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Advanced Literature and Culture Courses

LC001. English Literature I: Medieval and Renaissance (including Shakespeare) [英國文學（一）：中世紀暨文藝復興（含莎士比亞）]

> **3 credits**
> **Ms. Jennifer Chiu <jenniferwychiu@hotmail.com>**
> **For Sophomores and above**
> **Class size: 45**
> **Prerequisite: Introduction to Literature**

Course Description

This course is to survey the English Literature from the Middle Ages to the Renaissance by sampling the major writers and works in all periods. The object is not just to study a succession of writers and works but also to learn a tradition in which each individual author and text plays a part. We cannot, even in a lifetime, read all the works that make up the tradition, but we can learn enough about it from a selection of works to relate these works and their authors to one another and to their common heritage.

Textbook:

The Norton Anthology of English Literature. Eds. M.H. Abrams, et al. 9th ed. Vol. I. London: Norton, 2012.

Tentative Schedule (subject to change)

Week	Course Content	Assignment due/ Key terms
1	Introduction to the course Introduction: The Middle Ages to ca. 1485	
2 3	Anonymous: "The Dream of the Rood"; "The Wanderer"; "The Wife's Lament" Anonymous: *Beowulf*	(personification) allegory; elegy; (old English) epic; Celtic; runes; warrior; *scop, comitatus, wergild, wyrd*, mead hall; the dream vision
4	Anonymous: *Sir Gawain and the Green Knight*	*Journal 1 /* romantic- allegorical epic, knight (hood), chivalry
5 6	Chaucer: "The General Prologue," "The Miller's Tale," "The Wife of Bath's Prologue and Tale," and "The Pardoner's Prologue and Tale" from *The Canterbury Tales*	Satire; fabliau; Breton lay; exemplum; *gentillesse*; misogyny; apostrophe;
7	Malory: Selections from *Morte D'Arthur*	*Journal 2 /* chivalric romance; honor and worship; kingship; male fellowship

8	Anonymous: *The Wakefield Second Shepherds' Play* Anonymous: *Everyman*	Mystery play; morality play
9	Review: The Middle Ages (Midterm Week)	***Journal 3**
10	**Midterm Exam**	
11	Introduction: The Sixteenth Century: 1485-1603 More: *Utopia*	Reformation & conflicts of faith; identity & disguise; new worlds
12	Marlowe: *Doctor Faustus*	***Journal 4** / Dramatic tragedy; knowledge; power; magic; demonology; redemption
13	Shakespeare: Sonnets 1, 3, 12, <u>18</u>, 20, 29, 55, 60, 73, <u>116</u>, 129, 130	Love & time; sonnet sequence; beauty; immortality;
14	Spenser: *The Faerie Queene*, Book 1	***Journal 5**
15		representation of power
16	Wyatt: "The long love that in my thought doth harbor"; "Farewell, Love"; "They flee from me"; "My lute, awake!" Howard: "The soote season" Marlowe: "The Passionate Shepherd to His Love"	love; mythology; sexuality; poetic inspiration, authenticity, individual desire vs. public duty
17	Ralegh: "The Nymph's Reply to the Shepherd" Sidney: *Astrophil and Stella*, Sonnets 1, 5, 31 & 74	***Journal 6**
18	**Final Exam**	

Requirements
1. Lateness and absences are strongly discouraged. Points will be taken out from your final grade in accordance with the number of lateness and absences.
2. Written assignments:
   (1) You will write 6 journals on the topics assigned by the instructor.
   (2) If you want to use any secondary sources, your papers must include parenthetical citations for all paraphrasing and quoting, as well as a list of works cited at the end. **You will automatically fail this course if you plagiarize**.
   (3) Late assignments will not be accepted. When absent on the day for an assignment to be submitted, you must send its file to me via e-mail and deliver its hard copy the next day (not a week after!) with a proof (such as the receipt of your medical treatment) to excuse your absence.
3. Quizzes will be given whenever necessary.

Tentative Grading Scale (subject to change)
Midterm & final exams	50%
Journals, report, quizzes, class participation	50%

LC002. Stories of Growth in World Lit and Film [世界小說與電影中的成長故事]
        3 credits

Dr. Kate Liu < kate@mail.fju.edu.tw >
For Juniors and above
Class size: 45

※ Teaching Objectives

This course aims at using the stories of childhood and/or growth written and filmed in the English-speaking countries in Indian Subcontinent, West and South Africa and the Caribbean area to develop students'

● abilities in analyzing postcolonial literature and film of different cultural and historical backgrounds;

● understanding of how one's growth—especially in childhood—can be conditioned by one's gender, national and race identities, and

● cross-cultural awareness and cognitive flexibility in building knowledge about other cultures.

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

1) identify the themes of the selected stories of growth and explain their thematic development through relations of gender, race and class and their formal elements.

2) locate the texts in their historical and cultural contexts, and

through these concrete examples, approach and compare different cultures to build an overall picture (jigsaw puzzle) of the world and constantly adjust it.

※ Course Description

As English majors, we need to know that "English" is not always British, and "American"--not necessarily the U.S.   Also, just as English Literatures include a lot more than British and U.S. literature, foreign films can never be represented by the dream factory of Hollywood.

Contemporary Postcolonial & Postimperial Literature in Englis.

English literatures include not only those of the U.S. and U.K., but also those written in the English-speaking countries in areas ranging from Africa, South Asia, South-East Asia, East Asia (e.g. Hong Kong), South Pacific area (e.g. Australia & New Zealand), the Caribbean

area, to North America (e.g. Canada). (See Map above.) To distinguish the latter from the former, we call the latter -- postcolonial (Third World) literature in English, or world literatures written in English, or New English literatures.

This course approaches the vast field of postcolonial literature and culture through short stories and films written and shot in the areas of Indian subcontinent, the Caribbean area and West and South Africa.   To develop a good focus in this two-credit course, we will discuss issues related to children and their growth.

The two central questions we ask are:

🌐 How are children influenced by their parents' gender and race positions in their society which is characterized as (post-)colonial?

🌐 Do they share any similarities with or differences from us with our stories of growth? We will read and watch a selection of short stories, excerpts of novels, and films in order to be fully engaged in discussing the above questions. Some documentaries on these areas' histories, places and popular culture will be used to help us visualize, enter and understand their cultures.

