

**Curriculum for Fall 2022: Elective Courses**



**University Required Course**

**UR301. Professional Ethics [專業倫理]**

**2 credits**

**Dr. John Basourakos <johnbasourakos1@yahoo.ca >**

**For Juniors and above**

**Class size: 45**

課程學習目標	<p>A. Course Description:</p> <p>A review of selected ethical theories, concepts, and principles with emphasis on their applications in business, the professions, and the contemporary workplace. The course will briefly introduce students to some important theories in traditional moral philosophy, ranging from utilitarianism (consequentialism), to an ethics of care. Students will then be required to apply these theories to help resolve or at least clarify a range of ethical dilemmas that typically occur in different professions. Among the moral issues that will be analyzed and discussed are: privacy, conflict of interest, confidentiality, whistle blowing, breach of contract, organizational oversight, policy violations, fairness and trust, and sexual harassment and workplace discrimination. The course will also touch on acceptable work etiquette. Students will watch and respond to representations of various ethical dilemmas in films, television episodes, and documentaries.</p> <p>B. Course Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will learn to identify and to critically analyze ethical issues in several professional areas and in their personal lives.</li> <li>2. Students will analyze complex ethical dilemmas that arise in several professions in terms of the contextual variables that determine and qualify each particular case.</li> <li>3. Students will apply relevant ethical principles and arguments in moral philosophy to assess the viability of different forms of ethical response to various ethical dilemmas that one may encounter in the workplace.</li> </ol>
先修課程	Philosophy of Life



**Advanced Literature and Culture Courses**

**LC001. English Literature I: Monsters and Men [英國文學（一）：怪物與凡人]**

**3 credits**

**Dr. Donna Tong < 080695@gapp.fju.edu.tw >**

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature**

**LC002. Shakespeare [莎士比亞]**

**3 credits**

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

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature**

**CL001. Modern Interpretation of Chinese lyric Poetry [古典抒情詩的現代詮釋]**

**2 credits**

**Ms. Yen-zhen Wu < fjuntu@gmail.com>**

**For Juniors and above**

**Class size: 40**

**Please see page 29-35 for course description.**

**CL001. Team Creativity and Practical Writing [團隊創意與實用寫作]**

**2 credits**

**Ms. Yen-zhen Wu < fjuntu@gmail.com>**

**For Juniors and above**

**Class size: 40**

**Please see page 36-42 for course description.**



**Advanced Language Studies Courses**

**LS001. English Teaching and Educational Psychology [英語教學與教育心理]**

**2 credits**

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

**For Sophomores and above**

**Class size: 40**

This course is designed to help students review the principles of language teaching (we will not go into details since you probably will take or have taken the TESOL Methodology course) and understand some theories of educational psychology so that you can work with English learners at different levels. The class include lectures, video viewing, and group presentations. The instructor is in the process of contacting an elementary school nearby to seek service teaching opportunities.

The goals and objectives of this course are:

- (1) Read and understand the principles of English teaching.
- (2) Read and understand some theories of educational psychology.
- (3) Watch videos related to different aspects of psychology and share with the class in groups.
- (4) Integrate English teaching and educational psychological theories in order to design and write effective lesson plans.
  - Required textbook: Handouts or digital files of journal papers.
  - References

Ormrod, J. E., Anderman, E. M., & Anderman, L. (2016). Educational psychology: Developing learners (9th ed.). Upper Saddle River, NJ: Pearson Education.

Richards, J. C. & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. (3rd ed.), Cambridge: Cambridge University Press.

### **Requirement:**

1. Participation
2. Attendance
3. Activities
4. Chapter presentation (group): Review of Methods
5. Final report/portfolio & presentation

### **Tentative Topics:**

Language & culture  
Bloom's Taxonomy  
Lesson planning  
Rubric designs  
Review of English language teaching methods  
General principles of human development  
Piaget's theory of cognitive development  
Vygotsky's theory of cognitive development

Personality development

Social development

Group and individual differences

Learning, cognition, memory

Metacognition and learning strategies

Learning motivation

(topics are subject to change because we may have an opportunity to do service teaching at an elementary school nearby FJU)

## **LS002. Introduction to TEFL [英語教學概論]**

**3 credits**

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

**For Juniors and above**

**Class size: 20**

課程學習目標	Objectives: The objectives of this course are listed as follows.  This course is a blending of TEFL and CLIL 1. Help understand different teaching techniques and principles over the course of English teaching history and current development-CLIL (Content and Language integrated Learning). 2. After taking this course, you can verbalize some different teaching techniques, describing teaching principles, teaching English using some famous methods, designing few creative lesson plans by incorporating current issues, and adopting CLIL in your lessons and teaching demonstration. 3. You will design interactive lesson plans and produce e- materials. 4. Furthermore, every student will analyze ways of teaching when you observe or carry out any activities.	
	Course Progress Outline	
Week	Topic	Unit
1	Orientation & Introduction;	
2	Teaching methodology Chap 8 Total Physical Response	
3	Chap 4 The Audio-Lingual Method	
4	Situated Learning/Game- based learning Project	
5	Chap 3 The Direct Method; Multiple Intelligence;	Group Presentation
6	CLIL - Nature & PE	

