

Curriculum for Spring 2015: Elective Courses



Advanced Literature and Culture Courses

LC001. English Literature IV: Modern and Postmodern (1901-present) [英國文學（四）：現代及後現代時期（1901起）]

3 credits

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

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

Overview:

In this course we will read the works of major authors classified by the term “modern” and “postmodern” in the twentieth century English literature. You should relax and let the words and images form impression in your minds, not force meaning out of them. In your reading, you might try to assume the mood that Woolf describes in *The Mark on the Wall*: "I want to think quietly, calmly, spaciouly, never to be interrupted, never to have to rise from my chair, to slip easily from one thing to another, without any sense of hostility, or obstacle. I want to sink deeper and deeper, away from the surface, with its hard separate facts" (*Norton* 2146). However, you should be aware that postmodern texts consciously disorient the reader, shaking off the soft blanket of chronological, straightforward storytelling in favor of a harsher, more forbidding narrative style. The reader is led through multiple shifts in consciousness, chronology, and geography, often without a chapter break, let alone a comment like "Fifty years earlier," to guide the way.

Postmodern means so many things to so many people, and it has a slightly different meaning in nearly every discipline, from art and architecture to fashion and technology. For that reason, I'd like to give an overview of what to expect when encountering a postmodern novel or short story, then give a couple of tips on how to read postmodern texts.

First of all, let's examine a few of the most common narrative and stylistic devices found in postmodern texts:

1. Postmodern literature often uses confusing chronology, jumping from one historical period to another and from one character's thoughts to another character's thoughts without any indication at all.
2. In 350 B. C. Aristotle wrote that every story has a beginning, a middle, and an end. With postmodern texts, that's not always the case. Postmodern writers often leave their stories open-ended, with no satisfying conclusion, or the book concludes by making a reference back to the beginning, thereby offering circularity.
3. Postmodern stories and novels often rely on parody or satire, revealing little tolerance for aspects of our culture that typically evoke reverence.
4. The postmodern text, at heart, reveals skepticism about the ability of art to create

meaning, about the ability of history to reveal truth, about the ability of language to convey reality. All of that skepticism leads to fragmented, open-ended, self-reflexive stories that are intellectually fascinating but often difficult to grasp on the first read.

How best to read postmodern texts?

First, more than most literature, postmodern literature needs multiple readings. At any minute you might be thrust backward into the early 19th century, and it's going to take a while to figure that out. The author is often trying very hard to disorient you – so be patient and flip back a few pages early and often.

Second, sometimes you just have to go with it. If you're following a story about a fever epidemic in the 19th century and then a contemporary voice comes along describing the Philadelphia fire, make a note in the margin ("who the heck is speaking now?") and keep going. Postmodern texts often rely on sharp juxtaposition of voices and historical periods, so trust that it'll make more sense on re-reading and keep plowing ahead.

Postmodern literature can present some of the most difficult reading out there, but it also offers some of the best intellectual challenges.

Texts:

The Norton Anthology of English Literature. Ed. Stephen Greenblatt, et al. 9th ed. Vol.2. New York: Norton, 2012.

Requirements:

Participation/preparation. Students should read and prepare the texts assigned for each class meeting before the beginning of class. Class time will involve a combination of lecture, discussion, and presentation. Quizzes will also count toward your class participation grade.

Because this is a survey course, we will not try to cover every aspect of every assigned text. Nevertheless, students are expected to read and study all the texts, and express comments online. On exams and in essays students are encouraged to go beyond what we have said in class.

Attendance and promptness are essential to this course. Absences, or persistent lateness, will hurt your grade. Students with more than three unexcused absences will fail this course. Send me an email explaining any absence beforehand, if possible, or as soon as possible after the missed class. If you have been sick and sought professional care, please give me the sick leave application right after you come to class. An unexcused absence will lead to a lower grade and three unexcused absences will lead to the failure of this course.

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. Students who ask questions and respond to the teacher's questions in class will get extra points. After the presentation, group report outlines and ppt files are expected to be put online (iCAN).

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.

Grading Policy:

Group presentations 小組報告 20% Midterm 期中考 30% Final 期末考 30%

Quizzes and class participation 小考/課堂參與 20%

Teaching Methods: Lecture/Ss presentation: 40% Socratic Q & A: 40% Discussion: 20%

Weekly schedule

Week	Date	Topic	Unit
1	02/23 Monday	No class	Read pp.1887-1910
2	03/02	Introduction to the course: the historical and literary background Modernism	Introduction Auden: two poems Discussion: What is modernism? (pp. 2056-58)
3	03/09	Conrad: <i>Heart of Darkness</i>	Conrad: <i>Heart of Darkness</i> (pp. 1951-81)
4	03/16	Conrad: <i>Heart of Darkness</i> ¹	Conrad: <i>Heart of Darkness</i> (pp. 1981-2011)
5	03/23	Discussion on Film: <i>Apocalypse Now</i>	Film: <i>Apocalypse Now</i> (dir. by Coppola, 1979; film clips)
6	03/30	W. B. Yeats & T.S. Eliot: poems ² ³	Yeats: "The Second Coming," "Leda and the Swan," "Sailing to Byzantium" (pp 2099, 2102) Eliot: <i>Little Gidding</i> from <i>Four Quartets</i> (pp 2547-54)
7	04/06	No class / Spring break	
8	04/13	Virginia Woolf	Woolf: <i>Mrs. Dollaway</i> (pp 2155-2264)
9	04/20	Midterm Exam	
10	04/27	James Joyce: Stories from <i>The Dubliners</i> ⁴	The Dubliners: "The Sisters," "Eveline," "A Mother" (←xeroxed), "The Dead" (pp 2282- 2311)
11	05/04	Samuel Beckett ⁵	Beckett: <i>Waiting for Godot</i> (pp 2619- 77)
12	05/11	Graham Greene & Doris Lessing: ⁶ ⁷	Greene: "The Basement Room" (xeroxed); Lessing: "To Room Nineteen" (pp 2758-80)
13	05/18	V. S. Naipaul (pp 2730-52) ⁸ & Seamus Heaney ⁹	Naipaul: "One Out of Many" (pp 2856-78); Heaney: "Digging," "The Forge," "Punishment" (2824-26)

14	05/25	Harold Pinter & "The Comedy of Menace" 10	Play: "The Dumb Waiter" (pp 2816-36)
15	06/01	Peter Shaffer 11	Play: <i>Equus</i> (xeroxed)
16	06/08	Willy Russel 12	Play: <i>Shirley Valentine</i> (xeroxed)
17	06/15	Final Exam	
18	06/22	Review	

LC002. Shakespeare [莎士比亞]

3 credits

Ms. Jennifer Chiu < jenniferwychiu@hotmail.com >

For Sophomores and above

Class size: 45

Prerequisite: Introduction to Literature

課程學習目標	This course will focus on five of Shakespeare's plays written and performed in the Elizabethan/Jacobean world of Renaissance England. We will read one comedy (Twelfth Night), two tragedies (King Lear, Macbeth), a history play (Richard III) and a late romance (The Tempest). Each play must be read carefully and actively. 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.			
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	02/26	Introduction to the course William Shakespeare	His Time	
2	03/05	William Shakespeare	His Life & Work	
3	03/12	Romantic Comedy	Twelfth Night	
4	03/19	Romantic Comedy	Twelfth Night	
5	03/26	Roman Tragedy	Julius Caesar	
6	04/02	Roman Tragedy	Julius Caesar	

