%、分組討論報告 20%、出席率 10%）。◎文章請事先閱讀。作業請勿遲交、請勿抄襲，若有抄襲，一律零分。
參考書籍	<p>中國散文小說史，陳平原，二魚文化</p> <p>現代散文新風貌，楊昌年，東大</p> <p>現代散文縱橫論，鄭明娟，大安</p> <p>現代散文類型論，鄭明娟，大安</p> <p>現代散文現象論，鄭明娟，大安</p> <p>現代散文廣角鏡，張春榮，爾雅</p> <p>當代文學讀本，唐捐、陳大爲主編，二魚文化</p> <p>天下散文選，陳大爲主編，天下文化</p> <p>散文教室，陳義芝編，九歌</p> <p>散文讀本，周芬伶、鍾怡雯編，二魚</p> <p>散文二十家，陳義芝編，九歌</p> <p>走看臺灣九〇年代的散文，鹿憶鹿，學生</p> <p>中國近代散文選(上下)，楊牧編，洪範書店</p> <p>現代散文選（續編），楊牧、顏崑陽編，洪範</p> <p>報導文學讀本，向陽主編，二魚文化</p> <p>現代中國散文選（I、II），楊牧編，洪範</p> <p>中國散文創作藝術論，王景科，濟南：山東教育</p> <p>散文創作與鑑賞，祝德純，北京：中國社會科學</p> <p>未竟的探訪：瞭望文學新版圖，張瑞芬，麥田</p> <p>走近繆斯——怎樣閱讀文學作品，魏新磊等，開封：河南大學</p> <p>放飛心靈——散文導讀，胡山林等，開封：河南大學</p> <p>散文啓蒙，趙衛民，名田</p> <p>散文美學論稿，張智輝，北京：中國社會科學</p> <p>臺灣當代旅行文選，胡錦媛編，二魚文化</p> <p>臺灣醫療文選，焦桐編，二魚文化</p> <p>臺灣飲食文選（I、II），焦桐編，二魚文化</p> <p>臺灣自然寫作選，吳明益編，二魚文化</p> <p>五十年來臺灣女性散文，張瑞芬，麥田出版</p> <p>關於寫作：一隻鳥接著一隻鳥，安·拉莫特，晴天出版</p> <p>心靈寫作：創造你的異想世界，娜坦莉·高柏，心靈工坊</p>



Advanced Language Studies Courses

LS001. Statistics for Language [語言統計]

3 Credits

Dr. Doris Shih < 051325@mail.fju.edu.tw>

For juniors and above

Class size: 40

Prerequisite: Introduction to Linguistics

Do you know that when we talk about Bell Curve in the statistics class, it's actually more than just a bell shape?? Do you want to know how to use your knowledge of math to determine whether an anonymous text was written by Jane Austen or Henry James? Or how to tell which class made more progress, Reading Group A or Reading Group B? Or who speaks more Taiwanese, students in the College of Foreign Languages or students in the College of Science and Engineering? Or what is actually tested in a cloze test? Or how to judge the results of the national GEPT(全民英語能力分級檢定測驗)? Or how to determine rates of language change over time? Or how to tell the frequency of vocabulary? Or that actually we can manipulate numbers to let them look sensible???

This course will give you a very basic introduction to statistics in the study of language. We will cover the purpose of using statistics, the concept of probability, basic types of statistical tests, and the presentation and interpretation of numbers for language study. This course will help prepare you for graduate school in TESOL, linguistics, advertising, education, and business, and help you read professional articles and even newspaper reports which draw on statistics, and help you conduct research in many fields. We will watch a set of videos introducing basic statistic concepts and some hands-on practices on one of the popular statistical analysis program, SPSS.

REQUIREMENTS:

- Class participation
- Reading
- Exercises
- Exams (open book/ notes)
- A calculator (with the square root function)

TENTATIVE TEXTBOOK:

Brown, J. D. *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design.* London: Cambridge Univ. Press,

1988.

Other additional references and research papers:

Huff, D. (1954). *How to lie with statistics*. New York: W.W. Norton & Company.

LS002. Teaching Literature [文學教法]

3 Credits

Prof. Daphne Lin < >

For juniors and above

Class size: 40

Prerequisite: Introduction to Linguistics.

Course Overview: Although this course by design aims at helping pre-service teachers learn how to teach literature to students at college level, we will learn from American experts' experience in teaching literature to adolescents because our college students in Taiwan may not be ready to learn to read literature at college level yet. We are going to follow Beach et al.'s *Teaching Literature to Adolescents* chapter by chapter. First, we have to prepare ourselves to teach literature with a clear purpose and direction; we will, therefore, discuss why we teach literature and what literature we may select to teach. Then, we will focus on three topics – teaching literary genre, teaching literary perspectives, and using varied methods to teach literature. When we discuss these topics presented in Beach et al.'s book, we will also explore a variety of resources – books, online teaching sites, and video workshops – and put what we learn from the resources into group microteaching practices.

Methodology: Collaborative learning and problem-based learning will be the core methodology of this course. That is, we will learn from group discussions, group projects that aim at solving instructional problems, and sometimes pair work.

Course Requirements: To successfully learn from this course, we will require ourselves to write journal entries, prepare oral reports, and work in groups to conduct research in order to prepare microteaching practices.

Being student teachers learning to teach literature, we encourage ourselves to keep a journal on every text we read and on resources we

explore. The journal can be in any form we like. For example, we may draw charts or pictures when we reflect on a text. We may also write a song to express how we are inspired by the text.

There will be times when we have to report back to the class about what we learn from pair or group discussions. The oral reports may take varied forms, too. For example, we may give a formal report, illustrated with PowerPoint presentations or posters. We may also present a report in the form of a news report, and even a role-play, if only we can express ourselves fully and thoroughly.

Working with our group members, we are going to do two microteaching practices, once in the midterm week, and the other in the final exam week. For the first microteaching practice, we will demo teaching a literary genre – poetry, fiction, drama, etc. – from a certain literary perspective – the lens of reader response, the Marxist lens, the formalistic approach, etc. For the second microteaching practice, we will demo using a certain method to teach a literary piece, incorporating what we have known about genre teaching and literary perspectives.

Grading Scale:

Reading Journals & Worksheets	30%
Oral Reports	20%
Microteaching (2 practices)	40%
Group Work Evaluations	10%

Text:

Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. (2011). *Teaching Literature to Adolescents, 2nd ed.* NY: Routledge.

