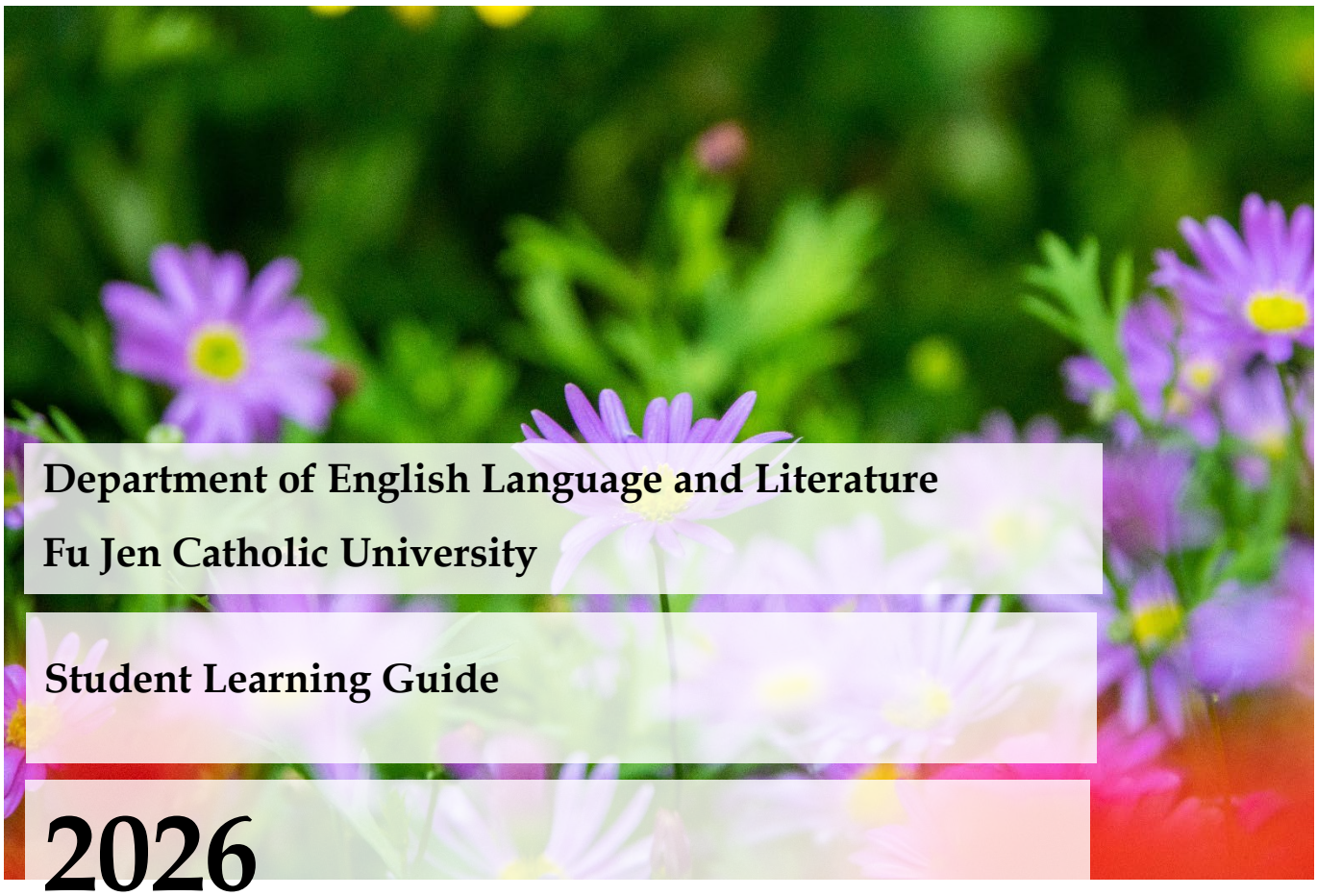


Department of English Language and Literature

Fu Jen Catholic University

Student Learning Guide

2026

輔仁大學英國語文學系 115 新生導航手冊

教育目標、師資、課程設計、注意事項、學習地圖、校園禮儀

輔仁大學英國語文學系
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1. Introduciton

DEPARTMENT HISTORY

In 1963, under the chairmanship of Fr. Peter Venne, SVD, the Department of English Language and Literature participated in the reestablishment of the former Fu Jen University of Beijing in Taiwan. Fr. Venne served as chair from 1963 to 1974, followed by Fr. Pierre Demers (1974–1982), Sr. Heliena Krenn (1982–1988), Dr. Joyce C. H. Liu (1988–1993), Mr. Thomas Nash (1993–1999), Ms. Cecilia H. C. Liu (1999–2002), Dr. Raphael J. Schulte (2002–October 2003), Mr. Thomas Nash (Acting, November 2003–July 2004), Dr. Yun-Pi Yuan (August 2004–July 2010), Dr. Kate C. W. Liu (August 2010–July 2013), Dr. Yun-Pi Yuan (August 2013–July 2015), Dr. Joseph Murphy (August 2015–July 2018), Dr. Bichu Chen (August 2018–July 2021), Dr. Doris Shih (August 2021–December 2022), Dr. Yun-Pi Yuan (February 2023–January 2024), and Dr. Wei-Cherng Sam Jheng (February 2024–Present).

From 1967 to 1981, the Department awarded B.A. degrees to an average of 50 students per year; since 1982, the number of graduates has increased to an average of 70 per year. Thanks to the dedication of each chair and the faculty, the Department of English Language and Literature plays a vital role in English education in Taiwan and continues to develop individuals with exceptional English proficiency for both the public and private sectors.Graduates of the Department have found success in a wide range of fields, including business, public relations, advertising, transportation, academia, language teaching, translation, literature, linguistics, editing, publishing, journalism, creative writing, the arts and entertainment, tourism, the hospitality and food industries, banking, and computer science.

DEPARTMENT VISION

The Department of English Language and Literature at Fu Jen Catholic University endeavors to educate students to become creative, critical, and productive users of English; to respect others as individuals; to develop a strong sense of social responsibility; to maintain a global perspective and adapt to change; and to uphold and strive to actualize truth, goodness, and beauty in their lives.

DEPARTMENT OBJECTIVES

To realize this vision, the Department sets the following educational objectives:

1. To develop students' advanced English communication skills and promote their capacity for continual self-improvement in these areas;
2. To provide students with a broad foundation in English linguistics, literature, culture, and history;
3. To inspire students to cultivate in-depth understanding and practical skills in English-related fields within a global context, while fostering creativity, analytical thinking, communication skills, adaptability, collaboration, and ethical awareness across all learning experiences.

SPECIAL FEATURES OF THE DEPARTMENT

1. All-English instruction and well-coordinated language training.
2. Well-designed courses utilizing diverse teaching methods and materials, with an emphasis on interactivity, cooperative learning, and multimedia resources. The 21 credits of required coursework in listening, speaking, reading, and writing are carefully structured to build progressively, complemented by specialized English courses. A variety of teaching strategies and digital tools are used to engage students, promote active participation, and foster collaborative learning.
3. Three course categories—literature and culture, language studies, and professional training—ensure a strong foundation in the liberal arts while offering multiple pathways for career development.
4. Ongoing in-class and extracurricular theatrical performances provide a dynamic approach to studying language and literature, while also preparing students for future careers in drama and performance.
5. Abundant multimedia and online learning resources support students' autonomous learning and self-directed growth.

6. Courses, learning activities, and exchange programs are designed to strengthen students' social awareness, critical thinking, and global perspectives.

1. 天主教輔仁大學英國語文學系簡介

本系系史

本系於民國52年在文訥神父任期中在台復校。歷屆系主任為：文訥神父（1963-1974）、談德義神父（1974-1982）、賀永光修女（1982-1988）、劉紀蕙教授（1988-1993）、那湯姆副教授（1993-1999）、劉雪珍副教授（1999-2002）、蕭笛雷副教授（2002-2003年10月）、那湯姆副教授代理（2003年11月-2004年7月）、袁韻璧副教授（2004年8月-2010年7月）、劉紀雯副教授（2010年8月-2013年7月）、袁韻璧副教授（2013年8月-2015年7月）、墨樵副教授（2015年8月-2018年7月）、陳碧珠副教授（2018年8月-2021年7月）、施佑芝副教授（2021年8月-2022年12月）、袁韻璧副教授（2023年2月-2024年1月）及鄭偉成教授（2024年2月-迄今）。

自民國56年至70年，本系畢業生人數平均為50人，自民國71年起，畢業生人數增加為平均每年70人。在歷屆系主任戮力經營下，本系在台灣英文教育上一直扮演極重要的角色，為國內外公私立機構培育優秀的全方位英語專才。本系畢業生在諸多領域自由發展，如商業、公關、廣告、交通運輸、語言教學、翻譯、文學、語言學、編輯、出版、新聞報導、文藝創作、歌唱、戲劇表演、旅遊、旅館及餐飲服務、金融界及電腦界等，成就斐然。

教育願景

英文系教學旨在培育學生在社會上：

1. 以英文主動學習、發揮創意並進行批判思考；
2. 了解文化差異，尊重他人與自我；
3. 負責積極，具全球視野與調適力；
4. 尊重及體現生命之真、善、美、聖意義。

教育目標

為達到以上理想，英文系的教學方針如下：

1. 訓練學生進階英語溝通、表達與自我改進能力；
2. 提供學生語言學、文學、文化與歷史博雅教育；
3. 激勵學生在英語相關領域中發展專業知識、興趣與實作技巧；
4. 並藉由所有學習活動培養學生的創意、分析力、溝通能力、調適力、合作與道德意識。

本系特色

1. **全英語教學：**所有課程以英語講授，核心語言課程小班教學，橫向、縱向間緊密結合，合作無間。
2. **課程設計精良、教學方式活潑：**21 學分聽說讀寫必修課程完整規劃，循序漸進，並搭配專業英語課程。藉多元教學法和多媒體教材引發學習興趣，鼓勵學生積極互動，合作學習。
3. **三大類進階課程範疇：**進階專業學分選修彈性大，學生可就「文學與文化」、「語言研究」、「專業訓練」三類進階課程範疇自由選課，接受紮實的博雅訓練，同時發展專長。
4. **英語戲劇演出傳統悠久：**長期以來，不間斷的課內外戲劇表演，活潑地學習語言、文學，並培育戲劇專業人才。
5. **多媒體與網路教學資源豐富：**教師建構文學與文化教學資料庫、卓越大學英文網、線上英語自學中心、輔仁英語網路學院等，以供學生課內外自主學習。
6. **社會服務與跨文化溝通：**利用多種課內外活動與交換生計畫，培養同學縝密的思考、批判能力，積極的社會關懷和廣博的全球觀。