	Multiple Intelligence;	
7	CLIL - Nature & PE	
8	Midterm Week Lesson Plans & Demos	Group Presentation
9	Chap 9 Communicative Language Teaching	Presentation
10	Chap 9 Communicative Language Teaching Chap 6 Desuggestopedia	
11	Group Project discussion	
12	CLIL Chap 10 Content- based instruction	
13	Curriculum planning and Interactive tasks	
14	Interactive tasks	
15	Final Project Presentation	
16	Final Project Presentation	
17	Service Learning week	
18	Self & Class assessment	



### **Advanced writing: Required courses for Seniors.**

**Please take one of the followings.**

**AW001. Introduction to Translation Studies: Theories and Applications I [翻譯概論：理論與實務(一)]**

**2 credits**

**Dr. Xin-xin Du < coetzee1940@yahoo.com.tw >**

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

**AW002. Business Management and Commercial Correspondence I [商業管理與溝通(一)]**

**2 credits**

**Mr. Kim Chen < 094832@mail.fju.edu.tw>**

**For Seniors only**

**Class size: 27**

**Prerequisite: CC III**

**AW003. Journalistic Writing I: Newsletter [新聞英文寫作(一)：電子報]****2 credits****Dr. Donna Tong < 080695@gapp.fju.edu.tw >****For Seniors only****Class size: 20****課程學習目標**

The course will provide an introduction to journalistic writing and magazine production including sourcing reliable information, cultivating multiple sources, writing news stories following industry standards for publication, establishing and uploading an online news edition, as well as soliciting, managing, editing, writing stories, creating and designing layout, working with sponsors, and advertising the magazine.

During Fall semester, students will produce a department newsletter for Fall and assign roles for the department magazine to be completed in Spring. The department newsletter will only cover events in the department and on campus. Every student must write one article and copy edit two articles.

In order to streamline the two publications, editors-in-chief and section editors will be self-selected and voted on as necessary to manage the different foci. The department magazine will require fund-raising; each section editor with the help and support of the other staff members is responsible for raising \$1000 NT by the end of Fall semester to help publication in Spring.

**Course Progress Outline**

Week	Topic	Unit	Remark
1	Intro; what is news journalism? what is magazine writing? Spotlight (2015)	Blur Ch. 1, 3 Schartz Ch. 2, 5	
2	I Believe... What? Trust, But Verify	Writer's Digest Ch. 5 Blur Ch. 5, 6	Presentations
3	Research, Evidence, Sources	Writer's Digest Ch. 6, 9 Schwartz Ch. 6, 7	Presentations
4	Interviews, Profiles, Common Article Types	Writer's Digest Ch. 10 Schwartz Ch. 16	Presentations
5	Narratives and Editing	Article review + proposal	Presentations

6	Articles and Proposals	Article review + proposal	AR + proposal
7	Articles and Proposals (cont)	Themes for publications	AR + proposal
8	Editors in Chief + Section Editors	Schedules for newsletter + news edition	Themes
9	No class; work on articles & reports	Schedules for newsletter + news edition	
10	Reports from Editors in Chief + Section Editors on Schedules + Timetables	1st drafts for dept newsletter	Schedules
11	Department Newsletter Progress Reports	1st drafts for news edition	Progress reports
12	Online News Edition Progress Reports	Schedules for dept magazine	Progress reports
13	Report from Editor in Chief of Dept. Magazine	Final drafts for newsletter	Schedule
14	No class; work on articles & reports	Final drafts for newsletter	
15	Publication of Dept Newsletter	Final drafts for news edition	Newsletter
16	HOLIDAY	Final drafts for news edition	
17	HOLIDAY	Final drafts for news edition	
18	Publication of Dept Newsletter & Online News Edition	Work on dept. magazine!	News Edition



### **Professional Training Courses**

#### **PT001. 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: 27**

#### **PT002. Devise Theatre [編創劇場專題]**

**3 credits**

**Mr. Hegel Tsai**

**For Sophomores and above**

**Class size: 30**

**PT003 Trends and Business [趨勢商務]**

**2 credits**

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

**For Juniors and above**

**Class size: 40**

**Course Overview:**

To become a world citizen, it is important to understand global trends, sustainable business practices and the role that business plays in driving environmental and social changes. This course will lead students to understand the latest trends in business and global development. The covered issues include understanding of sustainable business practices, the principles of environmental, social, and governance (ESG), reasons of economic depression, business communication and negotiation, MICE, electric vehicle (EV) and high-tech companies.

Through a mix of lectures, readings and oral briefing of business news, business communication writing and speaking, and group project reports, course takers will gain a deeper understanding of the circular economy, ESG, business communication and negotiation, EV and how these topics are inter-related.

**Course Syllabus:**

Course scheduling and topics are subject to change.

