

Curriculum for Fall 2025: Elective Courses

UR301. Professional Ethics [專業倫理]

2 credits

Dr. John Basourakos <johnbasourakos1@yahoo.ca >

For Juniors and above

Class size: 40

A. Course Description:

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.

B. Course Objectives:

1. Students will learn to identify and to critically analyze ethical issues in several professional areas and in their personal lives.
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.
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.



Advanced Literature and Culture Courses

LC001. English Literature I [英國文學(一)]

3 credits

Dr. Paul Bellew < paul.b.bellew@gmail.com >

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

Course description will be announced later.

※Advanced Chinese Literature course 進階國文

CL001. Modern Chinese Fiction [現代小說選讀]

2 credits

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

For Juniors and above

Class size: 40

Please see page 30-36 for course description.

CL002. Team Creativity and Practical Writing [團隊創意與實用寫作]

2 credits

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

For Juniors and above

Class size: 40

Please see page 37-42 for course description.

MA001. Main Street in American Literature and Film [美國小說與電影中的大街意象]

3 credits

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

For Juniors and above

Class size: 30

Overview. In the United States and beyond, the term “Main Street” conjures an image of the generic American small town: the grocer’s, the soda fountain, the doctor’s office, the bank, the insurance agency, the public park, and a choice of churches, flanked by blocks of clapboard or brick homes with tidy front lawns. Today this image is far from the reality of most Americans, who live in cities or suburbs, but Main Street remains a synecdoche for traditional American values and a captivating symbol of the American dream – or nightmare.

Main Street emerged as a subject in American literature beginning in the late-nineteenth century when small-town life was giving way to the expansion of cities, suburbs, and consumer culture, and it provided a vital setting for both literature and film throughout the twentieth century. Writers and filmmakers who put Main Street on the cultural map were themselves often exiles from small towns, working in big cities. For them, the village became an object of both rebellion and nostalgia – a trap to escape, a paradise to regain. Together their works portray a procession of Main Streets strung across

the American continent – some of them real, physical places, others imagined communities in characters' minds. The citizens of Main Street are often eccentric, but their stories typify the historical pressures (political, economic, racial) and ultimate questions (of identity, meaning, belief) that disturb and galvanize American towns. The formal challenge of telling these stories has sparked innovation in literature and film during the modern and postmodern periods. To tour these imagined Main Streets is therefore to enter a region that is both familiar and unsettling.

Readings

Sherwood Anderson, *Winesburg, Ohio* (1919)

Willa Cather, "Two Friends" (1932)

Thornton Wilder, *Our Town* (1938)

John Steinbeck, *Cannery Row* (1945)

Toni Morrison, *Sula* (1973)

Films

It's a Wonderful Life (Dir. Frank Capra, 1946)

High Noon (Dir. Fred Zinnemann, 1952)

To Kill a Mockingbird (Dir. Robert Mulligan, 1962)

Blue Velvet (Dir. David Lynch, 1986)

The Truman Show (Dir. Peter Weir, 1998)

Pleasantville (Dir. Gary Ross, 1998)

Questions explored in this course include:

- 1) What is a town?
- 2) How has the idea of the American town persisted, or evolved, since the late nineteenth century?
- 3) How is a town unified, or divided, by particular characters? How do particular characters imagine the town?
- 4) Why are there so many eccentric characters in fictional small towns?
- 5) How is a town unified, or divided, by its architecture and physical design? How does the physical design influence how characters imagine the town?
- 6) How are towns different, or similar, in various geographical regions of the United States?
- 7) What is the relationship between a town and its geographical context, including the surrounding ecosystem and distant cities?
- 8) What is the relationship between the structure of a community and the structure of the fiction or film that represents it?
- 9) What kinds of narratives typically take place in American towns? Why? What kinds of events unify towns, and what kinds of events divide them?
- 10) What do the stories of Main Street tell us about larger themes, dreams, and anxieties in American literature and culture?

