

## Curriculum for Fall 2024: Elective Courses



### Advanced Literature and Culture Courses

#### LC001. American Lit. II: American Journeys [美國文學(二)：行旅美國]

3 credits

Dr. Joseph Murphy <murphyfju@gmail.com>

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

This course surveys American literature from the Civil War through the contemporary period, with a special focus on the theme of American Journeys. America is in many ways a nation set in motion by journeys: the arrival of immigrants from Europe and around the world, the trafficking of slaves from Africa, the uprooting of Native peoples by government programs of westward expansion, and the perpetual travels of migrants seeking a better life. The vastness of the continent, the pressures of history, and the adventurousness of the people themselves have made journeys both collective American experience and individualistic paths of self-invention. This course will trace how journeys, both literal and figurative, are integral to American literature since the Civil War. During this period of immigration and expansion, modernization and globalization, American writers have created new forms of expression to keep pace with the restlessness of a nation that often seems itself to be on a journey full of both hope and risk.

Serious students in this course can expect the following outcomes: 1) knowledge of developments in American literature and culture since 1865; 2) knowledge of major themes in American literature and culture, with a special focus on American Journeys; 3) skills in close reading of fiction, drama, and poetry; 4) insight into how texts reflect and participate in broader cultural and social movements; 5) reflection on the relevance of these texts for readers today in an international context.

**TENTATIVE SCHEDULE.** (Subject to revision by instructor.) Read and prepare all assigned texts for each date before the beginning of class.

Week	Topic/Assignment
1	Introduction <b>UNIT 1: REALISM, REGIONALISM, NATURALISM</b> Film: <i>Brooklyn</i> (2015; John Crowley, dir., based on the novel by Colm Tóibín)
2	Whitman, "Crossing Brooklyn Ferry" <a href="https://www.poetryfoundation.org/poems/45470/crossing-brooklyn-ferry">https://www.poetryfoundation.org/poems/45470/crossing-brooklyn-ferry</a> Lazarus, "The New Colossus" <a href="https://www.nps.gov/stli/learn/historyculture/colossus.htm">https://www.nps.gov/stli/learn/historyculture/colossus.htm</a> Twain, <i>Adventures of Huckleberry Finn</i> , ch. 1, 5, 7-9, 11-13, 15-19

3	Twain, <i>Adventures of Huckleberry Finn</i> , ch. 20-23, 25, 27, 31-34, 40-43 (end) <b>Songs:</b> "Wade in the Water" (performed by Sweet Honey and the Rock), "Go Down Moses" (traditional African American spirituals)
4	James, "Daisy Miller: A Study" Jewett, "A White Heron" <b>Songs:</b> Stephen Foster, "Oh! Susanna," "Old Folks at Home"
5	Bierce, "An Occurrence at Owl Creek Bridge" Chesnutt, "The Wife of His Youth" London, "To Build a Fire" Film (individual viewing): <i>An Occurrence at Owl Creek Bridge</i> (1962; Robert Enrico, dir.) <a href="https://vimeo.com/15147706">https://vimeo.com/15147706</a> <b>Songs:</b> "The Wayfaring Stranger"; Katharine Lee Bates and Samuel A. Ward, "America the Beautiful"
6	<b>UNIT 2: MODERNISM</b> Faulkner, "Dry September" Hemingway, "Soldier's Home" Cather, "Neighbour Rosicky" <b>Songs:</b> Woody Guthrie, "This Land Is Your Land," "Hobo's Lullaby"
7	<b>Spring Break</b>
8	<b>Midterm Exam</b> Film (individual viewing): <i>The Great Gatsby</i> (2013; Baz Luhrmann, dir.)
9	Frost, "Stopping by Woods on a Snowy Evening" "The Road Not Taken," "Birches," "The Wood-Pile" Stevens, "The Poem That Took the Place of a Mountain" Eliot, "The Love Song of J. Alfred Prufrock," "Journey of the Magi" Williams, "The Great Figure" Cummings, "somewhere i have never travelled,gladly beyond" HUGHES, "A NEGRO SPEAKS OF RIVERS" Lucy Ariel Williams, "Northboun" Sterling A. Brown, "Long Gone" <b>Songs:</b> Bob Dylan, "Blowin' in the Wind," "Forever Young"
10	Fitzgerald, <i>The Great Gatsby</i> , ch. 1-4 <b>Songs:</b> Joni Mitchell, "Both Sides Now," "California"
11	Fitzgerald, <i>The Great Gatsby</i> , ch. 5-9 <b>Songs:</b> Frank Sinatra, "New York, New York," "My Way"
12	<b>UNIT 3: POSTWAR LITERATURE, POSTMODERNISM</b> Miller, <i>Death of a Salesman</i> Film (individual viewing): <i>Death of a Salesman</i> (1985; Volker Schlöndorff, dir.)
13	Bishop, "The Moose" Cheever, "The Swimmer" O'Connor, "A Good Man Is Hard to Find" <b>Songs:</b> Bruce Springsteen, "Born to Run," "Land of Hope and Dreams"
14	Kingston, "No Name Woman" Silko, "Lullaby" <b>Songs:</b> Simon and Garfunkel, "American Tune," "The Boxer"

15	Updike, "The Happiest I've Been" Morrison, "Recitatif" <b>Song:</b> Lin-Manuel Miranda, "Alexander Hamilton" from <i>Hamilton</i>
16	<b>Final Exam</b>
17	Flexible Learning Week
18	Flexible Learning Week <b>Group Theme Paper due</b>

※Advanced Chinese Literature course 進階國文

CL001. Modern Interpretation of Chinese Narrative poetry [古典敘事詩的現代詮釋]

2 credits

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

For Juniors and above

Class size: 40

課程學習目標

1. 「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代敘事詩的演變和特色。並且配合所選文本，適時論及其文藝思潮、文學理論及作品分析。除了深刻認識具代表性的敘事詩，同時提昇對於韻文再創作與理論的了解。
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。
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。