Tentative Schedule

Unit I: South Asia

1.	• General Introduction: Colonialism, Postcolonialism, Diaspora & "The Empire Writes Back" • India: cultural, historical background
2.	• India: Colonialism and the Underclass Mira Nair: *Salaam Bombay* *& Poems*
3.	• India & Pakistan: religion, caste system and gender Ismat Chughtai "Gainda" Deepa Mehta *Earth* ★ Group Discussion in Class
4.	• Sri Lanka & Iran: Gender and Nation "Pigs Can't Fly" from *Funny Boy* by Shyam Selvadurai
5.	• immigrants and cultural identity *Persepolis: graphic fiction (excerpt) and film*
6.	* Group Report & Online Discussion; 1-1 *Turtle Can Fly* 1-2

Unit II: West and South Africa

7.	● General Introduction: Filmic Representations of Africa and the Histories of West & South Africa* Children at and away from War: excerpts from *The House at Sugar Beach: In Search of a Lost African childhood* (chaps 1-3; 5-6) *A Long Way Gone* (chap 12)
8.	• Nigeria: Tradition and the pre-Civil War period

	Chimamanda Ngozi Adichie *Half of a Yellow Sun* chapters 1-2
9.	[Mid-Term Week] • City and Village Dulue Mbachu *War Games*. (chaps 1-4)
10.	• South Africa: Anti-Apartheid Movements Nadine Gordimer "Amnesty"; *Ref. Cry Freedom*
11.	• Tradition and education in (Post-)Apartheid South Africa *Yesterday* Njabulo S. Ndebele "The Prophetess" ★ Group Discussion in Class
12.	* Group Report & Online Discussion: 2-1 Njabulo S. Ndebele "The Music of the Violin" General Introduction: <u>The Caribbean Area</u>; Caribbean popular songs

Unit III: The Caribbean Area

13.	• Group Report: (2-2) • creole identity & female sexualities * *<u>Patois</u> Dic. Abeng by <u>Michelle Cliff</u>(Jamaica)
14.	Education <u>Sugar Cane Alley</u> Olive Senior's "Bright Thursdays" ★Group Discussion in Class
15.	• Creole female identity and slavery • <u>Jean Rhys</u> (Dominique) *Wide Sargasso Sea* Book I
16.	• <u>Jean Rhys</u> (Dominique) *Wide Sargasso Sea* Book II-III
17.	• mother-daughter relations & female sexualities Jamaica Kincaid <u>Annie John</u> (Antigua) • Children away from War "*Children of the Sea*" *(for reference)*
18.	<u>Final Exam</u>

LC003. From Page to Screen: Comics & Their Movie Adaptations [從書冊到螢幕：漫畫與改編]

    3 credits

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

    For Juniors and above

    Class size: 45

    Prerequisite: Introduction to Literature

"Comics are just words and images. You can do anything with words and images."

– Harvey Pekar

This course will focus on graphic novels and their film adaptations to engage students in learning about the interplay of words and image both in the multi-panel form that comprises comics as well as on the screen. 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 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. The graphic novel is eminently suited to adaptation onto the film screen since its multi-panel form is a literal storyboard, a technique used in film making. And just like the graphic novel, the film is also a potent medium, its potency particularly interesting for its rather short history.

Students will study the construction of comics as story and art, just as they will study film versions as audio-visual narrative and performance. They will be tasked to investigate the special effects created in both sequential art narrative and filmic stories. These aspects will converge in a final project in which students create their own short comics that explore questions of identity, action, and place through a focus on the themes of turning points and imaginative places.

Required Texts

Scott McCloud, *Understanding Comics: The Invisible Art*. [pdf]

From Comic Strips to Graphic Novels: Contributions to the Theory and History of Graphic Narrative, edited by Daniel Stein, Jan-Noël Thon

The Comic Book Film Adaptation: Exploring Modern Hollywood's Leading Genre, Liam Burke

From Film Adaptation to Post-Celluloid Adaptation: Rethinking the Transition of Popular Narratives and Characters across Old and New Media, Costas Constandinides

Comics & Culture: Analytical and Theoretical Approaches to Comics, edited by Anne Magnussen, Hans-Christian Christiansen

Spandex cinema: Three approaches to comic book film adaptation, Benjamin Smith, University of Central Oklahoma, master's thesis, 2009.

"Some Medium-Specific Qualities of Graphic Sequences," Pascal Lefèvre, SubStance, Volume 40, Number 1, 2011 (Issue 124), pp. 14-33

Gardner, Jared, and David Herman. "Graphic Narratives and Narrative Theory: Introduction." *SubStance*, vol. 40, no. 1, 2011, pp. 3–13. JSTOR, www.jstor.org/stable/41300185.

V for Vendetta
The Watchmen
Atomic Blonde
The Crow
Tank Girl
Blue Is the Warmest Color
Sin City
Persepolis
A History of Violence

Recommended

Course Requirements

Attendance and Participation   25%
Presentations   30%
Midterm Exam   20%
Short Graphic Comic   25%

Attendance and Participation

Attendance is *mandatory*. Unexcused absences will result in deductions in overall percentage points from the final course grade.

Presentations

Each student is required to present on three of the assigned course readings: **a mix of** non-fiction texts and graphic novels/collections.

[Non-fiction Text]
1. Brief summary/description of the text.
2. Critical concepts/terms with brief explanations and examples.
3. Application to one of the graphic narratives.
   a. 1-2 critical concepts.
   b. Example graphic narrative.

[Graphic Novel/Collection]

1. Brief summary/description. ←*if a collection, then briefly summarize each short work in the collection.*

2. Focused analysis.

    a. Select a section of the work. ← *if a collection, then select one of the short stories.*
    b. Analyze/discuss the use of convention in the art and text.
    c. Analyze/discuss any breaking of convention in the art and text.
    d. Discuss any major themes of the work and how the selection engages with these themes.

Deadlines & Late Paper Policy

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.