2. Faculty and Administrative Staff

Full-time Faculty

Wei-Cherng Sam Jheng Professor Chair	**PhD in Linguistics/National Tsing Hua University** Comparative Syntax, Syntactic Theory, Morphosyntax of Formosan/Austronesian Languages, Formal Semantics, Language Acquisition (Principles & Parameter Theory), Syntax-Pragmatics/Discourse/Prosody Interface, Sentence Processing
Joseph Murphy Professor	**PhD in English Literature/University of Pennsylvania, USA** American Literature, Literature and the Visual Arts, Modernism and Postmodernism
Doris Li-wen Chang Associate Professor	**PhD in Comparative Literature Program/Fu Jen Catholic University** Comparative Literature (Literature and Religion, Psychoanalysis and Buddhism, Comparative Drama), Translation
Bi-chu Chen Associate Professor	**PhD in English Teaching/Tamkang University** Education for Sustainable Development, Lexical Semantics, e-Learning, Bilingual Education, Academic and Business English Reading and Writing (EAP & ESP)
Tammy Huei-Lien Hsu Associate Professor (Joint Appointment with the Holistic Education Center, Fu Jen Catholic University)	**PhD in Educational Psychology/University of Illinois at Urbana-Champaign, USA** Language assessment, World Englishes, Common European Framework of Reference (CEFR) in Asia, & University Social Responsibility
Yu-chih Doris Shih Associate Professor	**PhD in Educational Curriculum & Instruction/Texas A&M University, USA** Interdisciplinary E-learning (in Medical & Pharmaceutical Areas), TESOL, Computer-Assisted Instruction, Educational Technology, Intercultural Communication
Donna Tong Associate Professor	**PhD in English/University of California, Irvine, USA** American Literature and Culture, Asian American Studies, Gender Studies
John Basourakos Assistant Professor	**PhD in Humanities Interdisciplinary Program/Concordia University, Canada** Drama Theory, Ethics, Educational Theory
Paul Bellew Assistant Professor	**PhD in English/University of Oregon, USA** Poetry and Poetics, Modernism, Gender and Sexuality
Lyan Te-Lien Chou Assistant Professor (Joint Appointment with the Bachelor's Program in Global Communications & Technological Innovations, FJCU)	**PhD in Digital Learning and Education/ National Taiwan University of Science and Technology** Critical Thinking, Computational Thinking, Conceptions of Programming Learning, Knowledge Translation, Augmented Reality

Mary Wan-Lun Lee Assistant Professor (Joint Appointment with the Holistic Education Center, Fu Jen Catholic University)	**PhD in Applied Linguistics & English Language Teaching/University of Warwick, UK** English Language Teaching, Literature in ELT, Cooperative Learning, Course Design, Materials Development, Web-Based Language Learning and Teaching
Chung-Pei Tsai Assistant Professor (Joint Appointment with the Holistic Education Center, Fu Jen Catholic University)	**PhD in Curriculum and Instruction (ESL/TESOL)/University of Wisconsin-Madison, USA** Educational Language Policy, TESOL, CALL
Sally Nien-ying Wang Assistant Professor	**Phd in English Literature/National Taiwan Normal University** Literary and Cultural Theory, Media Studies, Transnational Cinema Studies, Musicals and Film Sound Studies, Inter-Asian Cultural Studies
Sherri Yi-Chun Wei Assistant Professor	**PhD in Learner Autonomy & Online Language Learning/University of Warwick, UK** Learner Autonomy, Blended Learning, Listening Strategies, Practitioner Research (Action Research and Exploratory Practice)
Erik de Jong Lecturer	**MA in Translation and Interpretation/Fu Jen Catholic University** **MA in Asia Studies / Leiden University, Netherlands** Politics, International Relations, Cross-Cultural Studies

Administrative Staff

Julie Lee Secretary	**BA in English/Fu Jen Catholic University** Administrative Affairs (Undergraduate Program)
Sophie Lee Secretary	**BA in Applied Linguistics and Language Studies/Chung Yuan Christian University** Administrative Affairs (MA Program)

2. 輔仁大學英國語文學系師資與行政人員

專任師資

鄭偉成 教授兼系主任	**國立清華大學語言學研究所語言學博士** 比較句法、句法理論、南島語構詞句法、形式語意學、語言習得 (原則與參數理論為本)、句法-語用/言談/韻律介面、語句處理(自主步調閱讀)
墨樵 教授	**美國賓州大學英美文學博士** 美國文學、文學與視覺藝術、現代主義與後現代主義
張璨文 副教授	**輔仁大學比較文學研究所博士** 比較文學（文學與宗教、精神分析與佛教對話研究、比較戲劇）、翻譯
陳碧珠 副教授	**淡江大學英文學系英語教學博士** 永續發展教育 、 詞彙語意學 、數位教學、雙語議題教學、學術與商務英文閱讀與寫作 (專業英文)
徐慧蓮 副教授 (與全人教育課程中心合聘)	**美國伊利諾大學香檳校區教育心理博士** 外語測試、世界英文、歐洲共同語言參考標準(亞洲地區)、大學社會責任
施佑芝 副教授	**美國德州農工大學教育課程與教學博士** 跨領域(醫學及藥學)數位學習、英語教學、電腦輔助教學、教育科技、跨文化溝通
董多芳 副教授	**美國加州大學爾灣分校英文系博士** 美國文學與文化、亞裔美國文化研究、性別研究
包磊思 助理教授	**加拿大康克迪亞大學人文學博士** 戲劇史、倫理學、教育理論
貝 潞 助理教授	**美國奧勒岡大學英文系博士** 詩學研究、現代主義、性別理論研究
周德嬿 助理教授 (與國際溝通與科技創新學士學位學程合聘)	**國立台灣科技大學數位學習與教育研究所博士** 批判思考、運算思維、程式設計學習觀點、知識轉譯、擴增實境、即時反饋系統
李宛倫 助理教授 (與全人教育課程中心合聘)	**英國華芮克(華威)大學英語教學暨應用語言學博士** 英語教學理論與實務、文學教學、合作學習、課程設計與教材研發、網路輔助語言教學
蔡中蓓 助理教授 (與全人教育課程中心合聘)	**美國威斯康辛大學麥迪遜校區課程與教學博士** 多媒體輔助英語教學、英語教學理論與方法、語言教育政策、批判應用語言學、語言政治、語言與認同、第二外語習得理論、質性研究法
王念英 助理教授	**國立臺灣師範大學英語學系文學博士** 文學與文化理論、媒介研究、跨國電影研究、歌舞片與電影聲音研究、亞際文化研究
魏亦淳 助理教授 (與全人教育課程中心合聘)	**英國華芮克(華威)大學英語教學博士** 自主學習理論、網路混合式學習、聽力策略、教學實務研究(行動研究與探索學習)

楊得睿	**輔仁大學跨文化研究所翻譯學碩士**
講師級專案教學人員	**荷蘭萊登大學亞洲研究碩士**
	政治、國際關係、跨文化研究

行政人員

李玉鎏	**輔仁大學英國語文學系學士**
秘書	行政（大學部）
李玉璿	**中原大學應用外國語文學系學士**
祕書	行政（碩士班）

Part-time Faculty

Kate Chiwen Liu Professor	**PhD in English Literature/State University of New York, Stony Brook, USA** Contemporary Canadian Literature and Film, Literary Theories, Postmodernism
Johnny Lin Professor	**Assistant Deputy General Manager/SYSTEX Corporation** **BA in Enlgish Literature/Fu Jen Catholic University** Data Contextualization
Lydia Ming-i Tseng Associate Professor Director, the Bachelor's Program in Global Communications & Technological Innovations (Joint Appointment with the Holistic Center, Fu Jen Catholic University)	**PhD in Applied Linguistics/Lancaster University, UK** ESL/EFL Writing Pedagogy and Research, Qualitative Research, Discourse Analysis (CDA, Genre Analysis), Teacher Professional Development, English for Academic Purposes
Jerrel Chun-Kuei Lai Assistant Professor	**PhD in Social Sciences – Asia-Pacific Studies/National Chengchi University** Taiwan's industrial development, Supply chain resilience, Sustainable development and environmental governance
Kenneth Chi Lecturer	**MA in TESOL/New York University, USA** Media Lessons, Grammar Teaching, Testing, ESL/EFL Curriculum Design
Gretchen Lee Lecturer	**MA in English Literature/Fu Jen Catholic University** English Literature, Business English
Emile Cheng-Hsien Lin Lecturer	**MA in English Literature/ National Taiwan Normal University** Twentieth-Century American Poetry
Andrew Wu Lecturer	**MA in English Literature/Fu Jen Catholic University** **MA in English Literature/University of Bayreuth, Germany** 20th Century American Literature, Educational Linguistics, Intercultural Anglophone Studies
Yen Chen Wu Lecturer	**MA in Chinese Literature/Fu Jen Catholic University** Chinese Classical Poetry, Chinese Modern Fiction, Chinese Practical Writing

* Full-time faculty members from other departments at the university occasionally teach courses in the Department of English.