授課進度

	課程主題	課程說明	備註
1	婚姻與困境	○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	婚姻與困境	古典敘事詩導論	□分組名單
3	婚姻與困境	《詩經·衛風·氓》 延伸閱讀：《詩經·邶風·谷風》	□札記1
4	婚姻與困境	〈陌上桑〉 延伸閱讀：辛延年〈羽林郎〉	□札記2
5	婚姻與困境	蔡琰〈胡笳十八拍〉、〈悲憤詩〉 延伸閱讀：范曄《後漢書·列女傳·董祀妻傳》	□札記3

6	婚姻與困境	古詩為焦仲卿妻作〈孔雀東南飛〉延伸閱讀：〈上山採蘼蕪〉	□札記4
7	命運與承擔	◎清明連假	
8	命運與承擔	〈孤兒行〉 延伸閱讀：〈東門行古辭〉	□札記5
9	命運與承擔	影片欣賞：馬楚成「花木蘭」 延伸閱讀：迪士尼「花木蘭」	□電影回饋單1
10	命運與承擔	〈木蘭詩〉 延伸閱讀：徐渭〈雌木蘭替父從軍〉	□札記6
11	命運與承擔	白居易〈琵琶行〉延伸閱讀：元稹〈琵琶歌〉	□札記7
12	命運與承擔	元稹〈連昌宮詞〉延伸閱讀：韋莊〈秦婦吟〉	□札記8
13	命運與承擔	單元總結	
14	江山與美人	白居易〈長恨歌〉延伸閱讀：陳鴻〈長恨歌傳〉	□札記9
15	江山與美人	杜牧〈杜秋娘詩〉延伸閱讀：杜秋娘〈金縷衣〉	□札記 10
16	江山與美人	馬致遠〈漢宮秋〉延伸閱讀：王安石〈明妃曲〉二首	□札記 11
17	江山與美人	課程回顧與檢討	□課程回饋意見
18	江山與美人	彈性學期周	

### MA001. Postmodern City Films and Global Flows [後現代都市電影與全球流動]

3 credits

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

For Juniors and above

Class size: 15

Course description will be announced later.

### MA002. Modern and Contemporary American Poetry [美國近代與當代詩作]

3 credits

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

For Juniors and above

Class size: 15

In this course, we will examine poetry from the United States from around the beginning of the 20th century to the present. This course will survey major poets and significant schools

and movements in poetry during this time period but will also include lesser-known works and writers. We will study American modernist, midcentury, postmodernist, and contemporary poetry in its historical context, trying to understand the relationship between the complexities of 20th and 21st century American history and variety of modern and contemporary poetry. This class is entirely in English.

Weekly schedule:

Week	Course Topics	Description
1	19th Century	Course Introduction
2	Modernist	Modernist Poetry
3	Modernist	Modernist Poetry
4	Modernist	Modernist Poetry
5	Modernist	Modernist Poetry
6	Modernist	Modernist Poetry
7	Modernist	Modernist Poetry
8	Modernist	Modernist Poetry
9	Midcentury Poetry	Midcentury Poetry
10	Contemporary	Contemporary
11	Contemporary	Contemporary
12	Contemporary	Contemporary
13	Contemporary	Contemporary
14	Contemporary	Contemporary
15	Contemporary	Contemporary
16	Final Essay Due	
17	Poetry Assignment Due	
18	Poetry Assignment Due	

### **MA003. Film Analysis & Review Writing [電影分析與影評寫作]**

**2 credits**

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

**For Juniors and above**

**Class size: 10**

This course aims to help develop professional skills and knowledge in film analysis. Students will be introduced to (1) the basics of film language and (2) critical approaches to film criticism.

Film language includes mise-en-scène, cinematography, editing, and sound effects. The major critical approaches to be covered involve genre, ideology, post-humanity, postcolonialism, and migration in a globalized world. Class formats consist of multi-media presentations and group discussions. Students are expected to finish watching assigned movies BEFORE class. Major assignments include a screening journal (in the form of a

TronClass personal blog, 3 entries), a group presentation consisting of sequence analysis, as well as a final video essay.

Weekly schedule:

Week	Course Topics	Description
1	Orientation	Ch. 2 How to Watch a Movie
2	Module 1	《老狐狸》(Old Fox, dir. 蕭雅全, 2023)
3		Ch. 4 Narrative A Separation (dir. Asghar Farhadi, 2011)
4	Module 2	Ch. 5 Cinematography
5		A Hidden Life (dir. Terrence Malick, 2019)
6		Ch. 6 Editing Past Lives (dir. Celine Song, 2023)
7	Extended holiday	
8		Ch. 6 Editing Anatomy of a Fall (dir. Justine Triet, 2023)
9	Group presentations	sequence analysis & discussion (workstations)
10	Module 3	Ex Machina (dir. 2015)
11		Sleep Dealer (dir. Alex Rivera, 2008)
12		Ch. 3 Mise-en- Scène
13	Module 4	Even the Rain (También la Lluvia, dir. Icíar Bollaín, 2010)
14		To a Land Unknown (dir. Mahdi Fleifel, 2024)
15		Ch. 7 Sound
16	Final project	proposal, storyboard
17	Self-Study Week	Final Project (video essay) due
18	Self-study Week	Final Project: Peer Review

#### MA004. Asian American Literature [亞裔美國文學]

**2 credits**

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

**For Juniors and above**

**Class size: 15**

The term “Asian American” was a conscious self-designation that came about in the late 1960s during the panethnic political and social movement against institutional racism and exclusion in the U.S. This use of strategic essentialism, a process coined by Gayatri Chakravorty Spivak, was hoped to unite different cultural, linguistic, and ethnic groups that often underwent similar experiences of marginalization, exploitation, and/or disenfranchisement. However, while this resistant and anti-racist move could promote solidarity, it also inherited the potential to silence numerically-marginal groups collected

under this umbrella term, as well as the possibility of promoting essentialization. Lisa Lowe has argued for rethinking this “strategic essentialism” through heterogeneity, hybridity, and multiplicity, and Asian American science fiction or speculative fiction can serve as cultural texts that allow for rethinking and highlighting not just the idea of “Asian/American” as an identity but also to interrogate the biopolitics, information capitalism, and various technologies that are touted as race- and gender-neutral while troubling the concept of cultural authenticity.