(Companion Website:

<http://teachingliterature.pbworks.com/w/page/19920355/FrontPage>)

References:

Agathocleous, T., & Dean, A. C. (2003). *Teaching Literature: A Companion.* New York: Palgrave

Appleman, D. (2000). *Critical Encounters in High School English: Teaching Literary Theory to Adolescents.* NY: Teachers College Press.

Rosenblatt, L. M. (2005). *Making Meaning with Texts: Selected Essays.* *Portsmouth, NH:* Heinemann.

Showalter, E. (2002). *Teaching Literature.* Blackwell Publishing.

Web Links:

Annenberg CPB. Artifacts and Fiction: Workshop in American Literature.

<http://www.learner.org/resources/series181.html>

Annenberg CPB. Conversations in Literature.

<http://www.learner.org/resources/series139.html>

Annenberg CPB. Engaging with Literature: A Workshop for Teachers,

Grades 3-5. <http://www.learner.org/resources/series183.html>

Annenberg CPB. Engaging with Literature: A Video Library, Grades 3-5.

<http://www.learner.org/resources/series182.html>

Annenberg CPB. The Expanding Canon: Teaching Multicultural Literature:
Reader Response Theory.

<http://www.learner.org/workshops/hslit/session1/>

Annenberg CPB. In Search of the Novel.

<http://www.learner.org/resources/series111.html>

Essays on Teaching the American Literatures. *Heath Anthology Newsletter*.

<http://www9.georgetown.edu/faculty/bassr/tamlit/essays/essays.htm>
1

ReadWriteThink: Poetry Instruction.

http://www.readwritethink.org/search/?resource_type=6&sort_order=relevance&q=poetry&srchgo.x=7&srchgo.y=7&old_q=&srchwhere=full-site

TeachIt Website: English Teaching Online. <http://www.teachit.co.uk/>

LS003. Teaching and Researching Reading and Writing [讀寫教學及研究]

3 Credits

New Teacher

For juniors and above, MA students

Class size: 40

Prerequisite: Introduction to Linguistics.

Course Objectives

This course intends to achieve three major objectives. Students will

- (1) learn relevant theories and issues in L2 reading and writing instruction
- (2) understand different views of L2 reading and writing and main research methods of researching L2 reading and writing
- (3) learn to design a L2 reading and writing lesson

Course Description

“Teaching and Researching Reading and Writing” aims to provide students with an overview of key concepts and theories of L2 reading and writing instruction. It covers not only theories and practical techniques of teaching L2 reading and writing but also research methods to analyze written texts for teaching L2 reading and writing. By attending lectures on the relevant background on teaching and researching L2 reading and writing, participating in class discussions, working on teaching project and research report, students are able to develop critical awareness of teaching, learning, researching L2 reading and writing in different settings, and select different approaches to teaching based on sound principles.

Tentative Topics

- Various reading subskills: skimming, scanning, inference making, concept mapping, etc.
- Approaches to teaching reading: intensive and extensive reading, reader theater
- Reading speed: independent and silent reading
- Learning strategies and difficulties for L2 readers
- L2 reading task design
- Assessment of L2 reading: formative and summative assessment
- Ways of teaching writing: language-structure, creative-expression, process approach, genre approach, social-practiced approach
- Teaching materials and tasks in L2 writing instruction
- Cultural issues in writing instruction and research: intercultural rhetoric, multilingual writing practice
- Feedback in second writing research: writing feedback
- New technologies in reading and writing instruction: computer assisted instruction, picture-book reading instruction, multimodal writing practice (picture writing/critical reading).
- Research approaches to collect or analyze written data: think-aloud protocols, ethnographic approaches, interviews, text/genre/discourse analysis

Teaching Methods and Activities

There is no fixed format to carry out class sessions, but in general, lectures combined with discussions based on assigned reading or the particular research issue. Major activities are underlined as follows:

- **Lectures:** based on the particular topic and will be delivered by the instructor.
- **Class/Group Discussion:** students are expected to actively participate in and contribute to class discussions on the lecture topic. Materials about lectures and in-class discussions are mainly based on the required or recommended class reading. For some topics, students work in small groups to undertake relevant tasks after lectures, in which they will reflect upon their experience of teaching or learning L2 reading and writing experience and draw connection between their reading and writing practice and relevant theories.
- **Teaching project – lesson project (individual work) and in-class teaching demonstration (group work)**
 - (1) Lesson plan project (individual work): Each student will design a reading and writing lesson for a two hour EFL/ESL class and hand in the lesson plan. The lesson plan should document clearly the target group of students, including level of English proficiency (e.g. intermediate or advanced) and learning/academic background (primary, high school, college or adult learners). The lesson plan should also go along with the brief explanation, describing the types of activities, the method of implementing these activities (e.g. teaching techniques, related materials, sequence the activities), the way of assessing/evaluating students' learning and expected outcome.
 - (2) In-class teaching demonstration (group work): Some students' lesson plans will be chosen for in-class teaching demonstration. Students will do in-class teaching demonstration in small groups; the presentation will possibly cover only part of the lesson plan, focusing on one or two activities.
 - (3) Post-teaching reflection (individual work): After the teaching demonstration, a short peer review/evaluation session will be conducted, and each student in the presentation group will be required to write a brief teaching reflection report.
- **Student presentations based on empirical research cases:** Students will choose one research article and write the review. Students will then be divided into groups, sharing their research reviews with each other (oral presentation).

Course Textbooks and References

Textbooks (to be decided, will choose either option 1 or option 2)

Option 1

Nation, I. S. P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.

Option 2

Grabe, W. & Stoller, F. (2002). *Teaching and researching reading*. Harlow: Longman Pearson Education.

Hyland, K. (2002). *Teaching and researching writing*. Harlow: Longman Pearson Education.

References

Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.

Day, R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge, U.K.: Cambridge University Press.

Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.

Kroll, B. (Ed.) (2003). *Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press.

Warschauer, M. (1998) *Electronic literacies: Language, culture, and power in online education*. New York: Lawrence Erlbaum.

Grading Criteria

- Attendance, class participation, involvement in tasks and discussions (both oral and written) attendance: 40%
- Teaching project: individual work – lesson plan & post-teaching reflection 20%
- In-class teaching demonstration: group work 15%
- Research article review & oral presentation: 25%

The instructor reserves any right to make necessary changes/adjustments, and welcomes any comments/opinions relevant to this course.



Advanced writing: Required courses for Seniors.

Please take one of the followings.