**Week 1: Introduction of Major Issues & Orientation**

Overview of major issues covered this semester and major tasks and assignments

**Week 2: Economic Depression/Recession, Investment & Impacts**

**Week 3: Economic Depression/Recession, Investment and Impacts; News Reports W3-W6**

**Week 4: Cultures, food and MICE**

**Week 5: Circular Economy & ESG**

**Week 6: Circular Economy & ESG**

**Week 7: Business Communication; EV; Robots**

**Week 8: Business Communication; EV; Robots**

**Week 9: One-on-one Meeting**

**Week 10 Proposal Briefing and Revision**

**Week 11 High-Tech Industries; EV**

**Week 12: High-Tech Industries**

**Week 13: Business Communication; Components of Business Events**



Week 14: Business Communication & Negotiation  
 Week 15: Projects  
 Week 16: Project Oral Presentation & Peer Assessment  
 Week 17: School SL Week (Written Report)  
 Week 18: Self-assessment and Reflections

**PT004. Introduction to Interpretation [口譯入門]**

**3 credits**

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

**For Juniors and above**

**Class size: 20**

**PT005. Chinese-English translation and the audience [中英翻譯與受眾]**

**2 credits**

**Mr. Erik de Jong < 154963@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 25**

課程學習目標	<p>This course is aimed at providing students with an introduction to translation studies and the challenges a translator faces when translating different kinds of texts.</p> <p>Students shall first gain familiarity with common translation strategies, and will study translations in both literary and non-literary fields, identifying different translation strategies and the effect of these strategies on different audiences.</p> <p>Following that, students will create their own English translations of Chinese-language texts, applying their knowledge of different translation strategies to create a suitable translation based on the intended audience.</p> <p>At the end of this course, students should have gained an adequate understanding of different translation strategies and the way in which they can be applied, while also being able to decide on an appropriate strategy based on the target audience.</p>
Course Progress Outline	
Week	Topic
1	Introduction
2	Common translation mistakes
3	News I
4	News II

5	Food I
6	Food II
7	Children's Literature I
8	Children's Literature II
9	Midterm week
10	Industry-Academia collaboration I
11	Industry-Academia collaboration II
12	Subtitles I
13	Subtitles II
14	Literature I
15	Literature II
16	Literature III
17	Finals week
18	Discussion

**PT006. Applied Computer Technology and Programming [電腦應用及程式設計]**

**2 credits**

**Dr. Lynn Chou <126827@gapp.fju.edu.tw>**

**For Sophomores and above**

**Class size: 20**



**MA/BA Courses**

**MA001. Asian American Graphic Narratives [亞美國像小說]**

**3 Credits**

**Dr. Donna Tong <080695.fju.edu.tw@gmail.com >**

**For Juniors and above**

**Class size: 25**

**MA002. Poetry and New Media [詩與新媒體]**

**3 Credits**

**Dr. Paul Bellew <138538@gapp.fju.edu.tw >**

**For Juniors and above**

**Class size: 25**

**MA003. Film Analysis & Review Writing- Course in English [電影分析與影評寫作-英]**

**2 Credits**

**Dr. Wen-ling Su <053901@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 15**

**MA004. Psychology in Language Classrooms [語言教室內的心理學]**

**3 Credits**

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

**For Juniors and above**

**Class size: 15**

**MA005. Children's literature in ELT [兒童文學在英語教學的運用]**

**2 Credits**

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

**For Juniors and above**

**Class size: 20**

**Course Objectives:**

This course aims to explore the use of children's literature in English language teaching (ELT) by examining a variety of materials, techniques, tasks and activities that have been designed and developed to integrate children's literature and language in different contexts. Students will learn how to select and adapt children's literature to fit English language learners' needs and language levels, as well as how to design engaging and effective activities that integrate literature into their ELT curriculum. Students will also have the opportunity to evaluate and discuss published materials and research articles on using children's literature in ELT before they produce and present their own materials that show the links between research and classroom practice.

**Recommended Textbooks**

There is no required textbook for this course, and PPT slides, PDF files and handouts will be provided by the instructor, but it is suggested that students read at least one or two of the following core books.

*Teaching Children's Literature: Making Stories Work in the Classroom.* By Diane Duncan.  
London & New York: Routledge, 2009.

*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.

*Texts and Lessons for Teaching Literature*. By Harvey Daniels & Nancy Steineke. Portsmouth, NH: Heinemann, 2013.

### **Assessment**

- 20 % for class participation & attendance
- 20 % for microteaching practices & reports
- 20 % for oral presentations
- 20 % for literature circles
- 20 % for final paper

### **MA006. Using Video in the English Classroom: Methods and Issues [影片英語教學：方法與議題]**

**2 Credits**

**Dr. Chung-Pei Tsai <chungpei.tsai@gmail.com>**

**For Juniors and above**

**Class size: 20**

### **MA007. Teaching Pronunciation [發音教法]**

**2 Credits**

**Dr. Sam Jheng**

**For Juniors and above**

**Class size: 20**

### **Course Descriptions and Objectives**

This course aims to provide an introduction to English phonetics and an overview of issues, teaching practice and pedagogical principles related to teaching English pronunciation. The first half of this course introduces students to the acoustic and articulatory properties of English sounds. Students will gain practical skills in transcribing data using the International Phonetic Alphabet (IPA) system and articulating English and foreign sounds in isolation and different phonetic contexts. In addition to segmental features of English consonants and vowels, suprasegmental/prosodic features (e.g., syllable structure, stress and intonation) and phonological rules in English will be covered to illustrate underlying rules that govern the articulation of English sounds. Armed with a knowledge of the fundamental principles of English phonetics through articulatory and acoustic data, students will be taught to

self-monitor their pronunciation errors and adjust their pronunciation teaching merely based on armchair data or prescriptive statements in English pronunciation textbooks, and finally to apply the knowledge to English pronunciation teaching and activity design for ESL/EFL learners of different ages and at different proficiency levels. Pronunciation teaching methodologies and pedagogical principles are introduced and discussed with reference to the actual teaching, diverse activities/ techniques and lesson plan design.