MA002. Page to Screen: Science Fiction Film Adaptations [從書冊到螢幕：科幻小說電影改編]

3 credits

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

For Juniors and above

Class size: 30

This course will include a range of canonical and recent science fiction literary texts and their film adaptations. Science fiction, or speculative fiction, often imagines a world-yet-to-be, or an alternative world or reality, in order to re-present and navigate extant social issues and complex problems. These range from gender inequality to both historical and contemporary racism, from social stratification to economic crises, frequently through the lens of technological developments and their impact on human identity and society, or how humans perceive themselves as human and engage with other humans and non-human entities.

Film adaptations of science fiction texts do not simply regurgitate the original text's themes and concerns, but rather they are themselves representations and represent the social concerns of their eras of production. What is changed and what is left out are just as charged as what is kept and how it is displayed.

Students will be tasked to engage as literary and film critics, learning about the specific aspects of each medium and how those aspects lend to unique representations and imaginings. They will develop a stronger understanding of the history of each literary and filmic text as part of its production history.

Requirements:

Presentations 30%

Quizzes 20%

Project 20%

Exams 30%

***Attendance is mandatory; each unexcused absence will result in a -4% deduction from the final course grade**

Textbooks:

Frankenstein

Do Androids Dream of Electric Sheep?

"Johnny Mnemonic"

"Story of Your Life"

"Saying Goodbye to Yang"

Poor Things: Episodes from the Early Life of Archibald McCandless M.D., Scottish Public Health Officer

MA003. Sex, Gender and Media [性別、性向與媒體]

2 credits

Dr. John Basourakos < johnbasourakos1@yahoo.ca >

For Juniors and above

Class size: 30

Course Description:

Relying on theories from cultural studies, film and gender studies, and communication studies, students in this course will explore different processes and practices of gender, specifically in terms of media representations of femininity and masculinity, as well as human sexual relations. The purpose of the course is to gain insight into the ways in which gender, and its intersections with race, ethnicity and class, are enacted, represented and have an impact on cultural formations and communication. Additionally, students will explore the socio-cultural mechanisms that shape our individual and collective notions of identity and essentially teach us what it means to be male or female. The media plays a major role in "constructing" gender and 'popular' views of what appropriate gendering is, and thus in turn, shaping how we communicate and interact with each other as gendered beings.

Course Objectives:

1. Students will develop an understanding of the role of media in constructing and representing gender and human sexual relations, perpetuating and normalizing stereotypes about gender, and often challenging and subverting conventional notions about gender and human sexuality.
2. Students will read and analyze different theoretical approaches regarding the formations of gender identities and then apply these to critical discussions of media representations of gender and sexuality.
3. Students will develop a critical approach to the study of gender representations in different media, such as advertising, music videos, television, animations and film.
4. Students will learn how to compare different approaches and strategies used to represent gender and sexuality in different media.
5. Students will critically discuss how different forms of media reflect alternative and changing representations of gender and sexuality in relation to wider social changes.

Requirements

Class participation and attendance. 10%

In Class Assignments. 30%

Critical Analyses of Media Representations. 60%

Textbooks:

1. Carter, L. Steiner, L. and & McLaughlin, L. eds. (2014), *The Routledge Companion to Media & Gender*, NY: Routledge.
2. Cranny-Francis, Anne et al. (2003) *Gender Studies: Terms and Debates*, Palgrave Macmillan.

MA004. Literary Criticism: Love, Desire and Class [文學批評:愛、欲望與階級]

3 credits

Dr. Kate Liu <30kate@gmail.com>

For Juniors and above

Class size: 30

Course description will be announced later.

MA005. Language and Media [語言與媒介]

3 credits

New Teacher

For Juniors and above

Class size: 30

Objectives

This course explores the evolution of media and its impact on perception, communication, and interaction with the world. Through the lens of German media theory, students will examine how media transforms language and influences cognition. Readings will include works on Cultural Techniques and discussions on the intellectual postwar landscape in German media theory.

Requirements

1. Active participation in discussions and activities.
2. Weekly readings with group oral presentations.
3. Midterm report: Critical analysis of a selected topic from course readings.
4. Final Project.