This course will introduce Asian American speculative fiction through 6 novels and 1 collection of short stories, supplemented by non-fiction texts about larger phenomena at the intersection of race, gender, and culture. Students will be required to prepare for class by completing the assigned readings before the class session. Students will engage with the materials through assigned presentations on the required readings, and they will demonstrate their understandings of the course concepts and materials through short research papers.

#### **MA005. Space and Place in Literature and Culture [文學與文化中的空間與地方]**

**3 credits**

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

**For Juniors and above**

**Class size: 15**

#### **OBJECTIVES**

- 1) To read and analyze some major works of modern and contemporary English and American literature (fiction, narrative, drama) that feature wilderness, gardens, cities, and museums as settings and themes, focusing on how these spaces and places relate to the characters, conflicts, and forms of these works. The featured literary works range across diverse cultural and historical landscapes, including the nineteenth-century American West from Anglo, immigrant, and Native American perspectives; the English garden from the eighteenth through the twentieth centuries; London after World War I; and museums in Cairo and New York City in the twentieth century.
- 2) To introduce theoretical and historical studies of these four literary/cultural topoi – the wilderness, the garden, the city, and the museum – in order to conceptualize space and place in terms of nationalism, imperialism, race, gender, aesthetics, and psychology.
- 3) To analyze space and place through visual texts including paintings, photographs, maps, and films.
- 4) To think critically and creatively about wilderness, gardens, cities, and museums today, in Taiwan or abroad, by applying insights gained from the assigned literary, and theoretical works to actual sites experienced by students.

### Schedule (tentative)

	Date	Assignments
1	02/20	Introduction UNIT 1: WILDERNESS AND CIVILIZATION Willa Cather, <i>My Ántonia</i>
2	02/27	Willa Cather, <i>My Ántonia</i> , Introduction, book 1 *Yi-Fu Tuan, "Place: An Experiential Perspective"
3	03/06	Willa Cather, <i>My Ántonia</i> , books 2-3 *William Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature"
4	03/13	Willa Cather, <i>My Ántonia</i> , books 4-5 *Joseph Urgo, " <i>My Ántonia</i> and the National Parks Movement"
5	03/20	N. Scott Momaday, <i>The Way to Rainy Mountain</i> (excerpt) *Leo McAvoy, "American Indians, Place Meanings and the Old/New West"
6	03/27	UNIT 2: THE GARDEN Tom Stoppard, <i>Arcadia</i> , scenes 1-4 *Hanna Scolnicov, "'Before' and 'After' in Stoppard's <i>Arcadia</i> "
7	04/03	<b>Holiday</b>
8	04/10	Tom Stoppard, <i>Arcadia</i> , scenes 5-7 *John Dixon Hunt, "'A Breakthrough in Dahlia Studies': On <i>Arcadia</i> by Tom Stoppard"
9	04/17	UNIT 3: THE CITY Virginia Woolf, <i>Mrs. Dalloway</i> , parts 1 (3-42), 2 (42-72) Recommended film adaptation: <i>Mrs. Dalloway</i> (1997) <a href="https://www.youtube.com/watch?v=fHIMf_MbHLhI">https://www.youtube.com/watch?v=fHIMf_MbHLhI</a>
10	04/24	Virginia Woolf, <i>Mrs. Dalloway</i> , parts 3 (72-97), 4 (97-142), 5 (142-55) *Georg Simmel, "The Metropolis and Mental Life"
11	05/01	Virginia Woolf, <i>Mrs. Dalloway</i> , parts 6 (155-85), 7 (185-211), 8 (211-28) *Paul Tolliver Brown, "The Spatiotemporal Topography of Virginia Woolf's <i>Mrs. Dalloway</i> : Capturing Britain's Transition to Relative Modernity"
12	05/08	Virginia Woolf, <i>Mrs. Dalloway</i> , parts 9 (229-50), 10 (250-96) *Janet Wolff, "The Invisible <i>Flâneuse</i> : Women and the Literature of Modernity"
13	05/15	UNIT 4: THE MUSEUM E. L. Konigsburg, <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> , ch. 1-5 Recommended film adaptation: <i>The Hidaways</i> (1973) <a href="https://www.youtube.com/watch?v=4AC5JhVohSI">https://www.youtube.com/watch?v=4AC5JhVohSI</a> *Carol Duncan, "The Art Museum as Ritual"
14	05/22	E. L. Konigsburg, <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> , ch. 6-10 *Theodor Adorno, "Valéry, Proust, Museum"
15	05/29	H. Rider Haggard, "Smith and the Pharaohs" *Leonard Driscoll, "Restoring the Lost Empire: Egyptian"



		Archaeology and Imperial Nostalgia in H. Rider Haggard's 'Smith and the Pharaohs' (1912)"
16	06/05	H. Rider Haggard, "Smith and the Pharaohs"
17	06/12	Flexible Learning Week
18	06/19	Flexible Learning Week <b>Essay due</b>



### Advanced Language Studies Courses

#### LS001. Teaching Grammar [文法教法]

**2 credits**

**Dr. Yun-Pi Yuan < 001234@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 40**

In this practice-oriented course, students will have a chance to review the basic components of English sentences and grammar and explore how to adapt grammar pedagogy and approaches to meet learners' needs. We will also focus on integrating grammar instructions with language teaching skills, and using available technology (such as corpora and AI) and multimedia effectively to enhance grammar learning and teaching inside and outside the classroom. Topics to be covered include approaches to grammar teaching, grammar components, strategies and structures of grammar presentation, error correction and feedback providing.

By the end of the course, students will be able to . . .

- ✓ Understand key components in English grammar;
- ✓ Incorporate effective approaches and techniques of presenting and practicing grammar into our teaching;
- ✓ Plan communicative and interactive grammar lessons for classes of different proficiency levels;
- ✓ Give effective feedback to students;
- ✓ Use available technology to enhance grammar learning and teaching.

A list of reference books and the textbook will be available in class.