By the end of this course, students are able to:

- Analyze English pronunciation using a standard transcription system based on the knowledge of English phonetics;
- Describe the production of segmental (consonants and vowels) and suprasegmental (stress and intonation) features of English;
- Diagnose the causes of the inaccurate pronunciation patterns of ESL/ESL students and common pronunciation errors;
- Design lessons that incorporate effective methods and instruction for teaching English pronunciation to EFL learners.

This course is conducted in a combination of lectures, group presentations, dictations, presentation quizzes, learning/teaching resource presentations, one mid-term examination and one teaching project. Students are required to have the weekly readings previewed and bring their questions and comments to the class. Please come prepared to the class. Pop quizzes are given at times.

### Schedule

W	Date	Topic	Chapter presentation	Pronunciation Learning/Teaching Resource Presentation
1.	09/11	➤ Course orientation ➤ Gilakjani (2016): English Pronunciation Instruction: A literature review		
2.	09/18	➤ Kelly (2000): Chapter 2 – Teaching pronunciation ➤ Fromkin et al. Chapter 4 – (2011): Consonants		
3.	09/25	➤ Fromkin et al. (2011): Chapter 4 – Vowels	➤ SP 1: Adyn & Akyüz (2017):	

		➤ Kelly (2000): Chapter 3 – Vowels	A brief comparison to the current approaches in teaching pronunciation.	
4.	10/02	➤ Fromkin et al. (2011): Chapter 4 – Prosodic features	➤ SP2: Grammatical endings (Avery and Ehrlich 2002)	Group 1
5.	10/09	Bridge Holiday		
6.	10/16	➤ Kelly (2000): Chapter 5 – Word and sentence stress	➤ SP3: Consonant clusters (Avery and Ehrlich 2002)	Group 2
7.	10/23	➤ Grady (2016): More on syllable structure and stress placement in English	➤ SP4: Modifications of sounds in connected speech (Avery and Ehrlich 2002)	Group 3
8.	10/30	➤ Kelly (2000): Chapter 6 – Intonation	➤ SP5: Common pronunciation problems (Avery and Ehrlich 2002)	Group 4
9.	11/05	<b>Mid-term Examination</b>		
10.	11/13	➤ Kelly (2000): Chapter 7 – Other aspects of connected speech	➤ SP6: Pronunciation-based listening exercises for multi-level class (stress assignment, function words and intonation) (Avery and Ehrlich 2002)	Group 5
11.	11/20	➤ Kelly (2000): Chapter 8 – Pronunciation and spelling	➤ SP7: Developing self-correcting and self-monitoring strategies (Avery and Ehrlich 2002)	Group 6
12.	11/27	➤ Yang, James H. 2012. A socio-phonological analysis of Taiwan English from the perspective of World Englishes. <i>Taiwan Journal of Linguistics</i> 10(2): 115-142.		Group 7
13.	12/04	➤ Hung, Mao-Sheng and Shioh-Yun, Yan. 2017. Taiwanese vocational high EFL learners' perception		

		and production of /s/ and /θ/. <i>Languages and International Studies</i> 17:1-27.		
14.	12/11	Bridge Holiday		
15.	12/18	➤ Avery and Ehrlich (2002) Chapter 10 – Pronunciation syllabus design: a question of focus		
16.	12/25	<i>Christmas</i> (No class)		
17.	2024/01/01	New Year's Day (No class)		
18.	01/08	Self-study week ➤ Individual meetings with graduate students to discuss		

### MA008. Intercultural & Flipped Foreign Language Classroom [跨文化外語翻轉教學法]

**2 Credits**

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

**For Juniors and above**

**Class size: 10**

課程學習目標	<p><b>Course Description</b> This course aims to equip students with knowledge and skills of teaching foreign languages in Language Arts Area, particularly Teaching English to Speakers of Other Languages (TESOL). It especially focuses on two new dimensions of foreign language teaching and learning: intercultural education and flipped instruction. It is designed to provide a selective and critical overview of current approaches to intercultural and flipped foreign language instruction, and to apply these approaches into experiential learning activities. Relevant theoretical foundations of intercultural education and flipped instruction are critically examined to help students conduct needs analysis, make informed decisions of teaching materials and strategies, as well as evaluate learning outcomes. This course culminates with two group projects, allowing students to integrate theory and practice.</p> <p><b>Course Objectives</b> This course intends to achieve three major objectives. Students will a) understand and engage the theories and practices in the fields of intercultural education and flipped language instruction. b) identify, analyze, and understand various benefits and challenges</p>
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	involved in intercultural and flipped foreign language teaching and learning. c) develop intercultural communicative competence and critical awareness of applying intercultural and flipped teaching approaches into practice.		
授課進度 Course Progress Outline			
Week	Topic	Unit	Remark
1	Course Overview, TESOL Methodologies and Practices: Intercultural Education	Course Overview, Intercultural Education	
2	(1) History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	(1) History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	
3	Intercultural Communicative Competence in Multiple Contexts	Intercultural Communicative Competence in Multiple Contexts	
4	Culture- Responsive Pedagogy: Design, Implementation, Assessment	Culture-Responsive Pedagogy: Design, Implementation, Assessment	
5	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	
6	Intercultural Learning Activities: Tasks and Critical Incidents	Intercultural Learning Activities: Tasks and Critical Incidents	
7	Issues in Intercultural Education: Language, Identity, Ideology	Issues in Intercultural Education: Language, Identity, Ideology	
8	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (1)	
9	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (2)	
10	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan’s academy, 均一教育平台, Minerva Schools	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan’s academy, 均一教育平台, Minerva Schools	



