

**Curriculum for Fall 2022: Elective Courses**



**University Required Course**

**UR301. Professional Ethics [專業倫理]**

**2 credits**

**Dr. John Basourakos <johnbasourakos1@yahoo.ca >**

**For Juniors and above**

**Class size: 45**

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"> <li>1. Students will learn to identify and to critically analyze ethical issues in several professional areas and in their personal lives.</li> <li>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.</li> <li>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.</li> </ol>
先修課程	Philosophy of Life



**Advanced Literature and Culture Courses**



**LC001. English Literature II [英國文學（二）]**

**3 credits**

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

**For Sophomores and above**

**Class size: 40**

**Prerequisite: Introduction to Literature**

**CL001. Modern Interpretation of Chinese lyric Poetry [古典抒情詩的現代詮釋]**

**2 credits**

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

**For Juniors and above**

**Class size: 40**

課程學習目標		1. 「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代抒情詩的演變和特色。並且配合所選文本，適時論及其文藝思潮、文學理論及作品分析。除了深刻認識具代表性的抒情詩，同時提昇對於韻文再創作與理論的了解。 2. 「方法」：鍛鍊鑑賞作品的基本觀念和能力，從分析過程的鍛鍊中培養眼力、胸襟處事的態度、團體合作，與自主學習的能力。並且同時培養閱讀與創作之興趣，以及激發吸收與創作之潛力。 3. 「心靈」：藉由主題韻文的細讀、分析與討論，進行自我、社會、傳統的剖析，達至生命智慧之啟發、價值思考之深化、知情意行之統整，與文化批判性的繼承。確立價格與價值之別，追求心靈成長與人格思辨。			
先修課程		大一國文			
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	09/08	愛慕與思念	○課程說明與意見發表	◎課程安排，將視實際操作情況，作適當調整。	
2	09/15		古典抒情詩導論	□分組名單	
3	09/22		《詩經・蒹葭》 延伸閱讀：陳義芝〈蒹葭〉 延伸影音：瓊瑤「在水一方」	□札記 1(札記 12篇選 8篇書寫)	
4	09/29		〈越人歌〉 延伸閱讀：席慕蓉〈在黑暗的河流上〉 延伸影音：馮小剛「夜宴」	□札記 2	
5	10/06		屈原《楚辭・九歌・湘夫人》 延伸閱讀：〈湘君〉、蔣勳〈諸神復活〉 延伸影音：林懷民「九歌・湘夫人」	□札記 3	
6	10/13		漢武帝〈李夫人賦〉、〈李夫人歌〉 延伸閱讀：李延年〈佳人歌〉 延伸影音：張藝謀「十面埋伏」	□札記 4	



7	10/20	仕 隱 與 進 退	賈誼〈弔屈原賦〉 延伸閱讀：余光中「詠屈原詩選」 延伸影音：郭沫若「屈原」		□札記 5		
8	10/27		陶淵明〈桃花源詩〉 延伸閱讀：陶淵明〈桃花源記〉 延伸影音：賴聲川「暗戀桃花源」		□札記 6		
9	11/03		電影欣賞：賴聲川「暗戀桃花源」 延伸閱讀：陶淵明〈桃花源詩并記〉		□影片回饋單 1		
10	11/10		李白〈將進酒〉 延伸閱讀：洛夫〈李白傳奇〉 延伸影音：李榮浩「李白」		□札記 7		
11	11/17		杜甫〈茅屋為秋風所破歌〉 延伸閱讀：楊牧〈秋祭杜甫〉 延伸影音：BBC「杜甫：中國最偉大的詩人」		□札記 8		
12	11/24		單元回顧與總結				
13	12/01	懷 古 與 超 逸	蘇東坡〈念奴嬌〉（赤壁懷古） 延伸閱讀：余秋雨〈蘇東坡突圍〉 延伸影音：楊慎「滾滾長江東逝水」		□札記 9		
14	12/08		辛棄疾〈水龍吟〉（登建康賞心亭） 延伸閱讀：梁衡〈把欄杆拍遍〉 延伸影音：何其玲「精忠傳奇」		□札記 10		
15	12/15		白樸〈沈醉東風〉（漁父詞） 延伸閱讀：林冷〈不繫之舟〉 延伸影音：歷代「漁父圖」		□札記 11		
16	12/22		唐伯虎〈桃花庵歌〉 延伸閱讀：馮夢龍〈唐解元一笑姻緣〉 延伸影音：李力持「唐伯虎點秋香」		□札記 12		
17	12/29		課程回顧與總結		□課程回饋意見		
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		鄭文惠等選注：《歷代詩選注》（臺北：里仁書局，1998年）葉慶炳著：《中國文學史》（臺北：臺灣學生，1997年）					