7	04/09	History Play	Richard III			
8	04/16	History Play	Richard III			
9	04/23	MIDTERM				
10	04/30	Great Tragedy	King Lear			
11	05/07	Great Tragedy	King Lear			
12	05/14	Great Tragedy	King Lear			
13	05/21	Great Tragedy	Macbeth			
14	05/28	Great Tragedy	Macbeth			
15	06/04	Romance	The Tempest			
16	06/11	Romance	The Tempest			
17	06/18	Conclusion				
18	06/25	FINAL				
課程教材 Course Material		Norton edition of Shakespearean plays; audios and videos; academic articles				
教科書		Greenblatt, Stephen, et al., eds. Norton Shakespeare. 2nd ed. New York: W. W. Norton & Company, 2008.				
參考書目 Reference		<p>Bush, Douglas. Prefaces to Renaissance Literature. Cambridge: Harvard UP, 1966.</p> <p>---. The Renaissance and English Humanism. Toronto: U of Toronto P, 1962.</p> <p>Kermode, J. Frank. Four Centuries of Shakespearean Criticism. New York: Avon Books, 1965.</p> <p>Tillyard, E.M.W. The Elizabethan World Picture. New York: Vintage Book, 1959.</p> <p>Wells, Stanley, ed. The Cambridge Companion to Shakespeare Studies. Cambridge: Cambridge UP, 1968.</p> <p>Wood, Michael. In Search of Shakespeare. London, BBC Books, 2003. BBC, 2003. DVD.</p> <p>---. Shakespeare. 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	10	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0

	期中考	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	0	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	0
	其他	0				
	說明：Students are expected to (1)finish reading (2) and be prepared to ask questions and join the discussions in class. Extra credits will be given to those active participants.					
學習規範	<p>The final grade for the semester will be based on the quizzes, assigned writings, participation, attendance, the oral presentations, and the mid-term and final exams.</p> <p>Attendance is mandatory. Excused absences are accepted for medical or family emergency with appropriate documentation. More than six absences in total, however, will lead to failing the course. Tardiness past 20 minutes after class has begun, leaving before the class ends, or coming to class without bringing the textbook as requested, is counted as one absence. Three-time lateness equals one absence, and one-time truancy equals two absences. 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.</p>					

LC003. American Literature II: 1865 to present [美國文學史(二)：1865年至當代]

3 credits

Dr. Donna Tong

For Sophomores and above

Class size: 45

Prerequisite: Introduction to Literature

LC004. 20th Century American Poetry [二十世紀美詩研究]

3 credits

Dr. Raphael Schulte

For Juniors and above

Class size: 15

Prerequisite: Introduction to Literature

課程學習目標	This course will sample some of the types of poetry written in the United States during the past century, with an emphasis on short lyric poems and their social and cultural contexts. The primary objectives of this lecture and discussion course are (1) to enhance your appreciation and
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understanding of the range of American poetries written since the beginning of the twentieth century and (2) to provide you with a broad critical framework for reading poetry. This survey course will examine various types of poetry – from the surrealist poetry and imagism of the first decades of the last century right up to the present, including such contemporary types of poetry as Beat poetry, New York School poetry, Deep Image poetry, Objectivist poetry, and Confessional poetry. We will also touch upon examples of African-American poetry and Asian-American poetry. The last hundred years have been notable for the number of exciting and challenging American poets writing. Because of this, we cannot in one semester hope to read or even sample all of that poetry. With that in mind, if there are poets (or even specific poems) that you are interested in studying, please feel free to tell the teacher. We may read poems by Ezra Pound, T.S. Eliot, Mina Loy, Robert Frost, William Carlos Williams, Wallace Stevens, Langston Hughes, Elizabeth Bishop, Robert Lowell, Sylvia Plath, Allen Ginsberg, Frank O’Hara, James Wright, Lorine Niedecker, Li-Young Lee, Mark Doty, and Kay Ryan.

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	02/27	Introduction		
2	03/06	Ezra Pound		
3	03/13	T.S. Eliot		
4	03/20	Mina Loy		
5	03/27	Robert Frost		
6	04/03	William Carlos Williams		
7	04/10	Wallace Stevens		
8	04/17	Langston Hughes		
9	04/24	Elizabeth Bishop		
10	05/01	Robert Lowell		
11	05/08	Sylvia Plath		
12	05/15	Allen Ginsberg		
13	05/22	Frank O’Hara		
14	05/29	James Wright		
15	06/05	Lorine Niedecker		

16	06/12	Li-Young Lee				
17	06/19	Mark Doty				
18	06/26	Kay Ryan				
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	10	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	20	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	20	心得或作業撰寫	10
	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	10
	其他	0				
學習規範	Students will be expected to write regular response journals, as well as complete both a midterm exam and a final paper. Your final grade for the semester will be based on the quizzes, assigned writings, presentations, participation, attendance, the mid-term exam, and the final paper.					

LC005. Modern Interpretation of Chinese Narrative Poetry [古典敘事詩的現代詮釋]

2 credits

Ms. Yan-zhen Wu < fjuntnu@gmail.com >

For Sophomores and above

Class size: 60

- 一、103 學年度下學期「古典敘事詩的現代詮釋」(D200222300) 與 103 學年度上學期「古典抒情詩的現代詮釋」(D200222299) 課，乃上下學期系統相關的課程，為維持課程順暢銜接之教學品質。已經選修過 103 學年度上學期「古典抒情詩的現代詮釋」課的同學，可「優先」選修 103 學年度下學期「古典敘事詩的現代詮釋」課。
- 二、初選已選修到「古典敘事詩的現代詮釋」課的同學，請務必參與 2/26 (四) 課程說明，保障自身退選的權益。若因故而無法參與者，請務必在 2/24 (二) 前寫信到吳燕真老師信箱 (fjuntnu@gmail.com) 具體說明：請假原因，表達選課的意願，和委託分組同學姓名。並且在 3/5 (四) 前印製好課程講義、詳閱課程規定、上網填寫課程問卷。若無故缺席者，未寫信說明 (或寫信請假，卻無法達到以上要求者)，請在加退選時間進行退選。
- 三、初選未選修到「古典敘事詩的現代詮釋」課的同學，若有意在加退選期間加選，也請務必參與 2/26 (四) 課程說明。大五延畢生，全程參與課堂說明者，可額外由老師人工加

簽。非大五延畢生，請自行上網加選，恕不人工加簽。

- 四、加退選其間加選到「古典敘事詩的現代詮釋」課的同學，若無法參與 2/26 課程說明者。請在 3/3 (二) 前寫信到吳燕真老師信箱 (fjuntu@gmail.com) 請具體說明：首堂缺席原因，表達選課的意願，願意配合老師指派分組。並且在 3/5 (四) 上課前印製好課程講義、詳閱課程規定、填寫課程問卷、上課積極投入小組討論。無法達到以上要求者，請勿加選。
- 五、若有未盡之事宜，教師有補充和調整選課須知之責任與義務。

以上五點，敬請配合。

課程學習目標		<p>1.「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代敘事詩的演變和特色。並且配合所選文本，適時論及其文藝思潮、文學理論及作品分析。除了深刻認識具代表性的敘事詩，同時提昇對於韻文再創作與理論的了解。</p> <p>2.「方法」：鍛鍊鑑賞作品的基本觀念和能力，從分析過程的鍛鍊中培養眼力、胸襟、處事的態度、團體合作，與自主學習的能力。並且同時培養閱讀與創作之興趣，以及激發吸收與創作之潛力。</p> <p>3.「心靈」：藉由主題韻文的細讀、分析與討論，進行自我、社會、傳統的剖析，達至生命智慧之啟發、價值思考之深化、知情意行之統整，與文化批判性的繼承。確立價格與價值之別，追求心靈成長與人格思辨。</p>		
先修課程		大一國文（或現代小說選讀、當代小說選讀、古典抒情詩的現代詮釋）		
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	02/26		○課程說明與意見發表	◎課程安排，將視實際操作情況，作適當調整。
2	03/05		古典敘事詩導論	□分組名單
3	03/12		《詩經》選（〈生民〉、〈谷風〉、〈氓〉、〈七月〉）	
4	03/19		屈原《楚辭》選（〈漁父〉、〈卜居〉）	□札記 1
5	03/26		蔡琰〈悲憤詩〉	分組報告 1 □札記 2
6	04/02		〈古詩為焦仲卿妻作〉（孔雀東南飛）	分組報告 2 □札記 3
7	04/09		〈陌上桑〉	□札記 4
8	04/16		〈上山采蘼蕪〉	□札記 5

