

**Curriculum for Spring 2013: Elective Courses**



**Advanced Literature and Culture Courses**

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

**3 credits**

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

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature**

課程學習目標	<p>This course surveys twentieth-century English literature in relation to literary movements (modernism, postmodernism, post-colonialism, feminism) and historical context.</p> <p>Students will learn a good number of representative works written by major poets (Hardy, Yeats, Eliot, Graves, Auden, Thomas, Larkin, Hughes, Heaney), novelists (Conrad, Woolf, Joyce, Lawrence, Forster, Greene, Lessing, Gordimer, Achebe, Naipaul, Rushdie, Carter), and playwrights (Shaw, Synge, O'Casey, Beckett, Pinter, Stoppard, Churchill) of the twentieth century.</p>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/21	Introduction to the course: the historical and literary background	Introduction Auden: two poems	
2	02/28	Modernism	Discussion: What is modernism? (pp 2003-19)	
3	03/07	Conrad: Heart of Darkness	Conrad: Heart of Darkness (pp1891-1912)	
4	03/14	Conrad: Heart of Darkness	Conrad: Heart of Darkness (pp1912-41)	
5	03/21	Film: Apocalypse Now	Film: Apocalypse Now (dir. by Coppola,1979; film clips)	
6	03/28	W. B. Yeats and T.S. Eliot	Poems	
7	04/04	Virginia Woolf	Mrs. Dollaway	
8	04/11	James Joyce	Stories from	

			The Dubliners			
9	04/18	Midterm Exam	Midterm			
10	04/25	Samuel Beckett	Waiting for Godot			
11	05/02	Graham Greene: The Basement Room; Doris Lessing: To Room Nineteen	Graham Greene: The Basement Room; Doris Lessing: To Room Nineteen			
12	05/09	V. S. Naipaul: One Out of Many; Seamus Heaney: Digging, The Forge, Punishment	V. S. Naipaul: One Out of Many; Seamus Heaney: Digging, The Forge, Punishment			
13	05/16	Harold Pinter	The Dumb Waiter			
14	05/23	Peter Shaffer	Equus			
15	05/30	Caryl Churchill	Cloud Nine			
16	06/06	Alan Ayckbourn	Communicating Doors			
17	06/13	Novel Presentation	Novel Presentation			
18	06/20	Final Exam	Final Exam			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	40	影片欣賞	0	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	40	樣本觀察	0	校外參訪	0
實作教學	0	個別指導	0	其他	0	
說明：Lecture 40% Socratic Q & A 40% Discussion 20%						
課程教材 Course Material	<i>The Norton Anthology of English Literature</i> . Ed. M.H. Abrams, et al. 8th ed. Vol.2. New York: Norton, 2006. Handouts					
教科書	<i>The Norton Anthology of English Literature</i> . Ed. M.H. Abrams, et al. 8th ed. Vol.2. New York: Norton, 2006.					
參考書目 Reference	Handouts					
學習評量 Learning	方法 Method	%	方法 Method	%	方法 Method	%

Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	30	期末考	30	隨堂考（小考）	10
	書面報告（含小組或個人）	0	課堂參與	10	心得或作業撰寫	0
	口頭報告（含小組或個人）	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明：Group presentations 20% Midterm 30% Final 30% Quizzes and class participation 20%					
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	<p>1. Regular attendance with preparation and class participation. An unexcused absence will lead to a lower grade and three unexcused absences will lead to the failure of this course.</p> <p>2. This course observes all rules of academic integrity. Please learn to document your sources well in your group report. You will immediately fail this course if you plagiarize.</p> <p>3. Group presentations: 3-4 people form a group. Each group needs to sign up for at least one presentation topic. At the time of the presentation, the group will provide ppt slides to class. In order to enhance interaction between the presentation group and audience, another group will be assigned to ask the group questions. The students who ask and respond to the teacher's questions on that day will get extra points.</p>					

## LC002. American Literature II [美國文學（二）]

3 credits

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

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

課程學習目標	This course encompasses American literature chronologically from the Civil War to the contemporary period. This span will include discussion of artistic and literary movements such as realism, naturalism, modernism, postmodernism, and multiculturalism while examining and considering pivotal and relevant historical moments and
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events.

Throughout our studies of selected American literary texts, we will analyze and interpret the different experiences and constructions of identity represented in these literary works. Literature is essentially about the human experience, about representing humanity. We will question and challenge how this humanity is conveyed, how it was relevant during the era of publication, and how it might still be relevant today despite the span of time and distance, literally, symbolically, and culturally.

Some themes you are asked to consider in reading any of these works: how is the self being defined? What is the relationship between the individual and the larger society? How are men and women being represented as men and women? How different ethnicities and races represented and what are the larger implications of these representations?

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/18	Intro	Nathaniel Hawthorne	
2	02/25	American Romanticism	Edgar Allan Poe	
3	03/04	American Gothic; detective story Sherlock (BBC)	Henry David Thoreau Journal 1	
4	03/11	American Transcendentalism	Abraham Lincoln; Harriet Beecher Stowe	
5	03/18	Civil War; Abolitionist literature	03/18 Discussion questions Civil War David Walker; Frederick Douglass	
6	03/25	African American slave narratives	W.E.B. DuBois Journal 2	
7	04/01	Double consciousness; color line Midterm Exam Review	Zora Neale Hurston; Jean Toomer; Langston Hughes; Alice Walker	
8	04/08	HOLIDAY	Review	
9	04/15	Midterm Exam	Walt Whitman; Emily Dickinson	
10	04/22	Harlem Renaissance; Naturalism	Kate Chopin; Charlotte Perkins Gilman	

11	04/29	Women's writing; feminism	Gertrude Stein; Jack London Journal 3				
12	05/06	Modernism; Existentialism	Robert Frost; William Carlos Williams; Ezra Pound; T.S. Eliot; E.E. Cummings				
13	05/13	Imagism	Gwendolyn Brooks; Allen Ginsberg; Anne Sexton; Adrienne Rich; Sylvia Plath; Audre Lorde				
14	05/20	Confessional Poetry	Sui Sin Far; Maxine Hong Kingston; Li-Young Lee Journal 4				
15	05/27	Asian American writers	Gloria Anzaldua; Sandra Cisneros				
16	06/03	Chicano/a writing; borderlands	Leslie Marmon Silko; Louise Erdrich; Sherman Alexie Journal 5				
17	06/10	Native American writing Final Exam Review	Review				
18	06/17	Final Exam	Have a good summer vacation! ♡				
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講述	20	影片欣賞	0	討論	20
		個案研討	20	服務學習	0	問題導向學習	0
		競賽遊戲	0	專家演講	0	專題實作	0
		電子教學	0	體驗教學	0	角色扮演實境教學	0
		競賽讀書會	0	產業實習	0	自主學習	20
		對話教學法	10	樣本觀察	10	校外參訪	0
		實作教學	0	個別指導	0	其他	0
課程教材 Course Material		Baym, Nina, et al, eds. <i>Norton Anthology of American Literature</i> , Shorter 7th Edition. New York: W.W. Norton & Co., 2008. Print.					
學習評量 Learning Evaluation		方法 Method	%	方法 Method	%	方法 Method	%
		課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
		專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
		期中考	20	期末考	30	隨堂考(小考)	0
		書面報告(含小組或個人)	0	課堂參與	20	心得或作業撰寫	0
		口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0

參加競賽	0	展演	0	筆記	10
其他	0				
說明：					
備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100%					
2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					

學習規範	<p><b>Discussion Questions</b> You will be placed into a group of 2-3 students. Among your group, you will need to decide on a schedule of which person is responsible for formulating a discussion question for a particular week. Please be prepared for a tentative answer to your group's discussion question.</p> <p><b>Presentations</b> In your group of 2-3 students, you will need to work with your classmates to prepare two presentations. For each presentation, your group must select a leader to be in charge of the presentation. Your group must prepare a Powerpoint file that will be shown in class and sent electronically to the instructor for credit on the assignment.</p> <p><b>Journals</b> You are required to complete five journal entries with a minimum of 500 words for each entry. Each entry must analyze a text of your choice. Answer one of the following questions for each entry:</p> <ol style="list-style-type: none"> <li>1.What is compelling about the language of the text? Does it provoke an emotional reaction in you? If so, what kind of emotion and how does the text accomplish this?</li> <li>2.What does the text teach you about the history and culture of that particular place, time, and those people? How does the text do this?</li> <li>3.What does the text teach you about your history and culture? How does the text do this?</li> </ol> <p><b>Attendance &amp; Participation 20%</b> 1 discussion question from each group every week.</p> <p><b>Presentations 20%</b> 2 group presentations.</p> <p><b>Journals 10%</b> 5 journal entries minimum 500 words each.</p> <p><b>Midterm Exam 20%</b></p> <p><b>Final Exam 30%</b></p> <p>*ATTENDANCE: MORE THAN 3 UNEXCUSED ABSENCES IS A FAIL</p> <p><b>Conduct, Plagiarism, Cheating</b> Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as</p>
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	<p>one absence. More than 3 absences will lead to failing the course.</p> <p>Paper Format &amp; Submission  Font: Times New Roman 12 point size.  Margins: 1-inch all around.  Spacing: double-spaced text.</p> <p>At the end of each essay, students are required to have the WORD COUNT written. For example: Word count: 1079.</p> <p>Headings must have the student's name, ID #, course, and date, with the assignment and title that corresponds with the content of the essay.</p> <p>All essays must be submitted in hard copy with an electronic copy sent through email to &lt;080695@mail.fju.edu.tw&gt; on the due date.</p>
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**LC003. Shakespeare [莎士比亞]**

**3 credits**

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

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature and/or British Literature**

