

Curriculum for Fall 2018: Elective Courses



Advanced Literature and Culture Courses

LC001. English Literature III: Romantic and Victorian (1789-1901) [英國文學（三）：浪漫暨維多利亞時期（1789-1901）]

3 credits

Ms. Jennifer Chiu <jenniferwychiu@hotmail.com>

For Sophomores and above

Class size: 45

Prerequisite: Introduction to Literature

Course Description

This course surveys major English literary authors and works in the Romantic and Victorian periods, with an aim to help students experience reading texts that require historical introductions and extensive annotation. From such a selection of works, students are expected to learn to relate these works and their authors to one another and to their common heritage.

Students' final grade for the semester will be based on participation, attendance, group discussion and presentation, essay assignments, and the mid-term and final exams.

Textbook:

Greenblatt, Stephen, ed. *Norton Anthology of English Literature*. 9th ed. Vol. 2. New York: Norton, 2012.

Tentative Schedule (subject to change)

Week	Date	Course Content
1	09 / 13	The Romantic Age (1785-1825) and Authors
2	09 / 20	William Blake: selections from <i>Songs of Innocence & Experience</i> – Introduction I (118) & II (125); “The Lamb” (120) & “The Tyger” (129); “The Chimney Sweeper” I (121) & II (128), “Infant Joy” (123) & “Infant Sorrow” (134); “Holy Thursday” I (122) & II (127)
3	09 / 27	William Wordsworth: “Preface” to the <i>Lyrical Ballads</i> (292); “Lines Composed a Few Miles above Tintern Abbey” (288); “Ode: Intimations of Immortality” (335)
4	10 / 04	Samuel Taylor Coleridge: “The Rime of Ancient Mariner” (443)
5	10 / 11	George Gordon, Lord Byron: “Darkness” (618); selections from

		<i>Childe Harold's Pilgrimage</i> (620); <i>Don Juan</i> , Canto 1 (673)
6	10 / 18	Percy Bysshe Shelley: "Ozymandias" (776); "Ode to the West Wind"; "To a Sky-Lark" (791); Adonais (839)
7	10 / 25	John Keats: "On First Looking into Chapman's Homer" (904); "Ode to a Nightingale" (927); "Ode on a Grecian Urn" (930); "Ode on Melancholy" (931); "The Eve of St. Agnes" (912)
8	11 / 01	The Victorian Age (1830-1901) and Authors
9	11 / 08	MIDTERM EXAM
10	11 / 15	Elizabeth Browning: Sonnet 43, <i>Sonnets from Portuguese</i> (1130)
11	11 / 22	Robert Browning: "My Last Duchess" (1282); "Fra Lippo Lippi" (1300)
12	11 / 29	Lord Alfred Tennyson: "Ulysses" (1170); selections from <i>In Memoriam A.H.H.</i> (1186)
13	12 / 06	Matthew Arnold: "Dover Beach" (1387); "The Buried Life" (1375)
14	12 / 13	Oscar Wilde: <i>The Importance of Being Earnest</i> (1733)
15	12 / 20	Oscar Wilde: <i>The Importance of Being Earnest</i> George Bernard Shaw: <i>Mrs. Warren's Profession</i> (1783)
16	12 / 27	George Bernard Shaw: <i>Mrs. Warren's Profession</i>
17	01 / 03	Thomas Hardy: "The Ruined Maid" (1934); "The Darkling Thrush" (1933)
18	01 / 10	FINAL EXAM

REQUIREMENTS

1. Attendance is mandatory. Excused absences are accepted only for medical or family emergency with appropriate documentation. Three late arrivals, tardiness past 20 minutes after class has begun, or leaving before the class ends equals one-hour absence and will lead to one-point deduction from the final grade.
2. Attendance will be taken at the beginning of each period; if you are not present at that time but come late, it is your responsibility to make sure you receive partial credit for your attendance.
3. The written assignments should be uploaded on TronClass on time.
 - > Your electronic file must be named as follows:

Assignment# Your name ID#.

Example: Essay 1 Timothy Lee 592201999

- Follow the paper format below:
 - Font: Times New Roman 12 point
 - Margins: 1-inch all around
 - Spacing: double-spaced
 - Page number in upper right header
 - Put the word count on a separate line at the end of the essay.
Example: **Word count: 678**
 - Heading on first page as follows:

Example

Timothy Lee 406110000
 English Literature III
 Essay 1
 13 Nov. 2016

Beauty and Death in Two of Keats's Odes

John Keats rarely comes to any firm conclusions in his poetry,
 something which is at the heart of his doctrine of negative
 capability.
 This is where man is capable of

TENTATIVE GRADING SCALE

Midterm & final exams	50%
Essays & quizzes	30%
Discussion, presentation & class participation	20%

REFERENCES

Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: Oxford UP, 1979.

---. *Natural Supernaturalism: Tradition and Revolution in Romantic Literature*. New York: Norton, 1971.

---, ed. *English Romantic Poets: Modern Essays in Criticism*. 2nd ed. New York: Oxford UP, 1975.

Altick, Richard D. *Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature*. New York: Norton, 1915.

Baker, Joseph E., ed. *The Reinterpretation of Victorian Literature*. New York: Russell & Russell, 1962.

Bloom, Harold. *The Visionary Company: A Reading of English Romantic Poetry*. London: Cornell UP, 1971.

Bowra, Maurice. *The Romantic Imagination*. New York: Oxford UP, 1950.

LC002. 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 Sophomore and above

Class size: 45

課程學習目標	<p>Postmodern City Film and Global Flows</p> <p>Note: This course will involve distance-learning (in MOOC manner) and will be partly conducted in Chinese.</p> <p>Course Objectives:</p> <p>1) understand and analyze the issues of flows in postmodern global cities as they get embodied in postmodern urban films (set in Taipei or various cities in the world);</p> <p>2) analyze urban films both in terms of form and content</p> <p>3) relate the issues (e.g. urbanism as a way of life, history and oblivion, urban migrant and family, flâneurism, global capital flows and simulation, etc.) discussed in the films and relate them to the urban spatial practices and landscapes in your city and/or another global city.</p> <p>4) [MOOC] develop learner autonomy and conduct online discussion to understand different perspectives on Taiwan/Taipei cinema taken by learners from various cultural backgrounds.</p> <p>For a complete course description, please see it here: http://www.eng.fju.edu.tw/iacd_2014F/pm_city/intro.pdf</p>			
先修課程	Introd. to Literature			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/13	Introduction: Global City & Urban Flows	"When Yesterday Comes" vs. 《台北四非》	

		(1) History		
2	09/20	Taipei: Past & Present	Super Citizen Kuo (萬仁 1994) The Skywalk is Gone (蔡明亮 2002)	
3	09/27	Montreal, Canada	Incendies (Denis Villeneuve 2010)	
4	10/04	(2) Urbanism as a Way of Life Taipei: Family in Flows	What Time is it There?	
5	10/11	Rio, Brazil	Central Station (Walter Salles 1998)	
6	10/18	(3) urban migrant and family	《愛情來了》(陳玉勳 1997) or 《台北星期天》(Pinoy Sunday 2009)	
7	10/25	Toronto	Exotica (1994)	
8	11/01	(4) flâneurism	《運轉手之戀》	Mid-Term paper
9	11/08	(Monmatre) Paris, France	Amelie (Jean-Pierre Jeunet, 2001)	
10	11/15	Mid-Term or Group Presentations		Photo Journey due
11	11/22	(5) global capital flows and simulation	Fight Club (David Finch 1999)	
12	11/29	Beijing	The World (Jia Zhangke 2004)	
13	12/06	Toronto	Enemy (Denis Villeneuve 2013)	
14	12/13	(7) risk society and global strangers	《流浪神狗人》	
15	12/20	Tel Aviv, Jerusalem	The Bubble (Eytan Fox 2006)	
16	12/27	Paris	Flight of the Red Balloon (Hsiao-hsien Hou 2007)	
17	01/03	8) global connectivity	11'09'01 September 11 (Youssef Chahine, etc. 2002)	
18	01/10	Final Exam		
課程教材 Course Material		1.Fight Club (David Finch 1999) 2.The World (Jia Zhangke 2004) 3.Happy Together (Wang Kar-wai 1997) 4.Monsoon Wedding (Mira Nair 2001) 5.Central Station (Walter Salles 1998)		

	<p>6.The Bubble (Eytan Fox 2006) 7.Incendies (Denis Villeneuve 2010) 8.Amelie (Jean-Pierre Jeunet, 2001) 9.11'09'01 September 11 (Youssef Chahine, etc. 2002)</p> <p>1. 《超級大國民》(萬仁 1994) 2. 《天橋不見了》(蔡明亮 2002) 3. 《愛情萬歲》(蔡明亮 1994) 4. 《愛情來了》(陳玉勳 1997) 5. 《運轉手之戀》(張華坤、陳以文 2000) 6. 《台北台北》(石昌杰 1993) 7. 《台北四非》(石昌杰、盧憲孚、王俊雄、吳俊輝 2005) 8. 《流浪神狗人》(陳芯宜 2008)</p>
教科書	NA
參考書目 Reference	<p>References:</p> <p>阮慶岳/著·《新人文建築——13人書寫台北空間新美學》·田園城市，2001年04月27日·</p> <p>李清志/著·《台北LOST & FOUND：都市偵探的世紀末臺北觀察》·田園城市，2001年04月15日·</p> <p>---.《台北電影院--城市電影空間深度導遊》·元尊文化，1998年10月01日</p> <p>---.《鳥國狂》·創興·</p> <p>---.《巴哈蓋房子》·田園城市，2000年06月20日·</p> <p>詹宏志·《城市人：城市空間的感覺、符號和解釋》·臉譜，1996年05月15日·</p> <p>顏忠賢/著·《軟城市》·元尊文化，1997年10月01日·</p> <p>---.《不在場—顏忠賢空間學論文集》·田園城市·</p> <p>Braester ,Yomi. Painting the City Red: Chinese Cinema and the Urban Contract [(The Skywalk is Gone) “Angel Sanctuaries: Taipei’s Gentrification and the Erasure of Veterans’ Villages”]</p> <p>Clarke, David, ed. The Cinematic City. London and New York: Routledge, 1997.</p> <p>Davis, Darrell William, Ru-shou Robert Chen, eds. Cinema Taiwan: Politics, Popularity and State of the Arts NY: Routledge, 2007.</p> <p>Friedberg, Anne. Window Shopping: Cinema and the Postmodern. -- flaneuse</p> <p>Hong, Guo-Juin. Taiwan Cinema: A Contested Nation on Screen. [“Anywhere but Here: The Postcolonial City in Tsai Ming-Liang’s</p>