9	04/23		影片欣賞	<input type="checkbox"/> 電影回饋單 1 <input type="checkbox"/> 微電影劇本、分工明細
10	04/30		辛延年〈羽林郎〉	分組報告 3 <input type="checkbox"/> 札記 6
11	05/07		左延年〈秦女休行〉	分組報告 4 <input type="checkbox"/> 札記 7
12	05/14		〈婦病行〉	<input type="checkbox"/> 札記 8
13	05/21		杜甫〈三吏〉、〈三別〉	分組報告 5 <input type="checkbox"/> 札記 9
14	05/28		白居易〈琵琶行〉	分組報告 6 <input type="checkbox"/> 札記 10
15	06/04		白居易〈長恨歌〉	<input type="checkbox"/> 札記 11
16	06/11		吳偉業〈圓圓曲〉	<input type="checkbox"/> 札記 12
17	06/18		影片欣賞	<input type="checkbox"/> 電影回饋單 2
18	06/25		小組微電影放映與課程總結	<input type="checkbox"/> 課程回饋意見 〈我的「古典敘事詩的現代詮釋課」課〉
課程教材 Course Material		教師自編 PPT		
教科書		1.教師自編講義 2.教師補充文本		
參考書目 Reference		<p>邱燮友注譯：《新譯唐詩三百首》（臺北：三民書局，2011 年）</p> <p>王立著：《中國古代文學十大主題—原型與流變》（瀋陽：遼寧教育出版社，1990 年）</p> <p>王國瓔著：《中國文學史新講》（臺北：聯經出版公司，2006 年）</p> <p>高友工著：《唐詩的魅力》（上海：上海古籍出版社，1989 年）</p> <p>葛曉音著：《山水田園詩派研究》（瀋陽：遼寧大學出版社，1993 年）</p> <p>聶永華著：《初唐宮廷詩風流變考論》（北京：中國社會科學出版社，2002 年）</p> <p>柯慶明著：《中國文學的美感》（臺北：麥田出版社，2000 年）</p> <p>方瑜著：《唐詩論文集及其他》（臺北：里仁書局，2005 年）</p> <p>傅剛著：《魏晉南北朝詩歌史論》（長春：吉林教育出版社，1995 年）</p> <p>葛曉音著：《八代詩史》（西安：陝西人民出版社，1989 年）</p> <p>趙敏俐著：《漢代詩歌史論》（長春：吉林教育出版社，1995 年）</p> <p>蕭滌非著：《漢魏六朝樂府文學史》（北京：人民文學出版社，1984 年）</p> <p>戴君仁編：《詩選》（臺北：文化大學出版部，1981 年）</p> <p>聶永華著：《初唐宮廷詩風流變考論》（北京：中國社會科學出版社，2002 年）</p> <p>蕭滌非等著：《唐詩鑑賞集成》（臺北：五南出版社，1990 年）</p>		

袁行霈主編：《歷代名篇鑑賞集成》（臺北：五南出版社，1993年）

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）	10	課堂參與	70	心得或作業撰寫	0
	口頭報告（含小組或個人）	10	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	10	筆記	0
	其他	0				
	<p>說明：1.書面報告、口頭報告：20% 以小組為單位，分組報告。老師評分包含書面資料10%，口頭報告10%。 書面資料包含：A.開會記錄 B.呈現計畫書（A.B.各繳交一份給老師）C.講綱（一張A4文件統整上台展演的重點，影印發送給同學和老師。）D.回饋單：裁切後發給每一位同學，收集黏貼成A4頁面，不可以重疊，交給老師掃描。（A.B.C.需上台該週準時繳交，遲交扣分。D.需上台隔週準時繳交，遲交扣分。） 口頭報告三不原則：①不拿講稿②不以講授方式呈現③不一一輪流上台。負責報告小組報告後，其他小組必須進行提問、對談、溝通或辯論。</p> <p>2.展演（小組微電影）：10% 以小組為單位，製作微電影。老師評分包含書面資料5%，微電影5%。 書面資料包含：A.開會記錄 B.呈現計畫書（分工明細）C.詩作與改編劇本（A.B.C.需期中4/23繳交，遲交扣分。） 微電影原則：①以15分鐘為限②不使用侵權的影音檔案③影片需在放映前兩週（6/4前）放到教師指定YouTube帳號。</p> <p>3.課堂參與：70% 札記12篇，一篇4分，共48%。請用18K活頁紙「書寫」，嚴禁抄襲，抄襲以零分計算。課前預習札記必須在當次上課「點名時」繳交，上課書寫不予計分。上課遲到者，在補點名時立即繳交，仍予計分。札記包含上課參與準備，凡遲交或請假則無法參與討論，該篇將會斟酌計分。 電影回饋單2篇，一篇4分，共8%。 課程回饋意見1篇，一篇4分，共4%。 以上評分等第為 A+：95%（2.85分）有思考的啟發性，對生命有體認。 A+：90%（3.60分）有自我創見想法，能夠獨立思考。 B+：80%（3.20分）善於表達意見，思考議題未深入。 B+：70%（2.80分）有自己的見解，但論題發揮有限。 C+：60%（2.40分）嘗試表達意見，然取材思考不足。 C+：50%（2.00分）粗略解釋說明，未加以發展陳述。 準時繳交但缺席討論：降一級分 缺交：0分 其他表現10%</p>					

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



Advanced Language Studies Courses

LS001. TESOL [英語教材教法]

3 credits

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

For Juniors and above

Class size: 40

Prerequisite: Introduction to linguistics

課程學習目標	<p>Objectives: The objectives of this course are listed as follows.</p> <ol style="list-style-type: none"> 1. Help learners understand different teaching techniques and principles over the course of English teaching history. 2. After taking this course, learners are empowered to verbalize different teaching techniques and able to describe the kinds of teaching principles. 3. Learners are likely to have the ability to analyze ways of teaching after they observe classroom or tutoring activities. 4. Furthermore, learners should be able to design and perform their lesson plans based on what they have learned in this course.
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5. Finally, put theories into practice by engaging in service learning				
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	02/26	Orientation & Introduction		This syllabus is subject to change.
2	03/05	Chap 8 Total Physical Response; class management		
3	03/12	Chap 8 Total Physical Response		
4	03/19	Chap 4 The Audio-Lingual Method	Quiz	
5	03/26	Multiple Intelligences		
6	04/02	Service Learning	Group Presentation (CALL)	
7	04/09	Chap 3 The Direct Method	Group Presentation	
8	04/16	Chap 6 Desuggestopedia	Group Presentation; Quiz	
9	04/23	Midterm Week Service Learning		
10	04/30	Chap 9 Communicative Language Teaching	Group Presentation	
11	05/07	Chap 10 Content-based instruction	Group Presentation	
12	05/14	Technology in Language Learning		
13	05/21	Review; Service Learning	Quiz	
14	05/28	Service Learning		
15	06/04	Chap 13 Strategy training		
16	06/11	Chap 13 Strategy training		
17	06/18	Service Learning- Final Project		
18	06/25	Service Learning- Final Project		
課程教材 Course Material		Textbook Teacher selected materials		
教科書		Textbooks: Larsen-Freeman, D.& Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford University Press.		

參考書目 Reference	Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. Pearson Longman.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	10	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	10	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	10
	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)	20	面試或口試	0	自評與小組互評	10
	參加競賽	0	展演	0	筆記	0
	其他	20				
學習規範	<p>Class Requirements</p> <p>Attendance</p> <p>1. If you are absent for more than 4 times without acceptable reasons, you are forbidden to take the final exam or do the final presentation. Absence for more than three times means failing of this course (including absences, sick leaves, and personal leaves)!</p> <p>2. Please be punctual. Being late 10 minutes will affect your class performance as well as your semester score. Three latenesses will be counted as one unexcused absence.</p> <p>3. Submit your homework on time. No late work.</p> <p>4. Important! Students enrolled in this class offer on-site school tutoring or instruction to students at Kuo-Tai Elementary School (Time and length: TBD; Some class hours (TBD) will be waived for service learning.)</p>					

LS002. Psychology in Language Classrooms [語言教室中的心理學]

3 credits

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

For Juniors and above

Class size: 45

課程學習目標	This course aims to introduce relevant psychological theories and approaches in the discussions about language pedagogy. Language learning is a socially mediated process, as we learn a new language, we must have
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gone through certain psychological changes. This psychological journey deserves our attention as much as the linguistics aspect of language acquisition. In fact, this is why in the past three decades, teachers and researchers have paid more and more attention to issues like motivation, attitude, beliefs and learning styles. In order to discuss these illusive psychological concepts, examples from various sources, like movies and songs, will be selected as reading materials and topics for in-class discussions.