AW001. English News Writing I [英文新聞寫作(二)]

2 Credits

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

For seniors Only

Class size: 10-27

Prerequisite: English Composition III

Teaching Objectives

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

Course Description

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

Pedagogical Methods

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

Course Materials and References

Knight, Robert M. Journalistic Writing: Building the skills and honing the craft. 3rd ed. Oregon: Marion Street Press, Portland 2010

Requirements and Grading

25% Attendance

25% Discussion Participation

25% Mid term Speech Delivery

25% Final Speech Delivery

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

2 Credits

Prof. Eileen Lin <082585@mail.fju.edu.tw >

For seniors Only

Class size: 10-27

Prerequisite: English Composition III

Teaching Objectives:

1. Students shall understand the practice/ theories and essence of translation.
2. Students shall be able to write/read English and Chinese correctly.
3. Students shall be able to tell the linguistic and cultural differences between Chinese and English.
4. Students shall be able to produce correct, understandable, acceptable, and readable Chinese.

Course Description:

Translation from English to Chinese aims at helping students deconstruct so as to understand English correctly first. It also focuses on helping students write in proper Chinese that corresponds to the meaning of the English source text. Understandability, acceptability and readability will be the guiding principles of the class.

Weekly Schedule

1. Language proficiency test.
2. Critical reading.
3. Critical reading: presentation.
4. Critical writing.
5. Critical writing: presentation.
6. Translation theories and practice.
7. Exercises: English grammar and sentence patterns I. Translation: Short sentences.
8. Exercises: English grammar and sentence patterns II. Translation: Short sentences.
9. Exercises: English grammar and sentence patterns III. Translation: Short sentences.
10. Midterm
11. Review.
12. Translation: Long sentences and small paragraphs.
13. Translation: Long sentences and small paragraphs.
14. Translation: Long sentences and small paragraphs.
15. Group Project: Discussion

16. Group Project: Practice
17. Group Project: Presentation
18. Final

(The schedule is subject to changes to keep up with the class progress)

Requirements/ Activities and Grading Policy

- *Explanation* and Grading Policy

Assignments, Examinations and Grading

Written homework will be assigned for each class. For some of the classes there will be a fifteen to twenty-minute written quiz on the assignments or discussion from the previous week. There will also be mid-term and final examinations.

It is very important to come to class **on time each time**. If you are not able to come, please e-mail or phone the instructor ahead of time. Two unexcused absences, or being 10-minute late for 6 times and above will automatically put the student in a failing position and make it very difficult for the student to pass the course.

Intellectual Property shall be respected. **Plagiarism is strictly forbidden. Students who plagiarize in any form and on any level will automatically fail the course.**

The final grade will be determined in this way: attendance and classroom participation: 20%; homework and presentation 20%; in-class translating quizzes 20%; midterm 20%; final examinations 20%.

AW003. Business Writing II [商務英文(二)]

2 Credits

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

For seniors Only

Class size: 10-27

Prerequisite: English Composition III

Course Description

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

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

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

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

Grading Scale:

Written Assignment	40%
Midterm	30%
Final Exam	30%

Requirements

1. Punctuation is considered essential in business dealings, therefore, lateness and absences are strongly discouraged. Points will be taken out from your final grade in accordance with the number of your absences and lateness. (two points per absence w/o written approval, one point per late arrival)
2. Writing assignment will be given after lecture.

Tentative Schedule - Fall

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

Week	Date	Focus of Learning	Assignments
1		Orientation	
2		Sales Letter (Advanced)	V
3		Making complaints	V
4		Dealing with complaints	V
5		Employment Application (1/2)	V
6		Employment Application (2/2)	V
7		Business documents	V
8		Proposal Writing	V

9		Mid-Term	
10		Collection Letters (Basic)	V
11		Business Forms (Invoice, Packing, CO, Debit/Credit)	V
12		Collection Letters (Advanced)	V
13		Memo Writing	V
14		Company profile writing (basic)	V
15		Company profile writing (advanced)	V
16		Business Contract Study (Basic)	
17		Business Contract Study (Advanced)	
18		Final Exam	



Professional Training Courses

PT001. Cross Cultural Communication: Global Understanding Project [跨文化溝通：國際連線專題]

2 Credits

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

For juniors and above

Class size: 28

Course description:

This course provides a format for students to learn about other cultures without traveling. This is part of the Global Academic Outreach Project directed by East Carolina University (ECU), USA. In this semester, we will connect with ECU as well as students in ONE other country (a total of two countries) through live video and chat technology. Discussion topics ranging from college life, family structure, the meaning of life, health care, food and nutrition, to stereotypes and prejudices. Class sessions include discussion in both small groups and one-to-one text-chat with reflective journaling/ papers and/or oral presentations afterwards. Besides international connecting sessions, local sessions (which mean only local class session without videoconferencing) are also held to integrate and synthesize information gained in the global sessions. Participating students from different cultures also read each other's newspapers to learn what is current, timely, and to get real exposure to what is going on in their partners' cultures. We will be using small-group videoconferencing and the text-chat software mIRC for

connection. Instruction will be given in class with the assistance of a technical assistant. The assignments include writing of journals, papers, and in-class presentations.

Since we will be connecting with other countries via videoconferencing, class will be in SF 901, the distance learning classroom.

About class hours:

When there's the **international** connection, the course is on **Tuesday** and **Thursday** EARLY MORNING time (3 hours in total -- probably from 8AM to 9:15AM on each day, 75 minutes/session - this include time to deal with technology). For **local** weeks, we can decide to meet and complete the course (2 hours) just one time on Tuesdays (from 8:10AM to 10:00AM). On certain weeks, we won't have class at all since this is a 2-credit course. The final schedule will be provided near the beginning of the semester Spring 2012:

*The week of 2/13/12 is a local session. (2/14/2012 Tuesday)

** Daylight saving time starts in USA on 3/11/2012.

PT002. 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; (English Dept. 27 + Non-English Dept.: 3*)**

*外系修課需事先徵得授課老師同意。

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

Teaching Objectives

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.

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.

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) 50%

Participation and Presentations (including workshop tasks) 35%

Exam and Quizzes 15%

PT003. Introduction to Interpretation II [口譯概論(二)]

2 Credits

Ms. Tricia Lee <lee_hsiaowen@mail2000.com.tw>

For juniors and above

Class size: 18

This course is designed to introduce to students the basics of interpretation and lay a foundation for the development of interpretation skills, particularly for long consecutive interpretation and simultaneous 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 and simultaneous interpretation; they are also expected to expand vocabulary, improve register and engage in self-motivated practice sessions outside the class.