兼任師資

劉紀雯 教授	**美國紐約州立大學石溪分校英美文學博士** 當代加拿大文學與電影、文學理論、後現代主義
林宗瀛 教授級技術人員	**精誠資訊助理副總經理** **輔仁大學英國語文學學士** 圖數據
曾明怡 副教授 國際溝通與科技創新學士學位學程主任 (與全人教育課程中心合聘)	**英國蘭開斯特大學應用語言學博士** 英文寫作教學、質性研究、言談分析(批判論述分析與文體分析)、教師專業成長、學術英文
齊國斌 講師	**美國紐約大學英語教學碩士** 多媒體語言教學、文法教學、語言測驗、課程設計
李桂芬 講師	**輔仁大學英國語文學系碩士** 英美文學、商用英文
林政憲 講師	**台灣師範大學英國語文學系碩士** 20世紀美國詩
吳柏德 講師	**德國拜羅伊特大學英國語文學系碩士** **輔仁大學英國語文學系碩士** 二十世紀美國文學、教育語言學、跨文化英語文研究
吳燕真 講師	**輔仁大學中國語文學系碩士** 古典詩、現代小說、實用寫作

※本校其他系所專任教師亦視情形支援本系師資。

3. Curriculum Structure
3. 課程大綱

3.1 University Requirements

Holistic Education Center
&
General Requirements
32 credits (university required)

Holistic Education Core Courses
(10 Credits)

➢ Introduction to University Studies	2
➢ Philosophy of Life	4
➢ Professional Ethics	2
➢ Physical Education (freshman)	0
➢ Physical Education (sophomore)	2

Fundamental Skills Courses
(12 Credits)

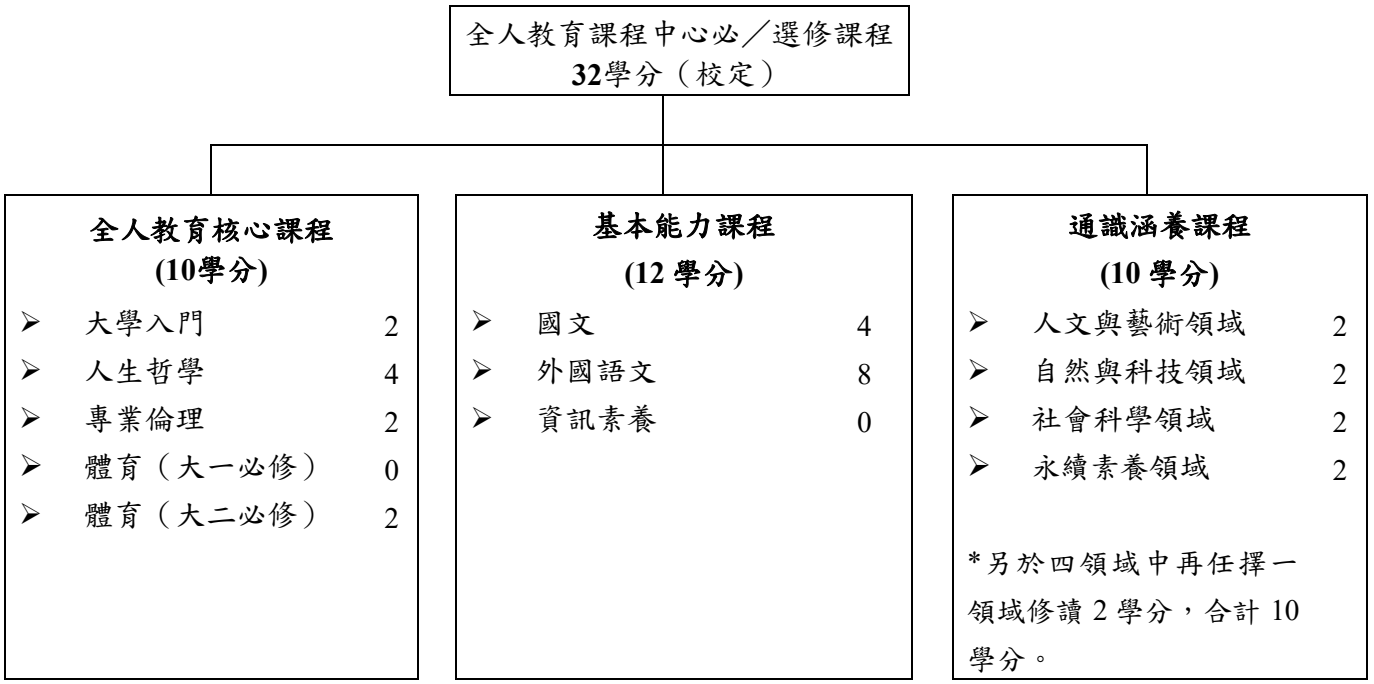
➢ Chinese	4
➢ Foreign Language	8
➢ Information Literacy	0

General Education
(10 Credits)

➢ Humanities & Arts	2
➢ Nature & Technology	2
➢ Social Sciences	2
➢ Sustainability Literarcy	2

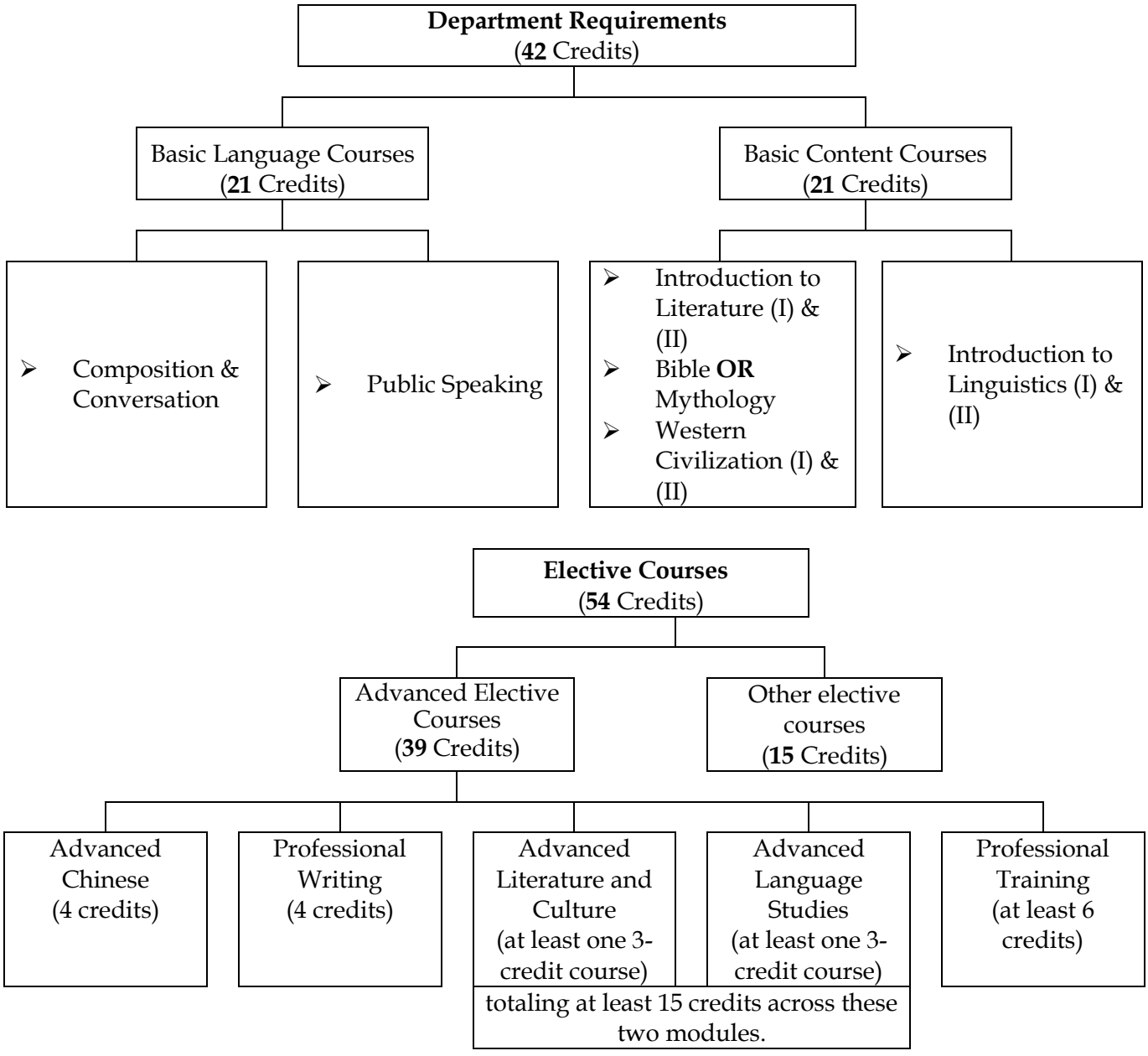
***Students are required to complete 2 credits in each of the four areas, for a total of 8 credits. An additional 2 credits must be earned in one of these four areas, bringing the total requirement to 10 credits.**

3.1 校必修／必選課程


全人教育課程中心必／選修課程
32學分（校定）
全人教育核心課程
(10學分)
大學入門 2
人生哲學 4
專業倫理 2
體育（大一必修） 0
體育（大二必修） 2
基本能力課程
(12 學分)
國文 4
外國語文 8
資訊素養 0
通識涵養課程
(10 學分)
人文與藝術領域 2
自然與科技領域 2
社會科學領域 2
永續素養領域 2
*另於四領域中再任擇一領域修讀 2 學分，合計 10 學分。

3.2 Department Curriculum (Overall Design)

(This curriculum applies to students who enrolled in the department beginning in Fall 2025.)

