

## Curriculum for Fall 2026: 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 II: Ghosts and Hauntings in Literature of the British Isles [英國文學(二)]

3 credits

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

For Sophomores and above

**Class size: 40**

**Prerequisite: Introduction to Literature**

In this class, we will read and interpret literature from the British Isles from 1790 to the present. We will read and interpret literature of all genres: fiction, poetry, and drama. Over the course of the semester, we will become familiar with the history and cultures of England, Ireland, Wales, and Scotland through the literary periods of Romanticism, the Victorian Era, Modernism, and Postmodernism. This is a long time period full of monumental cultural changes, so we will focus on literature with a particular theme: ghosts and hauntings. Focusing on the writings of Samuel Taylor Coleridge, Emily Brontë, Charles Dickens, and many others, we will examine how spirits, ghosts, and hauntings have informed English literature from through this period, and by the end of the semester, we will have learned what specters have haunted English literature and why.

**LC002. 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: 40**

**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.

**※Advanced Chinese Literature course 進階國文**

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

**2 credits**

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

**For Juniors and above**

**Class size: 40**

Please see page 26-32 for course description.

**CL002. 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 33-38 for course description.

**MA001. American Literature and Visual Art [美國文學與視覺藝術]**

**3 credits**

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

**For Juniors and above**

**Class size: 20**

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:

- 1) To examine how writers have portrayed visual artists--their personalities, their motivations, and their relationship to society--and how artists have portrayed

writers.

- 2) To study the developments of the following aesthetic movements in, respectively, literature and the visual arts: romanticism, realism, and impressionism.
- 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?
- 4)

**MA002. Graphical Empathy: Feeling Comics [圖像同理心：漫畫感知]**

**3 credits**

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

**For Juniors and above**

**Class size: 20**

Course description will be announced later.



**Advanced Language Studies Courses**

**LS001. Introduction to TEFL [英語教學概論]**

**3 credits**

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

**For Juniors and above**

**Class size: 40**

This course deals with the reviews of contemporary research and approaches applied to material development and instructional design for English as a Foreign Language (EFL) instruction. The contents of the course will be presented through various ways: presentations given by the instructor, in-class and online discussions, student presentations, and individual and group assignments. These methods will stimulate students to think about issues discussed in the research and also develop materials and instruction for teaching EFL. Lesson plans and instructional materials produced for the in-class presentations will be uploaded into the online environment for others to access. In addition to the textbooks, we will also use some online resources and web-board discussions as learning materials. It is highly likely that we will also be going to Guo-Tai Elementary

School near FJCU for service-learning purposes in the early morning time, 晨光時間 7:55-8:30am, either Tuesday or Wednesday. (Details will be set and announced at the beginning of the semester).

**Course Goals:**

This course enables you as a student to:

1. become knowledgeable of contemporary research in EFL teaching and learning.
2. realize that successful second language learning depends on multiple factors, such as cultural, emotional, and cognitive factors.
3. apply different approaches in developing EFL instruction.
4. become familiar with the use of different technologies with EFL material development and instructional design.

**Texts required:**

Larsen-Freeman, D., & Anderson, Marti (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press.

Handouts.

**Requirements:**

1. Attendance
2. Participation
3. Service Learning at Guo-Tai Elementary School
4. Design in workstation-type of learning
5. Midterm
6. A presentation & paper on instructional material development and events of one lesson

**Tentative topics:**

Language and culture

Five hypotheses about second language acquisition

The Grammar Translation Method

The Audiolingual Method

The Silent Way

Desuggestopedia

Community Language Learning

Total Physical Response

Communicative Language Teaching

Content-based Instruction

Task-based Language Teaching

Participatory Approaches

Learning Strategy Training, Cooperative Learning, & Multiple Intelligences

Teachers' debates

Workstation-type of learning in EFL classrooms  
Emerging Technologies  
Lesson plans

**LS002. Linguistic Typology and Language Universals [語言類型與普遍性]**

**2 credits**

**Dr. Sam Jheng < 130219@mail.fju.edu.tw >**

**For Sophomores and above**

**Class size: 40**

This course provides an introduction to the cataloging and classification of linguistic patterns, regularities, and contrasts in the world's languages. A central focus of linguistic typology is to analyze the nature and extent of linguistic diversity resulting from grammatical features. This includes examining word order, case marking, valency increasing/decreasing, argument promotion/demotion, and the broader range of grammatical relations expressed through similar constructions. Additionally, the course evaluates proposed linguistic universals in light of this diversity. This course offers an overview of analytical tools for identifying and classifying languages based on their morphological and syntactic properties.