Textbooks

The textbook for this course consists of compiled readings from the following key texts, providing a foundation in media theory:

- Lev Manovich. *The Language of New Media*. Cambridge: MIT Press, 2001.
- Friedrich Kittler. *Gramophone, Film, Typewriter*. 1999.
- Stefan Andriopoulos. *Ghostly Apparitions: German Idealism, the Gothic Novel, and Optical Media*. 2013.
- Bernhard Siegert. *Cultural Techniques: Grids, Filters, Doors, and Other Articulations of the Real*. 2015.



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 Juniors 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)

MA006. The Use of Literature in ELT [文學在英語教學之運用]

2 credits

Dr. Mary Lee < 041845@mail.fju.edu.tw>

For Juniors and above

Class size: 10

Course 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 poems, 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

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.

- *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.
- *Teaching Literature to Adolescents*. By Richard Beach, Deborah Appleman, Susan Hynds & Mahwah, New Jersey: Jeffrey Wilhelm. Lawrence Erlbaum Associates, 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

MA007. Teaching and Learning English through Children's Literature: Storytelling & Picture books [英語教學與兒童文學:故事與繪本]

3 credits

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

For Juniors and above

Class size: 10

This course is designed to approach children's literature from a pedagogical perspective in order to answer the following questions: "How could EFL teachers make good use of

children's literature? " We will first explore various themes and different genres of children's literature including nursery rhymes, fairy tales, folktales, poetry and fantasy. Next, student would observe the actual reading behavior in a natural setting and look closely at the children's responses to understand the physical and mental interactions during the storytelling process. With this understanding in mind, we would then read related learning theories, such as constructionism, and hands-on techniques for integrating children's literature into English teaching. The very last task is the creation of a lesson plan to integrate these theories and materials into classroom practices.

Weekly schedule

Week	Course Topics	description
1	Course Orientation	How to Teach with Picture Books
2	Current Trend in Children's Literature	TESOL Methodology I
3	Learning English with your heart	Integrating Socio-Emotional Learning into English
4	SLA Theories	Social-cultural Theory in Second Language
5	Lesson Planning	Character and Plot Analysis
6	Family Portrayal in Children's Picture Books	Empathy
7	Pedagogical Design	Storytelling Techniques
8	Lesson planning	Content-based Language Teaching
9	Issues of Assessment and Learning Outcome	Assessment Tools
10	Midterm	Progress Report
11	Storytelling through the Use of Objects	Storytelling Techniques
12	SLA Theories	Multimodal Picture Book Adoption
13	SLA Theories	Language Learning Strategies
14	Teaching Practicum	Rehearsal
15		Final Presentation
16		Final Presentation
17		Lesson Plan Revised
18		Final Reflection

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2 credits

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

For Juniors and above

Class size: 10

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.

Course Objectives

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 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.

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**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 < coetzeefoe1940@yahoo.com.tw >**

**For Seniors only**

**Class size: 30**

**Prerequisite: CC III**

Course description will be announced later.

**AW002. AI in Chinese-English Translation (I): Translation Tools and Critical Thinking**

**[中英AI翻譯(一)：翻譯工具與批判性思維]**

**2 credits**

**Mr. Erik de Jong < johnbasourakos1@yahoo.ca >**

**For Seniors only**

**Class size: 26**

**Prerequisite: CC III**

This course introduces the basics of machine translation (MT) and the integration of AI tools in the translation process. Students will critically evaluate machine-generated translations and identify errors while understanding the risks and ethical considerations of using AI in translation. Upon completion of this course, students should be able to use AI tools effectively for the purpose of translation, critically evaluate the quality of AI translations, and correct mistakes, enhancing their own competitiveness in the translation job market.

**Requirements**

**Class attendance:** At least 90% of classes must be attended (16 out of 18 classes), and attendance will be checked every class. Every additional absence will lower your final average grade by three points (e.g. if your final grade is 80 and you missed 6 of the 18 classes, your final grade will be  $80 - (4 \times 3) = 68$ ). Additionally, any arrival 10 minutes or more past the start of the class will be counted as an absence. Absence due to special circumstances should be requested prior to class.

