

Curriculum for Fall 2021: Elective Courses



Advanced Literature and Culture Courses

LC001. English Literature I [英國文學（一）]

3 credits

Ms. Jennifer Chiu <jenniferwychiu@hotmail.com>

For Sophomores and above

Class size: 40

Prerequisite: Introduction to Literature

課程學習目標		This course is to survey the English Literature from the Middle Ages and the Renaissance to the Neoclassical Period by sampling the major writers and works in all periods. The objective 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. Students’ final grade for the semester will be based on their attendance, participation, quizzes, midterm and final exams, response papers, and oral presentations		
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		INTRODUCTION TO THE COURSE	THE MEDIEVAL PERIOD	
2		<i>Beowulf</i> , translated by Seamus Heaney	Old English	
3		<i>Sir Gawain and the Green Knight</i>	Middle English	
4		Geoffrey Chaucer		
5		Chaucer		
6		<i>The Second Shepherd's Play; Everyman</i>	Mystery and Morality Plays	
7		Thomas More	THE RENAISSANCE	
8		Edmund Spenser		
9		Midterm Exam		
10		Philip Sidney		

11		Christopher Marlowe				
12		William Shakespeare				
13		John Milton	THE SEVENTEENTH CENTURY			
14		John Donne Andrew Marvell				
15		John Dryden Jonathan Swift Alexander Pope	THE RESTORATION THE NEOCLASSICAL AGE			
16		<i>Gulliver's Travels</i>				
17		<i>Gulliver's Travels</i>				
18		Final Exam				
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	40
	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	20	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		TronClass				
教科書		TronClass				
參考書目 Reference		TronClass				
教學平台網址		TronClass				
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	20	期末考	20	隨堂考（小考）	10
	書面報告(含小組或個人)	0	課堂參與	10	心得或作業撰寫	25
	口頭報告(含小組或個人)	15	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
其他	0					

學習規範	Attendance is mandatory. Points will be deducted from students' final grade in accordance with the number of lateness and absences.
	Plagiarism is an unethical offense and it prevents students from establishing their ideas and opinions on a topic. If students commit plagiarism, intentionally or unintentionally, they will fail the assignment or even the course.
	Students shall follow the deadline for submission of assignments. Grade will be deducted for every late submitted assignment without a valid reason. A 2-day grace period will be given to students. Assignment submitted within the grace period will be penalized by 10-point deduction each day past the deadline. For those submitted after the grace period, no marks will be given and a fail grade will be accorded.

CL001. Modern Chinese Fictions [現代小說選讀]

2 credits

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

For Juniors and above

Class size: 40

課程學習目標	1.「知識」：透過「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	09/16	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	09/23	國族與社會	現代小說導論	□分組名單
3	09/30	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	10/07	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	10/14	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
6	10/21	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
7	10/28	國族與社會	單元總結與微電影計畫發布會	□微電影劇本、分工明細
8	11/04	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	11/11	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	11/18	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	11/25	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	12/02	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
13	12/09	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	12/16	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	12/23	慾望與壓抑	林海音（1918-1995）〈金鯉魚的百褶裙〉（1963） 延伸閱讀：《城南舊事》（1960）	□札記 11
16	12/30	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	01/06	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	01/13	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——三〇與八〇年代的中國小說》，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.程光燁著：《文化的轉軌——「魯郭茅巴老曹」在中國（1949-1976）》，臺北，紅螞蟻，2006 年 12.方祖燦：《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。 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 10/28 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（12/30 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。					
	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					

	<p>總合須等於 100%</p> <p>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	<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。</p> <p>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。</p> <p>3.作業規定：作業遲交補交者，不予計分。</p> <p>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。</p> <p>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。</p>
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。



Advanced Language Studies Courses

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

3 credits

Mr. Kenneth Chyi <kennethchiy@gmail.com>

For Sophomores and above

Class size: 40

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			
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	09/14	Course Introduction		
2	09/21	Introducing Second Language Acquisition	1 Introducing Second Language Acquisition	
3	09/28	Second language learning	1 Introducing Second Language Acquisition	

4	10/05	Second language learning	2 Foundations of Second Language Acquisition	Quiz 1		
5	10/12	Second language learning: the Linguistic Perspective	2 Foundations of Second Language Acquisition			
6	10/19	Second language learning: the Linguistic Perspective	3 The Linguistics of Second Language Acquisition			
7	10/26	Second language learning: the Linguistic Perspective	3 The Linguistics of Second Language Acquisition			
8	11/02	Second language learning: the Psychological Perspective	4 The psychology of Second Language Acquisition	Quiz 2		
9	11/09	Midterm				
10	11/16	Second language learning: the Psychological Perspective	4 The psychology of Second Language Acquisition			
11	11/23	Second language learning: the social-context Perspective	5 Social contexts of Second Language Acquisition			
12	11/30	Second language learning: the social-context Perspective	5 Social contexts of Second Language Acquisition			
13	12/07	Popular ideas about language learning	6 Acquiring knowledge for L2 use	Quiz 3		
14	12/14	Popular ideas about language learning	6 Acquiring knowledge for L2 use			
15	12/21	Second language learning in the classroom	7 L2 learning and teaching			
16	12/28	Second language learning in the classroom	7 L2 learning and teaching			
17	01/04	Review		Quiz 4		
18	01/11	Final Exam				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	60	影 片 欣 賞	0	討 論	20
	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	20

	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	Saville-Troike, M. (2012b). <i>Introducing Second Language Acquisition</i> (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.
教科書	Saville-Troike, M. (2012b). <i>Introducing Second Language Acquisition</i> (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.
參考書目 Reference	<p>Brown, H.D. 2006. <i>Principles of Language Learning and Teaching</i> 5th Edition. New York: Longman Pearson.</p> <p>Ellis, R., Lee, W. R., & Widdowson, H. G. (1997). <i>Second Language Acquisition</i>. Oxford, United Kingdom: Oxford University Press.</p> <p>Lightbown, P., & Spada, N. (2013). <i>How Languages are Learned</i>. Oxford, United Kingdom: Oxford University Press.</p>
教學平台網址	https://elearn2.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	20	期末考	20	隨堂考（小考）	20
	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）	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				
	說明：其他 = Attendance					
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 positively affect your performance.</p>
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LS002. Introduction to TEFL [英語教學概論]

3 credits

Dr. Bichu Chen <090098@mail.fju.edu.tw> & Dr. Lynn Chou

<126827@mail.fju.edu.tw>

For Juniors and above

Class size: 40

課程學習目標	<p>Objectives: The objectives of this course are listed as follows.</p> <p>This course is to</p> <ol style="list-style-type: none"> 1. Help understand different teaching techniques and principles over the course of English teaching history and current development. 2. After taking this course, you are empowered to verbalize different teaching techniques, describing various teaching principles, teaching English using some famous methods, and designing few creative lesson plans by incorporating current issues. 3. You may incorporate technology to design interactive lesson plans. 4. Furthermore, one should be able to analyze ways of teaching when you observe or carry out any classroom or tutoring activities. 5. Additionally, service learning is a component for this class. 6. Moreover, this course is a project-based course to help juniors and seniors fulfill LOD (a graduation requirement). <p>-- This course and "Intro. to TEFL Internship" component are bonded if "Intro. to TEFL Internship" is offered.</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	09/17	Orientation & Introduction;				This syllabus is subject to change.	
2	09/24	Phonological Awareness; Chap 8 Total Physical Response		Discuss service learning timetable; current issues			
3	10/01	Phonological Awareness; Chap 8 Total Physical Response; class management		Sound differentiation; Survey & Tests			
4	10/08	Chap 4 The Audio-Lingual Method		Sound differentiation; Survey & Tests			
5	10/15	Multiple Intelligences		review assessment			
6	10/22	Service Learning		Group Presentation			
7	10/29	Chap 3 The Direct Method		Group Presentation			
8	11/05	Chap 6 Desuggestopedia		Group Presentation;			
9	11/12	Midterm Week Service Learning					
10	11/19	Chap 9 Communicative Language Teaching		Group Presentation			
11	11/26	Chap 10 Content-based instruction		Group Presentation			
12	12/03	Technology in Language Learning					
13	12/10	Review; Service Learning					
14	12/17	Service Learning					
15	12/24	Service Learning- Final Project Presentation					
16	12/31	Holiday No Class					
17	01/07	Service Learning- Final Project Presentation					
18	01/14	Self & Class assessment				210523	
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	20
		個案研討	0	服務學習	15	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	20	個別指導	0	其他	15

課程教材 Course Material	Textbook Teacher selected materials Online resources					
教科書	Textbooks: Larsen-Freeman, D.& Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford University Press.					
參考書目 Reference	Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. Pearson Longman.					
教學平台網址	https://elearn2.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	10	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	0	隨堂考（小考）	0
	書面報告（含小組或個人）	15	課堂參與	10	心得或作業撰寫	10
	口頭報告（含小組或個人）	15	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	20				
備註	Apply FJU gapp account to get access to Google Drive.					