課程學習目標	<p>This class aims to give you a set of techniques for reading and considering Shakespeare's plays in their literary and theatrical contexts. It is necessary then to also understand the social, political, and cultural environment in which William Shakespeare lived and wrote. Your final grade for the semester will be based on the quizzes, assigned writings, participation, attendance, and the final exam.</p>
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**授課進度 Course Progress Outline**

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/21	Introduction	The Life and Work of William Shakespeare	
2	02/28	NO CLASS	NO CLASS	
3	03/06	Realistic Comedy (Tragic-comedy)	The Merchant of Venice	
4	03/13	Realistic Comedy (Tragic-comedy)	The Merchant of Venice	
5	03/20	Romantic Comedy	Twelfth Night	
6	03/27	Romantic Comedy	Twelfth Night	
7	04/03	Romantic Comedy	Twelfth Night	

8	04/10	Roman Tragedy	Julius Caesar	
9	04/17	Roman Tragedy	Julius Caesar	
10	04/24	Roman Tragedy	Julius Caesar	
11	05/01	Great Tragedy	King Lear	
12	05/08	Great Tragedy	King Lear	
13	05/15	Great Tragedy	King Lear	
14	05/22	English History Play	Richard III	
15	05/29	English History Play	Richard III	
16	06/05	English History Play	Richard III	
17	06/12	Conclusion	The Style and Themes of Shakespearean Plays	
18	06/19	Final Exam	Identification and essay questions	

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	50	影片欣賞	10	討論	20
	個案研討	0	服務學習	0	問題導向學習	5
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	15
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	0	個別指導	0	其他	0

課程教材 Course Material	This course will focus on five of Shakespeare's plays written and performed in the Elizabethan/Jacobean world of Renaissance England. We will read two comedies (The Merchant of Venice, Twelfth Night), two tragedies (Julius Caesar, King Lear), and a history play (Richard III). Each play must be read carefully and actively.
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教科書	Greenblatt, Stephen, et al., eds. <i>Norton Shakespeare</i> . 2nd ed. New York: W. W. Norton & Company, 2008.
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參考書目 Reference	<p>Bush, Douglas. <i>Prefaces to Renaissance Literature</i>. Cambridge: Harvard UP, 1966.</p> <p>---. <i>The Renaissance and English Humanism</i>. Toronto: U of Toronto P, 1962.</p> <p>Kermode, J. Frank. <i>Four Centuries of Shakespearean Criticism</i>. New York: Avon Books, 1965.</p> <p>Tillyard, E.M.W. <i>The Elizabethan World Picture</i>. New York: Vintage Book, 1959.</p> <p>Wells, Stanley, ed. <i>The Cambridge Companion to Shakespeare Studies</i>. Cambridge:</p>
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	<p>Cambridge UP, 1968.</p> <p>Wood, Michael. <i>In Search of Shakespeare</i>. London, BBC Books, 2003. BBC, 2003. DVD.</p> <p>---. <i>Shakespeare</i>. London: BBC Worldwide Ltd., 2003.</p>					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢 定	0
	期中考	0	期末考	30	隨堂考（小考）	5
	書面報告（含小組 或個人）	5	課堂參與	10	心得或作業撰寫	40
	口頭報告（含小組 或個人）	10	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	<p>說明： Your final grade for the semester will be based on the quizzes, assigned writings, participation, attendance, and the final exam. Finish the assigned reading and be prepared to ask questions and join the discussions in class. Extra credits will be given to those active participants.</p> <p>備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。</p>					
學習規範	<p>1. Attendance &amp; class participation: Absences and lateness are strongly discouraged; points will be taken out from your final grade accordingly. Each student will be given a quota of one lateness and one absence; afterwards, one point will be taken out from the final grade for each lateness, while three points for each absence. If you come into classroom 20 minutes late, it will be regarded as absence from, not lateness for, the class. Attendance will be taken at the beginning of each period; if you are not present at that time but come late, it is your responsibility to make sure you receive partial credit for your attendance. You will automatically fail this class if you miss one-third of the classes throughout the semester.</p> <p>2. Written assignments: Along with the reading of Shakespearean plays, you will write four journals (typed and double-spaced, each with 600 words minimum) and a short report where you shall include a one-page summary of an article from an academic periodical (not a chapter or an essay from a book) about one of the plays we read this semester, and a one-page response to that article. You shall upload the electronic file of your assignment on iCAN by the deadline, and hand in its hard copy in class. It's extremely important to do your own work; presenting others' writing and ideas as though they were your own is a serious error (some may say an academic 'crime'). Intentional and unintentional plagiarisms are not acceptable. When</p>					

	using secondary sources, you must include parenthetical citations for all paraphrasing and quoting, as well as a list of works cited at the end. <b>YOU WILL AUTOMATICALLY FAIL THIS COURSE IF YOU PLAGIARIZE!</b>
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#### **LC004. Memory and Place in Modernist Fiction [現代小說中的記憶與空間]**

**3 credits**

**Dr. Raphael Schulte/Ms. Wen-ling Su**

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature**

**Course Description:** This course explores memory issues in the novels of four modernist writers: Marcel Proust, James Joyce, Virginia Woolf, and Jean Rhys. A historical survey of early twentieth-century memory discourses, notably those proposed by William James, Henri Bergson, Sigmund Freud, and Walter Benjamin, is presented to shed light on the cultural contexts of these fiction works. An attempt is also made to introduce multidisciplinary approaches to memory, such as psychoanalysis, sociology, cognitive psychology, narrative and identity construction. The city landscapes in these memory narratives are highlighted to examine the dialectic between place and memory.

#### **Teaching Objectives:**

1. To acquaint students with the discursive conventions of Modernist fiction;
2. To help students understand a wide range of issues related to memory in literary and cultural studies;
3. To introduce multidisciplinary approaches in current memory research.

#### **Grading:**

Four journal entries (3 pages each)	75%
Quizzes, presentations and participation	25%

#### **Requirements:**

1. **Attendance Policy:** Students are allowed **two** absences, for whatever reason, without grade deduction. An additional absence will result in failure of the course.
2. **Group Presentation:** Each group needs to sign up for a theory presentation. In addition to summarize the main points of an essay provided by the instructor, you need to try to apply the theoretical concepts to the text under discussion at that time or prepare examples of your own. Each presentation will take 20-25 minutes (roughly about five minutes each person).

3. **Assignments:** Each journal entry has to analyze a memory issue in one of the texts discussed in class. One of the four entries could be an autobiographical memory of your own or a short fiction that probes an aspect of human memory.

**Literary Texts:**

Joyce, James. *A Portrait of the Artist as a Young Man*.

Proust, Marcel. "Combray" in *Swann's Way*. (*In Search of Lost Time*. Vol. I)

Rhys, Jean. *Voyage in the Dark*.

Woolf, Virginia. *Mrs. Dalloway*.

**Tentative Schedule**

W1	2/20	- <b>General Introduction:</b> modernism & memory, place and memory --James, William. "The Stream of Consciousness," <i>Principles of Psychology</i> , 1890 (Middleton, I: 27-36) *Joyce, "The Sisters" and "A Painful Case," <i>Dubliners</i>
W2	2/27	- <b>Proust vs. Bergson</b> --Bergson on memory *Proust, <i>Swann's Way</i> (pp. 1-55)
W3	3/6	--Voluntary/involuntary memory *Proust, <i>Swann's Way</i> (pp. 55-121)
W4	3/13	-- <b>Proust vs. Freud</b> --Freud, "Screen Memories" *Proust, <i>Swann's Way</i> (pp. 121-188)
W5	3/20	--Freud, from <i>Beyond the Pleasure Principle</i> *Proust, <i>Swann's Way</i> (pp. 188-224)
W6	3/27	--Freud, "The Uncanny" *Proust, <i>Swann's Way</i> (pp. 224-262).
W7	4/3	Spring Break
W8	4/10	- <b>Cognitive psychology</b> --Tulving, "Episodic Memory." *Joyce, <i>A Portrait of the Artist as a Young Man</i> (Part I)
W9	4/17	- <b>Narrative and Identity</b> --Bruner, "The 'Remembered' Self." --Vice, "Literature and the Narrative Self." *Joyce, <i>Portrait</i> (Part II)
W10	4/24	- <b>Sociology</b> --Halbwachs, collective memory *Joyce, <i>Portrait</i> (Parts III, IV)

W11	5/1	--Sites of remembrances *Joyce, <i>Portrait</i> (Part V)
W12	5/8	- <b>Trauma theory</b> -- Freud, "Mourning and Melancholia." *Woolf, <i>Mrs. Dalloway</i> (pp. 3-56)
W13	5/15	--van der Kolk and McFarlane, "The Black Hole of Trauma." *Woolf, <i>Mrs. Dalloway</i> (pp. 56-130)
W14	5/22	--Schacter, "The Memory Wars" *Woolf, <i>Mrs. Dalloway</i> (pp. 130-194)
W15	5/29	- <b>Spatial Memory</b> --Williams, "The Metropolis and the Emergence of Modernism." *Rhys, <i>Voyage in the Dark</i>
W16	6/5	- <b>Walter Benjamin</b> --Buck-Morss, "Mythic History: Fetish," from <i>The Dialectics of Seeing: Walter Benjamin and the Arcades Project</i> . *Rhys, <i>Voyage in the Dark</i>
W17	6/12	- <b>Modernism and Gender</b> -- Benjamin on "flâneur" *Rhys, <i>Voyage in the Dark</i>
W18	6/19	Course portfolio due.

