

Curriculum for Spring 2014: Elective Courses



DR104. Greek and Roman Mythology [希臘羅馬神話典故]

3 credits

Dr. Belen Sy < 006675@mail.fju.edu.tw >

For Freshmen

Class size: 40

課程學習目標	<p>Course Objectives AND FORMAT</p> <p>The course is designed to familiarize students with Greek mythology, an important source of western literature and art. The course introduces the myths and legends of the ancient Greeks, as well as some mythic themes, symbols and imagery that are often referred to in many literary and artistic works. Classes will be conducted through readings, lectures, slide presentations, group discussions, and presentations, films, video clips, projects as well as viewing original works of art at the National Palace Museum.</p> <p>Course Objectives</p> <ol style="list-style-type: none"> 1. Students will be acquainted with well-known stories and characters in Western Mythology. 2. Students will learn about symbols, allusions and references taken from Western Mythology. 3. Students will get acquainted with literary and artistic works of art that have been inspired by Greek mythology. 4. Students will know the basic elements and structures of Greek epic poems 			
先修課程	none			
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, type of myths, elements of myth		
2	02/25	myths of Creation, the Olympians		
3	03/04	The lesser gods/ the flower myths		

4	03/11	Eight love stories				
5	03/18	The quest of the golden fleece				
6	03/25	Perseus, Theseus, Daedalus, Icarus				
7	04/01	Pegasus, Bellorophone				
8	04/08	Midterm exam				
9	04/15	Hercules				
10	04/22	Trachinian women				
11	04/29	Trachinian women				
12	05/06	The Trojan War				
13	05/13	The Trojan War				
14	05/20	The Odyssey				
15	05/27	The Odyssey				
16	06/03	The Trojan Women				
17	06/10	Final Exam				
18	06/17	Projects Presentations				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	10	影 片 欣 賞	20	討 論	20
	競 賽 讀 書 會	20	對 話 教 學 法	10	自 主 學 習	10
	體 驗 教 學	10				
課程教材 Course Material	see below					
教科書	<p>Edith Hamilton. <i>Mythology: Timeless Tales of Gods and Heroes</i>: Warner Books: NY, 1969.</p> <p>Texts:</p> <p>Homer. <i>The Iliad</i>. (Books 1, VI, XXII, XXIV) (excerpts)</p> <p>Homer. <i>The Odyssey</i>. (Excerpts, particularly the first and last chapters)</p> <p>Sophocles, <i>Oedipus the King</i>. Trans.by Dudley Fitts and Robert Fitzgerald.</p> <p>Sophocles, <i>The Trachinian Women</i></p> <p>Euripides' <i>The Trojan Women</i></p>					
參考書目 Reference	<p>Burn, Lucilla. <i>The Legendary Past: Greek Myths</i>. Bath: British Museum Press, 1990.</p> <p>Morford, Mark & Robert Lenardon. <i>Classical Mythology</i>. 6th ed. NY: Longman, 1999.</p>					

	Powell, Barry. Classical Myth. 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2001. Zimmerman, J. E. Dictionary of Classical Mythology. Taipei: Bookman, 1964.					
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	專題發表	10	期中考	20	期末考	20
	隨堂考 (小考)	20	書面報告 (含小組或個人)	10	口頭報告 (含小組或個人)	10
	課堂參與	10				
學習規範	<p>Class Requirements:</p> <ol style="list-style-type: none"> 1) Regular attendance at every class. More than 2 unexcused absences (6 hours) will result in a failing grade. You must present a written document (from your parents, the doctor or school authority) if you were sick, on an important family-related business or on an official leave of absence 2) Knowledge of materials in the textbooks or assigned readings before coming to class. 3) Active participation in group discussion and group projects. 4) Success on quizzes, midterm and final exams. 5) Submission of written assignments. There will be a 10% minus each day for any late assignments. 6) Eating is not allowed in class, though you may drink water or any beverages anytime. 7) Arriving more than 30 minutes after classes have started will be counted as absence. 8) Anyone caught cheating will get a grade of zero for that quiz or written work. 9) If you got sick on the day of your presentation, you must inform the teacher as soon as possible for a make-up presentation. Otherwise, you will lose 10% of your grade. 10) Mobile phones are NOT allowed in the classroom. If you are expecting an important call, please let the teacher know. When the phone rings, please take your call outside the classroom. 11) Classroom courtesy: Whoever is talking in front of the class is entitled to our full attention. Raise your hand if you want to share something to the whole class. Unnecessary comments or useless chats are therefore not encouraged in class. 12) Proper attire: Since we are in an academic setting, each one is required to wear proper attire. Therefore beach wear (shorts, strapless t-shirts, tank tops, beach tongs) or sports wear are not suitable for any classroom. 13) Plagiarism or copying other people's work is not acceptable and will be grades as zero. It is important that you do your own personal work. 					



Advanced Literature and Culture Courses

LC001. English Literature I: Medieval and Renaissance [英國文學(一):中世紀暨文藝復興]

3 credits

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

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

This course aims to acquaint students with the major literary works of medieval and Renaissance England (Old English and Middle English period and Renaissance). Through a close reading of selected Old English literature (i.e. Beowulf), Middle English literature--Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*, *Piers Plowman*, medieval lyrics and plays, and Renaissance literature (More, Sidney, Spenser and Shakespeare)--students cultivate a sense of development, change and continuity in the literature of England over eight centuries.

Genres covered are epic and romance, allegory, satire, ballad, lyrics, drama, and prose. Themes include war, journeys, Christian faith, love, marriage, death, nature and women issues. Synthesis of ideas is stressed, especially in terms of the progress and development of early literary form and technique in later periods in literature. The objective of the course is not just to study a succession of writers and works but also to learn a tradition in which each individual author and text plays a part in English literature. We cannot, even in a lifetime, read all the works that make up the tradition, but we can learn enough about it from a selection of works to relate these works and their authors to one another and to their common heritage.

<http://www.risingpress.org/372S09.pdf> (17th~ 18th Cent. British Literature)

Major Text

The Norton Anthology of English Literature. Ed. Stephen Greenblatt, et al. 9th ed. Vol.1. New York: Norton, 2012.

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. No use of smartphones is allowed. 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 our 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 other week 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 site. 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

Tentative Grading System (subject to change)

Quizzes (10%), participation (10%)	20%
Group project (oral/written)	15%
3 Journals, class participation	25%
Midterm & final exams @20%	40%

**English Literature I
Tentative Schedule**

Date	Assigned reading & course content
2-20	Introduction to the course; The Middle Ages Video viewing: Terry Jones' Medieval Lives and some youtube clips Consult http://www.luminarium.org/medlit/index.html
Anglo-Saxon Literature	
2-27	“The Dream of the Rood”; “The Wanderer” Anonymous: <i>Beowulf</i> < https://www.youtube.com/watch?v=6qDdUjg4-KA >
3-06	Anonymous: <i>Beowulf</i> (continued)
3-13	Video: <i>Beowulf</i> (27 min.)
<i>Middle English Literature in the 14th and 15th Centuries</i>	
3-20	Chaucer: Selections from <i>The Canterbury Tales</i> : “The General Prologue” and Part of “The Wife of Bath’s Prologue and Tale”
3-27	Chaucer: from <i>The Canterbury Tales</i> : “The Wife of Bath’s Prologue and Tale” Chaucer: from <i>The Canterbury Tales</i> : “The Pardoner’s Prologue and Tale” <i>Tales</i> Clip: < https://www.youtube.com/watch?v=E3zUoNG_P_0 >
4-03	Spring Recess (No class)
4-10	Anonymous: <i>Sir Gawain and the Green Knight</i> Clip: <i>Sir Gawain and the Green Knight</i>
4-17	MIDTERM EXAM
4-24	Introduction to Langland: <i>Piers Plowman</i> Introduction to Julian of Norwich and Margery Kempe
5-01	Mystery Play: <i>The Wakefield Second Shepherds’ Play</i> [J-2] Clips: <i>Second Shepherds’ Play</i> < https://www.youtube.com/watch?v=8nyFLOIEupM&list=PL97F143DDE58CA8DC > < https://www.youtube.com/watch?v=TeDnHw-uf8A > < https://www.youtube.com/watch?v=Nc9gZzZVN-8 > < https://www.youtube.com/watch?v=Ytu824j800A >
5-08	Malory: Selections from <i>Morte D’Arthur</i> : “The Death of Arthur” Clip: “King Arthur: His Life and Legends” < https://www.youtube.com/watch?v=cZL0b_FNTNY >
The Sixteenth Century (1485-1603)	

5-15	More: Selections from <i>Utopia</i> : “More Meets a Returned Traveler” 524-28, “The Gold and Silver” 558-59, “Marriage Customs” 570-71, “Conclusion” 586-88 < https://www.youtube.com/watch?v=9d1wi4eQjNU >
5-22	Sir Thomas Wyatt the Elder: “They flee from me,” “Forget not yet” Henry Howard, Earl of Surrey: “The soote season,” “Wyatt resteth here, that quick could never rest” Sidney: Selections from <i>Astrophil and Stella</i> : # 1, 2, 31, 39, 72, 108 Video: “Reformation – the Age of Revolt” (23 min.) Marlowe: “The Passionate Shepherd to His Love” Sir Walter Raleigh: “The Nymph’s Reply to the Shepherd”
5-29	Spenser: sonnets from <i>Amoretti</i> : 1, 34, 54, 65, 67, 68, 75, 79 [J 3]
6-05	Marlowe: <i>The Tragical History of Doctor Faustus</i> Video: “The Spirit of Renaissance” (30 min.)
6-12	Shakespeare: Sonnets #1, 3, 12, 18, 20, 30, 55, 60, 97, 116, 129, 130 Excerpts from <i>Hamlet</i>
6-19	FINAL EXAM