PT004. Annual Play: *The Bus Stop* [年度大戲]

2 Credits

Prof. Cecilia Liu <cecilia@mail.fju.edu.tw >

For freshmen and above

Class size: 30

Course Description:

Students who are interested in theater and want to participate in our department annual play should 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](#); the art of improvisation and developing the actor's instruments of voice and body including 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 2012 annual play, *The Bus Stop* by Gao Xingjian, is scheduled for April 26-28. Along with class meetings, students need to set aside some evenings or/and weekends for play rehearsals before the formal production.

In this course students will enlarge their (1) understanding of themselves as creative and communicative personalities, (2) appreciation of acting as an interpretive art, (3) view of theater as a valuable indicator of culture and quality of life, (4) [knowledge of the chosen play/playwright and their cultural context](#), and (5) knowledge of play production. Besides, students will learn professional knowledge and skills our department emphasizes: 1) Interpersonal 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 with others in a team spirit and with professional ethics (團隊合作能力).

Students, freshmen through seniors, who are interested in acting and backstage work [should](#) come to our audition held in early January, 2012. Audition time and place, [as well as the passages for audition](#), will be announced later.

Texts: Esslin, Martin *The Theatre of the Absurd*. 3rd ed. New York: Vintage, 2004.

Gao, Xingjian. *The Bus Stop*. *The Columbia Anthology of Modern Chinese Drama*. Ed. Xiaomei Chen. Columbia: Columbia UP, 2010.

Gao, Xingjian 高行健。《車站》。1982。Web. 11 Nov. 2011.

<<http://www.b111.net/xiandai/gaoxingj-wj/002.htm>>.

Handouts

Grading Policy:

Active participation in class and discussion	10%
Group Presentations	15%
Play skits (Scene Studios)	10%
Play rehearsals/backstage work	25%
Final production	25%
Final report	15%

Tentative Weekly Schedule

week	Class Activity: Reading, Assignment, Rehearsal
1	Introduction to the course: Elements of drama/ theater Job assignment Play rehearsal
2	Introduction to the author: Gao, Xingjian and his work Play rehearsal
3	Introduction to The Theatre of the Absurd <i>Selected reading from Esslin's The Theatre of the Absurd</i> Play rehearsal
4	Theatre of the Absurd: Analysis of <i>The Bus Stop</i> Language, motivation, setting; use of symbols Scene Studios (10 min. skit) Play rehearsal
5	Theatre of the Absurd: Analysis of <i>The Bus Stop</i> Dialogue, visual effects, and cultural context Scene Studios (10 min. skit) Play rehearsal
6	Scene Studios (10 min. skit) Play rehearsal
7	Scene Studios (10 min. skit) Play rehearsal
8	Tech rehearsal
9	Dress rehearsal
10	Dress rehearsal
11	Performance: opening April 26
12	Reflections on production
13	Introduction to contemporary theater in Taiwan Speaker: Derrick Wei (魏雋展)
14	Lecture on local theater performances Group Presentation on some local theater performances
15	Lecture on Contemporary Legend Theater Group Presentation on some of Contemporary Legend Theater performances
16	From traditional Chinese opera to Contemporary Legend Speaker: Wu Xing-Guo (吳興國)
17	Group Presentation on some local theater performances
18	Final report on your own performance

PT005. English for Academic Purposes [學術英文]

2 Credits

Prof. Faith Yang
For Juniors and above
Class size: 40

Attendance and participation: 20%

Assignments:

Group Poster Presentation (A0 size, due: Wk 10) 40%

Individual Review Paper (10 pages, due: Wk17) 40%

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 one of the eight topics pre-selected by the instructor, developing ideas from an early stage, elaborating the idea into an A0 size poster as a group project. By the end of the semester, students need to submit a review paper individually base on the same topic.

Week / Date	Elements	Topics	Activities
W01: 14/02/11'	Introduction (S & F)	General Introduction: Academic English: What? Why? Who? When? Where? How	Need analysis
W02: 21/02/11'		Cognitive Neuroscience & academic English used in this discipline Social Sciences & academic English used in this discipline	

W03: 28/02/11'		Poster examples and guidelines	Group discussion for poster ideas
W04: 06/03/11'		Reading strategies and conducting research online	Group discussion
W05: 13/03/11'	Academic Reading (S)	The use of Hedging in academic genre	Pair work
W06: 20/03/11'		Reader responses in academic journal articles	Group discussion
W07: 27/03/11'	Academic Speaking (F)	▫ What makes an academic speech successful? Examples / Observation & Analyses on strategies used	Watching film-clips from TED.com
W09: 03/04/11'		- Holiday -	
W08: 10/04/11'		▫ How to deliver an academic speech in an efficient way? (Part I) Vocabulary / Structure / Content / Strategy	Group discussion
W10: 17/04/11'	Midterm Exam		Poster presentation
W10: 24/04/11'	Academic Writing (F)	▫ What makes a piece of academic writing successful? Examples / Reading & Analyses on strategies used	Group discussion
W11: 01/05/11'		▫ How to write an academic paper in a professional way?? (Part I) Vocabulary / Structure / Content / Strategy	Individual work

W12: 08/05/11'		<ul style="list-style-type: none"> ▫ How to write an academic paper in a professional way??(Part II) Vocabulary / Structure / Content / Strategy 	Group discussion
W13: 17/05/11'	Tutorial		Discuss final paper
W14: 22/05/11'	Academic Listening (S)	<ul style="list-style-type: none"> ▫ Vocabulary and listening strategies ▫ TOEFL & IELTS: the key to your further study (Part I) 	Podcast
W15: 29/05/11'		<ul style="list-style-type: none"> ▫ Listening for academic purpose: Critical & Evaluative listening 	Final paper
W16: 05/06/11'	TOEFL & IELTS (S & F)	<ul style="list-style-type: none"> ▫ TOEFL & IELTS: the key to your further study (Part II) General introduction / Exam preparation 	Invited speakers sharing their experiences
W17: 12/06/11'		<ul style="list-style-type: none"> ▫ The step after: how to apply for your graduate study Curriculum & cover letter writing / study plan / research proposal ▫ Course evaluation 	Group discussion

PT006. Business Presentation & Creative Marketing [商務簡報及創意行銷]

2 Credits

Dr. Doris L.W. Chang <032421@mail.fju.edu.tw>

For juniors and above

Class size: 40

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

2 Credits

Dr. Ahyee Lee <035868@mail.fju.edu.tw >

For sophomores and above

Class size: 40

Media: articles from various media and handouts posted in our teaching website (ICAN).