## References

- Brown, Dennis. *The Modernist Self in Twentieth-Century English Literature: A Study in Self-Fragmentation*. New York: St. Martin's Press, 1989.
- Bruner, Jerome. "The 'Remembered' Self." *The Remembering Self: Construction and Accuracy in the Self-Narrative*. Eds. Ulric Neisser and Robyn Fivush. Cambridge: Cambridge UP, 1994. 41-54.
- Buck-Morss, Susan. "Mythic History: Fetish," from *The Dialectics of Seeing: Walter Benjamin and the Arcades Project*. Cambridge: MIT Press, 1989.
- Middleton, Tim, ed. *Modernism: Critical Concepts in Literary and Cultural Studies*. 5 vols. London: Routledge, 2003.
- Parsons, Deborah L. *Streetwalking the Metropolis: Women, the City and Modernity*. Oxford: Oxford UP, 2000.
- Schacter, Daniel L. "The Memory Wars." *Searching for Memory: the Brain, the Mind, and the Past*. New York: BasicBooks, 1996. 248-279.
- Schama, Simon. *Landscape and Memory*. New York: Vintage, 1996.
- Thacker, Andrew. *Moving Through Modernity: Space and Geography in Modernism*. Manchester: Manchester UP, 2003.

Tulving, Endel. "Episodic Memory: From Mind to Brain." *Annual Review of Psychology* 53 (Feb. 2002): 1-25.

van der Kolk, Bessel A. and Alexander C. McFarlane. "The Black Hole of Trauma." *Literary Theory: An Anthology*. 2<sup>nd</sup> ed. Eds. Julie Rivkin and Michael Ryan. Oxford: Blackwell, 2004. 487-502.

Vice, Samantha. "Literature and the Narrative Self." *Philosophy* 78.303 (2003): 93-108.

Williams, Raymond. "The Metropolis and the Emergence of Modernism." Booker, Peter, ed. *Modernism/Postmodernism*. New York: Longman, 1992. 82-94.

### LC005. Modern Prose With Practice[現代散文及習作]

3 credits

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

For Sophomores and above

Class size: 60

課程學習目標		<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>		
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/19	課程說明與介紹	課程說明與介紹	
2	02/26	現代散文概論	定義與分類 藝術與構成	
3	03/05	現代散文概論	類型介紹	
4	03/12	報導文學	概論	
5	03/19	報導文學	篇章講述	
6	03/26	報導文學	討論報告/習作	
7	04/02	飲食散文	概論	
8	04/09	飲食散文	篇章講述	
9	04/16	期中考	期中考	

10	04/23	旅遊文學	概論			
11	04/30	旅遊文學	篇章講述			
12	05/07	旅遊文學	討論報告/習作			
13	05/14	自然寫作	概論			
14	05/21	自然寫作	篇章講述			
15	05/28	自然寫作	討論報告/習作			
16	06/04	懷舊散文	概論與篇章講述			
17	06/11	懷舊散文	討論報告/習作			
18	06/18	期末考	期末考			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	40	影片欣賞	0	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	20
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	20	個別指導	0	其他	0	
說明：						
課程教材 Course Material	自編講義					
教科書	自編講義					
參考書目 Reference	<p>參考書籍中國散文小說史，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、陳大為主編，二魚文化</p> <p>天下散文選，陳大為主編，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  未竟的探訪：瞭望文學新版圖，張瑞芬，麥田  走近繆斯——怎樣閱讀文學作品，魏新磊等，開封：河南大學  放飛心靈——散文導讀，胡山林等，開封：河南大學  散文啟蒙，趙衛民，名田  散文美學論稿，張智輝，北京：中國社會科學  臺灣當代旅行文選，胡錦媛編，二魚文化  臺灣醫療文選，焦桐編，二魚文化  臺灣飲食文選（I、II），焦桐編，二魚文化  臺灣自然寫作選，吳明益編，二魚文化  五十年來臺灣女性散文，張瑞芬，麥田出版  關於寫作：一隻鳥接著一隻鳥，安·拉莫特，晴天出版  心靈寫作：創造你的異想世界，娜坦莉·高柏，心靈工坊</p>						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	25	期末考	25	隨堂考（小考）	0
	書面報告（含小組或個人）	10	課堂參與	10	心得或作業撰寫	20
	口頭報告（含小組或個人）	10	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明：					
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	文章請事先閱讀，繳交閱讀筆記。 作業請勿遲交（遲交不計分）、請勿抄襲，若有抄襲，一律零分。					



### Advanced Language Studies Courses

**LS001. Teaching Chinese [華語教學]**

**3 credits**

Dr. Emmie Lee  
 For Juniors and above  
 Class size: 40  
 Prerequisite: Introduction to linguistics

LS002. TESOL [英語教材教法] \*

3 credits  
 Dr. Chung-Pei Tsai <089966@mail.fju.edu.tw>  
 For Sophomore and above  
 Class size: 40

課程學習目標	<p>This is a 3-credit undergraduate course that aims to help students develop methodological techniques that coordinate instructional practice with theories on language learning. Through lectures, readings, and discussions, we will identify theories and principles about how English is learned and taught as well as develop criteria for designing culturally/linguistically responsive and creative lessons.</p> <p>Students enrolled in this class are <u>required</u> to offer on-site after-school tutoring to students at Kao-Tai Elementary School every Monday or Friday (TBD) afternoon 4:00-5:50 p.m.</p> <p>Specific objectives of this course are to help students:</p> <ul style="list-style-type: none"> <li>• familiarize with theories and practices on language learning,</li> <li>• learn methodological approaches and techniques on language teaching,</li> <li>• design creative lessons that are culturally and linguistically responsive,</li> <li>• gain hands-on teaching experiences and problem-solving skills through service learning,</li> <li>• develop communicative and teamwork skills through cooperation and collaboration,</li> <li>• and become effective and reflexive language teachers by receiving feedback from peers/teacher and by constantly and critically reflecting on their teaching philosophy and practices.</li> </ul>			
先修課程				
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark



1	02/21	Introduction and orientation				
2	02/28	Holiday				
3	03/07	Contexts of language learning and methodological history of language teaching				
4	03/14	Understanding your English learner: Motivation and teaching by principles				
5	03/21	Form-focused instruction and communicative language teaching				
6	03/28	Integrating the four skills: Content-based instruction and task-based instruction				
7	04/04	The role of L1 and C1: Culturally relevant pedagogy				
8	04/11	Curriculum design: Planning your lesson				
9	04/18	Teaching students to comprehend spoken English				
10	04/25	Teaching oral communicative skills				
11	05/02	Teaching reading comprehension				
12	05/09	Teaching writing				
13	05/16	Computer assisted language learning				
14	05/23	Cooperative learning				
15	05/30	Grouping				
16	06/06	Classroom management				
17	06/13	Language assessment				
18	06/20	Wrapping up: Teacher development and social responsibility				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	影片欣賞	0	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	20
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	30	個別指導	0	其他	0	
課程教材 Course Material	<i>Teaching by Principles</i> 3rd Ed. (敦煌)					

教科書	<i>Teaching by Principles</i> 3rd Ed. (敦煌)					
參考書目 Reference	<i>Teaching by Principles</i> 3rd Ed. (敦煌)					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	30	個案分析報告撰寫	0
	專題發表	0	課堂實作演練	0	專業團體之證照檢 定	0
	期中考	0	期末考	0	隨堂考 (小考)	15
	書面報告 (含小組 或個人)	0	課堂參與	15	心得或作業撰寫	0
	口頭報告 (含小組 或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0	Leading discussion	20	Lesson Plan	20
	說明： ●Participation: 15% ●Quizzes: 15% ●Leading discussion: 20% ●Lesson Plan: 20% ●Teaching/reflection Portfolio: 30%					
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	Students are expected to consistently attend class, do required readings, write weekly teaching reports, actively participate in discussions, make a lesson plan (an individual project), collaborate with peers by leading a discussion, and turn in a teaching portfolio that contains a statement of your teaching philosophy, your weekly teaching reports, and a reflection showing your progress as an effective and critical language teacher. The first moral lesson for you (as a teacher) to learn in class is academic honesty and responsibility. That is to say, plagiarism (using other people's ideas without referencing the sources) and more than 3 absences are not permitted and will lead to a failing final grade. Unexcused absence and late work will result in grade penalties (five points off from the final grade for each absence; one point off per day for late work).					

### LS003. Picture Books: Literature and Pedagogy [圖畫書欣賞與教學應用]

3 credits

Ms. Jane Yang < jonathan19980923@yahoo.com.tw >

For Juniors and above

Class size: 40

**Prerequisite: Introduction to linguistics**

課程學習目標		From extensive reading, students will learn how to appreciate picture books and also how to apply picture books in their present and/or future teaching.		
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/18	Course introduction / The definition of picture book		
2	02/25	Historical overview / The prestigious picture book awards	Millions of Cats p76 The Snowy Day p42	
3	03/04	Books for the very young / Alphabet books	The Story of Little Babaji p293	
4	03/11	Picture books and children's development	The Story of Ferdinand p277 Chicka Chicka Boom Boom p15	G1
5	03/18	Famous picture book characters	The Letter P48 Owen p265	G2
6	03/25	Teaching Application	Good Night Moon p34 Freight Train p51	G3
7	04/01	Author Study	Titch p103 Good Night, Gorilla p133	G4
8	04/08	Author Study	Ten, Nine, Eight p203 Winnie-the-Pooh p160	Journal (1)
9	04/15	Author Study	The Story of Babar p180	G5
10	04/22	Author Study	Make Way for Ducklings p55	G6
11	04/29	Books about "Friendship"	Curious George p88	G7
12	05/06	Books about "Self-Identity"	Petunia p218 Harry the Dirty Dog p249	G8
13	05/13	Books about the "Environment"	The Sneetches p281 Amelia Bedelia p235	
14	05/20	Fairy Tale variation	The Stinky Cheese Man p178 Swimmy p23	
15	05/27	Picture books and Movie	Where the Wild Things Are p106	Journal (2)
16	06/03	Picture books and Movie	Stellaluna p208	
17	06/10	Final project presentation		
18	06/17	Final project presentation		