	<p>Taipei Trilogy.”]</p> <p>Mennel, Barbara. Cities and Cinema - - 2008 [“The Global City and Cities in Globalization,” Conclusion; Others: Modernity, film industry, utopia, divided city, city of love]</p> <p>Shiel, Mark & Tony Fitzmaurice Cinema and the City: Film and Urban Societies in a Global Context [3 parts: Cinema and the City in History and Theory; Postmodern Mediation of the City; Postcolonial Metropolis]</p> <p>Tweedie, James. The Age of New Waves: Art Cinema and the Staging of Globalization. [“The Urban Archipelago: Taiwan’s New Wave and the East Asian Economic Boom” “Morning in the New Metropolis: Taipei in the Globalization of City Film”]</p> <p>Yeh, Emilie Yueh-yu & Darrell William Davis. Taiwan Film Directors: A Treasure Island. NY: Columbia UP, 2013 .</p> <p>Wang, Lingzhen, ed. Chinese Women’s Cinema: Transnational Contexts. NY: Columbia UP, 2011.</p> <p>Barbara Mennel. Cities and Cinema</p> <p>Simon Parker. Urban Theory and the Urban Experience: Encountering the City</p>					
教學平台網址	http://ce.etweb.fju.edu.tw/engsite/					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	30
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	20	隨堂考（小考）	0
	書面報告(含小組或個人)	0	課堂參與	20	心得或作業撰寫	20
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	10
	參加競賽	0	展演	0	筆記	0
	其他	0				
<p>說明：Requirements and Grading Policy</p> <p>Quizzes 10%Final Exam20%</p> <p>Online Discussion (Q & A every 2 wks)20%Photo Journey in Taipei/My City20%</p> <p>Mid-Term Paper & Peer Response 30%</p>						

學習規範	<p>Total Teaching Hours: Regular class 10 weeks x 3 hours; 1 week x 1 hour =31 hours MOOC: 18 hours' lessons + 1 online meeting (1 hour) and 2 in-class meetings (2 hours)= 23 hours</p> <p>Attendance and Participation -- a must; 3 absences constitutes reason for failing the course. Plagiarism - (of any kind) = failing the course</p>
備註	<p>For a complete course description, please see it here: http://www.eng.fju.edu.tw/iacd_2014F/pm_city/intro.pdf</p>

LC003. The Mirror Stage: Literature & Identity [鏡子階段：文學與身份]

3 credits

Dr. Donna Tong <080695@gapp.fju.edu.tw >

For Juniors and above

Class size: 45

Prerequisite: Introduction to Literature

課程學習目標	<p>Lacan famously theorized the mirror stage as a metaphor for human psychology where the person sees the reflection in the mirror as “I”. How does literature touch upon our identities? In what ways does literature articulate who we are? This course explores different literary genres and reading practices centered on the topic of identity, or who we are, as different writers and poets have imagined and articulated.</p> <p>Literature as art expresses creatively imagined worlds dealing with the human experience and condition. A great portion of the human experience and condition contends with trying to understand who we are, what it means to be who we are, how we come to be who we are, and how we who are may change. As such, this course will involve subtopics of race-ethnicity, gender, and sexuality.</p>
課程教材 Course Material	<p>Selected readings from:</p> <p>Jacques Lacan Frantz Fanon Black Skin, White Masks Nancy Chodorow Femininities, Masculinities, Sexualities: Freud and Beyond Teresa de Lauretis Technologies of Gender Benedict Anderson Imagined Communities</p>

<p>教科書</p>	<p>Jeanette Winterson <i>Oranges Are Not the Only Fruit</i> James Weldon Johnson <i>The Autobiography of an Ex-Colored Man</i></p> <p>Selected short stories and poems Hans Christian Andersen "The Little Mermaid" Emma Donoghue "The Tale of the Voice" Tabish Khair "Immigrant" Langston Hughes: "Song for a Dark Girl," "Harlem" [dream deferred] John Keats "When I Have Fears That I May Cease to Be" Dickinson "I&apos;m Nobody! Who are you?" William Ernest Henley "Invictus" James Wright "A Blessing," "Fear is what quickens me" Alfred, Lord Tennyson "Ulysses"; Miriam Waddington "Ulysses Embroidered" Chopin "Desirée's Baby" Li-Young Lee "Persimmons," "I Ask My Mother to Sing"</p>
<p>參考書目 Reference</p>	<p>Selected readings from: Jacques Lacan Frantz Fanon <i>Black Skin, White Masks</i> Nancy Chodorow <i>Femininities, Masculinities, Sexualities: Freud and Beyond</i> Teresa de Lauretis <i>Technologies of Gender</i> Benedict Anderson <i>Imagined Communities</i></p> <p>Jeanette Winterson <i>Oranges Are Not the Only Fruit</i> James Weldon Johnson <i>The Autobiography of an Ex-Colored Man</i></p> <p>Selected short stories and poems Hans Christian Andersen "The Little Mermaid" Emma Donoghue "The Tale of the Voice" Tabish Khair "Immigrant" Langston Hughes: "Song for a Dark Girl," "Harlem" [dream deferred] John Keats "When I Have Fears That I May Cease to Be" Dickinson "I&apos;m Nobody! Who are you?" William Ernest Henley "Invictus" James Wright "A Blessing," "Fear is what quickens me" Alfred, Lord Tennyson "Ulysses"; Miriam Waddington "Ulysses Embroidered"</p>

		Chopin "Desirée's Baby" Li-Young Lee "Persimmons," "I Ask My Mother to Sing"					
		方法 Method	%	方法 Method	%	方法 Method	%
學習評量 Learning Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0	
	專題發表	15	課堂上實作演練	0	專業團體之證照檢定	0	
	期中考	0	期末考	0	隨堂考(小考)	0	
	書面報告(含小組或個人)	0	課堂參與	15	心得或作業撰寫	30	
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	20	
	參加競賽	0	展演	0	筆記	0	
	其他	0					
	學習規範	<p>Deadlines & Late Paper Policy</p> <p>Unless deadlines are changed verbally in class or over email, the due dates for assignments and presentations are as indicated in sign-up sheets and the schedule.</p> <p>No late papers will be accepted without arrangements made one week prior to the due date with the instructor. Without prior arrangements, late papers will receive ZERO points.</p> <p>Conduct, Plagiarism, Cheating</p> <p>Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one absence. 3 or more absences will lead to failing the course. Any act of plagiarism or cheating will lead to failing the course. Use of topics for essays across different classes and/or years must be discussed and approved by the instructor. Otherwise, this action constitutes cheating and will lead to failing the course.</p>					

LC004. Modern Interpretation of Chinese Lyric Poetry [古典抒情詩的現代詮釋]

2 credits

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

For Sophomores and above

Class size: 45

Please see p.55 for the course description.



Advanced Language Studies Courses

LS001. Second Language Acquisition [第二外語習得]

3 credits

Mr. Kenneth Chyi <kennethchyi@gmail.com>

For Juniors and above

Class size: 45

課程學習目標	This course provides students with an overview of current theories of second language acquisition. The course combines theory and practice by offering students opportunities to explore various issues of L2 acquisition through introspective reflection on their own second language learning experience and involvement with teaching practice.
先修課程	Introduction to Linguistics

Tentative Schedule

Week	Topic	Unit
1	Course Introduction	1 Learning a first language
2	Learning a first language	Lightbown: 1 Learning a first language
3	Second language learning	Lightbown: 2 Theoretical approaches to explaining second language learning
4	Second language learning	Lightbown: 2 Theoretical approaches to explaining second language learning
5	Factors affecting second language learning	Lightbown: 3 Factors affecting second language learning
6	Factors affecting second language learning	Lightbown: 3 Factors affecting second language learning
7	Learner language	Lightbown: 4 Learner language
8	Learner language	Lightbown: 4 Learner language
9	Midterm	
10	Observing second language teaching	5 Observing second language teaching
11	Observing second language teaching	5 Observing second language teaching
12	Second language learning in the classroom	6 Second language learning in the classroom- Five proposals for classroom teaching
13	Second language learning in the classroom	6 Second language learning in the classroom- Five proposals for classroom teaching

14	Popular ideas about language learning	7 Popular ideas about language learning- Facts and opinions
15	Popular ideas about language learning	7 Popular ideas about language learning- Facts and opinions
16	Final Project	Final Project
17	Final Project	Final Project
18	Final Exam	
Course Material	How Languages are Learned 4e (Oxford Handbooks for Language Teachers) [Paperback] by Patsy Lightbown , Nina Spada	
Reference	Brown, H.D. 2006. Principles of Language Learning and Teaching 5th Edition. New York: Longman Pearson. Brown, H.D. and Gonzo, S. 1995. Readings on second language acquisition. Englewood Cliffs, NJ: Prentice Hall.	
學習規範	<p>A. This class requires:</p> <ol style="list-style-type: none"> 1. Exams: a midterm and a final. 2. Assignments: <ol style="list-style-type: none"> a. One group theme report (written) and in-class presentation (30-40 minutes) b. Two individual assigned short essays (to be announced) c. A final application project (a complete teaching or learning unit) <p>B. Language Policy: English is the only language throughout the whole class.</p> <p>C. Be active in class—this is especially important in your presentation and group discussion.</p> <p>D. Perfect attendance is required. If you are absent, you are responsible for the material that we cover in the class. If you miss 5 sessions, then you will automatically fail this course.</p> <p>E. Submitting assignments on time is very important for your grade and progress in language learning. For any late papers, a full grade will be automatically deducted from the final grade of the assignment. That is, B+ will become C+.</p> <p>F. Please do necessary review for the lessons; failure to do so will</p>	

	positively affect your performance.
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Advanced writing: Required courses for Seniors.

