

Curriculum for Spring 2024: Elective Courses



Advanced Literature and Culture Courses

**LC001. American Literature I: Beginnings to 1865 – Culture and Conflict [美國文學
(一):1865年前-文化與衝突]**

3 credits

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

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

This course will survey the literature of the United States from its beginnings up to the 19th century. Over the course of the semester, we will analyze literature in all its genres – prose, poetry, and drama. We will begin the course with texts from before the United States even existed, with the writing of Native Americans in the pre-Columbian period. We will continue our studies through the Colonial Period and into the Early National Period. From there, we will finish the class with a study of American Romanticism. This class will also take us through a turbulent history from European colonization and conflict, through the Revolutionary War, and closing with the American Civil War. In our study of the foundational writers of American literature, we will practice critical reading and develop English-language reading, speaking, and writing skills through discussion and analysis.

Weekly schedule:

Week	Course Topics
1	Course Introduction Narrative American Literature
2	European Exploration and Contact
3	The Puritans
4	The Puritans
5	Slavery
6	Early National Period
7	Transcendentalism and Romanticism
8	Midterm Exam
9	Native American Romanticism
10	American Gothic
11	Dark Romanticism
12	Narratives of Slavery

13	The American City
14	American Romanticist Poetry
15	American Romanticist Poetry
16	Final Exam
17	TBA
18	TBA

CL001. Contemporary Chinese Fiction [當代小說選讀]

2 credits

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

For Juniors and above

Class size: 40

Please see page 37-45 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 46-53 for course description.



Advanced Language Studies Courses

LS001. Teaching Listening and Speaking [英語聽說教法]

2 credits

Prof. Kenneth Chyi < kennethchy@gmail.com >

For Sophomores and above

Class size: 40

This course aims to develop student teachers' professional knowledge and skills in teaching listening and speaking. Through a combination of theoretical foundations, practical strategies, and hands-on application, students will gain a understanding of the principles and methodologies involved in teaching these language skills. By the end of the course, student teachers will be equipped with the necessary knowledge, resources, and pedagogical approaches to foster active listening, fluent speaking, and effective

communication in their classrooms.

THE OBJECTIVES OF THIS COURSE ARE:

1. Understand Listening and Speaking Pedagogy: We will explore current theories and methodologies related to teaching listening and speaking skills in the ELT context. Students will gain a deeper understanding of the principles, approaches, and techniques used in effective instruction.
2. Design Engaging Listening Activities: Participants will learn how to create meaningful and engaging listening activities that cater to diverse learner needs and levels.
3. Assess Listening and Speaking Proficiency: various assessment methods and tools will be explored to evaluate ELT students' listening and speaking skills. They will learn how to design fair and reliable assessment tasks that align with learning objectives and provide meaningful feedback.

Weekly schedule:

Week	Course Topics
1	Course Introduction
2	Theoretical issues of Teaching Listening
3	The framework of a listening lesson
4	Bottom-up and top-down processing
5	Listening Teaching Activities (1)
6	Listening Teaching Activities (2)
7	Assessing listening
8	Midterm
9	Theoretical issues of Teaching Speaking
10	The framework of a speaking lesson
11	Fluency vs. Accuracy
12	Speaking Teaching Activities (1)
13	Speaking Teaching Activities (2)
14	Assessing speaking
15	Final Presentation
16	Final Presentation
17	Review
18	Review

LS002. TESOL and Cross-Cultural Communication: Service Learning IV [英語教學與跨文化溝通服務學習(四)]

2 credits

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

For freshmen and above

Class size: 20

This offers students two important learning experiences by participating in a cross-cultural service learning project. The first one concerns applying theories of TESOL and cross-cultural communication to pedagogic practice in a local elementary school. The second learning opportunity involves developing cross-cultural competency by working with a group of American college students (Saint Vincent College, US) for one English Summer Camp. This collaboration will challenge students to learn about the ways people from different cultural backgrounds think, communicate, and behave based on the value systems, worldviews, and implications that ground them. NOTE: Students can select this course for working on their LOD presentation.

Weekly schedule:

Week	Course Topics	Description
1	Orientation	Orientation
2	Recruitment of service learning team	Recruitment of service learning team
3	Introduction: Getting to know each other	Introduction: Getting to know each other
4	TESOL: approaches and strategies (1)	TESOL: approaches and strategies (1): CLIL
5	TESOL: approaches and strategies (2)	TESOL: approaches and strategies (2): lesson plan and task design
6	TESOL: approaches and strategies (3)	TESOL: approaches and strategies (3)- digital material/resource use and multimodality
7	TESOL: approaches and strategies (4)	TESOL: approaches and strategies (4)- game-based learning
8	TESOL: microteaching practice (1)	TESOL: microteaching practice (1)-Taiping online tutoring
9	TESOL: microteaching practice (2)	TESOL: microteaching practice (2)-Taiping online tutoring
10	TESOL: microteaching practice (3)	TESOL: microteaching practice (3)-Taiping online tutoring
11	Cross-cultural communication (1)	Cross-cultural communication (1): intercultural teaching

12	Cross-cultural communication (2)	Cross-cultural communication (2): intercultural teaching
13	TESOL & Crosscultural communication (1): Curriculum design	TESOL & Crosscultural communication (1): Curriculum design
14	TESOL & Crosscultural communication: Instructional materials design (2)	TESOL & Crosscultural communication: Instructional materials design (2)
15	TESOL & Crosscultural communication: Teacher and learner identities (3)	TESOL & Crosscultural communication: Teacher and learner identities (3)
16	Service-Learning (1)	Service-Learning (1): Guo-Tai Teaching Practice
17	Service-Learning (2)	Service-Learning (2): Guo-Tai Teaching Practice
18	Service-Learning (3)	Service-Learning (3): Guo-Tai Teaching Practice



Advanced writing: Required courses for Seniors.

Please take one of the followings.