Reference: http://www.eng.fju.edu.tw/English_Literature/englit_1/home.htm and more

LC002. World Masterpieces [世界名著選讀]

3 credits

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

For Juniors and above

Class size: 40

Prerequisite: Introduction to Literature

課程學習目標	World Masterpieces is a course designed for the serious reader of what we often term European Literature. Students will gain familiarity here with major “names”; in the history of literature, as for example Moliere, Tolstoy, Voltaire, and Flaubert, to mention several but not all of our authors. Students will see how historical periods develop and change and, in so doing, influence writing methods as well as the topics upon which writers focus. Students will also become more sensitive to the term “literary genre,” and after the course should feel more confident of themselves in speaking of “satire,” “drama as different than short story,” “audience reception,” and so on. A variety of social issues which relate with real life situations clearly surface in the literature here. Students should therefore be able to relatively easily link the literature to moments of their personal experience. The topics the writers address here should also be of natural interests to students. Among those topics are the role of women in family life and society, violence, war, and militarism, bureaucracy and the degrading of the human being.
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先修課程		Freshman year English Department course “Introduction to Literature.”		
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	02/17	Moliere / Tartuffe	Moliere genre: drama / satire / social commentary / contemporary life Qs	
2	02/24	Moliere continued		
3	03/03	Moliere continued / begin Voltaire / Candide	Voltaire genre: novella / satire / social commentary / contemporary life Qs	
4	03/10	Voltaire continued		
5	03/17	Voltaire finish /begin Pushkin / The Queen of Spades	Pushkin genre: tale (short story?) / the grotesque - gothic / satire	
6	03/24	Pushkin continued	Journal # 1 due for students with even last digit in student number	
7	03/31	Gogol / The Overcoat	Journal # 1 due for students with odd last digit in student number Gogol genre: tale / compare closely with Pushkin above	
8	04/07	mid-term exam	depending on time limitations, the mid-term exam may not include Gogol.	
9	04/14	(Most likely) finish Gogol / begin Tolstoy / The Death of Ivan Ilyich	Tolstoy genre: novella / realism / personal relevance for author and readers	
10	04/21	continue Tolstoy		
11	04/28	finish Tolstoy / begin portions of Flaubert / Madame Bovary 1	genre: novel / realism	
12	05/05	Madame Bovary 2		
13	05/12	Madame Bovary 3		
14	05/19	finish Bovary / begin Chekhov / The Cherry Orchard	genre: drama / tragic comedy	
15	05/26	continue Chekhov		
16	06/02	finish Chekhov / begin Kafka / The Metamorphosis	genre: literature of the absurd / existentialism	
17	06/09	finish Kafka		

18	06/16	final exam					
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%	
	講 述	80	影 片 欣 賞	10	對 話 教 學 法	10	
課程教材 Course Material	The Norton Anthology Western Literature / if available: 8th edition, Vol. 2 (Van Gogh on the cover) // occasional, perhaps frequent use of the Internet for a few minutes during class sessions. // Q and A on anonymous slips of paper for interaction between the instructor and students.						
教科書	See above. PLEASE purchase the textbook or share one with a classmate. Do not xerox copies of the entire works. Only under exceptional circumstances should even a few pages of a work be duplicated in the offering / taking of a course.						
參考書目 Reference	Background information for individual works and authors is an important part of the lectures the instructor will offer.						
教學平台網址	無						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%	
	期中考	25	期末考	25	心得或作業撰寫	50	
學習規範	Regular class attendance is of course mandatory. While courses in American and English literature also call for faithful class attendance, in a special way World Masterpieces calls for it, because background information on European history and culture is absolutely necessary to appreciate (understand and enjoy) the literature. // Schedule permitting, t. course will meet 2x weekly for 90 minute periods. Missing more than 3 classes will result in docked points. Missing more than 6 classes may result in automatic failure. // Plagiarism is by its own definition dishonest behavior, because to plagiarize is to use material (language or ideas) from another source and to pretend those words and ideas are in fact our own. Plagiarism in the writing of journals for this course will result in an automatic 0 (zero) as a score for the journal. Since the two journals together constitute 50% of t. grade of the course, students who risk getting caught as plagiarizes may well find it impossible to pass this course.						

LC003. Contemporary Chinese Fiction [現代小說選讀]

2 credits

Dr. Yan-zhen Wu

For Sophomore and above

Class size: 45

Please see page 59 for the course description.



Advanced Language Studies Courses

LS001. The Practice of Teaching Chinese as a Second Language [華語教學實務]

3 credits

Dr. Emile Lee <069292@mail.fju.edu.tw >

For Juniors and above

Class size: 45

Prerequisite: Introduction to linguistics

課程學習目標	本課程乃為培育基礎華語教學人才而設計，內容分理論學習與實務教學兩部分；在理論學習方面，除了介紹並分析華語的語音、詞彙、及語法特徵與結構之外，並探討語言教學與文化、華語教學與現代語言學間的融合等議題；並邀請國際華語教學專家及學者提供講解及示範演練，在實務訓練方面，除了教授課室經營、教學方法及教案設計之外，並引導同學實際參與認識華語教學的環境。
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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	第二語言學習(一)		
2	02/27	第二語言學習(二)		
3	03/06	第二語言學習(三)		
4	03/13	教學法介紹(一)		
5	03/20	教學法介紹(二)		
6	03/27	教學法介紹(三)		
7	04/03	教材比較分析(一)		
8	04/10	教材比較分析(二)		
9	04/17	教材比較分析(三)		
10	04/24	教案設計(一)		
11	05/01	教案設計(二)		
12	05/08	教案設計(三)		
13	05/15	教學活動設計(一)		
14	05/22	教學活動設計(二)		
15	05/29	教學活動設計(三)		
16	06/05	教學實習(一)		

17	06/12	教學實習(二)				
18	06/19	期末報告				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	40	問題導向學習	10	專題實作	10
	體驗教學	20	實作教學	20		
課程教材 Course Material	教師自編教材					
參考書目 Reference	<p>1.王建勤主編. 1997.《漢語作為第二語言的習得研究》. 北京:北京語言文化大學。</p> <p>2.靳洪剛著. 1997.《語言獲得理論研究》. 北京:中國社會科學出版社。</p> <p>3.呂必松著.1993.〈論漢語中介語的研究〉.《語言文字應用》.第二期。</p> <p>4.許余龍著.1993.《對比語言學概論》.上海:外語教育出版社。</p> <p>5.謝國平, 1998,《語言學概論》,台北:三民書局。</p> <p>6.錢乃榮, 2002,《現代漢語概論》,台北:師大書苑。</p> <p>7.Li, C. & S. Thompson. 1982. A Reference Grammar of Chinese. LA: Univ. of California Press. (黃宣範譯本,台北:文鶴出版社)</p> <p>8.李子瑄、曹逢甫, 2009,《漢語語言學》,台北:正中書局。</p>					
教學平台網址	http://140.136.213.100/claroline173					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂上實作演練	20	期末考	30	課堂參與	10
	書面報告(含小組或個人)	20	口頭報告(含小組或個人)	20		
學習規範	本課程單元內容的安排具有銜接性,請勿任意缺課或遲到。所有課堂規範的作業及練習,均應按時繳交。遲交作業不計分。					

LS002. TESOL [英語教材教法] *

3 credits

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

For Juniors and above

Class size: 40

課程學習目標	TESL Methodology is a survey course to provide prospective English teachers an overview of both traditional and innovative language teaching methods for learners of diverse learning backgrounds. Not only the principles guiding language learning and teaching will be discussed, students will also be given opportunities to incorporate relevant techniques into actual pedagogic practice. Through lectures, readings, and discussions, different theories and principles about English language teaching will be
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discussed, so students will learn how to develop criteria for designing culturally/linguistically responsive and creative lessons. During the semester, students will embark on an exciting adventure: going through step-by-step training in the real classroom setting and exploring the art of language teaching, which is not only about theories but also everyday decisions and dilemmas in teaching-learning processes. **Students enrolled in this class are required to offer on-site after-school tutoring to students at Guo-Tai Elementary School (Time: TBD) for 7-9 weeks.