**Homework submission:** All assignments (unless specified otherwise in class) must be sent by e-mail before the deadline as a Word-file; no other formats will be accepted. Any assignments submitted after 23:59 on the due date will be marked down by 10 points; assignments submitted 24 hours after the deadline will not be accepted.

**On the use of AI:**

This course adheres to the guidelines established by the Department of English Language and Literature at Fu Jen Catholic University regarding the use of generative AI and AI-assisted technologies (link provided through TronClass). Given the specific requirements of this course, students are only authorized to utilize ChatGPT for the generation of initial translations as when requested as part of assignments. When handing in any assignments, students must properly cite the use of ChatGPT in accordance with the

department's prescribed guidelines. Any submissions that do not comply with these conditions will result in a failing grade for the course.

### **AW003. Writing for Specific Purposes: Career Planning [專業寫作：職涯規劃]**

**2 credits**

**Ms. Dwandwan Ou-Yang < dwandwanal@gmail.com >**

**For Seniors only**

**Class size: 20**

#### **Course Description:**

Whether transitioning from college to graduate school or venturing into the workplace, students need to present themselves to potential “supervisors” through writing before actually meeting them. Clear and effective writing is crucial for the candidate to present a brief profile, sharing personal aspirations and career goals. This advanced writing course provides senior students with opportunities to explore their personal and career interests, to set individualized career goals, and to produce personalized career plans with structured class activities and writing assignments, such as workshops, incremental writing exercises, and so on. Students will also work with writing partners for peer review and writing support. It's required that each student keeps an e-portfolio throughout the semester to mark the process and progress of their career exploration adventure.

#### **Requirements**

##### **Class Policies – Collegiality and Professionalism:**

1. Full attendance and active participation are encouraged. Your attendance is tied with your class participation. So, there is no designated percentage for attendance grade. No attendance renders no class participation; therefore, make sure you show up in class. As all class activities will be graded, absences will induce zeros which count towards your participation grade. Lateness for 10 minutes, absence during class sessions, and early departure are all considered absence. Three absences means you quit this course. Talk to me if you have any difficulties attending class. Be prepared for all class activities by studying the reading and viewing materials before class and staying focused and engaged while in class. **No makeup assignments, pop quizzes, presentations or major projects.**
2. Mutual respect and peer support are appreciated. Pay attention to people speaking during presentations or class discussions without chatting about unrelated matters. Avoid using electronic devices during class sessions unless the instructor finds it necessary.

3. Critical thinking and academic integrity are valued and will be constantly practiced. When other people's words or ideas are used through summaries, paraphrases, or quotations in any assignments, always provide sources in order not to commit plagiarism. **Using generative AI tools to produce assignments without the instructor's approval is considered plagiarism. If plagiarism is identified, you fail the assignment. Two instances of plagiarism means you quit this course.** You are welcome to talk to me if you have any questions about plagiarism.  
\*Guidelines for using generative AI tools will be discussed further when class begins.
4. Writing Format: Times New Roman font size 12; 1-inch margins on all sides; double-spaced texts; appropriate headings.

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Professional Training Courses

PT001. Applied Computer Technology and Programming [電腦應用及程式設計]

2 Credits

Dr. Lynn Chou < 126827@mail.fju.edu.tw >

For Juniors and above

Class size: 40

This course aims to develop students' literature interpretation skills. Students will be guided to turn medieval history into a mini games in a peer collaboration environment. 3D video game engine Core creator will be introduced. By the end of the semester, online multi player game project will be produced.

PT002. English-Chinese Translation I [英中翻譯（一）]

2 Credits

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

For Sophomores and above

Class size: 30

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

Students are encouraged to get hands-on experience of translation, prepare themselves to be good translators by taking the initiative to practice and problem-solve on their own, and solidify their understanding of translation through continual revision and discussion throughout the semester. They will be able to know how to deal with different types of English texts, to turn them into appropriate Chinese, and to profit from their problems and mistakes. Through translating and discussing a wide range of authentic texts and analyzing and offering critiques of existing translation, students are able to acquire basic translation skills, utilize translation techniques when doing translation, and learn to generate natural, idiomatic, and faithful translations.

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.