LC004. Modern Chinese Fiction [現代小說選讀]

2 credits
Ms. Yen-zhen Wu < fjuntnu@gmail.com>
For Sophomores and above
Class size: 45

課程學習目標	1.「知識」：透過「現代小說史」的發展和名家名作的鑑賞中，瞭解中國現代小說的演變和特色。並且配合所選文本，適時論及其文藝思潮、文學理論及作品分析。除了深刻認識具代表性的小說，同時提昇對於現代小說創作與理論的了解。 2.「方法」：鍛鍊鑑賞作品的基本觀念和能力，從分析過程的鍛鍊中培養眼力、胸襟、處事的態度、團體合作，與自主學習的能力。並且同時培養閱讀與創作之興趣，以及激發吸收與創作之潛力。 3.「心靈」：藉由主題小說的細讀、分析與討論，進行自我、社會、傳統的剖析，達至生命智慧之啟發、價值思考之深化、知情意行之統整，與文化批判性的繼承。確立價格與價值之別，追求心靈成長與人格思辨。

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	國族與社會	○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	09/19	國族與社會	現代小說導論	□分組名單
3	09/26	國族與社會	魯迅（1881-1936）〈狂人日記〉（1918） 延伸閱讀：〈阿Q正傳〉（1922）	□札記1
4	10/03	國族與社會	賴和（1894-1943）〈不如意的過年〉（1928） 延伸閱讀：〈一桿稱仔〉（1926）	□札記2
5	10/10	國族與社會	○國慶日放假	
6	10/17	國族與社會	茅盾（1896-1981）〈春蠶〉（1932） 延伸閱讀：《農村三部曲》（1933）	分組報告1 □札記3
7	10/24	國族與社會	吳濁流（1900-1976）〈銅臭〉（1958） 延伸閱讀：《亞細亞的孤兒》（又名《胡志明》1945	分組報告2 □札記4
8	10/31	人我與覺醒	巴金（1904-2005）〈鬼－一個人的自述〉（1934） 延伸閱讀：《神‧鬼‧人》（1935）	□札記5
9	11/07	人我與覺醒	電影欣賞：楊立國（19？-）「魯冰花」（1989） 延伸閱讀：鍾肇政（1925-）《魯冰花》（1961）	□電影回饋單1
10	11/14	人我與覺醒	老舍（1899-1966）〈歪毛兒〉（1933） 延伸閱讀：《駱駝祥子》（1936）	分組報告3 □札記6
11	11/21	人我與覺醒	沈從文（1902-1988）〈蕭蕭〉（1935） 延伸閱讀：《邊城》（1934）	分組報告4 □札記7
12	11/28	人我與覺醒	鍾肇政（1925-）《魯冰花‧尾聲》（1961） 延伸閱讀：鍾肇政（1925-）《魯冰花》（1961）	□札記8□微電影劇本、分工明細
13	12/05	慾望與壓抑	錢鍾書（1910-1998）〈靈感〉（1945） 延伸閱讀：《圍城》（1945）	分組報告5 □札記9
14	12/12	慾望與壓抑	張愛玲（1920-1995）〈金鎖記〉（1943） 延伸閱讀：《秧歌》（1954）	分組報告6 □札記10

15	12/19	慾望與壓抑	林海音（1918-1995）〈金鯉魚的百襉裙〉（1963） 延伸閱讀：《城南舊事》（1960）	□札記 11
16	12/26	慾望與壓抑	朱西甯（1927-1998）〈狼〉（1963） 延伸閱讀：《破曉時分》（1965）	□札記 12
17	01/02	慾望與壓抑	電影欣賞：李安（1954-）「色｜戒」（2007） 延伸閱讀：張愛玲（1920-1995）〈色，戒〉（1950）	□電影回饋單 2
18	01/09	慾望與壓抑	課程總結與小組微電影放映	□課程回饋意見〈我的「現代小說選讀」課〉

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

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。

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	1.夏志清原著、劉紹銘編譯：《中國現代小說史》，臺北：傳記文學，1991年 2.古繼堂著：《臺灣小說發展史》，臺北：文史哲，1996 年 3.鄭樹森編：《現代中國小說選》，臺北：洪範書店，1989 年 4.梅家玲、郝譽翔主編：《臺灣現代文學教程小說讀本》，臺北，二魚文化，2002 年 5.齊邦媛主編：《中國現代文學選集（小說卷）》，臺北，爾雅，1983 年 6.王德威著：《眾生喧嘩—三○與八○年代的中國小說》，臺北，遠流，1988年 7.王德威著：《閱讀當代小說—臺灣・大陸・香港・海外》，臺北，遠流，1991

			年

8.王德威著：《小說中國—晚清到當代的中文小說》，臺北，麥田，1993 年

9.王德威著：《如何現代，怎樣文學—十九、二十世紀中文小說》，臺北，麥田，2007 年

10.蔡源煌著：《海峽兩岸小說的風貌》，臺北，雅典，1989 年

11.程光煒著：《文化的轉軌—「魯郭茅巴老曹」在中國（1949-1976）》，臺北，紅螞蟻，2006 年

12.方祖燊：《小說結構》，臺北，東大，1995 年

13.魏飴著：《小說鑑賞入門》，臺北，萬卷樓，1999 年

14.米蘭・昆德拉(Kundera, Milan，1929-)：《小說的藝術》，臺北，皇冠，2004 年

15.佛斯特(Forster, E. M.，1879-1970)：《小說面面觀—現代小說寫作的藝術》，臺北，商周，2009 年

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	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				

說明：1.書面報告、口頭報告：20%
以小組為單位，分組報告。老師評分包含書面資料10%，口頭報告10%。
書面資料包含：A.開會記錄 B.呈現計畫書（A.B.各繳交一份給老師）C.講綱（一張 A4 文件統整上台展演的重點，影印發送給同學和老師。）D.回饋單：裁切後發給每一位同學，收集黏貼成 A4 頁面，不可以重疊，交給老師掃瞄。
（A.B.C.需上台該週準時繳交，遲交扣分。D.需上台隔週準時繳交，遲交扣分。）
口頭報告三不原則：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。
2.展演（小組微電影）：10%
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.小說文本與改編劇本
（A.B.C.需期中 11/28 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

	（12/26 前）放到教師指定 YouTube 帳號。帳號：fjuadvanced 密碼：fju123321。 3.課堂參與：70% 札記 12 篇，可自選 10 篇書寫，一篇 5 分，共 50%。（報告篇章必寫，沒交扣 1 分）請用 18K 活頁紙「書寫」，嚴禁抄襲，抄襲以零分計算。課前預習札記必須在當次上課「點名時」繳交，上課書寫不予計分。上課遲到者，在補點名時立即繳交，仍予計分。札記包含上課參與準備，凡請假無法參與討論，該篇將會斟酌扣分。 電影回饋單 2 篇，一篇 5 分，共 10%。 課程回饋意見 1 篇，一篇 5 分，共 5%。 其他表現 5% 在每一堂課中的特殊表現，如：積極發言（每一次上課發言一次，加總分一分，每次上課以加分一次為限）、主動參與、全勤等實際表現，將斟酌給予加分。
學習規範	1.請假規定：單一學期 18 週，只能請「四次」假，四次之中只能有一次請假，沒有檢具相關證明(包含生理假)。病假、公假、喪假、婚假，凡依照請假規定請假不扣分，未依請假規定請假，皆扣總分 2 分。第四次「未到課」需主動與老師聯絡說明，曠課「四」次，依教育部與學校學則規定，一律零分。 2.點名規定：老師抵達教室，即開始點名，每堂必點。點名結束到第二堂上課前抵達的同學，請在第二堂上課前主動向老師報到，計為第一堂遲到扣 1 分。第二堂上課時間才抵達的同學，計為兩堂課都遲到扣 2 分。早退未向老師說明得到許可者，依早退時間，決定扣 1 分或 2 分。 3.作業規定：作業遲交補交者，不予計分。 4.在上課課程中，請尊重自己與他人發言的權力，別人發言時請專心聆聽，適時回應溝通。 5.未經教師同意，上課不得使用 3C 產品，經善意提醒一次之後沒有改善，即扣總分 1 分，每次上課以扣分兩次為限。
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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Advanced Language Studies Courses