AW001. Introduction to Translation Studies: Theories and Applications II [翻譯概論：理論與實務(二)]

2 credits

Dr. Xin-xin Du < coetzeefoe1940@yahoo.com.tw >

For Seniors only

Class size: 27

Prerequisite: CC III

AW002. Business Management and Commercial Correspondence II [商業管理與溝通(二)]

2 credits

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

For Seniors only

Class size: 27

Prerequisite: CC III

The aim of this course is to provide a conceptual framework for overall business

management in operation in which several essential business concepts and ideas for business operation, including leadership and human resource, managing finance, strategy and operations, marketing management, production and postproduction, and so forth will be discussed in ease. This course is suitable especially for those who don't have a fundamental background in business but are interested in acquiring the holistic principles and ideas in business operations and management.

Weekly schedule:

Week	Course Topics	Description
1	Course Introduction	Orientation
2	Interpersonal Dynamics - Tgroup Training	Business Communication
3	Interpersonal Dynamics - Tgroup Training	Business Communication
4	Elevator Pitch CV & Resume	Elevator Pitch CV & Resume
5	Business Research Methodology	Business Research Methods Quick Review and Citation (APA MLA)
6	Corporate Finance	Investigating Corporate Performance through Finance
7	Financial Investment	Investigating Corporate Performance through Finance
8	Marketing & Sales	Marketing Management
9	Mid-term	Midterm Organizational Behaviour & Leadership
10	Project Knickoff	Discussion Panel- Check Point 1
11	Corporate Social Responsibility	ESG
12	Corporate Social Responsibility	ESG
13	Discussion Panel	Discussion Panel
14	Discussion Panel	Discussion Panel
15	Discussion Panel	Discussion Pannel
16	Final Exam	Deadline of the final report
17	End of the course for graduates	
18	End of the course for graduates	



Professional Training Courses

PT001. English-Chinese Translation I [英中翻譯 (一)]

2 Credits

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

For Sophomores and above

Class size: 27

PT002. Annual Play IV [年度大戲(四)]

3 credits

Mr. Hegel Tsai

For Sophomores and above

Class size: 30

PT003 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.)

PT004. Chinese Culture through Foreign Languages: English [中華文化多語談：英語]

3 credits

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

For Juniors and above

Class size: 40

PT005. Computer Research and Knowledge Management [電腦輔助書目及研究暨知識管理]

2 credits

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

For Sophomores and above

Class size: 40

This course is designed to help students to know how to find sources for doing research and writing research papers (in English) with the assistance of computer technology. Our focus will be on the research-design methods and skills (particularly data collection using short surveys). However, activities dealing with the electronic information sources (e.g. on-line search, Chinese and English databases, webliography, EndNote, Turnitin) and computer-generated data outcome (e.g. database management of notes, word processing, and brief data analyses with Excel) will also be done. This will be helpful to you for Junior Composition & Conversation RP studies if you are interested in conducting the social studies type of research later on. MLA, APA formats, and possibly CMS system will be reviewed briefly. We will go over the concept of Knowledge Management.

- **Required textbook:**

Modern Language Association of America. *MLA Handbook*. 9th ed. MLA, 2021.

Handouts, e.g.,

Land, F. (2009). Knowledge management or the management of knowledge? In W. R. King (Ed.), *Knowledge Management and Organizational Learning* (pp. 15-25). Springer Science + Business Media.

● References

Danaher, Patrick Alan, Beverley Moriarty, and Geoff Danaher. *Mobile Learning Communities: Creating New Educational Futures*. 2009. New York, NY: Routledge. (Chapter 5: The Knowledge Economy and Workplace Learning)

Lester, L. D., and L. D. Lester, Jr. *Writing Research Papers: A Complete Guide*. 15th ed. New York: Pearson, 2015. Print. (ISBN: 9781292076898).

Requirements:

1. Participation
2. Attendance
3. Activities
4. Chapter presentation (group)
5. Final paper/E-book & presentation

Tentative topics:

The Research Paper in the Information Age

Study Skills: Library Skills for the Information Age

From Research Questions to Research Plans

Microsoft Word for MLA style

Plagiarism & *Turnitin*

Newsgroups, Forums as Search Tools

Boolean Search

Field Research & Interviewing Expert Sources

Using Chinese databases & English databases

Brief Survey Design

Microsoft Excel for brief charts

Using *EndNote*

Knowledge Management

Turning Your Research into a Written Report or E-book

Documenting Sources: MLA and APA style in thesis documentation in practice

PT006. Chinese-English Translation Theory and Practice [中英翻譯理論與實務]

2 credits

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

For Juniors and above

Class size: 25

PT007. Contemporary Issues in Business, Economics and Finance [當代財經議題]

2 credits

Dr. Ahyee Lee <035868@mail.fju.edu.tw>

For Juniors and above

Class size: 20

PT008. Digital Storytelling [數位故事創作]

2 credits

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

For Sophomores and above

Class size: 25

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.

Weekly schedule

Week	Course topics	description	Remark
1	Course orientation		Grouping (5 per group, 6 groups in total)
2	228 peace memorial day		no class
3	Field trip	To visit Li Shi Qiao Former Residence	with the dept of Landscape architecture
4	Keynote speech	"Chinese garden architecture"	with the dept of Landscape architecture
5	Design thinking AI Applications	Brainstorming	ChatGPT Playground AI Midjourney Leonard o.ai
6	Story structure AI Applications	Make a story Flowchart	Canva Text to image Night café 剪映 AIVAD ID
7	Spring break		no class
8	AI graphic and video design		

9	AI graphic and video design		Prof. Tu Yun Feng From the dept of Library and Information Science
10	Prepare for your midterm	storyboard Introduction of TWINE	
11	Midterm	Proposal presentation	
12	TWINE Coding I		
13	TWINE Coding II	Asynchronous learning	
14	Check point I (Group 1-6) TWINE Coding III		
15	TWINE coding II (Group 7-8)	Asynchronous learning	
16	Checkpoint III (Group 1-11)		
17	Final presentation		
18	Cross class project presentation		



MA/BA Courses

MA001. Race and Gender in Science Fiction Films [科幻電影中的種族與性別]

3 Credits

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

For Juniors and above

Class size: 20

Advanced Literature Track

Science fiction is a seemingly de-politicized but actually a highly political genre, historically rooted in Western colonial expansion and directly expressive of imperialist desire and anxiety. The imaginings of different worlds and peoples in movies are always (literal) projections of a society's current apprehensions and biases, desires and aspirations; untangling the threads of anthropocentric, androcentric, heteronormative, and humanistic logics in the representations of alternate or future worlds is the purpose of this course. In what ways do the selected science fiction films deal with, challenge, further, revise, or simply reiterate gender and racial norms? How is sexuality re-presented in these alternate

or future worlds that dispute or merely echo socio-cultural norms regarding human sexuality?