This course aims at developing student programming abilities and enhancing students' interest in programming design. Through the students' digital storytelling ability; in addition, through the problem-oriented learning/pair programming strategy, the students' confidence and interest in programming can be facilitated.

PT003. Introduction to Interpretation [口譯入門]

3 credits

Dr. Doris Chang < 071808@mail.fju.edu.tw >

For Juniors and above

Class size: 20

This three-credit elective course that recognizes the value of cultural heritage invites students to embark on a journey comprised of a series of activities and challenges that will take the participants to see Taiwan as it was, as it is, and as it could be from an insider's perspective.

In a nutshell, this course enables the students to do the following.

- * Articulate your understanding of our culture heritage.
- * Summarize and explain features of Taiwan.
- * Develop a panoramic view through exploring various aspects of our society and cultural assets.

- * Broaden understanding of our cultures through internal examination and analysis.
- * Compare and contrast the main features of Taiwan and those of other countries, when we have international students taking this course.

Weekly schedule:

Week	Course Topics	Description
1	Overview Orientation and Introduction	What's culture? What's intercultural communication? Pre-learning Assessment
2	Cultural Identity and International Cultural Exchange	Lesson 1
3	Cultural Identity and Social Network	Lesson 2
4	Taiwan Panorama	Lesson 3
5	Taiwan Panorama	Lesson 4
6	Cultural Features of Taiwan	Field Trip
7	Spring Break	Holiday - No Class
8	Cultural Features of Taiwan	Lesson 5
9	Cultural Features of Taiwan	Lesson 6
10	Cultural Features of Taiwan	Lesson 7
11	Cultural Features of Taiwan	Lesson 8
12	Hometown Project (1)	Local Culture Preservation - stories through the lens
13	Hometown Project (1)	Local Culture Preservation - stories through the lens
14	Hometown Project (2)	Tour Planning
15	Hometown Project (2)	Tour Planning
16	Group Presentation	Group Presentation
17	Diverse and Self-directed Learning Project	Learning Outcome Demonstration
18	Diverse and Self-directed Learning Project	Learning Outcome Demonstration

PT004. Cross Cultural Communication: Global Understanding Project [跨文化溝通：國際連線專題]

2 credits

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

For Juniors and above

Class size: 15

This course provides a format for students to learn about other cultures without traveling. This is part of the Global Academic Initiatives directed by East Carolina University (ECU),

USA. This program has received the 2016 NAFSA Senator Paul Simon Spotlight Award, 2014 QS Reimagine Education Award, and 2008 IIE Andrew Heiskell Award in USA. In this semester, we will connect with two to three countries, depending on the arrangement of ECU, through live video and chat technology (for countries connected in different semesters in the past: USA, Mexico, Japan, Peru, India, Russia, and Switzerland). 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. Participants will work on a mini-collaborative project and do a presentation at the end of the connection of each country. Besides international connecting sessions, local sessions (which means only local class session without videoconferencing) are also held to integrate and synthesize information gained in the global sessions. Participating students from different cultures also read each other's newspapers to learn what is current, timely, and to get real exposure to what is going on in their partners' cultures. We will also learn cultural and communication theories. In addition, it is highly likely that we will be able to attend the Global Issues Conference online to be held by East Carolina University, NC, USA depending on the time of the conference.

● **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-chats.

Time: Wednesday 8:10am-10:00am

Classroom: SF 901

*Please **bring your own laptop** to class on connection sessions (for *Zoom* connections).

● **Requirements and grading based on:**

- Attendance (must be on time to connect with foreign schools)
- 1 Individual Paper
- One or multiple collaborative projects with foreign partner(s)
- Oral Presentations
- Journals
- Participation (in-class and intercultural discussions; pre-and post connection surveys, etc.)

PT005. Game-based Language and Cultural Learning through Intergenerational Collaboration [跨世代遊戲化語言學習與文化共學實踐]
2 credits

Dr. Lynn Chou <126827@mail.fju.edu.tw >

For Sophomores and above

Class size: 40

1. To learn and apply various language learning games to enhance communication skills and motivation.
2. To foster intergenerational communication and collaboration, and to understand the learning characteristics and digital needs of older adults.
3. To design and implement collaborative learning activities that integrate language, games, and culture, while developing lesson planning and facilitation skills.
4. To promote local cultural understanding and intergenerational transmission through the life stories and local knowledge of older adults.
5. To produce digital cultural storytelling projects that connect local heritage with meaningful language learning outcomes.