LS001. Teaching Grammar [文法教法]

    3 credits

    Mr. Kenneth Chyi <kennethchyi@gmail.com>

    For Sophomore and above

    Class size: 45

課程學習目標	This primary purpose of this course is to introduce the theories and techniques of English grammar teaching. We will also take a look at the structure of the English Language from the modern linguistic perspective and see how the analysis can be appropriately used in language teaching.

	We will be examining the major issues of grammar teaching:
	(1.) principles for grammar teaching
	(2.) reasons for grammar teaching
	(3.) techniques of grammar teaching
	(4.) grammar testing
先修課程	Introduction to Linguistics

Tentative Schedule

週次 Week	主題 Topic	單元主題 Unit
1	Course Introduction	Course Introduction
2	Thornbury: Unit 1. What is Grammar?	Thornbury: Unit 1. What is Grammar?
3	Thornbury: Unit 2 Why Teach Grammar?	Thornbury: Unit 2 Why Teach Grammar?
4	Thornbury: Unit 3 How to teach grammar from rules	Thornbury: Unit 3 How to teach grammar from rules
5	Thornbury: Unit 4 How to teach grammar from examples	Thornbury: Unit 4 How to teach grammar from examples
6	Thornbury: Unit 5 How to teach grammar through texts	Thornbury: Unit 5 How to teach grammar through texts
7	Thornbury: Unit 6 How to practice grammar	Thornbury: Unit 6 How to practice grammar
8	Review	Review
9	Midterm	Midterm
10	Thornbury: Unit 7 How to deal with grammar errors	Thornbury: Unit 7 How to deal with grammar errors
11	Thornbury: Unit 8 How to integrate grammar	Thornbury: Unit 8 How to integrate grammar
12	Thornbury: Unit 9 How to test grammar	Thornbury: Unit 9 How to test grammar
13	Thornbury: Unit 10 How not to teach grammar	Thornbury: Unit 10 How not to teach grammar
14	Selected Paper Reading, Guest Speaker (to be arranged)	Selected Paper Reading, Guest Speaker (to be arranged)
15	Final Project Presentations	Final Project Presentations
16	Final Project Presentations	Final Project Presentations
17	Final Project Presentations	Final Project Presentations
18	Final exams	Final exams

LS003. Picture Books: Literature and Pedagogy [圖畫書欣賞與教學應用]

    3 credits
    Ms. Jane Yang <janeyang0915@gmail.com >
    For Sophomores and above
    Class size: 40

課程學習目標	From extensive reading, students will learn how to appreciate picture books and also how to apply picture books in their present and/or future teaching.		
授課進度 Course Progress Outline			
週次 Week	主題 Topic	單元主題 Unit	備註 Remark
1	Course introduction / The definition of picture book		
2	Historical overview / The prestigious picture book awards	Millions of Cats　p76 The Snowy Day　p42	
3	Books for the very young / Alphabet books	The Story of Little Babaji p293	
4	Picture books and children's development	The Story of Ferdinand　p277 Chicka Chicka Boom Boom p15	G1
5	Famous picture book characters	The Letter　P48 Owen　p265	G2
6	Teaching Application	Good Night Moon p34 Freight Train　p51	G3
7	Author Study	Titch　p103 Good Night, Gorilla　p133	G4
8	Author Study	Ten, Nine, Eight p203 Winnie-the-Pooh　p160	Journal (1)
9	Author Study	The Story of Babar　p180	G5
10	Author Study	Make Way for Ducklings　p55	G6
11	Books about "Friendship"	Curious George　p88	G7
12	Books about "Self-Identity"	Petunia　p218 Harry the Dirty Dog　p249	G8
13	Books about "Environment"	The Sneetches　p281 Amelia Bedelia　p235	
14	Fairy Tale variation	The Stinky Cheese Man p178 Swimmy　p23	
15	Picture books and Movie	Where the Wild Things Are p106	Journal (2)
16	Picture books and Movie	Stellaluna　p208	

17	Final project presentation				
18	Final project presentation				

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講　　　述	50	影 片 欣 賞	20	討　　　論	30
	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	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

課程教材 Course Material	This course aims to offer students an introduction to a special genre of children's literature – picture books. Course contents include: the history and definition of picture books, prestigious awards, classic picture books, famous picture book characters and teaching with picture books... etc.　Picture books about various topics and works of prominent authors will be presented in class as well.
教科書	The 20th Century Children's Book Treasury (selected by Janet Schulman / KNOPF)
參考書目 Reference	Children's Books and Their Creators (edited by Anita Silvey / Houghton Mifflin Company) A Critical Handbook of Children's Literarure (Rebecca J. Lukens / Pearson Education, Inc.) Artist to Artist (Philomel Books)
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	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）	30	課堂參與	10	心得或作業撰寫	30
	口頭報告（含小組或個人）	30	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				

	Students have to participate actively in class discussion and keep a reading journal. One group report and one individual final project are required.
學習規範	Group presentation: Each group will research on an assigned author and present the results to the whole class. Time limit: 50-60 minutes Reading journal should include: book info, brief summary, personal reflection or application ideas. Individual project: possible topics-- author study, picture book application report, research paper.

LS003. English Teaching and Educational Psychology [英語教學與教育心理]
> **2 credits**
> **Dr. Doris Shih <dshih@mail.fju.edu.tw>**
> **For Sophomore and above**
> **Class size: 40**

This course is designed to help students review the principles of language teaching (we will not go into details since you probably have taken TESOL Methodology course) and understand some theories of educational psychology so that you can work with young English learners.