#### Grading (tentative and subject to change)

- |                               |     |
|-------------------------------|-----|
| 1. Attendance & participation | 15% |
| 2. Homework                   | 15% |
| 3. Micro-teaching             | 20% |
| 4. Project presentation + ppt | 15% |
| 5. Reflection                 | 10% |
| 6. Peer review                | 10% |
| 7. Quizzes                    | 15% |

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

**2 credits**

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

**For Sophomores 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	Cross-cultural communication (1):

	(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

#### MA006. Language Assessment [語言評量]

3 credits

Dr. Tammy Hsu < 041845@mail.fju.edu.tw >

For Juniors and above

Class size: 10

Assessment, both summative and formative, and traditional and authentic, are critical to measure student progress and attainment of learning outcomes. This course is designed to broaden your perspective on classroom assessment and provide you with essential knowledge in classroom and foreign language assessment to support student learning, guided by modern validation framework.

Additionally, issues that will be addressed relate to current assessment practice in K-12 education in Taiwan, approaches to assessment, test development, reporting, and validation. Students will also learn to interpret assessment results and use them to plan curriculum that is responsive to and supportive of children's learning and development. Students will be required to examine market-available language tests, perform a critical review in the presentation, and craft a test specification for any target populations of your own interest.

Weekly schedule:

Week	Course Topics
1	Introduction; Why assessment? Integration of assessment, teaching and learning

2	Assessment of young learner: past and present
3	Characteristics of High-Quality Assessments
4	Validity, reliability, practicality, authenticity & validity evidence
5	Formative assessment for student learning
6	Formative assessment for student learning
7	Summative assessment for student learning: what young learner teachers should know
8	Summative assessment for student learning: what young learner teachers should know
9	Summative assessment for student learning: what young learner teachers should know
10	10 Midterm
11	Rubric design and validation
12	Crafting test specification
13	Making sense of assessment information & providing effective feedback
14	Using assessment results to inform teaching and learning plan
15	Washback, intended and unintended assessment results
16	Final project
17	Prepare for final project
18	Prepare for final project

### MA007. Topics in Applied Linguistics [應用語言學專題]

**3 credits**

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

**For Juniors and above**

**Class size: 10**

This course offers an introduction to key issues and foundational concepts in applied linguistics, with the aim of cultivating a comprehensive and professional perspective on its major subfields. Topics to be covered in this course include discourse analysis, gender and homosexuality, communication in healthcare settings, legal language, world Englishes, bilingual education, and the role of social media platforms (e.g., Facebook, Instagram, and Threads) in language use. Students will engage with current research trends, specialized terminology, and recent empirical findings while examining the theoretical implications across these interdisciplinary studies. The course emphasizes an understanding of the linguistic complexity, diversity, and universality that underpin language use in real-world contexts.

Upon completing this course, students will be able to:

- Critically discuss and develop insights into current theories and practices in applied linguistics;
- Conduct a small-scale study addressing a real-world issue in applied linguistics;

- Demonstrate an understanding of key concepts and terminology within the subfields of applied linguistics covered in this course and apply this knowledge to various real-life tasks.

This course will include instructor-led lectures, student presentations on assigned chapters or journal articles, presentation quizzes, a mid-term examination, and in-class discussions. Each student/group is required to complete a research paper on a topic of individual interest. As a graduate seminar, this course encourages students to actively engage by asking questions, exchanging ideas, and participating in dynamic discussions with peers and the instructor. This interactive format aims to enrich students' academic experience and enhance their skills in presenting and discussing research topics in academic settings.

### Schedule

Note:

- This course schedule is an approximation and subject to revision at the discretion of the instructor at any time. Detailed assignments are not stated here and will be announced in class. Extended deadlines for assignments are negotiable.

Week	Date	Topics
1.	02/19	<b>Introduction to Applied Linguistics</b> <ul style="list-style-type: none"> <li>➤ Rees-Miller, Janie. 2014. Applied linguistics. <i>The Handbook of Linguistics</i>, ed. by Mark Aronoff and Janie Rees-Miller, pp. 637-646. Oxford: Blackwell Publishers.</li> </ul>
<b>Discourse Analysis</b>		
2.	02/26	<ul style="list-style-type: none"> <li>➤ Chang, Hsiu-Hui Sophie &amp; Lan-fen, Huang. 2018. The use of OK by native and non-native teachers in bilingual classrooms: Mandarin, English and code-switching. <i>Concentric: Studies in Linguistics</i> 44(2): 111-135.</li> </ul>
3.	03/05	<ul style="list-style-type: none"> <li>➤ Oyebanji, O. F. (2023). Discursive constructions of gay(s), homosexual(s) and homosexuality in selected Nigerian and South African newspapers: A corpus-assisted critical discourse analysis. <i>British Journal of English Linguistics</i>, 11(2), 45-67.</li> <li>➤ Schieble, M. (2012). A critical discourse analysis of teachers' views on LGBT literature. <i>Discourse: Studies in the Cultural Politics of Education</i>, 33(2), 207-222.</li> <li>➤ Jaekel, K. (2016). What is normal, true, and right: A critical discourse analysis of students' written resistance strategies on LGBTQ topics. <i>International Journal of Qualitative Studies in Education</i>, 29(6), 845-859.</li> </ul>
<b>Gender, homosexual, queer linguistics</b>		
4.	03/12	<ul style="list-style-type: none"> <li>➤ Chen, L.-C. (2023). Humour and teasing in gay Taiwanese men's mediated interaction on an LGBTQ-oriented YouTube entertainment variety show. <i>Gender and Language</i>, 16(4), 408-434.</li> </ul>
5.	03/19	<ul style="list-style-type: none"> <li>➤ Jhan, J. (2020). Examining cultural discourses in Taiwanese gender and sexual minority/tongzhi family-of-origin relationships. <i>Cross-Currents: East Asian History and Culture Review</i>, 9(1), 1-16.</li> </ul>