MA002. Trauma Narratives and Filmic Adaptations [創傷敘事與電影改編]

3 Credits

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

For Juniors and above

Class size: 20

Advanced Literature Track

Objectives:

By the end of this course, students should be able to

- 1) Understand the main issues discussed in trauma narratives;
- 2) Analyze and compare trauma narratives presented in novels and in films by paying close attention to both the narrative/filmic techniques, and their intertextual mediation;
- 3) Explain the differences between the adapted and adaptations in terms of social and historical backgrounds in order to think of one's own ways of adapting traumas and trauma narratives.

Descriptions:

Traumas, like dreams, tell us stories about ourselves, stories we may find hard to take at first, impossible to ignore, but life-enriching in the long run. Apart from their individual relevancies, collective traumas also tell stories about our society and world. As the stories are told repetitively, however, we may also settle ourselves with some simplified versions about historical traumas that seek to close the wounds and muffle their voices. This may happen in some filmic adaptations of traumas, since films need to aim at larger groups of global audience. However, do filmic adaptations of traumas, or the adaptations of traumas "in" the films, necessarily involve simplification or easy resolution of traumas? This is a question we pose in this class as we read novels about traumas and watch their filmic adaptations. More specifically, the class covers both the novels and their filmic adaptations under three large categories:

- 1) global ramifications of World War II traumas,
- 2) post-generation's survival and adaptations of their parents' traumas, and
- 3) perpetrators' traumas. It is hoped that with our reading and analysis, we develop a sophisticated view of traumas and adaptations.

MA003. American Literature and Visual Art [美國文學與視覺藝術]

3 Credits

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

For Juniors and above

Class size: 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?

Weekly schedule:

Week	Course Topics
1	Introduction Nathaniel Hawthorne, "Drowne's Wooden Image,"
2	Hawthorne, continued
3	Hawthorne, "The Artist of the Beautiful" Painter: John Singleton Copley
4	Henry James, "The Madonna of the Future"
5	Henry James, "The Madonna of the Future"
6	Willa Cather, "Coming, Aphrodite!" Painter: Paul Cézanne
7	Gertrude Stein, "Matisse," "Picasso" John Updike, "Museums and Women," "Still Life" Painters: Henri Matisse, Pablo Picasso
8	Thomas Cole, "Essay on American Scenery" William Cullen Bryant, "To Cole, the Painter, Departing for Europe" Nathaniel Hawthorne, "My Visit to Niagara" Lydia Sigourney, "Niagara" Painters: Thomas Cole, Asher B. Durand, Jasper Cropsey, Frederic Edwin Church, George Inness

9	Nathaniel Hawthorne, "The Ambitious Guest" Painters: Thomas Cole, Asher B. Durand, Jasper Cropsey, Frederic Edwin Church, George Inness
10	Representing the American Indian Painter: George Catlin Photographer: Edward S. Curtis
11	Walt Whitman, selections Painters: George Caleb Bingham, Thomas Eakins, Winslow Homer, Ash Can School (e.g., John Sloan, Robert Henri)
12	Marianne Moore, poems
13	Henry James, "A New England Winter," "On Some Pictures Lately Exhibited" (excerpt on Winslow Homer), "The Impressionists, 1876" Painters: Urban Impressionists (e.g., William Merritt Chase, Childe Hassam)
14	Henry James, "A New England Winter" Painters: John Singer Sargent, Mary Cassatt
15	Washington Irving, "Rip Van Winkle" William Cullen Bryant, "Thanatopsis" William Carlos Williams, "The Great Figure" Painters: John Quidor, Asher B. Durand, Charles Demuth, Cy Twombly
16	Final exam
17	Self-study week: final project
18	Self-study week: final project

MA004. Statistics for Language [語言統計]

3 Credits

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

For Juniors and above

Class size: 5

Advance Language Studies Track

Do you know that when we talk about the Bell Curve in the statistics class, it's actually more than just a bell shape?? Or how to tell which class made more progress, Reading Group A or Reading Group B? Or who speaks more Taiwanese, students in the College of Foreign Languages or students in the College of Science and Engineering? Or what is actually tested in a cloze test? Or how to determine rates of language change over time? Or how to tell the frequency of vocabulary? Or that actually we can manipulate numbers to let them look sensible??? (That's why there is a book entitled *How to Lie with Statistics!*)

This course will give you a *very basic* introduction to statistics (descriptive statistics and inferential statistics) in the study of language. We will cover the purpose of using statistics,

the concept of probability, basic types of statistical tests, and the presentation and interpretation of numbers for language study. This course will help you conduct your thesis study by using the quantitative analysis methods (If you are a graduate student already). If you are still an undergraduate student, it will help prepare you for graduate school in TESOL, linguistics, advertising, education, and business, and help you read professional articles and even newspaper reports that draw on statistics, and help you conduct research in many fields. Besides the in-class lectures, interactions, and exercises, we will watch a set of videos introducing basic statistic concepts and some hands-on practices on one of the popular statistical analysis programs, *SPSS* and *SAS-EG*, and also a free program, *R Commander* (We are not learning *R*, the programming language for statistical computing. We will learn *R Commander* briefly, which is a basic graphical user interface for *R*).

Grading:

1. Participation.....	5%
2. Attendance	
3. Exercises & Assignments.....	33%
4. Quizzes.....	12%
5. Group Presentation.....	10%
6. Midterm	15%
7. Final Exam.....	25%

Units:

- What is research?
- Variables
- Data organization
- The group and the individuals
- Patterns in human behavior
- Statistical hypothesis testing
- Reliability and Validity
- Correlation (Pearson *r* and linear regression)
- Comparing means (t-tests and ANOVA)
- Critiquing statistical studies
- *SPSS*
- *R*

MA005. Discourse Analysis [言談分析]

3 Credits

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

For Juniors and above

Class size: 10

This course provides an introduction to the analysis of discourse. Discourse here is defined as the study of the organization of language above the sentence level, but also as any manifestation of language in use in context. The course aims to enable the students to better understand the nature of text at different modalities (spoken, written, visual), and to develop sensitivity to the ways which speakers and writers communicate to achieve particular goals in context, and to adopt relevant tools to analyze sets of discourse. A wide range of issues are addressed in the field of discourse analysis, and in this course, key issue which will or may be discussed include power, culture, ideology, technology, teaching and learning.