Specific objectives of this course are to help students:

The following are topics we might explore and have in-depth discussions for:

- Theoretical & Empirical Perspectives on Language Competence
 - Traditional & Innovative Approaches/ Methods in Language Teaching: Grammar-Translation Method; The Direct Method; The Audio-Lingual Method, The Silent Way; The Total Physical Response Method; Suggestopedia, Community Language Learning; The Communicative Approach
 - Motivation & the Affective Filters; Innovative Ideas in Teaching Aids
 - Curriculum Design & Lesson Plans; Evaluation of Teaching Materials
 - Designs & Implementation of Activities for Four Skills Instruction (Reading/Writing/Speaking/Listening)
 - Error Correction Strategies and Techniques in Asking Questions
- Classroom Management

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	Overview of the course: needs analysis & grouping		
2	02/27	Lesson plan & curriculum plan Classroom management	Tips for writing a lesson plan	
3	03/06	Survey of traditional & innovative approaches	Overview of 10 methods in foreign language teaching	
4	03/13	Innovative ideas with teaching aids/activities	Workshop on teaching with aids to young learners (1): games, songs	
5	03/20	Teaching demonstration: Multiple Intelligence	Workshop on teaching with aids to young learners (2): picture books, chats	
6	03/27	G1: Grammar-translation method	G1 & G2 presentations Peer evaluation Quiz 1	

		G2: The direct method				
7	04/03	Spring break: No class				
8	04/10	G3: The audio-lingual method G4: The total physical response (TPR)	G3 & G4 presentations Peer evaluation Quiz 2			
9	04/17	G5: Silent way G6: Suggestopedia	G5 & G6 presentations Peer evaluation Quiz 3			
10	04/24	G7: Community language learning G8: The communicative approach in language teaching (CLT)	G7 & G8 presentations Peer evaluation Quiz 4			
11	05/01	G9: Task-based language teaching G10: Content-based instruction	G9 & G10 presentations Peer evaluation Quiz 5			
12	05/08	Designs & implementation of activities for four Skills instruction: listening & speaking	How to teach listening and speaking			
13	05/15	Designs & implementation of activities for four Skills instruction: reading & writing	How to teach reading and writing			
14	05/22	Error correction strategies and techniques in asking questions	How to respond to students: formal & informal assessment			
15	05/29	Final group project presentation (1)	Final group project presentation (1)			
16	06/05	Service learning project: discussion and critical reflection	Service learning project: discussion and critical reflection			
17	06/12	Final group project presentation (2)	Final group project presentation (2)			
18	06/19	Final group project presentation (3)	Final group project presentation (3)			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	服務學習	35	討論	20
	實作教學	25				
課程教材 Course Material	Textbooks: Brown, H. D. (2007). <i>Teaching by Principles: An Interactive Approach to</i>					

	<p><i>Language Pedagogy</i>. 2nd edition. Pearson Longman.</p> <p>Larsen-Freeman, D. (2000). <i>Techniques and Principles in Language Teaching</i>. Reference: Lightbown, P. M. & Spada, N. (2006). <i>How Language Are Learned</i>. Oxford: Oxford University Press.</p>					
教科書	<p>Textbooks:</p> <p>Brown, H. D. (2007). <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. 2nd edition. Pearson Longman.</p> <p>Larsen-Freeman, D. (2000). <i>Techniques and Principles in Language Teaching</i>.</p>					
參考書目 Reference	<p>Reference: Lightbown, P. M. & Spada, N. (2006). <i>How Language Are Learned</i>. Oxford: Oxford University Press.</p>					
教學平台網址	http://www.elearn.fju.edu.tw					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	專題發表	20	課堂上實作演練	20	隨堂考 (小考)	20
	課堂參與	10	其他	30		
	<p>說明：(1) 課堂參與 Class Participation 10% (2) 隨堂考(小考) Readings, Quizzes & Discussions: 20% (3) 課堂上實作演練 One Group Presentation (Teaching Demonstration): 20% In groups, prepare a 30-40 minute presentation on a designated teaching method which demonstrates your understanding of the principles and procedures of your lesson plans. (4) 專題發表 Final Group Project: 20% (3)其他: 國泰國小攜手計畫服務學習計畫參與與發表 Guo-Tai Hand-in-Hand project: 30%</p>					
<p>Class Requirements and Policies</p> <p>A. Attendance</p> <p>1.You should attend all classes. If you are absent for more than FOUR times without acceptable reasons, you are forbidden to take the final exam. 缺席四次以上者 (含曠課, 病假,事假等), 即給予扣考!!!</p> <p>2.You are expected to be punctual. Being late 10 minutes will seriously affect your class performance as well as your final score. THREE lates will be counted as one unexcused absence. 請務必準時上課,三次遲到即算一次缺席!!!</p> <p>3. ANY in-class writing, presentation or quizzes given when you were absent CAN NOT BE MADE UP!除請公假與特殊狀況, 課堂寫作測驗與報告, 不允許補交/補考!!!</p> <p>B. In-class Participation</p> <p>Preparation and active participation in class are required for completing this course. You will be given several chances to work with your groupmates – please help with each other, and make sure everyone contributes efforts to work on the team projects. If a member of the group did</p>						

	<p>not participate in doing group assignment, his or her name should not be placed on the assignment and s/he will not receive the group grade.</p> <p>C. Course Announcements Important announcements will be announced in class. If you are late and miss them, it is your responsibility to make sure you know them! Also, urgent notices will be sent to your school e-mails or posted on the e-learning platform. Make sure you check i-learning website and your school e-mail account regularly.</p> <p>D. Homework 1. Unless I specify it (allow you to hand-write), assignments/exercises should be typed (1.5 or double spacing), and submitted ON TIME. Late assignments are usually not accepted unless with legitimate reasons. Late submission will receive penalties, which affect your overall performance/grade. 2. You must obey the principles of academic honesty. Plagiarism will not be tolerated and will result in a ZERO score of your work. Please do your work always by your own!</p>
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LS003. Teaching Listening & Speaking [聽力及口說教法]

3 credits

Dr. Michael Yaldhem <080709@mail.fju.edu.tw>

For Juniors and above

Class size: 40

Prerequisite: Introduction to linguistics

Teaching Objectives

Students will:

1. have an understanding of current theories, issues and goals in L2 listening and speaking instruction
2. learn how to identify and address learner difficulties
3. learn to design a listening and speaking lesson
4. learn various teaching strategies and methods
5. reflect on their own learning and teaching preferences

Course Description

Teaching Listening and Speaking introduces the theories of L2 speaking and listening instruction along with practical techniques for effective classroom teaching. Emphasis is on the teacher presenting the relevant background information to help students decide for themselves their preferred approaches to teaching, based on sound principles, and with the flexibility to adapt to different teaching settings.

Teaching Methods

1. Lectures on various areas related to the theory and practice of teaching listening and speaking.
2. Classroom tasks and discussions of relevant issues.
4. Project involving diagnosis of learner problems and giving remedial advice.
4. Project involving presentation of a listening/speaking class lesson plan.

Tentative Schedule

Week 1	History of L2 listening and speaking instruction / Models, and types, of L2 listening and speaking / Listening and speaking processes. Common L2 listener and speaker problems.
Week 2	Current theories of L2 listening and speaking instruction; major issues; goals. Individual learner factors and impact on learning/teaching speaking and listening.
Week 3	Methods to diagnose processes and to ID learner problems / Methods for researching listening and speaking / Get learner(s) for remediation project
Week 4	Issues in listening and speaking curriculum and lesson design.
Week 5	Teaching beginning learners to listen and speak
Week 6	Teaching listening: various activities
Week 7	Teaching listening: various activities
Week 8	Teaching language focused learning through dictation and related activities; Teaching pronunciation
Week 9	Teaching listening and speaking through task-focused interaction (Hand in remediation project)
Week 10	Teaching listening and speaking through task-focused interaction (con't) Selected Learner remediation project presentations
Week 11	Teaching speaking through pushed output
Week 12	Language focused learning: Deliberate teaching
Week 13	Teaching to develop learner fluency
Week 14	Monitoring and testing learner progress
Week 15	Issues in teaching groups of learners. Teaching listening and speaking using technology
Week 16	More on teaching listening and speaking
Week 17	More on teaching listening and speaking (Hand in Lesson plan project)
Week 18	Lesson plan project presentations (Includes class involvement and discussion of lesson plans, feedback to presenters)

Textbooks and References

Text:

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

References:

1. Bailey, K. (2005). *Practical English Language Teaching: Speaking*. New York: McGraw-Hill.
2. Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press.
3. Folse, K. (2006). *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom*. University of Michigan Press.
4. Mendelsohn, D. J., & Rubin, J. (1995). *A guide for the teaching of second language listening*. San Diego, CA: Dominie Press.
5. Usó-Juan, E., & A. Martínez-Flor, A. (2006). *Current trends in the development and teaching of the four language skills*. Berlin: M. de Gruyter.
6. Thornbury, S. (2005). *How to teach speaking*. Longman.
7. Vandergrift, L., & Goh, C. C. M., (2012). *Teaching and learning second language listening*. New York: Routledge.

Grading

1. Attendance and lateness are observed closely in this course.
Attendance, punctuality, participation in class tasks and discussions: 30%
2. **Learner diagnosis/remediation project: 35%** (Individual work)
 - A. Recruit a learner (or learners).
 - B. Diagnose learner's main listening and/or speaking difficulties – record any data digitally (and transcribe it if you like)
 - C. Hand in a report outlining the learner's main difficulty areas, how you arrived at these conclusions, and make some recommendations on how to help the learner progress.
 - D. Some students will be asked to give a short, informal oral presentation of their project (some good, interesting or original ones)
3. **Lesson Plan project: 35%** (Individual work)
 - A. Design a listening and speaking lesson for a two hour class.
 - B. Hand it in: explaining your plan, and what type of learners (e.g., advanced) and learning situation (e.g., academic study) it targets. Give the reasons for: 1) the types of

activities in your lesson plan, and 2) your method of teaching these activities (e.g., teaching techniques, how you sequence the activities).

C. Some students will be asked to give a short, informal oral presentation of their lesson plan (some good, interesting or original ones)

... **OR (as an alternative to the lesson plan):** Continue to teach the learner from the diagnosis/remediation project, then, at the end, re-diagnose the learner and write a report about the learner's progress (or lack of progress), and also evaluate your own teaching.