		➤ Hung, H.-T., & Hsieh, S.-K. (2020). Exploring discourse on same-sex marriage in Taiwan: A case study of near-synonyms of homosexual in opposing stances. In <i>Proceedings of the 34th Pacific Asia Conference on Language, Information and Computation</i> (pp. 411-419). Association for Computational Linguistics.
<b>Hospital communication</b>		
6.	03/26	➤ Adegbite, W., & Odebunmi, A. (2006). Discourse tact in doctor-patient interactions in English: An analysis of diagnosis in medical communication in Nigeria. <i>Nordic Journal of African Studies</i> , 15(4), 499-519
7.	04/02	No class! (Spring Break)
8.	04/09	<b>Mid-term Examination</b>
<b>Laws</b>		
9.	04/16	➤ Chiu, S.-h. (2023). Mitigation as a stance marker in courtroom discourse. <i>Journal of Law Enforcement &amp; Policy Involving Foreign Affairs</i> , 13, 49-72. ➤ Zhang, Y. (2023). Pragmatic analysis of hedges used in defendant's arguments in civil courts: A case study of Lao Rongzhi. <i>International Journal of Applied Linguistics and Translation</i> , 9(2), 43-47.
10.	04/23	➤ Al-Mansori, Z. K. A., & Reishaan, A. H. K. (2022). A pragmatic study of the communication skills in doctor-patient discourse. <i>Linguistics and Culture Review</i> , 6(S2), 383-406.
<b>Social platforms/Mass communication</b>		
11.	04/30	➤ Yuliani, S., Ahmad, A. A., & Srinoviati, I. (2020). Sociolinguistics perspectives on gender patterns in Instagram. <i>Journal of Education and Learning (EduLearn)</i> , 14(1), 103-113. ➤ Dressler, R., & Dressler, A. (2016). Linguistic identity positioning in Facebook posts during second language study abroad: One teen's language use, experience, and awareness. <i>Canadian Journal of Applied Linguistics</i> , 19(2), 22-36.
12.	05/07	➤ Miriti, G., & Karuri, M. (2019). Marking identity through language in social media discourse by Chuka University students. <i>International Journal on Studies in English Language and Literature (IJSELL)</i> , 7(8), 43-52. ➤ Maqsood, M., & Labony, M. A. (2023). Registers used in online food shops of Instagram: A sociolinguistic analysis. <i>International Journal of Scientific Research and Management (IJSRM)</i> , 11(11), 1619-1627.
13.	05/14	<b>Announce your topics for term papers</b> ➤ Each student or group is allotted 20 minutes to present on a topic related to their term paper. ➤ Clearly state your research questions. ➤ A review of at least two previous studies is required. ➤ A description of the methodology adopted in your research must be included.
<b>Bilingual Education</b>		
14.	05/21	➤ Lao, C. (2004). Parents' attitudes toward Chinese-English bilingual

		education and Chinese-language use. <i>Bilingual Research Journal</i> 28 (1): 99-121. ➤ Kung, F.-W. (2013). The more the merrier? Bilingualism in an academic perspective: Exploring the implementation of English-medium instruction in Taiwanese tertiary education. <i>The Asian EFL Journal Quarterly</i> , 15(4).
15.	05/28	➤ Curran, J. E., & Chern, C.-L. (2021). Bilingual education using a CLIL approach: In-service science teachers' perceptions of science-English classes taught by pre-service English teachers. <i>Taiwan International ESP Journal</i> , 12(2), 1-18.
16.	06/04	<b>Term paper presentation</b> ➤ Each student or group is allotted 15 minutes to present their term paper. Please prepare PowerPoint slides to deliver your presentation. You will receive feedback from both your classmates and the instructors.
17.	06/11	Self-directed study week
18.	06/18	Self-directed study week *Term paper due

### MA008. Topics in ESP Teaching and Research [專業英語教學與研究專題]

**2 credits**

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

**For Juniors and above**

**Class size: 10**

Course Objective:

- (1) ESP Teaching: to provide students with an overview of theoretical principles, pedagogical approaches, and practical techniques relevant to English for Specific Purposes (ESP) instruction in higher education. Through a combination of theoretical discussions, practical activities, and teaching demonstrations, students will develop a comprehensive understanding of ESP teaching methodologies, needs analysis, curriculum design, materials development, assessment strategies, and technology integration.
- (2) ESP research: is to equip students with professional knowledge and skills in conducting research within the ESP field. Through a comprehensive exploration of current research topics, methodologies, and theoretical frameworks, students will develop the ability to critically evaluate existing literature, formulate research questions, design small-scale research projects, collect and analyze data, and write up research findings.

This course will adopt TBL (task-based learning) and PBL (project- based and problem-based) approach. Students will engage in two major projects: (1) ESP teaching

demo: design ESP lessons tailored to the specific needs of particular learner groups in professional and academic contexts, such as English for Academic Purposes, Business Communication, Tourism, Science and Engineering, Art Design, Medicine and Nursing, Law and others). (2) ESP research report or proposal: conduct a research project (individually or group) in ESP related disciplines, which may be pertinent to disciplinary literacy, EMI (English Medium Instruction), corpus linguistics, and discourse analysis.

Weekly schedule:

Week	Course Topics	Description
1	Orientation	Course Syllabus: Introduction to English for Specific Purposes (ESP)
2	ESP Development	Historical Perspectives and Evolution of ESP
3	Needs Analysis	Needs Analysis in ESP: Principles and Strategies
4	Teaching Methodologies	Approaches and Methodologies in ESP Teaching
5	Curriculum and Material Design	Designing ESP Curriculum and Materials
6	Assessment	Assessment and Evaluation in ESP
7	Technology- Enhanced ESP Teaching	Technology Integration in ESP Teaching [Project 1] Teaching Demo Preparation
8	School Midterm Week	Individual Conferences on [Project 1] Lesson Plan
9	Project 1	[Project 1] Teaching demo-- the chosen ESP units
10	Project 1	[Project 1] Teaching demo – peer evaluation and reflection
11	ESP Research (1)	ESP Research: Topics for Academic Purposes and Professional Communication (e.g., business, engineering, law, medicine and others)
12	ESP Research (2)	Research Design and Methodology in ESP
13	ESP Research (3)	Critical Literature Review [Project 2] ESP research report/proposal preparation
14	ESP Research (4)	Data Collection and Analysis in ESP Research
15	ESP Research (5)	Writing and Presenting ESP Research [Project 2] Conferences
16	[Project 2] 專題二	[Project 2] Presentation
17	自學週 Self-Learning Week	Peer Evaluation and Self- Assessment
18	自學週	Self-Learning Week Reflection on [Projects



	Self-Learning Week	1 & 2]
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## MA009. Photomedia and Technology-Enhanced Instruction [影像媒體及科技輔助教學]

**3 credits**

**Dr. Doris Shih < 051325@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 10**

This course is designed for those interested in the basic creation of digital photography, and the design, development and evaluation of technology-enhanced instruction (TEI). This includes the basic understanding of the historical development of Computer-Assisted Instruction (CAI) and mobile-assisted learning, which is any instance in which instructional content or activities are delivered via computer & mobile devices. It introduces a systematic design and evaluation process that produces successful digital materials. It also emphasizes knowledge from educational research that is fundamental to digital/CAI design and evaluation. We will also learn the photography principles and use DSLR cameras to take photos. Then, you can use these photo images in your design of instructional programs. You will have the opportunity to produce digital photo images and/or record your own lectures in the studio.