LS003. Internship in TEFL [英語教學概論實習]

1 credit

Dr. Lynn Chou

For Juniors and above

Class size: 40

選修〔英語教學概論〕的同學需同時選修此門實習課。



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	<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

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

課程學習 目標	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.
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 Material	Jakki J. Mohr, Sanjit Sengupta, and Stanley Slater. Marketing of 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
學習規範	第一堂課未出席的同學，不得加選此課 Attendance, Participation & Group discussion 50% 15-min Unit Presentations @15% each 30% Written proposals @10% each 20%

AW003. 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: 20

課程學習目標		The course will provide an introduction to journalistic writing and magazine production including sourcing reliable information, cultivating multiple sources, writing news stories following industry standards for publication, as well as soliciting, managing, editing, writing stories, creating and designing layout, working with sponsors, and advertising the magazine. During Fall semester, students will complete a publication project in teams: a department newsletter that will cover department and campus events and news. Students will also start preparations and raise funds for the annual magazine to be published in Spring semester. For the magazine, students will be involved in News, Campus Life, Art & Lifestyle, Travel, and Fiction & Poetry sections to create and publish the next volume for The Next Page.		
先修課程		CCIII		
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	09/14	Intro; what is news journalism? what is magazine writing? Spotlight (2015)	Blur Ch. 1, 3 Schartz Ch. 2, 5	
2	09/21	I Believe... What? Trust, But Verify	Writer's Digest Ch. 5 Blur Ch. 5, 6	Presentations
3	09/28	Research, Evidence, Sources	Writer's Digest Ch. 6, 9 Schwartz Ch. 6, 7	Presentations
4	10/05	Interviews, Profiles, Common Article Types	Writer's Digest Ch. 10 Schwartz Ch. 16	Presentations
5	10/12	Narratives and Editing	Article review + proposal	Presentations
6	10/19	Articles and Proposals	Article review + proposal	AR + proposal
7	10/26	Articles and Proposals (cont)	Themes for publications	AR + proposal
8	11/02	Editors in Chief + Section Editors	Schedules for newsletter + news edition	Themes
9	11/09	No class; work on articles & reports	Schedules for newsletter + news edition	
10	11/16	Reports from Editors in Chief + Section Editors on Schedules + Timetables	1st drafts for dept newsletter	Schedules
11	11/23	Department Newsletter Progress Reports	1st drafts for news edition	Progress reports
12	11/30	Online News Edition	Schedules for dept	Progress reports

		Progress Reports	magazine				
13	12/07	Report from Editor in Chief of Dept. Magazine	Final drafts for newsletter		Schedule		
14	12/14	No class; work on articles & reports	Final drafts for newsletter				
15	12/21	Publication of Dept Newsletter	Final drafts for news edition		Newsletter		
16	12/28	HOLIDAY	Final drafts for news edition				
17	01/04	HOLIDAY	Final drafts for news edition				
18	01/11	Publication of Dept Newsletter & Online News Edition	Work on dept. magazine!		News Edition		
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講 述	20	影 片 欣 賞	0	討 論	50
		個 案 研 討	15	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	15
		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		Writer’s Digest: Handbook of Magazine Article Writing, 2nd ed. (pdf)					
		OPTIONAL					
		Adèle Ramet, Writing for Magazines. (pdf)					
		Matthew Ricketson, Writing Feature Stories: How to Research and Write Newspaper and Magazine Articles. (pdf)					
		Vin Maskell and Gina Perry, Write to Publish: Writing Feature Articles for Magazines, Newspapers, and Corporate and Community Publications. (pdf)					
		David E. Sumner and Holly G. Miller, Feature and Magazine Writing, 3rd ed. (pdf)					
教科書		Writer’s Digest: Handbook of Magazine Article Writing, 2nd ed. (pdf)					
		OPTIONAL					
		Adèle Ramet, Writing for Magazines. (pdf)					
		Matthew Ricketson, Writing Feature Stories: How to Research and Write Newspaper and Magazine Articles. (pdf)					
		Vin Maskell and Gina Perry, Write to Publish: Writing Feature Articles for Magazines, Newspapers, and Corporate and Community Publications. (pdf)					

	David E. Sumner and Holly G. Miller, Feature and Magazine Writing, 3rd ed. (pdf)					
參考書目 Reference	<p>Writer's Digest: Handbook of Magazine Article Writing, 2nd ed. (pdf)</p> <p>OPTIONAL</p> <p>Adèle Ramet, Writing for Magazines. (pdf)</p> <p>Matthew Ricketson, Writing Feature Stories: How to Research and Write Newspaper and Magazine Articles. (pdf)</p> <p>Vin Maskell and Gina Perry, Write to Publish: Writing Feature Articles for Magazines, Newspapers, and Corporate and Community Publications. (pdf)</p> <p>David E. Sumner and Holly G. Miller, Feature and Magazine Writing, 3rd ed. (pdf)</p>					
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	30	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	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	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<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. More than 3 absences will lead to failing the course.</p> <p>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>					



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 some important theories in traditional moral philosophy, ranging from utilitarianism (consequentialism), 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 trust, and sexual harassment and workplace discrimination. The course will also touch on acceptable work etiquette. Students will watch and respond to representations of various ethical dilemmas in films, television episodes, and documentaries.</p> <p>B. Course Objectives:</p> <ol style="list-style-type: none">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.
先修課程	Philosophy of Life

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	09/17	Introduction to the Course.	Course Syllabus and Course Requirements.	
2	09/24	Being a Professional. Qualities of a Professional.	Developing a Professional Persona. Being a Professional and Acting Professionally.	
3	10/01	Moral Theories and Moral Principles.	Virtue ethics, care ethics, narrative ethics, duty ethics, consequentialist ethics, rights ethics.	
4	10/08	Moral Theories and Moral Principles.	Virtue ethics, care ethics, narrative ethics, duty ethics, consequentialist ethics, rights ethics.	
5	10/15	Autonomy and Respect for Persons in the Workplace.	Acceptable conduct between colleagues, employees and management.	
6	10/22	Beneficence and Non-Maleficence.	Avoiding Harm and Incompetence in the Workplace.	
7	10/29	Professional Competence, Honesty, and Professional Integrity.	Aspects of Professional Integrity. Commitment and Truth.	
8	11/05	Film: North Country.	In class assignment.	
9	11/12	Mid-Term Exam.	Closed Book Exam and In Class.	
10	11/19	Confidentiality and Privacy.	Professional-Client Relationships and Trust.	
11	11/26	Discrimination in the Workplace and its Many Forms. Gender Discrimination and Sexual Harassment.	Definitions and Inappropriate Conduct Between Colleagues.	
12	12/03	Film: Bombshell.	In class assignment.	
13	12/10	Conflict of Interest in the Workplace.	Types of Conflicts of Interest.	
14	12/17	Film: The Emperor's Club.	In class assignment.	
15	12/24	The Emperor's Club.	Class Discussion of the Film.	
16	12/31	New Year's Day.	No Class.	
17	01/07	Justice in the Workplace.	Fairness and Accountability Among Colleagues.	

18	01/14	Final Exam.		In Class Closed Book Exam.		
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	40	影 片 欣 賞	10	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	20
課程教材 Course Material		Hand-outs; power point presentations; films, documentaries, case studies.				
教科書		1. The Professional Ethics Toolkit. By Christopher Meyers. New Jersey: John Wiley and Sons, 2018. 2. Ethics in the Workplace. By Dean A. Bredeson and Keith Goree. Ohio: South-Western, 2012.				
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. 4. Morality and the Professional Life. By Cynthia A. Brincat and Victoria S. Wik. New York: Pearson, 1999.				
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	30	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	0	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	0
	參加競賽	0	展演	0	筆記	0
	其他	0				

學習規範	<p>I. Course Requirements:</p> <p>a. Homework and Class Assignments. 20%</p> <p>c. Oral presentation. 10%</p> <p>b. Mid-Term Exam. 30%</p> <p>c. Final Exam. 40%</p> <p>II. 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> <p>1. 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.</p> <p>2. Students who consistently skip class periods. 10 marks will be deducted from the final grade for the course 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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Students who do not submit assignments on time. No excuses will be tolerated for a late assignment.</p> <p>7. No assignments will be accepted as e-mail attachments.</p> <p>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> <p>Remember that you are university students and are responsible for your education.</p>
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PT002. English-Chinese Translation II [英中翻譯(一)]

2 Credits

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

For Sophomores and above

Class size: 30

課程學習目標	<p>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)</p> <p>An introduction to English to Chinese translation, this course aims to provide students with a proper attitude and approach toward translation. We will cover the two meanings that the term translation encompasses and 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.</p> <p>Students are encouraged to 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 be able to know how to deal with different types of English texts, to turn them into appropriate Chinese, and to profit from their problems and mistakes. Through translating and discussing a wide range of authentic texts and analyzing and offering critiques of existing translation, students are able to acquire basic translation skills, utilize translation techniques when doing translation, and learn to generate natural, idiomatic, and faithful translations.</p>			
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	09/13	Course Orientation and Introduction Warm-up Activities	Unit 1. Introduction	
2	09/20	Holiday - No Class	Unit 1. Introduction	
3	09/27	Translation Techniques Practice and Discussion (1)	Unit 2. The Basics	
4	10/04	Translation Techniques Practice and Discussion (2)	Unit 2. The Basics	