Please take one of the followings.

AW001. Journalistic Writing I [新聞英文寫作 (一)]

2 credits

Ms. Katy Lee < katylee.lecturer@gmail.com >

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<p>This course is designed to give students practical writing instructions in journalistic report writing. Students are encouraged to improve their writing skills even when facing deadlines. Besides writing methods, students are advised not to use poorly structured sentences which could kill readers' interests.</p> <p>Students will read current news clips and discuss the writing skills of stories. Lectures of how to write a newsworthy story which would grab the attention of readers.</p> <p>Story writing practice in and outside of classroom. News report assignments would on campus events as practical exercises. Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.</p>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/10	Orientation	Self	
2	09/17	The Fourth Estate: Today's Media	Chapter 1	
3	09/24	Ingredients of News	Chapter 2	
4	10/01	Holiday	Chapter 3	
5	10/08	Summary and Special Leads	Chapter 4	
6	10/15	Organizing a News Story	Chapter 5	

7	10/22	Developing a News Story	Chapter 6	
8	10/29	Quotations and Attribution	Chapter 7	
9	11/05	Mid-term		
10	11/12	Qualities of Good Writing	Chapter 8	
11	11/19	Gathering Information: Interviewing	Chapter 9	
12	11/26	Computer-Assisted Reporting and Research	Chapter 10	
13	12/03	Holiday	Chapter 11	
14	12/10	Basic Assignments: Obituaries	Chapter 12	
15	12/17	Holiday	Chapter 13	
16	12/24	Holiday	Chapter 14	
17	12/31	Weather and Disasters	Chapter 15	
18	01/07	Final Exam		

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	影片欣賞	0	討論	0
	個案研討	0	服務學習	0	問題導向學習	0
	競賽遊戲	0	專家演講	0	專題實作	30
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	20	個別指導	20	其他	0

說明：This course is designed to give students practical writing instructions in journalistic report writing. Students are encouraged to improve their writing skills even when facing deadlines. Besides writing methods, students are advised not to use poorly structured sentences which could kill readers' interests.

Students will read current news clips and discuss the writing skills of stories. Lectures of how to write a newsworthy story which would grab the attention of readers.

Story writing practice in and outside of classroom. News report assignments would on campus events as practical exercises. Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.

課程教材 Course Material	Morenberg, Max & Jeff Sommers. <i>The Writer's Options: Lessons in Style and Arrangement</i> 8th ed. New York: Longman 2010. Cnn News China Post BBC News Text Book
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教科書	Itule, Bruce D. and Douglas A. Anderson. <i>News Writing and Reporting for Today's Media</i> . Singapore: The McGraw-Hill Companies, Inc.
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	2000.					
參考書目 Reference	Cnn News China Post BBC News Text Book					
教學平台網址	http://www.elearn.fju.edu.tw					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	20	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	20	期末考	20	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	0	心得或作業撰寫	20
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
	<p>說明：25% Attendance 25% Discussion Participation 25% Mid term Story Due 25% Final Report Story Due</p> <p>Attendance Policy: It is absolutely crucial that you attend the class. Each absence will result in a 3-point deduction of the semester grade. Two late arrivals equal one absence. 4 absences will lead to failure of this course.</p> <p>Complete all reading and listening assignments prior to class so that most class time could be devoted to writing training. There will be a number of class activities and presentations. Please come to class prepared.</p>					
學習規範	<p>Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardiness equal to one absence. Tardiness past 20 minutes after class has begun is counted as one absence. Three absences will lead to zero percentage points for attendance and participation.</p> <p>As part of your participation grade, there will be quizzes on different information that you have learned throughout the semester. No make-up quizzes will be administered in the case of unexcused absences.</p>					

AW002. English-Chinese Translation [專業寫作：英中翻譯]

2 credits

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

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<ol style="list-style-type: none">1. Students shall understand the practice/ theories and essence of translation.2. Students shall be able to write/read English and Chinese correctly.3. Students shall be able to tell the linguistic and cultural differences between Chinese and English.4. Students shall be able to produce correct, understandable, acceptable, and readable target text in Chinese.5. Students shall be able to translate articles from a variety of textual categories with the translation skills they have acquired.6. Students shall be able to deal with a wide range of materials in accordance with proper Chinese writing styles.
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Tentative Schedule

Week	Topic
1	Translation assessment.
2	Exercise: Tourism-related material I.
3	Exercise: Tourism-related material II.
4	Exercise: News-related material I.
5	Exercise: News-related material II.
6	Exercise: Literature I.
7	Exercise: Literature II.
8	Translation theories and practice I.
9	Translation theories and practice II.
10	Midterm
11	Exercise: General-interest journalism I.
12	Exercise: Health-related material I.
13	Exercise: Health-related material II.
14	Exercise: General-interest journalism II.
15	Group Project (Subtitling): Discussion
16	Group Project (Subtitling): Practice

17	Group Project (Subtitling): Presentation
18	Final

AW003. Business English Writing I [商務英文 (一)]

2 credits

Ms. Jennifer Hsiang < hsiangjh@gmail.com >

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<p>This course will expose students to the basics of written English communication in business and to assist them in the development of the skills needed to write good business communications.</p> <p>The contents of this course include a good deal of background information, writing principles, related commercial terminologies, the courteous wording, and various sample letters study.</p>			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/10	Orientation 說明上課內容及考核標準	Orientation 說明上課內容及考核標準	
2	09/17	Strategies for Business Writing 商務英文寫作的原則	Unit 1	
3	09/24	How to write business e-mail 如何寫商業電子郵件	Unit 1	
4	10/01	How to write business e-mail 如何寫商業電子郵件	Unit 1	
5	10/08	How to write business fax 如何寫商業傳真	Unit 1	
6	10/15	Enquiry/ Inquiry 國外採購的詢問信函寫作	Unit 3	
7	10/22	Sales Letter 國外業務銷售信函寫作	Unit 4	
8	10/29	Incoterms 國際貿易條件介紹	Unit 4	
9	11/05	Midterm 期中考	Midterm 期中考	
10	11/12	Midterm review 期中考檢討	Midterm review 期中考檢討	
11	11/19	Business Documents 1/3 商業文件介紹之一	Unit 6+8+9	

12	11/26	Business Documents 2/3 商業文件介紹之二	Unit 6+8+9			
13	12/03	Business Documents 3/3 商業文件介紹之三	Unit 6+8+9			
14	12/10	Strategy for writing bad news 1/2 傳答壞消息的要點把握之一	老師補充			
15	12/17	Strategy for writing bad news 2/2 傳答壞消息的要點把握之二	老師補充			
16	12/24	Strategy for writing persuasive messages 1/2 如何寫有說服力的 e-mail	老師補充			
17	12/31	Strategy for writing persuasive messages 2/2 如何寫有說服力的 e-mail	老師補充			
18	01/07	Final exam 期末考	Final exam 期末考			
課程教材 Course Material		Commercial Correspondence				
教科書		Commercial Correspondence				
參考書目 Reference		Commercial Correspondence				
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	30	期末考	30	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	40
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	One point will be deducted for each late arrival; two points will be deducted for absence. Five points each week will be deducted for late assignment w/o written approval for leave.					

AW004. Senior Project Writing II [畢業專題寫作]

2 credits

**Dr. Donna Tong < 080695@gapp.fju.edu.tw > & Dr. Li-Tang Yu
<090689@mail.fju.edu.tw>**

For Seniors only

**Class size: 15 for Department Magazine; 5 for language/general social sciences
research**

Prerequisite: CC III

※English Department Magazine – Dr. Donna Tong

In this course, students will be expected to write, edit, and manage stories under the different sections that comprise the department magazine. Possible sections include: World News, Local News, Happenings at FJU/English Department, Fashion, Cinema, Music, Art and Culture, Poetry and Fiction. In order to meet successfully the Learning Outcome Demonstration required by the English Department, each student must complete one of the following:

1. Write two stories, either within the same section or in different sections, at a level of language competency, research and data verification, and creative interest to be published in the magazine.
2. Manage one section of the magazine and write one story at a level of language competency, research and data verification, and creative interest to be published in the magazine.
3. Create and manage website design for one section of the magazine and write one story at a level of language competency, research and data verification, and creative interest to be published in the magazine.
4. Solicit, manage, and edit four stories to be at a level of language competency, research and data verification, and creative interest to be published in the magazine.

This course will provide guidelines and instruction for editing and proofing, design layout and website design, and sourcing and writing in order to produce a successful magazine. Each student will be responsible for proposing a story to be researched and written, peer review and editing of stories, suggestions and management of design and web layouts.

Required Texts

[website designing]
[magazine designing]
[news writing]

Course Requirements

Attendance and Participation	30%
Report #1	15%
Report #2	15%
Peer Review	10%
Presentations	20%
Layout	10%

※Senior Project Writing - Dr. Li-Tang Yu

The purpose of this course is to generate a written project for the Learning Outcome Demonstration required by the Department of English in order to meet the graduation requirements. The types of written projects accepted in this course are as follows:

1. Rewriting, revising, and extending research papers from Composition III which did not initially meet the LOD standards of the department.
2. Rewriting, revising, and extending research papers or other written projects from previous courses with the approval of the SP instructor and with continued advising from the previous instructor under whom the original project was produced.
3. Researching, writing, and editing a research paper on a new topic approved by current SP teacher(s).

Projects guidelines will be discussed in class. Each student is responsible for creating a proposal and its final product, presenting on that project from proposal to the project-in-progress and to the final product. Each student is responsible for peer review commentary on, evaluation of, and suggestions for a peer's proposal and midterm project presentation. Each student will be assigned to give peer review on two classmates' projects. This course will require students to utilize all the knowledge and skills on research, writing, and revising that the department's curriculum has instilled through the required and elective coursework.

Teachers' Roles: Besides designing an overall schedule for proposal, research study processes, research paper writing, and final presentations, the teacher meet with you (individually or in groups) regularly to advise you on how to utilize what you have

learned in the first three years, to check for possible errors, and suggest ways of improvement.