11	(1) Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot	(1) Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot	
12	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	
13	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	
14	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	
15	Choice and Projects: Class Management, Genius hour of 20% time	Choice and Projects: Class Management, Genius hour of 20% time	
16	Pedagogy: Mastery, Gamification, and Inquiry	Pedagogy: Mastery, Gamification, and Inquiry	
17	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (1)	
18	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (2)	

**MA009. Digital Learning Partner and Language Teaching Practice I [數位學伴與語文教學實務(一)]**

**2 Credits**

**Dr. Lydia Tseng <023148@mail.fju.edu.tw> & Dr. Shih-yu Chuang**

**For Juniors and above**

**Class size: 10**

**MA010. Introduction to Business Management [企管概論]**

**3 Credits**

**Dr. Khai-Tri Lam <154231@mail.fju.edu.tw>**

**For Juniors and above**

**Class size: 10**

課程學習目標	The objectives of this course are 1. To understand the basic concepts of business management; 2. To study four domains of business management: economics, information management, E-marketing, and supply chain management; and 3. To apply management knowledge to actual business operations.		
Course Progress Outline			
Week	Topic	Unit	Remark
1	Course Introduction	Course Introduction	
2	Thinking Like an Economist	Thinking Like an Economist	
3	Comparative Advantage	Comparative Advantage	
4	Supply and Demand	Supply and Demand	
5	Group Presentation (20%)	Group Presentation (20%)	
6	Introduction to Information Systems	Introduction to Information Systems	
7	Organizational Strategy, Competitive Advantage, and Information Systems	Organizational Strategy, Competitive Advantage, and Information Systems	
8	Data and Knowledge Management	Data and Knowledge Management	
9	Group Presentation (20%)	Group Presentation (20%)	
10	Strategic E-Marketing and Performance Metrics	Strategic E-Marketing and Performance Metrics	
11	The E-Marketing Plan	The E-Marketing Plan	
12	Global E-Marketing 3.0	Global E-Marketing 3.0	
13	Group Presentation (20%)	Group Presentation (20%)	
14	Supply Chain Management: An Overview	Supply Chain Management: An Overview	
15	Global Dimensions of Supply Chains	Global Dimensions of Supply Chains	
16	Case Analysis Presentation (40%)	Case Analysis Presentation (40%)	
17	Self-directed learning	Self-directed learning	
18	Self-directed learning	Self-directed learning	

**MA011. Game-based programming [遊戲運用及程式設計]**

**2 Credits**

**Dr. Lynn Chou <126827@gapp.fju.edu.tw>**

**For Juniors and above**

**Class size: 10**

**MA012. Natural Language Processing and Python Programming [自然語言處理與Python]**

**2 Credits**

**Dr. 劉富容**

**For Juniors and above**

**Class size: 10**

**MA013. Creative Tourism I: Rural and Local Tourism [創意旅遊導覽(一)：在地旅遊導覽]**

**2 Credits**

**Dr. Mei-Hsiu Yeh & Mr. Kevin Chen**

**For Juniors and above**

**Class size: 10**

## 112 學年度上學期「現代小說選讀」選課須知

- 一、初選已選修到「現代小說選讀」課的同學，請務必準時參與 9/14（四）13：40-15：30 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 9/11（三）中午 12：00 前寫信到吳燕真老師信箱（[fjuntu@gmail.com](mailto:fjuntu@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 9/21（四）上課前印製好課程講義、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），請在加退選時間自行退選。
- 二、初選未選修到「現代小說選讀」課的同學，若有意在加退選其間加選，也請務必準時參與 9/14（四）13：40-15：30 課程說明全程參與課堂說明者，在人數上限之內，以高年級為優先，可額外由老師人工加簽。
- 三、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。

以上三點，敬請配合。

# 天主教輔仁大學課程資訊系統

## Course Syllabus, Fu-Jen Catholic University

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### 一、課程基本資訊：

開課單位 Department/ Institute	英國語文學系			學制別 Education System	大學		
學年度 Academic year	112	學期 Semester	<input checked="" type="checkbox"/> 第一學期 (Fall) <input type="checkbox"/> 第二學期 (Spring) <input type="checkbox"/> 全學年 (Entire Year)				
課程名稱 Course Title	現代小說選讀			選別 Required/ Elective	選修	學分數 Credits	2
擋修課程	無						
課程語言 Medium of Instruction	中文			教材語言 Language for materials	中文		
授課教師 Instructor	吳燕真		教師背景 Background	兼任/講師			
此課程是否符合教師專長			是				

### 二、基本素養

學科學習能力--關聯性
1.中文[直接相關] 2.英文[無關聯性] 3.資訊[間接相關]

### 三、核心能力

知識項目--關聯性
13.歷史與文化[直接相關] 15.教育與訓練[間接相關] 21.外國語文與文學[間接相關]

技能與態度項目--關聯性
1.閱讀理解[直接相關] 2.積極傾聽[間接相關] 3.文字表達[直接相關] 4.口語表達[直接相關] 7.批判思考[直接相關]

# 天主教輔仁大學課程資訊系統

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9.學習策略[間接相關]  
12.合作[直接相關]  
17.解決複雜問題[間接相關]  
36.創意力[間接相關]