5	10/11	Holiday - No Class			Unit 2. The Basics					
6	10/18	Translation Techniques Practice and Discussion (3)			Unit 2. The Basics					
7	10/25	Translation Techniques Practice and Discussion (4)			Unit 2. The Basics					
8	11/01	Translation Techniques Practice and Discussion (5)			Unit 2. The Basics					
9	11/08	Translation Techniques Practice and Discussion (6)			Unit 3. Review					
10	11/15	Midterm Exam			Unit 3. Review					
11	11/22	Talk by domain expert			Unit 4. The Advanced					
12	11/29	Translation Techniques Practice and Discussion (7)			Unit 4. The Advanced					
13	12/06	Translation Techniques Practice and Discussion (8)			Unit 4. The Advanced					
14	12/13	Holiday - No Class			Unit 4. The Advanced					
15	12/20	Group Work: Introduction Discussion Practice and Revision Presentation			Unit 5. Mini-Projects					
16	12/27	Group Work: Introduction Discussion Practice and Revision Presentation			Unit 5. Mini-Projects					
17	01/03	Group Work: Introduction Discussion Practice and Revision Presentation			Unit 5. Mini-Projects					
18	01/10	Peer Review			Unit 6. Peer Review					
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		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		10	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		20	個 別 指 導		10	其 他		0
課程教材 Course Material		Reference, Tool Books, and Worksheets								

教科書	To be announced.					
參考書目 Reference	Newmark, P. (1988). A textbook of translation. New York: Prentice Hall. 賴慈芸 (譯) (2005)。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。					
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	20	專業團體之證照檢定	0
	期中考	0	期末考	15	隨堂考 (小考)	0
	書面報告 (含小組或個人)	30	課堂參與	15	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				
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>I. Attendance and Punctuality: Students should attend each class on time. Your attendance record will definitely affect your final grade. 1. Three absences – either excused or unexcused – shall result in a failed grade for the course. 2. Each absence will lead to a 3% deduction of the final grade. 3. Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade. 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> <p>II. Pre-class Readings and Homework Assignments: 1. Readings: (1) You can download the electronic files from iCan (2) You should bring the printouts to class and be ready to take notes. 2. Translation exercises (1) You can download the assignment questions online. (2) There are deadlines for all the assignments and you need to submit the files on time. Late assignments will not be accepted.</p>					

	3. Journals: Reading Reflection 4. Quizzes: When the instructor thinks it is the right time to check students' learning, a pop quiz will be given. 5. Final report: instructions regarding the final report will be given as the class progresses.
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PT003. Devised Theatre [編創劇場專題]

3 credits

Mr. Hegel Tsai

For Sophomores and above

Class size: 30

PT004. Cross Cultural Communication: Global Understanding Project [跨文化溝通：國際連線專題]

2 credits

Dr. Doris Shih < shih@mail.fju.edu.tw>

For Sophomores and above

Class size: 15

This course provides a format for students to learn about other cultures without traveling. This is part of the Global Academic Initiatives directed by East Carolina University (ECU), USA. This program has received the 2016 NAFSA Senator Paul Simon Spotlight Award, 2014 QS Reimagine Education Award, and 2008 IIE Andrew Heiskell Award in USA. In this semester, we will connect with two to three countries, depending on the arrangement of ECU, through live video and chat technology (for countries connected in different semesters in the past: USA, Mexico, Japan, Peru, India, Russia, and Switzerland). Discussion topics ranging from college life, family structure, the meaning of life, health care, food and nutrition, to stereotypes and prejudices. Class sessions include discussion in both small groups and one-to-one chat with reflective journaling/papers and/or oral presentations afterwards. Participants will work on a mini-collaborative project and do a presentation at the end of the connection of each country. Besides international connecting sessions, local sessions (which means only local class session without videoconferencing) are also held to integrate and synthesize information gained in the global sessions. Participating students from different cultures also read each other's newspapers to learn what is current, timely, and to get real exposure to what is going on in their partners' cultures. We will also learn cultural and communication theories. In addition, it is highly likely that we will be able to attend the Global Issues Conference online to be held by East Carolina University, NC, USA depending on the time of the conference.

● **Meeting Time:**

In this course, we will have local weeks and international connection weeks. For local weeks, we will discuss some cross-cultural learning theories and methods. For international weeks, we will meet with our partner school via videoconference and text-chats.

Time: Wednesday 8:10am-10:00am

Classroom: SF 901

*Please **bring your own laptop** to class on connection sessions if you have your own laptop (for *IceChat* chats and/or Google Hangout).

● **Requirements and grading based on:**

- Attendance (must be on time to connect with foreign schools)
- 1 Individual Paper
- One or multiple collaborative projects with foreign partner(s)
- Oral Presentations
- Journals

Participation (in-class and intercultural discussions; pre-and post connection surveys, etc.)

PT005. Rural and Local Tourism [鄉村與在地旅遊導覽]

2 credits

Dr. Mei-Hsiu Yeh & Mr. Kevin Chen

For Sophomores and above

Class size: 20~30

課程說明：

因為台灣的好山好水與好人情，造就了鄉村旅遊的興盛，全台有超過一百個休閒農業區、上千的休閒農場以及體驗場域，也愈來愈多年輕人走入鄉村，帶動鄉村更多的活動。輔仁大學位於新北市新莊區，在地風情也是大家可以推廣與介紹的。

但設計導覽，要如何既專業又提供在地觀點？

本門課介紹台灣鄉村旅遊的現況，並以各種實例說明其為何有獨特魅力的內涵。並透過鄉村旅遊八大要素：食、宿、行、遊、購、娛、育、美，解析鄉村旅遊的規劃設計原則，讓同學可以自行規劃鄉村旅遊遊程的能力。

本門課並提供四次實地到鄉村或在地景點參訪經驗。讓同學可以根據所學，實際規劃遊程，日後亦有機會執行規劃成果。

（註：本課將申請補助，替學生保險；但是車資恐須同學自行負擔。）

進度表

周數	時間	活動	內容
1		上課	新好旅人－WHY 鄉村旅遊有獨特的魅力？
2		上課	台灣鄉村旅遊簡介
3		周六 戶外課	
4			
5		上課	旅遊的要素－遊程規劃（期中提案說明）
6		上課	旅遊的要素－食、宿的特色
7		周六 戶外課	
8			
9		報告	期中提案報告
10		上課	旅遊的要素－體驗活動設計
11		上課	旅遊的要素－交通與空間設計
12		周六 戶外課	
13			
14		上課	旅遊的要素－伴手禮，商品規劃設計
15		上課	特色鄉村旅遊－食農教育、農業療癒
16		周六 戶外課	
17			
18		報告	期末作業驗收

成績：個人課堂回饋與心得（筆記）（60%）、期末作品（40%）

PT006. Introduction to 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
授課進度 Course Progress Outline		
週次 Week	日期 Date	主題 Topic
1	09/16	Course Orientation
2	09/23	Short Consecutive Interpretation

3	09/30	Long Consecutive Interpretation (1)					
4	10/07	Long Consecutive Interpretation (2)					
5	10/14	Long Consecutive Interpretation (3)					
6	10/21	Note-taking Skills & Review					
7	10/28	Midterm Rehearsal: Mock Conference Long CI					
8	11/04	Midterm Exam.: Mock Conference Long CI (1)					
9	11/11	Midterm Exam.: Mock Conference Long CI (2)					
10	11/18	Simultaneous Interpretation (1): Introductions					
11	11/25	Simultaneous Interpretation (2)					
12	12/02	Guest Speech: My Career as an Interpreter					
13	12/09	Simultaneous Interpretation (3)					
14	12/16	Simultaneous Interpretation (4)					
15	12/23	Simultaneous Interpretation (5): Conference Preparation					
16	12/30	Final Project: Mock Conference--SI					
17	01/06	Final Project: Mock Conference--SI					
18	01/13	Review Final & Feedback					
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%	
	講 述	20	影 片 欣 賞	0	討 論	0	
	個 案 研 討	10	服 務 學 習	0	問 題 導 向 學 習	0	
	競 賽 遊 戲	0	專 家 演 講	10	專 題 實 作	25	
	電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	25	
	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	10	個 別 指 導	0	其 他	0	
課程教材 Course Material	梅德明。《通用口譯教程》。北京：北京大學出版社，2007 年 4 月。 劉敏華。《逐步口譯與筆記》。台北：書林出版社，2008 年 9 月。 講義						
教科書	梅德明。《通用口譯教程》。北京：北京大學出版社，2007 年 4 月。 劉敏華。《逐步口譯與筆記》。台北：書林出版社，2008 年 9 月。。						
參考書目 Reference	張建威。《出賣口譯天機》。大連：大連理工大學出版社，2004 年 5 月。 林超倫編著。《實戰口譯教學參考》。外語教學與研究出版社，2009。						
教學平台網址	https://elearn2.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	25	專業團體之證照檢定	0
	期中考	25	期末考	25	隨堂考（小考）	0
	書面報告（含小組或個人）	0	課堂參與	25	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	Students are expected to prepare for various interpretation tasks before they come to class and attend every class on time in order to practices tasks performed by professional interpreters. Since the course aims to prepare students to be engaged in professional interpretation activities, they are expected to follow the ethics of international interpreters: lateness, absences, tardiness or any act of plagiarism shall affect the ways they are evaluated.					