You are encouraged to bring your own DSLR camera to if you have one ☺

### **Requirements:**

1. Attendance
2. Participation & Online Discussion
3. Your own photography with a DSLR camera
4. Instructional websites/software/computer courseware evaluations
5. A technology-related research or applications paper
6. Final digital project: Flow chart; formative evaluation report; final program; demo

### **Tentative Topics**

Introduction to TEI, CAI, MALL

Digital photography and principles

Software Evaluation; Evaluating web courses

Drill-and-Practice and Tutorial Applications

Problem Solving, Simulations, and Games

Learning Foundations and CAI

Multimedia/Hypermedia; Authoring Options

Revisit Instructional Systems Design

Introducing *Hot Potatoes* & assessment

Computer-as-Tutee; Artificial Intelligence; Online robot

Curriculum Integration: TESOL & Literature

Curriculum Integration: Social Science, Science, and Mathematics

Curriculum Integration: Meeting Diverse Needs

Google Lit

Issues in Educational Computing

Resources for Further Study

Adobe programs (some background such as Lightroom Classic, Photoshop)

**MA010. Vocabulary and Reading Acquisition [字彙與語言習得]**

**2 credits**

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

**For Juniors and above**

**Class size: 10**

The purpose of this course is to learn different aspects about vocabulary acquisition and to discover research possibilities to explore vocabulary teaching and learning.

The course is entitled "Vocabulary and Reading Acquisition" since vocabulary acquisition cannot happen in vacuum. The focus of this course is vocabulary, whereas context is one of the key elements to trigger vocabulary acquisition. Therefore, it is necessary to understand reading acquisition since vocabulary is embedded in context.

Some of the important issues cover in this course include: vocabulary knowledge; vocabulary assessment; vocabulary learning strategies, incidental vocabulary learning, and reading theories. A course project involves self-learning and important social issues such as SDG.

After taking this course, it is hoped that students are able to

- articulate what it means to "know" vocabulary
- explore ways to provide effective vocabulary instruction and learning strategies,
- and discover potential vocabulary research niche. Self-learning is one of the class components.

Weekly schedule:

Week	Course Topics	Description
1	Orientation, Vocabulary & TESOL (w7& 9 No Class)	輔仁大學外語學院生成式 AI使用原則_2024Sept released
2	The complex nature of vocabulary	
3	The complex nature of vocabulary	
4	Current Issues & Vocabulary project	
5	Current Issues & Vocabulary project	Project
6	Meaning & Organization: Vocabulary Knowledge	
7	Spring Break	
8	Project Proposal Presentation	
9	Vocabulary Acquisition	No Class
10	Vocabulary Acquisition	
11	Reading Acquisition	
12	Teaching & Learning Vocabulary	

13	Teaching & Learning Vocabulary	
14	Vocabulary Assessment, Issues in Vocabulary Research	
15	Final Report	
16	Final Report	
17	Learning Log Submission Oral Reflection	
18	Self-evaluation and class survey	

### **MA011. Topics in Second Language Acquisition [第二語言習得專題]**

**3 credits**

**Dr. Sam Jheng < 130219@mail.fju.edu.tw > and Dr. Bichu Chen < 090098@mail.fju.edu.tw>**

**For Juniors and above**

**Class size: 10**

This course provides an overview of key issues, challenges, and current research in second language acquisition (SLA) from theoretical linguistic and pedagogical perspectives. It has two primary objectives: (1) to guide students in understanding the complexities of second/foreign language acquisition through an examination of essential SLA theories and their implications for teaching and learning, and (2) to offer a theoretical linguistic perspective by exploring language variation and L1 transfer (full, partial, or no access) and analyzing acquisition errors and variations (phonological, morphological and syntactic) within the Principles and Parameters framework.

By the end of the course, students will possess a solid understanding of significant empirical research in SLA and its relevance to language teaching. Additionally, they will receive guidance on designing English lessons that demonstrate the implementation of pedagogical theories and approaches.

Upon completing the course, students are expected to:

- a. Be empowered to verbalize and tell different aspects in second/foreign language acquisition;
- b. Identify major issues and recent developments in SLA and related fields such as TESOL and psychology;
- c. Analyze second language learner data from multiple perspectives;
- d. Summarize foundational concepts, theories, and empirical research in SLA;
- e. Provide instructions on designing English grammar lesson plans that reflect SLA theories and approaches.

The course will be delivered through a combination of lectures, student presentations (mini-lesson demonstrations, chapter presentations, and a final project), and various in-class activities. Students are expected to preview weekly course materials and bring their questions to class. Active participation in both planned and spontaneous discussions is encouraged to maximize personal learning opportunities.

## Schedule

- This course schedule is an approximation and subject to revision at the discretion of the instructor at any time. Detailed assignments are not stated here and will be announced in class. Extended deadlines for assignments are negotiable.
- Should you have any concern about the schedule, please come to me for discussion.