The overall goals are:

- (i) to recognize the diversity of language systems and their fundamental similarities (i.e., universals);
- (ii) to identify grammatical properties that contribute to the diversity;
- (iii) to develop the skills necessary to analyze the structure of language;
- (iv) to provide a general training in analytic thought.

This course will be conducted through a combination of readings, formal lectures, oral presentations, group discussions, research projects/papers, and hands-on experience with data analysis. Students are expected to preview the reading materials, bring their questions to class, participate in group discussions, deliver presentations on assigned chapters, and submit research projects/papers. Peer collaboration and teamwork are highly valued in this class.

**MA003. World English/es [世界英文]**

**2 credits**

**Dr. Tammy Hus < 041845@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 15**

Course description will be announced later.

**MA004. Language Acquisition and Teaching [語言習得與教法]**

**3 credits**

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

**For Juniors and above**

**Class size: 15**

The purpose of this course is to understand complicated aspects in language acquisition and learning. After taking this course, one should be able to verbalize and distinguish different aspects in language acquisition and able to describe and discuss language acquisition. Furthermore, this course cultivates the ability of analyzing language acquisition phenomenon. For language practitioners, this course might help lay down language teaching objectives, competencies and choose or produce proper teaching and learning materials.

**MA005. 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: 15**

**Course Description**

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.



**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: 30**

Course Description:

What is "circular economy"? How does it work? Why does it matter to us? In this course, we are going to explore the answers to these questions and acquaint ourselves with the concepts and practices of the circular economy, which is recognized as an effective alternative to counter the traditional throw-away culture and its damaging impact. Through a variety of thought-provoking study materials, smart and lively class activities, engaging and effective individual and group work, students will further practice critical thinking and clear speaking about the course content. Along with language learning, this course intends to raise personal awareness of connections between the self and others which include the community, the society, and the natural world. The knowledge and

awareness that students acquire and accumulate during the semester and hopefully continue to develop after the course shall equip them for further research of issues surrounding the circular economy, for potential job opportunities in the green job market, and for a sustainable life style in the long run. It's required that each student keeps an e-portfolio throughout the semester to mark the process and progress of their exploratory journey.



### **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: 30**

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

**2 credits**

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

**For Juniors and above**

**Class size: 40**

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.

#### **PT003. English-Chinese Translation I [英中翻譯(二) ]**

**2 Credits**

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

**For Sophomores and above**

**Class size: 30**

This course aims to provide students with practical and solid training in English to Chinese translation. Students are required to do supplementary readings and in-class exercises, participate in discussions, give written as well as oral reports, and get hands-on experience in translation. Through translating and discussing a wide range of authentic texts, students are expected to acquire advanced translation skills and learn to generate natural, idiomatic, and faithful translations.

#### **PT004. 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	Filed 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

**PT005. 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, the 2014 QS Reimagine Education Award, and the 2008 IIE Andrew Heiskell Award in the 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, Colombia, Mexico, Japan, Peru, India, Russia, and Switzerland). Discussion topics range from college life, family structure, the meaning of life, health care, food and nutrition, sports, to stereotypes and prejudices. Class sessions include discussion in both small groups and one-to-one chats with reflective journaling/papers and/or oral presentations afterward. Participants will work on a mini-collaborative project and give a presentation at the end of the connection of each country. Besides international connecting sessions, local sessions (which means only local class sessions 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.

● **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 small-group chat (using Zoom).

*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 the foreign partner(s)
- Oral Presentations
- Journals
- Participation (in-class and intercultural discussions; pre-and post-connection surveys, etc.)

For reference: 2025 Fall course website:

<https://sites.google.com/view/2025f-cccgu-course>

**PT006. Oral Training: Film Analysis [口語訓練：電影分析]**

**2 credits**

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

**For Juniors and above**

**Class size: 30**

Course description will be announced later.

**MA006. 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: 20**

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.

**MA007. 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: 20**

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.