PT007. Strategic Management and Business [策略管理與商業分析]

2 credits

Mr. Kim Chen < kim5268@gmail.com >

For Juniors and above

Class size: 45

課程學習目標	This course aims to enable students to realize the fundamental concepts and natures of business and management to facilitate students to transit into future commercial workplaces by delivering knowledge of management and business analysis. Students will not only learn the essential managerial knowledge needed for workplaces but also be able to study and analyze the business markets in global commercial occasions for business development purposes by applying scientific and systematic research approaches and effective written and oral business communication techniques.			
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	09/16	Course Introduction	Orientation	
2	09/23	What Is Management	The Concepts of Management	
3	09/30	What Is Strategic	Strategy-making Process	

		Management					
4	10/07	Strategy in Action			Strategy Shift at Adobe		
5	10/14	Strategic Planning in Practice			Scenario Planning		
6	10/21	Stakeholders, the Mission, Government and Business Ethics			Strategy in Action		
7	10/28	The Nature of Competitive Advantages			Industry Life Cycle		
8	11/04	Building Competitive Advantages			Business Analysis Models		
9	11/11	期中考 Mid-term			期中考 Mid-term		
10	11/18	Building Competitive Advantages			Business Analysis Models		
11	11/25	Strategy in the Global Environment			Strategy in Action		
12	12/02	Strategic Changes: Implementing Strategies to Build and Develop a Company			Analyzing a Company as a Portfolio of Core Competences		
13	12/09	Strategy in Action Case-study			Apple Inc.		
14	12/16	Strategy in Action Case-study			Facebook		
15	12/23	Discussion Panel			Discussion Panel		
16	12/30	Group Discussion			Group Discussion		
17	01/06	Final Group Project Presentation			Final Group Project Presentation		
18	01/13	期末考 Final			期末考 Final		
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	40
		個 案 研 討	10	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	10
		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		PPT files Home-made Handouts					
教科書		PPT files Home-made Handouts					
參考書目 Reference		PPT files Home-made Handouts					

教學平台網址		https://elearn2.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	30	期末考	30	隨堂考（小考）	0
	書面報告(含小組或個人)	10	課堂參與	20	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	0	筆記	0
	其他	0				
學習規範	<p>Course Requirements:</p> <p>The goal of this class cannot be reached without your active participation and practice; thus, you are expected to:</p> <p>(1) actively participate in class activities; and</p> <p>(2) regularly review for quizzes, midterm and final exams.</p> <p>Attendance and participation: Your attendance is essential and you need to fully participate in the given activities. You are also required to attend the class on time, or it will influence your grades of attendance and participation.</p> <p>Classroom Rules:</p> <p>Students who have over three absences (including excused) will not be allowed to take the midterm and final exams. That is, you will fail this course.</p> <p>No late assignments will be accepted.</p> <p>If you are excused for not taking any of the in-class quizzes, please inform the instructor one week in advance. Otherwise, it will result in a zero score.</p> <p>Please bring your textbook to each and every class (unless otherwise stated), or it will influence your grade of general performance.</p> <p>點名缺席三次以上者(含請假)，期中及期末考試扣考，本課程不予通過。 請按時繳交作業；遲交作業以零分計。 小考、隨堂測驗無故未到，該次考試成績以零分計算，如不克應考，請於前一週告知。 上課請務必攜帶課本(另行宣布除外)，未帶課本者扣平時成績。</p>					



MA/BA Courses

MA001. Gender and Sexuality in 20th and 21st Century Poetry [廿及廿一世紀英詩中的性與性別]

3 Credits

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

For Juniors and above

Class size: 20

課程學習目標	In the 1920s, the twentieth-century novelist Virginia Woolf famously wrote: “On or about December 1910, human character changed.” While we cannot be sure Woolf was completely serious, her statement does echo an idea that was popular in her day and that endures till today: around the beginning of the twentieth century, society changed radically. Though the changes might not have been so sudden as the quote suggests, social roles and relationships were changing as the world was caught up in an intensifying process of modernization. Modernity brought technological innovation, increased urbanization, and rapid industrialization, which in turn wrought rapid changes in society – even in the basic roles and functions of gender and sexuality. At the same time, the literary genre of poetry was also undergoing rapid changes as experiments in form and content. This course will trace the history of poetry in English from the beginning of the twentieth century to the present day, all with a focus on gender and sexuality. We will read traditional, rhymed and metered forms as well as free-verse poetry, from authors with diverse perspectives on gender and sexuality. Analyzing poems by women, men, LGBTQ authors, and writers of different races, we will gain an understanding of the role of poetry in a shifting landscape of social roles and experiences.			
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	09/16	E. A. Robinson, Mary Coleridge, E. A. Housman	The Turn of the Century	
2	09/23	Amy Lowell, H. D., D. H. Lawrence	Imagism	
3	09/30	Mina Loy	Modernism I	
4	10/07	Jessie Pope, Wilfred Owen, Siegfried Sassoon	WWI	

5	10/14	Gertrude Stein, Hart Crane, Charles Henri Ford	Modernism II			
6	10/21	Langston Hughes, Countee Cullen, Claude McKay	Harlem Renaissance I			
7	10/28	Angelina Weld Grimke, Helene Johnson, Georgia Douglass Johnson	Harlem Renaissance II			
8	11/04	Elizabeth Bishop, Gwendolyn Brooks, Theodore Roethke, Robert Hayden	Midcentury			
9	11/11	Midterm Exam				
10	11/18	Robert Lowell, Sylvia Plath, Anne Sexton	Confessional Poetry			
11	11/25	Phillip Larkin, John Berryman, Frank O’Hara, Muriel Rukeyser	Midcentury II			
12	12/02	Adrienne Rich, Audre Lorde, Nikki Giovanni, Judy Grahn	1970s and 80s			
13	12/09	Sharon Olds, Joy Harjo, Eileen Myles, Stevie Smith, Seamus Heaney	1970s and 80s			
14	12/16	Anne Carson Autobiography of Red	Contemporary			
15	12/23	Anne Carson Autobiography of Red	Contemporary			
16	12/30	Ocean Vuong, Andrew MacMillan, Eavan Boland, Ntozake Shange	Contemporary			
17	01/06	Kate Tempest, _Everybody Down_	Contemporary			
18	01/13	Final Exam	Contemporary			
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	60
	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	10
	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		Coursepack, _Hard Love Province_ by Marilyn Chin, _Autobiography of Red_ by Ann Carson				
教科書		Coursepack, _Autobiography of Red_ by Ann Carson				
參考書目 Reference		Coursepack, _Autobiography of Red_ by Ann Carson				
教學平台網址		http://www.elearn2.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	30	期末考	30	隨堂考（小考）	10
	書面報告（含小組或個人）	0	課堂參與	10	心得或作業撰寫	10
	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	10	筆記	0
	其他	0				
學習規範	<p>Grades</p> <p>Discussion participation, Midterm exam, Final exam, Other assignments TBA</p> <p>You must bring the book with the assigned reading for the day to class.</p> <p>Deadlines</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>Attendance</p> <p>Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. For this class, “tardy” means either arriving after the beginning of class or leaving before the end of class. 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>Academic Honesty</p> <p>Any act of plagiarism or cheating will lead to failing the course.</p> <p>Course Website</p> <p>We will use TronClass for course information. Be sure you are familiar with the site. We will use TronClass for reading quizzes, so you must use it.</p>					

MA002. America in the Roaring Twenties: Culture, Life and Economy [狂飆二〇年代的美國社會與文化]

3 Credits

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

For Juniors and above

Class size: 30

課程學習目標	The 1920s in the last century, a decade of exciting change and new cultural touchstones, is one of the best eras ever. The lost generation, the great artists, running all to Paris in search of the dream, and consequently the harsh realities that the post-World War I period had in store for them. The allure of fashion, literature, music, and party culture that surrounds the 1920s is still very alive today, a brief period in time when war had ceased in the West, and the economy reached its peak. The glittering 1920s were marked by the alluring personas of the flappers, gangsters, and a trigger-happy generation that loved nothing more than alcohol, jazz, and parties. But the decade was actually punctuated by racism and domestic unrest, caused by organized crime and the Ku Klux Klan. The golden age of Hollywood and of the great lost generation was exemplified by the likes of Charlie Chaplin and Scott and Zelda Fitzgerald. Overall, it is a decade worthy of fascination, even 100 years after. In the course, we will look into the ‘Twenties through some of the major themes: the War, Post-War Alienation and Disillusionment, Experimentation and Freedom, Mass Communication and Consumerism, the Jazz Age: Romance and Rebellion, Prohibition, Race and Harlem Renaissance, etc. The texts we will cover in the course include T.S. Eliot’s The Waste Land, Toni Morrison’s Jazz, Jean Toomer’s Cane, The Weary Blues by Langston Hughes, Scott Fitzgerald’s The Great Gatsby, and Anything Goes: A Biography of the Roaring Twenties by Lucy Moore, Only Yesterday: An Informal History of the 1920s by Frederick L. Allen, stories from Ernest Hemingway, William Faulkner, Dorothy Parker, and Zora Neal Hurston, as well as some videos in Flapper culture, fashion, art deco, architectural futurism, and Midnight in Paris (2011, dir. Woody Allen).			
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	09/17	Introduction to the course:	Some major themes of the 20s	
2	09/24	The War and Post War	Hemingway stories	
3	10/01	Post War: Alienation and Disillusionment	T.S. Eliot, ‘The Hollow Men,’ and The Waste Land	