Requirements

Attendance & Participation:

Students are expected to attend class on time and actively engage in discussions and exercises. Full attention should be given during class; please refrain from using unrelated devices or engaging in non-course-related activities. Class participation will be included in the overall performance evaluation.

Assignments & Submission:

Assignments (including practical exercises and written reports) must be completed and submitted on time. Independent thinking is required for individual work; for group projects, effective coordination and collaboration are expected. Late submissions may result in point deductions, and significantly delayed submissions must be justified in advance.

Academic Integrity:

All assignments and project work must be completed by the students themselves. Plagiarism or submitting work done by others is strictly prohibited and will be handled according to university regulations. All cited materials must be properly referenced to respect intellectual property rights.

Computer Use & Equipment:

This course includes computer-based exercises. Students are required to bring their own laptops (school equipment can be arranged upon request in advance). When using the computer lab, students must follow lab rules and use equipment properly.

Other Policies:

Students who need to request leave should notify the instructor in advance and provide supporting documentation. Any inappropriate behavior that disrupts the class may result in a warning or deduction of points, depending on the severity.

MA009. Topics in Sustainable Development (I) [永續發展專題(一)]

3 credits

Dr. Jerrel Lai <032421@mail.fju.edu.tw >

For Juniors and above

Class size: 30

This course is designed to enable students to:

- (1) Gain In-Depth Understanding of Corporate Sustainability Strategies Analyze how companies such as TSMC, Evergreen Group, China Airlines, and Google (YouTube) implement sustainable development through talent cultivation, school-industry collaboration, and ESG management.
- (2) Develop Cross-Disciplinary Analytical Skills Collaborate in groups to prepare project proposals and final reports by gathering and synthesizing data (using the latest sustainability reports from the respective companies), and conduct comprehensive case analyses.
- (3) Establish Alumni Networks and Collaborative Awareness Enhance networking between current students and alumni from Fu Jen University's Department of English by examining real-world cases from alumni-employed companies and leveraging these connections as a foundation for the upcoming 100th Anniversary "Alumni Homecoming" event.

Requirements

1. Attendance: No lateness or absences allowed! If you have to be absent, do inform us 'before' class. Only excused absences can be made up for. Three absences mean failing the course. Three late arrivals mean one absence.
2. Participation:
 - Finish the assigned reading and film before class; bring an active and critical mind to class to join the discussion;
 - no cell phone allowed 'after' the quiz time.

MA010. Connect the Dots: Data Contextualization I [圖數據與商業難題解析(一)]

3 credits

Mr. Johnny Lin

For Juniors and above

Class size: 30

This course aims to teach students how to visualize and then contextualize data. From simple knowledge graphs, we will connect the dots – to reveal and predict how people, processes, things, events and systems are interrelated so that you can tackle connected data challenges such as analytics, fraud detection, recommendations and investigations.

We want to make this a short, easy yet enjoyable journey so that you feel confident solving business questions using knowledge graph. We also use Gemini Explore for all our examples. You will be able to run those examples after signing up to Gemini Cloud which you can also use to build your own knowledge graph.

We hope you finish this course with a basic understanding of how to apply knowledge graphs to a handful of user cases and with enthusiasm for the technology of data contextualization.

MA011. Projects on Digital Marketing and Mobile Learning [數位行銷與教學專題]

2 credits

For Sophomores and above

Class size: 10

The purpose of the digital marketing project course is to cultivate students' ability to promote products or services by integrating industry practices with digital technologies. The course content will be determined through discussions between the instructor and student groups, with goals such as planning and executing digital marketing strategies, market analysis and competitive research, search engine optimization (SEO), social media marketing, website and app analytics, email marketing, chatbot customer service systems, content marketing, data analysis, and tracking. Students will learn how to use various digital tools and platforms to establish brand image, attract target audiences, increase website traffic, improve conversion rates, and maintain customer relationships

MA012. Organizational and Communication Skills for Business Purposes [商用組織與溝通技巧]

2 credits

Dr. Brian Reynolds

For Juniors and above

Class size: 30

Language and culture students encounter many of the same challenges and demands that typify most workplaces, whether it be information gathering and analysis, time stress,

planning, relationship issues, presentational methods, teamwork, and so on, but often do not receive sufficient training and guidance in how to address these issues effectively. The purpose of this course is to help students to acquire and hone these transferrable skills.