Students' Roles: You should actively gain and use the knowledge and skills you need for accomplishing your proposed project. Once your project plan is set, you also need to commit yourself to following its schedule and finishing the project on time. Before the end of the semester, you will also present your project either in class or on an occasion open to the public.

Requirements:

- Class & Individual Conference Attendance and Participation
- Proposal
- Peer Reviews
- Midterm Presentation
- Research Paper
- Final Project Presentation Rehearsal
- Final Project Presentation

Note:

- 1) You are expected to finish your senior project research writing in one semester.
- 2) Class Meeting Times: There will be a few whole class meetings and they will be held on Tuesday noon or advisor's time, while individual/group conferences will be decided by students and advising teachers.



Professional Training Courses

PT001. Professional Ethics [專業倫理]

2 credits

Dr. John Basourakos <johnbasourakos1@yahoo.ca >

For Juniors and above

Class size: 60

課程學習目標	<p>A. Course Description:</p> <p>A review of selected ethical theories, concepts, and principles with emphasis on their applications in business, the professions, and the contemporary workplace. The course will briefly introduce students to</p>
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some important theories in traditional moral philosophy, ranging from utilitarianism to an ethics of care. Students will then be required to apply these theories to help resolve or at least clarify a range of ethical dilemmas that typically occur in different professions. Among the moral issues that will be analyzed and discussed are: privacy, conflict of interest, confidentiality, whistle blowing, breach of contract, organizational oversight, policy violations, fairness, and social responsibility. Students will watch and respond to representations of various ethical dilemmas in films, television episodes, and documentaries.

B. Course Objectives:

1. Students will learn to identify and to critically analyze ethical issues in several professional areas and in their personal lives.
2. Students will analyze complex ethical dilemmas that arise in several professions in terms of the contextual variables that determine and qualify each particular case.
3. Students will apply relevant ethical principles and arguments in moral philosophy to assess the viability of different forms of ethical response to various ethical dilemmas that one may encounter in the workplace.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/13	Introduction to the Course.	Course syllabus and course requirements.	
2	09/20	What is Ethics?	What Morality Is.	
3	09/27	Professions and Professionals.	What Professions and Professionals Are.	
4	10/04	Professional Ethics and Moral Explanations.	Describing and Defending Moral Choices: Moral Reasons and Explanations.	
5	10/11	Moral Theories.	Consequentialism, duty ethics, rights ethics.	
6	10/18	Moral Theories.	Virtue ethics, narrative ethics, an ethics of care.	
7	10/25	Moral Analysis and Case Solving.	The Case Resolution Model.	
8	11/01	Professional Integrity.	Aspects of professional integrity.	
9	11/08	Mid-Term Exam.	In class exam. Closed book.	

10	11/15	Respect For Persons.	Showing Respect at Work. Respect for one's self and for others in the workplace. Respect of one's superiors.			
11	11/22	Justice.	Justice at Work and in the Workplace.			
12	11/29	Film: The Emperor's Club.	Identifying Ethical Issues in the Film			
13	12/06	Film: The Emperor's Club.	In Class Discussion on the Film.			
14	12/13	Whistle Blowing	The Pros and Cons of Whistleblowing.			
15	12/20	Film: North Country.	Identifying Ethical Issues in the Film.			
16	12/27	Film: North Country.	In Class Writing Assignment on the Film.			
17	01/03	Film: North Country.	In class discussion on the Film.			
18	01/10	Final Exam.	In class exam. Closed book.			
課程教材 Course Material		Hand-outs; power point presentations; films, documentaries, case studies.				
教科書		1. Morality and the Professional Life. By Cynthia A. Brincat and Victoria S. Wik. New York: Pearson, 1999.				
參考書目 Reference		1. Professional Integrity: Thinking Ethically. by Michael S. Pritchard. Kansas: University of Kansas Press, 2006. 2. Contemporary Issues in Business Ethics. 2nd Ed. by Joseph R. Desjardins and John J. McCall. Belmont: Wadsworth Publishing Company, 1990. 3. Ethics Across the Professions: A Reader for Professional Ethics. by Clancy Martin, Wayne Vaught, and Robert C. Solomon. Oxford: Oxford University Press, 2009.				
教學平台網址		2				
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	40	期末考	40	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	20	心得或作業撰寫	0

	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>A. Course Requirements:</p> <p>a. Attendance and participation. 10%</p> <p>b. Mid-Term Exam. 30%</p> <p>c. Final Exam. 40%</p> <p>d. Class Assignments. 20%</p> <p>B. As this is a university level course, students are expected to behave in a responsible, considerate, and respectful manner towards their professor, and toward each other. The following behavior will not be tolerated in this class:</p> <ol style="list-style-type: none"> 1. Students who are persistently late. Students who are 5 minutes late to class will be marked down as being late. Three tardies equal 1 absence. 3 or more absences without appropriate documentation will lead to failing the course. 2. Students who consistently skip class periods. A certain percentage will be deducted from the final grade for every period that is skipped by a student without a valid reason. A valid reason means a certified medical report in English or a clearly written letter in English regarding a family crisis (i.e. a death in the family). 3. Students who come to class without the required texts and without writing materials. 5 marks will be deducted from your final grade if you come to class without the required texts. 4. Students who disrupt class lectures or class discussions by talking to their classmates will be asked to leave class for the duration of the period. 5. Students who use their mobiles in class. No student will be allowed to leave class to answer a mobile call, under any circumstances. Please turn off your mobiles, your smart phones, and your notebooks before you enter my class. 6. Students who do not submit assignments on time. No excuses will be tolerated for a late assignment. 7. No assignments will be accepted as e-mail attachments. 8. Students are expected to attend the screening of specific films. A student who leaves class before the film has ended will not be allowed to reenter class. <p>Remember that you are university students and are responsible for your education.</p>					

2 Credits**Ms. Gretchen Lee < 071808@mail.fju.edu.tw >****For Sophomores and above****Class size: 30**

課程學習目標	<p>This course, organized as a workshop, provides students with a practical and solid training in English to Chinese translation. Students are required to do supplementary readings and in-class exercises, participate in discussions and group work, give written as well as oral reports and feedback, and get hands-on experience of translation.</p> <p>Through translating and discussing a wide range of authentic texts and analyzing and offering critiques of existing translation, students are able to acquire advanced translation skills, develop their own translation strategies, and learn to generate natural, idiomatic, and faithful translations.</p>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/10	Unit 1: Introduction and Preview	Course Overview	
2	09/17	Unit 1: Introduction and Preview	Translation Overview	
3	09/24	Unit 1: Introduction and Preview	Translation Skills	
4	10/01	Unit 1: Introduction and Preview	Translation Skills	
5	10/08	Unit 1: Introduction and Preview	Translation Skills	
6	10/15	Unit 1: Introduction and Preview	Translation Skills	
7	10/22	Unit 1: Introduction and Preview	Translation Skills	
8	10/29	Spring Break	No Class	
9	11/05	Projects and Practice	Project 1	
10	11/12	Projects and Practice	Project 1	
11	11/19	Projects and Practice	Project 2	
12	11/26	Projects and Practice	Project 2	
13	12/03	Projects and Practice	Project 2	
14	12/10	Projects and Practice	Project 3	

15	12/17	Projects and Practice	Project 3			
16	12/24	Projects and Practice	Project 3			
17	12/31	Review and Conclusion	Review and Discussion			
18	01/07	Review and Conclusion	Review and Final Exam			
課程教材 Course Material		Reference, Tool Books, and Worksheets				
教科書		賴慈芸 (譯) (2005)。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。				
參考書目 Reference		Newmark, P. (1988). A textbook of translation. New York: Prentice Hall.				
教學平台網址						
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	10	專業團體之證照檢定	0
	期中考	0	期末考	10	隨堂考 (小考)	10
	書面報告 (含小組或個人)	0	課堂參與	0	心得或作業撰寫	50
	口頭報告 (含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. In addition to assignments that cover various areas (business translation, film translation, journalistic translation, literary translation, and scientific and technical translation), the course also demands an oral presentation. Quizzes will be given to check students' learning.</p> <p><input type="checkbox"/> Attendance and Punctuality: Students should attend each class on time. Your attendance record will definitely affect your final grade.</p> <p>(1) Three absences—either excused or unexcused—shall result in a failed grade for the course.</p> <p>(2) Each absence will lead to a 3% deduction of the final grade.</p> <p>(3) Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade.</p> <p>(4) When you enter into the classroom 20 minutes after the class starts (for each class period), you will be deemed as absent, not late.</p>					

	<input type="checkbox"/> Translation Assignments (1) You can download the assignment questions online. (2) You need to submit the assignment file before the deadline; the due date will be specified clearly once you check the EngSite assignment area.
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PT003. Directing Aesthetics [導演美學]

3 credits

Mr. Hegel Tsai

For Freshmen and above

Class size: 30

課程學習目標	Directing is never a small feat, which requires leadership, creativity and empathy. The Director should possess a keen eye for not only the human experience, but also the greater social framework that surrounds it. Over the years, many directors have formulated their own artistic philosophies to re-present or challenge the world they live in. Directing Aesthetics will introduce the philosophies of several prominent theatre directors throughout the ages and help students better understand the tools a director has at his/her disposal to analyze and actualize a theatrical text. Students will work in groups and work with excerpts from existing texts and their own within the CFL theater to develop their senses to theatrical elements. Students are expected to create their own 10-minute performance, which they will stage-read for the midterm and perform for the final presentation. Each student director should serve as an actor in at least one other student director's cast.			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/12	Introduction Fundamentals	Rise of Directorship and its Functions Play Analysis I	
2	09/19	Fundamentals Game Changers I	Play Analysis II	
3	09/26	Fundamentals Game Changers II	Play Analysis III	

4	10/03	Fundamentals Game Changers III	Space			
5	10/10	Double-Tenth Day	No class			
6	10/17	Fundamentals Game Changers IV	Picture (pictorial play)			
7	10/24	Fundamentals Game Changers V	Sound and Music			
8	10/31	Mid-term Presentation	Staged Reading of Final Short Piece			
9	11/07	Rehearsal	Facts & Question Beats			
10	11/14	Rehearsal	Immediate Circumstances			
11	11/21	Rehearsal	World Building			
12	11/28	Rehearsal	Blocking			
13	12/05	Rehearsal	1st group of performances			
14	12/12	Rehearsal	2nd group of performances			
15	12/19	Performance Appreciation	Advisor Period			
16	12/26	Tech/Dress Rehearsal	TBA			
17	01/02	Final Performance	TBA			
18	01/09	No Class	No Class			
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	100	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	0
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	Please wear light-colored comfortable, loose clothing suitable for movement and game activities. IPUNCTUALITY is key. 2 Lateness will be count as 1 Absence. A total of 3 Absences is an automatic Fail.					