The goals and objectives of this course are:
(1) Read and understand the principles of English teaching.
(2) Read and understand some theories of educational psychology.
(3) Integrate English teaching and educational psychological theories in order to design and write effective lesson plans.
(4) Work with elementary school students at Guo-Tai Elementary School.

Note: Service learning is a required component of this course. The instructor is in the process of working on the details with Guo-Tai Elementary school possibly for remedial instruction or singing contest assistance. Details will be announced at the beginning of the course.

• Required textbook: Handouts or digital files of journal papers.
• References

Ormrod, J. E., Anderman, E. M., & Anderman, L. (2016). Educational psychology: Developing learners (9th ed.). Upper Saddle River, NJ: Pearson Education.

Richards, J. C. & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching.

(3rd ed.), Cambridge: Cambridge University Press.

Requirement:
1. Participation
2. Attendance
3. Activities & Service Learning
4. Chapter presentation (group): Review of Methods
5. Final report/portfolio & presentation

Tentative Topics:
Language & culture
Learning motivation
Bloom's Taxonomy
Lesson planning
Rubric designs
Review of English language teaching methods
Piaget's theory of cognitive development
Vygotsky's theory of cognitive development
Service learning

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Advanced writing: Required courses for Seniors.
Please take one of the followings.

AW001. 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: 30**
> **Prerequisite: CC III**

課程學習目標	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. |

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

AW002. Technology Marketing [科技產業英文]

> **2 credits**
> **Mr. Yi-Hsuan Chen < yihsuanchen@outlook.com >**
> **For Seniors only**
> **Class size: 30**
> **Prerequisite: CC III**

	Advanced English of Technology Marketing is an advanced elective aimed at introducing senior students to a variety of marketing strategies, solutions, and trends in a society such as ours, teeming with so much information. With the blossoming of technology in Taiwan, it seems obvious that people emphasize the core values of technology. Thus, the focus of the class will be on acquaintance with technical terms in the beginning, writing a good press release, analysis of products, and on holding a well-organized press conference.
課程學習目標	
先修課程	CCIII

授課進度 Course Progress Outline

週次 Week	主題 Topic
1	Course Introduction—Present the outlook of the course
2	Understanding Newspaper Headlines
3	Acquisition of the Technology Terms
4	A Comprehensive Survey of Technology Industries
5	Analysis of a Product (I): Collecting References (Group 1: Technology Articles Acquisition)
6	Analysis of a Product (II): Expressions on Charts
7	How to Write a Press Release: Examples and Practice (Group 2: Presentation on Product)
8	How to Write a Press Release: Examples and Practice
9	How to Hold a Press Conference (Homework: Press Release)
10	Mid-term: Project 1—Hold a Press Conference (Launch a New Product)
11	Overview of Marketing: Terms, Concepts and Samples
12	Composing a Marketing Plan: Competition, SWOT and Market Analysis (Group 3: Interesting and Notable Marketing Examples)
13	Make a Marketing Plan (I): Advertising and Promotional Materials
14	Make a Marketing Plan (II): Keywords Promotion, Blog, Facebook… (Group 4: Competition, SWOT and Market Analysis)
15	Make a Marketing Plan (III): So-Lo-Mo, QR Code
16	Make a Marketing plan (IV): Appvertising (app+advertising) (Group 5: Interesting and Notable Advertising Examples – on technology only)
17	Wrapping up the course (Group 6: Examples of So-Lo-Mo and Appertising)
18	Project 2: Presentation of a Product Marketing Plan (Hand in Marketing Proposals)
課程教材 Course	Jakki J. Mohr, Sanjit Sengupta, and Stanley Slater. Marketing of

Material	High-Technology Products and Innovations. Prentice Hall: 3 ed., 2009
教科書	Jakki J. Mohr, Sanjit Sengupta, and Stanley Slater. Marketing of High-Technology Products and Innovations. Prentice Hall: 3 ed., 2009
參考書目 Reference	Reference Links: Marketing Proposal Outline: http://en.allexperts.com/q/Marketing-1090/Marketing-Proposal-Outline.htm Proposal Presentation Approach: http://it.toolbox.com/blogs/enterprise-solutions/proposal-presentation-approach-19017
教學平台網址	0

	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	10	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	10	期末考	10	隨堂考（小考）	0
	書面報告（含小組或個人）	10	課堂參與	50	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	10
	參加競賽	0	展演	0	筆記	0
	其他	0				

學習規範	第一堂課未出席的同學，不得加選此課 Attendance, Participation & Group discussion50% 15-min Unit Presentations @15% each30% Written proposals @10% each20%

AW004. Journalistic Writing & English Department Magazine I [系刊製作與寫作(一)]

    2 credits

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

    For Seniors only

    Class size: 15 for Department Magazine

    Prerequisite: CC III

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 <u>and</u> 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 <u>and</u> 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%

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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**

A review of selected ethical theories, concepts, and principles with emphasis on their applications in business, the professions, and the contemporary workplace. The course will briefly introduce students to some important theories in traditional moral philosophy, ranging from utilitarianism 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 the world of modern business and 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 various ethical dilemmas as dramatized in selected films, television episodes, and documentaries.

PT002. English-Chinese Translation I [英中翻譯（一）]

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

*第一週上課是唯一加退選的機會。已預選上者未出席視同放棄修課機會，空出的缺額由來上課想加選者遞補。

COURSE OBJECTIVE AND DESCRIPTION

translation n. 1. the act or an instance of translating. 2. a written or spoken expression of the meaning of a word, speech,

book, etc, in another language. (The Concise Oxford English Dictionary)

An introduction to English to Chinese translation, this 2-credit elective course aims to provide students with a proper attitude and approach toward translation. We want to cover the two meanings that the term translation encompasses. We will focus on translation as a process and a product. In other words, we aim not only to explore how a translator takes the English source text, analyzes it and then transfers it into a text in target language, Chinese, but also examine the translation work of various subjects and styles produced by the translator.

Students will get hands-on experience of translation, prepare themselves to be good translators by taking the initiative to practice and problem-solve on their own, and solidify their understanding of translation through continual revision and discussion throughout the semester.   They will learn to read and deal with different types of English texts, learn to turn them into appropriate Chinese, and learn to profit from their problems and mistakes.

REQUIREMENTS AND EVALUATION

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, film translation, journalistic translation, literary translation, and scientific and technical translation), the course demands a couple of journals in which students comment on either selected or free topics on translation. A term paper together with oral presentation will be conducted at the end of the semester.