Week	Date	Topics	Presentation
1.	02/19	Orientation and Introduction to Topics in SLA	
2.	02/26	<ul style="list-style-type: none"> <li>➤ SLA Theories-Important theories and terms</li> <li>➤ Behaviorism, Innatism</li> </ul>	
3.	03/05	<ul style="list-style-type: none"> <li>➤ SLA Theories- Interactionism and Review,</li> <li>➤ Theory &amp; Practice</li> </ul>	
4.	03/12	<ul style="list-style-type: none"> <li>➤ Theory &amp; Practice: Teaching and Learning Methods</li> </ul>	
5.	03/19	<ul style="list-style-type: none"> <li>■ Issues in SLA from a linguistic perspective (Archibald, pp.361-382)</li> </ul>	
6.	03/26	<ul style="list-style-type: none"> <li>■ Explaining second language learning (Lightbown &amp; Spada 2013, pp. 103-121)</li> <li>■ Markedness theory (Eckman 2008)</li> </ul>	
7.	04/02	No class (Spring Break)	
8.	04/09	Mid-term Examination	
9.	04/16	<ul style="list-style-type: none"> <li>■ Related disciplines (Gass &amp; Selinker 2008, pp. 20-40)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ananda, R., Sofyan, A., Gani, R., &amp; Rosnani, S. (2014). A study of error analysis from students' sentences in writing. <i>Studies in English Language and Education</i>, 1(2), 81-95.</li> <li>➤ Jia, B. (2017). Analysis of the grammatical errors in Chinese undergraduate students' online English writing. <i>Canadian Social Science</i>, 13(3), 33-44.</li> </ul>
10.	04/23	<ul style="list-style-type: none"> <li>■ Data analysis (Gass &amp; Selinker 2008, pp. 41-51)</li> <li>■ Topics for research papers (MA students)</li> <li>- Prepare a 5-minute</li> </ul>	<p><b>Gass &amp; Selinker (2008)</b></p> <ul style="list-style-type: none"> <li>➤ G1: Data analysis (pp.41-49)</li> <li>➤ G2: What data analysis does not reveal and data collection (pp.50-60)</li> </ul>

		<p>presentation to introduce a potential topic for your research paper.</p> <ul style="list-style-type: none"> <li>- Review at least 2-3 prior studies to identify a research gap and demonstrate the significance of the topic.</li> </ul>	
11.	04/30	<ul style="list-style-type: none"> <li>■ Crosslinguistic influences I: 3.1 - 3.5 (Ortega 2009)</li> </ul>	<ul style="list-style-type: none"> <li>➤ G3: Eliciting speech samples &amp; eliciting reactions to data (pp.60-68)</li> <li>➤ G4: Verbal report data, measuring non-linguistic information and replication (PP.69-72)</li> <li>➤ G5: Issues in data analysis (pp.73-80)</li> </ul>
12.	05/07	<ul style="list-style-type: none"> <li>■ Crosslinguistic influences II: 3.6-3.9 (Ortega 2009)</li> <li>■ <b>Grammar teaching project</b> <ul style="list-style-type: none"> <li>- Prepare a 5-minute presentation to introduce a grammatical feature/construction taught in the project.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ko, W. (2013). A study on the acquisition of if-conditionals by Korean- and Spanish-speaking learners of English. <i>English Teaching</i>, 68(1), 141-178.</li> <li>■ Mensah, E., &amp; Eyamba, M. (2014). The adaptation of English consonants by Efik learners of English. <i>English Language Teaching</i>, 7(3), 38-49.</li> <li>■ Zhao, L., Dehé, N., &amp; Murphy, V. A. (2018). From pitch to purpose: The prosodic-pragmatic mapping of [I + verb] belief constructions in English and Mandarin. <i>Journal of Pragmatics</i>, 123, 57-77.</li> </ul>
13.	05/14	<ul style="list-style-type: none"> <li>■ Individual differences in second language acquisition I (Lightbown &amp; Spada 2013, pp. 75-91)</li> </ul>	
14.	05/21	<ul style="list-style-type: none"> <li>■ Formal approaches to SLA (Gass &amp; Selinker 2008, pp.159-177)</li> </ul>	
15.	05/28	<ul style="list-style-type: none"> <li>■ Typological universals (Gass &amp; Selinker 2008, pp.191-206)</li> </ul>	
16.	06/04	Research paper presentation	
17.	06/11	Self-directed study week	

18.	06/18	Self-directed study week	<ul style="list-style-type: none"> <li>➤ Research paper due</li> <li>➤ Grammar teaching project due</li> </ul>
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**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: 25**

**Prerequisite: CC III**

Course description will be announced later.

**AW002. Digital Discourse: Translation of Modern Media [數位話語：現代媒體翻譯]**

**2 credits**

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

**For Seniors only**

**Class size: 25**

**Prerequisite: CC III**

In the digital age, information is everywhere. As translators, it is important to not only understand what we are reading, but also grasp the underlying context and implications. This course combines political discourse analysis with translation to equip students with the necessary skills for translating modern media. Through various projects, students will develop a deeper understanding of digital discourse and their translations.

Weekly schedule:

Week	Course Topics
1	Introduction
2	Media Literacy
3	Political Discourse Analysis
4	Translating Political Discourse
5	Introduction to Project 1: Political Speech
6	Project 1: Peer Review
7	Introduction to Project 2: Activist Campaign

8	Project 2: Peer Review
9	Introduction to project 3: Influencer Content
10	Project 3: Peer Review
11	Project 1: Presentation
12	Project 1: Feedback & Reflection
13	Project 2: Presentation
14	Project 2: Feedback & Reflection
15	Project 3: Presentation
16	Project 3: Feedback & Course wrap-up
17	Discussion
18	Discussion

**AW003. Journalistic Writing II: Magazine [新聞英文寫作(二)：雜誌]**

**2 credits**

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

**For Seniors only**

**Class size: 20**

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

Continuing from Fall semester, students will continue work on the annual department Magazine, culminating in a print edition at the end of May/beginning of June, and complementary online edition at the end of the semester.

In order to streamline the publications, editors-in-chief and section editors will be self-selected and voted on as necessary to manage the different foci. The department magazine will require fund-raising; each section editor is responsible for raising \$1000 NT before the end of April to help publication costs.

Week	Topic
1	Introduction
2	Proposals
3	Proposals
4	Layout: design principles
5	Layout: design principles

6	Magazine - the look
7	Magazine - inner beauty
8	Design style decisions
9	Timelines and schedules
10	Progress? - articles
11	Progress? - section editors, editors in chief, social media/promotion
12	Common errors, more editing, etc.
13	Common errors, more editing, etc.
14	Design choices, editing, etc.
15	Final design choices, editing, etc.
16	Website design, layouts, etc.
17	Publish or perish
18	Sales report; final thoughts



### Professional Training Courses

#### PT001. English-Chinese Translation II [英中翻譯(二)]

**2 Credits**

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

**For Sophomores and above**

**Class size: 27**

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.