	When asking for Sick Leave, medical receipts are required for validation. All assigned readings must be completed before class.
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PT004. Corporate Communication and Public Relations [企業溝通與公共關係]

3 credits

Dr. Cindy Lee < cindylee@ntub.edu.tw >

For Juniors and above

Class size: 45

課程學習目標	In this modern world, an organization's reputation and profitability can often depend upon the goals and policies of both the public relation specialist and the corporate communications specialist—both invaluable advocates for the business. This course is suitable for those who intend to work in the fields of advertising, public relations, or corporate communications. It is also very useful for those who would like to run international business, learning the importance and tactics of managing relationships with the multi-cultural employees and client base. As the new technology and media arises, more challenges as well as opportunities occur to this profession. The students of this course will be first led to distinguish the similarities and differences between corporate communications and public relations though the two share a lot in common. The students are expected to study the practices, strategies and tactics used in corporate communications and public relations and apply them in project assignment. Through this course, students will also be led to discern the cross-cultural differences in business management and develop their intercultural perspectives.			
先修課程				
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/11	Part I Role	詳細授課進度表請見補充教材欄之檔案	
2	09/18	Part I Role		
3	09/25	Part I Role		

4	10/02	Part II Process				
5	10/09	Part II Process				
6	10/16	Part II Process				
7	10/23	Part II Process				
8	10/30	Mid-term Review				
9	11/06	Mid-term Exam				
10	11/13	Part III Strategy				
11	11/20	Part III Strategy				
12	11/27	Part IV Tactics				
13	12/04	Part IV Tactics				
14	12/11	Part IV Tactics				
15	12/18	Part V Application				
16	12/25	Final Project Meeting				
17	01/01	Final Review				
18	01/08	Final Exam				
課程教材 Course Material		Public Relations: Strategies and Tactics, 11th Edition (Pearson)				
教科書		Public Relations: Strategies and Tactics, 11th Edition (Pearson)				
參考書目 Reference		Public Relations: Strategies and Tactics, 11th Edition (Pearson)				
教學平台網址		無				
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫 報告	0	個案分析報告 撰寫	0
	專題發表	0	課堂上實作演 練	0	專業團體之證 照檢定	0
	期中考	25	期末考	30	隨堂考(小考)	0
	書面報告(含 小組或個人)	0	課堂參與	20	心得或作業撰 寫	20
	口頭報告(含 小組或個人)	0	面試或口試	0	自評與小組互 評	5
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範		1.Students' attendance and participation are compulsory. 2.Interaction with classmates and punctual submission of assignments				

	<p>are necessary.</p> <p>3.Many of your assignments request group discussions. Interaction with your classmates in 'English' will further help you practice your business communication skills.</p>
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PT005. Applied Computer Technology and Programming [電腦應用與程式設計]

2 credits

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

For Sophomores and above

Class size: 60

課程學習目標	<p>The course aims to increase students' understanding of multimedia enhanced language learning, current trends of technology, and applications of Technology Assisted Language Learning. Through discussions and projects design, students will be exploring theories of language learning environments, evaluating recent research and learning applications, discussing issues in the current literature, designing technology-enhanced materials, and developing effective digital language learning environment.</p>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/12	Class Intro.	Class Intro. Programming Literacy	
2	09/19	Chap 1	Defining purpose for learning with literacy trough use of apps	Code.org
3	09/26	Chap 2	Acquiring disciplinary literacy	Google Blockly
4	10/03	Chap 3	Planning instruction using apps to foster learning with literacy	VR CoSpaces Edu
5	10/10	National Day	no class	
6	10/17	Chap 4	Using apps for accessing and assessing information	CoSpaces Edu
7	10/24	Chap 5	Using apps for reading digitally	iBooks Author
8	10/31	CoSpaces Edu exercise		
9	11/07	Midterm	Group project	

10	11/14	Midterm	Group project			
11	11/21	Chap 6	Using apps for writing	AppyPie appsgeyser		
12	11/28	Chap 7	Using apps for foster discussion	Nearpod		
13	12/05	Chap 8	Using apps to respond to and produce images			
14	12/12	Chap 9	Using apps for audio and video productions			
15	12/19	Chap 10	Using apps for gaming/simulations			
16	12/26	Chap 11	Using apps for reflection/Assessment			
17	01/02	Final presentation	Group project			
18	01/09	Final presentation	Group project			
課程教材 Course Material	Beach, R. & O'Brien, D. (2015). Using apps for learning across the curriculum: A literacy-based framework and guide. New York, NY: Routledge.					
教科書	Beach, R. & O'Brien, D. (2015). Using apps for learning across the curriculum: A literacy-based framework and guide. New York, NY: Routledge.					
參考書目 Reference	<p>Beach, R. & Mayers, J. (2001). Inquiry-based English instruction: engaging students in life and literature. New York: Teachers College.</p> <p>Bultler-Pascoe, M. E. & Wiburg, K. M. (2003). Technology and Teaching English Language Learners. Boston: Pearson Education Inc.</p> <p>Farber, M. (2014). Gamify your classroom: a field guide to game-based learning.</p> <p>Gee, J. P. (2003). What video games have to teach us about learning and literacy. New York: Palgrave MacMillan.</p> <p>Holmes, B., & Gardner, J. (2006). E-learning: Concepts and practice. Sage.</p> <p>Kapp, K. M. (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. John Wiley & Sons.</p> <p>Mayer, R. E. (2001). Multi-media learning. Cambridge: Cambridge University Press.</p>					
教學平台網址	http://www.elearn.fju.edu.tw					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0

	專題發表	20	課堂上實作演練	20	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	20	心得或作業撰寫	0
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>Attendance and Punctuality</p> <p>Please come to class each time and on time. This is respect to yourself and your classmates. Each unexcused absence will result a 3% deduction from the final grade. If you are or will be absent for medical or personal reasons, please inform me in advance and show evidence (e.g. medical excuse notes). According to the university regulation, more than three unexcused absences or six excused absences result a failed grade for the course. I will provide a sign-in sheet for you to sign your name. Please do not sign for other people. I will be checking the handwritings.</p>					



MA/BA Courses

MA001. Asian American Graphic Fictions [亞美圖像小說]

3 Credits

Dr. Donna Tong <080695@gapp.fju.edu.tw >

For Juniors and above

Class size: 6

課程學習目標	<p>“Comics are just words and images. You can do anything with words and images.” - Harvey Pekar</p> <p>After a century of development, the graphic novel is finding its potency and maturity as a serious art form. The contemporary graphic novel is a collaboration between text and image, which blends the shape and arc of the novel with the conventions of visual storytelling. Unlike the novel, which is often created through drafts and revisions, the graphic novel, because of its labor-intensive nature, is edited beforehand through</p>
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	<p>storyboarding, structural visualizations and response that are often collaborative. Moreover, the graphic novel brings in narrative storytelling, temporal landscapes, character arcs, psychological subtext, voice, and dialog that structures and creates a narrative coherence to the imagery.</p> <p>Through genre study, students will consider graphic novels as literature, analyze formal structure as it relates to content, trace the development of theme including gender, race, sexuality, justice, existentialism, and heroism, and research the history and growth of the popular culture phenomenon called comics. Students will look closely at the special effects created in sequential art narrative and further appreciate the medium by constructing a variety of graphic narratives both independently and collaboratively. In particular, this course will center Asian American graphic artists and storytellers, and therefore students will learn about and consider issues of history, immigration, assimilation, and politics as relevant to Asian American communities.</p>
<p>課程教材 Course Material</p>	<p>Citizen 13660, by Mine Okubo. ISBN: 978-0295993546 American Born Chinese, by Gene Luen Yang. ISBN: 9780312384487 Tina’s Mouth, by Keshni Kashyap and Mari Araki. ISBN: 978-0618945191 Night Fisher, by R. Kikuo Johnson. ISBN: 978-1560977193 Ms. Marvel: No Normal, by G. Willow Wilson and Adrian Alphona. ISBN: 978-0-7851-9021-9 100 Crushes, by Elisha Lim. ISBN: 978-1-92766806-1 Lydia’s Funeral Video, Sam Chanse ISBN: 9781885030085 Silent Anatomies, Monica Ong Reed. ISBN: 978-1888553697 Keith Chow and Jerry Ma (eds.) Secret Identities: The Asian American Superhero Anthology Matt Huynh The Boat http://www.matthuynh.com/the-boat-1/ Adrian Tomine’s Killing and Dying Jillian Tamaki’s Boundless</p>
<p>教科書</p>	<p>Citizen 13660, by Mine Okubo. ISBN: 978-0295993546 American Born Chinese, by Gene Luen Yang. ISBN: 9780312384487 Tina’s Mouth, by Keshni Kashyap and Mari Araki. ISBN: 978-0618945191 Night Fisher, by R. Kikuo Johnson. ISBN: 978-1560977193 Ms. Marvel: No Normal, by G. Willow Wilson and Adrian Alphona. ISBN: 978-0-7851-9021-9 100 Crushes, by Elisha Lim. ISBN: 978-1-92766806-1 Lydia’s Funeral Video, Sam Chanse ISBN: 9781885030085</p>