Translation Assignments	45%
Reading Journals and Quizzes	20%
Oral Report and Term Paper	20%
In-class Participation and Peer Evaluation	15%

TEXTBOOK AND REFERENCE

Handouts are available at EngSite.

PT003. Performing Arts [舞台藝術]

3 credits
Mr. Hegel Tsai
For Sophomores and above
Class size: 30

PT004. Computer Research & Knowledge Management [電腦輔助書目暨知識管理]

2 credits
Dr. Doris Shih <dshih@mail.fju.edu.tw>
For Sophomores and above
Class size: 45

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

• Required textbook:

Modern Language Association of America. *MLA Handbook*. 8th ed. New York: MLA, 2016. Print.

Handouts, e.g.,

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

• References

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

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

Requirement:

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

Tentative topics:

The Research Paper in the Information Age

Study Skills: Library Skills for the Information Age

From Research Questions to Research Plans

Plagiarism & Turnitin

Newsgroups, Forums as Search Tools

Boolean Search

Field Research & Interviewing Expert Sources

Using Chinese databases & English databases

Brief Survey Design

Using EndNote

Knowledge Management

Turning Your Research into a Written Report

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

PT005. Introduction to Oral Interpretation [口譯入門]

3 credits

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

For Juniors and above

Class size: 20

課程學習目標	This course aims to introduce students the basic concepts and practices of English-Chinese and Chinese-English interpretation, with a focus on E-C interpretation.
先修課程	Speech and Debate Related translation/interpretation courses

Tentative schedule

Week	Topic
1	Course Orientation
2	Short Consecutive Interpretation
3	Long Consecutive Interpretation (1)
4	Long Consecutive Interpretation (2)
5	Long Consecutive Interpretation (3)
6	Note-taking Skills & Review
7	Midterm Rehearsal: Mock Conference Long CI
8	Midterm Exam.: Mock Conference Long CI (1)
9	Midterm Exam.: Mock Conference Long CI (2)

10	Simultaneous Interpretation (1): Introductions
11	Simultaneous Interpretation (2)
12	Guest Speech: My Career as an Interpreter
13	Simultaneous Interpretation (3)
14	Simultaneous Interpretation (4)
15	Simultaneous Interpretation (5): Conference Preparation
16	Final Project: Mock Conference--SI
17	Final Project: Mock Conference--SI
18	Review Final & Feedback

ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝ശ്രജ്ഞ൝
MA/BA Courses

MA001. Space and Place in Literature and Culture [文學與文化中的空間與地方]
> **3 Credits**
> **Dr. Joseph Murphy <murphy@mail.fju.edu.tw >**
> **For Juniors and above**
> **Class size: 6**

Objectives
1) To offer an advanced introduction to major theories of space, place, and landscape in regard to four literary/cultural topoi: the wilderness, the garden, the city, and the museum. These theories conceptualize space in terms of such categories as nationalism, imperialism, race, gender, aesthetics, and psychology.

2) To apply these theories to selected works of English and American literature (fiction, drama, poetry) that feature wilderness, gardens, cities, and museums as settings.

3) To think critically and creatively about actual sites related to wilderness, gardens, cities, and museums as presented by individual students in the seminar.

Texts
<u>Introduction</u>
Yi-Fu Tuan, "Introduction" and "Experiential Perspective," from *Space and Place*
Martin Heidegger, "Building Dwelling Thinking"

Michel Foucault, "Of Other Spaces"
Michel de Certeau, "Spatial Stories"

The Wilderness
N. Scott Momaday, *The Way to Rainy Mountain*
Willa Cather, *O Pioneers!*
William Cullen Bryant, "To Cole, the Painter, Departing for Europe"
William Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature"
J. Frank Papovich, "Landscape, Tradition, and Identity in *The Way to Rainy Mountain*"

The Garden
Tom Stoppard, *Arcadia*
Wallace Stevens, "Anecdote of a Jar"
John Dixon Hunt, "'A Breakthrough in Dahlia Studies': On *Arcadia* by Tom Stoppard"
Anja Müller-Muth, "Re-presenting Representations: The Landscape Garden as a Sight/Site of Difference in Tom Stoppard's *Arcadia*"

The City
Virginia Woolf, *Mrs. Dalloway*
Edgar Allan Poe, "The Man of the Crowd"
Walt Whitman, "Song of Myself," section 8 ("The blab of the pave")
Langston Hughes, "Visitors to the Black Belt"
Charles Baudelaire, from "The Painter of Modern Life"
Georg Simmel, "The Metropolis and Mental Life"
Janet Wolff, "The Invisible Flâneuse: Women and the Literature of Modernity"

The Museum
E. L. Konigsburg, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*
Henry James, from *A Small Boy and Others*
H. Rider Haggard, "Smith and the Pharaohs"
Thomas Hardy, "In a Museum"
Theodor Adorno, "Valéry, Proust, Museum"
Carol Duncan, from *Civilizing Rituals: Inside Public Art Museums*

Requirements
Assignments will include:
--text commentary
--critical/theoretical article presentation

--site presentation

--final essay or midterm/final essays

--active participation in class discussion

Text commentary (about 500 words) on a passage from an assigned reading for one class meeting.

Critical/Theoretical article presentation. 20 min. each. Give a PowerPoint presentation on one of the assigned theoretical/critical readings.

Site presentation. 20-25 min. Focus on an actual site you have experienced, related to wilderness, gardens, urban space, or museums (in Taiwan or elsewhere). Using photographs, images, and/or video, discuss this site critically in relation to the theoretical and literary texts in the course. Aspects to consider include the physical, aesthetic, social, political, historical, and psychological dimensions of the site.

Class participation. Read and prepare the texts assigned for each class meeting before the beginning of class. Come to every class prepared to comment on the assigned readings. Contact the teacher regarding any absence.

Essay(s)

Essay should develop a focused argument related to the concept of space and place in one or more of the assigned literary works and apply at least one theoretical work (either listed in the course reading or another approved by the instructor). Students may opt to write one longer final paper or a midterm and a final paper. Specific requirements for BA, MA, and PhD students will be announced.