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%	
	講述	50	影片欣賞	20	討論	30	
	個案研討	0	服務學習	0	問題導向學習	0	
	競賽遊戲	0	專家演講	0	專題實作	0	
	電子教學	0	體驗教學	0	角色扮演實境教學	0	
	競賽讀書會	0	產業實習	0	自主學習	0	
	對話教學法	0	樣本觀察	0	校外參訪	0	
	實作教學	0	個別指導	0	其他	0	
課程教材 Course Material	This course aims to offer students an introduction to a special genre of children's literature - picture books. Course contents include: the history and definition of picture books, prestigious awards, picture books and children's development, classic picture books, famous picture book characters and teaching with picture books... etc. Picture books about various topics and works of prominent authors will be presented in class as well.						
教科書	<i>The 20th Century Children's Book Treasury</i> ( selected by Janet Schulman / KNOPF)						
參考書目 Reference	<i>Children's Books and Their Creators</i> (edited by Anita Silvey / Houghton Mifflin Company) <i>A Critical Handbook of Children's Literature</i> (Rebecca J. Lukens / Pearson Education, Inc.) <i>Artist to Artist</i> (Philomel Books)						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%	
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0	
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0	
	期中考	0	期末考	0	隨堂考(小考)	0	
	書面報告(含小組或個人)	30	課堂參與	10	心得或作業撰寫	20	
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0	
	參加競賽	0	展演	0	筆記	20	
	其他	0					
	說明：						
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。						

學習規範	<p>Students have to participate actively in class discussion and keep a reading journal. One group report and one individual final project are required.</p> <p>Group presentation: Each group will research on an assigned author and present the results to the whole class. Time limit: 50-60 minutes Reading journal should include: book info, brief summary, personal reflection or application ideas. Individual project: possible topics--author study, picture book application report, research paper.</p>
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**Advanced writing: Required courses for Seniors.**

**Please take one of the followings.**

**AW001. News English II [新聞英文 (二)]**

**2 credits**

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

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

課程學習目標	<p>This course is designed to give students practical writing instructions in journalistic report writing. Students are encouraged to improve their writing skills even when facing deadlines. Besides writing methods, students are advised not to use poorly structured sentences which could kill readers' interests.</p> <p>Students will read current news clips and discuss the writing skills of stories. Lectures of how to write a newsworthy story which would grab the attention of readers.</p> <p>Story writing practice in and outside of classroom. News report assignments would on campus events as practical exercises.</p> <p>Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.</p>
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**授課進度 Course Progress Outline**

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/19	Introduction		
2	02/26	Writing the hard news		
3	03/05	Writing the soft news		
4	03/12	Reporting on accidents		

5	03/19	News Stories				
6	03/26	News Stories				
7	04/02	CNN news reports				
8	04/09	CNN news reports				
9	04/16	Feature stories				
10	04/23	Feature stories				
11	04/30	Obitaries				
12	05/07	Obitaries				
13	05/14	General rules				
14	05/21	Specific rules				
15	05/28	Opinions				
16	06/04	Editorials				
17	06/11	Reviews				
18	06/18	Reports				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	影片欣賞	0	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	20
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	20	個別指導	20	其他	0	
<p>說明：This course is designed to give students practical writing instructions in journalistic report writing. Students are encouraged to improve their writing skills even when facing deadlines. Besides writing methods, students are advised not to use poorly structured sentences which could kill readers' interests.</p> <p>Students will read current news clips and discuss the writing skills of stories. Lectures of how to write a newsworthy story which would grab the attention of readers.</p> <p>Story writing practice in and outside of classroom. News report assignments would on campus events as practical exercises. Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.</p>						
課程教材 Course Material	Morenberg, Max & Jeff Sommers. <i>The Writer's Options: Lessons in Style and Arrangement</i> 8th ed. New York: Longman 2010.					
教科書	Morenberg, Max & Jeff Sommers. <i>The Writer's Options: Lessons in Style and Arrangement</i> 8th ed. New York: Longman 2010.					
參考書目 Reference	Morenberg, Max & Jeff Sommers. <i>The Writer's Options: Lessons in Style and Arrangement</i> 8th ed. New York: Longman 2010.					
學習評量 Learning	方法 Method	%	方法 Method	%	方法 Method	%

Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	20	
	專題發表	0	課堂上實作演練	20	專業團體之證照檢定	0	
	期中考	20	期末考	20	隨堂考（小考）	0	
	書面報告（含小組或個人）	20	課堂參與	0	心得或作業撰寫	0	
	口頭報告（含小組或個人）	0	面試或口試	0	自評與小組互評	0	
	參加競賽	0	展演	0	筆記	0	
	其他	0					
	說明：						
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。						
學習規範	<p>Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardiness equal to one absence. Tardiness past 20 minutes after class has begun is counted as one absence. Three absences will lead to zero percentage points for attendance and participation.</p> <p>As part of your participation grade, there will be quizzes on different information that you have learned throughout the semester. No make-up quizzes will be administered in the case of unexcused absences</p>						

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

2 credits

Ms. Xinxin Du

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<ol style="list-style-type: none"> <li>1. Students shall understand the practice/ theories and essence of translation.</li> <li>2. Students shall be able to write/read English and Chinese correctly.</li> <li>3. Students shall be able to tell the linguistic and cultural differences between Chinese and English.</li> <li>4. Students shall be able to produce correct, understandable, acceptable, and readable target text in Chinese.</li> <li>5. Students shall be able to translate articles from a variety of textual categories with the translation skills they have acquired.</li> <li>6. Students shall be able to deal with a wide range of materials in</li> </ol>
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accordance with proper Chinese writing styles.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1		Translation assessment.		
2		Exercise: Tourism-related material I.		
3		Exercise: Tourism-related material II.		
4		Exercise: News-related material I.		
5		Exercise: News-related material II.		
6		Exercise: Literature I.		
7		Exercise: Literature II.		
8		Translation theories and practice I.		
9		Translation theories and practice II.		
10		Midterm		
11		Exercise: General-interest journalism I.		
12		Exercise: Health-related material I.		
13		Exercise: Health-related material II.		
14		Exercise: General-interest journalism I.		
15		Group Project (Subtitling): Discussion		
16		Group Project (Subtitling): Practice		
17		Group Project (Subtitling): Presentation		
18		Final		

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	影片欣賞	5	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	10	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	40	個別指導	5	其他	0	

說明：



課程教材 Course Material	Handouts, Video Clips					
參考書目 Reference	Jeremy Munday. <i>Introducing Translation Studies: Theories and Applications</i> , London and New York: Routledge, 2002					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	20	期末考	20	隨堂考（小考）	0
	書面報告(含小組或個人)	20	課堂參與	20	心得或作業撰寫	20
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明：					
學習規範	<p><b>Grading Policy:</b></p> <p><b>(1) Class attendance and participation</b> Regular attendance and contribution to discussion are recommended. If any student has to ask for leave, he or she is required to submit an explanation <b>by email or in person.</b></p> <p><b>(2) Exercises in class</b> All translation exercises, including error-finding, text-analyzing, paragraph-based practice and presentation, are required to <b>be completed individually or in groups in class.</b> Students are required to bring a dictionary to class and do the exercises either with assistance from the lectures and handouts in class or by working with their partners. All the exercises are graded according to the performance of each individual or group.</p> <p><b>(3) Assignments</b> All assignments are required to <b>be completed</b> and turned in five days after they are announced. The instructor should be notified by email of any potential late submission. Assignments turned in late without prior notification of the instructor will not be accepted and graded.</p>					

	<p><b>(4) Mid-term Exam</b> <b>(5) Final Exam</b></p> <p>The final grade will be determined by: attendance and classroom participation: 20%; exercises in class: 20%; assignments 20%; midterm 20%; final examination 20%.</p>
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**AW003. Business English Writing II [商務英文 (二)]**

**2 credits**

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

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

課程學習目標	<p>This course will expose students to the basics of written English communication in business and to assist them in the development of the skills needed to write good business communications.</p> <p>The contents of this course include a good deal of background information, writing principles, related commercial terminologies, the courteous wording, and various sample letters study.</p>			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/20	Orientation 上課內容, 評分方式	Orientation 上課內容, 評分方式	
2	02/27	Sales Letter (advanced) 進階銷售信函	老師補充	
3	03/06	Complaint Letter 報怨信函寫作	Unit 7	
4	03/13	How to deal with complaints 處理報怨	Unit 7	
5	03/20	Employment Application (1/2) 英文履歷表寫作 (上)	Unit 15	
6	03/27	Employment Application (2/2) 英文履歷表寫作 (下)	Unit 15	
7	04/03	Memo Writing 備忘錄寫作	Unit 14	
8	04/10	學校調整放假	學校調整放假	
9	04/17	Midterm 期中考	Midterm 期中考	
10	04/24	Midterm review 期中考檢討	Midterm review 期中考檢討	

11	05/01	Collection Letter (1/2) 催收信函寫作 (上)	Unit 6			
12	05/08	Collection Letter (2/2) 催收信函寫作 (下)	Unit 6			
13	05/15	Business Contract (1/3) 英文貿易契約之一	老師補充			
14	05/22	Business Contract (2/3) 英文貿易契約之二	老師補充			
15	05/29	Business Contract (3/3) 英文貿易契約之三	老師補充			
16	06/05	Final exam 畢業考	Final exam 畢業考			
17	06/12	畢業班已結束課程	畢業班已結束課程			
18	06/19	畢業班已結束課程	畢業班已結束課程			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	50	影片欣賞	0	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	30	個別指導	0	其他	0
說明：						
課程教材 Course Material	<i>Commercial Correspondence</i>					
教科書	<i>Commercial Correspondence</i>					
參考書目 Reference	<i>Commercial Correspondence</i>					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	30	期末考	30	隨堂考 (小考)	0
	書面報告 (含小組或個人)	0	課堂參與	0	心得或作業撰寫	40
	口頭報告 (含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明： 備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100%					

2.學習評量與核心能力相關之說明亦可於此欄位中敘明。

學習規範

One point will be deducted for each late arrival; two points will be deducted for absence. Five points each week will be deducted for late assignment w/o written approval for leave.