### 四、課程與專門議題之關聯性

課程學習融入下列議題的程度 Immersing the Following Issues	議題 (Issues)	關聯性	議題 (Issues)	關聯性
	性別平等	間接相關	環境保護	無關聯性
	品德教育	直接相關	環境安全	無關聯性
	生命教育	直接相關	智慧財產權	無關聯性
	人權教育	間接相關	法制教育	無關聯性
	服務學習	無關聯性	生涯教育	間接相關
	家政教育	無關聯性	資訊教育	無關聯性
	海洋教育	無關聯性	本土教育(含多元文化教育)	直接相關
	生活防災教育	無關聯性		

### 五、課程學習目標

課程學習目標	<p>1.「知識」：透過「現代小說史」的發展和名家名作的鑑賞中，瞭解中國現代小說的演變和特色。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小說，同時提昇對於現代小說創作與理論的了解。</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」：藉由主題小說的細讀、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	

# 天主教輔仁大學課程資訊系統

## Course Syllabus, Fu-Jen Catholic University

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### 六、授課進度

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	09/14 (四)	國 族 與 社 會	○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	09/21 (四)		現代小說導論	<input type="checkbox"/> 分組名單
3	09/28 (四)		◎教師節放假	
4	10/05 (四)		魯迅 (1881-1936) 〈狂人日記〉 (1918) 延伸閱讀：〈阿 Q 正傳〉 (1922)	<input type="checkbox"/> 札記 1
5	10/12 (四)		賴和 (1894-1943) 〈不如意的過年〉 (1928) 延伸閱讀：〈一桿稱仔〉 (1926)	<input type="checkbox"/> 札記 2
6	10/19 (四)		茅盾 (1896-1981) 〈春蠶〉 (1932) 延伸閱讀：《農村三部曲》 (1933)	分組報告 1 <input type="checkbox"/> 札記 3
7	10/26 (四)		吳濁流 (1900-1976) 〈銅臭〉 (1958) 延伸閱讀：《亞細亞的孤兒》 (《胡志明》 1945)	分組報告 2 <input type="checkbox"/> 札記 4
8	11/02 (四)	人 我 與 覺 醒	巴金 (1904-2005) 〈鬼——一個人的自述〉 (1934) 延伸閱讀：《神·鬼·人》 (1935)	<input type="checkbox"/> 札記 5
9	11/09 (四)		電影欣賞：楊立國 (19?-) 「魯冰花」 (1989) 延伸閱讀：鍾肇政 (1925-) 《魯冰花》 (1961)	<input type="checkbox"/> 電影回饋單 1
10	11/16 (四)		老舍 (1899-1966) 〈歪毛兒〉 (1933) 延伸閱讀：《駱駝祥子》 (1936)	分組報告 3 <input type="checkbox"/> 札記 6
11	11/23 (四)		沈從文 (1902-1988) 〈蕭蕭〉 (1935) 延伸閱讀：《邊城》 (1934)	分組報告 4 <input type="checkbox"/> 札記 7
12	11/30 (四)		鍾肇政 (1925-) 《魯冰花·尾聲》 (1961) 延伸閱讀：鍾肇政 (1925-) 《魯冰花》 (1961)	<input type="checkbox"/> 札記 8
13	12/07 (四)	慾 望 與 壓 抑	錢鍾書 (1910-1998) 〈靈感〉 (1945) 延伸閱讀：《圍城》 (1945)	分組報告 5 <input type="checkbox"/> 札記 9
14	12/14 (四)		張愛玲 (1920-1995) 〈金鎖記〉 (1943) 延伸閱讀：《秧歌》 (1954)	分組報告 6 <input type="checkbox"/> 札記 10
15	12/21 (四)		林海音 (1918-1995) 〈金鯉魚的百褶裙〉 (1963) 延伸閱讀：《城南舊事》 (1960)	<input type="checkbox"/> 札記 11
16	12/28 (四)		朱西甯 (1927-1998) 〈狼〉 (1963) 延伸閱讀：《破曉時分》 (1965)	<input type="checkbox"/> 札記 12
17	01/04 (四)		電影欣賞：李安 (1954-) 「色·戒」 (2007) 延伸閱讀：張愛玲 (1920-1995) 〈色，戒〉 (1950)	<input type="checkbox"/> 電影回饋單 2
18	01/11 (四)		彈性多元學習周 課程總結	<input type="checkbox"/> 課程回饋意見 〈我的現代小說選讀課〉
Office Hours	星期四 15:30-17:30	聯絡方式及辦公室地點 Contact Information		(E-mail): fjuntu@gmail.com

# 天主教輔仁大學課程資訊系統

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### 七、教學方法

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%
	討論	30	講述	30
	問題導向學習	30	影片欣賞	10
說明： 1. 講述 30%：由教師講述相關單元精神與文本，協助學生熟悉主題概念。 2. 討論 30%：課程中以主題為導向提出問題，再由各小組進行相關討論。 3. 問題導向學習 30%：在延伸閱讀中除預習札記之外，需思考相關議題。 4. 影片欣賞 10%：選擇與單元或與學生經歷相關的影片，啟發深度思考。				