Students who complete this course will

1. be able to analyze scenarios in everyday life through the reading of psychology theories.
2. read related psychology theories to gain a deeper understanding of the factors involved in the teaching and learning of the English language.
3. apply these psychology theories to analyze social interactions in classrooms, either face-to-face or online.
4. gain a deeper understanding of personal learning and teaching experiences through the lens of psychology theories.

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	02/24	Course Orientation: Educational Psychology	Course Orientation	
2	03/03	Educational Psychology	Behaviorism & Cognitive Psychology	
3	03/10	Language Learning Theories & Methods I	Humanistic Approaches: Maslow's Hierachy of Needs	
4	03/17	Language Learning Theories & Methods II	Vygotsky's Zone of Proximal Development	
5	03/24	Motivation, Attitude & Belief I		
6	03/31	Motivation, Attitude & Belief I	Dangerous Mind	
7	04/07	Spring Break	No class	
8	04/14	Studies in Effective Teaching	Mediation Theory	
9	04/21	Midterm Review		
10	04/28	Learner History & Individual	English Vinglish	

		Differences		
11	05/05	Positive Psychology I	Authentic Happiness	
12	05/12	Positive Psychology II		
13	05/19	Studies in Effective Teaching	Strategy-based Instruction	
14	05/26	Social Media: Does Facebook Make Us Sad?		
15	06/02	Social Interactionism I: Collaboration and Group Dynamics		
16	06/09	Social Interactionism II: The Learning Context		
17	06/16	Final Report I		
18	06/23	Final Report II		
課程教材 Course Material		William, M & Burden, R. (2001). Psychology for language teachers. New York: Cambridge University Press.		
教科書		William, M & Burden, R. (2001). Psychology for language teachers. New York: Cambridge University Press.		
參考書目 Reference		<p>Byram, M. (2004). Routledge encyclopedia of language teaching and learning. London: Routledge.</p> <p>Lightbown, P. M. & Spada, N. (1998). How languages are learned. Oxford: Oxford University Press.</p> <p>Oxford, R. (1997). Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom. Modern Language Journal 81(4), 443-456.</p> <p>Richard-Amato, P. A. (1996). Making it happen: Interaction in the second language classroom. White Plains, NY: Addison-Wesley.</p> <p>Seligman, M. E. P. (2004). Authentic happiness: Using the new positive psychology to realize your potential for deep fulfillment. London: Nicholas Brealey.</p> <p>Vygotsky, L. (1978). Mind in society: The development of higher mental processes.</p>		

	Cambridge, MA: Harvard University Press.					
教學平台網址	https://www.edmodo.com/					
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	20
	專題發表	10	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	20	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	20
	口頭報告(含小組或個人)	0	面試或口試	20	自評與小組互評	10
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>You are expected to come to every class on time. Eating in class is prohibited. Please have a big breakfast before you come to class! For every lateness, 3% will be deducted from your final grade, and for every unexcused absence, 5% will be deducted. Three unexcused absence will lead to a failing grade.</p> <p>Your participations both in-class and online are essential to the success of this course. The platform we are going to use is Edmodo: https://edmo.do/j/3c6bq7</p> <p>Please upload your assignment on Edmodo and bring a hard copy to class on the due day. There is a zero tolerance policy on late assignments and presentations! Plagiarism of any form has serious consequences of failing this course!</p>					

LS003. Teaching Writing [寫作教學]

2 credits

Ms. Sherri Hsu <beatrice@mail.fju.edu.tw>

For Sophomores and above

Class size: 45

Course Description

Is writing teachable? What is the teaching of writing about? What are the effective writing practices and their challenges? As teaching is an expression of values and attitudes, what can the writing teacher do in the present-day learning-centered classroom? Those who are interested in language learning or writing instruction are invited to join this dialogic class where they will examine key aspects of the writing pedagogy and explore tasks and

activities that are both educative and effective in developing writing skills. The two-credit course will begin with an understanding of the challenges learners face when writing in English; follow by first, a review of common L2 writing theories and lesson planning and second, an investigation of the contextual factors of the writing practice; and conclude with the students' providing a critique of the writing curriculum or a proposal. Participants will need to finish weekly reading requirement and to frequently examine their own beliefs both as a writer and as a potential L2 writing teacher.

To record and reflect on your progress and understanding so as to maximize learning, you will keep reflection journals and conduct an end-of-semester self-evaluation.

Objectives

1. To gain an understanding of the nature of writing
2. To have an overview of approaches to teaching L2 writing
3. To understand the key aspects of learning and teaching L2 writing
4. To learn to design a writing lesson
5. To develop a reflective approach of writing instruction

Textbook and References

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

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

MacArthur, C. A., Graham, A., & Fitzgerald, J. (Eds.) (2006). *Handbook of writing research*. New York: Guilford Press.

Muller, T., Herder, S., Adamson, J., & Brown, P. S. (Eds.) (2012). *Innovating EFL teaching in Asia*. Hampshire: Palgrave Macmillan. (eBook)

A selection of journal articles.

Requirements

- Reflect on experiences and engage in exploration.
- Keep journals.
- Complete required reading before class.
- Be open to yourself and to your peers.

Grading Policy

- | | |
|----------------------------------|-----|
| 1. Participation and performance | 15% |
| 2. *Reflection journals | 25% |
| 3. **Lesson plan demonstration | 20% |
| 4. **Project report | 30% |
| 5. Self-evaluation | 10% |

*Students will write 10 reflection journals, five of them to be completed in class and the rest

elaborated after class. Journals kept as e-portfolio are highly recommended.

**Students will complete these two tasks either individually or in group.

A Tentative Schedule

Week	Date	Topic
1	2/25	Objective and Agenda The Writing Contract
2	3/4	The Writer’s Narrative The Nature of Writing
3	3/11	L2 Writing at a Threshold
4	3/18	Exploring the Voices
5	3/25	Writing Development Writing Instruction and Learners: Multiplicity
6	4/1	Syllabus Design and Lesson Planning
7	4/8	Spring Recess: No class
8	4/15	The Writing Practice: Input/Output
9	4/22	Lesson Plan Demonstration (1) Tasks in the Writing Class
10	4/29	Lesson plan and demonstration (2) Activities to Support Writing
11	5/6	Activities to Support Writing
12	5/13	New Technologies in Writing Instruction
13	5/20	Responding to Student Writing
14	5/27	Assessing Student Writing
15	6/3	Plagiarism
16	6/10	The Reflective Writing Practitioner General Review
17	6/17	Final presentation and critique (1)
18	6/24	Final presentation and critique (2) Self-Evaluation



Advanced writing: Required courses for Seniors.

Please take one of the followings.

AW001. Journalistic Writing II [新聞英文寫作 (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. 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	02/24	Introduction		
2	03/03	Writing the hard news		
3	03/10	Writing the soft news		
4	03/17	Reporting on accidents		
5	03/24	News Stories		
6	03/31	News Stories		
7	04/07	CNN news reports		
8	04/14	CNN news reports		
9	04/21	Feature stories		
10	04/28	Feature stories		
11	05/05	Obitaries		
12	05/12	Obitaries		
13	05/19	General rules		
14	05/26	Specific rules		

15	06/02	Opinions				
16	06/09	Editorials				
17	06/16	Reviews				
18	06/23	Reports				
課程教材 Course Material	Morenberg, Max & Jeff Sommers. The Writer's Options: Lessons in Style and Arrangement 8th ed. New York: Longman 2010.					
教科書	Morenberg, Max & Jeff Sommers. The Writer's Options: Lessons in Style and Arrangement 8th ed. New York: Longman 2010.					
參考書目 Reference	Morenberg, Max & Jeff Sommers. The Writer's Options: Lessons in Style and Arrangement 8th ed. New York: Longman 2010.					
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	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				
<p>說明：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>						
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. Chinese-English Translation [專業寫作：英中翻譯]**2 credits****Fr. Daniel Bauer <015130@mail.fju.edu.tw >****For Seniors only****Class size: 27****Prerequisite: CC III****AW003. Business English Writing II [商務英文（一）]****2 credits****Ms. Jennifer Hsiang <hsiangjh@gmail.com>****For Seniors only****Class size: 27****Prerequisite: CC III**