	<p>程俊英等著《詩經注析》（北京：中華書局，1991 年）洪興祖注《楚辭補注》（臺北：大安出版社，1999 年）沈德潛選：《古詩源》（北京：中華書局，2000 年）歐麗娟選注《唐詩選注》（臺北：里仁書局，2004 年）鄭騫編注：《詞選》（臺北：文化大學，1995 年）</p> <p>鄭騫編注：《曲選》（臺北：文化大學，1992 年）</p> <p>李富軒選著：《抒情詩選》（臺北：漢威出版社，1999 年） 蔡瑜著：《中國抒情詩的世界》（臺北：學生書局，1999 年）穆傳編著：《情詩三百首》（臺北：漢京出版社，1992 年） 侯吉諒編：《情詩·古典篇》（臺北：未來書城，2001 年）</p> <p>李元洛輯注：《千葉紅芙蓉：歷代民間愛情詩詞曲三百首》（臺北：東大圖書，1994 年）</p> <p>李元洛輯注：《在天願作比翼鳥：歷代文人愛情詩詞曲三百首》（臺北：東大圖書，1994 年）</p> <p>謝錦桂毓：《生命的窗口——謝錦的課堂，從文學鑑賞認識自己》（臺北：麥田出版社，2011 年）</p> <p>葉嘉瑩著：《迦陵談詩》（臺北：三民書局，1999 年）</p> <p>葉嘉瑩著：《好詩共欣賞》（臺北：三民書局，1998 年）</p> <p>宇文所安著，賈晉華譯：《初唐詩》（北京：三聯書店，2005 年）</p> <p>宇文所安著，賈晉華譯：《盛唐詩》（北京：三聯書店，2004 年）</p>					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	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	80	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				
	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。						
3.課堂參與：80%						



	<p>札記 12 篇，可自選 8 篇書寫，一篇 6 分，共 48% (報告篇章必寫，沒交扣總分 1 分) 請用 18K 活頁紙「書寫」，嚴禁抄襲，抄襲以零分計算。課前預習札記必須在當次上課「點名時」繳交，上課書寫不予計分。上課遲到者，在補點名時立即繳交，仍予計分。札記包含上課參與準備，凡請假無法參與討論，該篇將會斟酌扣分。</p> <p>電影回饋單 1 篇，一篇 6 分，共 6%。</p> <p>課程回饋意見 1 篇，一篇 6 分，共 6%。以上評分等第為</p> <p>A+：95% (5.7 分) 有思考的啟發性，對生命有體認。</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、心情假，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。</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：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，每次上課以扣分一次為限</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 <kennethchyi@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.
授課進度 Course Progress Outline	



堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Course Introduction		
2	Introducing Second Language Acquisition	1 Introducing Second Language Acquisition	
3	Second language learning	1 Introducing Second Language Acquisition	
4	Second language learning	2 Foundations of Second Language Acquisition	Quiz 1
5	Second language learning: the Linguistic Perspective	2 Foundations of Second Language Acquisition	
6	Second language learning: the Linguistic Perspective	3 The Linguistics of Second Language Acquisition	
7	Second language learning: the Linguistic Perspective	3 The Linguistics of Second Language Acquisition	
8	Second language learning: the Psychological Perspective	4 The psychology of Second Language Acquisition	Quiz 2
9	Midterm		
10	Second language learning: the Psychological Perspective	4 The psychology of Second Language Acquisition	
11	Second language learning: the social-context Perspective	5 Social contexts of Second Language Acquisition	
12	Second language learning: the social-context Perspective	5 Social contexts of Second Language Acquisition	
13	Popular ideas about language learning	6 Acquiring knowledge for L2 use	Quiz 3
14	Popular ideas about language learning	6 Acquiring knowledge for L2 use	
15	Second language learning in the classroom	7 L2 learning and teaching	
16	Second language learning in the classroom	7 L2 learning and teaching	
17	Final Exam		Quiz 4
18	Review		
課程教材 Course Material	Saville-Troike, M. (2012b). Introducing Second Language Acquisition (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.		
教科書	Saville-Troike, M. (2012b). Introducing Second Language Acquisition (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.		
參考書目 Reference	Brown, H.D. 2006. Principles of Language Learning and Teaching 5th Edition. New York: Longman Pearson. Ellis, R., Lee, W. R., & Widdowson, H. G. (1997). Second Language Acquisition. Oxford, United Kingdom: Oxford University Press.		