4	10/08	The “Cultural Civil” War: Prohibition, gangsters, crime, the Ku Klux Klanhe	Frederick L. Allen, Only Yesterday: An Informal History of the 1920s				
5	10/15	Post War: Experimentation and Freedom	Lucy Moore, Anything Goes: A Biography of the Roaring Twenties				
6	10/22	Post War: Experimentation and Freedom	Jobs and education, Women suffrage, consumerism				
7	10/29	A New Aesthetic	Popularity of ‘Motion Pictures’ automobiles, Jazz				
8	11/05	Fashion, alcohol, jazz, and parties	Toni Morrison, Jazz				
9	11/12	The Jazz Age: Romance and Rebellion	Scott Fitzgerald’s The Great Gatsby				
10	11/19	Rural Life and Industrialization	Hemingway, ‘The Killers’ Langston Hughes, The Weary Blues				
11	11/26	Race and The Harlem Renaissance	Jean Toomer, Cane W. Faulkner, ‘Dry September’				
12	12/03	Race and The Harlem Renaissance	Zora Neal Hurston and Langston Huges				
13	12/10	New Roles for Women	Zelda Fitzgerald, Save Me the Waltz: A Novel The Flapper’s Story (film clip)				
14	12/17	Love and the New Sexual Freedom	Scott Fitzgerald, The Great Gatsby Hemingway, “Hills Like White Elephants”				
15	12/24	Christmas Eve	Midnight in Paris				
16	12/31	New Year Eve (No Class)					
17	01/07	Final Presentation					
18	01/14	Paper Writing					
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講 述	20	影 片 欣 賞	0	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	20
		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	10
		對 話 教 學 法	20	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		T.S. Eliot’s The Waste Land, Toni Morrison’s Jazz, Jean Toomer’s Cane, The Weary Blues by Langston Hughes, Scott Fitzgerald’s The Great Gatsby, and Anything Goes: A Biography of the Roaring Twenties by					

	Lucy Moore, Only Yesterday: An Informal History of the 1920s by Frederick L. Allen, stories from Ernest Hemingway, William Faulkner, Dorothy Parker, and Zora Neal Hurston, as well as some videos in Flapper culture, fashion, art deco, architectural futurism, and Midnight in Paris (2011, dir. Woody Allen).					
教科書	T.S. Eliot's The Waste Land, Toni Morrison's Jazz, Jean Toomer's Cane, Langston Hughes's The Weary Blues, Scott Fitzgerald's The Great Gatsby, Stories from Ernest Hemingway, William Faulkner, Dorothy Parker, and Zora Neal Hurston, as well as some videos in Flapper culture, fashion, art deco, architectural futurism Midnight in Paris (2011, dir. Woody Allen)					
參考書目 Reference	Frederick L. Allen's Only Yesterday: An Informal History of the 1920s Lucy Moore's Anything Goes: A Biography of the Roaring Twenties					
教學平台網址	https://elearn2.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	10	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	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	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	1) active participation: ask/answer questions when you come to class, 2) 3 two-page reviews/critiques, 3) write at least 10 online discussion entries, 4) an in-class 30-minute report on two novels of your choice for one session with an outline/ handout and lead discussions, 5) a term paper (around 10-12 pages), and 6) a final presentation at the end of the semester.					

MA003. Language Acquisition and Teaching [語言習得與教法]

3 Credits

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

For Juniors and above

Class size: 6

課程學習目標	The purpose of this course is to know different but complicatedly related aspects in second language acquisition/learning. After taking this course, one should be able to verbalize and distinguish different aspects in second language acquisition and able to describe and discuss different aspects in second language acquisition. Furthermore, this course cultivates the ability of analyzing second language acquisition phenomenon. For language practitioners, this course might help lay down English teaching objectives and choose or produce proper teaching and learning materials.	
授課進度 Course Progress Outline		
週次 Week	日期 Date	主題 Topic
1	09/17	Introduction & Orientation
2	09/24	Describe & explaining second language acquisition
3	10/01	The nature of second language learning
4	10/08	The nature of second language learning
5	10/15	Social aspects Interlanguage
6	10/22	Interlanguage
7	10/29	Discourse aspects of interlanguage
8	11/05	review
9	11/12	Test & Report
10	11/19	Psycholinguistic aspects Briefing of research projects
11	11/26	Psycholinguistic aspects Briefing of research projects
12	12/03	Linguistic aspects of interlanguage
13	12/10	Linguistic aspects of interlanguage
14	12/17	Individual difference in SLA
15	12/24	Final Report
16	12/31	No class - New Year Holiday
17	01/07	Final Report
18	01/14	self-assessment & class survey

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	30	影 片 欣 賞	5	討 論	25
	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	10
	對 話 教 學 法	20	樣 本 觀 察	0	校 外 參 訪	0
	實 作 教 學	0	個 別 指 導	0	其 他	10
課程教材 Course Material	TBA & Teacher compiled materials					
教科書	TBA					
參考書目 Reference	<p>Brown, H. Douglas. (2007). Principles of Language Learning and Teaching. (5th ed.). White Plains: Pearson Education, Inc.</p> <p>Ellis, Rod & Widdowson, H. G (Ed.) (1997). Second Language Acquisition (Oxford Introduction to Language Study). Oxford University Press.</p> <p>Krashen, S. (1985) The Input Hypothesis. London: Longman.</p> <p>Krashen, S. & Terrell, T.D. (1983), The Natural Approach, Pergamon.</p> <p>Long, M. (1996) The role of the linguistic environment in second language acquisition. In W. Richards and T. Bhatia (eds) Handbook of second language acquisition. San Diego: Academic Press.</p> <p>Scovel, T. (2001) Learning New Languages: A Guide to Second Language Acquisition. Publisher: Heinle & Heinle, Thomson Learning / Taiwan ELT Publishing Co., Ltd.</p>					
教學平台網址	https://elearn2.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	5	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）	5
	書面報告(含小組或個人)	25	課堂參與	20	心得或作業撰寫	15

	口頭報告(含小組或個人)	20	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>Course Requirements</p> <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 SNS class group.</p> <p>Upload your papers in the shared drive. No late papers unless arrangements made one week prior to the due date with the instructor's agreement. Accepted late papers will lead to serious points deduction.</p> <p>Assignments containing plagiarism will receive a zero.</p> <p>Attendance and promptness are ESSENTIAL to this course. Absences or persistent lateness will lead to grade deduction. Students with more than three unexcused absences will fail this course. Three times late coming is treated as one absence. Four time excused absences will hurt your participation score seriously. Please show the instructor the doctor's certificate or medical proof and submit a leave form/application if you apply for any leaves.</p>					

MA004. Teaching and Learning English through Children's Literature: Storytelling & Picture books [英語教學與兒童文學:故事與繪本]
3 Credits
Dr. Sherri Wei< 055082@mail.fju.edu.tw >
For Juniors and above
Class size: 15

課程學習目標	<p>This course is designed to approach children's literature from a pedagogical perspective in order to answer the following questions: "How could EFL teachers make good use of children's literature?" We will first explore various themes and different genres of children's literature including nursery rhymes, fairy tales, folktales, poetry and fantasy. Next, student would observe the actual reading behavior in a natural setting and look closely at the children's responses to understand the physical and mental interactions during the storytelling process. With this understanding in mind, we would then read related learning theories, such</p>
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		as constructionism, and hands-on techniques for integrating children’s literature into English teaching. The very last task is the creation of a lesson plan to integrate these theories and materials into classroom practices.							
先修課程		Introduction to Linguistics							
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	09/16	Course orientation		Language Acquisition Theories					
2	09/23	Teaching Methods & Learning Theories		Methods and Approaches in Language Teaching and Learning					
3	09/30	Picture Books & Children’s Literature		Planning a Lesson with Picture Books					
4	10/07	Reader-response theories		Fantasy vs. Reality					
5	10/14	Whole language approach: The Design of Games & Learning Activities		Teaching Listening, Speaking, Reading, Writing					
6	10/21	Reading behavior observation		Teaching Vocabulary, Grammar & Pronunciation					
7	10/28	Practicums I		Lesson Plan & Worksheet					
8	11/04	Social-cultural Perspectives on Second Language Learning		Vygotsky’s ZPD & Krashen’s i + 1					
9	11/11	Practicums II		Lesson Plan & Worksheet					
10	11/18	Individual Differences in Teaching		Learning Styles & Strategies					
11	11/25	Content-based Learning, CLIL & EMI		Non-Fiction Learning					
12	12/02	Practicums III		Lesson Plan & Worksheet					
13	12/09	Assessment & Evaluation							
14	12/16	Drama in Storytelling		Integrating drama into story telling					
15	12/23	Practicums IV		Lesson Plan & Worksheet					
16	12/30	Gamification		Designing Board Games with picture books					
17	01/06	New Media & Technology		Technology Support for Language					
18	01/13	Course Evaluation		Final report					
教學方法		方法 Method	%	方法 Method		%	方法 Method		%