課程學習目標		<p>This course will expose students to the basics of written English communication in business and to assist them in the development of the skills needed to write good business communications.</p> <p>The contents of this course include a good deal of background information, writing principles, related commercial terminologies, the courteous wording, and various sample letters study.</p>		
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/23	Orientation 上課內容, 評分方式	Orientation 上課內容, 評分方式	
2	03/02	Sales Letter (advanced) 進階銷售信函	老師補充	
3	03/09	Complaint Letter 報怨信函 寫作	Unit 7	
4	03/16	How to deal with complaints 處理報怨	Unit 7	
5	03/23	Employment Application (1/2) 英文履歷表寫作 (上)	Unit 15	
6	03/30	Employment Application (2/2) 英文履歷表寫作 (下)	Unit 15	
7	04/06	Memo Writing 備忘錄寫作	Unit 14	
8	04/13	學校調整放假	學校調整放假	
9	04/20	Midterm 期中考	Midterm 期中考	

10	04/27	Midterm review 期中考檢討	Midterm review 期中考檢討			
11	05/04	Collection Letter (1/2) 催收信函寫作 (上)	Unit 6			
12	05/11	Collection Letter (2/2) 催收信函寫作 (下)	Unit 6			
13	05/18	Business Contract (1/3) 英文貿易契約之一	老師補充			
14	05/25	Business Contract (2/3) 英文貿易契約之二	老師補充			
15	06/01	Business Contract (3/3) 英文貿易契約之三	老師補充			
16	06/08	Final exam 畢業考	Final exam 畢業考			
17	06/15	畢業班已結束課程	畢業班已結束課程			
18	06/22	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	
課程教材 Course Material	Commercial Correspondence					
教科書	Commercial Correspondence					
參考書目 Reference	Commercial Correspondence					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	30	期末考	30	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	40
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				

學習規範	One point will be deducted for each late arrival; two points will be deducted for absence. Five points each week will be deducted for late assignment w/o written approval for leave.
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Professional Training Courses

PT001. Cross-Cultural Communication [跨文化溝通：國際連線]

2 Credits

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

For Freshmen and above

Class size: 18

The content of this course is subject to change

● Course Description:

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

In addition, the instructor is in the process of inviting former alumni who is studying abroad (in France) to share with us the learning and cultural experiences via skype. We may also talk to speakers who know Middle East cultures.

Meeting Time:

In this course, we will have local weeks and international connection weeks. For local weeks, we will discuss some cross-cultural learning theories and methods. For international

weeks, we will meet with our partner school via videoconference and text-chat. The details will be announced at the beginning of the semester.

Classroom: SF 901

*Daylight saving in USA starts on March 8, 2015.

** Please **bring your own laptop** to class on connection sessions if you have your own laptop (for mIRC chats).

● **Grading and Requirements:**

■ Attendance:

Please note that attendance is compulsory. For every unexcused-absence (per session) will mean 3 points off the final average grade. A total of six excused absences of will lead to the failure of the course.

◆ mIRC Text-chat records must be uploaded to EngSite area and will be the proof of your attendance of chat connection weeks.

- 1 Individual Paper 20%: Topic can be related to the culture or comparison of the cultures.
- 1 collaborative project 15%: maybe with Peruvian students
- 4 Journals 20%
- Oral Presentation 20%
- Participation: 25%
Pre-Survey and Post-surveys & text chat records (counted as part of participation)

PT002. English-Chinese Translation II [英中翻譯 (二)]

2 Credits

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

For Sophomores and above

Class size: 30

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

課程學習目標	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
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	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	02/23	Unit 1: Introduction and Preview		Course Overview			
2	03/02	Unit 1: Introduction and Preview		Translation Overview			
3	03/09	Unit 1: Introduction and Preview		Translation Skills			
4	03/16	Unit 1: Introduction and Preview		Translation Skills			
5	03/23	Unit 1: Introduction and Preview		Translation Skills			
6	03/30	Unit 1: Introduction and Preview		Translation Skills			
7	04/06	Unit 1: Introduction and Preview		Translation Skills			
8	04/13	Spring Break		No Class			
9	04/20	Projects and Practice		Project 1			
10	04/27	Projects and Practice		Project 1			
11	05/04	Projects and Practice		Project 2			
12	05/11	Projects and Practice		Project 2			
13	05/18	Projects and Practice		Project 2			
14	05/25	Projects and Practice		Project 3			
15	06/01	Projects and Practice		Project 3			
16	06/08	Projects and Practice		Project 3			
17	06/15	Review and Conclusion		Review and Discussion			
18	06/22	Review and Conclusion		Review and Final Exam			
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講 述	20	影 片 欣 賞	0	討 論	30
		個 案 研 討	0	服 務 學 習	0	問 題 導 向 學 習	0
		競 賽 遊 戲	0	專 家 演 講	0	專 題 實 作	50
		電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	0
		競 賽 讀 書 會	0	產 業 實 習	0	自 主 學 習	0
		對 話 教 學 法	0	樣 本 觀 察	0	校 外 參 訪	0
實 作 教 學	0	個 別 指 導	0	其 他	0		

課程教材 Course Material	Reference, Tool Books, and Worksheets					
教科書	賴慈芸 (譯) (2005)。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。					
參考書目 Reference	Newmark, P. (1988). A textbook of translation. New York: Prentice Hall.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	10	專業團體之證照檢定	0
	期中考	0	期末考	10	隨堂考 (小考)	10
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	50
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. In addition to assignments that cover various areas (business translation, film translation, journalistic translation, literary translation, and scientific and technical translation), the course also demands an oral presentation. Quizzes will be given to check students' learning.</p> <p>Attendance and Punctuality: Students should attend each class on time. Your attendance record will definitely affect your final grade. (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>Translation Assignments (1) You can download the assignment questions online. (2) You need to submit the assignment file before the deadline; the due date will be specified clearly once you check the EngSite assignment area.</p>					

PT003. Introduction to Consecutive Interpretation: C to E [逐步口譯入門：英譯中]

2 credits

Ms. Eileen Lin

For Juniors and above

Class size: 20

PT004. 2015 Annual Play [2015 年度大戲]

3 credits

Dr. John Basourakos <johnbasourakos1@yahoo.ca >

For Juniors and above

Class size: 30

課程學習目標	<p>I. Course Description: 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) building confidence in each other as performers; (3) building awareness of the immediate environment; (4) building a sense of attention to detail; and (5) developing 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.</p> <p>II. Course Objectives: In this course:</p> <ul style="list-style-type: none">a. Students will cultivate an understanding of themselves as creative and communicative persons.b. Students will develop an appreciation of acting as an interpretive art.c. Students will broaden their views of the theater as a valuable indicator of culture and life.d. Students will acquire knowledge of a chosen play, of a chosen playwright, and of his or her cultural context.e. Students will acquire knowledge of play production which they will put
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	<p>into practice to produce a play.</p> <p>f. Students will develop and refine their interpersonal and communication skills.</p> <p>g. Students will develop their problem-solving skills and abilities.</p> <p>h. Students will cultivate their abilities to work with others in a cooperative and responsible manner.</p>			
先修課程	<p>1. Students who are interested in acting.</p> <p>2. Students who are interested in the technical aspects of stage production.</p> <p>3. Students who are interested in learning about staging a play from choosing the play to staging the final production.</p> <p>4. Students who are interested in learning about a specific playwright and about his or her work in depth.</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	02/26	Introduction to the Course.	Course Outline. Introduction to Play Production.	
2	03/05	What is Involved in Producing a Play?	Performance. Production. Theatre Exercises.	
3	03/12	The play and the playwright.	Analysis and discussion of the play to be staged. Dialogue, setting, characterization, movement. Job Assignments.	
4	03/19	The play and the playwright.	Analysis and discussion of the play. Visual effects, setting, props, and costumes.	
5	03/26	Scene Study.	Performance. Commentary on the Performance.	
6	04/02	Scene Study.	Performance. Commentary on the Performance.	
7	04/09	Scene Study.	Performance. Commentary on the Performance.	
8	04/16	Play Rehearsal.	Blocking. Movement. Voice. Theatre Exercises.	
9	04/23	Play Rehearsal.	Blocking. Movement. Voice. Theatre Exercises.	
10	04/30	Staging and Design.	Costumes and Make-Up.	
11	05/07	Staging and Design.	Set Design, Props, Lighting.	
12	05/14	Play Rehearsal.	Dress Rehearsal.	