MA002. Shakespearean Drama [莎士比亞戲劇]

> **3 Credits**
> **Dr. John Basourakos <johnbasourakos1@yahoo.ca >**
> **For Juniors and above**
> **Class size: 10**

This course offers students an introduction to the broad spectrum of Shakespeare's plays, including comedies, histories, tragedies, and romances. In the process we will explore Shakespeare's life and the culture of Elizabethan England in which he wrote. Most of all, we will explore Shakespeare's dramatic and poetic genius through a critical study of selected plays, and try to understand how his use of literary elements and motifs, and the dramatic conventions of his time, generate particular themes. The course will also aim to examine how Shakespeare's plays were influenced by social and cultural issues, and how

they continue to influence our society, our cultures, and our modes of feeling and thinking. These objectives will be met through close readings of the plays, critical thinking, and clear writing. This semester the following plays will be read and critically discussed in class: *The Taming of the Shrew*, *Much Ado About Nothing*, *Hamlet*, and *The Merchant of Venice*.

MA003. Discourse Analysis: Power, Ideology, and Technology [數位時代的多元識讀與跨文化學習**]**
    3 Credits
    Dr. Lydia Tseng< 023148@mail.fju.edu.tw >
    For Juniors and above
    Class size: 10

MA004. Psychology in Language Classroom [語言教室內的心理學]
    3 Credits
    Dr. Sherri Wei< 055082@mail.fju.edu.tw>
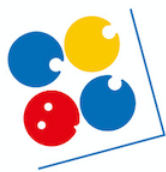   **For Juniors and above**
    Class size: 10

課程學習目標	This course aims to introduce relevant psychological theories and approaches in the discussions about language pedagogy. Language learning is a socially mediated process, as we learn a new language, we must have gone through certain psychological changes. This psychological journey deserves our attention as much as the linguistics aspect of language acquisition. In fact, this is why in the past three decades, teachers and researchers have paid more and more attention to issues like motivation, attitude, beliefs and learning styles. In order to discuss these illusive psychological concepts, examples from various sources, like movies and songs, will be selected as reading materials and topics for in-class discussions. Students who complete this course will 1. be able to analyze scenarios in everyday life through the reading of psychology theories. 2. read related psychology theories to gain a deeper understanding of the factors involved in the teaching and learning of the English language. 3. apply these psychology theories to analyze social interactions in

		classrooms, either face-to-face or online.		
		4. gain a deeper understanding of personal learning and teaching experiences through the lens of psychology theories.		

<table>
<tr><td colspan="5" align="center">授課進度 Course Progress Outline</td></tr>
<tr><td>週次
Week</td><td colspan="2">主題 Topic</td><td>單元主題 Unit</td><td>備註
Remark</td></tr>
<tr><td>1</td><td colspan="2">Course Orientation: Educational Psychology</td><td>Course Orientation</td><td></td></tr>
<tr><td>2</td><td colspan="2">Educational Psychology</td><td>Behaviorism & Cognitive Psychology</td><td></td></tr>
<tr><td>3</td><td colspan="2">Language Learning Theories & Methods I</td><td>Humanistic Approaches: Maslow's Hierachy of Needs</td><td></td></tr>
<tr><td>4</td><td colspan="2">Language Learning Theories & Methods II</td><td>Vygotsky's Zone of Proximal Development</td><td></td></tr>
<tr><td>5</td><td colspan="2">Motivation, Attitude & Belief I</td><td></td><td></td></tr>
<tr><td>6</td><td colspan="2">Motivation, Attitude & Belief I</td><td>Dangerous Mind</td><td></td></tr>
<tr><td>7</td><td colspan="2">Spring Break</td><td>No class</td><td></td></tr>
<tr><td>8</td><td colspan="2">Studies in Effective Teaching</td><td>Mediation Theory</td><td></td></tr>
<tr><td>9</td><td colspan="2">Midterm Review</td><td></td><td></td></tr>
<tr><td>10</td><td colspan="2">Learner History & Individual Differences</td><td>English Vinglish</td><td></td></tr>
<tr><td>11</td><td colspan="2">Positive Psychology I</td><td>Authentic Happiness</td><td></td></tr>
<tr><td>12</td><td colspan="2">Positive Psychology II</td><td></td><td></td></tr>
<tr><td>13</td><td colspan="2">Studies in Effective Teaching</td><td>Strategy-based Instruction</td><td></td></tr>
<tr><td>14</td><td colspan="2">Social Media: Does Facebook Make Us Sad?</td><td></td><td></td></tr>
<tr><td>15</td><td colspan="2">Social Interactionism I: Collaoration and Group Dynamics</td><td></td><td></td></tr>
<tr><td>16</td><td colspan="2">Social Interactionism II: The Learning Context</td><td></td><td></td></tr>
<tr><td>17</td><td colspan="2">Final Report I</td><td></td><td></td></tr>
<tr><td>18</td><td colspan="2">Final Report II</td><td></td><td></td></tr>
<tr><td>課程教材
Course Material</td><td colspan="3">William, M & Burden, R. (2001). Psychology for language teachers. New York:
Cambridge University Press.</td></tr>
<tr><td>教科書</td><td colspan="3">William, M & Burden, R. (2001). Psychology for language teachers. New York:
Cambridge University Press.</td></tr>
<tr><td>參考書目
Reference</td><td colspan="3">Byram, M. (2004). Routledge encyclopedia of language teaching and learning.
London: Routledge.
Lightbown, P. M. & Spada, N. (1998). How languages are learned. Oxford: Oxford</td></tr>
</table>

	University Press.
	Oxford, R. (1997). Cooperative Learning, Collaborative Learning, and Interaction:
	Three Communicative Strands in the Language Classroom. Modern Language Journal 81(4), 443-456.
	Richard-Amato, P. A. (1996). Making it happen: Interaction in the second language classroom. White Plains, NY: Addison-Wesley.
	Seligman, M. E. P. (2004). Authentic happiness: Using the new positive psychology to realize your potential for deep fulfillment. London: Nicholas Brealey.
	Vygotsky, L. (1978). Mind in society: The development of higher mental processes.
	Cambridge, MA: Harvard University Press.
教學平台網址	

Multiliteracies and Intercultural Learning in the Digital Age

數位時代的多元識讀與跨文化學習

Instructor: Dr. Lydia Tseng　曾明怡　023148@mail.fju.edu.tw

(Fall 2019)

Course Description

What does it mean to be "literate" in the age of digital data, screens, and hypertexts? How is "literacy" conceptualized and understood in the age of Twitter, Facebook, and mobile digital narratives? The influence of digital technologies has transformed the landscape of communication and perceptions of literacy. This course focuses on theoretical perspectives and empirical case studies of "multiliteracies", the new approach to literacy pedagogy, which addresses the complexity of reading, authenticating, linking, and representing information in this increasingly interactive digital media-enabled multimodal environment for intercultural communication. Key topics include digital literacies, critical literacy, media literacy, semiotic design for transformative pedagogy, multimodality, and intercultural learning. Students are given opportunities to integrate digital tools/techniques into their composition of "multiliteracies" teaching and learning materials for the particular group of EFL learners.