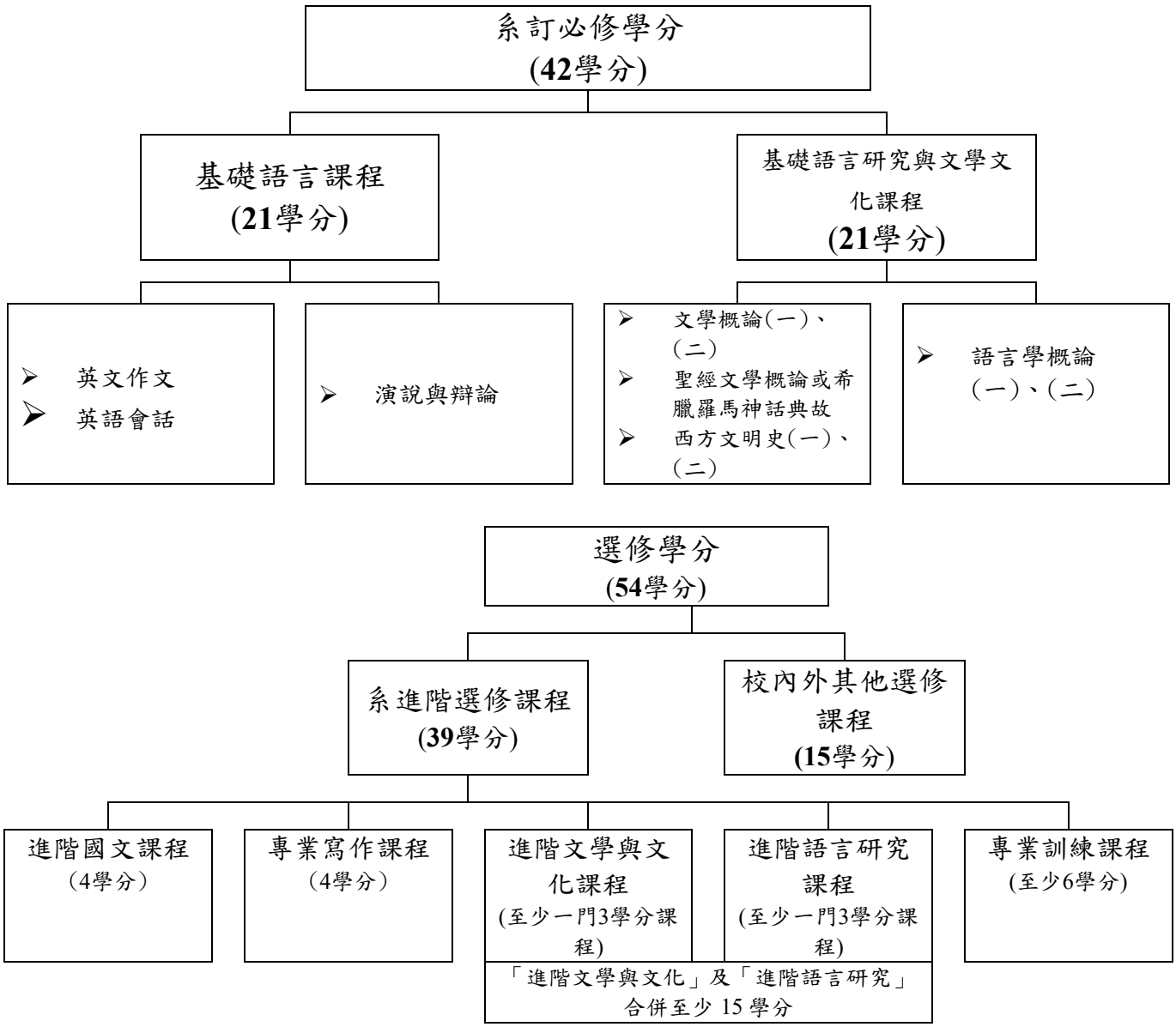


1. Students who meet both University and Department requirements and earn 128 credits are eligible for graduation.
2. The three components of the English Department Curriculum are designed to fulfill the Department Vision.
   - The **Basic Language Courses** train students' English language, communication and presentation skills.
   - The **Basic Content (Language Studies and Literature) Courses** introduce students to literature in English, linguistics and Western civilization, while exploring their relevance to Taiwanese society.
   - The **Advanced Elective Courses** include senior "Professional Writing" courses, "Advanced Chinese" courses, and "Advanced Courses." **The Advanced Courses** (further divided into ***Advanced Literature and Culture, Advanced Language Studies*** and ***Professional Training***) help students further develop their analytical thinking, values, and professional knowledge through the study of a major emphasis of their own choice. To establish a solid foundation in the humanities, **students are required to complete a minimum of 3 credits in each of the categories of *Advanced Literature and Culture* and *Advanced Language Studies***, totaling at least 15 credits across these two categories.

3. The department conducts all courses in English, led by highly specialized faculty members, both local and foreign, guiding students in a direct and thorough exploration of the English language and Western culture.

3.2 英文系課程設計

（114 學年度入學新生適用）



英文系課程計劃

3 **本系學生修完校訂及系訂必修課程，同時達到128學分者即符合畢業資格。**

4 本系課程三大重心乃為實踐本系教育目標（參見第三頁）所設計。

- **基礎語言課程**旨在訓練學生的英語語言能力。
- **基礎語言研究與文學文化課程**旨在向學生介紹英語文學、語言學、西方及世界文化以及探討台灣在地社會。
- **進階選修課程**包含進階國文課程、大四「專業寫作」課程及「系進階」課程。**「系進階」課程**則由學生自「文學與文化」（至少3學分）、「語言研究」（至少3學分）、「專業訓練」等三大範疇中選修課程（合計至少31學分），進一步發展分析思考能力、價值觀及專業知識。

5 本系以全英語授課之方式及由學有專精的中、外籍教授帶領學生直接且深入探討英語文及西方文化。

3.3 Year-by-Year Required Courses

FRESHMAN	Total Credits	Credits each Semester
English Composition (I)	4	2-2
English Conversation (I)	2	1-1
Introduction to Literature (I)	3	3-0
Introduction to Literature (II)	3	0-3
Introduction to Linguistics (I)	3	3-0
Introduction to Linguistics (II)	3	0-3
Introduction to the Bible as Literature or	3	3-0 or
Greek and Roman Mythology [1]		0-3
Chinese	4	2-2
Foreign Language I[2]	4	2-2
Introduction to University Studies	2	2-0
PE	0	
	31	18-13 or 15-16
Time for Class Advisor	0	

SOPHOMORE	Total Credits	Credits each Semester
English Composition (II)	4	2-2
English Conversation (II)	2	1-1
Public Speaking	3	3-0
History of Western Civilization (I)	3	3-0
History of Western Civilization (II)	3	0-3
Foreign Language II[2]	4	2-2
Philosophy of Life[3]	4	2-2
PE	2	1-1
	25	14-11
Time for Class Advisor	0	

JUNIOR	Total Credits	Credits each Semester
English Composition (III)	4	2-2
English Conversation (III)	2	1-1
	6	3-3
Time for Class Advisor	0	

SENIOR	Total Credits	Credits each Semester
Professional Writing	4	2-2
	4	2-2
Time for Class Advisor	0	

OTHER REQUIREMENTS	
University	Department
➢ **10** in credits in General Education (Freshman-Senior) ➢ **2** credits in *Professional Ethics* (Junior-Senior)	➢ 31 credits in Department Advanced Courses (Sophomore to Senior Year)[4] ➢ 4 credits in *Advanced Chinese* required by the Department (Sophomore-Senior)

Notes:

1. ***Introduction to the Bible as Literature*** or ***Greek and Roman Mythology***: at least one must be taken.
2. **Foreign Language**: Students who meet the language proficiency level of GEPT High Intermediate (B2) or its equivalent may enroll in second foreign language courses (8 credits); otherwise, see page 18, article III. 2 under Graduation Benchmark Enforcement Rules.
3. ***Philosophy of Life*** must be taken before ***Professional Ethics*** (or at least in the same semester).
4. Of the 31 credits required in Department Advanced Courses, students must complete at least **3 credits** in Advanced Literature and Culture courses and at least **3 credits** in Advanced Language Studies courses.

3.3 各年級必修學分表

一年級

	總學分	單學期學分
英文作文(一)	4	2-2
英語會話(一)	2	1-1
文學概論(一)	3	3-0
文學概論(二)	3	0-3
語言學概論(一)	3	3-0
語言學概論(二)	3	0-3
聖經文學概論	3	3-0
或		或
希臘羅馬神話典故[1]		0-3
國文	4	2-2
外國語文[2]	4	2-2
大學入門	2	2-0
體育	0	
	31	18-13 or 15-16
導師時間	0	

二年級

	總學分	單學期學分
英文作文(二)	4	2-2
英語會話(二)	2	1-1
演說與辯論	3	3-0
西方文明史(一)	3	3-0
西方文明史(二)	3	0-3
外國語文[2]	4	2-2
人生哲學[3]	4	2-2
體育	2	1-1
	25	14-11
導師時間	0	

三年級

	總學分	單學期學分
英文作文(三)	4	2-2
英語會話(三)	2	1-1
	6	3-3
導師時間	0	

四年級

	總學分	單學期學分
專業寫作課程	4	2-2
	4	2-2
導師時間	0	

其他必須選修學分

校訂	系訂
➢ **10**學分的通識教育課程（大一至大四） ➢ **2**學分的專業倫理學課程（大三至大四）[3]	➢ **31**學分的系進階課程（大二至大四）[4] ➢ **4**學分的系進階國文課程（大二至大四）

備註：

1. **聖經文學概論**或**希臘羅馬神話典故**擇一選修即可。
2. **外國語文**：符合本校英語免修資格（全民英檢中高級複試或其他等同語測）的同學，可直接選修第二外國語〔基礎非英文〕課程。不符合資格的同學，需選修「外國語文（高級英文）」，詳細資格說明請見第20頁畢業門檻施行細則第三款第二條。
3. 修習**專業倫理**之前應先修畢**人生哲學**（或至少在同一學期修習）。
4. **系進階課程**分為**「文學與文化」**、**「語言研究」**和**「專業訓練」三**範疇，31學分的系進階課程須至少包含「文學與文化」和「語言研究」各3學分課程。

4. Graduation Benchmark Regulations

I. Two graduation requrements :

1. **English Proficiency Test:** Students must achieve CEFR (Common European Framework of Reference) Level B2 or an equivalent score on other recognized language proficiency tests. (For details, see Article III of the *Graduation Benchmark Enforcement Rules*.)
2. **Demonstration of Learning Outcomes:** Students must fulfill this requirement through one of the approved methods. (For details, see Article IV of the *Graduation Benchmark Enforcement Rules*.):
   - **Junior Research Paper (or Research Report)** and **Convention**, with a written score of **83 or above**
   - **Senior Play Production**, **Annual Play**, or **Department Magazine Production**
   - **Final project or public presentation** completed in a designated project-based course, such as:
     Graduation Project Production, Academic Writing, English for Academic Purposes, Translation, Journalistic Writing, Business Presentation, or Multimedia English Teaching Materials.
     (Additional courses may be designated by the department.)

4. 畢業門檻

一、畢業門檻規定：

1. 英語能力檢定考試：達到CEFR（Common European Framework of Reference for Languages, 歐洲語言共同參考架構）B2 (高階級)，或相當程度之其他英語檢定考試標準。(詳細規定請見下列**畢業門檻施行細則**第三條說明)。
2. 學習成果展示, 且以下列形式之一公開發表(詳細規定請見下列**畢業門檻施行細則**第四條說明):
   - 大三研究論文(或研究報告)（論文成績83分或以上）；
   - 畢業公演、年度大戲或系刊(出版品)；
   - 特定課程（畢業專題製作、學術寫作、學術英語、中英翻譯、新聞英語、商務報告、多媒體英語教材，系上視實際開課狀況增刪課程）的期末報告或公開發表。

5. Graduation Benchmark Enforcement Rules

I. To develop a sense of purpose and direction, students should submit a four-year plan in the freshman year, and revise it every year during the pre-registration period of the second semester.