	<p>Silent Anatomies, Monica Ong Reed. ISBN: 978-1888553697</p> <p>Keith Chow and Jerry Ma (eds.) Secret Identities: The Asian American Superhero Anthology</p> <p>Matt Huynh The Boat http://www.matthuynh.com/the-boat-1/</p> <p>Adrian Tomine's Killing and Dying</p> <p>Jillian Tamaki's Boundless</p>
<p>參考書目 Reference</p>	<p>Selections from:</p> <p>THE GRAPHIC NOVEL: AN INTRODUCTION. Jan Baetens and Hugo Frey. New York: Cambridge University Press, 2015. 286 pages. ISBN: 978-1-107-65576-8.</p> <p>Teaching the Graphic Novel by Stephen E. Tabachnick</p> <p>Scott McCloud, Understanding Comics: The Invisible Art (New York: Harper, 1990, 224 pp.) Matthew J. Smith and Randy Duncan (eds.)</p> <p>Critical Approaches to Comics (London: Routledge, 2011, 328 pp.)</p> <p>Wallin, Jason. "Graphic Affects." Visual Arts Research, vol. 38 no. 1, 2012, pp. 34-44. Project MUSE, muse.jhu.edu/article/484721.</p> <p>Campbell, Eddie. "What Is a Graphic Novel?" World Literature Today, vol. 81, no. 2, 2007, pp. 13-15. JSTOR, JSTOR, www.jstor.org/stable/40159289. [read online]</p> <p>Wallin, Jason. "Graphic Affects." Visual Arts Research, vol. 38, no. 1, 2012, pp. 34-44. JSTOR, JSTOR, www.jstor.org/stable/10.5406/visuartsrese.38.1.0034. [need to find]</p> <p>Dallacqua, Ashley Kaye. "Exploring the Connection between Graphic Novel and Film." The English Journal, vol. 102, no. 2, 2012, pp. 64-70. JSTOR, JSTOR, www.jstor.org/stable/23365400. [read online]</p> <p>Zunshine, Lisa. "What to Expect When You Pick Up a Graphic Novel." SubStance, vol. 40, no. 1, 2011, pp. 114-134. JSTOR, JSTOR, www.jstor.org/stable/41300191. [read online]</p> <p>MARTIN, ELAINE. "Graphic Novels or Novel Graphics?: The Evolution of an Iconoclastic Genre." The Comparatist, vol. 35, 2011, pp. 170-181. JSTOR, JSTOR, www.jstor.org/stable/26237269. [read online]</p> <p>Hudson, Rick. "The Derelict Fairground: A Bakhtinian Analysis of the Graphic Novel Medium." CEA Critic, vol. 72, no. 3, 2010, pp. 35-49. JSTOR, JSTOR, www.jstor.org/stable/44378423. [read online]</p> <p>Miller, Carl F. "'Worlds Lived, Worlds Died': The Graphic Novel, the Cold War, and 1986." CEA Critic, vol. 72, no. 3, 2010, pp. 50-70. JSTOR, JSTOR, www.jstor.org/stable/44378424. [read online]</p> <p>Chaney, Michael A. "Terrors of the Mirror and the 'Mise En Abyme' of</p>

	<p>Graphic Novel Autobiography." College Literature, vol. 38, no. 3, 2011, pp. 21-44., www.jstor.org/ stable/41302871. [read online]</p> <p>Hansen, Kathryn Strong. "In Defense of Graphic Novels." The English Journal, vol. 102, no. 2, 2012, pp. 57-63. JSTOR, JSTOR, www.jstor.org/ stable/23365398. [read online]</p> <p>Orbán, Katalin. "A Language of Scratches and Stitches: The Graphic Novel between Hyperreading and Print." Critical Inquiry, vol. 40, no. 3, 2014, pp. 169-181. JSTOR, JSTOR, www.jstor.org/ stable/10.1086/677340. [read online]</p>					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	20	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	30	課堂參與	20	心得或作業撰寫	0
	口頭報告(含小組或個人)	15	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	15
	其他	0				
學習規範	<p>Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one absence. 3 or more absences will lead to failing the course.</p> <p>Any act of plagiarism or cheating will lead to failing the course.</p>					

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

3 Credits

Dr. Paul Bellew<138538@mail.fju.edu.tw >

For Juniors and above

Class size: 6

課程學習目標	In this course, we will examine poetry from the United States from around the beginning of the 20th century to poetry published within the last year.
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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.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/10	19th Century	Course Introduction	
2	09/17	Modernism		
3	09/24	No Class		(Holiday)
4	10/01	Modernism		
5	10/08	Modernism		
6	10/15	Modernism		
7	10/22	Modernism		
8	10/29	Modernism		
9	11/05	Modernism		Midterm Essay Due
10	11/12	Midcentury		
11	11/19	Midcentury		
12	11/26	Contemporary		
13	12/03	Contemporary		
14	12/10	No Class		(Holiday)
15	12/17	Contemporary		
16	12/24	Contemporary		
17	12/31	No Class		(Holiday)
18	01/07	Contemporary		Final Essay Due
課程教材 Course Material	Lecture, discussion			
教科書	TBA All other texts will be provided in an electronic course pack. You must print out and bring each reading to class on the day it is assigned.			
參考書目 Reference				

教學平台網址		無				
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	5	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	45	課堂參與	20	心得或作業撰寫	0
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	10
	其他	0				
學習規範	<p>Important Information</p> <p>Due Dates Unless deadlines are changed verbally in class or over email, the due dates for assignments and presentations are as indicated in sign-up sheets and the schedule. No late papers will be accepted without arrangements made one week prior to the due date with the instructor. Without prior arrangements, late papers will receive ZERO points.</p> <p>Academic Honesty Any act of plagiarism or cheating will lead to failing the course.</p>					

MA003. Existentialism and Literature [存在主義與文學]

3 Credits

Prof. Cecilia Liu < cecilia@mail.fju.edu.tw >

For Juniors and above

Class size: 6

課程學習目標	<p>We shall explore existentialist thought by focusing on literary texts that illustrate existentialist themes and views. The main question we shall consider is: according to existentialist thought, what is the human condition? Answering this question will involve examination of the notions of consciousness, freedom, angst, despair, guilt, and bad faith, as well as consideration of how human beings relate to one another. The course will be structured as follows. First, we shall examine the basic existential</p>
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predicament as it is portrayed by Dostoyevsky, Camus, and Kafka. Second, we shall consider more specific features of this predicament – e.g., the natures of freedom, guilt, and our relations to others – through the fiction of Sartre, Richard Wright, and Simone de Beauvoir. Finally, given the understanding we have developed of the existential predicament, it is pertinent to ask whether a fulfilling life is possible according to the existentialist outlook. To this end, we shall examine the notions of bad faith and authenticity as illustrated by Sartre and Richard Wright.

授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/11	What is Existentialism? Jean-Paul Sartre, "Existentialism is a Humanism"; Paul Vincent Spade, "The Gambler", "Vertigo"		
2	09/18	Unit 1: Becoming Aware of the Existential Predicament The "Death of God" Dostoyevsky, "Grand Inquisitor"		
3	09/25	Becoming Human Camus, The Stranger		
4	10/02	Becoming Human Camus, The Stranger		
5	10/09	Becoming Inhuman Kafka, The Metamorphosis		
6	10/16	Becoming Inhuman Kafka, The Metamorphosis		
7	10/23	Unit 2: Features of the Existential Predicament Freedom and Contingency Sartre, Nausea		
8	10/30	Sartre, Nausea		
9	11/06	Guilt Wright, "The Man Who Lived Underground"		
10	11/13	Guilt Wright, "The Man Who Lived Underground"		
11	11/20	Problem of Others Sartre, "No Exit"		
12	11/27	Beauvoir, She Came to Stay		
13	12/04	Wright, "The Man Who Killed a Shadow"		
14	12/11	Unit 3: Coping with the Existential Predicament		

		Fleeing Freedom Sartre, "Intimacy"					
15	12/18	Embracing Freedom Wright, The Outsider					
16	12/25	No class					
17	01/01	No class					
18	01/08	Final Presentation					
課程教材 Course Material		Camus, Albert. The Stranger. de Beauvoir, Simone. She Came to Stay. Kafka, Franz. The Metamorphosis. Sartre, Jean-Paul. Nausea. Sartre, Jean-Paul. No Exit and Three Other Plays. Wright, Richard. The Outsider.					
教科書		Camus, Albert. The Stranger. de Beauvoir, Simone. She Came to Stay. Kafka, Franz. The Metamorphosis. Sartre, Jean-Paul. Nausea. Sartre, Jean-Paul. No Exit and Three Other Plays. Wright, Richard. The Outsider.					
參考書目 Reference		Camus, Albert. The Stranger. de Beauvoir, Simone. She Came to Stay. Kafka, Franz. The Metamorphosis. Sartre, Jean-Paul. Nausea. Sartre, Jean-Paul. No Exit and Three Other Plays. Wright, Richard. The Outsider.					
教學平台網址		http://www.elearn.fju.edu.tw					
學習評量 Learning Evaluation		方法 Method	%	方法 Method	%	方法 Method	%
		課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
		專題發表	20	課堂上實作演練	0	專業團體之證照檢定	0
		期中考	0	期末考	0	隨堂考(小考)	10
		書面報告(含小組或個人)	15	課堂參與	15	心得或作業撰寫	20
		口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
		參加競賽	0	展演	0	筆記	0

	其他	0				
學習規範	<p>PARTICIPATION / PRESENTATION. Students should read and prepare the texts assigned for each class meeting before the beginning of class. After class, students find time to participate in the online discussion. Class time will involve a combination of lecture, discussion, and presentation. The class will divide into groups to prepare and present answers to study questions, which will be distributed for some readings. Each group (2-3 members) needs to sign up for two presentation topics. At the time of the presentation, the group will provide ppt slides for class. Group report outlines (or ppt files) are expected to be put online. Quizzes will also count toward your class participation grade.</p> <p>ATTENDANCE and promptness are essential to this course. Absences, or persistent lateness, will hurt your grade. Students with more than three unexcused absences will fail this course. Send me an email explaining any absence beforehand, if possible, or as soon as possible after the missed class. If you have been sick and sought professional care, please show me the sick leave application right after you come to class.</p>					

MA004. Literacy studies: Multiliteracies and Digital Learning [讀寫教學研究：多元識讀及數位學習]
3 Credits
Dr. Lydia Tseng < 023148@mail.fju.edu.tw >
For Juniors and above
Class size: 6