Course Objectives

This course intends to achieve three major objectives. Students will

- understand and differentiate among theories and issues related to multiliteracies, including, but not limited to multiliteracies, multimodality, critical digital literacies, participatory culture, intercultural communication and learning.
- investigate the role that multiliteracies 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.
- analyze or compose print as well as digital and multimodal texts for multiliteracies (such as literary texts, films, comics, animations, news, song lyrics, and others) and intercultural learning, as well as share their work in socially networked ways.

By completing this course, students are able to

- develop autonomous learning, critical and logical thinking skills related to digital humanities, particularly a set of instructional strategies for teaching multiliteracies to different groups of learners in Taiwan and other EFL contexts abroad.
- search, sort, and compile materials related to multiliteracies teaching and intercultural learning,

particularly engage in a collaborative investigation centered on "Story Turning Points: Multiliteracies and Deep Locational Reading and Remediation."

- learn new technologies to demonstrate their learning outcomes, specifically producing multimodal texts, for example, digital story-telling blog, multimodal video, interactive game and others.

Teaching Methods

This course includes lectures, workshops, practical research projects through data collection, individual/group presentations, and individual conferences.

- Lectures: to explore key concepts with regard to studies about mulitliteracies and intercultural learning.

- Workshops: to elicit discussion between the lecturer and students, and among students. Workshop tasks include discussion on approaches to integrating digital tools/techniques into pedagogical design, analysis of critical issues in multiliteracies pedagogy and intercultural learning, and hands-on software session for multimedia/interactive game design, for example: "Scratch" and "CoSpaces Edu"

- Empirical multiliteracies and intercultural learning project: to have students embark on a small-scale investigation on subjects related to mulitliteracies and/or intercultural learning.

- Individual/Group presentations: to provide an opportunity for students to guide the whole class engaging in critical examination of particular issues regarding learning, research, pedagogy centered on different aspects of multiliteracie and intercultural learning in the digital age.

- Individual/Group conference: aims to have more in-depth discussion on course-related issues and most importantly empirical multiliteracies project.

Assessment

- Attendance and Participation 20%
- Presentation (1): Turning Points in Multimodal Texts 20%
- Presentations (2): Lesson Plan-Writing and Critical Reflection 20%
- Final Project: Multiliteracies and Intercultural Learning Project 40%

Course Outline

WK	Topic
1	Course Overview: Introduction to Multiliteracies and Intercultural Learning
2	Mulitliteracies (1): Multimodality—Semiotic Design, Remediation, Recontextulaisation
3	Mulitliteracies (2): Multiculturalism—Culture-Responsive Pedagogy and Pedagogic Discourses
4	Intercultural Communication: Intercultural Teaching and Learning
5	Multiliteracies: Theory and Practice (1)—Multimodal Literacy Teaching
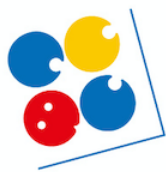
6	Multiliteracies: Theory and Practice (2)—Critical Literacy **Conference/Preparation for Presentation (1)
7	Multiliteracies: Theory and Practice (3)—Media Literacy
8	Multimodal Literacy Instruction: Multimodal Discourse Analysis and Lesson Plan Design

9	Presentation (1): Turning Points in Multimodal Texts (I)
10	Presentation (1): Turning Points in Multimodal Texts (II) *Conference/Preparation for Presentation (2)
11	Workshop on Multimedia Game Design (1): Scratch
12	Workshop on Multimedia Game Design (2): CoSpaces Edu
13	Presentations (2): Lesson Plan-Writing and Critical Reflection (I)
14	Presentations (2): Lesson Plan-Writing and Critical Reflection (II) *Conference/Preparation for Final Project
15	Multiliteracies and Intercultural Learning: Research Issues (I)
16	Multiliteracies and Intercultural Learning: Research Issues (II)
17	Final Project: Multiliteracies and Intercultural Learning Project (I)
18	Final Project: Multiliteracies and Intercultural Learning Project (II)

Main Reading Materials

Barton, D. & Lee, C. (2013). *Language online: Investigating digital texts and practices*. Milton Park, Abingdon, Oxon: Routledge.

Bull, G., & Kajder, S. (2004). Digital storytelling in the language arts classroom. *Learning & Leading with Technology, 32*(4), 46-49.

Cope, B., and Kalantzis, M. (Eds.) (2000). *Multiliteracies.* London: Routledge.

Hafner, C. (2015). Remix culture and English language teaching: The expression of learner voice in digital multimodal compositions. *TESOL Quarterly, 49* (3), 486-509.

Harshman, J. (2017). Developing globally minded, critical media literacy skills. *Journal of Social Studies Education Research, 8*(1), 69-92.

Holliday, A. (2018). *Understanding intercultural communication: Negotiating a grammar of culture.* 2nd Edition. London: Routledge.

Miller, S.M. & McVee, M. B. (Eds.) (2012). *Multimodal composing in classrooms: Learning and teaching for the digital world.* New York, NY: Routledge.

Selber, S. (2004) *Multiliteracies for a digital age*. Carbondale: Southern Illinois University Press.

3

Warschauer, M. (1998) *Electronic literacies: Language, culture, and power in online education.* New York: Lawrence Erlbaum.

Wallace, C. (2003). *Critical reading in language education*. Basingstoke: Palgrave Macmillan.

Supplementary Reading Materials

Jewitt, C. & Mackley, K. L. (2018). Methodological dialogues across multimodality and sensory ethnography: digital touch communication. *Qualitative Research*. DOI: 10.1177/1468794118796992
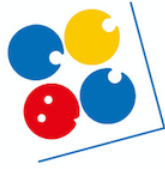
O'Halloran, K. L. & Smith, B. A. (Ed.) (2019). *Multimodal studies: Exploring issues and domains*. New York & London: Routledge.

Related Websites
- Digital Literacy Center http://dlc.lled.educ.ubc.ca/
- The Global Critical Media Literacy Project   http://gcml.org/
- New Learning: Transformational Design for Pedagogy and Assessment
  http://newlearningonline.com/multiliteracies/resources
- Multiliteracy Revolution
  https://multiliteracyrevolution.wordpress.com/defining-multiliteracy-resources/
- Teaching Multiliterarcies https://teachingmultiliteracies.weebly.com/
- Transit(Transformative Social Innovation Theory) http://www.transitsocialinnovation.eu/sii