### 八、課程教材

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	1. 夏志清原著、劉紹銘編譯：《中國現代小說史》，臺北：傳記文學，1991 年 2. 古繼堂著：《臺灣小說發展史》，臺北：文史哲，1996 年 3. 鄭樹森編：《現代中國小說選》，臺北：洪範書店，1989 年 4. 梅家玲、郝譽翔主編：《臺灣現代文學教程小說讀本》，臺北，二魚文化，2002 年 5. 齊邦媛主編：《中國現代文學選集（小說卷）》，臺北，爾雅，1983 年 6. 王德威著：《眾生喧嘩—三〇與八〇年代的中國小說》，臺北，遠流，1988 年 7. 王德威著：《閱讀當代小說—臺灣·大陸·香港·海外》，臺北，遠流，1991 年 8. 王德威著：《小說中國—晚清到當代的中文小說》，臺北，麥田，1993 年 9. 王德威著：《如何現代，怎樣文學—十九、二十世紀中文小說》，臺北，麥田，2007 年 10. 蔡源煌著：《海峽兩岸小說的風貌》，臺北，雅典，1989 年 11. 程光燁著：《文化的轉軌—「魯郭茅巴老曹」在中國（1949-1976）》，臺北，紅螞蟻，2006 年 12. 方祖燦：《小說結構》，臺北，東大，1995 年 13. 魏飴著：《小說鑑賞入門》，臺北，萬卷樓，1999 年 14. 米蘭·昆德拉(Kundera, Milan, 1929-)：《小說的藝術》，臺北，皇冠，2004 年 15. 佛斯特(Forster, E. M., 1879-1970)：《小說面面觀—現代小說寫作的藝術》，臺北，商周，2009 年



# 天主教輔仁大學課程資訊系統

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### 九、學習評量

	方法 Method	%	方法 Method	%	方法 Method	%
	書面報告 (小組)	15	口頭報告 (小組)	15	課堂參與	70
學習評量 Learning Evaluation	<p>說明：</p> <p>1.書面報告、口頭報告：20%</p> <p>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%。</p> <p>書面資料包含：</p> <p>A.開會記錄</p> <p>B.呈現計畫書（A.B.各繳交一份給老師）</p> <p>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。）</p> <p>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。</p> <p>（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。）</p> <p>口頭報告三原則：</p> <p>①不拿講稿</p> <p>②不以講授方式呈現</p> <p>③不一輪流上台。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>3.課堂參與：70%</p> <p>札記 12 篇，可自選 10 篇書寫，一篇 5 分，共 50%。（報告篇章必寫，沒交扣 1 分）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，凡請假無法參與討論，該篇將會斟酌扣分。</p> <p>電影回饋單 2 篇，一篇 5 分，共 10%。</p> <p>★使用 AI 幫寫請自行揭露，將下指令過程印出來一併繳交，分數最高為 B，抄襲或不自行揭露，以零分計算。</p> <p>課程回饋意見 1 篇，一篇 5 分，共 5%。</p> <p>其他表現 5%</p> <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。</p>					

### 十、學習規範

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，一律零分。</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</p>
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	分，每次上課以扣分兩次為限。
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說明：有關上課的規則，例如：請假、遲到、遲交作業等相關規定

### 十一、備註

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。
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## 112 學年度上學期「團隊創意與實用寫作」選課須知

- 一、初選已選修到「團隊創意與實用寫作」課的同學，請務必準時參與 9/14（四）13：40-15：30 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 9/11（三）中午 12：00 前寫信到吳燕真老師信箱（[fjuntu@gmail.com](mailto:fjuntu@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 9/21（四）上課前印製好課程講義、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），請在加退選時間自行退選。
- 二、初選未選修到「團隊創意與實用寫作」課的同學，若有意在加退選其間加選，也請務必準時參與 9/14（四）13：40-15：30 課程說明全程參與課堂說明者，在人數上限之內，以高年級為優先，可額外由老師人工加簽。
- 三、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。

以上三點，敬請配合。

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### 一、課程基本資訊

開課單位 Department/ Institute	英國語文學系		學制別 Education System	日間部		
學年度 Academic year	112	學期 Semester	<input checked="" type="checkbox"/> 第一學期 (Fall) <input type="checkbox"/> 第二學期 (Spring) <input type="checkbox"/> (Entire Year 全學年)			
課程名稱 Course Title	團隊創意與實用寫作		選別 Required/ Elective	選修	學分數 Credits	2.00
擋修課程	無					
課程語言 Medium of Instruction	中文		教材語言 Language of Materials	中文		
授課教師 Instructor	吳燕真	教師背景 Background	兼任/講師			
此課程是否符合教師專長		是				

### 二、基本素養

學科學習能力--關聯性
1. 中文[直接相關] 3. 資訊[間接相關]

### 三、核心能力

知識項目--關聯性
15. 教育與訓練[直接相關]

技能與態度項目--關聯性
1. 閱讀理解[直接相關] 2. 積極傾聽[直接相關] 3. 文字表達[直接相關] 4. 口語表達[間接相關] 7. 批判思考[間接相關] 9. 學習策略[間接相關] 12. 合作[直接相關] 17. 解決複雜問題[間接相關] 36. 創意力[直接相關]

# 天主教輔仁大學課程資訊系統

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永續發展目標項目--關聯性

4. 優質教育[直接相關]

創新教學特色項目--關聯性

3. 自主學習[直接相關] 6. 創意設計[間接相關]