II. In the second semester of their junior year, students should submit the "Graduation Benchmark Checklist" and "Learning Outcome Demonstration Plan" in order for the department to check their progress in meeting the benchmarks and to arrange the learning outcome exhibition and convention.

III. English Proficiency Test:

1. The English department's professional language level is:
   - CEFR (Common Language Framework Reference) B2 Vantage level
   - GEPT High-Intermediate Second Test
   - TOFEL-iBT 87 (Listening 21, Reading 22, Speaking 23, Writing 21)
   - TOEIC 800 (Listening 400, Reading 385)
   - IELTS 6.5
   - TOEIC Speaking and Writing Tests 310 (Speaking 160, Writing 150)
   - Cambridge Certificate FCE Grade B,
   - Linguaskill Business 160
   - Linguaskill General 160.
2. Students who achieve the CEFR B2 language level (or its equivalent, as specified above) may opt to study a second foreign language to satisfy the 8-credit foreign language requirement. Those who do not meet the CEFR B2 language level (or its equivalent) must adhere to the following guidelines:
   i. Take department-designated English courses (Foreign Language-English) for the 8-credit foreign language requirement.
   ii. Take another proficiency test before the end of the junior year.
   iii. Those who still do not achieve the specified level must take a department-designated makeup course in the first semester of their senior year. This makeup course will not count toward graduation credits.

IV. Learning Outcome Demonstration:

1. If the learning outcome project does not include a substantial verbal component (written or oral), a five-page written report is required. The report may be written individually or collaboratively, and it should explain how the project integrates what students have learned in their college years and/or is related to their post-graduation plans. The teacher/advisor overseeing the project will determine if a written report is necessary.
2. Learning outcome project procedures:
   i. Students must submit their Learning Outcome Demonstration Plan during the pre-registration period of their junior year's second semester. The plan must be finalized by the beginning of their senior year, after which no changes will be permitted.
   ii. For students who have not presented their projects in other forums, the department organizes a learning outcome demonstration project exhibition and convention during the first semester of their senior year.
   iii. The final version of the project must be submitted to both the student's teacher and the department e-office no later than the final exam week of the first semester.
3. Learning Outcome Project Review: The decision on whether the projects will be

approved is made by the teacher/advisor of the senior play, department magazine, or designated course. This decision is based on the pass/fail criteria discussed by the Learning Outcome Project Committee, which consists of the relevant faculty members.

4. The project is considered "fail" if:
   i. it does not meet the passing standard of the project advisor/teacher;
   ii. it is submitted late; and/or
   iii. it is plagiarized.

V. If the project is considered "fail," the student must take a capstone course and pass it in the spring semester of his/her senior year in order to graduate on time.

VI. Students who complete projects with distinct achievements may be awarded either Graduation with Academic Distinction or a Certificate of Excellence in Graduation Project, based on the recommendations of the Learning Outcome Project Committee.

5. 畢業門檻施行細則

一、 本系學生需於大一撰寫『四年學習計畫』，並於每學年下學期預註冊時，繳交修正計畫給導師, 並儲存於系行政平台 e-office，以利設立下學年之自我學習目標。

二、 學生於大三下學期之預註冊時繳交『畢業門檻檢核表』與『學習成果展示計畫書』，以利本系辦公室進行檢核及安排畢業成果發表會，檢核結果作為畢業資格審查依據。

三、 英語能力檢定考試細則：

1、 本系英語能力專業標準設為「英語高階能力標準」：即 CEFR 語言能力參考指標 B2 高階級 (或全民英檢 GEPT 中高級複試；TOFEL-iBT 87 分 (聽力 21 分、閱讀 22 分、口說 23 分、寫作 21 分)；TOEIC 800 分 (聽力 400 分、閱讀 385 分)；IELTS 6.5；TOEIC 口說與寫作測驗 310 分(口說 160 分, 寫作 150 分) Cambridge Certificate FCE Grade B; 劍橋領思-職場英語 160; 劍橋領思-實用英語 160)。

2、 學生若達到前項所述「英語高階能力標準」，得選修第二外語為外國語文學分(8 學分)。若尚未通過以上標準，請遵守以下規定：

- 修習英文系提供師資之全人教育中心「外國語文（高級英文）」、「外國語文（進階英語）」（兩學年 8 學分）
- 於大三結束前參加以上語言檢定考試，以達畢業標準。
- 大三下學期末前，未通過以上語測標準者，須於大四上學期選修本系開設的補救課程(不納入畢業學分計算)或參加指定的英語學習活動。

四、 學習成果展示細則：

1、 學習成果必須以英文呈現，若無產出相當程度與份量的口頭或書面報告，則需繳交至少五頁的書面報告；可為個人或小組作品。該課程教師或指導老師可決定學生是否須撰寫書面報告。學生須於報告中，說明其學習過程，如何整合四年所學知識，與有助於其畢業後之專業發展。

2、 學習成果展示實施流程：

- 學生於大三下學期之預註冊時，繳交學習成果展示計畫書，此計畫書於大四上學期初定案，不得臨時更改。
- 未曾公開發表過的學生須大四上學期在系方舉辦的學習成果發表會中發表；
- 學生將發表後的最後定稿（電子檔）繳交給指導老師及系上 e-office，截止日期為大四上學期期末考週。

3、 學習成果專題審核：經過學習成果專題委員會（含畢業公演教師導演、系刊指導老師、相關任課教師等組成之）訂定通過標準，並負責審核通過與否。

4、 學習成果專題製作評量，有下列任一情形，以不通過評定之：

- 未達任課（或指導）教師設定標準者；
- 未依規定準時繳交成果；
- 抄襲之作。

五、 若學習成果專題評定為不通過，學生須於大四下學期選修一門 capstone 課程，並通過該課程，以便順利畢業。

六、 學習成果評審之獎勵：學習成果優異者，學習成果專題委員會將頒予優異成績畢業獎或學習成果專題優異獎。

6 Curriculum Overview

BASIC LANGUAGE COURSES (Department & General Requirements)

Freshman	English Conversation I (2)	English Composition I (4)	
Sophomore	English Conversation II (2)	English Composition II (4)	Public Speaking (3)
Junior	English Conversation III(2)	English Composition III (4)	
Senior		Professional Writing (4)	

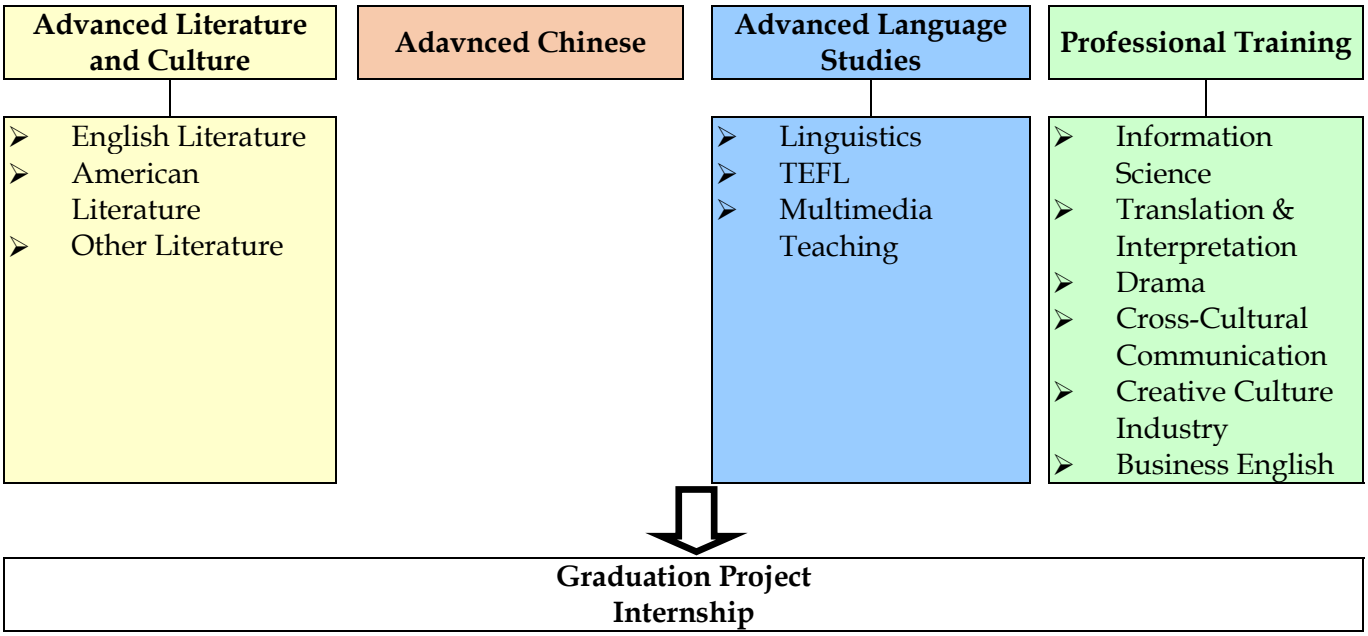
BASIC CONTENT (Language Studies and Literature) COURSES

Freshman	➢ Introduction to Literature (I) (3) ➢ Introduction to Literature (II) (3) ➢ Introduction to the Bible as Literature or Greek and Roman Mythology (3) ➢ Introduction to Linguistics (I) (3) ➢ Introduction to Linguistics (II) (3)
Sophomore	➢ History of Western Civilization (I) (3) ➢ History of Western Civilization (II) (3)

Advanced Courses

Please note:

1. **Introduction to Literature** is a prerequisite for all **Advanced** Literature and Culture courses, with the exception of Advanced Chinese courses.
2. **Introduction to Linguistics** is a prerequisite for all courses in **Advanced** Language Studies courses.
3. Adjustments will be made each semester in accordance with the curriculum plan and faculty structure.