課程學習目標	<p>What does it mean to be “literate” in the age of digital data, screens, and hypertexts? How is “reading and writing” conceptualized and understood in the age of Twitter, Facebook, and mobile digital narratives? The influence of digital technologies on communication and representation has transformed perceptions of literacy and pedagogy in the 21st century. Texts and practices that children, teenagers, and adults produce and consume incorporate a range of modes in their semiotic design, one of which is print. This course is designed to engage students in a collaborative investigation of topics and issues that interest in the interdisciplinary field of literacy</p>
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	<p>studies, particularly digital learning and culture, foreign/second language education, and discourse analysis.</p> <p>This course intends to achieve three major objectives. Students will</p> <p>(1) understand and differentiate among theories and issues related to new literacies, including, but not limited to New Literacy Studies, multiliteracies, multimodality, critical digital literacies, and participatory culture.</p> <p>(2) investigate the role that new literacies play in different domains/spaces in their life and evaluate the implications for pedagogy centered on digital and multimodal texts and related social/cultural practices</p> <p>(3) compose print as well as digital texts and share their work in socially networked ways that connect them to the particular “audience” group (beyond the instructor and classmates).</p>
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授課進度 Course Progress Outline

週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/11	Orientation, Needs Analysis, Grouping	Introduction	
2	09/18	Topic 1: Digital Literacies	Digital Literacies (1)	
3	09/25	Topic 1: Digital Literacies	Digital Literacies (2)	
4	10/02	Topic 2: Multiliteracies	Multiliteracies (1)	
5	10/09	Topic 2: Multiliteracies	Multiliteracies (2)	
6	10/16	Topic 3: L2 Literacy Pedagogy-Digital Learning, Multimodality, Agency	L2 Literacy Pedagogy (1)	
7	10/23	Topic 3: L2 Literacy Pedagogy-Digital Learning, Multimodality, Agency	L2 Literacy Pedagogy (2)	
8	10/30	Topic 4: New Media, Literacies, Digital Culture	New Media (1)	
9	11/06	Topic 4: New Media, Literacies, Digital Culture	New Media (2)	
10	11/13	Midterm Project Presentation	Midterm Project Presentation	
11	11/20	Topic 5: Critical Literacy and Pedagogy	Critical Literacy and Pedagogy (1)	
12	11/27	Topic 5: Critical Literacy and Pedagogy	Critical Literacy and Pedagogy (2)	
13	12/04	Topic 6: Digital Project-Teaching, Learning, and Research	Digital Project (1)	

14	12/11	Topic 6: Digital Project-Teaching, Learning, and Research	Digital Project (2)	
15	12/18	Final Project Presentation(1)	Final Project Presentation (1)	
16	12/25	Christmas: Holiday		
17	01/01	Christmas: Holiday		
18	01/08	Final Project Presentation(2)	Final Project Presentation(2)	
課程教材 Course Material		<p>Selfe, C. L. (1999). <i>Technology and literacy in the 21st century: The importance of paying attention</i>. Carbondale: Southern Illinois University Press.</p> <p>Selber, S. (2004) <i>Multiliteracies for a digital age</i>. Carbondale: Southern Illinois University Press.</p> <p>Warschauer, M. (1998) <i>Electronic literacies: Language, culture, and power in online education</i>. New York: Lawrence Erlbaum.</p>		
教科書		<p>Baron, D. (2009). <i>A better pencil: Readers, writers, and the digital revolution</i>. New York, NY: Oxford.</p> <p>Cope, B., and Kalantzis, M. (Eds.) (2000). <i>Multiliteracies</i>. London: Routledge.</p> <p>Miller, S.M. & McVee, M. B. (Eds.) (2012). <i>Multimodal composing in classrooms: Learning and teaching for the digital world</i>. New York, NY: Routledge.</p> <p>Gee, J. P. (2004). <i>Situated language and learning: A critique of traditional schooling</i>. New York, NY: Routledge.</p> <p>Hafner, C. (2014). "Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles." <i>TESOL Quarterly</i>, 48 (4), 658-688.</p> <p>Hafner, C. (2015). "Remix Culture and English Language Teaching: The Expression of Learner Voice in Digital Multimodal Compositions." <i>TESOL Quarterly</i>, 49 (3), 486-509.</p> <p>New London Group. (1996). <i>A pedagogy of multiliteracies: Designing social futures</i>. <i>Harvard Educational Review</i>, 66(1), 60-92.</p>		
參考書目 Reference		<p>Cushman, E., E. R. Kintgen, B. M. Kroll, & M. Rose, eds. (2001). <i>Literacy: A critical sourcebook</i>. Boston: Bedford/St. Martin's.</p> <p>Hyland, K. (2003). <i>Second language writing</i>. Cambridge: Cambridge University Press.</p> <p>Kroll, B. (Ed.) (2003). <i>Exploring the dynamics of second language writing</i>. Cambridge: Cambridge University Press.</p>		

學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	20	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	20	心得或作業撰寫	20
	口頭報告(含小組或個人)	10	面試或口試	0	自評與小組互評	10
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>Class Requirements and Policies</p> <p>A. Attendance</p> <ol style="list-style-type: none"> 1. You should attend all classes. If you are absent for more than FOUR times without acceptable reasons, you are forbidden to take the final exam. 2. You are expected to be punctual. Being late 10 minutes will seriously affect your class performance as well as your final score. THREE lates will be counted as one unexcused absence. 3. ANY in-class writing, presentation or discussion-reports given when you were absent CAN NOT BE MADE UP. <p>B. In-class Participation</p> <p>Preparation and active participation in class are required for completing this course. You will be given several chances to work with your groupmates – please help with each other, and make sure everyone contributes efforts to work on the team projects. If a member of the group did not participate in doing group assignment, his or her name should not be placed on the assignment and s/he will not receive the group grade.</p> <p>C. Course Announcements</p> <p>Important announcements will be announced in class. If you are late and miss them, it is your responsibility to make sure you know them! Also, urgent notices will be sent to your school e-mails or posted on the e-learning platform. Make sure you check Tronclass website and your school e-mail account regularly.</p> <p>D. Homework</p> <ol style="list-style-type: none"> 1. You must obey the principles of academic honesty and follow APA conventions for writing your papers. Plagiarism will not be tolerated and will result in a ZERO score of your work. Please do your work always by your own! 					

MA005. Using Video in the English Classroom: Methods and Issues [影片英語教學：方法與議題]

3 Credits

Dr. Chung-Pei Tsai < chungpei.tsai@gmail.com >

For Juniors and above

Class size: 6

課程學習目標	<p>The advent of digital technology has not only changed the way people communicate but has transformed the way people learn. Thanks to the Internet and smart phones, English learners worldwide can now gain access to abundant online resources and authentic materials that allow them to “acquire” English. Video, for example, as a motivating source for English learners today to learn the English language, has great potential to foster cross-cultural awareness and, more importantly, autonomous learning – an important skill for learners to learn and succeed. However, do pre-service teachers know why, what, and how to use video with their English learners? This 3-credit MA/BA course is aimed at introducing students to methodological approaches and current issues of using video in the English classroom. In the course, students will explore a variety of video sources, such as films, YouTube and VoiceTube videos, and Ted Talks, etc., as well as learn what to choose and how to use those sources to meet the needs of their English learners. In addition, they will be exposed to the theoretical underpinning of video production and produce an educational video for their target learners. Simultaneously, to gain hands-on teaching experiences, the students will work with the instructor and their team members to design and teach a 50-minute session using Ted Talks in one of the instructor’s undergraduate courses, “Introduction to University Studies” or “Freshman English.”</p>					
課程教材 Course Material	Course reader					
教科書	Course reader					
參考書目 Reference	Course reader					
教學平台網址	http://www.elearn.fju.edu.tw					
學習評量 Learning	方法 Method	%	方法 Method	%	方法 Method	%

Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	20	心得或作業撰寫	40
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	20				
學習規範	As a student, you are expected to consistently attend class, read assigned reading materials, participate in class discussions, turn in assignments, and collaborate with peers. Being punctual is required. Late assignments will not be accepted. Unexcused absences and lateness will result in grade penalties (3 points and 1 point off respectively for each unexcused absence and lateness). Cheating, plagiarism, and more than six absences (including both excused and unexcused absences) will lead to a failing grade.					

107 學年度上學期「古典抒情詩的現代詮釋」選課須知

- 一、 初選已選修到「古典抒情詩的現代詮釋」課的同學，請務必參與 9/13(四) 課程說明，保障自身退選的權益。若因故而無法參與者，請務必在 9/10(一) 前寫信到吳燕真老師信箱 (fjuntu@gmail.com) 具體說明：請假原因，表達選課的意願，和委託分組同學姓名。並且在 9/20(四) 前印製好課程講義、詳閱課程規定、上網填寫課程問卷。若無故缺席者，未寫信說明(或寫信請假，卻無法達到以上要求者)，請在加退選時間進行退選。
- 二、 初選未選修到「古典抒情詩的現代詮釋」課的同學，若有意在加退選其間加選，也請務必參與 9/13(四) 課程說明。大五延畢生，全程參與課堂說明者，可額外由老師人工加簽。
- 三、 若有未盡之事宜，教師有補充和調整選課須知之責任與義務。

以上三點，敬請配合。

2018/5/30 吳燕真撰

古典抒情詩的現代詮釋

課程學習目標

課程學習目標	<p>1.「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代抒情詩的演變和特色。並且配合所選文本，適時論及其文藝思潮、文學理論及作品分析。除了深刻認識具代表性的抒情詩，同時提昇對於韻文再創作與理論的了解。</p> <p>2.「方法」：鍛鍊鑑賞作品的基本觀念和能力，從分析過程的鍛鍊中培養眼力、胸襟、處事的態度、團體合作，與自主學習的能力。並且同時培養閱讀與創作之興趣，以及激發吸收與創作之潛力。</p> <p>3.「心靈」：藉由主題韻文的細讀、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。</p>
先修課程	大一國文（或現代小說選讀、當代小說選讀）