		Lightbown, P., & Spada, N. (2013). How Languages are Learned. Oxford, United Kingdom: Oxford University Press.				
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				
學習規範	A. This class requires: 1. Exams: a midterm and a final. 2. Assignments: 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) B. Language Policy: English is the only language throughout the whole class. C. Be active in class – this is especially important in your presentation and group discussion. 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. 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+. F. Please do necessary review for the lessons; failure to do so will positively affect your performance.					

## LS002. Technology-Assisted Instruction & Presentation [科技輔助教學與簡報]

3 credits

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

For Juniors and above

Class size: 20

課程學習目標	<p>The course “Technology Assisted Instruction &amp; Presentation” has the following features.</p> <ul style="list-style-type: none"> <li>- Primarily provide students with hands-on practice of technology assisted presentation and instructional media.</li> <li>-The themes and multimedia covered in this course include offline and</li> </ul>
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	<p>online tools, filming and editing tools, instructional tools, etc.</p> <p>-Design multimedia lesson plans and produce multimedia materials.</p> <p>-The final project will require students in using software, platform, online materials, and other tools to produce a project.</p> <p>-Themes or topics for projects are NOT limited to language learning.</p> <p>-Technology as a way to learning by exploring and constructing meaningful materials.</p> <p>-An overview of important issues</p> <p>-Part of this course fits curriculum goals for Language Studies and/or Capstone Courses; this course will guide you to fulfill Learning Outcome Demonstration (LOD).</p> <p>--This is a project-based course.</p>
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#### 授課進度

#### Course Progress Outline

堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Orientation Ice-breaking activity	What is e-Learning? (Holiday w1-w2 combined)	* This syllabus is subject to change.
2	Presentation Skills	Presentation skills	
3	Presentation Skills & Data graphs		
4	Presentation Skills-Filming app	Duty Assignment Plan draft	
5	Google Site	Tentative topics for final project	
6	Google Site		
7	Spring Break- No Class	Group Tutorial	
8	Computational Thinking workshop	Group Tutorial	
9	FJU Midterm Week	Specific Plan: Online Meeting Video & Record	
10	Group Tutorial Using Online Tools		
11	Group Tutorial Using Online Tools		
12	Group Tutorials Creative Commons	Meeting reschedule	
13	Assessment: levels test, ratingscales, etc.; Using Online Tools Web 2.0	Platform, SNS, CT Workshop reschedule	
14	Web 2.0-4.0	Platform, SNS	
15	Preparation for final project	Dragon Boat Festival	
16	Reflections and Final Presentation	Final Report	



17	Reflections and Final	Final Report				
18	Survey, self & peer assessment	flexible week				
課程教材 Course Material	e-Learning materials Films Chosen Tech Tools					
教科書	Hard copy - TBA. e-materials (The links will be provided to you later.)					
參考書目 Reference	Lewis, G. (2009). Bringing Technology into the Classroom. Oxford University Windeatt, Scott, David Hardisty, and David Eastment. The Internet.Oxford University Press, 2000. Print.					
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	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)	0	課堂參與	20	心得或作業撰寫	20
	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	5				
學習規範	Attendance Please come to class each time and on time. Each unexcused absence will result at least a 3% deduction from the final grade. Leaves with excused up to three times lead to large score deduction. According to the university regulation, more than three unexcused absences result in a failed grade for the course. If you are or will be absent for medical or personal leaves, please inform me in advance and show evidence (e.g. medical certificate or receipt).  Other Class Policy -- Students have to attend weekly lectures, participating class and on-line discussions, writing and carrying out e-Learning lesson plans and produce e-Learning materials. -- Taking part in individual and group projects will assist students to put theories into practice. These projects will involve students in using software, platform, online materials, and other e-Learning tools. -- Only one late assignment is allowed and it will result in deduction of scores; any other late assignment will lead to in a score of zero.  Grading In-class and On-line Participation & Attendance 2. Individual and Group Projects (software and platform- material					