6. 課綱概要

基礎語言課程
（系必修及共同必修課程）

大一	英語會話(一)(2)	英文作文(一)(4)	
大二	英語會話(二)(2)	英文作文(二)(4)	演說與辯論(3)
大三	英語會話(三)(2)	英文作文(三)(4)	
大四		專業寫作課程(4)	

基礎語言研究與文學文化課程

大一

- 文學概論（一） (3)
- 文學概論（二） (3)
- 聖經文學概論
  或
  希臘羅馬神話典故 (3)
- 語言學概論（一） (3)
- 語言學概論（二） (3)

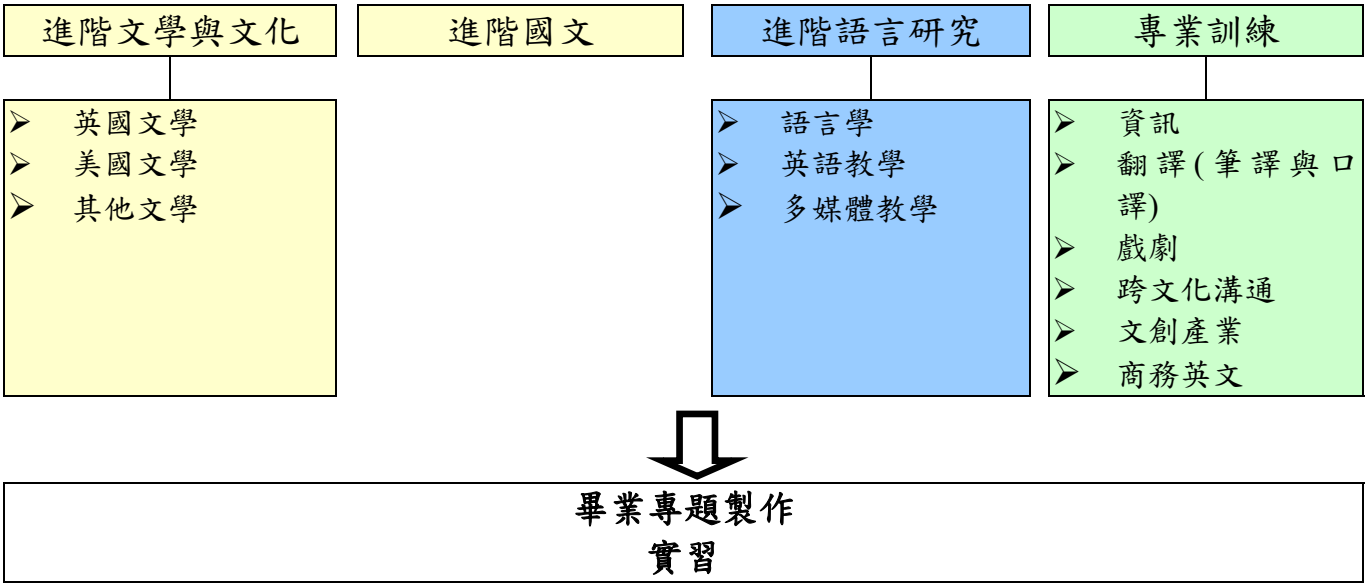
大二

- 西方文明史（一） (3)
- 西方文明史（二） (3)

進階課程

提醒：

1. 「**文學概論**」為所有進階文學與文化課程之先修科目（進階國文課程除外）。
2. 「**語言學概論**」為所有進階語言研究課程之先修科目。
3. 每學期實際開設的課程將根據整體課程規劃及師資結構進行調整。



7. Important Rules for Students

Please see also —

1. Fu Jen Catholic University's Student Handbook for important university rules. (https://www.fju.edu.tw/resource.jsp?labelID=20)
2. Explanations in the notes for Pre-registration. (http://english.fju.edu.tw/curriculum_planning_ba.asp)

1. Prerequisite courses:

➢ Introduction to Literature (I) ➢ Introduction to Literature (II)	↔	Prerequisite for all other Literature and Culture courses, except Chinese Literature courses.
➢ English Composition (I) ➢ English Conversation (I)	↔	Prerequisite for *English Composition (II)*, *English Conversation (II)*
➢ English Composition(II) ➢ English Conversation (II)	↔	Prerequisite for *English Composition (III)*, *English Conversation (III)*
➢ English Composition (III) ➢ English Conversation (III)	↔	Prerequisite for *Professional Writing* courses
➢ Introduction to Linguistics (I) ➢ Introduction to Linguistics (II)	↔	Prerequisite for all other courses in language studies, except where noted otherwise.

2. Students who do not achieve a passing grade in the second semester of *English Composition* (I, II, or III) or *English Conversation* (I, II, or III) must repeat both semesters of both courses until a passing grade is achieved. Students may opt out of repeating the first semester of Composition and Conversation only if they have earned a grade of 78 or above in both courses. Credits for the same course will be recognized only once.

   Each level of Composition requires students to meet a benchmark, which is a minimum standard for a specific composition or test as established by the instructors for that level. Students who do not meet the benchmark will not pass the Composition course, regardless of their overall average, and will be required to retake both Composition and Conversation according to the previously mentioned rules. Detailed information about the benchmarks can be found in the syllabi for each Composition and Conversation level.

3. 60 is the lowest passing score. The university permits students who score between 50 and 59 in the first semester of a year-long course to continue taking the course in the second semester and repeat the first semester in the following academic year (except for CC courses). Students who score below 50 may continue the course in the second semester with the professor's permission (except for CC courses).

4. Courses with the same title can only be recognized once. (PE courses excepted.)

5. Freshman, sophomore, and junior students are required to take a minimum of 12 credits each semester, while senior students must take at least 9 credits each semester.

7. 學生注意事項（摘錄）

請同時參閱：
1. 學生手札（https://www.fju.edu.tw/resource.jsp?labelID=20）
2. 本系選課說明（http://english.fju.edu.tw/curriculum_planning_ba.asp）

1. 擋修規定:

先修課程	↔	擋修課程
文學概論（一） 文學概論（二）	↔	所有其他文學與文化課程
英文作文（一） 英語會話（一）	↔	英文作文（二） 英語會話（二）
英文作文（二） 英語會話（二）	↔	英文作文（三） 英語會話（三）
英文作文（三） 英語會話（三）	↔	專業寫作課程
語言學概論(一) 語言學概論(二)	↔	所有其他語言研究課程

2. 本系規定學生「英文作文」或「英語會話」課程下學期不及格且上學期任一課程分數未達78分（含），必須重修「英文作文」及「英語會話」課程一學年（上、下學期），**重覆修習的課程學分不列入畢業學分**。

   英文作文課程皆設有最低通過門檻，門檻由該年級作文課程老師共同訂定，可為測驗或指定之作業。未通過門檻者，無論平均分數是否及格，皆需重修該年級之作文會話課程。詳細通過門檻請見該科課程進度表。

3. 60分為及格分數。但本校准許學生某學年課上學期成績為50至59分者，可續修該科目下學期學分，並於下一學年上學期重修一學期即可（英文作文及英語會話課程除外）。成績低於50分以下者，則須經任課老師簽名同意，始可續修下學期課程。
4. 重覆修習名稱相同的課程，不列入畢業學分內。（體育課程不在此列。）
5. 大一～大三學生每學期須至少修12學分，大四學生每學期至少須修9學分。

8. Guidelines for Using Generative AI and AI-Assisted Technologies

Guidelines on the Use of Generative AI And AI-Assisted Technologies by Students

Department of English Language & Literature, College of Foreign Languages and Literatures, Fu Jen Catholic University

113.08.28 Passed by the first Full-Time Faculty Meeting in the Fall Semester, Academic Year 113

1. The following department-level guidelines on the use of generative AI and AI-assisted technologies are established in accordance with the college-level guidelines for the use of Generative AI, as passed in the Temporary College Affairs Meeting on September 25, 2024 in Academic Year 113.

2. Recognizing the paramount importance of academic integrity and intellectual honesty for the proper and equitable assessment of student work, the Department of English Language and Literature (henceforth the Department) at Fu Jen Catholic University requires that all academic submissions, including but not limited to assignments, theses, research reports, research papers, and term papers, be the exclusive, original work of the student submitting them. This requirement applies to all students, both undergraduate and graduate, and prohibits the use of any unauthorized assistance or collaboration in the creation of such work.

3. The Department does not regard content generated, in whole or in part, by generative AI and AI-assisted technologies as original work, except under the conditions specified in Article 4. Consequently, any academic submissions found by faculty members to have been created using generative AI and AI-assisted technologies will be deemed an act of Academic Misconduct and will be subject to disciplinary action.

4. Students are required to comply with the logistics and policies governing the use of generative AI and AI-assisted technologies, provided that their use is permitted by course instructors. As such, course instructors may emplace the following policies:

   Use only with prior permission of the instructor (for specific assignments/overall coursework): Students must specify how they utilize generative AI and AI-assisted technologies in course output.

   This course encourages students to utilize generative AI and AI-assisted technologies for various tasks, including but not limited to idea generation, editing, translating, outlining, and creating images, figures, and/or photos to enhance their learning and improve the quality of their work. When using generative AI and AI-assisted technologies, students enrolled in this course are required to:

(1) Provide a clear description of the circumstances in which generative AI and AI-assisted technologies are utilized. See **Appendix I**.

(a) For written assignments and reports, students must provide a brief explanation of how generative AI and AI-assisted technologies are utilized for purposes such as topic ideation, sentence refinement, or other uses. This explanation must be included in the footnotes on the first page and/or after the references section of their assignments or reports. Refer to **Appendix I** for further details.

(b) For oral presentations, any content or material derived from generative AI and AI-assisted technologies must be disclosed both verbally and in writing on the slides/visual component of the presentation. Refer to **Appendix I** for further details.

(2) Disclose their use of generative AI and specify the software, platform, or app employed, adhering to MLA, APA, or other citation systems. See **Appendix II**.

(3) If the use of AI and AI-assisted technologies is discovered without proper disclosure, the offending student will be liable for Academic Misconduct and all possible punitive measures up to and including failing the course. By registering for this class, students agree to adhere to the above ethics statement.

5. Given the varying nature of courses, course instructors may outline specific enforcement rules in their syllabi regarding the permissible use of generative AI and AI-assisted technologies, provided that these rules comply with the provisions outlined in Articles 2, 3 and 4.