Pedagogical Methods	講 述	10	影 片 欣 賞	0	討 論	20
	個 案 研 討	10	服 務 學 習	30	問 題 導 向 學 習	10
	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	10
	實 作 教 學	10	個 別 指 導	0	其 他	0
課程教材 Course Material		Nunan, David. Teaching English to Young Learners. Anaheim, CA: Anaheim University Press, 2011.				
教科書		Nunan, David. Teaching English to Young Learners. Anaheim, CA: Anaheim University Press, 2011.				
參考書目 Reference		Nodelman, P., & Reimer, M. (2003). The Pleasure of Children's Literature. 3rd Edition. Allyn & Bacon.				
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	10
	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）	20	課堂參與	20	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	10
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範		<p>1. Eating is prohibited in class. Please eat before you come to class.</p> <p>2. For every unexcused absent, 5 points will be deducted lost from the final grade, for each excused lateness, 3 points will be deducted.</p> <p>3. Absence from classes has to be justified. If you are absent three times without an acceptable justification, you will fail this course.</p> <p>In sum, students taking this course will</p> <p>1. read theories and empirical studies in the field of TESOL (Teaching English to Speakers of Other Languages) and SLA (Second Language Acquisitions);</p> <p>2. develop knowledge of children's literature by reading and responding to selected stories and picture books categorized by themes, such as family, empathy, history, and ecology;</p> <p>3. observe the actual reading behavior in natural EFL settings to understand the physical interactions and mental dialogues taking place during the reading process;</p>				

	4. plan, execute and evaluate English lessons; 5. discuss issues related to teaching English with picture books in local Taiwanese contexts, including material selection, task design, and methods of evaluation.
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MA005. Intercultural & Flipped Foreign Language Classroom [跨文化外語翻轉教學法]

2 Credits

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

For Juniors and above

Class size: 10

課程學習目標	<p>Course Description</p> <p>This course aims to explore two new dimensions of foreign language teaching and learning: intercultural education and flipped instruction. It is designed to provide a selective and critical overview of current approaches to intercultural and flipped foreign language instruction, and to apply these approaches into experiential learning activities. Relevant theoretical foundations of intercultural education and flipped instruction are critically examined to help students conduct needs analysis, make informed decisions of teaching materials and strategies, as well as evaluate learning outcomes. This course culminates with two group projects, allowing students to integrate theory and practice.</p>
	<p>Course Objectives</p> <p>This course intends to achieve three major objectives. Students will</p> <ol style="list-style-type: none"> understand and engage the theories and practices in the fields of intercultural education and flipped language instruction. identify, analyze, and understand various benefits and challenges involved in intercultural and flipped foreign language teaching and learning. develop intercultural communicative competence and critical awareness of applying intercultural and flipped teaching approaches into practice. <p>修畢本課，同學可以</p> <ol style="list-style-type: none"> 瞭解跨文化與外語翻轉教學的理論與實踐； 認識、分析、瞭解跨文化外語翻轉教與學的優點與挑戰， 發展跨文化溝通能力與批判力，以在教學時靈活地運用不同教學法。
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	09/16	Course Overview, Intercultural Education	Course Overview, Intercultural Education	
2	09/23	(1)History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	(1)History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	
3	09/30	Intercultural Communicative Competence in Multiple Contexts	Intercultural Communicative Competence in Multiple Contexts	
4	10/07	Culture-Responsive Pedagogy: Design, Implementation, Assessment	Culture-Responsive Pedagogy: Design, Implementation, Assessment	
5	10/14	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	
6	10/21	Intercultural Learning Activities: Tasks and Critical Incidents	Intercultural Learning Activities: Tasks and Critical Incidents	
7	10/28	Issues in Intercultural Education: Language, Identity, Ideology	Issues in Intercultural Education: Language, Identity, Ideology	
8	11/04	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (1)	
9	11/11	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (2)	
10	11/18	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育 平台, Minerva Schools	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools	
11	11/25	(1)Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2)1know, Edmodo, TronClass, Pear Deck, Kahoot	(1)Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot	
12	12/02	(1) Planning for the Flipped Classroom:	(1) Planning for the Flipped Classroom: Schedule Class	

		Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera				
13	12/09	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia				
14	12/16	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English				
15	12/23	Choice and Projects: Class Management, Genius hour of 20% time	Choice and Projects: Class Management, Genius hour of 20% time				
16	12/30	Pedagogy: Mastery, Gamification, and Inquiry	Pedagogy: Mastery, Gamification, and Inquiry				
17	01/06	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (1)				
18	01/13	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (2)				
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講 述	20	影 片 欣 賞	0	討 論	20
		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	20
		電 子 教 學	0	體 驗 教 學	20	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	0	其 他	0
課程教材 Course Material		Bergmann, J., & Sams, A. (2015). Flipped learning for English language instruction. United States: International Society for Technology in Education. Liddicoat, A. J. & Scarino, A. (2013). Intercultural language teaching and learning. Chichester, West Sussex: Wiley-Blackwell.					
教科書		Bergmann, J., & Sams, A. (2015). Flipped learning for English language instruction. United States: International Society for Technology in Education. Liddicoat, A. J. & Scarino, A. (2013). Intercultural language teaching and learning. Chichester, West Sussex: Wiley-Blackwell.					

<p>參考書目 Reference</p>	<p>黃國禎, 伍柏翰, 朱蕙君, 葉丙成, 楊韶維, 許庭嘉, & 洪駿命. (2018). 翻轉教室: 理論, 策略與實務. 高等教育.</p> <p>Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (2012). Principles and practices for teaching English as an international language. London: Routledge.</p> <p>Bennet, J. M., Bennet, M. J., & Allen, W. (2003). Developing intercultural competence in the language class. Greenwich: IAP.</p> <p>Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon, UK: Multilingual Matters.</p> <p>Byram, M. (2012). Language awareness and (critical) cultural awareness-relationships, comparisons and contrast. Language Awareness, 21(1-2), 5-13.</p> <p>Correa, M. (2015). Flipping the foreign language classroom and critical pedagogies: A (new) old trend. Higher Education for the Future, 2(2), 114-125.</p> <p>Holliday, A. (2018). Understanding intercultural communication: Negotiating a grammar of culture. 2nd Edition. London: Routledge.</p> <p>Jenkins, J. (2007). English as lingua franca: attitude and identity. Oxford: Oxford University Press.</p> <p>Kachru, B. (1992). The other tongue: English across cultures. Urbana (IL): University of Illinois Press.</p> <p>Kramsch, C. (1998). Language and culture. Oxford: Oxford University Press.</p> <p>Loucky, J. P., & Ware, J. L. (Eds.). (2016). Flipped instruction methods and digital Technologies in the language learning classroom. IGI Global.</p> <p>Mehring, J., & Leis, A. (2018). Innovations in flipping the language classroom. Springer.</p> <p>Porto, M. & Byram, M. (2017). New perspectives on intercultural language research and teaching: Exploring learners' understandings of texts from other cultures. New York: Routledge.</p> <p>Scollon, R., & Scollon, S. W. (1995). Intercultural communication. Oxford: Blackwell.</p> <p>Seidlhofer, B. (2011). Understanding English as a lingua franca. Oxford: Oxford University Press.</p>					
<p>教學平台網址</p>	<p>無</p>					
<p>學習評量 Learning Evaluation</p>	<p>方法 Method</p>	<p>%</p>	<p>方法 Method</p>	<p>%</p>	<p>方法 Method</p>	<p>%</p>
	<p>課堂之前測</p>	<p>0</p>	<p>學生表現側寫報告</p>	<p>0</p>	<p>個案分析報告撰寫</p>	<p>0</p>

	專題發表	0	課堂上實作演練	30	專業團體之證照檢定	0
	期中考	15	期末考	15	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	10
	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				
學習規範	<p>Requirements:</p> <p>1. Attendance: All students are required to attend class on time. Each unexcused absence will result in a 10-point deduction of the semester grade. Late arrivals and early departures will cost you a 5-point deduction each time. Authorized absences, such as sickness, official activities, and emergencies require proven documents (e.g. doctor's notes, official letter, etc.) for the instructor's official approval. Proven documents should be given to the instructor for "granting" authorized absences within 2 weeks. If you are absent for more than FOUR times without acceptable reasons, you will fail this course.</p> <p>2. You will get a ZERO if you miss a test/report. There will be NO make-up tests/reports unless you have the legitimate reason & provide official evidence.</p> <p>3. Unless specified by the instructor, electronic devices (e.g., mobiles phones, iPads, laptops, etc.) can't be used in class. Please switch off your cell phone during class and don't deal with your private things during class (e.g. reading materials unrelated to the course, listening to music, writing assignments for the other courses, etc.). Otherwise, you will lose 1 point each time.</p> <p>4. Group projects: All students are required to join a group of 4-5 people. 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>					

MA006. Digital Learning Partner and Language Teaching Practice I [數位學伴與語文教學實務(一)]