It is impossible to cover all approaches of discourse analysis, but several important ones will be introduced; for example, conversation analysis, classroom discourse analysis, pragmatics analysis, narrative analysis, and critical discourse analysis. It is hoped that by reading original and recent work in these areas, students can develop a critical awareness of questions related to power, ideology, and agency as reproduced in different social contexts and events, particularly computer mediated communication (CMC), intercultural communication, curriculum development, newspaper texts, classroom talk, negotiations in workplace (e.g. business cooperation, tourist or catering industry), and others. Students will be given the opportunity to work as a group for undertaking the discourse analysis project, will be encouraged to collect, analyze, and interpret their own data by applying the particular analytical approach.

Weekly schedule

Week	Course Topics	description
1	Orientation/Course overview: Needs analysis, grouping	Orientation/Course overview: Needs analysis, grouping
2	An overview of discourse analysis	What is discourse?
3	Guest Speaker's Talk	Guest Speaker's Talk
4	(1) Collecting data (2) Transcribing spoken discourse	(1) Data collection (2) Spoken discourse: transcription
5	(1) An initial orientation of approaches to discourse analysis (2) Discourse, society, and technology: computer- mediated	(1) What is discourse analysis/DA (spoken, written, multimodal discourse) (2) Journal articles reading &

	communication	discussion: DA & computer-mediated communication
6	(1) Discourse, society, and culture: intercultural communication (2) Discourse and genre (I): written genre	(1) Journal articles reading and discussion: DA & intercultural communication (2) Discourse and genre(I): genre theories
7	(1) Discourse and genre (II): spoken genre (2) Discourse analysis & multimodality: texts in social networking sites (e.g. FB, blogs, wiki)	(1) Discourse and genre (II): genre family, network (2) Discourse analysis & multimodal communication
8	(1) Discourse analysis & ideology (2) Workshop: writing up data analysis	(1) Discourse analysis: power, ideology-- newspaper/magazine as an example (2) Workshop: writing up data analysis
9	Midterm exam week (1) Workshop on doing discourse analysis (2) Individual conference	(1) Workshop on doing discourse analysis (2) Individual conference on the end-of-semester discourse analysis project: topic & outline
10	Discourse and pragmatics (I)	Discourse and pragmatics (I): theories and principles
11	Discourse and pragmatics (II)	Discourse and pragmatics (II): analysis workshop (G1)
12	Conversation analysis (I)	Conversation analysis (I): theories and principles
13	(1) Conversation analysis (II) (2) Classroom discourse analysis	(1) Conversation analysis (II): analysis workshop (G2) (2) Classroom discourse analysis: theories and analysis workshop (G3)
14	Critical discourse analysis (I)	Critical discourse analysis (I): theories and principles
15	(1) Critical discourse analysis (II) (2) Narrative analysis (I)	(1) Critical discourse analysis (II): analysis workshop (G4)

		(2) Narrative analysis (I): theories and principles
16	(1) Narrative analysis (II) (2) Review	(1) Narrative analysis (II): analysis workshop (G5) (2) Review
17	Final discourse analysis project	Final discourse analysis project sharing and discussion
18	Final discourse analysis project	Final discourse analysis project sharing and discussion

MA006. The Application of Corpora in Language Teaching and Learning [語料庫於語言教學與學習之應用]

3 Credits

Dr. Wei-Cherng Sam Jheng <130219@mail.fju.edu.tw>

For Juniors and above

Class size: 10

Advance Language Studies Track

This course aims to provide instructions on the application of corpora (Just the Word, Linggle, Corpus of Contemporary American English, SKELL, etc.) to English teaching and learning. Students will be taught how to use the corpora to meet their teaching and learning purposes, complemented by teaching instruction and selflearning tips. For more details, please refer to the syllabus.

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

Advance Language Studies Track

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

MA008. Intercultural Teaching and Autonomous Learning [跨文化教學與自主學習]

2 Credits

**Dr. Lydia Tseng <023148@mail.fju.edu.tw> & Dr. Sherri Wei
<055082@mail.fju.edu.tw>**

For Juniors and above

Class size: 10

Advance Language Studies Track

Course Description

This course aims to explore two new dimensions of foreign language teaching and learning: intercultural education and autonomous learning. It is designed to provide a selective and critical overview of current approaches to intercultural teaching and autonomous learning, and to apply these approaches into experiential learning activities. Relevant theoretical foundations of intercultural education and self-access language learning 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 autonomous learning
- b) identify, analyze, and understand various benefits and challenges involved in intercultural teaching and autonomous learning.
- c) develop intercultural communicative competence and critical awareness of applying intercultural and flipped teaching approaches into practice.

****In this course, students will be required to participate in teaching practice for autonomous learning (9 hours) by collaborating with English Self-Learning Center at Fu Jen.**

Weekly schedule

Week	Course Topics	description
1	Course Overview, Intercultural Education	Course Overview, Intercultural Education
2	(1) History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	(1) History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning

3	Intercultural Communicative Competence in Multiple Contexts	Intercultural Communicative Competence in Multiple Contexts
4	Culture- Responsive Pedagogy: Design, Implementation, Assessment	Culture- Responsive Pedagogy: Design, Implementation, Assessment
5	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	Interculturality in Foreign Language Classroom: ELF, Critical Literacy
6	Intercultural Learning Activities: Tasks and Critical Incidents	Intercultural Learning Activities: Tasks and Critical Incidents
7	Spring Break	Spring Break
8	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (1)
9	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (2)
10	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools
11	(1) Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot	(1) Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot
12	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera
13	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia
14	(1) Flipping Grammar and Vocabulary: Tools, Tips on	(1) Flipping Grammar and Vocabulary: Tools, Tips on

	Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English
15	Choice and Projects: Class Management, Genius hour of 20% time	Choice and Projects: Class Management, Genius hour of 20% time
16	Pedagogy: Mastery, Gamification, and Inquiry	Pedagogy: Mastery, Gamification, and Inquiry
17	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (1)
18	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (2)

MA009. Cultural Creative Industry and Translation [文創產業與翻譯]

3 Credits

Dr. Doris Chang <dorislwchang92@gmail.com>

For Juniors and above

Class size: 15

Professional Training Track

In view of the growing development of Cultural and Creative Industries, this course aims to encourage the students to explore opportunities in these dynamic fields from the perspective of translation studies. It may cover the following topics: what is cultural and creative industry (CCI)? What is involved in translating for CCI, case studies of CCI examples that are more related to literary studies (e. g. Shakespeare in the global market, translation and publication of texts like Harry Potter series in the Chinese market). With a focus on translation of CCI- related texts, this course may also cover hands-on translation practices below:

1. Artwork translation for international exhibition, contests, and MICE.
2. Audio-visual translation.
3. Analyses and translation practices of contemporary and classical literary texts so as to facilitate better cross-cultural communication.

With the help of modern translation technology, students will be equipped with better information literacy and become more competitive translators, interpreters, and ambassadors needed for effective international and cross-cultural communications.

Together, we will learn about the translation processes and strategies adopted by established translators, and finally, produce our own translations of short texts from various CCI- related texts, and reflect on what contribution we can make for the development of CCI at the end of the course.

To achieve the goals above, students will work on the following tasks:

1. 10% Class discussions and activities related to translation and CCI
2. 20% Global CCI Presentations (YT/Podcast projects)
3. 20% CCI Topic Reports: on CCI categories and translation strategies
4. 50% Midterm and Final Artwork Translation project

Weekly schedule

Week	Course Topics	description
1	Course Orientation s	1. About the course 2. CCI Def. 文創產業：定義、地位、標準 3. CCI-1: MICE Art Expo. 4. Project Orientation
2	Art Exhibits and Their Translation Norms	CCI-1：藝術翻譯成規translation norms
3	Art Translation	CCI-2: Translation for Art Exhibit and Illustrations 美術、圖片說明翻譯 1. Topic Report 1: Art Exhibits 2. Topic Report 2: Illustrations 3. Topic Report 3: English for Fine Arts 4. ST analyses and translation strategies
4	MICE & Ads Translation	CCI-3: Translation for MICE & Ads 1. Topic Report 4: Ads 2. TT review and discussions: artwork title and slogan translation
5	TT Quality Control 1	1. Translation Quality Control 2. Group TT revisions & conferences 3. CCI Creative Taiwan Expo, MICE, Studies
6	TT Quality Control 2	Proof-reader feedback & QC Final Proof-reading & client feedback
7	Midterm	Midterm Presentations of Artwork TTs
8	Audio-visual Translation Intro.	Trends in Film & Video Translation
9	Translation for Performing Arts	CCI-5 Performing Arts, Films, Music, and Video Games: Topic Report 5 – Translation for Performing Arts

10	CCI-Publishing	Children Lit. Translation, Publication, International Book Fairs 社團：愛米粒的外國與文學讀書會 https://www.facebook.com/groups/emilybooks 部落格：愛米粒的外國與文學 http://emily826tw.blogspot.com 1. Topic Report: 2. Topic Report 6: Contracts
11	Global CCI-1	CCI-6: Translation for Tourism 1. Topic Report 7-8: Translation for Tourist Attractions and Brochures 2. Howkins: Creative Economy in the UK
12	Global CCI-2	CCI in the USA/Finland
13	Global CCI-3-4	Kean: CCI in Australia CCI in Germany: Artists as Core Players
14	Global CCI-5-6	CCI in Spain: Bilbao CCI in Taiwan, China and Korea
15	Prep. for Final	Prep. for Joint Project Presentations
16	Final Project	Final Presentations
17	Flex Week 1	Flex Week 1
18	Flex Week 2	Flexible Self- Regulated Learning Week

MA010. Creative Tourism II: Cultural Thematic tourism [創意旅遊導覽(二):深度主題旅遊]

2 Credits

Dr. Mei-Hsiu Yeh & Ms. Gretchen Lee

For Juniors and above

Class size: 10

Professional Training Track

MA011. Connect the Dots: Data Contextualization [語言與科技的碰撞：圖數據與商業難題解析]

3 Credits

Dr. Kate Liu <034702@mail.fju.edu.tw> & Mr. Johnny Lin

For Juniors and above

Class size: 20

Professional Training Track

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.

Weekly schedule

Week	Course Topics	description
1	Introducing Knowledge Graphs	Exploring Knowledge Graph Basics - Who uses this and why - Benefit of knowledge graph Explaining Labeled Property Graphs - Nodes - Relationship - Properties
2	Building Knowledge Graphs Data Models	Building a Sample Graph -Defining the domain & questions - Sourcing/Creating sample datasets - Defining knowledge graph data objects (nodes, relationships, and properties)
3	Building Knowledge Graphs Data Models (Exercise)	Whiteboarding Exercise: Draw Your First Knowledge Graph - Student Presentation
4	Importing Data into Your Knowledge Graph	Signing up to Gemini Cloud -Create a project -Import data -Define Nodes -Define Properties -Define Relationships - Data Models Preview -Exercise
5	Querying and Interacting with Knowledge Graph	Using Knowledge Graphs in Production with Gemini Explore