### Professional Training Courses

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

2 credits

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

For Sophomores and above

Class size: 27

課程學習目標

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.

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.

#### 授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/18	Unit 1: Introduction and Preview	Course Overview	
2	02/25	Unit 1: Introduction and Preview	Translation Overview	
3	03/04	Unit 1: Introduction and Preview	Translation Skills	
4	03/11	Unit 1: Introduction and Preview	Translation Skills	
5	03/18	Unit 1: Introduction and Preview	Translation Skills	
6	03/25	Unit 1: Introduction and Preview	Translation Skills	
7	04/01	Unit 1: Introduction and	Translation Skills	

		Preview				
8	04/08	Spring Break	No Class			
9	04/15	Projects and Practice	Project 1			
10	04/22	Projects and Practice	Project 1			
11	04/29	Projects and Practice	Project 2			
12	05/06	Projects and Practice	Project 2			
13	05/13	Projects and Practice	Project 2			
14	05/20	Projects and Practice	Project 3			
15	05/27	Projects and Practice	Project 3			
16	06/03	Projects and Practice	Project 3			
17	06/10	Review and Conclusion	Review and Discussion			
18	06/17	Review and Conclusion	Review and Final Exam			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	影片欣賞	0	討論	30
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	50
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	0	個別指導	0	其他	0	
說明：						
課程教材 Course Material	Reference, Tool Books, and Worksheets					
教科書	賴慈芸（譯）（2005）。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。					
參考書目 Reference	Newmark, P. (1988). <i>A textbook of translation</i> . New York: Prentice Hall.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	10	專業團體之證照檢定	0
	期中考	0	期末考	10	隨堂考（小考）	10
	書面報告（含小組或個人）	0	課堂參與	0	心得或作業撰寫	50
	口頭報告（含小組或個人）	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0

	其他	0			
	說明：				
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。				
學習規範	<p>Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. In addition to assignments that cover various areas (business translation, film translation, journalistic translation, literary translation, and scientific and technical translation), the course also demands an oral presentation. Quizzes will be given to check students' learning.</p> <p><b>Attendance and Punctuality:</b> Students should attend each class on time. Your attendance record will definitely affect your final grade. (1) Three absences – either excused or unexcused – shall result in a failed grade for the course. (2) Each absence will lead to a 3% deduction of the final grade. (3) Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade. (4) When you enter into the classroom 20 minutes after the class starts (for each class period), you will be deemed as absent, not late.</p> <p><b>Translation Assignments</b> (1) You can download the assignment questions online. (2) You need to submit the assignment file before the deadline; the due date will be specified clearly once you check the EngSite assignment area.</p>				

**PT002. Introduction to Consecutive Interpretation: C to E [逐步口譯入門：中譯英]**

**2 credits**

**Dr. Carol Liu < zixuanl@yahoo.com >**

**For Juniors and above**

**Class size: 20**

課程學習目標	<p>The objective of this course is to introduce the basic ideas and practices of interpretation from English into Chinese.</p> <p>This course is designed to introduce to students the basics of interpretation and lay a foundation for their development of consecutive interpretation skills, focusing on interpreting English texts into Chinese.</p> <p>The course begins with describing the qualities and essentials of interpreters, followed by the introduction to the types of interpretation. Next, students will learn some basic skills for interpretation, including</p>
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information analysis, visualization and actualization, reasoning, logic and memory, etc. In addition, students will acquire note taking skills, expression techniques and interpretation principles. Finally, students will consolidate their learned skills through a series of hands-on interpretation experiences.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/22	Orientation and Knowing each other		
2	03/01	Essentials of Interpreters Types of interpretation		
3	03/08	Information Analysis		
4	03/15	Visualization and Actualization		
5	03/22	Reasoning, Logic and Memory		
6	03/29	Expression Techniques and Interpretation Principles		
7	04/05	National Holiday		
8	04/12	Note Taking (1)		
9	04/19	Note Taking (2)		
10	04/26	Midterm Exam		
11	05/03	Student speech and short CI		
12	05/10	Student speech and short CI		
13	05/17	Student speech and short CI		
14	05/24	Short Consecutive Interpretation (1)		
15	05/31	Short Consecutive Interpretation (2)/or Guest Speech		
16	06/07	Short Consecutive Interpretation (3)		
17	06/14	Final Exam		
18	06/21	Correction of Final Exam		

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	25	影片欣賞	0	討論	15
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	10	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0

	競賽讀書會	0	產業實習	0	自主學習	15
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	20	個別指導	15	其他	0
說明：						
課程教材 Course Material	No textbook is required; ppts, handouts and other teaching materials will be available on iCan for students to download.					
教科書	TBC					
參考書目 Reference	1. Gile, D. (1995). <i>Basic concepts and models for interpreter and translator training</i> . Amsterdam/Philadelphia: John Benjamins. 2. 劉敏華 (2008) 《逐步口譯與筆記》，台北：書林出版。 3. Pöchhacker, F. (2004). <i>Introducing Interpreting studies</i> . London, New York: Routledge. 4. Pöchhacker, F. and Shlesinger, M. (ed.) (2002). <i>The interpreting studies reader</i> . London: Routledge. 5. 楊承淑 (2008) 《口譯的訊息處理過程研究》。台北：輔仁大學出版社。					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	30	專業團體之證照檢定	0
	期中考	20	期末考	20	隨堂考（小考）	0
	書面報告（含小組或個人）	0	課堂參與	0	心得或作業撰寫	10
	口頭報告（含小組或個人）	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明： 備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	1. Students are strongly encouraged to participate in every class. Five absences without justified reasons may lead to fail of this course. 2. Students have to complete each assignment/task; late submissions will not be accepted.					

**PT004. Annual Play [年度大戲]**

**3 credits**

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

**For Freshmen and above**



**Class size: 30**

課程學習目標		<p>In this course students will enlarge their</p> <p>(1) understanding of themselves as creative and communicative personalities,</p> <p>(2) appreciation of acting as an interpretive art,</p> <p>(3) view of theater as a valuable indicator of culture and quality of life,</p> <p>(4) knowledge of the chosen play/ playwright and their cultural context, and</p> <p>(5) knowledge of play production.</p>		
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/20	Introduction to the course	Elements of drama/ theater	
2	02/27	Introduction to the author	Play rehearsal	
3	03/06	Discussion: analysis of the play	Play rehearsal	
4	03/13	Analysis: Language, motivation, setting; use of symbols	Play rehearsal	
5	03/20	Analysis: Dialogue, visual effects, and cultural context	Play rehearsal	
6	03/27	Scene Studios (10 min. skit) Play rehearsal	Play rehearsal	
7	04/03	Scene Studios (10 min. skit) Play rehearsal	Play rehearsal	
8	04/10	No class	Play rehearsal	
9	04/17	Scene Studios (10 min. skit) Play rehearsal	Play rehearsal	
10	04/24	Scene Studios (10 min. skit) Play rehearsal	Play rehearsal	
11	05/01	Tech rehearsal [whole week]	Play rehearsal	
12	05/08	Dress rehearsal [whole week]	Play rehearsal	
13	05/15	Formal Performance	Opening on Thurs.	
14	05/22	Reflections on production	Directing Skills and Acting on Stage	
15	05/29	Lecture on theater performances	Training focus: Short plays acting	
16	06/05	Lecture on theater performances	Training focus: Short plays acting	



**PT004. English for Academic Purposes [學術英文]**

**2 credits**

**Dr. Faith Yang < fujuyang74@gmail.com >**

**For Juniors and above**

**Class size: 35**

課程學習目標	<p>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 not only to the context of learning but also the core value of independent study. Therefore, apart from providing basic language skill training, the course will also 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.</p> <p>This course is designed for students who intend to study abroad for post-graduate degrees. Students are expected to carry out a research study on one of the eight topics pre-selected by the lecturer, 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.</p> <ul style="list-style-type: none"><li>- Matters of school application and test preparation will be discussed.</li><li>- Relevant academic skills such as producing research posters and giving seminar talks will be introduced.</li><li>- Various disciplines including psychology, neurolinguistics and cognitive neuroscience will be brought in as content areas for in-class discussions.</li></ul>			
先修課程	CC II			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/21	Ice-breaking & Course Orientation	Course requirements & What is EAP	
2	02/28	Poster Production (I)	Poster production essentials	
3	03/07	Poster Production (II)	Academic poster oral presentation	
4	03/14	Academic Listening (I)	Note-taking skills and marker phrases	

5	03/21	Academic Listening (II)	Tutorial & seminar	
6	03/28	Tutorial	Academic poster evaluation	
7	04/04	HOLIDAY		
8	04/11	Midterm Exam	Poster Presentation	
9	04/18	Academic Reading (I)	Academic reading key skills & strategies for reading academic texts	
10	04/25	Academic Reading (II)	How to read an academic article	
11	05/02	Academic Speaking (I)	Key skills	
12	05/09	Academic Speaking (II)	Rhetorical functions in academic speaking	
13	05/16	Academic Speaking (III)	Panel Discussion	
14	05/23	Academic Writing (I)	Academic Writing basic skills & Graph description	
15	05/30	Academic Writing (II)	Features of academic writing	
16	06/06	Academic Writing (III)	Academic vocabulary	
17	06/13	English Proficiency Exams & Studying Abroad	TOEFL & IELTS	
18	06/20	Final Exam	Graph description & the presentation	