2 Credits

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

For Juniors and above

Class size: 10

課程學習目標	輔仁大學現階段積極推動服務學習，植基於「全人教育」之理念，本課程與台灣偏鄉教育關懷中心合作，教授學生如何透過專業外語服務學習，以數位
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		<p>學伴長期陪伴教導偏鄉學童，增進其外語專業知識與技能，反思現今台灣本地與全球重要社會文化議題，具體落實社會參與，傳遞愛人利他公義的精神與價值。</p> <p>課程包含三大議題與數位學伴教學實作專題</p> <p>一、外語教學：外語文教材教法與數位教學實務</p> <p>二、跨文化溝通：跨文化溝通與外語文教學理論與實務</p> <p>三、兒童心理：兒童心理學理論與偏鄉教學之特色與願景</p> <p>學生必須兩學期參與數位學伴服務學習，服務特定偏鄉中小學，並製作六國文化教案與影片，以充實偏鄉遠距/數位教學。</p>		
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	09/15	外語教學：外語文教材教法與數位教學實務-課程諮詢	外語教學(1)	此課程上學期開設:上下學期各一學分，共計兩學分
2	09/22	外語教學：外語文教材教法與數位教學實務-課程諮詢	外語教學 (2)	
3	09/29	外語教學：外語文教材教法與數位教學實務	外語教學 (3)	
4	10/06	外語教學：外語文教材教法與數位教學實務	外語教學 (4)	
5	10/13	外語教學：外語文教材教法與數位教學實務	外語教學 (5)	
6	10/20	外語教學：外語文教材教法與數位教學實務	外語教學 (6)	
7	10/27	跨文化溝通：跨文化溝通與外語文教學理論與實務	跨文化溝通 (1)	
8	11/03	跨文化溝通：跨文化溝通與外語文教學理論與實務	跨文化溝通 (2)	
9	11/10	跨文化溝通：跨文化溝通與外語文教學理論與實務	跨文化溝通 (3)	
10	11/17	跨文化溝通：跨文化溝通與外語文教學理論與實務	跨文化溝通 (4)	
11	11/24	跨文化溝通：跨文化溝通與外語文教學理論與實務	跨文化溝通 (5)	
12	12/01	跨文化溝通：跨文化溝通與外語文教學理論與實務	跨文化溝通 (6)	
13	12/08	兒童心理：兒童心理學理論與偏鄉教學之特色與願景	兒童心理 (1)	
14	12/15	兒童心理：兒童心理學理論	兒童心理 (2)	

		與偏鄉教學之特色與願景				
15	12/22	兒童心理: 兒童心理學理論 與偏鄉教學之特色與願景		兒童心理 (3)		
16	12/29	兒童心理: 兒童心理學理論 與偏鄉教學之特色與願景		兒童心理 (4)		
17	01/05	期末成果報告		期末成果報告		
18	01/12	期末成果報告		期末成果報告		
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	10	影 片 欣 賞	0	討 論	0
	個 案 研 討	10	服 務 學 習	50	問 題 導 向 學 習	10
	競 賽 遊 戲	0	專 家 演 講	10	專 題 實 作	0
	電 子 教 學	0	體 驗 教 學	10	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		Handouts				
教科書		Handouts				
參考書目 Reference		黃國禎, 伍柏翰, 朱蕙君, 葉丙成, 楊韶維, 許庭嘉, & 洪駿命. (2018). 翻轉教室: 理論, 策略與實務. 高等教育. Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (2012). Principles and practices for teaching English as an international language. London: Routledge.				
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	25	課堂上實作演練	25	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)	25	課堂參與	0	心得或作業撰寫	0
	口頭報告(含小組或個人)	25	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	學生必須兩學期參與數位學伴服務學習，服務特定偏鄉中小學，並製作六國文化教案與影片，以充實偏鄉遠距/數位教學。
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MA007. Chinese-English Translation and Cross-Cultural Communication [中英翻譯與跨文化溝通]

2 Credits

Prof. James Loo <146182@mail.fju.edu.tw >

For Juniors and above

Class size: 10

課程學習目標	<p>This course is for students who wish to gain an understanding of how cross-cultural communication is achieved through the process and product of translation.</p> <p>Students shall first explore the concept of culture, and understand how it is defined differently in a range of contexts, as well as learn about the different segmentations of culture. Students will then learn about the various purposes for cross-cultural communication in the present age, and assess different forms of cultural transmission vis-à-vis their effectiveness and impact.</p> <p>Following that, students will get a chance to study non-fiction texts such as news articles, commentaries, editorials, as well as fictional texts such as excerpts of novels and short stories, among other forms of literature. Students shall examine both the theoretical approach and practical application in the act of translation leading to the target text (TT) that contributes to cross-cultural communication.</p> <p>Students will then try their hand at Chinese to English translation, and get a chance to apply their knowledge of both theoretical approach and practical decisions vis-à-vis translation decisions (word choice, sentence structure, and so on) that achieves, or at least attempts to achieve, cross-cultural communication.</p> <p>By the end of the module, students should have acquired a perspective vis-à-vis culture and its portrayal in the context of cross-cultural communication</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		Introduction/ Icebreaker					
2		What is Culture I					
3							
4		What is Culture II					
5		Different Modes of CCC I					
6		Different Modes of CCC II					
7		Translating TPMs I				Non-fiction text type	
8		Translating TPMs II				Non-fiction text type	
9		Translating TPMs III				Non-fiction text type	
10		Translating Editorials/Commentaries I				Non-fiction text type	
11		Translating Editorials/Commentaries II				Non-fiction text type	
12		Translating Editorials/Commentaries III				Non-fiction text type	
13		Translating Novel Excerpts I				Fiction text type	
14		Translating Novel Excerpts II				Fiction text type	
15		Translating Poetry & Abstract Forms of Writing				Fiction text type	
16		Translating Essay Excerpts I				Mixed text type	
17		Translating Essay Excerpts II				Mixed text type	
18		Module Wrap-up					
教學方法 Pedagogical Methods		方法 Method	%	方法 Method	%	方法 Method	%
		講述	30	影片欣賞	20	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	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	30
		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	20	其他	0
課程教材 Course Material		教科書、講義、影片。					
教科書							
參考書目 Reference							
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	0	期末考	0	隨堂考（小考）	0
	書面報告(含小組或個人)	40	課堂參與	20	心得或作業撰寫	0
	口頭報告(含小組或個人)	40	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	Missing class without a valid reason and without informing instructor by 23:59pm on the day of absence from class will result in a fail grade.					

MA008. Game-based Programming [遊戲運用及程式設計]

2 Credits

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

For Juniors and above

Class size: 15

課程學習目標	<p>This course aims to develop students 'programming skills and increase students' motivation in programming learning via game-based programming tools such as Scratch, CoSpaces Edu., and various open educational resources. Students will be guided to create eCards and AR/ VR game stories in a peer collaboration environment. It is hope that, first of all, through visualized programming environments, students' story-telling skills and logic thinking ability could be developed; and also, through problem-based learning/ pair programming learning strategies, students' confidence and enjoyment levels of programming could be both enhanced.</p> <p>In addition, this course will train students producing interactive games based on the chosen films, which will be used for high school's teaching practicum.</p>			
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	09/15	Course Intro.	Introduction of programming, Scratch, Cospaces Edu.	課程介紹 Activity

			課程介紹 運算思維	Pair programming Code.org
2	09/22	World cinema 多元文化之窗	瞭解世界電影與文化的關係 九部電影介紹 議題討論: 如何將電影改寫為遊戲	授課教師: Kate Liu 劉紀雯 教授
3	09/29	專題演講 遊戲化應用: 如何使學習變得更有趣 (暫定)	1.認識遊戲與文化藝術 2.視角特徵 3.遊戲與學習	演講者: 交通大學 數位文創學程 梁世佑教授
4	10/06	Design thinking 設計思維 CoSpaces Edu. 介面說明與操作	場景設計 工具介面解說 Environment 設定 Media 上傳設定 Actor 參數設定	Design thinking 設計思維 CoSpaces Edu. 介面說明與操作
5	10/13	Spring break		
6	10/20	多元識讀教學	教案設計	授課教師: Lydia Tseng 曾明怡 教授
7	10/27	專題演講 轉譯文學- 從文本到互動設計(暫定)		專題演講 頑石文化 劉詩安 經理
8	11/03	Preparing for your project 準備計劃書	文本選擇 起承轉合重點摘要 Google 3D Toontastic Storyboard 互動腳本設計 流程圖設計 flowchart	小組討論 透過 Google 3D Toontastic 將文本摘要從文字意境轉化為實體意象
9	11/10	Scene design 場景設計 II	360 環景設計 多媒體設計	CoSpaces Edu. 介面說明與操作
10	11/17	Midterm 期中報告	Proposal Group/ individual project proposal	
11	11/24	Computational thinking 運算思維 CoSpaces 程式教學 I	Event 事件設定 Action 動作設定 Transitions 轉場設定	
12	12/01	CoSpaces 程式教學 II	Control 控制設定 Sequential Transform Loop Camera 攝影機設定	
13	12/08	CoSpaces 程式教學 III	Variables 變數設定	

			Math 數學設定 Function 函式設定			
14	12/15	Group instruction 分組指導	Individual group instruction (Group 1~4)			
15	12/22	Group instruction 分組指導	Individual group instruction (Group 5-8)			
16	12/29	Q&A				
17	01/05	Final Presentation 期末報告				
18	01/12	Excellent works presentation 優良作品分享				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	10	影 片 欣 賞	0	討 論	20
	個 案 研 討	0	服 務 學 習	0	問 題 導 向 學 習	10
	競 賽 遊 戲	0	專 家 演 講	20	專 題 實 作	20
	電 子 教 學	0	體 驗 教 學	20	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	Scratch Introduction https://www.ted.com/speakers/mitch_resnick Scratch Tutorial: https://www.youtube.com/channel/UCsID64th1ocXiIqcRLW_svg CoSpaces Edu. Introduction: https://www.youtube.com/watch?v=p3CIYgaH89k CoSpaces Edu.Tutorial https://www.youtube.com/channel/UC6VsnmaKQ9MNRpJbFsIhoGw Code.org Introduction: https://www.youtube.com/watch?v=MvTSPwftvyo					
	影片清單 https://vimeo.com/showcase/6777802 此影片僅提供教學使用，請勿外傳。 1.Spirited Away 《神隱少女》 2.Coco 《可可夜總會》 3.Amélie 《愛蜜莉的異想世界》 4.Mean Girl 《辣妹過招》 5.Bridget Jones’s Diary 《BJ 單身日記》 6.Wedding Fever in Campobello 《到坎勃貝蘿去提親》 7.Cinema Paradiso 《新天堂樂園》 8.Measuring the World 《丈量世界》 9.Good Bye, Lenin! 《再見列寧》					