13	05/21	Play Rehearsal.	Technical Rehearsal.			
14	05/28	Play Rehearsal.	Final Rehearsal. Commentary.			
15	06/04	Student Production.	Performance of the Play.			
16	06/11	Group Skits.	Performance of Group Skits.			
17	06/18	Group Skits.	Performance of Group Skits.			
18	06/25	Reports.	Final Group and Self-Assessments in the Course.			
課程教材 Course Material		Lectures, theatre exercises, readings of play texts and discussions, rehearsals, scene studies, performances.				
教科書		1. Lee, Robert. Everything About Theatre: A Guidebook of Theatre Fundamentals. Colorado Springs: Meriwether Publishing, 1996. Play (s) to be analyzed and discussed in class will be announced at the beginning of the semester.				
參考書目 Reference		1. 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. 2. Bloom, Michael. Thinking Like a Director. New York: Faber & Faber, 2001.				
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	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	20	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	10
	參加競賽	0	展演	40	筆記	0
	其他	0				
學習規範	Attendance and Participation.20% Scene Studies.30% Play Rehearsals. 20% Final Production.20% Final Report.10% Attendance for this course is MANDATORY. Students may only be excused					

	<p>for being absent for medical or family emergencies and with appropriate documentation (i.e. a note from a physician in English attesting to the medical reasons behind the absence).</p> <ol style="list-style-type: none"> 1. If students are late for class twice, they will be marked down as being absent. 2. If students are late for class 5 minutes after class has started, this will be counted as one absence. 3. If students are absent twice in the semester, they will receive zero percentage points for attendance and participation. <p>Any act of plagiarism or cheating will lead to failing the course.</p>
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PT005. Marketing Communication [行銷溝通]

2 credits

Dr. Cindy Lee

For Juniors and above

Class size: 45

PT006. EAP: TOEFL & IELTS [學術英文：托福與雅思]

2 credits

Mr. Kenneth Chi < kennethchi@gmail.com >

For Juniors and above

Class size: 35

I. COURSE DESCRIPTION

English for Academic Purposes: TOEFL preparation is an English language skills training course preparing students for the TOEFL test, or Test of English as a Foreign Language, an exam conducted by Education Testing Service (ETS). This class provides a review of integrated English language skills like listening, reading, writing, and speaking necessary for success on the Test of English as a Foreign Language (TOEFL iBT). Emphasis is placed on practicing language skills, test-taking strategies, exercises, and reviews to provide comprehensive TOEFL exam preparation. NOTICE: This course focuses mainly on TOEFL. The IELTS test format will also be introduced.

THE OBJECTIVES OF THIS COURSE ARE:

1. Familiarize the students with the format and directions of the test;
2. Familiarize them with the types of questions that are asked in each section;
3. Learn key test-taking techniques

4. Developing the English language skills (vocabulary, grammar, writing, speaking, listening and reading)

that are necessary to be successful on the test.

5. Practice TOEFL test-taking with time limits

II. REQUIREMENTS

A. This class requires:

1. Exams:

a. A **midterm** and a **final**

b. **2 full-length Practice Exams**

c. **Quizzes.** There will be some pop quizzes, which will be announced in class.

2. Assignments: There will be two written assignments. Both assignments should be completed

on time.

a. **A TOEFL Reading Vocabulary Study Sheet.**

b. **A TOEFL Listening/Speaking STUDY SHEET.**

(Details will be announced in class)

B. Language Policy: English is the language used throughout the whole class.

C. Be active in class – this is especially in your presentation and group discussion.

D. Perfect attendance is required. If you are absent, you are responsible for the material that we cover in the class.

E. Submitting assignments on time is very important for your grade and progress in language learning. For any late papers, **a full grade will be automatically deducted** from the final grade of the assignment. That is, B+ will become C+.

F. Please do necessary review for the lessons; failure to do so will positively affect your performance.

III. EVALUATION

Evaluation Items	Percentage
1. Class participation and attendance	25%
2. Assignments	25%
3. 2 Practice Exams + In-class pop quizzes	25%
4. Midterm and Final Exams	25%

IV. REQUITRED TEXTS

Phillips, Deborah. *Longman Preparation Course for the TOEFL Test: IBT*. White Plains, NY: Pearson, Longman, 2007. Print.

PT007. English for Academic Purposes [學術英文]

2 credits

Dr. Faith Yang <fujuyang74@gmail.com>

For Juniors and above

Class size: 45

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 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.</p>
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	02/23	Course Orientation		
2	03/02	Academic Poster Production (I)		
3	03/09	Academic Poster Production (II)		
4	03/16	Academic Listening (I)		
5	03/23	Academic Listening (II)		
6	03/30	Academic Reading (I)		
7	04/06	Graphic Description (I)		
8	04/13	Graphic Description (II)		
9	04/20	Mid-term Exam		

10	04/27	Academic Reading (II)				
11	05/04	Academic Writing (I)				
12	05/11	Academic Writing (II)				
13	05/18	Academic Speaking (I)				
14	05/25	Academic Speaking (II)				
15	06/01	Panel Discussion				
16	06/08	Holiday (Dragon Boat Festival)				
17	06/15	Tutorial				
18	06/22	Final Poster Presentation				
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	%
	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	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)	30	課堂參與	25	心得或作業撰寫	0
	口頭報告(含小組或個人)	30	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
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. 					

2 credits

Dr. Faith Yang <fujuyang74@gmail.com>

For Sophomores

Class size: 13

課程學習目標	Overview			
	<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>			
課程學習目標	Goals			
	<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 advertising departments will be discussed• 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			
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	02/26	Course Orientation		
2	03/05	Elevator Pitch		
3	03/12	Introduction to Marketing & Advertising		
4	03/19	Consumer Demand		
5	03/26	Finding the Customer		
6	04/02	Planning a Market Strategy (I)		
7	04/09	Spring Break		
8	04/16	Planning a Market Strategy (II)		

9	04/23	Needs & Wants of the Consumer - film				
10	04/30	Selling Skills in Travel and Tourism (I)				
11	05/07	Selling Skills in Travel and Tourism (II)				
12	05/14	Market Analysis (I)				
13	05/21	Market Analysis (II)				
14	05/28	Knowledge sharing project				
15	06/04	Marketing Tools & Shop Types (I)				
16	06/11	Marketing Tools & Shop Types (II)				
17	06/18	Presenting Your Public Face				
18	06/25	Final Exam				
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	%
	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	25	隨堂考(小考)	20
	書面報告(含小組或個人)	0	課堂參與	25	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：Attendance and in-class participation: 25% Weekly quiz: 20% Mid-term group project: 30% Final written exam: 25%					
學習規範	Absenteeism Policy • 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					

	<p>“unexcused” lateness</p> <ul style="list-style-type: none"> Two unexcused tardies equal one unexcused absence. Three unexcused absences will lead to failing the course
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PT009. Chinese Culture through Foreign Languages: English [中華文化多語談：英語]

2 credits

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

For Junior and above

Class size: 40

課程學習目標	<p>Upon completion of this course, you are expected to achieve the following objectives.</p> <ul style="list-style-type: none"> Summarize and explain features of Taiwan. Articulate your understanding of Taiwan. Critique highlighted issues related to Taiwan. Define your identity and/or lack of identity. Develop a panoramic view through exploring various aspects of Taiwanese society. Broaden understanding of Taiwanese cultures through internal examination and analysis. Compare and contrast the main features of Taiwan and those of other countries.
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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	02/25	Overview	Orientation and Introduction	
2	03/04	Historical & Geographical Taiwan	Taiwan Panorama	
3	03/11	Cultural Identity and Social Network	Self-Introduction	
4	03/18	Cultural Identity and Social Network	Education & Society	
5	03/25	Cultural Identity and Social Network	Education & Society	
6	04/01	Perception, Conception, and Expression	General Discussion & Conferences	
7	04/08	Feature Report Prep	Conference	
8	04/15	Features of Taiwan	Hot Spots in Taiwan	