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>			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1		Introduction		
2		Writing the hard news		

3		Writing the soft news				
4		Reporting on accidents				
5		News Stories				
6		News Stories				
7		CNN news reports				
8		CNN news reports				
9		Feature stories				
10		Feature stories				
11		Obitaries				
12		Obitaries				
13		General rules				
14		Specific rules				
15		Opinions				
16		Editorials				
17		Reviews				
18		Reports				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	實作教學	20	討論	20
	自主學習	20	個別指導	20		
<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 Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	期中考	20	期末考	20	個案分析報告撰寫	20

	書面報告 (含小組或個人)	20	課堂上實作演練	20		
學習規範	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. 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					

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

2 credits

Ms. Xin-xin Du < coetzeefoel940@yahoo.com.tw >

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<ol style="list-style-type: none"> Students shall understand the practice/ theories and essence of translation. Students shall be able to write/read English and Chinese correctly. Students shall be able to tell the linguistic and cultural differences between Chinese and English. Students shall be able to produce correct, understandable, acceptable, and readable target text in Chinese. Students shall be able to translate articles from a variety of textual categories with the translation skills they have acquired. Students shall be able to deal with a wide range of materials in accordance with proper Chinese writing styles.
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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	02/17	Translation assessment.		
2	02/24	Exercise: Tourism-related material I.		
3	03/03	Exercise: Tourism-related material II.		
4	03/10	Exercise: News-related material I.		

5	03/17	Exercise: News-related material II.				
6	03/24	Exercise: Literature I.				
7	03/31	Exercise: Literature II.				
8	04/07	Translation theories and practice I.				
9	04/14	Translation theories and practice II.				
10	04/21	Midterm				
11	04/28	Exercise: General-interest journalism I.				
12	05/05	Exercise: Health-related material I.				
13	05/12	Exercise: Health-related material II.				
14	05/19	Exercise: General-interest journalism II.				
15	05/26	Group Project (Subtitling): Discussion				
16	06/02	Group Project (Subtitling): Practice				
17	06/09	Group Project (Subtitling): Presentation				
18	06/16	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
	電 子 教 學	10	實 作 教 學	40	個 別 指 導	5
課程教材 Course Material	Handouts, video clips					
教科書	Jeremy Munday. <i>Introducing Translation Studies: Theories and Applications</i> , London and New York: Routledge, 2002					
參考書目 Reference	英漢翻譯理論與實踐 葉子南 書林出版有限公司 2000 台北					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	期中考	20	期末考	20	課堂參與	20

	口頭報告(含小組或個人)	20	心得或作業撰寫	20		
學習規範	<p>Grading Policy:</p> <p>(1) Class attendance and participation 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 by email or in person.</p> <p>(2) Exercises in class All translation exercises, including error-finding, text-analyzing, paragraph-based practice and presentation, are required to be completed individually or in groups in class. 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>(3) Assignments All assignments are required to be completed 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>(4) Mid-term Exam</p> <p>(5) Final Exam</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> <p>Plagiarism is strictly forbidden. Students who plagiarize in any form and on any level will automatically fail the course.</p>					

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

2 credits

Ms. Jennifer Hsiang < hsiangjh@gmail.com >

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<p>This course will expose students to the basics of written English communication in business and to assist them in the development of the skills needed to write good business communications.</p> <p>The contents of this course include a good deal of background information, writing principles, related commercial terminologies, the courteous wording, and various sample letters study.</p>				
授課進度 Course Progress Outline					
週次	日期	主題 Topic	單元主題 Unit	備註	

Week	Date			Remark		
1	02/19	Orientation 上課內容, 評分方式	Orientation 上課內容, 評分方式			
2	02/26	Sales Letter (advanced) 進階銷售信函	老師補充			
3	03/05	Complaint Letter 報怨信函寫作	Unit 7			
4	03/12	How to deal with complaints 處理抱怨	Unit 7			
5	03/19	Employment Application (1/2) 英文履歷表寫作 (上)	Unit 15			
6	03/26	Employment Application (2/2) 英文履歷表寫作 (下)	Unit 15			
7	04/02	Memo Writing 備忘錄寫作	Unit 14			
8	04/09	學校調整放假	學校調整放假			
9	04/16	Midterm 期中考	Midterm 期中考			
10	04/23	Midterm review 期中考檢討	Midterm review 期中考檢討			
11	04/30	Collection Letter (1/2) 催收信函寫作 (上)	Unit 6			
12	05/07	Collection Letter (2/2) 催收信函寫作 (下)	Unit 6			
13	05/14	Business Contract (1/3) 英文貿易契約之一	老師補充			
14	05/21	Business Contract (2/3) 英文貿易契約之二	老師補充			
15	05/28	Business Contract (3/3) 英文貿易契約之三	老師補充			
16	06/04	Final exam 畢業考	Final exam 畢業考			
17	06/11	畢業班已結束課程	畢業班已結束課程			
18	06/18	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	實 作 教 學	30	討 論
課程教材 Course Material	Commercial Correspondence					
教科書	Commercial Correspondence					

參考書目 Reference	Commercial Correspondence					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	期中考	30	期末考	30	心得或作業撰寫	40
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. Cross-Cultural Communication: Philippines Experiences [跨文化溝通: 菲律賓經驗]

2 Credits

Dr. Belen Sy < 006675@mail.fju.edu.tw >

For Freshmen and above

Class size: 40

Teaching Objectives: To explore Filipino culture from cross-cultural communication perspectives.

Course Description

This course enables students to:

1. Expand their knowledge on general theories of cross-cultural communication
2. Have an insight into the differences in communicative styles between Filipinos, Taiwanese, and other countries.
3. Explore aspects of Filipino and Taiwanese cultures that are relevant to effective cross-cultural communications
4. Develop a personal in-depth understanding of people from the other nations, especially those of the Philippines
5. Apply theories of cross-cultural communication in concrete social situations.
6. Communicate cross-cultural knowledge to other people
7. Understand and evaluate their specific culture objectively.

Pedagogical Methods: Reading articles, lectures, discussions, viewing films, group presentations and field work.

Weekly Schedule

Week	Topic
1	Course Introduction / Overview of cross-cultural communication
2	Socio-economic and historical perspectives on the Philippines I.
3	Socio-economic and historical perspectives on the Philippines II
4	Ways of Communicating - Language issue and Filipino literatures
5	Ways of Communicating - Language issue and Filipino literatures
6	Non-verbal communication
7	Family values, peer pressure and social obligations
8	Impacts of globalization, consumerism and immigration
9	Midterm Exam
10	Belief in the supernatural and cultural taboos
11	Aesthetics and traditional culture
12	Celebrations and Festivities
13	Pop Culture
14	Promoting successful cross-cultural communication among peoples
15	Final Exam
16	Presentations and Evaluation of Projects
17	Presentations and Evaluation of Projects
18	Presentations and Evaluation of Projects

Requirements and Grading

- Midterm Exam (25%)
- Final Exam (25%)
- Research Project (30%) ***
- Presentation (10%)
- Class participation (10%)

** There are several ways to do research projects in Taiwan, in the Philippines or other Asian countries. These will be further discussed in class.

PT002. Cross-Cultural and Digital Communication [跨文化及數位溝通]

2 Credits

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

For Freshmen and above

Class size: 22

Course description:

This course provides a format for students to learn about other cultures by using digital communication tools to communicate directly with students of other countries. In this

semester, the instructor is working for the connections with at least two countries, (1) **University of Shimane in Japan (USJ)**, and (2) **la Universidad Escuela de Administracion de Negocios in Peru (ESAN University)**, through live videoconference, text chats, and blog technologies (e.g., Google +, blogger) .

Learners will be able to discuss various types of topics using English. Class sessions include discussion in both small groups and one-to-one chat with reflective journaling/ papers/blogs and/or oral presentations afterwards. There will be opportunities for you to participate in the blog projects with USJ students which slowly evolved from writings on personal topics (Self introduction, My Hometown) to national topics (Culture & Traditions).

Besides international connecting sessions, local sessions (which means only local class session without videoconferencing) are also held to offer you pre-training in the use of digital communication tools. We will also try to invite guests to talk to us at least once via videoconference from USA and France.

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

Requirements:

Participation & Attendance

Blog writing with USJ students/Text chats

Journals

Final paper

Oral Presentation

* It would be great if you could bring your own laptop for text chat and blog sessions.

PT003. English-Chinese Translation I [英中翻譯 (一)]

2 credits

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

For Sophomores and above

Class size: 30

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

COURSE OBJECTIVE AND DESCRIPTION

translation n. 1. the act or an instance of translating. 2. a written or spoken expression of the meaning of a word, speech, book, etc, in another language. (*The Concise Oxford English Dictionary*)

An introduction to English to Chinese translation, this 2-credit elective course aims to provide students with a proper attitude and approach toward translation. We want to cover the two meanings that the term translation encompasses. We will focus on translation as a process and a product. In other words, we aim not only to explore how a translator takes the English source text, analyzes it and then transfers it into a text in target language, Chinese, but also examine the translation work of various subjects and styles produced by the translator.

Students will get hands-on experience of translation, prepare themselves to be good translators by taking the initiative to practice and problem-solve on their own, and solidify their understanding of translation through continual revision and discussion throughout the semester. They will learn to read and deal with different types of English texts, learn to turn them into appropriate Chinese, and learn to profit from their problems and mistakes.

REQUIREMENTS AND EVALUATION

Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. In addition to assignments that cover various areas (business, film translation, journalistic translation, literary translation, and scientific and technical translation), the course demands a couple of journals in which students comment on either selected or free topics on translation. A term paper together with oral presentation will be conducted at the end of the semester.