Appendix I: In-Text Citations[1]

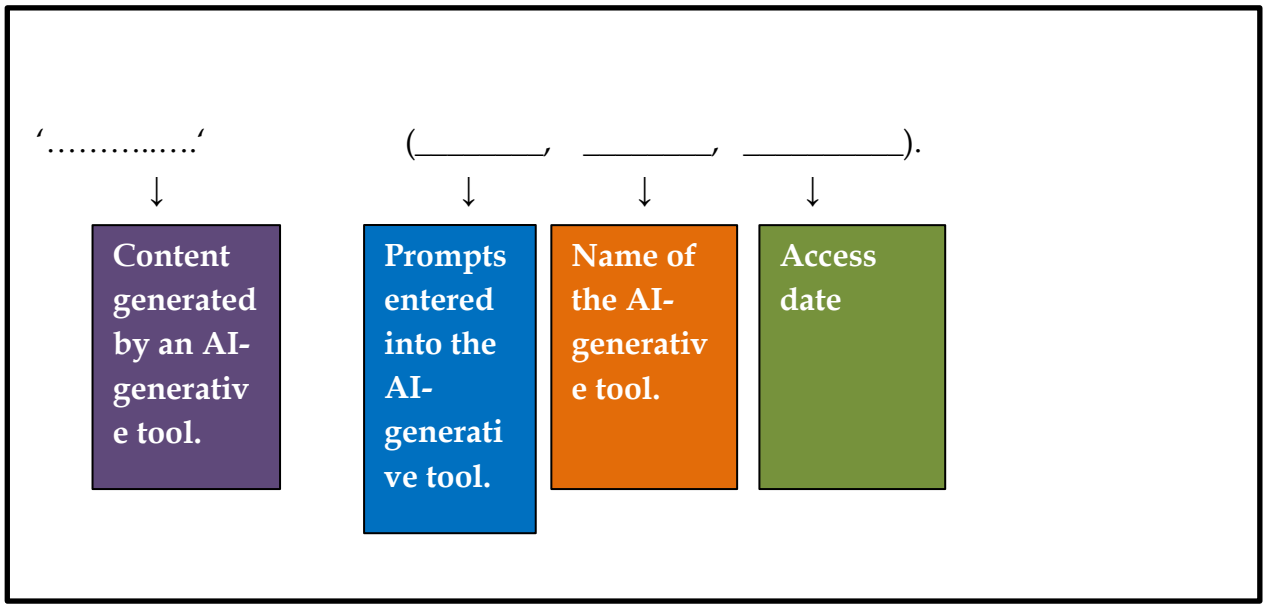
- Failure to correctly log, cite and reference each use of generative AI and AI-assisted tools in written work will be deemed to constitute a case of plagiarism and therefore Academic Misconduct.

Types of Citations	**Examples**
Verbatim citation of the text	Geology can be defined as the science that "studies the upper layers of the earth" ("What is geology?", answer by ChatGPT, 23 Mar. 2023).
Paraphrase of the text	As a geologist, Martina Musterfrau does not study all our planet's interior, but only its upper layers

[1] Modified from
https://www.ens.unibe.ch/unibe/portal/fak_historisch/dsl/ens/content/e41030/e72711/e568769/e1510672/GuidelinesontheuseofAI_DepartmentofEnglish_eng.pdf

	("What is geology?", answer by ChatGPT, 23 Mar. 2023).
Translation	"Comme je descendais des Fleuves impassibles (Rimbaud). "Downstream on impassive rivers suddenly (translation Samuel Beckett). "As I went down the impassive rivers" (translation Deepl, 5 Apr. 2023).
Image or Figure	 Image 1: "Image of Mark" image generated by Stable Diffusion, 28 Mar. 2023.
Sentence refinement (*This citation is put in **a footnote**)	*Is it necessary to provide a formal response to such emails? For instance, should we simply acknowledge receipt of the email and indicate that we will review the details within our department?*.[1] [1] "Revise the following text in formal English," ChatGPT, 20 Apr. 2024.
Brainstorming (*The citation is put in **a footnote**)	Teaching in the presence of ubiquitous GenAI tools should be considered a dynamic endeavor and necessitates flexibility.[1] [1] "Give me some ideas about how to begin the first paragraph of a paper that talks about the use of generative AI tools," ChatGPT, 20 Apr. 2024.'

- For other types of text citations not specified above, please refer to the general format provided below. Note that citations may be placed immediately after the AI-generated content or in a footnote, depending on the student's considerations for text formatting or stylesheet requirements. In all cases, the student must disclose the use of generative AI and AI-assisted tools.



Appendix II

MLA style

MLA full citation format

'Prompt' Prompt Description. Product Name, Company, Date Accessed *. URL.

Sample

"How to write a descriptive essay" To find a descriptive essay sample. ChatGPT, OpenAI, 23 Mar. 2024. https://chat.openai.com/c/65e9086c-323a-466c-a369-ef68455e97e1.

APA style

APA full citation format

Product name. (Date Accessed). Product name. URL.

Sample

OpenAI. (2024). ChatGPT. https://chat.openai.com/c/65e9086c-323a-466c-a369-ef68455e97e1.

8. 本系針對生成式AI以及AI輔助科技之使用規範說明

天主教輔仁大學英國語文學系
本系針對生成式 AI 以及 AI 輔助科技之使用規範說明

民國 113 年 8 月 28 日 113 學年度第一學期英文系第一次專任教師會議通過

1. 本系依據外語學院 113 學年度第一學期臨時院務會議通過之院級「輔仁大學外語學院生成式 AI 使用原則說明」，訂定以下系級生成式 AI 及 AI 輔助科技使用規範。

2. 茲因學術誠信與知識誠實對於學生作業之正當及公平評量之重要性，輔仁大學英國語文學系（以下簡稱本系）要求所有的學術相關繳交作業，包含但不限於課堂作業、論文、研究報告、學術論文及期末報告，必須為學生自行提交的個人且原創之作品。本規範適用於本系所有學生，無論是大學部或研究所學生，並禁止在產出以上所述作業的過程中，若無授課教師之同意，不得使用生成式 AI 及 AI 輔助科技之工具。

3. 除第四條規定之情況外，本系不承認全部或部分由生成式 AI 及 AI 輔助技術生成之內容為原創作品。因此，若教職員發現任何學術相關繳交作業為透過生成式 AI 及 AI 輔助科技而產出，將視為學術不端行為，並將依規定進行處分。

4. 學生在使用生成式 AI 及 AI 輔助科技時，須遵守相關規範及政策。使用之前已獲任課教師許可。因此，任課教師可制定以下課程規定：

   取得任課教師事的同意之後，方可使用（針對特定作業或課程所有的作業）：學生必須說明課程的學習成果產出，如何使用生成式 AI 及 AI 輔助科技。

   本課程鼓勵學生使用生成式 AI 及 AI 輔助科技進行各項課堂作業，包括但不限於構思、編輯、翻譯、大綱製作，以及圖片創作、圖表及/或照片，以增進學習效果並提升作品品質。學生在本課程使用生成式 AI 及 AI 輔助科技時，須遵守以下規定：

   (1) 清楚說明使用生成式 AI 及 AI 輔助科技的具體情況，詳見附錄一。

      a. 針對書面作業及報告，學生須簡要說明如何運用生成式 AI 及 AI 輔助技科技，例如在主題構思、句子潤飾或其它用途上。此說明必須以註腳形式標註於作業或報告第一頁底部及/或參考文獻部分之後。詳細規範請參見附錄一。

b. 針對口頭報告，任何從生成式 AI 及 AI 輔助科技所生成的內容或素材，必須在報告中以口頭及書面形式（於簡報幻燈片或視覺呈現部分）加以說明。詳細規範請參見附錄一。

(2) 學生必須說明生成式 AI 的使用情況，並具體說明所使用的軟體、平台或應用程式，遵循 MLA、APA 或其它引用規定，詳見附錄二。

(3) 若發現未經適當的說明，即使用 AI 及 AI 輔助科技，該學生將有學術不端之行為，並可能面臨包括課程不及格在內的各項懲處措施。修讀本課程之學生，即表示同意遵守上述倫理聲明。

6. 鑑於課程性質有所差異，任課教師可在課程大綱中訂定生成式 AI 及 AI 輔助科技使用的具體執行規範，惟此等規範須符合第二條、第三條及第四條之相關規定。

附錄一: 內文引用 [2]

- 未正確地記錄、引用及註明在書面作業中使用的生成式 AI 及 AI 輔助工具，視為抄襲行為，並因此構成學術不端行為。

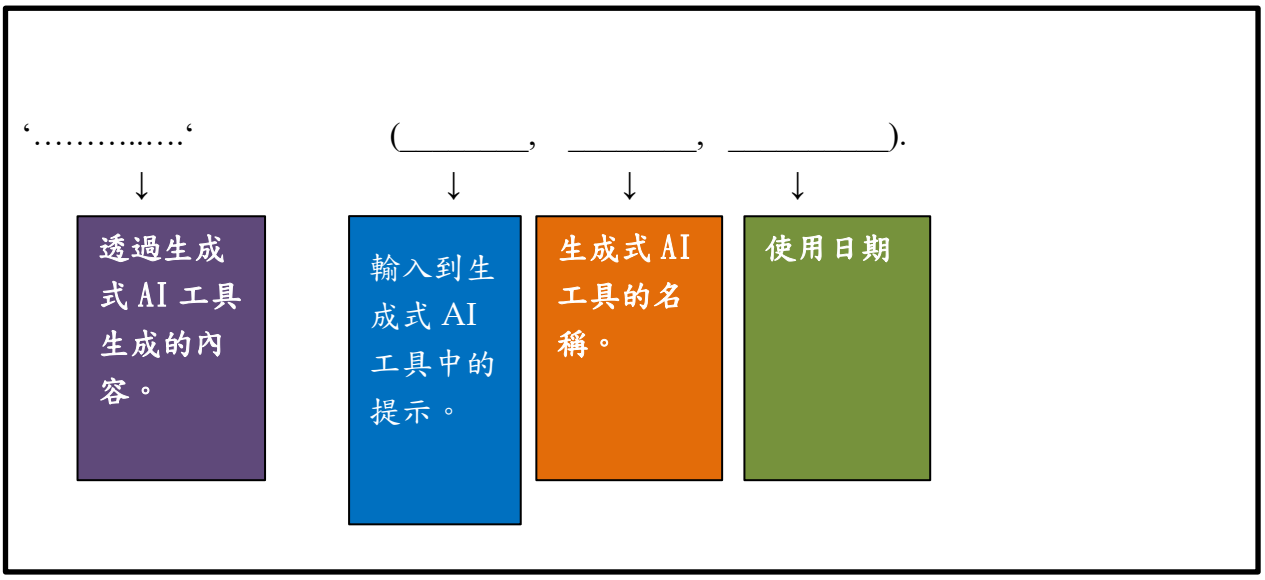
Types of Citations **引用類型**	**Examples** **範例**
Verbatim citation of the text 逐字引用	Geology can be defined as the science that "studies the upper layers of the earth" ("What is geology?", answer by ChatGPT, 23 Mar. 2023).
Paraphrase of the text 重述生成文字	As a geologist, Martina Musterfrau does not study all our planet's interior, but only its upper layers ("What is geology?", answer by ChatGPT, 23 Mar. 2023).
Translation 翻譯	"Comme je descendais des Fleuves impassibles (Rimbaud). "Downstream on impassive rivers suddenly (translation Samuel Beckett). "As I went down the impassive rivers" (translation Deepl, 5 Apr. 2023).