### 四、課程與專門議題之關聯性

課程學習融入下列議題的程度 Immersing the Following Issues	
議題 (Issues)	關聯性 (Relevance)
生涯教育	間接相關

### 五、課程學習目標

課程學習目標	培養學生寫作能力與團隊創意
先修課程	

### 六、授課進度

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	09/14 (四)	自我與表述	○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	09/21 (四)		短訊管理輸出	<input type="checkbox"/> 團體作業 1:客戶端通知簡訊
3	09/28 (四)		◎教師節放假	<input type="checkbox"/> 團體作業 2:寫信請求推薦函
4	10/05 (四)		電子郵件溝通	<input type="checkbox"/> 個人作業一:學經歷簡歷填寫
5	10/12 (四)		個人簡歷設計	<input type="checkbox"/> 個人作業二:應徵自傳的寫作
6	10/19 (四)		自傳寫作技巧	<input type="checkbox"/> 團體作業 3:團體的開會紀錄
7	10/26 (四)	團體與合作	單元總結回顧	<input type="checkbox"/> 團體作業 4:虛擬公司的草案
8	11/02 (四)		公司成立發布	團體上台報告①:我的虛擬公司
9	11/09 (四)		相關電影欣賞	<input type="checkbox"/> 個人作業三:觀影的心得反思
10	11/16 (四)		活動企劃發想	<input type="checkbox"/> 團體作業 5:團體活動企劃書
11	11/23 (四)		社群公告相關	<input type="checkbox"/> 團體作業 6:社群的圖文宣傳
12	11/30 (四)		活動公開宣傳	團體上台報告②:發表作品票選
13	12/07 (四)	企業與發展	應徵求職履歷	<input type="checkbox"/> 個人作業四:求職信與履歷表
14	12/14 (四)		簡報內容呈現	團體上台報告③:新產品發佈會
15	12/21 (四)		公關危機處理	團體上台報告④:公開申明道歉
16	12/28 (四)		單元總結回顧	<input type="checkbox"/> 個人作業五:課程回饋線裝書
17	01/04 (四)		彈性多元學習	
18	01/11 (四)		彈性多元學習	
Office Hours			星期四 12：00-13：30	(E-mail)：fjuntu@gmail.com

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### 七、教學方法

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	問題導向學習	30	討論	30
	影片欣賞	10				
說明：1. 講述 30%：由教師講述相關單元精神與文本，協助學生熟悉主題概念。 2. 影片欣賞 10%：選擇與單元或與學生經歷相關的影片，啟發深度思考。 3. 討論 30%：課程中以主題為導向提出問題，再由各小組進行相關討論。 4. 問題導向學習 30%：在相關主題中除分組寫作之外，需思考相關議題。						
備註：1. 若使用其他教學方法，請自行說明。若所列之教學方法未使用。只需於百分比欄位中填 0。各項總和需等於 100% 2. 教學方法與核心能力相關之說明亦可於此欄位中敘明。						

### 八、課程教材

課程教材 Course Material	教師自編講義
教科書	教師自編講義
參考書目 Reference	張高評:中文實用寫作二十講(臺北市：萬卷樓，2016) 周錫:中文寫作新視野：從實用寫作到文學創作(香港：三聯書店出版；臺北縣新店市：聯合發行，2007) 張高評:實用中文寫作學(臺北市：里仁，2011) 王友龍:圖解提案學：超實用!資料分析、提案撰寫、簡報演說全 knowhow 一次學會(臺北市：臉譜，城邦文化出版：家庭傳媒城邦分公司發行，2009.) Alistair Cockburn 著；趙光正譯.:使用案例寫作實務：寫作指南、秘訣與範本(臺北市：臺灣培生教育出版：碁峰資訊發行，2003)
教學平台網址	

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### 九、學習評量

學習評量 Learning Evaluation	方法 Method	%	方法 Method	%
	心得或作業撰寫	30	小組書面報告	30
	其他	10	小組口頭報告	20

說明：

1. 個人作業(心得或作業撰寫)：30%

個人作業 5 篇，一篇 6 分，共 30%。

★使用 AI 幫寫請自行揭露，將下指令過程印出來一併繳交，分數最高為 B，抄襲或不自行揭露，以零分計算。

作業補交，一律不予計分。

2. 團體作業(小組書面報告)：30%

團體作業 6 篇，一篇 5 分，共 30%。

★使用 AI 幫寫請自行揭露，將下指令過程印出來一併繳交，分數最高為 B，抄襲或不自行揭露，以零分計算。

作業補交，一律不予計分。

3. 團體上台報告(小組口頭報告)：20%

團體上台報告 4 次，一次 5 分，共 20%。(每次時間約 5-10 分鐘)

若在團體上台缺乏貢獻者，經小組內部討論，可不予計分。

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。

4. 其他表現 10%

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。

備註：1. 若使用其他評量方法，請自行說明。若所列之評量方法未使用。只需於百分比欄位中填 0。各項總和需等於 100%

2. 學習評量與核心能力相關之說明亦可於此欄位中敘明。

### 十、學習規範



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學習規範	<ol style="list-style-type: none"><li>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，一律零分</li><li>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。</li><li>3. 作業規定：作業凡請公假、婚假仍需「提前一週」繳交，其他作業遲交補交者，不予計分。</li><li>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。</li><li>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</li></ol>
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說明：有關上課的規則，例如：請假、遲到、遲交作業等相關規定

### 十一、備註

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。
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