Group and Individual Translation Assignments	45%
Oral Report and Reading Journals	15%
In-class Participation: (Discussion, Exercises, Peer Evaluation and Quizzes)	30%
Final Review (Exam)	10%

PT004. Introduction to Consecutive Interpretation: E to C [逐步口譯入門：英譯中]

2 credits

Dr. Carol Liu < zixuanl@yahoo.com >

For Juniors and above

Class size: 20

Teaching Objectives

To introduce the basic ideas and practices of interpretation from English into Chinese

Course Description

This course is designed to introduce to students the basics of interpretation and lay a foundation for the development of consecutive interpretation skills, focusing on interpreting English texts into Chinese.

The course begins with describing the qualities and essentials of interpreters, followed by the introduction to the types of interpretation. Next, students will learn some basic skills for interpretation, including information analysis, visualization and actualization, reasoning, logic and memory, etc. In addition, students will acquire note taking skills, expression techniques and interpretation principles. Finally, students will consolidate their learned skills through a series of hands-on interpretation experiences.

Weekly Schedule

Week	Topic
1	Orientation and Knowing each other
2	Essentials of Interpreters Types of interpretation
3	Information Analysis
4	Visualization and Actualization
5	Reasoning, Logic and Memory
6	Expression Techniques and Interpretation Principles
7	Note Taking (1)
8	Note Taking (2)
9	Midterm
10	Student speech and short CI
11	Student speech and short CI
12	Student speech and short CI
13	Short Consecutive Interpretation (1)
14	Short Consecutive Interpretation (2)
15	Short Consecutive Interpretation (3)
16	Short Consecutive Interpretation (4)
17	Final Exam
18	Correction of Final Exam

Course Materials and References

Gile, D. (1995). *Basic concepts and models for interpreter and translator training*.
Amsterdam/Philadelphia: John Benjamins.

劉敏華 (2008) 《逐步口譯與筆記》，台北：書林出版。

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

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

楊承淑 (2008) 《口譯的訊息處理過程研究》。台北：輔仁大學出版社。

Requirements and Grading

Requirement/ Activity (1)	Percentage	Requirement/ Activity (3)	Percentage
10 Participation Marks	35%	7 Individual Oral Presentations	30%
Requirement/ Activity (2)	Percentage	Requirement/ Activity (4)	Percentage
11 Practicum	35%		

PT005. 2014Annual Play [2014 年度大戲]

2 credits

Dr. John Basourakos

For Freshmen and above

Class size: 40

This course is a survey of practice in all phases of play production, including acting, play choice, directing, staging, casting, make-up, costume design, lighting and scenic design. Most of the class time will be devoted to the intensive readings and discussions of selected play texts, as well as in active participation in theatre exercises intent on developing voice, movement, and role-playing. During this creative process, students will reflect on and then analyze their work, evaluate the process, and critique their development as theatre artists. Theatre production will focus on the following important elements: (1) developing co-operation as a group; (2) build confidence in each other as performers; (3) build awareness of the immediate environment; (4) build a sense of attention to detail; and (5) develop an appreciate of the art form of play production. In addition to class meetings, students will be expected to participate in rehearsals scheduled outside of school time.

A.Pedagogical Methods: Lectures, theatre exercises, readings and discussions, scene studies, performances.

<u>B. Course Requirements:</u> Attendance and Participation.	20%
Scene Studies.	30%
Play Rehearsals.	20%
Final Production.	20%
Final Report.	10%

C. Texts to Be Covered:

Rodgers, James W. *Play Director's Survival Kit: A Complete Step-By-Step Guide to Producing Theater in Any School or Community Setting*. San Francisco: Jossey-Bass, 1997.

Bloom, Michael. *Thinking Like a Director*. New York: Faber & Faber, 2001.

Play (s) to be analyzed and discussed in class will be announced at the beginning of the semester.

Conduct, Plagiarism, Cheating

Attendance is MANDATORY. Students may only be excused for being absent for medical or family emergencies and with appropriate documentation. If students are late for class twice, they will be marked down as being absent. If students are late for class 20 minutes after class has started, this will be counted as one absence. If students are absent twice in the semester, they will receive zero percentage points for attendance and participation.

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

PT006. Creative Writing [創意寫作]

2 credits

Dr. Donna Tong < fju080695@gmail.com >

For Juniors and above

Class size: 20

Course Description

In this course, the class will read, analyze, and discuss the fundamentals of prose writing leading to writing short stories. The class will begin with short stories that are widely considered to be "classics" in their genre. Students will analyze and discuss what aspects of these stories make them so famous and exemplary with the aim of incorporating these facets into their own creative writing.

Throughout the semester, students will be tasked to maintain a writing notebook. Please write whenever inspired to write. There will be writing tasks based upon the elements of writing a short story in general and specifically what makes a successful short story. Students will be required to submit their writing for workshop in class. These writings do not need to be complete at that time of the workshop, but a complete and finished portfolio

will be required at the end of the semester.

This class is primarily a workshop for creative writing on short stories – hence, each student’s *proactive and candid/productive collaboration* comprises the majority of the grading assessment. Each student **must write**, and each student **must participate**. Reading and giving criticism on a peer’s writing must be *constructive* – no “I liked it/I didn’t like it” comments. Instead, criticism must analyze where the *writing* (**not** the writer) fell short in its aims. Each student **must be respectful and considerate** when commenting on a peer’s work.

Required Texts

The Oxford Book of American Short Stories. Ed. Joyce Carol Oates

or

The Best American Short Stories of the Century. Eds. John Updike and Katrina Kenison.

The Scene Book: A Primer for the Fiction Writer. Sandra Scofield.

Workshop Conduct/Participation

- The author doesn’t speak until the group is finished critiquing his/her text
- Be respectfully frank & specific (being too general/abstract is not useful)
- Critique with a text’s potential next evolution in mind (avoid negativity – how can the writing be better? Be improved? Etc.)
- Silence is not a friendly gesture in a creative writing workshop – passivity will be taken as evidence of not having prepared for class and points will be deducted from Participation grades

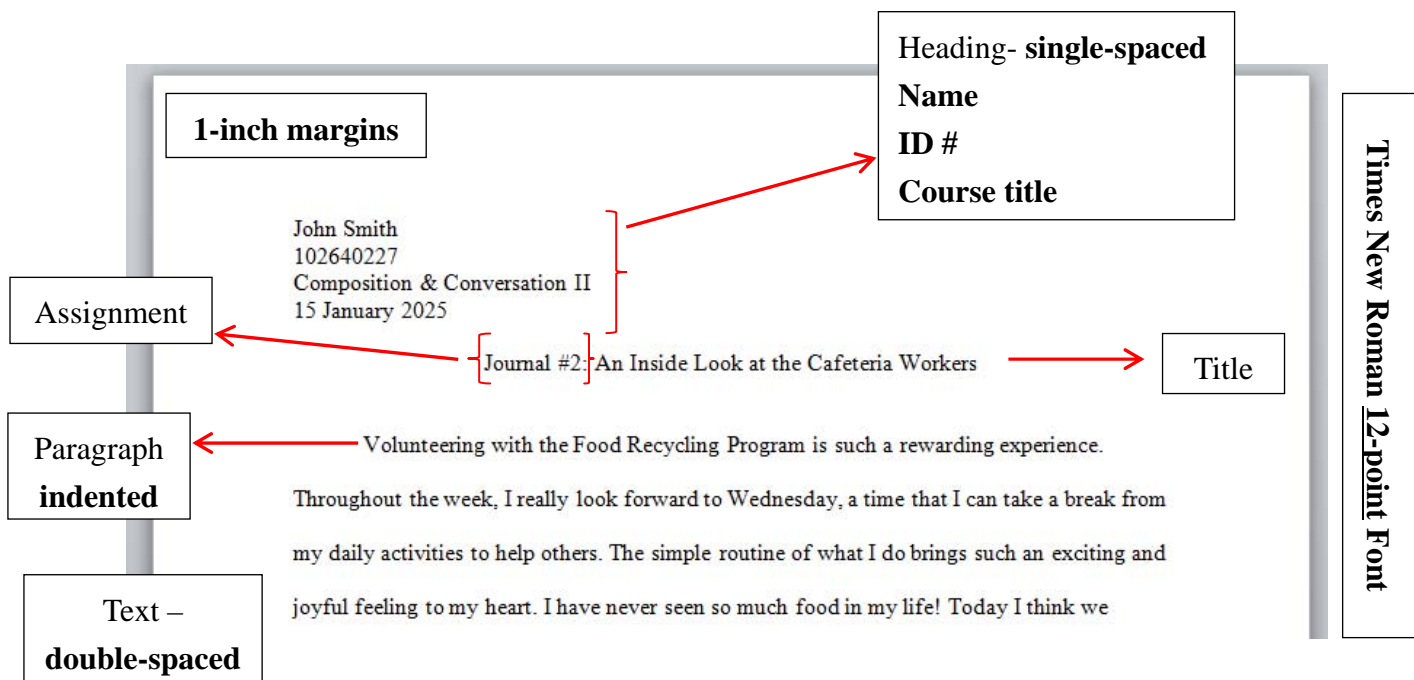
Course Requirements

Attendance and Participation	40%
Critiques	10%
Workshop Writing Assignments	20%
Portfolio	30%

***ATTENDANCE: 3 OR MORE UNEXCUSED ABSENCES WILL LEAD TO FAILING**

Paper Format & Submission

- Font: Times New Roman 12 point size.
- Margins: 1-inch all around.
- Spacing: double-spaced text.



At the end of each essay, students are required to have the WORD COUNT written. For example: *Word count: 1079.*

Headings must have the student's name, ID #, course, and date, with the assignment and title that corresponds with the content of the essay. All essays must be submitted in **hard copy with an electronic copy** sent through email to <fju080695@gmail.com> on the due date.