9	04/22	Features of Taiwan	Popular Tours			
10	04/29	Features of Taiwan	Popular Food Culture			
11	05/06	Features of Taiwan	Popular Food Culture			
12	05/13	Features of Taiwan	Religions			
13	05/20	Features of Taiwan	Customs and Conventions			
14	05/27	Features of Taiwan	Games and Toys			
15	06/03	Features of Taiwan	Social and Cultural Phenomena			
16	06/10	Soft Power & Hard Facts of Taiwan	Museum Highlights & The Pride of Taiwan			
17	06/17	Review & Wrap-Up	Group Presentation: Showcasing Hometown			
18	06/24	Review & Wrap-Up	Final Oral Exam			
課程教材 Course Material		Textbook, Online Materials, and Worksheets				
教科書		Liu, Amy C. Taiwan A to Z: The Essential Cultural Guide. Taipei: Community Services Center, 2009. Print.				
參考書目 Reference		Online Magazines and Websites: Taiwan Panorama , Taiwan Review, Taiwan Today Relevant Links				
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	10	隨堂考(小考)	20
	書面報告(含小組或個人)	0	課堂參與	20	心得或作業撰寫	20
	口頭報告(含小組或個人)	30	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. Quizzes will be given to check students' learning. Attendance and Punctuality: Students should attend each class on time. Your attendance record will					

	<p>definitely affect your final grade.</p> <ol style="list-style-type: none"> 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.
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PT009. 2015 Service Learning [2015 服務學習]

2 credits

**Dr. Doris Shih <dshih@mail.fju.edu.tw > & Dr. Donna Tong
<fju080695@gmail.com >**

For Juniors and above

Class size: 40

課程學習目標	<p>(This is for the Service Learning section:)</p> <p>In this 2-credit course, you enter the workplace of elementary school teaching as service learners in order to</p> <ol style="list-style-type: none"> 1. understand what the teaching job involves and how it relates to your life goals and career potentials; 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 3. Assist the English Department to develop modes of integrating service learning in courses in order to improve the English Department's social engagement. 			
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	02/25	Introduction	Introduction	
2	03/04	Teaching Observation & Internship	Teaching & Internship	
3	03/11	Teaching Observation & Internship	Teaching & Internship	
4	03/18	Teaching Observation & Internship	Teaching & Internship	
5	03/25	Teaching Observation & Internship	Teaching & Internship	

6	04/01	Teaching Observation & Internship	Teaching & Internship			
7	04/08	No Class; Spring Break	Spring Break			
8	04/15	Teaching Observation & Internship	Teaching & Internship			
9	04/22	Midterm week	Midterm week			
10	04/29	Teaching Observation & Internship	Teaching & Internship			
11	05/06	Teaching Observation & Internship	Teaching & Internship			
12	05/13	Teaching Observation & Internship	Teaching & Internship			
13	05/20	Teaching Observation & Internship	Teaching & Internship			
14	05/27	Teaching Observation & Internship	Teaching & Internship			
15	06/03	Teaching Observation & Internship	Teaching & Internship			
16	06/10	Teaching Observation & Internship	Teaching & Internship			
17	06/17	Presentation week	Presentation			
18	06/24	Final week	Final week			
課程教材 Course Material		Links will provided on the Course Website (Link to be announced later).				
教科書		Handouts and links will be provided.				
參考書目 Reference		Handouts and links will be provided.				
教學平台網址		http://ce.etweb.fju.edu.tw/engsite				
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	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				

	<p>說明：Lesson plan: 15% EngSite Discussion: 15% Guo-Tai teacher evaluation: 40%</p> <p>Points will be taken off for late assignments</p>
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 work with/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> <p>4. Guest speakers may 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.</p>

PT010. 2015 Internship [2015 實習]

2 credits

Dr. Faith Yang <fujuyang74@gmail.com>

For Seniors (AAOT project can be for Freshmen and above)

Class size: 20

課程學習目標		業界實習					
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	02/23	Course Orientation					
2	03/02	Internship					
3	03/09	Internship					
4	03/16	Internship					
5	03/23	Internship					
6	03/30	Internship					
7	04/06	Internship					
8	04/13	Midterm Report					
9	04/20	Internship					
10	04/27	Internship					
11	05/04	Internship					
12	05/11	Internship					
13	05/18	Internship					
14	05/25	Internship					
15	06/01	Internship					
16	06/08	Internship					
17	06/15	Internship					
18	06/22	Joint Presentation					
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	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	30	筆記	0

	其他	40				
學習規範	Weekly journal and group discussion @ Edmodo : 30% Mid-term written report and final oral presentation* : 30% Evaluation from the company that offers internship : 40% * mandatory attendance: semester-end presentation					


MA/BA Courses

MA001. Trauma and City in Literature and Film [文學與電影中的創傷與城市]

3 Credits

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

For Juniors and above

Class size: 5

MA002. American Literature and Visual Art [美國文學與視覺藝術]

3 Credits

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

For Juniors and above

Class size: 5

課程學習目標	<p>What is the relationship between written words and images—between literature and the visual arts (painting, sculpture, photography). How do literary and visual forms influence each other, and how can one help us to understand or interpret the other? These are the fundamental questions addressed in this course, with a particular focus on American culture. To this end, the course will pursue three objectives:</p> <p>1) To examine how writers have portrayed visual artists--their personalities, their motivations, and their relationship to society--and how artists have portrayed writers.</p> <p>2) To study the developments of the following aesthetic movements in, respectively, literature and the visual arts: romanticism, realism, and</p>
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	<p>impressionism.</p> <p>3) To gain an understanding of ekphrasis, a device in which one aesthetic form explicitly responds to or represents another. How does a work of literature, especially a poem, go about representing a painting or sculpture? How does a painting represent a work of literature?</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	02/27	Introduction Nathaniel Hawthorne, "Drown's Wooden Image,"	Unit 1: The Artist and the Writer	
2	03/06	No class: Teacher's Day		
3	03/13	Hawthorne, "The Artist of the Beautiful" Painter: John Singleton Copley		
4	03/20	Henry James, "The Madonna of the Future"		
5	03/27	Henry James, "The Madonna of the Future"		
6	04/03	Willa Cather, "Coming, Aphrodite!" Painter: Paul Cézanne		
7	04/10	Gertrude Stein, "Matisse," "Picasso" John Updike, "Museums and Women," "Still Life" Painters: Henri Matisse, Pablo Picasso		
8	04/17	Thomas Cole, "Essay on American Scenery" William Cullen Bryant, "To Cole, the Painter, Departing for Europe" Nathaniel Hawthorne, "My Visit to Niagara" Lydia Sigourney, "Niagara"	UNIT 2: AESTHETIC MOVEMENTS. Romanticism	

		Painters: Thomas Cole, Asher B. Durand, Jasper Cropsey, Frederic Edwin Church, George Inness		
9	04/24	Nathaniel Hawthorne, "The Ambitious Guest" Painters: Thomas Cole, Asher B. Durand, Jasper Cropsey, Frederic Edwin Church, George Inness		
10	05/01	Representing the American Indian Painter: George Catlin Photographer: Edward S. Curtis	From Romanticism to Realism	
11	05/08	Walt Whitman, selections Painters: George Caleb Bingham, Thomas Eakins, Winslow Homer, Ash Can School (e.g., John Sloan, Robert Henri)		
12	05/15	Marianne Moore, poems		
13	05/22	Henry James, "A New England Winter," "On Some Pictures Lately Exhibited" (excerpt on Winslow Homer), "The Impressionists, 1876" Painters: Urban Impressionists (e.g., William Merritt Chase, Childe Hassam)	From Realism to Impressionism	
14	05/29	Henry James, "A New England Winter" Painters: John Singer Sargent, Mary Cassatt		