教科書	CoSpaces Edu. Introduction: https://www.youtube.com/watch?v=p3CIYgaH89k CoSpaces Edu.Tutorial https://www.youtube.com/channel/UC6VsnmaKQ9MNRpJbFsIhoGw 自製教材					
參考書目 Reference	Online programming classes https://www.playcodemonkey.com/ https://blockly-games.appspot.com/ https://www.w3schools.com/ https://www.codecademy.com/ https://www.codingame.com/home https://codecombat.com/					
教學平台網址	https://elearn2.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	10	心得或作業撰寫	10
	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>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> <p>Class attendance and participation, in-class presentation on reading (done in groups), and in-class exercise 30%</p> <p>Class participation is required. Your participation will be assessed through your contributions to class discussions and idea sharing in class. This includes responses to the reading assignments, facilitating and contributing to discussions, and engaging in in class activities. Some projects in this course will be completed in teams. Individual who fails to contribute fairly to any of</p>					

	<p>the group projects will receive a lower score than the group score.</p> <p>Midterm group/ individual project proposal 35%</p> <p>Each group/ individual provides your proposal of your final project – game story (e.g. turn Pride and Prejudice or Frankenstein into a game) using VR tool – CoSpaces Edu. Materials include game design, storyboard, and flowchart. Time: 10 min. PPT presentation. Individual's score within each group varies based on your contribution.</p> <p>Final group/ individual project presentation 35%</p> <p>Each group/ individual presents your final project. It must align your game design, increase readers' motivation, and include assessment function. Time: 10 min. PPT presentation + Demo. Users' interactivity and feedback will be evaluated. Individual's score within each group varies based on your contribution.</p>
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MA009. Natural Language Processing and Python Programming [自然語言處理與Python]

3 Credits

Dr. Fu-Jung Liu <013459@mail.fju.edu.tw >

For Juniors and above

Class size: 10

課程學習目標	<p>授課對象主要以外語學院學生的語言專長使他們能夠學會如何銜接新的科技，面對未來職場上的新工作機會。</p> <p>課程開設在本校外語學院，可以讓各科系學生選修，以線上單元測驗、線上主題討論、小組作業、小組專題方式，達到跨領域學生互動及共學的效益。</p> <p>再者，邀請學界、業界專家演講，共計兩場，採實體方式進行。</p> <p>老師及教學助理則在課程約定時間協助學生解決問題。</p> <ol style="list-style-type: none">1. 以深入淺出且實用的主題讓學生了解人工智慧未來對實務工作的影響。2. 在課程中讓學生體驗到電腦人工智慧技術。3. 使學生具備程式設計的知能。4. 了解如何撰寫程式及套用模組解決生活中或工作職場上的問題。5. 了解如何引用網路上面的學習資源庫。	
先修課程	無	
授課進度 Course Progress Outline		
週次 Week	日期 Date	主題 Topic
1	09/18	介紹人工智慧 人工智慧、機器學習和深度學習的關係
2	09/25	語音與構詞
3	10/02	句法與語意
4	10/09	句法/語意與篇章

5	10/16	主題 2-1 自然語言處理 語言處理入門				
6	10/23	主題 2-1 自然語言處理 語言處理入門				
7	10/30	主題 2-2 自然語言處理 Jieba 模組、文字雲				
8	11/06	主題 2-3 自然語言處理 Jieba 模組、文章自動摘要				
9	11/13	有溫度的機器人： AI 與中文創作				
10	11/20	主題 2-4 自然語言處理 關鍵字詞擷取				
11	11/27	主題 2-4 自然語言處理 關鍵字詞擷取				
12	12/04	主題 2-5 自然語言處理 文字情感分析				
13	12/11	主題 2-6 自然語言處理				
14	12/18	主題 3-1 語音辨識應用 介紹語音辨識、語音轉換				
15	12/25	主題 3-2 語音辨識應用 影片字幕製作				
16	01/01	主題 3-3 語音辨識應用 影片字幕製作實例演練及討論				
17	01/08	期末小組成果報告發表				
18	01/15	期末小組成果報告發表				
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	20
	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
課程教材 Course Material	實 作 教 學	50	個 別 指 導	0	其 他	0
	1.Python 自學聖經：從程式素人到開發強者的技術與實戰大全 作者： 鄧文淵，文淵閣工作室 出版社：基峰 出版日期：2020/03/11 日本 Newton					

	Press 作；賴貞秀，曾文媛翻譯 2.全面了解人工智慧：從基本機制到應用例，以及未來發展 作者：日本 Newton Press 作；賴貞秀，曾文媛翻譯 新北市：人人出版，2020					
教科書	1.Python 機器學習與深度學習特訓班：看得懂也會做的 AI 人工智慧實戰 作者：文淵閣工作室 出版社：碁峰 出版日期：2019/05/28 2.Python 程式設計與人工智慧入門 作者：連宏城 出版社：台科大 出版日期：2019/03/13					
參考書目 Reference	1.Python 機器學習與深度學習特訓班：看得懂也會做的 AI 人工智慧實戰 作者：文淵閣工作室 出版社：碁峰 出版日期：2019/05/28 2.Python 程式設計與人工智慧入門 作者：連宏城 出版社：台科大 出版日期：2019/03/13 3.Python 自學聖經：從程式素人到開發強者的技術與實戰大全 作者：鄧文淵，文淵閣工作室 出版社：碁峰 出版日期：2020/03/11 日本 Newton Press 作；賴貞秀，曾文媛翻譯 4.全面了解人工智慧：從基本機制到應用例，以及未來發展 作者：日本 Newton Press 作；賴貞秀，曾文媛翻譯 新北市：人人出版，2020					
教學平台網址	https://elearn2.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	10	課堂上實作演練	40	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)	0	課堂參與	10	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	任課老師將以隨堂點名的方式記錄學生修習這門科目的參與情形。上課出席將詳細記錄，主動協助他人解決問題，合作問題解決亦列為學期評分之標準。有特殊原因，必須向任課老師請假。依據學則第 26,27 條之規定：請假一小時以缺課一小時計算，曠課一小時以缺課三小時計算缺課時數達該科總時數三分之一者，該科目扣考，成績以零分計算。 評分方式： 1. 平時成績佔 50%（含隨堂筆記、隨堂練習、指定課後作業、課後學習單、臨時測驗、出席率與課程討論參與情形） 2. 期中考試成績 25% 3. 學期考試成績 25% 4. 曠課一次扣除學期總分 3 分					

5. 曠課次數達 3 次即扣考。
6. 當天課堂中未討論網路相關主題而上網瀏覽非上課相關內容者或上網線上遊戲而影響上課進度者計該堂曠課一次。
7. 額外加分: 協助問題解決, 主動合作學習、可加分 1~5%。
8. 學習期間參與競賽、考取相關證照或是提交課程相關活動觀摩心得報告, 可加分 1~5%。

選修劉富容老師課程學生上課注意事項

1. 上課應準時進教室, 不遲到早退。
2. 作業應在限期內繳交, 遲交作業依原始得分每遲交一天乘以 0.9 計算, 往後依此類推連續乘以 0.9。
3. 隨堂作業或是小考因缺課而缺交或是缺考則以 0 分計算, 不接受補交或補考。
4. 老師會在隨堂點名結束時, 複誦一遍缺席學生名單, 若有錯誤請立刻更正, 不接受學生隔天以後的更正。
5. 課堂點名整學期缺課時數依校規規定即以扣考處理, 但學生提出學校公假證明、醫院長期就醫證明的病假或是喪假計文則不計入, 不接受其他口頭敘述方式請假。
6. 教學網站的網址 <http://140.136.202.14/romeo>
7. 請所有學生記得在學期初, 在本網站進行上課報到, 以供日後在網站上繳交作業及查詢個人平時成績。
8. 第一次使用本網站資源如同 ICAN 輸入自己的學號, 再輸入相同帳號密碼以及安全確認碼。核對個人姓名、性別、聯絡的電子郵件及行動電話號碼請務必輸入真實資料。
9. 學期結束時, 本網站會公佈學期總成績, 公佈一週之內若未接到學生提出對於成績計算之請求, 則逕送至教務處登記, 學生亦不得再提出更改成績之要求, 請各位同學務必不要放棄自己的權益。
10. 網站上所公佈的點名紀錄有誤時請於當天下課前向老師更正, 。
11. 網站上公佈的成績紀錄有誤時, 請於公佈日起 10 天內向老師更正, 若有紙本作業或是試卷必須備齊, 超過上述時間不接受更正。