Conduct, Plagiarism, Cheating

Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one absence. **3 or more absences** will lead to failing the course.

PT007. Business Presentation & Promotion [商務報告及行銷]

2 credits

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

For Juniors and above

Class size: 40

Prerequisite: Speech and Debate

課程學習目標	This course aims to introduce you more advanced business presentation skills and basics about marketing in a global context. You will learn about 1.Business Presentation Practices
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	<p>2.10 Topics about Marketing</p> <p>3.Possibilities to apply what you have learned in literature courses in producing creative marketing campaigns.</p> <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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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	Course Orientation	Unit 1: The Role of Marketing TOEIC Pre-test	
2	02/26	Auditing and Marketing Objectives	1.Your M-concept presentations 2. Unit 2: Marketing Plan 1	
3	03/05	Marketing Strategy and Tactics	Unit 3: Marketing Plan 2	
4	03/12	International Customer and Communications	Unit 4: Marketing to Int'l Customers	
5	03/19	Market Research	Unit 5 Your M-plan meeting presentations	
6	03/26	Various Business Presentations	Effective Meetings, Progress Reports, Survey Reports, M-plan	Your Mplan
7	04/02	Review U1-5	Marketing Plan Presentations	
8	04/09	--Spring Break Holiday--	--Spring Break Holiday--	
9	04/16	Marketing Plan Presentation Instructions & Demo	Case Study 1: Green Sports Car	
10	04/23	Case Study 2: Union Direct Ethical	U5--M Survey & Research for PBL	
11	04/30	New Product Development and Branding	Unit 6: NPD & Branding	Int'l CCI ppt due
12	05/07	Group Reports on Int'l Culture & Creative Industry	Group Reports on Int'l Culture & Creative Industry	
13	05/14	Product Launch & Promotion	Unit 7: Product Launch	
14	05/21	Product Launch & Promotion	Promotional Mix Video: Integrated	Creative Marketing

				Marketing		Campaign Proposal
15	05/28	Unit 8: Digital Marketing		Unit 8: Digital Marketing Case Study 3:Guide Book Publisher on line		
16	06/04	Unit 9: Agencies and Suppliers		writing a copy *TOEIC Post-test		
17	06/11	Unit 10: Exhibitions and Events		Unit 10: Exhibitions and Events		
18	06/18	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	專家演講	5	專題實作	20
	角色扮演實境教學	10	產業實習	5	自主學習	10
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. Cambridge English for Marketing. Cambridge: Cambridge University Press, 2010. Print.					
教科書	Robinson, Nick. Cambridge English for Marketing. 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 UNESCO Handbook on Creative Industries					
教學平台網址	http://www.elearn.fju.edu.tw/icanxp/iCANPortal/index.html					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	5	課堂上實作演練	25	專業團體之證照檢定	5
	專題發表	30	書面報告(含小組或個人)	10	課堂參與	10
	口頭報告(含小組或個人)	15				
	說明：10% I– Attendance & participation (no. 11) 10% I– CV (no.10) 10% G– Marketing Concept ppt & presentation (No 5) 15% G– Marketing Plan (No.5- 5% ppt. 10% process: auditing, meeting minutes, objectives, etc.) 30% G– Creative Marketing Campaign (no.4--10% Creative Application of Literature in Marketing) 15% G– International Culture and Creative Industry Report (No.13)					

	(No. 1, 6) TOEIC pre & post tests--option to be decided in class
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 http://ce.etweb.fju.edu.tw/ceweb/aiedl/no_plagiarism.ppt</p> <p>5. 有問題歡迎及時反映, 以便及時解決, 請勿等到期末 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.</p>

PT008. English for Academic Purposes [學術英文]

2 credits

Dr. Faith Yang < fujuyang74@gmail.com >

Class size: 40

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.</p> <p>Academic here refers not only to the context of learning but also to 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</p>
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	developing their bank of vocabulary. Matters of school application and test preparation will be discussed, while various disciplines including 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 lecturer, developing ideas from an early stage, elaborating the ideas 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.
先修課程	English Conversation & Composition 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	02/17	Course Orientation		
2	02/24	Academic Poster Production (I)		
3	03/03	Academic Poster Production (II)		
4	03/10	Academic Listening (I)		
5	03/17	Academic Listening (II)		
6	03/24	Academic Reading (I)		
7	03/31	Graphic Description (I)		
8	04/07	Graphic Description (II)		
9	04/14	Mid-term Exam		
10	04/21	Academic Reading (II)		
11	04/28	Academic Writing (I)		
12	05/05	Academic Writing (II)		
13	05/12	Academic Speaking (I)		
14	05/19	Academic Speaking (II)		
15	05/26	Panel Discussion		
16	06/02	Holiday (Dragon Boat Festival)		
17	06/09	Tutorial		
18	06/16	Final Poster		

		Presentation				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	問題導向學習	15	討論	25
	實作教學	20	專題實作	20		
課程教材 Course Material	Hand-outs, PPT teaching slides, MP3 listening materials					
教科書	Hand-outs, PPT teaching slides, MP3 listening materials					
參考書目 Reference	http://www.uefap.com					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	書面報告(含小組或個人)	30	課堂參與	25	課堂上實作演練	15
學習規範	<p>Absenteeism Policy</p> <ul style="list-style-type: none"> • Credits cannot be earned without decent attendance. • There will be a 5-minute grace period at the beginning of each class. • Tardiness beyond the 5-minute grace period will be classified as “excused” or “unexcused” lateness. • 2 unexcused tardies equal 1 unexcused absence. 3 unexcused absences will lead to failing the course. • Excused absence must be supported by proper documentations. 					

PT009. English for Global Marketing [全球化行銷英文]

2 credits

Dr. Faith Yang < fujuyang74@gmail.com >

For Sophomores and Juniors

Class size: 13 (group A) and 13 (group B)

課程學習目標	<p>Overview</p> <p>This course aims to help students who need to communicate with confidence and efficiency in English in the context of global marketing. You will be learning useful language, phrases, and vocabulary to improve your communication/presentation skills in English in different marketing/advertising situations.</p> <p>Goals</p> <p>This course is designed for students who intend to work in marketing and advertising. The course covers a range of skills and topics such as talking to clients, discussing advertising campaigns, establishing a marketing plan, and writing a press release.</p> <ul style="list-style-type: none"> ● The essential responsibilities of those working in marketing and
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	<p>advertising departments will be discussed</p> <ul style="list-style-type: none"> ● Relevant vocabulary and communication skills such as telephoning, emailing, and giving presentations will be addressed ● Specialist vocabulary relating to branding, market research, direct marketing, and public relations will also be introduced
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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	Course Orientation		
2	02/27	Elevator Pitch		
3	03/06	Introduction to Marketing & Advertising		
4	03/13	Consumer Demand		
5	03/20	Finding the Customer		
6	03/27	Planning a Market Strategy (I)		
7	04/03	Spring Break		
8	04/10	Planning a Market Strategy (II)		
9	04/17	Needs & Wants of the Consumer - film		
10	04/24	Selling Skills in Travel and Tourism (I)		
11	05/01	Selling Skills in Travel and Tourism (II)		
12	05/08	Market Analysis (I)		
13	05/15	Market Analysis (II)		
14	05/22	Knowledge sharing project		
15	05/29	Marketing Tools & Shop Types (I)		
16	06/05	Marketing Tools & Shop Types (II)		
17	06/12	Presenting Your Public Face		
18	06/19	Final Exam		

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	10
	專 題 實 作	20	自 主 學 習	10	問 題 導 向 學 習	10
	實 作 教 學	25				

課程教材 Course Material	- Course slides - Hand-outs - Online resources					
教科書	Gore, S. 2008. English for Marketing and Advertising. OUP, Oxford: U.K.					
參考書目 Reference	Gore, S. 2008. English for Marketing and Advertising. OUP, Oxford: U.K.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	期中考	30	期末考	25	隨堂考 (小考)	20
	課堂參與	25				
	說明：Attendance and in-class participation: 25% Weekly quiz: 20% Mid-term group project: 30% Final written exam: 25%					
學習規範	Absenteeism Policy <ul style="list-style-type: none"> • Without decent attendance and punctuality, credits cannot be earned • There will be a 5-minute grace period at the beginning of each class. Tardiness beyond the 5-minute grace period will be classified as “excused” or “unexcused” lateness • Two unexcused tardies equal one unexcused absence. Three unexcused absences will lead to failing the course 					

PT010. Computer-Assisted Instruction & Presentation [電腦輔助教學與簡報]

2 credits

Dr. Bichu Chen < fujuyang74@gmail.com >

For Juniors and above

Class size: 40

This course is an introduction to instructional systems: technology, media and learning. It integrates instructional design principles, methods, media and software in order to design technology-enhanced instruction that facilitates learning. This course helps students identify and learn different forms of media and software applied in education and how they can be applied. After taking this course, students are able to name and recognize some media and software used in educational settings. Students will develop their concepts of e-Learning material design and be aware of advantages and disadvantages of adopting e-Learning materials. Students will use some media, open software, learning platforms, and even social network service to design materials and lessons for different instructional purposes.

PT011. 2014 Service Learning and Internship [2014 服務學習與實習]

2 credits

Service Learning: Dr. Doris Shih, Dr. Sherri Wei & Internship: Dr. Carol Liu

For Juniors and above

Class size: 40

Service Learning

Objectives

In this Service Learning part of the course, you enter the workplace of elementary school teaching as service learners in order to understand what the teaching job involves and how it relates to your life goals and career potentials; you will 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 assist the English Department to develop modes of integrating service learning in courses in order to improve the English Department's social engagement.