**MA008. Prompt Engineering and Problem-solving (I) [提示工程與問題解決(一)]**

**3 credits**

**For Juniors and above**

**Class size: 20**

This course introduces the current state and development of Prompt Engineering, featuring joint instruction by Gemini Data graph data engineers. The course objectives are as follows:

1. Understand the basic concepts and techniques of prompt engineering: Students will learn the fundamental theories and technologies of prompt engineering, understanding its applications and development trends across various fields.
2. Master the questioning techniques for large language models (LLM): Students will learn how to design effective prompts for large language models, enhancing their ability to pose questions and address complex problems.
3. Apply practical cases to solve problems: Through various practical case studies, students will learn how to apply prompt engineering techniques to solve specific real-life problems.
4. Develop problem-solving skills: Students will learn systematic problem-solving methods, improving their ability to analyze problems and propose solutions.
5. Enhance creative thinking and analytical skills: Through course design and practice, students will cultivate creative thinking and analytical skills, enabling them to flexibly apply their knowledge in different contexts.
6. Understand industry development: By collaborating with Gemini Data engineers, students will gain insights into the applications of graph data in the industry and grasp the latest industry development trends.
7. Enhance interdisciplinary knowledge: Students will be exposed to and learn interdisciplinary knowledge, enabling them to integrate prompt engineering with other academic fields, thereby enhancing their cross-domain application capabilities.

These objectives aim to comprehensively improve students' academic competence and practical skills, laying a solid foundation for their academic research and career development.

### **MA009. Trends and Business [趨勢商務]**

**3 credits**

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

**For Juniors and above**

**Class size: 20**

#### **Course Overview:**

Students will understand ESG principles, the circular economy, and tech trends. They will learn to read sustainability reports, gather data, and realize how real-world sustainability impacts global society.

Through lectures, news readings, and dialogue practice, students will improve business communication and negotiation. They will express sustainability views in English and work together on a team project and presentation.

Students are encouraged to turn knowledge into climate action and responsible consumption, applying ESG judgment to real-world scenarios to meet future career and global challenges.

### 課程目標 (Major Course Objectives)

本課程期望將學員培養成具備永續思維的跨領域人才，未來能在全球商務環境中運用專業知識並進一步付諸行動。

1. 永續知識與批判分析：學生能了解環境、社會和治理 (ESG) 原則、循環經濟的核心概念，以及高科技產業的最新趨勢。通過批判性思考，能讀懂並分析企業公司部份永續報告，多方蒐集資料，培養區分真實永續實踐的能力。
2. 專業溝通與策略性談判：學員將透過「教師講授、新聞閱讀報告、商務對話撰寫、對話練習」等多元方式，強化商務溝通和永續商業實踐的談判策略。同時，學員能運用所學，以英文發表企業永續相關的意見，團隊合作完成小組專題書面計畫與口頭報告。
3. 行為與實踐應用：課程希望鼓勵學員將永續知識轉化為實際的氣候行動和負責任的消費模式，並將所學的 ESG 判斷能力應用於真實世界情境，以應對未來職場和國際趨勢中的挑戰。

## 115 學年度上學期「古典抒情詩的現代詮釋」選課須知

- 一、初選已選修到「古典抒情詩的現代詮釋」課的同學，請務必參與 9/17（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 9/14（一）前寫信到吳燕真老師信箱（[fjntnu@gmail.com](mailto:fjntnu@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 9/24（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。
- 二、初選未選修到「古典抒情詩的現代詮釋」課的同學，若有意在加退選其間加選，也請務必參與 9/17（四）課程說明。全程參與課堂說明，有意願加選者，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。

2026/5/31 吳燕真撰

# 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	115	學期 Semester	<input checked="" type="checkbox"/> 第一學期 (Fall) <input type="checkbox"/>	<input type="checkbox"/> 第二學期 (Spring) <input type="checkbox"/>	全學年 (Entire Year)	
課程名稱 Course Title	古典抒情詩的現代詮釋		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[無關聯性] 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[直接相關] 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] 9.學習策略[間接相關]

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- |                 |
|-----------------|
| 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]    |

### 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
	性別平等	間接相關
	品德教育	直接相關
	生命教育	直接相關
	人權教育	間接相關
	本土教育(含多元文化教育)	直接相關

### 五、課程學習目標

課程學習目標	<ol style="list-style-type: none"><li>1.「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代抒情詩的演變和特色。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抒情詩，同時提昇對於韻文再創作與理論的了解。</li><li>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。</li><li>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。</li></ol>
先修課程	大一國文（或現代小說選讀、當代小說選讀）