		<ul style="list-style-type: none"> -Exploration canvas -Ways to add data -Filtering with conditional searches -Data Exploration -Personalize exploration results with conditional display -Discover relationships/insights -Create knowledge -Share story
6	Querying and Interacting with Knowledge Graph (Exercise)	<p>Knowledge Graph in Action</p> <ul style="list-style-type: none"> -Student Presentation
7	Knowledge Graph Use Case Study 1	IMDB – Movie Database
8	Knowledge Graph Use Case Study 2	Breaking Wordle
9	Knowledge Graph Use Case Study 3	Fraud Detection
10	Knowledge Graph Use Case Study 4	Investment Prospecting
11	Knowledge Graph Use Case Study 5	Cyber Security Incident Triage
12	Knowledge Graph Use Case Study 6	Political Contributions Study
13	Knowledge Graph Use Case Study 7	Epidemic Disease Contact Tracing (COVID-19)
14	Knowledge Graph Use Case Study 8	Stock Market Research
15	Knowledge Graph Use Case Study 9	Supply Chain Management
16	Tips for Creating Successful knowledge graphs	<ul style="list-style-type: none"> -Use the right tools for the right job -Use knowledge graph for obvious use cases -Begin with modeling -Start small, scale next -Model for question -Value Matters -Uncover Hidden Insights

17	Project Presentation	
18	Project Presentation	

MA012. Issue-based New Media Applications [議題導向新媒體應用]

2 Credits

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

For Juniors and above

Class size: 25

Professional Training Track

Understand the importance and potential of emerging technologies in new media applications.

Explore the impact of different issues on society and the environment, and examine the application of new media in addressing these issues.

Learn how to utilize new media tools and platforms to create meaningful content aligned with sustainable development goals. Study the impact of emerging technologies such as artificial intelligence, virtual reality, and blockchain on new media applications.

Cultivate critical thinking and problem-solving skills applicable in the new media environment.

Weekly schedule

Week	Course Topics
1	Course Introduction
2	The Impact of Emerging Technologies on Society and Media
3	Sustainable Development Goals and New Media Applications
4	Principles and Methods of Issue-based New Media Applications
5	Case Study 1: Social Justice Issues in New Media Applications
6	Case Study 2: Environmental Protection Issues in New Media Applications
7	Case Study 3: Gender Equality Issues in New Media Applications
8	Emerging Technology Applications in New Media: Artificial Intelligence
9	Emerging Technology Applications in New Media: Virtual Reality
10	Midterm
11	New Media Innovation and Sustainable Development Goals
12	Information Ethics and New Media Applications
13	Creativity and Content Production in New Media
14	New Media Data Analysis and Evaluation

15	New Media Law and Ethics
16	Final presentation
17	Autonomous learning
18	Autonomous learning

MA013. Intercultural Advertising [跨文化廣告行銷]

2 Credits

Dr. Cindy Lee

For Juniors and above

Class size: 15

Professional Training Track

MA014. 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: 8

Advanced Language Studies Track

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

Weekly schedule

Week	Course Topics
1	Introduction & Orientation (W5, W6 Class suspended) This syllabus is subject to changes
2	Describe & explaining second language acquisition
3	The nature of second language learning
4	The nature of second language learning
5	Social aspects Interlanguage (W5 Good Friday, Afternoon Class suspended)
6	Spring Break

	Interlanguage
7	Discourse aspects of interlanguage
8	Project Discussion
9	Test & Report
10	Psycholinguistic aspects Briefing of research projects
11	Psycholinguistic aspects Briefing of research projects
12	Linguistic aspects of interlanguage Individual conference
13	Linguistic aspects of interlanguage
14	Final Project Plan
15	Final Report preparation
16	Final Report
17	Self-assessment & class survey
18	School self-learning week arrangement of the specific week for self-learning is subject to change.

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一、課程基本資訊

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

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1. 閱讀理解[直接相關]
2. 積極傾聽[直接相關]
3. 文字表達[間接相關]
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]
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]

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]

四、課程與專門議題之關聯性

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

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課程學習目標	<p>1. 「知識」：透過「當代小說史」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	現代小說選讀

六、授課進度

授課進度 Course Progress Outline						
堂數 Number of Classes	課程主題 Course topics	課程說明 Course description	授課方式及時數 Teaching method and hours			備註 Remark
			實體 Classroom hours	非同步線上 Asynchronous online teaching	同步線上 Synchronous online teaching	
1	故鄉與異鄉	○課程說明與意見發表	0	0	0	◎課程安排，將視實際操作情況，作適當調整。★指定繳交
2	故鄉與異鄉	當代小說導論	0	0	0	□分組名單
3	故鄉與異鄉	陳映真（1937-）〈將軍族〉（1964） 延伸閱讀：〈鄉村的教師〉（1960）	0	0	0	□札記1
4	故鄉與異鄉	白先勇（1937-）〈冬夜〉（1970） 延伸閱讀：〈芝加哥之死〉（1964）	0	0	0	□札記2

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5	故鄉與異鄉	陳若曦 (1938-) 〈尹縣長〉 (1976) 延伸閱讀：〈耿爾在北京〉 (1976)	0	0	0	分組報告1 <input type="checkbox"/> 札記 3★
6	故鄉與異鄉	於梨華 (1931-) 〈雪地上的星星〉 (1966) 延伸閱讀：《又見棕櫚，又見棕櫚》 (1965)	0	0	0	分組報告2 <input type="checkbox"/> 札記 4★
7	成長與叛逆	◎清明節調整放假	0	0	0	<input type="checkbox"/> 微電影小說劇本、分工明細(草稿)
8	成長與叛逆	王文興 (1939-) 〈欠缺〉 (1967) 延伸閱讀：《家變》 (1973)	0	0	0	<input type="checkbox"/> 札記5
9	成長與叛逆	電影欣賞：徐克 (1950-) 「青蛇」 (1993) 延伸閱讀：李碧華 (1959-) 《青蛇》 (1986)	0	0	0	<input type="checkbox"/> 電影回饋單1
10	成長與叛逆	歐陽子 (1939-) 〈魔女〉 (1967) 延伸閱讀：《秋葉》 (1971)	0	0	0	<input type="checkbox"/> 札記6
11	成長與叛逆	七等生 (1939-) 〈我愛黑眼珠〉 (1967) 延伸閱讀：《火獄的自焚》 (1977)	0	0	0	分組報告3 <input type="checkbox"/> 札記 7★
12	成長與叛逆	莫言 (1955-) 〈白狗鞦韆架〉 (1985) 延伸閱讀：《豐乳肥臀》 (1996)	0	0	0	分組報告4 <input type="checkbox"/> 札記 8★