- Information Skills: sourcing information; reliability of information; information overload; keeping informed.
- Thinking Skills: thinking about, contextualizing it, connecting ideas and information: relational, lateral, logical thinking.
- Self-Management Skills: Knowing yourself, managing emotions, dealing with stress, work-life balance, time-management, personal planning.
- Communication and Interpersonal Skills: interpersonal relations; communication, listening, conflicts, teamwork.
- Presentational Skills: written and oral presentations
- Organizational Skills: planning and goal-setting, milestones, budgeting, strategizing, implementation, evaluation, multitasking, etc.
- Intercultural skills: cultural mediation, culturally-determined behaviors.

A major part of this course will be to carry out a group project that will involve planning and organizing an international business conference. Each group will negotiate with the teacher on the subject of the conference. Everything will need to be planned down to the last little detail in this real-life role play. Each group will also be expected to do a presentation and hand up a professional portfolio about the conference to the teacher.

114 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，**請務必參與 9/18(四)課程說明**，保障自身退選與修課的權益。若因故而無法參與者，請務必在 9/15(一)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 9/25(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，若有意在加退選期間加選，也**請務必參與 9/18(四)課程說明**。全程參與課堂說明者，若有名額，可額外由老師人工加簽。未參與課堂說明者，恕不加簽。

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

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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	114	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]

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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	

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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	09/18 (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	09/25 (四)		現代小說導論	□分組名單
3	10/02 (四)		魯迅 (1881-1936) 〈狂人日記〉(1918) 延伸閱讀：〈阿Q正傳〉(1922)	□札記 1
4	10/09 (四)		賴和 (1894-1943) 〈不如意的過年〉(1928) 延伸閱讀：〈一桿秤仔〉(1926)	□札記 2
5	10/16 (四)		茅盾 (1896-1981) 〈春蠶〉(1932) 延伸閱讀：《農村三部曲》(1933)	分組報告 1 □札記 3
6	10/23 (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 □札記 4
7	10/30 (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)	□札記 5
8	11/06 (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)	□電影回饋單 1
9	11/13 (四)		老舍 (1899-1966) 〈歪毛兒〉(1933) 延伸閱讀：《駱駝祥子》(1936)	分組報告 3 □札記 6
10	11/20 (四)		沈從文 (1902-1988) 〈蕭蕭〉(1935) 延伸閱讀：《邊城》(1934)	分組報告 4 □札記 7
11	11/27 (四)		鍾肇政 (1925-) 《魯冰花·尾聲》(1961) 延伸閱讀：鍾肇政 (1925-) 《魯冰花》(1961)	□札記 8
12	12/04 (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 □札記 9
13	12/11 (四)		張愛玲 (1920-1995) 〈金鎖記〉(1943) 延伸閱讀：《秧歌》(1954)	分組報告 6 □札記 10
14	12/18 (四)		朱西甯 (1927-1998) 〈狼〉(1963) 延伸閱讀：《破曉時分》(1965)	□札記 11 □課程回饋意見 〈我與現代小說選讀課〉
15	12/25 (四)		◎聖誕節放假	
16	01/01 (四)		◎元旦放假	
17	01/08 (四)		彈性課程 林海音 (1918-1995) 〈金鯉魚的百褶裙〉(1963) 延伸閱讀：《城南舊事》(1960)	□札記 12
18	01/15 (四)		彈性課程 電影欣賞：李安 (1954-) 「色·戒」(2007) 延伸閱讀：張愛玲 (1920-1995) 〈色·戒〉(1950)	□電影回饋單 2
Office Hours	星期四 12:30-13:30	聯絡方式及辦公室地點 Contact Information		LC301 (E-mail): fjntnu@gmail.com