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	30	影 片 欣 賞	5	討 論	30
	個 案 研 討	0	服 務 學 習	0	問 題 導 向 學 習	0
	競 賽 遊 戲	0	專 家 演 講	0	專 題 實 作	15
	電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	0
	競 賽 讀 書 會	0	產 業 實 習	0	自 主 學 習	0
	對 話 教 學 法	0	樣 本 觀 察	0	校 外 參 訪	0
	實 作 教 學	15	個 別 指 導	5	其 他	0

說明：

課程教材 Course Material	- Course slides - Hand-outs - Webcast
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教科書	Edward de Chazal, Sam McCarter, Louis Rogers, and Julie Moore. 2012. <i>Oxford EAP</i> , Oxford University Press.
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參考書目 Reference	Edward de Chazal, Sam McCarter, Louis Rogers, and Julie Moore. 2012. <i>Oxford EAP</i> , Oxford University Press.
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學習評量 Learning	方法 Method	%	方法 Method	%	方法 Method	%
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Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0	
	專題發表	40	課堂上實作演練	15	專業團體之證照檢定	0	
	期中考	0	期末考	0	隨堂考（小考）	0	
	書面報告（含小組或個人）	0	課堂參與	15	心得或作業撰寫	15	
	口頭報告（含小組或個人）	15	面試或口試	0	自評與小組互評	0	
	參加競賽	0	展演	0	筆記	0	
	其他	0					
	說明：Attendance & participation: 30% Group Poster Production & Presentation (A0 size) 40% Graph Description (written assignment + oral presentation) 30%						
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。						
學習規範	<p>The course will be lectured in English and the teaching content is academically oriented. Students are expected to be competent English users, having reasonable control of the language to participate the class.</p> <ul style="list-style-type: none"> <li>•Credits cannot be earned without decent attendance.</li> <li>•There will be a 5-minute grace period at the beginning of each class.</li> <li>•Tardiness beyond the 5-minute grace period will be classified as “excused” or “unexcused” lateness.</li> <li>•2 unexcused tardies equal 1 unexcused absence. 3 unexcused absences will lead to failing the course.</li> <li>•Excused absence must be supported by proper documentations.</li> </ul>						

### PT005. Creative Business Presentation [創意商務簡報]

2 credits

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

For Juniors and above

Class size: 40

課程學習目標	<p>This course aims to introduce you more advanced business presentation skills and basics about marketing in a global context. You will learn about</p> <ol style="list-style-type: none"> <li>1.Business Presentation Practices</li> <li>2.10 Topics about Marketing</li> <li>3.Possibilities to apply what you have learned in literature courses in producing creative marketing campaigns.</li> </ol> <p>The Syllabus, grading policy, and classroom ethics will be jointly decided by all students and the instructor in the first class meeting.</p>
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先修課程		Speech and Debate		
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/18	Course Orientation	Unit 1: The Role of Marketing TOEIC Pre-test	
2	02/25	Auditing and Marketing Objectives	1. Your M-concept presentations 2. Unit 2: Marketing Plan 1	
3	03/04	Marketing Strategy and Tactics	Unit 3: Marketing Plan 2	
4	03/11	International Customer and Communications	Unit 4: Marketing to Int'l Customers	
5	03/18	Market Research	Unit 5 Your M-plan meeting presentations	
6	03/25	Various Business Presentations	Effective Meetings, Progress Reports, Survey Reports, M-plan	Your Mplan
7	04/01	Review U1-5	Marketing Plan Presentations	
8	04/08	--Spring Break Holiday--	--Spring Break Holiday--	
9	04/15	Marketing Plan Presentation Instructions & Demo	Case Study 1: Green Sports Car	
10	04/22	Case Study 2: Union Direct Ethical	U5--M Survey & Research for PBL	
11	04/29	New Product Development and Branding	Unit 6: NPD & Branding	Int'l CCI ppt due
12	05/06	Group Reports on Int'l Culture & Creative Industry	Group Reports on Int'l Culture & Creative Industry	
13	05/13	Product Launch & Promotion	Unit 7: Product Launch	
14	05/20	Product Launch & Promotion	Promotional Mix Video: Integrated Marketing	Creative Marketing Campaign Proposal
15	05/27	Unit 8: Digital Marketing	Unit 8: Digital Marketing Case Study 3: Guide Book Publisher on line	
16	06/03	Unit 9: Agencies and Suppliers	writing a copy *TOEIC Post-test	
17	06/10	Unit 10: Exhibitions and Events	Unit 10: Exhibitions and Events	

18	06/17	Creative Marketing Contest		Final Presentations			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%	
	講述	15	影片欣賞	10	討論	10	
	個案研討	15	服務學習	0	問題導向學習	0	
	競賽遊戲	0	專家演講	5	專題實作	20	
	電子教學	0	體驗教學	0	角色扮演實境教學	10	
	競賽讀書會	0	產業實習	5	自主學習	10	
	對話教學法	0	樣本觀察	0	校外參訪	0	
實作教學	0	個別指導	0	其他	0		
說明： 1. Lectures & role play 2. pair and group discussions 3. Case studies & analyses 4. Business Presentations 5. Marketing Activities							
課程教材 Course Material	Robinson, Nick. <i>Cambridge English for Marketing</i> . Cambridge: Cambridge University Press, 2010. Print.						
教科書	Robinson, Nick. <i>Cambridge English for Marketing</i> . Cambridge: Cambridge University Press, 2010. Print.						
參考書目 Reference	周德禎主編。《文化創意產業理論與實務》，台北：五南，2011。Print。 林炎旦主編<<文化創意產業國際經典論述>>台北市:師大書苑,2010 李錫東 <<文化產業的行銷與管理>>台北市:宇河文化出版公司 <i>UNESCO Handbook on Creative Industries</i>						
教學平台網址	<a href="http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html">http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html</a>						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%	
	課堂之前測	5	學生表現側寫報告	0	個案分析報告撰寫	0	
	專題發表	30	課堂上實作演練	25	專業團體之證照檢定	5	
	期中考	0	期末考	0	隨堂考(小考)	0	
	書面報告(含小組或個人)	10	課堂參與	10	心得或作業撰寫	0	
	口頭報告(含小組或個人)	15	面試或口試	0	自評與小組互評	0	
	參加競賽	0	展演	0	筆記	0	
	其他	0					
說明： 10% I— Attendance & participation (no. 11) 10% I—CV (no.10) 10% G—Marketing Concept ppt & presentation (No 5)							

	<p>15% G – Marketing Plan (No.5- 5% ppt. 10% process: auditing, meeting minutes, objectives, etc.)</p> <p>30% G – Creative Marketing Campaign (no.4--10% Creative Application of Literature in Marketing )</p> <p>15% G – International Culture and Creative Industry Report (No.13)</p> <p>(No. 1, 6) TOEIC pre &amp; post tests--option to be decided in class</p> <p>備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100%</p> <p>2.學習評量與核心能力相關之說明亦可於此欄位中敘明。</p>
學習規範	<p>1. If you fail to show up for the first class, you will not be able to take the course. 第一週缺課者喪失修課資格。</p> <p>2. Attendance, class participation and discussions: Attendance is required. 3 unexcused absences will constitute reason for failing this course. Grades will be lowered after the third absence. Three lates equal one absence. One point will be deducted from your final grade if you are late for 10 minutes. Sick leaves require a doctor’s document and official leaves require prior request for permission. 請準時出席上課.缺席課程三分之一或曠課三次依校規須扣考。病假須醫師證明，事假公假須事先申請核可。</p> <p>3. To ensure that all your assignments are collected and recorded safely, please turn in your assignments to i-CAN on time. Do not send them to the instructor’s mailbox as they may get lost or jammed. Please contact the instructor or TA in advance if you encounter problems. 請準時上傳作業。</p> <p>4.The department requires a zero tolerance policy against plagiarism – copying other people’s ideas or sentences without proper documentation. Plagiarized texts will result in zero or even failing of the course. If you find something useful online and want to use it, please check the following explanation about plagiarism and how to avoid it. 抄襲之作業以零分計算。 <a href="http://ce.etweb.fju.edu.tw/ceweb/aiedl/no_plagiarism.ppt">http://ce.etweb.fju.edu.tw/ceweb/aiedl/no_plagiarism.ppt</a>)</p> <p>5. Please let the instructor know if you have problems so that we can solve them together. Please do not wait until the end of the semester as complaining at the end won’t help us benefit from the course. 有問題歡迎及時反映，以便及時解決，請勿等到期末。</p>

**PT006. Web Design [網頁設計概論]**

**2 credits**

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

**For Juniors and above**

**Class size: 40**



課程學習目標	<p>Objectives:</p> <p>The goal of this course is to prepare students with the ability to work on Internet related projects. This course will achieve this by providing our students the knowledge of Website Design and Development, and its related knowledge domain capabilities.</p> <p>This course will focus on:</p> <ol style="list-style-type: none"> <li>1. Introducing the entry level knowledge of Website Development, including HTML and CSS.</li> <li>2. Useful tooltips including Website Best Practices (clean coding, performance evaluation, using Dreamweaver and Photoshop)</li> <li>3. Case studies of website - general guidelines and rules.</li> </ol> <p>On completion of the course learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Create a web page including text, images and hyperlinks</li> <li>2. Understand the basics of HTML</li> <li>3. Use CSS for advanced formatting of web pages</li> <li>4. Create a three-page website that includes navigation links, headings for each page and links</li> </ol>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/20	Introduction to web	Course Overview; Information Literacy	
2	02/27	Graphic Design	Overview & Grid System & case study	
3	03/06	Photoshop	Introduction and Overview; Creative Commons	
4	03/13	Photoshop	graphic design & create mockups	
5	03/20	Photoshop	images animation & slicing , create web pages	
6	03/27	Building a web page	Building a web page	
7	04/03	Building a web site	Building a web site	
8	04/10	Introduction to CSS	CSS	
9	04/17	Midterm Exam	In-class Lab Exam	
10	04/24	Website Design and Planning	Create Style guide	
11	05/01	CSS tutorial	CSS tutorial	