### 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	09/17 (四)	愛慕與思念	○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	09/24 (四)		古典抒情詩導論	<input type="checkbox"/> 分組名單
3	10/01 (四)		《詩經·蒹葭》 延伸閱讀：陳義芝〈蒹葭〉 延伸影音：瓊瑤「在水一方」	<input type="checkbox"/> 札記 1
4	10/08 (四)		〈越人歌〉 延伸閱讀：席慕蓉〈在黑暗的河流上〉 延伸影音：馮小剛「夜宴」	<input type="checkbox"/> 札記 2
5	10/15 (四)		屈原《楚辭·九歌·湘夫人》 延伸閱讀：〈湘君〉、蔣勳〈諸神復活〉 延伸影音：林懷民「九歌·湘夫人」	☆札記 3 分組報告一
6	10/22 (四)		漢武帝〈李夫人賦〉、〈李夫人歌〉 延伸閱讀：李延年〈佳人歌〉 延伸影音：張藝謀「十面埋伏」	☆札記 4 分組報告二
7	10/29 (四)	仕隱與進退	賈誼〈弔屈原賦〉 延伸閱讀：余光中「詠屈原詩選」 延伸影音：郭沫若「屈原」	<input type="checkbox"/> 札記 5
8	11/05 (四)		電影欣賞：賴聲川「暗戀桃花源」 延伸閱讀：陶淵明〈桃花源詩并記〉	<input type="checkbox"/> 電影回饋單 1
9	11/12 (四)		陶淵明〈桃花源詩〉 延伸閱讀：陶淵明〈桃花源記〉 延伸影音：賴聲川「暗戀桃花源」	<input type="checkbox"/> 札記 6
10	11/19 (四)		李白〈將進酒〉 延伸閱讀：洛夫〈李白傳奇〉 延伸影音：李榮浩「李白」	☆札記 7 分組報告三
11	11/26 (四)		杜甫〈茅屋為秋風所破歌〉 延伸閱讀：楊牧〈秋祭杜甫〉 延伸影音：BBC「杜甫：中國最偉大的詩人」	☆札記 8 分組報告四
12	12/03 (四)		單元回顧與總結	
13	12/10 (四)	懷古與超逸	蘇東坡〈念奴嬌〉(赤壁懷古) 延伸閱讀：余秋雨〈蘇東坡突圍〉 延伸影音：楊慎「滾滾長江東逝水」	<input type="checkbox"/> 札記 9
14	12/17 (四)		辛棄疾〈水龍吟〉(登建康賞心亭) 延伸閱讀：梁衡〈把欄杆拍遍〉 延伸影音：何其玲「精忠傳奇」	☆札記 10 分組報告五
15	12/24 (四)		白樸〈沈醉東風〉(漁父詞) 延伸閱讀：林冷〈不繫之舟〉 延伸影音：歷代「漁父圖」	☆札記 11 分組報告六
16	12/31 (四)		唐伯虎〈桃花庵歌〉 延伸閱讀：馮夢龍〈唐解元一笑姻緣〉 延伸影音：李力持「唐伯虎點秋香」	<input type="checkbox"/> 札記 12 <input type="checkbox"/> 課程回饋意見 〈我的「古典抒情詩的現代詮釋」課〉
17	01/07 (四)		彈性課程	<input type="checkbox"/> 電影回饋單 2
18	01/14 (四)		彈性課程	

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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	

### 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	<p>鄭文惠等選注：《歷代詩選注》（臺北：里仁書局，1998 年）</p> <p>葉慶炳著：《中國文學史》（臺北：臺灣學生，1997 年）</p> <p>程俊英等著：《詩經注析》（北京：中華書局，1991 年）</p> <p>洪興祖注：《楚辭補注》（臺北：大安出版社，1999 年）</p> <p>沈德潛選：《古詩源》（北京：中華書局，2000 年）</p> <p>歐麗娟選注：《唐詩選注》（臺北：里仁書局，2004 年）</p> <p>鄭騫編注：《詞選》（臺北：文化大學，1995 年）</p> <p>鄭騫編注：《曲選》（臺北：文化大學，1992 年）</p> <p>李富軒選著：《抒情詩選》（臺北：漢威出版社，1999 年）</p> <p>蔡瑜著：《中國抒情詩的世界》（臺北：學生書局，1999 年）</p> <p>穆儔編著：《情詩三百首》（臺北：漢京出版社，1992 年）</p> <p>侯吉諒編：《情詩·古典篇》（臺北：未來書城，2001 年）</p> <p>李元洛輯注：《千葉紅芙蓉：歷代民間愛情詩詞曲三百首》（臺北：東大圖書，1994 年）</p> <p>李元洛輯注：《在天願作比翼鳥：歷代文人愛情詩詞曲三百首》（臺北：東大圖書，1994 年）</p> <p>謝錦桂毓：《生命的窗口——謝錦的課堂，從文學鑑賞認識自己》（臺北：麥田出版社，2011 年）。</p> <p>葉嘉瑩著：《迦陵談詩》（臺北：三民書局，1999 年）</p> <p>葉嘉瑩著：《好詩共欣賞》（臺北：三民書局，1998 年）</p> <p>宇文所安著，賈晉華譯：《初唐詩》（北京：三聯書店，2005 年）</p> <p>宇文所安著，賈晉華譯：《盛唐詩》（北京：三聯書店，2004 年）</p>