[2] 取自以下之資料，並且加以修改。

https://www.ens.unibe.ch/unibe/portal/fak_historisch/dsl/ens/content/e41030/e72711/e568769/e1510672/GuidelinesontheuseofAI_DepartmentofEnglish_eng.pdf

Image or Figure 圖片或表格	 Image 1: "Image of Mark" image generated by Stable Diffusion, 28 Mar. 2023.
Sentence refinement (*This citation is put in **a footnote**) 句子潤飾 (*可以呈現於註腳。)	*Is it necessary to provide a formal response to such emails? For instance, should we simply acknowledge receipt of the email and indicate that we will review the details within our department?*.[1] [1] "Revise the following text in formal English," ChatGPT, 20 Apr. 2024.
Brainstorming (*The citation is put in **a footnote**) 發想 (*可以呈現於註腳。)	Teaching in the presence of ubiquitous GenAI tools should be considered a dynamic endeavor and necessitates flexibility.[1] [1] "Give me some ideas about how to begin the first paragraph of a paper that talks about the use of generative AI tools," ChatGPT, 20 Apr. 2024.'

- 對於上述未明確規範的文字引用形式，請參照以下提供的一般格式。注意，引用可以放置於 AI 生成內容之後或註腳中，取決於學生對文字格式或作業格式的要求。無論何種情況，學生均須自行說明生成式 AI 及 AI 輔助工具的使用情況。



附錄二

MLA style

MLA full citation format

‘Prompt’ Prompt Description. Product Name, Company, Date Accessed *. URL.

Sample

"How to write a descriptive essay" To find a descriptive essay sample. ChatGPT, OpenAI, 23 Mar. 2024. https://chat.openai.com/c/65e9086c-323a-466c-a369-ef68455e97e1.

APA style

APA full citation format

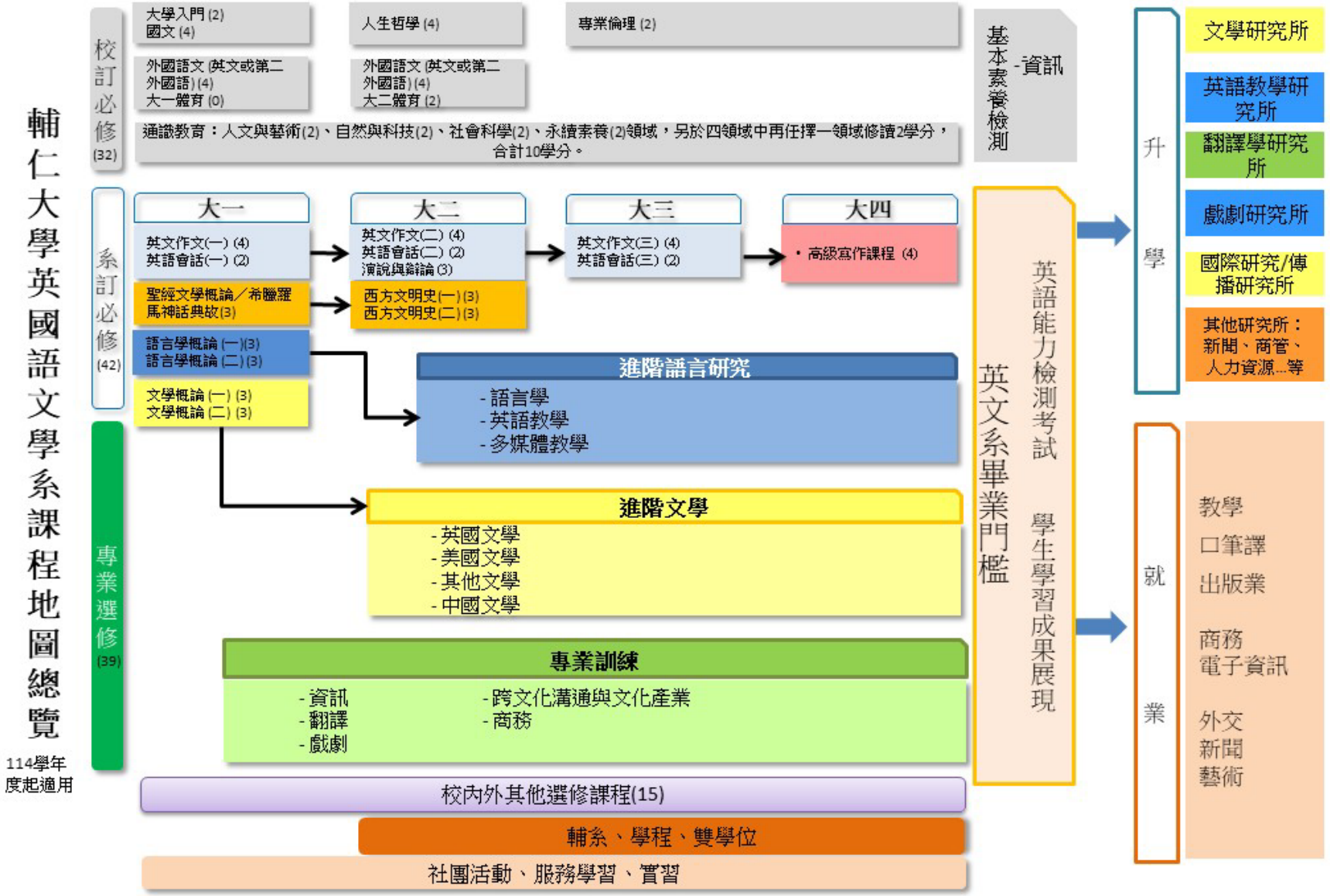
Product name. (Date Accessed). Product name. URL.

Sample

OpenAI. (2024). ChatGPT. https://chat.openai.com/c/65e9086c-323a-466c-a369-ef68455e97e1.

9. 系課程地圖


英國語文學系學習課程地圖(http://english.fju.edu.tw)
校定課程
院訂課程
系專業課程
延伸學習課程
未來發展領域
必修
通識
選修
必修
選修
大一：
大二：
大三：
大四：
進階文學與文化課程(115學年度)：
進階語言研究課程(115學年度)：
專業訓練課程(115學年度)：
學程：
雙主修：
輔系：
國外研習：
升學：
就業：
基本能力
核心行為
校訂學科學習能力(認知)
校、院訂社會適應能力(技能)
專業知識(認知)
專業技能(技能)
系訂畢業規定
CEFR（Common European Framework of Reference for Languages, 歐洲語言共同參考架構）B2 (高階級)，或其他程度相當之英語檢定標準。


輔仁大學英國語文學系課程地圖總覽
114學年
度起適用
校訂必修
(32)
大學入門 (2)
國文 (4)
人生哲學 (4)
專業倫理 (2)
外國語文 (英文或第二外國語) (4)
大一體育 (0)
外國語文 (英文或第二外國語) (4)
大二體育 (2)
通識教育：人文與藝術(2)、自然與科技(2)、社會科學(2)、永續素養(2)領域，另於四領域中再任擇一領域修讀2學分，合計10學分。
基本素養檢測 -資訊
系訂必修
(42)
大一
大二
大三
大四
英文作文(一) (4)
英語會話(一) (2)
英文作文(二) (4)
英語會話(二) (2)
演說與辯論 (3)
英文作文(三) (4)
英語會話(三) (2)
• 高級寫作課程 (4)
聖經文學概論／希臘羅馬神話典故(3)
西方文明史(一) (3)
西方文明史(二) (3)
語言學概論 (一)(3)
語言學概論 (二) (3)
文學概論 (一) (3)
文學概論 (二) (3)
進階語言研究
- 語言學
- 英語教學
- 多媒體教學
進階文學
- 英國文學
- 美國文學
- 其他文學
- 中國文學
專業選修
(39)
專業訓練
- 資訊
- 翻譯
- 戲劇
- 跨文化溝通與文化產業
- 商務
校內外其他選修課程(15)
輔系、學程、雙學位
社團活動、服務學習、實習
英文系畢業門檻
英語能力檢測考試
學生學習成果展現
升學
文學研究所
英語教學研究所
翻譯學研究所
戲劇研究所
國際研究/傳播研究所
其他研究所：新聞、商管、人力資源...等
就業
教學
口筆譯
出版業
商務
電子資訊
外交
新聞
藝術

10. 外語學院校園禮儀

經99.11.16九十九學年度第一學期外語學院院導師暨六系系導師代表會議通過

主旨：為落實本校全人教育理念，建立學生完整之價值體系，培養"對人尊重、對事負責"的優秀外語人才，並提昇其職場競爭力，特訂定外語學院校園禮儀。

守則：

一、提昇學習成效：

1. 上課不遲到、不早退、不缺課
2. 上課不吃東西，不睡覺，不閒聊
3. 考試不作弊，作業不抄襲

二、提昇環保意識：

1. 做好垃圾分類
2. 隨手關閉電源

三、相互禮讓，樂於服務：

1. 行路或搭乘電梯時禮讓師長。
2. 主動協助教學器材的借用、歸還或歸位 。

11. CFLL Campus Etiquette

Purposes: CFLL campus etiquette is hereby set up to realize Fu Jen's ideal of holistic education, to help students set up a sound value system, to cultivate not only students' foreign language abilities, but also their sense of respect and responsibility, and to increase students' competitiveness at work.

Regulations

I. Increasing Learning Efficiency

1. No tardiness, early departures, or absences.
2. No eating, sleeping, or chatting in class.
3. No cheating or plagiarism.

II. Increasing Environmental Consciousness

1. Sort our garbage properly
2. Turn off electronic appliances when they are not being used.

III. Promoting Students' Politeness and Willingness to Serve

1. Give way to teachers and the elderly on walkways and in elevators.
2. Help check out and return instructional equipment.

FJU ENG Majors

主動學習		負責積極 **to develop a strong sense of social responsibility**
	了解文化差異 **to understand cultural differences**	
發揮創意、進行批判思考 **to be creative, critical and productive in English**	尊重他人與自我 **to respect others as individuals**	具全球視野與調適力 **to maintain a global perspective and to adapt to change**