Weekly schedule:

Week	Course Topics	Description
1	Introduction	Course Orientation; Pre-learning test
2	The Basics	Lesson 1. English and Chinese Comparison; Language Problems
3	The Basics	Lesson 2. Translation Techniques
4	The Basics	Lessons 3. Proof-reading Lesson 4. Problem Solving
5	The Advanced	Lesson 5. Text Type and Strategies



6	The Advanced	Lesson 6. Text Type (2)
7	No Class	No Class
8	The Advanced	Lesson 7. Text Type (3)
9	The Advanced	Lesson 8. Problem and Solution
10	Projects	Lesson 9. Group Project (1)
11	Projects	Lesson 9. Group Project (2)
12	Projects	Lesson 9. Group Project (3)
13	Projects	Lesson 10. Group Project (1)
14	Projects	Lesson 10. Group Project (2)
15	Projects	Lesson 10. Group Project (3)
16	Projects & Final Review	Lesson 11. Peer Evaluation; Lesson 12. Error Analysis
17	Self-learning	Learning Outcome Demonstration
18	Self-learning	Learning Outcome Demonstration

## PT002. Digital Storytelling [數位故事創作]

**2 Credits**

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

**For Juniors 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
1	Course orientation	
2	228 peace memorial day	
3	Field trip	To visit Li Shi Qiao Former Residence
4	Keynote speech	"Chinese garden architecture"
5	Design thinking AI Applications	Brainstorming
6	Story structure AI Applications	Make a story Flowchart
7	Spring break	
8	AI graphic and video design	
9	AI graphic and video design	
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	

**PT003. 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: 30**

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

**PT004. Annual Play I [年度大戲 (一)]**

**3 credits**

**Mr. Hegel Tsai**

**For Sophomores and above**

**Class size: 30**

Course description will be announced later.

**PT005. Contemporary Issues in Business, Economics and Finance [當代財經議題(經濟系)]**

**2 credits**

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

**For Juniors and above**

**Class size: 15**

In the coming semester, we shall focus on the following topics,

1. Financial crisis
2. Aging and Pension
3. Economic Growth
4. Poverty

Weekly schedule:

Week	Course Topics
1	Introduction Ban the Bonds
2	Aging and Pension (1)
3	Aging and Pension (2)
4	Aging and Pension (3)
5	Economic Growth (1)
6	Economic Growth (2)

7	Economic Growth (3)
8	Poverty (1)
9	Poverty (2)
10	Poverty
11	Financial Crisis
12	Financial Crisis
13	Financial Crisis
14	Empire
15	Presentation
16	Final
17	Independent Studies
18	Independent Studies

**PT006. Intercultural and Autonomous Learning [跨文化與自主學習]**

**2 Credits**

**Dr. Lydia Tseng & Dr. Sherri Wei**

**For Sophomores and above**

**Class size: 10**

**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	Course Overview, Intercultural

	Education	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 Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English

15	Choice and Projects: Class Management, Genius hour of 20% time	Choice and Projects: Class Management, Genius hour of 20% time
16	Pedagogy: Mastery, Gamification, and Inquiry	Pedagogy: Mastery, Gamification, and Inquiry
17	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (1)
18	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (2)

## MA012. Cultural Creative Industry and Translation [文創產業與翻譯]

**3 credits**

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

**For Juniors and above**

**Class size: 10**

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 1	1.About the course 2.文創產業：定義、地位、標準 3.CCI-1: MICE Art Expo. 4. 2/22-3/1: 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 & Ads1.Topic Report 4_Ads2.TT review and discussions_artwork title and slogantranslation3._AA Yearbook Translation
5	TT Quality Control 1	1. Translation Quality Control 2. Group TT revisions & conferences 3. 3.CCI Creative Taiwan Expo, MICE, Studies
6	TT Quality Control 2	Proof-reader feedback & QC Final Proofreading & client feedback
7	Midterm	Midterm Presentations of Artwork TTs
8	Audio-visual Translation	Audio-visual 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	1. Topic Report 2. Topic Report 6: Contracts
11	Global CCI-1	CCI-6: Translation for Tourism1.Topic Report 7-8_ Translation for Tourist

		Attractions and Brochures 2. How kins_Creative Economy in the UK
12	Global	CCI-2 CCI in the USA/Finland
13	Global CCI-3-4	1. Kean: CCI in Australia 2. CCI in Germany: Artists as Core Players
14	Global CCI-5-6	1. CCI in Spain: Bilbao 2. CCI in Taiwan, China and Korea
15	Prep. for Final	Prep. for Joint Project Presentations
16	Final	Final Presentations
17	Flex Week 1	Flex Week 1
18	Flex Week 2	Flexible Self- Regulated Learning Week

### MA013. Issue-based New Media Applications [議題導向新媒體應用]

**2 credits**

**Dr. Lynn Chou <032421@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 10**

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	Description
1	Course Introduction	分組
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	新媒體議題應用
18	Autonomous learning	新媒體議題應用

#### **MA014. Intercultural Intelligence & Dispatch [跨文化智能與外派準備]**

**2 credits**

**Dr. Cindy Lee**

**For Juniors and above**

**Class size: 10**

Course description will be announced later.

#### **MA015. Connect the Dots: Data Contextualization II [圖數據與商業難題解析(二)]**

**2 credits**

**Dr. Kate Liu & Mr. Johnny Lin**

**For Juniors and above**

**Class size: 10**

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 -Exploration canvas -Ways to add data -Filtering with conditional

		<ul style="list-style-type: none"> <li>searches</li> <li>-Data Exploration</li> <li>-Personalize exploration results with conditional display</li> <li>-Discover relationships/insights</li> <li>-Create knowledge</li> <li>-Share story</li> </ul>
6	Querying and Interacting with Knowledge Graph (Exercise)	Knowledge Graph in Action -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"> <li>-Use the right tools for the right job</li> <li>-Use knowledge graph for obvious use cases</li> <li>-Begin with modeling</li> <li>-Start small, scale next</li> <li>-Model for question</li> <li>-Value Matters</li> <li>-Uncover Hidden Insights</li> </ul>
17	Project Presentation	
18	Project Presentation	