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### 九、學習評量

	方法 Method	%
	課堂參與	70
	書面報告 (含小組或個人)	15
	口頭報告 (含小組或個人)	15
學習評量 Learning Evaluation	<p>說明：</p> <p>1. 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，沒交扣總分 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>課程回饋意見 1 篇，一篇 5 分，共 5%。</p> <p>以上評分等第為</p> <p>A+：95% (5.7 分) 有思考的啟發性，對生命有體認。</p> <p>A：90% (5.4 分) 有自我創見想法，能夠獨立思考。</p> <p>B+：80% (4.8 分) 善於表達意見，思考議題未深入。</p> <p>B：70% (4.2 分) 有自己的見解，但論題發揮有限。</p> <p>C+：60% (3.6 分) 嘗試表達意見，然取材思考不足。</p> <p>C：50% (3.0 分) 粗略解釋說明，未加以發展陳述。</p> <p>準時繳交但缺席討論：降一級分</p> <p>缺交補交：0 分</p> <p>課堂發言 10%</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，總分可超過 18 分)、主動參與、全勤等實際表現，將斟酌給予加分。</p> <p>2. 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。(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>備註：1. 若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填 0。各項總合須等於 100%</p> <p>2. 學習評量與核心能力相關之說明亦可於此欄位中敘明。</p>	

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### 十、學習規範

學習規範	<ol style="list-style-type: none"><li>1. 請假規定：病假、公假、喪假、婚假、生理假、心理假，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。</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	Email: <a href="mailto:fjuntnu@gmail.com">fjuntnu@gmail.com</a> 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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## 115 學年度下學期「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 9/17（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 9/14（一）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 9/24（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。
- 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，也請務必參與 9/17（四）課程說明。全程參與課堂說明，有意願加選者，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	115	學期 Semester	<input checked="" type="checkbox"/> 第一學期 (Fall) <input type="checkbox"/>	<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]

# 天主教輔仁大學課程資訊系統

## Course Syllabus, Fu-Jen Catholic University

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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	09/17 (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	09/24 (四)		短訊管理輸出	<input type="checkbox"/> 團體活動 1: 客戶端通知簡訊
3	10/01 (四)		電子郵件溝通	<input type="checkbox"/> 團體活動 2: 寫信請求推薦函
4	10/08 (四)		簡歷自傳寫作	<input type="checkbox"/> 個人作業一: 履歷自傳的寫作
5	10/15 (四)		簡歷自傳檢討	
6	10/22 (四)	團體與合作	單元總結回顧	<input type="checkbox"/> 團體活動 3: 團體的開會紀錄
7	10/29 (四)		創業實戰平台	<input type="checkbox"/> 團體活動 4: 虛擬公司的草案
8	11/05 (四)		相關電影欣賞	<input type="checkbox"/> 個人作業二: 觀影的心得反思
9	11/12 (四)		小組創業討論	
10	11/19 (四)		公司成立草案	團體上台報告①: 我的虛擬公司
11	11/26 (四)	電梯簡報挑戰	<input type="checkbox"/> 團體活動 5: 展示簡報的提案	
12	12/03 (四)	企業與發展	社群公告資訊	<input type="checkbox"/> 團體活動 6: 社群的圖文宣傳
13	12/10 (四)		活動公開宣傳	<input type="checkbox"/> 團體活動 7: 產品的影音廣告
14	12/17 (四)		新聞媒體發布	團體上台報告②: 優化虛擬公司
15	12/24 (四)		公關危機處理	<input type="checkbox"/> 團體活動 8: 道歉聲明的演練
16	12/31 (四)		課程總結回顧	<input type="checkbox"/> 個人作業三: 課程回饋線裝書
17	01/07 (四)		彈性多元學習	參加創新創業實戰的模擬平台
18	01/14 (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：碁峰資訊發行, 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	<ol style="list-style-type: none"><li>1. 請假規定：病假、公假、喪假、婚假、生理假、心理假，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。</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	Email:fjntnu@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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