Course Description

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.

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.

Description on the Teaching arrangement

The instruction time in Guo-Tai Elementary school is most likely on [Wednesday, Thursday and Friday afternoons](#). For both observation and actual teaching weeks, please DO NOT be late and arrive Guo-Tai on time. Prior to your teaching, please design your lesson plan and show it to both Guo-Tai and FJU teachers for feedback before your instruction. During your teaching sessions, both Sherri and Doris will come and observe.

Requirements and Grading:

Weekly journals

EngSite discussion

Lesson Plans

Final Presentation
Guo-Tai Teachers' Evaluation
Attendance

PT012. Advanced Oral Training [高級口語訓練]

1 credit

Dr. John Basourakos

For Juniors and above

Class size: 40

1. Advanced Oral Training.

This course is designed to advance students' listening, speaking and comprehension skills in the English language. Students will explore a wide range of verbal content, functions and forms and participate in listening and speaking activities common in university classes, including discussions, debates, academic lectures, formal and informal speeches, and group discussions and presentations. In addition, students will be expected to perform a variety of five to ten minute speeches in academic and professional settings with emphasis on oral communication skills of clarity, information organization and delivery, in addition to accompanying speeches with supporting information and visual aids. Students will be evaluated based on their participation in class, with a more formal short oral assessment at the end of the semester.

A. Pedagogical Methods: Lectures, group discussions, oral presentations, debates, speeches, and class discussions.

B. Course Requirements:

Attendance and Participation.	30%
Presentations.	50%
Final Oral Exam.	20%

C. Texts to Be Covered:

Sanabria, Kim. *Academic Encounters: Life in Society*. Cambridge: Cambridge University Press, 2004.

Espeseth, Miriam. *Academic Encounters: Human Behavior*. Cambridge: Cambridge University Press, 2004.

Conduct, Plagiarism, Cheating

Attendance is MANDATORY. Students may only be excused for being absent for medical or family emergencies and with appropriate documentation. If students are late for class twice, they will be marked down as being absent. If students are late for class 20 minutes after class has started, this will be counted as one absence. If students are absent twice in the semester, they will receive zero percentage points for attendance and participation.

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



MA/BA Courses

MA001. Modern Drama [現代戲劇]

3 Credits

Dr. John Basourakos

For Juniors and above

Class size: 15

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

A. Pre-Requisites for the Course:

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

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

C. Requirements: In-class assignments and quizzes. 20%
Mid-Term Exam. 30%

Final Exam.	40%
Presentations.	10%

D. Topics to Be Covered:

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

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

MA002. The Posthuman: Androids, Cyborgs, and Dolls [後人類：生化機器人與傀儡]

3 Credits

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

For Juniors and above

Class size: 15

Course Description

This course aims to consider the ways in which advancing technologies, mechanical and biological, have influenced, changed, or even shattered conceptions of the human, and how these considerations are depicted and refracted through literature and film. Humanism in general encompasses philosophies and concepts which emphasize the value of human beings, but, as this course conceptualizes, technology calls into question the very definition and condition of being human. Mary Shelley's *Frankenstein* imagines scientific knowledge and methods as having the capacity to create life within the laboratory. Its subtitle *The Modern Prometheus* implies the seemingly-godlike abilities once attributed to Titan Prometheus from Greek mythology that science now obtains such as breathing life into something previously non-living, as Athena did with the clay figure that Prometheus fashioned, creating man. Dr. Frankenstein's creature thus supposedly proves his genius, but what is the creature? Is the creature an android, a being comprised of biological parts with a human appearance? If it is, is it *posthuman*? Or is the scientist now *posthuman*?

Another fundamental premise of the human condition is captured in Rene Descartes'

famous axiom: I think, therefore I am. Yet, the spectrum from the use of mechanical implements to replace human labor, the use of mechanical parts *inside* human beings, and the invention of so-called artificial intelligence all complicate what was once a seemingly simple universal and self-evident truth. Are cyborgs *posthuman*? Or how is a cyborg even defined? If thoughts can be manipulated, memories manufactured and/or erased, then is thinking even still a criterion of being human?

This course's chronology will span from Mary Shelley's *Frankenstein* to Joss Whedon's television series *Dollhouse* while hopefully approaching some answers, however tentative, to these questions.

Required Texts

Frankenstein. Mary Shelley.

L'ève Future. Auguste Villiers de l'Isle-Adam.

Do Androids Dream of Electric Sheep? Philip K. Dick.

Neuromancer. William Gibson.

"The Bicentennial Man." Isaac Asimov.

The Silver Metal Lover. Tanith Lee. **OR** *Hexwood*. Diana Wynne Jones.

Inside Joss' Dollhouse: From Alpha to Rossum. Ed. Jane Espenson.

Technologies of the Gendered Body: Reading Cyborg Women. Anne Balsamo.

How We Became Posthuman. N. Katherine Hayles.

Simians, Cyborgs, and Women. Donna J. Haraway.

The Human Use of Human Beings: Cybernetics and Society. Norbert Wiener.

Course Requirements

Attendance: 15%

Participation: 15% prepare one discussion question **each week**.

Close readings: 10% 2 reflections, 350 words minimum on texts of your choice.

Presentations: 20% 1 presentation on a non-fiction text, 1 presentation on a literary text.

RP presentation: 10% panel presentation on last day of class.

Research paper: 30% including research proposal due **???**.

***ATTENDANCE IS MANDATORY. 3 OR MORE ABSENCES WILL LEAD TO FAILING THE COURSE.**

Close Readings

Each student is responsible for writing **two reflections** on texts of his or her choice. Each reflection must be **350-words minimum**. If analyzing a fiction text, then each close reading must focus on analyzing *a specific passage or scene*: what is the significance of the passage to the text? How does the passage relate to the course theme of the posthuman?

Discussion Questions

Each student is responsible for preparing one discussion question on the assigned reading each week. This question must be *relevant* to the theoretical issues raised in class, and can be centered on related thematic concerns in a particular fictional text.

Each student must also prepare a tentative answer to his or her own question, but this answer *does not* have to be complete.

Presentations

Each student is responsible for preparing a **10-minute minimum** presentation on a non-fiction text **and** a **10-minute minimum** presentation on a fiction text. The criteria are listed below:

Non-fiction text presentation

1. Outline of presentation.
2. Short definition/description of the particular theory.
3. Key concepts related to the theory.
4. Example application of the theory.
5. Application of the theory to one literary text that we are reading or a film we have watched in the course.
6. Works Cited.

Fiction text presentation

1. Short overview of text.
 - a. Title and author.
 - b. Short bio of author.
 - c. Characters in the text.
 - d. Plot of the text.
2. Key themes/motifs.
3. Textual analysis.
 - a. Select a particular passage, scene, or moment in the text.
 - b. Explain how that particular passage connects to the whole text.

- c. What is significant about the selected passage?
 - i. Is something crucial revealed about the characters?
 - ii. Is something important revealed about a specific theme or motif?
 - d. Figurative language.
 - i. What kind of figurative language is used?
 - ii. What is the effect of the figurative language?
 - e. What kinds of literary theories from *Beginning Theory* can be used with this text?
4. Works Cited.

Research Paper

MA students need to prepare a 2500-3500-word (8-12 pages) research paper on any of the literary texts, or on a literary text with the *instructor's approval* and using at least two of the non-fiction texts. The research paper must include at least two research sources *not included* in the class.

BA students need to prepare a 1500-2200-word (5-8 pages) research paper on any of the literary texts, or on a literary text with the *instructor's approval* and using at least one of the non-fiction texts. The research paper must include at least one research source *not included* in the class.

RP Presentation

Each student must prepare a 10-15 minute presentation on his or her research paper to be given on the last day of class. *Do not simply read your research paper.*

Deadlines & Late Paper Policy

Unless deadlines are changed verbally in class or over email, the due dates for assignments and presentations are as indicated in sign-up sheets and the schedule.

No late papers will be accepted without arrangements made **one week prior to the due date** with the instructor.