Course Description:

This course attempts to introduce background knowledge about important issues in current business world. In the following, you shall see a list of topics that will be discussed in the coming semester. This list of topics is a compromise between what most people consider important and what the instructor considers important. The instructor does not plan to cover all the “hot” topics in media. A course that intends to do so is likely to lose its focus, and often ends up being a disorganized course that does not tell you anything.

In the coming semester, we plan to discuss the following topics,

1. Subprime mortgage and World financial crisis

This is a must-do topic. The subprime mortgage crisis was probably the most important economic event after the Great Depression of 1929. Even though most economists believe that we have temporarily escaped the fate of a long and severe recession, so far, not many economists would come out to say that we are completely out of it. There is simply no way that we can do this course without touching the current financial crisis.

2. European Sovereign Debt Crisis

In this topic, we shall explain how some European countries get themselves into the trouble of building up their debts. We shall discuss why it is very difficult for these countries to repay the loans and restore the vitality of their economies. Especially we shall explain why the other European countries are reluctant to help these countries while their own interest is at stake.

3. Aging and Pension

Starting from 2010, the baby boomers are going into the age of retirement. This will post a serious problem for world economy. We are going to see more old people being supported by fewer young people. Before the world financial crisis, almost all developed countries were working on the issue. Unfortunately, in the past two years most industrialized countries were busy saving their own economy, the discussion on this topics were temporarily suspended.

4. Poverty

Poverty is one of the most serious problems human being try to resolve after World War II. Unfortunately, fifty years after its establishment, the United Nations (UN) still could not completely eradicate poverty from the face of the Earth. For many regions in Africa, the problem was getting worse. In the end of the last century, the UN initiated the Millennium Goals project, under the supervision of Professor Jeffrey Sachs, to resolve the poverty problem in Africa.

5. Education and Economy

Before 2000, Taiwan was considered as a role model in economic development. The success in economic development has increased Taiwanese wage level. So the previous strategy of developing its economy using the low cost labor force could not go on forever, because the success in economic development will necessarily drive up its wage. Obviously, for the Taiwan economy to regain its vitality, something different has to be done. In this part of discussion, we shall see what can be done in education.

We are also going to look at other issues between education and economy.

6. Others

This is reserved for the topics that come up during the semester.

Also, I may throw in some articles that I consider interesting.

The class will be conducted in English. For each topic, a presentation of the background knowledge about that topic will be given in class. Students are required to express their opinions or make comments about certain issues.

Evaluation policy:

- 1) Class performance 30%
including class attendance and class participation.
- 2) Midterm 25%
- 3) Short papers 25%
- 4) Term paper. 20%

The format of short papers and term paper will be specified at the beginning of the semester.

PT008. Clothing Aesthetics [服飾美學]

2 Credits

**Dr. Ching-Yi Cheng <029454@mail.fju.edu.tw > & Ms. Gretchen Lee
<071808@mail.fju.edu.tw>**

For Juniors and above

Class size: 20

This course aims at leading students to

1. Develop and employ a vocabulary of aesthetics concepts and theories to understand apparel and appearance.
2. Develop an understanding of aesthetics and its application to human appearance and apparel products and environments for the consumer.
3. Understand socio-cultural and psychological factors of the consumer that influence aesthetic preference.
4. Apply *multisensory* elements and principles of design to the development and analysis of human appearance and apparel products and environment
5. Understand how aesthetics related skills contribute to textile and apparel careers. Apply aesthetics to profession-based activities.
6. Understand, absorb and discuss the knowledge above in English, and present final project in English.

修畢此課後，學生得以

1. 了解服飾美學與設計、行銷之間的關係。
2. 以英語討論其專業知識。
3. 在臺灣服飾美學專題報告中，深入了解台灣服飾設計和／或行銷狀況之個案。

Course Materials

1. 白靜、丁衡祁編著 (2008)。實用服裝表演與設計英語(English for fashion: Modeling and designing)。北京：對外經濟貿易大學出版社。
2. Fiore, A. M., & Kimle, P. A. (1997). *Understanding aesthetics for the merchandising and design professional*. New York: Fairchild Publications.

Reference

1. DeLong, M. R. (1998). *The way we look: Dress and aesthetics*. New York, NY: Fairchild Publications.
2. Hidalgo, M. R. (2007). *Young fashion designers*. Koln: Taschen GmbH.
3. Peacock, J. (2005). *The complete fashion sourcebook*. London: Thames & Hudson.
4. 140 Years of BAZAAR Moments

Evaluation

上課參與討論與出席	20%
平時作業	40%

期末作業

40%

Course Web

1. 課程網頁將呈現於：

<http://english.fju.edu.tw/DigitalEducation/CurrentCourse.asp>

2. 學生佳作彙整頁：<http://english.fju.edu.tw/students/honor.asp>

3. 預計配合總計畫製作「台灣文化我抱報」網站

Course Outline

Week 週次	Topic 課程內容	Assignments 教材內容
Unit 1. Introduction		
第 1 週	Orientation and Introduction 課程介紹與導論	
第 2 週	Definition of Dress and Aesthetic Experience, Aesthetic theory 美學概觀 服裝與美感體驗的定義、美學理論	1. Fiore & Kimle (1997), Chapter 1, pp. 3-24
Unit 2. Objects: Apparel Product and Environment		
第 3 週	Elements of Design (1): Color, Line, Shape,	1. Fiore & Kimle (1997), pp. 120-127; pp.134-152; pp. 325-344 2. 白靜、丁衡祁(2008), pp. 27-28; pp. 63-64 3. WGSN: Color & Material
第 4 週	Elements of Design (2): Texture, Space Principles of Design	1. Fiore & Kimle (1997), pp. 160-171; pp. 247-264 2. 白靜、丁衡祁(2008), pp. 9-10; pp. 82-83 3. WGSN: Color & Material
第 5 週	20 th Century Fashion Style (1) 20 世紀時尚風格	1. 白靜、丁衡祁(2008), Fashion and Style 2. Peacock (2005) 3. 140 Years of BAZAAR Moments
第 6 週	20 th Century Fashion Style (2) 20 世紀時尚風格	1. 白靜、丁衡祁(2008), Fashion and Style 2. Peacock (2005) 3. 140 Years of BAZAAR Moments
Unit 3. Creators and Creation Process		
第 7 週	Fashion Designer 時尚設計師	1. 白靜、丁衡祁(2008), Media Interview 2. WGSN 3. Hidalgo (2007)
第 8 週	【演講 1】服裝設計師－呂忠靜 Speech	
第 9 週	Fashion Brand 時尚品牌	1. 白靜、丁衡祁(2008), Big Names 2. WGSN
第 10 週	Creative Activities and Skills 創意的活動與技巧	1. Fiore, et al. (1997), Chapter 10, pp. 267-289 2. WGSN: Creative Direction 3. WGSN: Design & Product Development
第 11 週	Fashion Professional 織品和服飾產品的開發者把關者和	1. Fiore, et al. (1997), Chapter 11, pp. 291-320