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13	土地與女性	單元總結與發表微電影拍攝計畫與進度	0	0	0	<input type="checkbox"/> 微電影小說 劇本、 分工明細(修改稿)
14	土地與女性	王禎和(1940-1990)〈嫁妝一牛車〉(1967) 延伸閱讀：《玫瑰玫瑰我愛你》(1984)	0	0	0	分組報告5 <input type="checkbox"/> 札記9★
15	土地與女性	黃春明(1935-)〈小寡婦〉(1975) 延伸閱讀：《看海的日子》(1974)	0	0	0	分組報告6 <input type="checkbox"/> 札記10★
16	土地與女性	西西(1938-)〈像我這樣一個女子〉(1984) 延伸閱讀：《哀悼乳房》	0	0	0	<input type="checkbox"/> 札記11
17	土地與女性	平路(1953-)〈婚期〉(1998) 延伸閱讀：《百齡箋》	0	0	0	<input type="checkbox"/> 札記12 <input type="checkbox"/> 課程回饋意見 〈我的「當代小說選讀」課〉
18	土地與女性	課程總結與小組微電影放映	0	0	0	<input type="checkbox"/> 電影回饋單2
合計時數 Total Hours			0	0	0	
Office Hour	Every Thursday from 13:00-13:30		聯絡方式及辦公室地點 Contact Information		fjuntnu@gmail.com	

七、教學方法

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教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	個案研究	0	競賽遊戲	0
	電子教學	0	競賽讀書會	0	對話教學法	0
	實作教學	0	影片欣賞	10	服務學習	0
	專家演講	0	體驗教學	0	產業實習	0
	樣本觀察	0	個別指導	0	討論	30
	問題導向學習	30	專題實作	0	角色扮演實境教學	0
	自主學習	0	校外參訪	0	其他	0
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。					
備註	1. 若使用其他教學方法，請自行說明。若所列之教學方法未使用。只需於百分比欄位中填0。各項總和需等於100% 2. 教學方法與核心能力相關之說明亦可於此欄位中敘明。					

八、課程教材

課程教材 Teaching Materials	教師自編PPT
教科書 Textbook	1. 教師自編講義 2. 教師補充文本

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<p>參考書目 Reference</p>	<ol style="list-style-type: none"> 1. 古繼堂著：《臺灣小說發展史》，臺北：文史哲，1996年 2. 陳建忠等：《臺灣小說史論》，臺北：麥田，2007年 3. 鄭樹森編：《現代中國小說選》，臺北：洪範書店，1989年 4. 邱貴芬主編：《臺灣政治小說選》，臺北：二魚文化，2004年 5. 周芬伶編：《臺灣後現代小說選》臺北：二魚文化，2004年 6. 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 7. 齊邦媛主編：《中國現代文學選集（小說卷）》，臺北，爾雅，1983年 8. 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 9. 王德威著：《閱讀當代小說—臺灣·大陸·香港·海外》，臺北，遠流，1991年 10. 王德威著：《小說中國—晚清到當代的中文小說》，臺北，麥田，1993年 11. 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 12. 蔡源煌著：《海峽兩岸小說的風貌》，臺北，雅典，1989年 13. 王耿瑜著：《他們在島嶼寫作》，臺北：行人文化，2011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
<p>教學平台網址 URL</p>	

九、學習評量

學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢 定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組 或個人)	15	課堂參與	70	心得或作業撰寫	0
	口頭報告(含小組 或個人)	15	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				

天主教輔仁大學課程資訊系統

Course Syllabus, Fu-Jen Catholic University

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說明

說明：

1. 書面報告、口頭報告：20%

以小組為單位，分組報告。老師評分包含書面資料 10%，口頭報告 10%。

書面資料包含：

A. 開會記錄

B. 呈現計畫書 (A. B. 各繳交一份給老師)

C. 講綱 (一張 A4 文件統整上台展演的重點，影印發送給同學和老師。)

D. 回饋單：裁切後發給每一位同學，收集黏貼成 A4 頁面，不可以重疊，交給老師掃

瞄。

(A. B. C. 需上台該週準時繳交，遲交扣分。D. 需上台隔週準時繳交，遲交扣分。)

口頭報告三不原則：

不拿講稿

不以講授方式呈現

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。

3. 課堂參與：70%

札記 12 篇，可自選 10 篇書寫，一篇 5 分，共 50%。(報告篇章必寫，沒交扣 1 分) 請

用 18K 活頁紙「書寫」，嚴禁抄襲，抄襲以零分計算。課前預習札記必須在當次上課

「點名時」繳交，上課書寫不予計分。上課遲到者，在補點名時立即繳交，仍予計分。

札記包含上課參與準備，凡請假無法參與討論，該篇將會斟酌扣分。

電影回饋單 2 篇，一篇 5 分，共 10%。

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

不自行揭露，以零分計算。

課程回饋意見 1 篇，一篇 5 分，共 5%。

其他表現 5%

在每一堂課中的特殊表現，如：積極發言 (每一次上課發言一次，加總分一分，每次

上課以加分一次為限)、主動參與、全勤等實際表現，將斟酌給予加分。

備註： 1. 若使用其他評量方法，請自行說明。若所列之評量方法未使用。只需於百分比欄位中填0。各項總和需等於100%
2. 學習評量與核心能力相關之說明亦可於此欄位中敘明。

十、學習規範

天主教輔仁大學課程資訊系統

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<p>學習規範 Code Of Conduct For The Class</p>	<ol style="list-style-type: none"> 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，每次上課以扣分兩次為限。
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說明：有關上課的規則，例如：請假、遲到、遲交作業等相關規定

十一、備註

<p>備註 Notes</p>	<p>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。</p>
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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	112	學期 Semester	<input type="checkbox"/> 第一學期 (Fall)	<input checked="" 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 Course Type	選修	學分數 Credits	2.00
擋修課程 Prerequisite Courses	無					
課程語言 Medium of Instruction	中文		教材語言 Language of Materials	中文		
授課教師 Instructor	吳燕真		教師背景 Background	兼任/講師		
此課程是否符合教師專長 Expertise			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]
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三、核心能力

知識項目--關聯性	15. 教育與訓練[直接相關]
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技能與態度項目--關聯性	
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- | |
|---|
| 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] |
|---|