12	05/08	Advanced HTML	Advanced HTML			
13	05/15	Dreamweaver	Introduction and Overview			
14	05/22	Dreamweaver	basic layout & editing			
15	05/29	Dreamweaver	practices & case study			
16	06/05	Dreamweaver	practices & case study			
17	06/12	Best Practices	Best Practices			
18	06/19	Final	Final Project Presentation			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	影片欣賞	0	討論	0
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	10	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	10
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	50	個別指導	0	其他	0
說明：						
課程教材 Course Material	examples and online materials					
教科書	There are a lot of examples and learning websites online for us to learn from.					
參考書目 Reference	There are a lot of examples and learning websites online for us to learn from.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	40	專業團體之證照檢定	0
	期中考	15	期末考	0	隨堂考(小考)	10
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	0
	口頭報告(含小組或個人)	35	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
說明：						
備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100%						
2.學習評量與核心能力相關之說明亦可於此欄位中敘明。						

學習規範	<p>I. Attendance and Punctuality: Students should attend each class on time. Your attendance record will affect your final grade.</p> <p>(1) Three absences* shall result in a failed grade for the course.</p> <p>(2) Each absence will lead to a 3% deduction of the final grade.</p> <p>(3) Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade.</p> <p>(4) When you enter into the classroom 20 minutes after the class starts (for each class period), you will be deemed as absent, not late.</p> <p>II. Deadlines and Late Assignment Policy</p> <p>Unless deadlines are changed verbally in class or over email, the due dates for assignments and presentations are as indicated on EgnSite assignment list.</p> <p>No late assignments will be accepted without prior arrangements made with the instructor.</p> <p>III. Any act of plagiarism or cheating will lead to failing the course.</p>
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**PT007. Service Learning and Internship [服務學習與實習] \***

**2 credits**

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

**For Junior and above**

**Class size: 20**

課程學習目標	<p>In this 2-credit course, you enter the workplace of elementary school teaching as service learners in order to</p> <p>1. understand what the teaching job involves and how it relates to your life goals and career potentials;</p> <p>2. utilize the English abilities and professional knowledge acquired at school, while developing through service learning the professional skills of interpersonal communication, problem-solving and adapting to new environment, and</p> <p>3. Assist the English Department to develop modes of integrating service learning in courses in order to improve the English Department's social engagement.</p> <p>To understand 國泰國小活化教學，please go to the</p>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/18	Introduction	Introduction	
2	02/25	Teaching Observation & Internship	Teaching & Internship	

3	03/04	Teaching Observation & Internship	Teaching & Internship			
4	03/11	Teaching Observation & Internship	Teaching & Internship			
5	03/18	Teaching Observation & Internship	Teaching & Internship			
6	03/25	Teaching Observation & Internship	Teaching & Internship			
7	04/01	Teaching Observation & Internship	Teaching & Internship			
8	04/08	No Class; Spring Break	Spring Break			
9	04/15	Midterm week	Midterm week			
10	04/22	Teaching Observation & Internship	Teaching & Internship			
11	04/29	Teaching Observation & Internship	Teaching & Internship			
12	05/06	Teaching Observation & Internship	Teaching & Internship			
13	05/13	Teaching Observation & Internship	Teaching & Internship			
14	05/20	Teaching Observation & Internship	Teaching & Internship			
15	05/27	Teaching Observation & Internship	Teaching & Internship			
16	06/03	Teaching Observation & Internship	Teaching & Internship			
17	06/10	Presentation week	Presentation			
18	06/17	Final week	Final week			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	0	影片欣賞	0	討論	0
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	15	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	70	個別指導	15	其他	0	
說明：There will be meetings with advisors.						
課程教材 Course Material	Links will provided on the Course Website (Link to be announced later).					
教科書	Handouts and links will be provided.					
參考書目 Reference	Handouts and links will be provided.					
學習評量 Learning	方法 Method	%	方法 Method	%	方法 Method	%

Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	15	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考（小考）	0
	書面報告（含小組或個人）	15	課堂參與	0	心得或作業撰寫	15
	口頭報告（含小組或個人）	15	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	40				
	說明：Lesson plan: 15% EngSite Discussion: 15% Guo-Tai teacher evaluation: 40% Points will be taken off for late assignments					
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	<p>Two points will be taken off for each unexcused absence. One point off for lateness without any excuse (to the elementary school and class attendance). According to the university regulation, more than three unexcused absences or six excused absences result a failed score.</p> <p>This course also prepares you for your future career and helps develop your work ethic, sense of responsibility, and interpersonal and communicative skills. You should go to every class on time (for both observation and teaching), properly dressed, and well prepared for your teaching. Please note that three absences will result in a failing grade of the course.</p>					
備註	<p>1. The contents of this syllabus are subject to change.</p> <p>2. Grading Scale: A+=91 and above; A= 87-90; A-=83-86; B+=79-82; B=75-78; B-=70-74; C+=67-69; C=64-66; C-=60-63; D and failing= 59 and below</p> <p>3. There is no regular class meeting in which the teacher lectures. Instead, you are asked to go observe the class at Guo Tai Elementary School and do practice teaching. You will work closely with your Fu Jen teacher and Guo Tai teacher (through the class observation, writing of lesson plans, and actual teaching), and learn from your teammates and classmates (through journal writing/reading and online discussion). To facilitate your observation and teaching, some invited speeches on picture books and phonics will be arranged at the beginning of the semester. You're also asked to come to several whole class meetings and group meetings with your Fu-Jen teachers. In addition, you need to present in the final departmental presentation, reflecting on your learning in this course. Your performances will be evaluated jointly by both your Fu-Jen and Guo Tai teachers.</p>					

4. Guest speakers will be invited to give speeches related to teaching elementary school children. These guest speakers will come on Wednesdays during advisor's time. We are not sure about the schedule for now. To be announced later.

5. For possible Q&A of both parts of the course, please check: [http://english.fju.edu.tw/moe/course\\_info.asp?C\\_ID=24](http://english.fju.edu.tw/moe/course_info.asp?C_ID=24)

6. Possible Internships

Company	Position(s)
知路國際公關	行政助理
三民書局	助理編輯
JoinNet: AAOT	線上家教促進協會線上英語教師 <a href="#">English explanation</a> (pdf) <b>Video:</b>
國語日報	英文教師及助教 (工作內容:製作教具、學習單、並會安排試教)  學生範圍: 國小、國中、成人皆有

The following is less certain:

The China Post	Student Post 雙語翻譯; China Post 實習記者
Digital River	亞太區客戶營運部 亞太營運中心技術開發部 亞太營運中心網站開發部
中國時報	國際新聞中心
聯合報	編譯組

	中央通訊社	新聞編譯	
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**PT007. Contemporary Issues in Economics and Business [當代財經議題]**

**2 credits**

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

**For Juniors and above**

**Class size: 40**

課程學習目標	<p>Course Description:</p> <p>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.</p> <p>In the coming semester, we plan to discuss the following topics,</p> <ol style="list-style-type: none"> <li>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.</li> <li>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</li> </ol>
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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 pose 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 these topics were temporarily suspended.

4. Poverty

Poverty is one of the most serious problems human beings 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.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/20	introduction	1	



2	02/27	Ban the bonds	1			
3	03/06	A Primer on Macroeconomics	1			
4	03/13	The Subprime Mortgage Crisis	1			
5	03/20	The Subprime Mortgage Crisis	2			
6	03/27	The Subprime Mortgage Crisis	3			
7	04/03	Education, Jobs and Economy	1			
8	04/10	Education, Jobs and Economy	2			
9	04/17	Education, Jobs and Economy	3			
10	04/24	Pensions and Aging	1			
11	05/01	Pensions and Aging	2			
12	05/08	Midterm	1			
13	05/15	European Financial Crisis	1			
14	05/22	European Financial Crisis	2			
15	05/29	European Financial Crisis	3			
16	06/05	Poverty	1			
17	06/12	Poverty	2			
18	06/19	To Be Announced	1			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	80	影片欣賞	0	討論	20
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	0	個別指導	0	其他	0
說明：						
課程教材 Course Material	articles from media including <i>NY Times; Economists; Business Week;</i> and many others handouts posted in teaching website					
參考書目 Reference	<i>Principles of Economics</i> G. Mankiw					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢 定	0

	期中考	25	期末考	0	隨堂考（小考）	0
	書面報告（含小組或個人）	25	課堂參與	30	心得或作業撰寫	20
	口頭報告（含小組或個人）	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明：					
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	<p>The course will be conducted using English. A presentation of each topic will be given in class. Students are required to read the material assigned and discuss it in class. You are encouraged to speak English in class but Mandarin Chinese are acceptable when you are not comfortable with expressing your idea using English.</p> <p>Evaluation policy:</p> <ol style="list-style-type: none"> <li>1) Class performance 30% Including class attendance and class participation.</li> <li>2) Midterm 25%</li> <li>3) Short papers 20%</li> <li>4) Term Paper 25%</li> </ol> <p>The format of midterm and term paper will be specified at the beginning of the semester.</p>					