	促銷者 Developers, gatekeepers, and promoters of textile and apparel products	2. 白靜、丁衡祁(2008), Fashion Profession and Career
第 12 週	服飾業者的溝通方式與技巧 【演講 2】陳奕同：商品開發與企劃 Speech	
Unit 4. Appreciator and Appreciation Process		
第 13 週	Fashion Across Cultures 跨文化時尚 * Fashion Capital 時尚之都: Paris, Milan, New York, London, Sao Paulo, Toronto, New Delhi, Sydney and Melbourne, Hong Kong, Tokyo, Moscow, Los Angeles, Singapore City, Seoul, Amsterdam, Beijing, Taipei * Country Overview: France, Italy, USA, UK, Brazil, Canada, India, Australia, Argentina, Japan, Russia, Germany, Singapore, South Korea, Netherlands, China, Taiwan	1. Fiore & Kimle (1997), Chapter 13, pp. 347-378 2. 白靜、丁衡祁(2008), Fashion Capital and Country Overview 3. WGSN: City by City
第 14 週	Fashion Trend Forecasting 流行趨勢預測	1. Fiore & Kimle (1997), Chapter 14, pp. 379-395 2. WGSN 3. CMG
第 15 週	【演講 3】潘靜中：流行預測與分析 Speech: Fashion Forecasting and Analysis	
第 16 週	Communication to Promote Fashion 服飾促銷溝通 Fashion News Marketing	1. Fiore & Kimle (1997), Chapter 15, pp. 397-418 2. WGSN: News, Catwalks, Marketing, Trade Show
Unit 5: Presentation		
第 17 週	Student Presentation 期末報告	Project due 期末作業之繳交與報告
第 18 週	Student Presentation 期末報告	Project due 期末作業之繳交與報告

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

2 Credits

Dr. Doris Shih & Dr. Yun-pi Yuan

For seniors only

Class size: 24

Course Description

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

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

The possible projects you can choose from are:

A. Research Project

-- a research paper with a statement of purpose (for graduate and/or professional school application) or cover letter (for job application)

B. Teaching and Writing/Editing Project

-- a teaching project with a lesson plan, some teaching materials designed and used on target students, and a final report on the plan's effectiveness (this project can be associated with an English department course, a service-learning project, your part-time job, or it can be designed to serve some specific social functions);

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

C. Multimedia Project

-- a multimedia project with a final report

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

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

Note:

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

Grading Scale:

<u>Proposal</u>	15%
(Research, Teaching, Editing/Writing, Marketing)	
<u>Final Report</u>	30%
<u>Public Presentation</u>	25%
(Booths, Posters, etc.)	
<u>Final Presentation</u>	30%

Please be aware that for each unexcused absence 3% points will be deducted from your final score. For example: if you receive 81% for the class, but you were absent twice, then 6% would be deducted so that you would get 75% for the class. Remember that you are responsible for meeting and communicating with your advisor.

Requirement for the projects:

- **Research project:** there will be a research paper (content is minimum 10 pages: 3300 words)
1.5 space, 12 font Times New Roman, 15 pages A4 paper (each page = about 330 words), Total: 3300 words minimum excluding Cover sheet, outline, Works cited, Appendices

Applied linguistics:

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

Research Paper Proposal file will be provided by the instructor

- **Teaching project:** lesson plans & a report (content with minimum 6 pages: 2000 words)

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

The multimedia product includes the following:

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

Week	Content
1	Introduction; Explanation of Syllabus; -- Course Description, project titles -- Individual meeting with advisor to discuss tentative schedule of meeting
2	Individual meeting --Project proposal writing, etc.
3	Holiday (Meeting advisors individually)
4	Individual meeting : Teacher-student discussion
5	Individual meeting
6	Individual meeting
7	Individual Meeting
8	Individual Meeting
9	Midterm week; Project Midterm oral presentation & revision
10	Individual Meeting
11	Individual Meeting
12	Individual Meeting
13	Individual Meeting
14	Individual Meeting, Peer review & feedback

15	Individual Meeting, peer review & feedback
16	Individual Meeting, Preparation for Presentation (Discussion on mode of presentation (face-to-face, online))
17	Presentation & Exhibition
18	Presentation & Exhibition

Note: There might be guest speeches arranged throughout the semester

PT010. Digital Promotion and Globalization [數位行銷與全球化]

2 Credits

**Prof. Eric Chang <Eric.Chang@ogilvy.com> & Dr. Carol Liu
<zixuanl@hotmail.com>**

For Juniors and above

Class size: 50

Teaching Objectives

This course is designed to develop students' knowledge and skills in promoting Taiwan to the world through digital channels and media. Students will learn about digital promotion in terms of its characteristics, development, and application. They will learn different approaches of digital promotion and the English language style and format which lead to successful advertising campaigns.

Students are expected to integrate their creativity, knowledge of Taiwan, English competence and acquired skills of digital promotion. As the learning outcome of this course, they should be able to introduce the features of Taiwan in English and to advertising these features by means of digital media around the globe.

Course Description

This course begins with explaining the principles of digital marketing. It then discusses digital promotion channels and media as well as their practices. While introducing the techniques to effectively use these media, this course also covers English writing skills specific to each type of digital marketing approach. This course ends with discussion of real cases in digital marketing industry in the hope that students learn creative ideas, strategies and keys to successful marketing.