授課進度

授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	09/13	愛慕與思念	○課程說明與意見發表	◎課程安排，將視實際操作情況，作適當調整。
2	09/20	愛慕與思念	古典抒情詩導論	□分組名單
3	09/27	愛慕與思念	《詩經·蒹葭》 延伸閱讀：陳義芝〈蒹葭〉 延伸影音：瓊瑤「在水一方」	□札記 1
4	10/04	愛慕與思念	〈越人歌〉 延伸閱讀：劉向《說苑·善說》、席慕蓉〈在黑暗的河流上〉 延伸影音：馮小剛「夜宴」	□札記 2
5	10/11	愛慕與思念	屈原《楚辭·九歌·湘夫人》 延伸閱讀：〈湘君〉、蔣勳〈諸神復活〉 延伸影音：林懷民「九歌·湘夫人」	□札記 3 分組報告一
6	10/18	愛慕與思念	漢武帝〈李夫人賦〉、〈李夫人歌〉 延伸閱讀：李延年〈佳人歌〉	□札記 4 分組報告二

			延伸影音：張藝謀「十面埋伏」	
7	10/25	仕隱與進退	賈誼〈弔屈原賦〉 延伸閱讀：余光中「詠屈原詩選」 延伸影音：郭沫若「屈原」	□札記 5
8	11/01	仕隱與進退	陶淵明〈桃花源詩〉 延伸閱讀：陶淵明〈桃花源記〉 延伸影音：賴聲川「暗戀桃花源」	□札記 6
9	11/08	仕隱與進退	電影欣賞：賴聲川「暗戀桃花源」 延伸閱讀：陶淵明〈桃花源詩并記〉	□影片回饋單 1 □微電影劇本、分工明細
10	11/15	仕隱與進退	李白〈將進酒〉 延伸閱讀：洛夫〈李白傳奇〉 延伸影音：羅大佑「將進酒」	□札記 7 分組報告三
11	11/22	仕隱與進退	杜甫〈茅屋為秋風所破歌〉 延伸閱讀：楊牧〈秋祭杜甫〉 延伸影音：李易修「杜甫夢李白」	□札記 8 分組報告四
12	11/29	仕隱與進退	單元總結	
13	12/06	懷古與超逸	蘇東坡〈念奴嬌〉(赤壁懷古) 延伸閱讀：余秋雨〈蘇東坡突圍〉 延伸影音：楊慎「滾滾長江東逝水」	□札記 9
14	12/13	懷古與超逸	辛棄疾〈水龍吟〉(登建康賞心亭) 延伸閱讀：梁衡〈把欄杆拍遍〉 延伸影音：何其玲「精忠傳奇」	□札記 10 分組報告五
15	12/20	懷古與超逸	白樸〈沈醉東風〉(漁父詞) 延伸閱讀：林冷〈不繫之舟〉 延伸影音：歷代「漁父圖」	□札記 11 分組報告六
16	12/27	懷古與超逸	唐伯虎〈桃花庵歌〉 延伸閱讀：馮夢龍〈唐解元一笑姻緣〉 延伸影音：李力持「唐伯虎點秋香」	□札記 12
17	01/03	懷古與超逸	小組微電影放映	□電影回饋單 2

18	01/10	懷古與超逸	課程回顧與檢討	□課程回饋意見 〈我的「古典抒情詩的現代詮釋」課〉
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教學方法

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	30	影片欣賞	10	討論	30
	個案研討	0	服務學習	0	問題導向學習	30
	競賽遊戲	0	專家演講	0	專題實作	0
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	0	樣本觀察	0	校外參訪	0
	實作教學	0	個別指導	0	其他	0
<p>說明：1.講述 30%：由教師講述相關單元精神與文本，協助學生熟悉主題概念。 2.影片欣賞 10%：選擇與單元或與學生經歷相關的影片，啟發深度思考。 3.討論 30%：課程中以主題為導向提出問題，再由各小組進行相關討論。 4.問題導向學習 30%：在延伸閱讀中除預習札記之外，需思考相關議題。</p>						
<p>備註：1.若使用其他教學方法，請自行說明。若所列之教學方法未使用，只需於百分比欄位中填 0。各項總合須等於 100% 2.教學方法與核心能力相關之說明亦可於此欄位中敘明。</p>						

課程教材

課程教材 Course Material	教師自編 PPT
教科書	1.教師自編講義 2.教師補充文本
參考書目 Reference	鄭文惠等選注：《歷代詩選注》（臺北：里仁書局，1998 年） 葉慶炳著：《中國文學史》（臺北：臺灣學生，1997 年） 程俊英等著：《詩經注析》（北京：中華書局，1991 年） 洪興祖注：《楚辭補注》（臺北：大安出版社，1999 年） 沈德潛選：《古詩源》（北京：中華書局，2000 年） 歐麗娟選注：《唐詩選注》（臺北：里仁書局，2004 年） 鄭騫編注：《詞選》（臺北：文化大學，1995 年） 鄭騫編注：《曲選》（臺北：文化大學，1992 年） 李富軒選著：《抒情詩選》（臺北：漢威出版社，1999 年） 蔡瑜著：《中國抒情詩的世界》（臺北：學生書局，1999 年） 穆儔編著：《情詩三百首》（臺北：漢京出版社，1992 年） 侯吉諒編：《情詩·古典篇》（臺北：未來書城，2001 年） 李元洛輯注：《千葉紅芙蓉：歷代民間愛情詩詞曲三百首》（臺北：東大圖書，1994 年） 李元洛輯注：《在天願作比翼鳥：歷代文人愛情詩詞曲三百首》（臺北：東

	大圖書，1994 年) 謝錦桂毓：《生命的窗口——謝錦的課堂，從文學鑑賞認識自己》(臺北：麥田出版社，2011 年)。 葉嘉瑩著：《迦陵談詩》(臺北：三民書局，1999 年) 葉嘉瑩著：《好詩共欣賞》(臺北：三民書局，1998 年) 宇文所安著，賈晉華譯：《初唐詩》(北京：三聯書店，2005 年) 宇文所安著，賈晉華譯：《盛唐詩》(北京：三聯書店，2004 年)
教學平台網址	http://www.elearn.fju.edu.tw

學習評量

	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	10	課堂參與	70	心得或作業撰寫	0
	口頭報告(含小組或個人)	10	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	10	筆記	0
	其他	0				
學習評量 Learning Evaluation	<p>說明：1.書面報告、口頭報告：20%</p> <p>以小組為單位，分組報告。老師評分包含書面資料 10%，口頭報告 10%。 書面資料包含：A.開會記錄 B.呈現計畫書(A.B.各繳交一份給老師) C.講綱(一張 A4 文件統整上台展演的重點，影印發送給同學和老師。) D.回饋單：裁切後發給每一位同學，收集黏貼成 A4 頁面，不可以重疊，交給老師掃描。(A.B.C.需上台該週準時繳交，遲交扣分。D.需上台隔週準時繳交，遲交扣分。) 口頭報告三不原則：①不拿講稿②不以講授方式呈現③不一一輪流上台。負責報告小組報告後，其他小組必須進行提問、對談、溝通或辯論。</p> <p>2.展演(小組微電影)：10%</p> <p>以小組為單位，製作微電影。老師評分包含書面資料 5%，微電影 5%。 書面資料包含：A.開會記錄 B.呈現計畫書(分工明細) C.詩作與改編劇本(A.B.C.需期中 11/8 繳交，遲交扣分。) 微電影原則：①以 15 分鐘為限②不使用侵權的影音檔案③影片需在放映前兩週(12/20 前)放到教師指定 YouTube 帳號。</p> <p>3.課堂參與：70%</p> <p>札記 12 篇，可自選 10 篇書寫，一篇 5 分，共 50%。(報告篇章必寫，沒交扣 1 分)請用 18K 活頁紙「書寫」，嚴禁抄襲，抄襲以零分計算。課前預習札記必須在當次上課「點名時」繳交，上課書寫不予計分。上課遲到者，在補點名時立即繳交，仍予計分。札記包含上課參與準備，凡請假無法參與討論，該篇將會斟酌扣分。</p>					

	<p>電影回饋單 2 篇，一篇 5 分，共 10%。 課程回饋意見 1 篇，一篇 5 分，共 5%。 以上評分等第為 A+：95% (4.75 分) 有思考的啟發性，對生命有體認。 A：90% (4.50 分) 有自我創見想法，能夠獨立思考。 B+：80% (4.00 分) 善於表達意見，思考議題未深入。 B：70% (3.50 分) 有自己的見解，但論題發揮有限。 C+：60% (3.00 分) 嘗試表達意見，然取材思考不足。 C：50% (2.50 分) 粗略解釋說明，未加以發展陳述。 準時繳交但缺席討論：降一級分 缺交補交：0 分 其他表現 5% 在每一堂課中的特殊表現，如：積極發言（每一次上課發言一次，加總分一分，每次上課以加分一次為限）、主動參與、全勤等實際表現，將斟酌給予加分。</p>
	<p>備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填 0。各項總合須等於 100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。</p>

學習規範

學習規範	<p>1.請假規定：單一學期 18 週，只能請「四次」假，四次之中只能有一次請假，沒有檢具相關證明(包含生理假)。病假、公假、喪假、婚假，凡依照請假規定請假不扣分，未依請假規定請假，皆扣總分 2 分。第四次「未到課」需主動與老師聯絡說明，曠課「四」次，依教育部與學校學則規定，一律零分。 2.點名規定：老師抵達教室，即開始點名，每堂必點。點名結束到第二堂上課前抵達的同學，請在第二堂上課前主動向老師報到，計為第一堂遲到扣 1 分。第二堂上課時間才抵達的同學，計為兩堂課都遲到扣 2 分。早退未向老師說明得到許可者，依早退時間，決定扣 1 分或 2 分。 3.作業規定：作業凡請公假、婚假仍需「提前一週」繳交，唯病假、喪假可次週補交。其他作業遲交補交者，不予計分。 4.在上課課程中，請尊重自己與他人發言的權力，別人發言時請專心聆聽，適時回應溝通。 5.未經教師同意，上課不得使用 3C 產品，經善意提醒一次之後沒有改善，即扣總分 1 分，每次上課以扣分一次為限。</p>
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說明：有關上課的規則，例如：請假、遲到、遲交作業等相關規定

備註

備註	信件聯繫請報上學校、科系、姓名，務必在信末署名，否則不予回信。
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