**PT009. Introduction of Digital Marketing Media [認識數位行銷媒體]**

**2 credits**

**Dr. Carol Liu < zixuanl@yahoo.com >**

**For Juniors and above**

**Class size: 40**

課程學習目標	<p>This course is an introductory course in digital marketing, designed to develop students' basic knowledge and skills in digital marketing. Students will learn about various digital channels and media in terms of their characteristics, development, and application. They will also learn different approaches of digital promotion and the English language style and format which lead to successful advertising campaigns.</p> <p>As the learning outcome of this course, they should form a general understanding of digital marketing and know the features and application of each digital channel and media. They should also be able to further develop their learned knowledge and skills, if they are aiming</p>
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for a career in the (digital) marketing field.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/19	Introduction and Orientation		
2	02/26	Basics of Marketing and people's online behavior nowadays (I)		
3	03/05	Basics of Marketing and people's online behavior nowadays (II)		
4	03/12	New media and the introduction to digital marketing		
5	03/19	12 tenets of digital marketing		
6	03/26	The process of digital marketing planning (I)		
7	04/02	The process of digital marketing planning (II)		
8	04/09	Holiday		
9	04/16	Midterm Exam Week		
10	04/23	The greatest copy shot		
11	04/30	Social Marketing		
12	05/07	Building constructive relationship through social media		
13	05/14	Mobile Marketing		
14	05/21	Writing effective SMS		
15	05/28	Constructing Marketing Emails		
16	06/04	Creativity and Innovation and Viral Marketing		
17	06/11	Digital Marketing Case Study		
18	06/18	Final Exam Week		

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	影片欣賞	0	討論	15
	個案研討	10	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	30	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	15
	對話教學法	0	樣本觀察	0	校外參訪	0

	實作教學	0	個別指導	0	其他	0	
說明：							
課程教材 Course Material	TBC						
參考書目 Reference	數位行銷，肯特·沃泰姆 / 伊安·芬衛科著，天下雜誌出版。						
參考書目 Reference	1) 奧美創意解密，余宜芳著，天下文化出版 2) 品牌個性影響力，羅希特·巴加瓦著，麥格羅希爾出版 3) 第一本數位行銷工具書，邱義智著，中國生產力中心出版 4) 數位時代市場發展策略，麥克·拜勒著，中國生產力中心出版。 5) Google：全球最大的數位行銷戰場，劉祥亞著，好優文化出版。						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%	
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0	
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0	
	期中考	25	期末考	25	隨堂考（小考）	0	
	書面報告（含小組或個人）	0	課堂參與	10	心得或作業撰寫	25	
	口頭報告（含小組或個人）	15	面試或口試	0	自評與小組互評	0	
	參加競賽	0	展演	0	筆記	0	
	其他	0					
	說明：						
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。						
學習規範	1. Attendance: Students who miss five classes will fail this course. 2. The assignments will be given on a regular basis to facilitate students' learning. Students are strongly encouraged to complete each assignment to better prepare themselves for the participation and discussion in the class. 3. Students who haven't taken any marketing courses should realize that this course may be a bit intense and requires their extra efforts outside the classroom.						



### MA/BA Courses

#### MA001. Postcolonial and Postmodern Trauma Fiction [後殖民與後現代創傷小說]

3 Credits

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

**For Juniors and above**

**Class size: 14 (BA student admission criterion: literature course grades 80 or above)**

**Objectives:**

- 1) discuss basic issues in trauma theories as they are related to trauma fiction;
- 2) position the novels discussed in their socio-historical contexts,
- 3) identify and discuss the themes of the chosen trauma fictions, how they are conveyed through their literary techniques and related to issues of postmodernism and postcolonialism.

**Description:** There are different kinds of traumas: those of our own, of others', those happening on a personal level, on a collective level, with historical reasons or due to the very fact that we get separated from our mothers after birth. In this time and age, we seem to be faced with traumas more frequently--whether they be experienced directly or vicariously, "witnessed," read about or viewed on the screen, while the scales they take tend to be unprecedentedly large. All of these traumas paradoxically call for and defy our abilities to understand and empathize with them.

Presented in novelist forms, they further pose to us the following questions:

- Trauma, why and how? What does being traumatized mean? How do the traumatized experience it and why do they do so repeatedly?
- Can traumas be witnessed and understood? If not, how do survivors and the descendants of the traumatized try to "witness" them?
- How and why are traumas represented? What literary techniques are used to piece together narrative fragments? Is there a difference between the postmodern and the postcolonial? Can empathy happen through story-telling when total understanding is impossible?

As Anne Whitehead points out, the term "trauma fiction" represents a paradox between an impossibility of full representation of trauma and a strong impulse—in the trauma victims, their descendants, and in artists--to witness and to narrativize. Trauma fiction, therefore, "overlaps with and borrows from both postmodern and postcolonial fiction in its self-conscious deployment of stylistic devices as mode of reflection or critique. Are the postmodern and the postcolonial, then, the same in their treatments of trauma? Or maybe it is no longer necessary to distinguish between these two discourses in the age of globalization and the world with multiple centers and peripheries?

While focusing our energies on the reading of representative literary works, we will also understand some major differences between postmodernism and postcolonialism, as we also need to be exposed to the issues covering the intersections between the two discourses:

- 1) **History:** How is history represented? As fragmentary collage, pastiche or parody?
- 2) **Identity:** When it is constantly challenged by forces of globalization, deconstruction and trauma, how is it defined or re-constructed?

3) **Trauma in Space, place and time:** How do time, space and place reproduce, or transform, power relations when trauma narratives are re-enacted?

	Topics and Texts
1	Postmodernism vs. Postcolonialism Trauma Theories (1)
2	Trauma Theories (2) <i>Hiroshima mon amour</i>
3	Joan Didion <i>The Year of Magical Thinking</i>
4	Margeret Atwood <i>The Blind Assassins</i>
5	~ <i>The Blind Assassins</i>
6	~ <i>The Blind Assassins</i>
7	~ <i>The Blind Assassins</i>
8	Trauma Theories (2) 《凌遲考》 Shyam Selvadurai <i>Funny Boy</i>
9	Shyam Selvadurai <i>Funny Boy</i>
10	Michael Ondaatjie <i>Anil's Ghost</i>
11	~ <i>Anil's Ghost</i>
12	~ <i>Anil's Ghost</i>
13	~ <i>Anil's Ghost</i> & excerpts from <i>The English Patient</i>
14	Keri Sakamoto <i>The Electrical Field</i> or Ian McEwan's <i>Atonement</i>
15	Keri Sakamoto <i>The Electrical Field</i> or <i>Atonement</i>
16	<i>Extremely Loud &amp; Incredibly Close</i>
17	<i>Extremely Loud &amp; Incredibly Close</i>
18	<i>Extremely Loud &amp; Incredibly Close</i>
	Paper Presentation

### Course Requirements :

#### A. Attendance and Participation:

- 1) No late or absences
- 2) Reading, active thinking and discussion. (If there is no lively discussion in class, we will require weekly short oral reports by every member in the class.)

#### B. Writing:

1. 1 one-hour formal Report --on a theoretical text we read. (Report outline should be typed and later publicized online on the course page.)
2. a. 1 short (20-min) text analysis --bring in quotes and your own analysis

- b. a (30-50 min) Discuss a theoretical text in relation to the literary texts we read. .
3. Final paper (15-20 pages) analyzing a text (postmodern or not) using some postmodern and postcolonial theories and/or in response to the issues discussed in class. Proposal due in the mid-term week.

**Grading Policy (subject to change—BA students' learning outcomes will be assessed differently)**

Participation -- 10%;

Two Reports -- 30%;

Term Paper -- 60%

**MA002. American Gothic Tradition [美國文學中的哥德傳統]**

**3 Credits**

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

**For Juniors and above**

**Class size: 15 (the student, who wants to take this course, should get 80 or above in the previous literature course in the department)**

課程學習目標	1) To understand the development of Gothic fiction in the United States, within its various historical and geographical contexts. 2) To appreciate the psychological, religious, and political inflections of the Gothic plot over the course of American literary history. 3) To become familiar with the signature features of Gothic fiction. 4) To recognize the influence of the Gothic tradition on American film.			
先修課程	<b>the student, who wants to take this course, should get 80 or above in the previous literature course in the department</b>			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/19	Introduction		
2	02/26	Brown, Wieland		
3	03/05	Brown		
4	03/12	Brown		
5	03/19	Poe		
6	03/26	Poe		
7	04/02	Poe		
8	04/09	Hawthorne, The House of the Seven Gables		

9	04/16	Hawthorne				
10	04/23	Hawthorne				
11	04/30	Hawthorne				
12	05/07	James, The Turn of the Screw				
13	05/14	James				
14	05/21	Morrison, Beloved				
15	05/28	Morrison				
16	06/04	Morrison				
17	06/11	Morrison				
18	06/18	Review				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	影片欣賞	0	討論	40
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	30
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	0	個別指導	0	其他	0	
說明：						
備註：1.若使用其他教學方法，請自行說明。若所列之教學方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.教學方法與核心能力相關之說明亦可於此欄位中敘明。						
課程教材 Course Material	PowerPoints to be distributed.					
教科書	Charles Brockden Brown, Wieland. 1798. Penguin. Edgar Allan Poe, Selected Tales. 1830s-40s. Penguin Popular Classics. Nathaniel Hawthorne, The House of the Seven Gables. 1851. Norton Critical Edition. Henry James, The Turn of the Screw. 1898. Oxford World's Classics. Toni Morrison, Beloved. 1987. Vintage International.					
參考書目 Reference	Bibliography to be distributed.					
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0



	期中考	0	期末考	0	隨堂考（小考）	0
	書面報告(含小組或個人)	0	課堂參與	30	心得或作業撰寫	50
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	說明：					
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。					
學習規範	<p>Writing assignments. --One shorter critical essay. --One longer critical essay. These essays could focus on a single work or compare and evaluate some Gothic element(s) in two works.</p> <p>Class participation. Read and prepare the texts assigned for each class meeting before the beginning of class. We will spend most of our class time reading and analyzing fiction together. Everyone is required to participate in the discussion. Come to every class prepared to comment upon some specific passage(s) from the reading for that day. Presentations on readings may be assigned.</p> <p>Students are responsible for coming to class regularly and on time, and to communicate with the teacher about any absences. Absences and lateness will negatively impact students' participation grade, and more than 3 unexcused absences will be grounds for failing the course.</p> <p>Presentations. Each student will do a PowerPoint presentation on one of the secondary/supplementary readings.</p>					