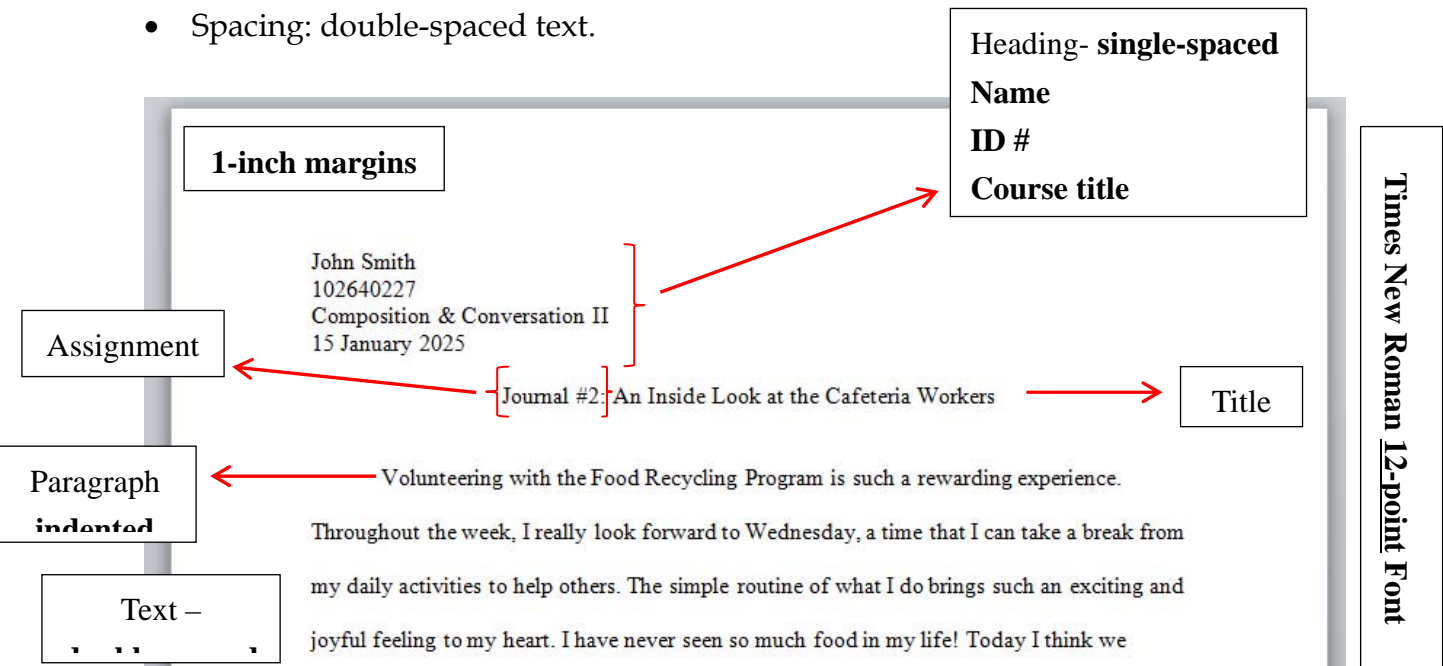
Conduct, Plagiarism, Cheating

Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one absence. **3 or more absences** will lead to failing the course.

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

Paper Format & Submission

- Font: Times New Roman 12 point size.
- Margins: 1-inch all around.
- Spacing: double-spaced text.



At the end of each essay, students are required to have the **WORD COUNT** written. For example: *Word count: 1079.*

Headings must have the student's name, ID #, course, and date, with the assignment and title that corresponds with the content of the essay.

All essays must be submitted in **hard copy with an electronic copy** sent through email to <fju080695@gmail.com> on the due date. The subject heading must have your name and the assignment: **Your Name - Assignment**. Example: **John Cho - Reflection 1**.

Your electronic file must be named appropriately: **ID# Your Name - Assignment**. Example: **722096031 Jane Doe - CR1.docx** (CR = Close reading 1).

MA003. American Literature and the Sublime [美國文學與莊嚴美]

3 Credits

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

For Juniors and above

Class size: 15

課程學習目標		<p>The objectives of this course are as follows:</p> <p>1) To trace the history of "the sublime" as a philosophical/literary concept, from the ancient world through postmodernism, through readings in some key theorists.</p> <p>2) To apply theories of the sublime to several American novels from the 18th through the 20th centuries.</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	02/21	Introduction					
2	02/28	Brown, Wieland					
3	03/07	Brown, Wieland					
4	03/14	Brown, Wieland					
5	03/21	Brown, Wieland					
6	03/28	Thoreau, Walden					
7	04/04	Thoreau, Walden					
8	04/11	Cather, My Antonia					
9	04/18	Cather, My Antonia					
10	04/25	Cather, My Antonia					
11	05/02	Faulkner, The Bear					
12	05/09	Faulkner, The Bear					
13	05/16	Faulkner, The Bear					
14	05/23	McCarthy, The Road					
15	05/30	McCarthy, The Road					
16	06/06	McCarthy, The Road					
17	06/13	McCarthy, The Road					
18	06/20	Review					
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		討論	50	對話教學法	30	自主學習	20
課程教材 Course Material		Films: American Beauty, Tree of Life					
教科書		Charles Brockden Brown, Wieland					

	Henry David Thoreau, Walden (selections) Willa Cather, My Ántonia William Faulkner, The Bear Cormac McCarthy, The Road					
參考書目 Reference	Brown and the Sublime http://www.youtube.com/watch?v=cdnWW1U0HUM http://www.angelfire.com/me2/artgirl/bernard.html Thoreau and the Sublime Ralph W. Black. "From Concord Out: Henry Thoreau and the Natural Sublime" Interdiscip Stud Lit Environ (1994) 2(1): 65-76 Cather and the Sublime The Quotidian Sublime: Cognitive Perspectives on Identity-Formation in Willa Cather's My Ántonia David Hill From: Arizona Quarterly: A Journal of American Literature, Culture, and Theory Volume 61, Number 3, Autumn 2005 pp. 109-127 10.1353/arq.2005.0021					
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	書面報告(含小組或個人)	50	課堂參與	20	心得或作業撰寫	15
	口頭報告(含小組或個人)	15				
學習規範	Read and prepare the texts assigned for each class meeting before the beginning of class. Come to every class prepared to comment on the assigned readings. Contact the teacher regarding any absence.					

MA004. Statistics for Language [語言統計]

3 Credits

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

For Juniors and above

Class size: 15

Do you know that when we talk about Bell Curve in the statistics class, it's actually more

than just a bell shape?? 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??? (That's why there is a book entitled *How to Lie with Statistics!*)

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. (If you are a graduate student already, this course will help you conduct your thesis study by using the quantitative analysis methods). Besides the in-class lectures and interactions, we will also 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. (1998). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. London: Cambridge Univ. Press.

Other additional references and research papers:

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

MA005. World English/es [世界英文]

3 Credits

Dr. Tammy Hsu < hhsu9uiuc@gmail.com >

For Juniors and above

Class size: 15

課程學習目標	This course is designed to assist you in enhancing four language skills in English. Being able to utilize resources presented in English and get your messages across in English in production forms, such as writing and speaking, requires understandings of English use in the contemporary world in addition to requisite skills in English. You will be introduced to the global spread of English and its function as an international language or lingua franca, which shapes the way you use and deal with English. Then you'll be trained in using the linguistic resources to organize ideas, read articles on various topics, write effectively and speaking with confidence.			
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	02/18	Intro to the course	Pre-instruction survey; syllabus	
2	02/25	Words and pictures		
3	03/04	Love and attraction		
4	03/11	Food and health		
5	03/18	Review		
6	03/25	Design and engineering		
7	04/01	Human Journey		
8	04/08	Conversation Challenges		
9	04/15	Review		
10	04/22	Song and Dance		
11	04/29	Investigations		
12	05/06	Reputations		
13	05/13	Review		
14	05/20	Science frontiers		
15	05/27	Green living		
16	06/03	Quality of life		

17	06/10	Review				
18	06/17	Final				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	10	自主學習	30	討論	20
	個案研討	10	競賽遊戲	10	問題導向學習	20
課程教材 Course Material	1. MacIntyre, Paul. (2010). Reading Explorer 4. Heinele, Cengage Learning. 2. Supplemental materials.					
教科書	1. MacIntyre, Paul. (2010). Reading Explorer 4. Heinele, Cengage Learning. 2. Supplemental materials.					
參考書目 Reference	1. MacIntyre, Paul. (2010). Reading Explorer 4. Heinele, Cengage Learning. 2. Supplemental materials.					
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂上實作演練	20	隨堂考(小考)	10	書面報告(含小組或個人)	20
	課堂參與	20	口頭報告(含小組或個人)	30		
學習規範	Class Policies Attendance: Class attendance is necessary and no more than three excused absences are allowed. Make-up Exams: They will only be allowed for students with excused absences. Note that the make-up exams do not include graded speeches.					

MA006. Online Learning Community: Relating Theory to Practice [網路社群之語言學習：理論與實務]

3 Credits

Dr. Sherri Wei < 055082@mail.fju.edu.tw >

For Juniors and above

Class size: 15

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

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	Course Orientation	The meeting place of language learning and online learning communities	
2	02/26	The classroom as a learning environment	Personal history of English learning	
3	03/05	Attitude, Beliefs and Prejudice about language learning	The Affective Domain	
4	03/12	Is the Net Generation a new generation?	The digital native debate	
5	03/19	The role of digital technology in language learning	Vygotskian Socio-cultural Theory	
6	03/26	Computer literacy	Critical thinking involved in this information society	
7	04/02	What is a learning community?	Defining and redefining community in Cyberspace (Ecological learning community)	
8	04/09	Spring Break	No Class	
9	04/16	Midterm review		
10	04/23	Task-based learning and content-based learning	Teaching Methods and Approaches	
11	04/30	Affordances of the Online Modality	From Constructivism to Connectivism	
12	05/07	Social Psychology	Attitude, Motivation and the learning behaviour	
13	05/14	Social Psychology	Groups, cooperation and collaboration	

14	05/21	Lesson planning: Integrating four skills	Lesson Planning			
15	05/28	Classroom Practice and ICT tools: blog, wiki & MOO	Asynchronous Online Communication			
16	06/04	Classroom Practice: MSN & Skype	Synchronous Online Communication			
17	06/11	Final Presentation	Theories and Practice			
18	06/18	Course evaluation	Final Review			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	20	討 論	30	電 子 教 學	10
	專 題 實 作	20	實 作 教 學	10	個 別 指 導	10
課程教材 Course Material	Related reading materials will be provided					
教科書	Related reading materials will be provided					
參考書目 Reference	Related reading materials will be provided					
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	專題發表	20	課堂參與	20	個案分析報告撰寫	20
	心得或作業撰寫	30	自評與小組互評	10		
學習規範	1. Eating is prohibited in class. Please eat breakfast before you come to class. 2. For every unexcused absent, 5 points will be deducted lost from the final grade, for each excused lateness, 3 points will be deducted. 3. Absence from classes has to be justified. If you are absent three times without an acceptable justification, you will fail this course.					