15	06/05	Washington Irving, "Rip Van Winkle" William Cullen Bryant, "Thanatopsis" William Carlos Williams, "The Great Figure" Painters: John Quidor, Asher B. Durand, Charles Demuth, Cy Twombly	UNIT 3: EKPHRASIS				
16	06/12	William Carlos Williams, selected poems; Pictures from Brueghel Painters: Pieter Brueghel, Charles Demuth, Charles Sheeler, Marsden Hartley Photographer: Alfred Stieglitz					
17	06/19	Mina Loy, "Brancusi's Golden Bird" Robert Lowell, "For the Union Dead" Sculptors: Augustus Saint-Gaudens, Constantine Brancusi					
18	06/26	Review					
課程教材 Course Material		Collection of course readings.					
教科書		Collection of course readings.					
參考書目 Reference		Websites to be announced, and bibliographies to be distributed.					
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)	35	課堂參與	25	心得或作業撰寫	15
		口頭報告(含小組或個人)	25	面試或口試	0	自評與小組互評	0

	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>Class participation. 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 and visual images. 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>Presentation. 20 min. Give a presentation, using PowerPoint, on one of the assigned visual artists.</p> <p>Writing assignments</p> <p>--Two short commentaries (about 500 words each, single spaced and formatted on one side of a page). Twice during the semester each student will write a short commentary: one should be on a passage from the assigned reading; the other should be on one of the assigned images.</p> <p>--Essay (due at end of semester). MA students: 3000-3600 words; 10-12 pages. BA students: 2100-2700 words; 7-9 pages. Develop an original argument bringing together at least one literary text and one visual text. For MA students, the essay should refer to at least two secondary sources; for BA students, secondary sources are not required. Students may opt to write two papers, each one-half the length indicated above (one due at the midterm, the other at the end of the semester). A list of possible topics for papers will be made available.</p>					

MA003. Sociolinguistics & Corpus Linguistics [社會語言學與語料庫語言學]

3 Credits

Dr. Lydia Tseng <023148@mail.fju.edu.tw> & **Dr. Ken Lau**, The University of Hong Kong <lauken@hku.hk>

For Juniors and above

Class size: 5

Course Description

This course has two major components:

Sociolinguistics

It aims to introduce several key concepts and methods used in sociolinguistics study.

This course explores why people speak differently in different social contexts, and the ways it is used to convey social meaning, as well as the ways people signal their social

identity through language. Different ways in which sociolinguists research language in use in social contexts will be discussed. Possible topics covered in this course are: bilingualism and language choice, code-switching and code-mixing, language maintenance and shift, linguistic varieties (including World Englishes, English as the lingua franca and linguistic imperialism), multilingualism, communities of practice, social networks (face to face and virtual types), language and gender, style, context, and register.

Corpus Linguistics

It aims to provide a basic knowledge of corpus linguistics and to showcase its value in language studies and teaching. By the end of the course, students should be able to exploit online corpora for language studies and teaching, to create a simple corpus for language analysis and teaching, to know how to conduct corpus-based empirical language studies. **NOTE: This part of course will be conducted as the intensive course.

Schedule

WK1~WK11 & WK13 (2 hours per week: Tue 13:40-15:30 X 12 weeks=24 hours)

WK14~WK18 (3 hours per week: Tue 13:40-16:30 X 5 weeks=15 hours)

WK12: Corpus Linguistics Workshops

**WK12 2015/05/11~2015/05/15 (Mon~Fri) 15 hours

2015/05/11 (Mon) 18:00-21:00 (3 hours)	Introduction to the key concepts in Corpus Linguistics <i>Designing a small-scale Corpus Linguistics project</i>
2015/05/12 (Tue) 13:40-16:30 (3 hours)	Exploring Lexis and Grammar with Corpora Student-led discussion of a research article (1) <i>Building your own corpus</i>
2015/05/13 (Wed) 18:00-21:00	Exploring Discourse with Corpora Student-led discussion of a research article (2) <i>Analyzing your own corpus</i>
2015/05/14 (Thur) 18:00-21:00	Using Corpora for Language Teaching and Learning Student-led discussion of a research article (3) <i>Preparing for project presentations</i>
2014/05/15 (Fri) 18:00-21:00	<i>Students' project presentations</i>

References

Sociolinguistics

Holmes, J. (2008). *An Introduction to Sociolinguistics*. 3rd Edition. Pearson

Education.

Meyerhoff, M. (2006). *Introducing Sociolinguistics*. 2nd Edition. Routledge.

Coupland, N. & Jaworski, A. (2009). *The New Sociolinguistics Reader*. Palgrave.

Macmillan.

Corpus Linguistics

Baker, P. (2010). *Sociolinguistics and Corpus Linguistics*. Edinburgh: Edinburgh University Press

McEnery, T. and Wilson, A. (2001). *Corpus Linguistics* (2nd ed.). Edinburgh: Edinburgh University Press.

Meyer, C. (2002). *English Corpus Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Pedagogical Methods

lectures, discussions, oral presentations, hands-on workshops (Corpus Linguistics part), peer review, individual conferences.

Assessment

class participation and discussions, oral presentations (group & individual scores), reflection journals, a term paper.

MA004. The Use of Literature in ELT [文學在英語教學之運用]

3 Credits

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

For Juniors and above

Class size: 5

Objectives:

This course aims to familiarize students with the rationale for using literature in the language class, criteria for text selection, and ways in which a range of literary genres, including poetry, short stories, novels and plays, can be used in ELT. It also examines a variety of materials, techniques, tasks and activities that have been designed and developed to integrate literature and language in different teaching contexts. Students have the opportunity to evaluate and discuss published materials and research articles on literature in ELT before they produce and present their own materials that show the links between research and classroom practice.

Recommended Textbooks:

Literature in the Language Classroom: A Resource Book of Ideas and Activities. By Joanne Collie & Stephen Slater. Cambridge: Cambridge UP, 1987.

Literature and Language Teaching: A Guide for Teachers and Trainers. By Gillian Lazar. Cambridge: Cambridge UP, 1993.

Teaching Literature in a Second Language. By Brian Parkinson & Helen Reid Thomas. Edinburgh: Edinburgh UP, 2000.

Literature in Language Teaching and Learning. Edited by Amos Paran. Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc., 2006.

Evaluation:

- 20 % for class participation
- 20 % for teaching demonstration (pair work)
- 20 % for oral presentation
- 20 % for literature circles
- 20 % for materials design assignment

Weekly Schedule:

Week 1: Reasons for using literature in the language classroom

Week 2: Approaches to using literature with language learners

Week 3: Introduction to literature circles

Week 4: Criteria for text selection

Week 5: Teaching poetry I

Week 6: Teaching poetry II

Week 7: DEMO (pair work) / Paper review

Week 8: Teaching short stories I

Week 9: Teaching short stories II

Week 10: DEMO (pair work) / Paper review

Week 11: Teaching novels I

Week 12: Teaching novels II

Week 13: DEMO (pair work) / Paper review

Week 14: Teaching plays I

Week 15: Teaching plays II

Week 16: DEMO (pair work) / Paper review

Week 17: Materials design presentation and panel I

Week 18: Materials design presentation and panel II

MA004. Computer-Assisted Language Learning [電腦輔助語言學習]

3 Credits

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

For Juniors and above

Class size: 5

This course is designed for those interested in the computer-assisted language instruction and computer-aided research for applied linguistics. This course differs from the course **Computer-Assisted Instruction** in which it focuses on the areas of foreign language instruction, testing, and research. The content of the course will be presented through various ways: presentations given by the instructor, in-class and online discussions, student professional presentations, and multiple activities. Learners will also produce computerized language applications using software such as Inspiration® and HyperStudio. The instructor is also in the process of inviting speakers to talk about computer-assisted learning and cognitive load. We will also visit the foreign language resource center and labs on campus.

Grading:

1. Participation.....	10%
2. Attendance (please see below)	
3. Inspiration application & demo.....	15%
4. Lab design demo & 自學室 evaluation.....	15%
5. A CALL paper (explain research study/studies).....	10%
6. Final Project application & demo.....	20%
7. Online Discussions & learning portfolio.....	30%

Tentative Topics:

Historical foundations of Computer-assisted SLA;

Teachers tackle thinking”;

EFL labs;

Computer-assisted language testing;

Inspiration;

“Element of Design”;

Computer-assisted SLA research;

Learning Styles & technology

HyperStudio