永續發展目標項目--關聯性

- | |
|---------------|
| 4. 優質教育[直接相關] |
|---------------|

創新教學特色項目--關聯性

- | |
|---------------|
| 3. 自主學習[直接相關] |
| 6. 創意設計[間接相關] |

四、課程與專門議題之關聯性

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

五、課程學習目標

課程學習目標	培養學生寫作能力與團隊創意
先修課程	

六、授課進度

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授課進度 Course Progress Outline						
堂數 Number of Classes	課程主題 Course topics	課程說明 Course description	授課方式及時數 Teaching method and hours			備註 Remark
			實體 Classroom hours	非同步線上 Asynchronous online teaching	同步線上 Synchronous online teaching	
1	自我與表述	○課程說明與意見發表	0	0	0	◎課程安排，將視實際操作情況，作適當調整。
2	自我與表述	短訊管理輸出	0	0	0	<input type="checkbox"/> 團體作業 1:寫信請求推薦函
3	自我與表述	電子郵件溝通	0	0	0	<input type="checkbox"/> 個人作業一: 制式的簡歷填寫
4	自我與表述	個人簡歷設計	0	0	0	<input type="checkbox"/> 個人作業二: 獎學金自傳寫作
5	自我與表述	自傳寫作技巧	0	0	0	<input type="checkbox"/> 團體作業 2:社團的開會紀錄
6	自我與表述	單元總結回顧	0	0	0	<input type="checkbox"/> 團體作業 3:虛擬公司的草案
7	團體與合作	清明節放假	0	0	0	

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8	團體與合作	團體報告時間會議 記錄讀寫	0	0	0	團體上台報告 1:我的 虛擬公司 <input type="checkbox"/> 團體 作業 4:社團 活動企 劃書
9	團體與合作	相關電影欣賞	0	0	0	<input type="checkbox"/> 個人 作業三 :觀影的 心得反 思
10	團體與合作	活動企劃發想	0	0	0	<input type="checkbox"/> 團體 作業 5:詢價 與邀請 贊助
11	團體與合作	詢價邀請郵件	0	0	0	<input type="checkbox"/> 團體 作業 6:設計 海報與 摺頁
12	團體與合作	商業海報摺頁	0	0	0	團體上 台報告 2:發表 作品票 選
13	企業與發展	單元總結回顧	0	0	0	<input type="checkbox"/> 個人 作業四 :求職信 與履歷 表
14	企業與發展	應徵求職履歷	0	0	0	<input type="checkbox"/> 團體 作業 7:虛擬 公司公 告信

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15	企業與發展	公告相關宣傳	0	0	0	團體上台報告 3:新產品發佈會
16	企業與發展	簡報內容呈現	0	0	0	團體上台報告 4:公開申明道歉
17	企業與發展	公關危機處理	0	0	0	<input type="checkbox"/> 個人作業五: 課程回饋線裝書
18	企業與發展	單元總結回顧	0	0	0	
合計時數 Total Hours			0	0	0	
Office Hour	Every Thursday from 13:00-13:30		聯絡方式及辦公室地點 Contact Information		fjuntnu@gmail.com	

七、教學方法

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	個案研究	0	競賽遊戲	0
	電子教學	0	競賽讀書會	0	對話教學法	0
	實作教學	0	影片欣賞	10	服務學習	0
	專家演講	0	體驗教學	0	產業實習	0
	樣本觀察	0	個別指導	0	討論	30
	問題導向學習	30	專題實作	0	角色扮演實境教學	0
	自主學習	0	校外參訪	0	其他	0
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。					
備註	1. 若使用其他教學方法，請自行說明。若所列之教學方法未使用。只需於百分比欄位中填0。各項總和需等於100% 2. 教學方法與核心能力相關之說明亦可於此欄位中敘明。					

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八、課程教材

課程教材 Teaching Materials	教師自編講義
教科書 Textbook	教師自編講義
參考書目 Reference	張高評:中文實用寫作二十講(臺北市：萬卷樓, 2016) 周錫:中文寫作新視野：從實用寫作到文學創作(香港：三聯書店出版；臺北縣新店市：聯合發行, 2007) 張高評:實用中文寫作學(臺北市：里仁, 2011) 王友龍:圖解提案學：超實用!資料分析、提案撰寫、簡報演說全know-how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)
教學平台網址 URL	

九、學習評量

學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	35	專業團體之證照檢 定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組 或個人)	20	課堂參與	0	心得或作業撰寫	25
	口頭報告(含小組 或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				

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說明

1. 個人作業(心得或作業撰寫)：30%
個人作業 5 篇，一篇 6 分，共 30%。
★使用 AI 幫寫請自行揭露，將下指令過程印出來一併繳交，分數最高為 B，抄襲或不自行揭露，以零分計算。
作業補交，一律不予計分。
2. 團體作業(小組書面報告)：30%
團體作業 6 篇，一篇 5 分，共 30%。
★使用 AI 幫寫請自行揭露，將下指令過程印出來一併繳交，分數最高為 B，抄襲或不自行揭露，以零分計算。
作業補交，一律不予計分。
3. 團體上台報告(小組口頭報告)：20%
團體上台報告 4 次，一次 5 分，共 20%。(每次時間約 5-10 分鐘)
若在團體上台缺乏貢獻者，經小組內部討論，可不予計分。
口頭報告三不原則：
不拿講稿
不以講授方式呈現
不一一輪流上台。
負責報告小組報告後，其他小組必須進行提問、對談、溝通或辯論。
4. 其他表現 10%
在每一堂課中的特殊表現，如：積極發言(每一次上課發言一次，加總分一分，每次上課以加分一次為限)、主動參與、全勤等實際表現，將斟酌給予加分。

備註： 1. 若使用其他評量方法，請自行說明。若所列之評量方法未使用。只需於百分比欄位中填0。各項總和需等於100%
2. 學習評量與核心能力相關之說明亦可於此欄位中敘明。

十、學習規範

<p>學習規範 Code Of Conduct For The Class</p>	<ol style="list-style-type: none"> 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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天主教輔仁大學課程資訊系統

Course Syllabus, Fu-Jen Catholic University

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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 Notes	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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