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七、教學方法

教學方法	方法 Method	%	方法 Method	%
Pedagogical Methods	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

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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：30%</p> <p>以小組為單位，分組報告。老師評分包含書面資料 15%，口頭報告 15%。</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>口頭報告三不原則：</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.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(B5)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>★使用 AI 協助寫作，請自行揭露，將過程呈現出來，亦可評分。鼓勵以多元形式呈現札記，激發創意。</p> <p>電影回饋單 2 篇，一篇 5 分，共 10%。</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>					

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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 分，每次上課以扣分兩次為限。</p>
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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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114 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，請務必參與 9/18（四）課程說明，保障自身退選與修課的權益。若因故而無法參與者，請務必在 9/15（一）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 9/25（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，若有意在加退選期間加選，也請務必參與 9/18（四）課程說明。全程參與課堂說明者，若有名額，可額外由老師人工加簽。未參與課堂說明者，恕不加簽。

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

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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	114	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	團隊創意與實用寫作			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] 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] 12.合作[間接相關] 17.解決複雜問題[間接相關] 36.創意力[間接相關]

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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
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	09/18 (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	09/25 (四)		短訊管理輸出	<input type="checkbox"/> 團體活動 1:客戶端通知簡訊
3	10/02 (四)		電子郵件溝通	<input type="checkbox"/> 團體活動 2:寫信請求推薦函
4	10/09 (四)		簡歷自傳寫作	<input type="checkbox"/> 個人作業一:履歷自傳的寫作
5	10/16 (四)		單元總結回顧	<input type="checkbox"/> 團體活動 3:團體的開會紀錄
6	10/23 (四)	團體與合作	創業實戰平台	<input type="checkbox"/> 團體活動 4:虛擬公司的草案
7	10/30 (四)		公司成立草案	團體上台報告①:我的虛擬公司
8	11/06 (四)		相關電影欣賞	<input type="checkbox"/> 個人作業二:觀影的心得反思
9	11/13 (四)		電梯簡報挑戰	<input type="checkbox"/> 團體活動 5:展示簡報的提案
10	11/20 (四)		社群公告資訊	<input type="checkbox"/> 團體活動 6:社群的圖文宣傳
11	11/04 (四)		活動公開宣傳	<input type="checkbox"/> 團體活動 7:產品的影音廣告
12	11/27 (四)	企業與發展	新聞媒體發布	團體上台報告②:優化虛擬公司
13	12/04 (四)		公關危機處理	<input type="checkbox"/> 團體活動 8:道歉聲明的演練
14	12/11 (四)		單元總結回顧	<input type="checkbox"/> 個人作業三:課程回饋線裝書
15	12/25 (四)		◎聖誕節放假	
16	01/01 (四)		◎元旦放假	
17	01/08 (四)		彈性多元學習	參加創新創業實戰的模擬平台
18	01/15 (四)		彈性多元學習	參加創新創業實戰的模擬平台
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	%
	講 述	30	影 片 欣 賞	10
	討 論	30	問 題 導 向 學 習	30
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%：在延伸閱讀中除預習札記之外，需思考相關議題。			

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	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：基峰資訊發行, 2003)

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九、學習評量

學習評量 Learning Evaluation	方法 Method	%
	心得或作業撰寫	30
	團體活動	40
	團體上台報告(小組口頭報告)	20
	其他表現	10
	說明： 1.個人作業(心得或作業撰寫)：30% 個人作業 3 篇，作業一 20 分，作業二、三各 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，抄襲或不自行揭露，以零分計算。作業補交，一律不予計分。 2.團體活動：40% 團體活動 8 次，一次 5 分，共 40%。 3.團體上台報告(小組口頭報告)：20% 團體上台報告 2 次，一次 10 分，共 20%。 ★每次時間約 7-8 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。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)、主動參與競賽、全勤等實際表現，將斟酌給予加分。	

十、學習規範

學習規範	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。 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。 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。 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。 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
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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	Email:fjuntnu@gmail.com 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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