Tentative Weekly Schedule

Week	Content
1	The New Rules of Marketing and PR in Digital Era*
2	12 Principles for Digital Marketing*
3	Globalization vs. localization
4	Digital Marketing Channel I: Digital Platform and Internet*
5	Comparing and Contrasting the English and Chinese Languages
6	Digital Marketing Channel II: Internet Advertising*
7	Writing Successful Ad Copy
8	Mid-term
9	Digital Marketing Channel III: Social Media Marketing*
10	Creating True Dialogue With and Between Your Customers
11	Digital Marketing Channel IV: Mobile Marketing*
12	Organizing Mobile Content
13	Digital Marketing Channel V: Creativity and Innovation and Viral Marketing*
14	Constructing Marketing Emails
15	Digital Marketing Case Study I*
16	Digital Marketing Case Study II
17	Final Evaluation: presenting group projects
18	Final Evaluation: presenting group projects

Note: Classes with * sign are taught by Mr. Eric Chang



MA/BA Courses

MA001. Literary Theory and Criticism: History, Trauma and Globalization

[文學批評：認同、創傷與全球化]

3 Credits

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

For juniors and above

◆ Objectives

This course is designed for you to achieve **three objectives**:

1) critical reading of both primary and secondary texts of modern and contemporary theories to understand the questions they ask and how they

answer them,

2) engagement in some theoretical issues (such as history and interpretation, text and textuality, ethics and ideology, identity and discourse, capitalism and power relations, etc.) as they arise from our reading of the theoretical texts, and

3) analyzing literary texts from different theoretical perspectives with an awareness of the limitations of each.

● Introduction

「那時候的天空藍多了，藍的讓人老念著大海就在那不遠處好想去．．．那時候的樹，也因土地尚未商品化，沒大肆開路競建炒地皮，而得以存活得特別高大特別綠，像赤道雨林的國家。」 朱天心 <古都> p 1

Today -- "war crimes, war protests and war babies; child abuse, incest and women's liberation; burning monks, burning draft cards and burning crosses; murdered college kids and show trials of accused radicals; kidnappings, terrorism and bombings; a citizenry betrayed by its government and mass protests in front of the Capitol in Washington [or the Presidential Hall in Taipei]" (SL Bloom 2000 Creating Sanctuary)
In critical theories: the Postmodern, Post-Industrial, Post-Fordist, Post-Colonial, Post-Feminist, post-Marxist, Post-Martial Law, . . . Post-Human? Or where is the last 'post'?

The above three passages provide glimpses of the fast, radical and chaotic changes happening around us vs. the 'seemingly' glorious and simple days of the past. They also pose pertinent and difficult questions about identity, history, trauma and globalization. How do we, students of English literatures, deal with these questions in this world of radical changes? And how have "they" (artists, literary writers and critical theorists) tried to do it?

Since modern and contemporary critical theories form a crisscrossing discursive network which can be endlessly extensive, different maps can be drawn and different routes taken. In this introductory course, therefore, we try to access it by discussing how issues such as **historical representation, trauma and globalization** are developed in the critical schools of New Historicism, Psychoanalysis, Post-Colonialism and Cultural Studies.

The questions we raise are:

I. From New Criticism to New Historicism (5 wks): Identity and History

- How does a text produce its meanings about identity and history both through form and content?
- What are the different assumptions about text, identity and history in New Criticism and New Historicism?

- In the postmodern age, why is historiography challenged while there have been an excessive attempts at telling and making histories?

II. Psychoanalysis (4 wks) Identity, Spectacle and Trauma

- How is subjectivity constructed visually, through family relations and via repression of desires?
- How does our psyche respond to trauma – working it through in mourning, or acting it out in melancholia?

III. Post-Colonialism (4 wks): Identity, Race and Cultural Translation

- What is colonialism? How does it condition and construct one's racial and national identity?
- Is de-colonization possible? How do post-colonial writers speak for the subaltern, negotiate cultural differences, and translate colonial cultures into their own texts?

IV. Problematizing Identity: Postmodern History, Spectacle and Globalization (4 wks)

- What is globalization? How has globalization (especially cultural globalization) impacted on our sense of identities?
- How is trauma dealt with in today's world of rapid changes and frequent disasters? How do postmodern fictions and texts reconstruct history and trauma while acknowledging its impossibility?
- How are colonialism, trauma and globalization interconnected with one another?

* For BA's: ONLY those intending to do graduate studies in the fields of Humanities (e.g. English, Journalism, Sociology, Film Studies, etc.) and/or preparing for it. The course should be helpful for you, as critical theories are commonly used in these fields. Be aware, however, that it will involve reading of difficult primary texts of theories.

● **Requirements:** In this course, you will be responsible for:

- 1) active participation in class-- 10%
- 2) a 30-minute report on a theoretical text with a PowerPoint (or MS Word) sentence outline ready for online publication -- 20%
- 3) a 30-minute report on how a certain theory can be "critiqued" by, "used" on, or articulated with another literary or theoretical text -- 20%
- 4) a term paper of both theoretical discussion and literary application. 50%

Tentative Reading List

I. New Criticism to New Historicism (5 wks): Identity and History

1	• (introd) "Reading fictions, reading histories" (2)
2	• (introd) "The Work of Representation." (2)

	<ul style="list-style-type: none"> • texts: "Rip Van Winkle"
3	Foucault and New Historicism <ul style="list-style-type: none"> • <i>The History of Sexuality</i> chapters 1-2 (3)
4	New Historicism and Cultural Materialism <ul style="list-style-type: none"> • Louise A. Montrose "The Poetics and Politics of Culture"(4) • Scott Wilson "Cultural Materialism" (5)
5	Summary: Cultural Materialism: Assumptions and Methodologies <ul style="list-style-type: none"> • texts: (1) "The Adventure of Charles Augustus Milverton" or your choice • (2) a historical spectacle

II. Psychoanalysis (4 wks) Identity, Spectacle and Trauma

6	<ul style="list-style-type: none"> • (introd) "The Unconscious" (6) • Freud, Sigmund. "The Uncanny" (Norton Anthology)
7	<ul style="list-style-type: none"> • Lacan, Jacques. "The Mirror Stage" (Norton Anthology)
8	<ul style="list-style-type: none"> • (introd) Theories of trauma (7) • text: your choice
9	<ul style="list-style-type: none"> • Freud, Sigmund. <i>Beyond the Pleasure Principle</i> (excerpt) (8) (mid-term week)
10	<ul style="list-style-type: none"> • text: <i>Cereus Blooms at Night</i> -1

III. Post-Colonialism (4 wks): Identity, Race and Cultural Translation

11	<ul style="list-style-type: none"> • (introd) Cultural identity, literature, criticism (1) • (introd) The Difficulty of Difference (8)
12	Theories of Colonization <ul style="list-style-type: none"> • "Loafers and StoryTellers" texts: "The Man Who Would be King,"
13	Theories of Postcolonial Identity <ul style="list-style-type: none"> • "Of Mimicry and Man" (H. Bhabha) • "Film as Ethnography" (Rey Chow) text: <i>Cereus Blooms at Night</i> -2
14	<ul style="list-style-type: none"> • Review and Reflections: Identity, Postcolonial Spectacle and Cultural Translation text: <i>Cereus Blooms at Night</i> -3

IV. Problematizing Identity: Postmodern History, Spectacle and Globalization (4 wks)

15	Globalization Defined <ul style="list-style-type: none"> • (introd) "Globalization and Culture: Three Paradigms" (9)
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	<ul style="list-style-type: none"> • Tomlinson, John. <i>Globalization and Culture</i>. (10) • Ref. Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy." (11)
16	<ul style="list-style-type: none"> • Guy debord <i>The Society of the Spectacle</i>
17	<ul style="list-style-type: none"> • Spectacle in Postmodern Nostalgia Film and Popular Culture <p>texts: <i>Forrest Gump</i> and your own examples!!!</p>
18	<ul style="list-style-type: none"> • Paper Presentation

- (1) Johnson, Richard. *Practice of Cultural Studies*. London, Thousand Oaks, Calif Sage Publications, Ltd., 2004.
- (2) *Representation: Cultural Representations and Signifying Practices*. Ed. Stuart Hall. London: Sage, 1997.
- (3) Foucault, Michel. *The History of Sexuality*.
- (4) *THE NEW HISTORICISM*. H. Aram Veaser, Ed. New York: Routledge, 1989.
- (5) *Cultural Materialism: Theory and Practice*. Scott Wilson. Blackwell Publishers, 1995.
- (6) *Critical Terms for Literary Study*. Eds. Lentricchia, Frank and Thomas McLaughlin. 2d edition. 496 p. 6-3/4 x 9-1/4 1990, 1995
- (7) Stonebridge, Lyndsey. "Theories of trauma." *The Cambridge Companion to the Literature of World War II*. Ed. Marina Mackay. Cambridge University Press, 2009. Cambridge Collections Online.
- (8) Wolfreys, Julian. *Literary Theories : A Reader and Guide*. Edinburgh: Edinburgh UP, 1999.
- (9) Nederveen Pieterse, Jan. *Globalization and Culture : Global Mélange*. 2nd Ed. Lanham: Md Rowman & Littlefield, 2009.
- (10) Tomlinson, John. *Globalization and Culture*. U of Chicago P: 1999.
- (11) Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy." *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P: 1996, 27-47.

References:

Resources on Foucault: <http://www.protevi.com/john/Foucault/index.html>



AIEDL Courses

AI001. Intercultural Business Communication [跨文化商務溝通-網]

2 Credits

Dr. Cindy Lee <hsinlee88@yahoo.com.tw>

For Juniors and above

Class size: 20

Class Time: 6:00~8:00, pm., Tuesday

教學目標：

本課程-跨文化商務溝通-是結合了瞭解國際商業文化知識與溝通技巧的課程，同學們將從了解跨文化溝通能力的要素開始，建立正確的跨文化態度；再學習重要的跨文化溝通技巧，緊接著學習國際商業文化分析的基本模型，用更有系統的方式學習國際商業文化，增加跨文化知識，並透過個案分析進而了解在不同的國際商業文化交流的工作場合中應如何與夥伴共事、避免衝突，以增加跨文化敏感度，在加強跨文化態度、知識、技巧與覺識等四方面，同學將會逐漸在課程中培養具備跨文化商務溝通所需的能力。若安排有企業參訪（最多一~二次），將於星期一下午進行。

週次	授課內容		授課方式(勾選)		
	課程主題	課程內容(教材/活動)	課堂教學	非同步線上	同步線上
1	Module 1: Intercultural Communication Competence (模組 1: 跨文化溝通能力養成) Unit 1: Introduction	課程介紹、教師講課、團體討論	✓		
2	Unit 2: Intercultural Communication Competence	網路教學	✓	✓	
3	Unit 3: Intercultural Communication Barriers & Essential Skills	網路教學		✓	
4	Unit 4: Media Session - <i>The World Is Flat</i> 企業參訪/座談	電影觀賞及座談演講	✓		
5	Module 2: Synthetic Cultures - Getting to Know World Business Cultures (模組 2: 認識世界商業文化) Unit 5: Synthetic Cultures	網路教學		✓	

6	Unit 6: Synthetic Cultures (Continued)	網路教學		✓	
7	Unit 7: Cross-cultural Communication Styles	網路教學		✓	✓
8	Unit 8: Media Session - Cross-cultural Business	企業座談或訪談	✓		
9	[到校期中考/考試範圍:Unit 1-8]	期中考試	✓		
10	Module 3: Case Studies - Business Themes (模組 3: 個案研究) Unit 9: Initial Contact	網路教學		✓	
11	Unit 10: Hospitality	網路教學		✓	
12	Unit 11: Time Perception	網路教學		✓	
13	Unit 12: Media Session- Cross-cultural Business 企業參訪/座談	企業座談或訪談	✓		
14	Unit 13: Cross-cultural Decision Making	網路教學		✓	
15	Unit 14: Cross-cultural Contact Deal ing	網路教學		✓	✓
16	Unit 15: Media Session	企業座談或訪談	✓		
17	Unit 16: Final Project		✓		
18	[到校期末考/考試範圍:Unit 9-16]		✓		

成績評量方式：

- 1) 針對參訪或座談實習內容，設計小組報告作業，評估學生學習成效。
- 2) 由教師訪談業界人士，對學生學習情形進行評估。
- 3) 平時作業（實習前之各項學習檢驗）30%
- 4) 期中考 30%
- 5) 期末報告 40%

上課注意事項：

本課程有以下各種教學活動，請同學務必參與。

- 1) 安排業界人士與學生見面座談(或企業參訪)，讓學生有機會透過第一手資訊實際了解國內外商業文化及跨文化溝通時所需注意事項。

- 2) 國際商業電影欣賞，透過多媒體及電影賞析協助同學了解、學習跨文化商務溝通及全球化商業所衍生等各種問題及議題。
- 3) 課程中的個案研究將有助於學生以客觀角度應用並學習跨文化商務溝通可能會發生之問題與解決之道。