	design, peer review, written/oral reports, different types of e- documents and participation) Other Required Assignments, Activities & Quizzes Assessment & Surveys
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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**

#### **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**

#### **AW003. Journalistic Writing I: Newsletter [新聞英文寫作(一)：電子報]**

**2 credits**

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

**For Seniors only**

**Class size: 20**

課程學習目標	<p>Course Description</p> <p>The course will provide an introduction to journalistic writing and magazine production including sourcing reliable information, cultivating multiple sources, writing news stories following industry standards for publication, establishing and uploading an online news edition, as well as soliciting, managing, editing, writing stories, creating and designing layout, working with sponsors, and advertising the magazine.</p> <p>During Fall semester, students will produce a department newsletter for Fall and assign roles for the department magazine to be completed</p>
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	in Spring. The department newsletter will only cover events in the department and on campus. Every student must write one article and copy edit two articles.		
	In order to streamline the two publications, editors-in-chief and section editors will be self-selected and voted on as necessary to manage the different foci. The department magazine will require fund-raising; each section editor with the help and support of the other staff members is responsible for raising \$1000 NT by the end of Fall semester to help publication in Spring.		
授課進度 Course Progress Outline			
堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Intro; what is news journalism? what is magazine writing? Spotlight (2015)	Blur Ch. 1, 3 Schartz Ch. 2, 5	
2	I Believe... What? Trust, But Verify	Writer's Digest Ch. 5 Blur Ch. 5, 6	Presentations
3	Research, Evidence, Sources	Writer's Digest Ch. 6, 9 Schwartz Ch. 6, 7	Presentations
4	Interviews, Profiles, Common Article Types	Writer's Digest Ch. 10 Schwartz Ch. 16	Presentations
5	Narratives and Editing	Article review + proposal	Presentations
6	Articles and Proposals	Article review + proposal	AR +proposal
7	Articles and Proposals (cont)	Themes for publications	AR +proposal
8	Editors in Chief+ Section Editors	Schedules for newsletter + news edition	Themes
9	No class; work on articles & reports	Schedules for newsletter + news edition	
10	Reports from Editors in Chief + Section Editors on Schedules + Timetables	1st drafts for dept newsletter	Schedul es
11	Department Newsletter Progress Reports	1st drafts for news edition	Progress reports
12	Online News Edition Progress Reports	Schedules for dept magazine	Progress reports
13	Report from Editor in Chief of Dept. Magazine	Final drafts for newsletter	Schedule
14	No class; work on articles & reports	Final drafts for newsletter	
15	Publication of Dept Newsletter	Final drafts for news edition	Newsletter
16	HOLIDAY	Final drafts for news edition	
17	HOLIDAY	Final drafts for news edition	



18	Publication of Dept Newsletter & Online News Edition	Work on dept. magazine!				News Edition
課程教材 Course Material	Writer's Digest: Handbook of Magazine Article Writing, 2nd ed. (pdf)					
教科書	Writer's Digest: Handbook of Magazine Article Writing, 2nd ed. (pdf)					
參考書目 Reference	RECOMMENDED 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)					
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	REQUIRED (50% of Total Grade) Presentations 10% Article Review 10% Article Proposal(s) 5% Progress Report 5% Copy Editing (2 articles) 10% Article 10%					
	MUST SELECT TO EQUAL 50% Article (each)10% Copy Editing (each article)10% Photography (one count only) 5% Original art (one count only)10% Website design/management 10% Layout/design (pdf file)15% Section editor 15% Editor in chief 20%  Conduct, Plagiarism, Cheating					



	<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>
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### **Professional Training Courses**

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

**2 Credits**

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

**For Sophomores and above**

**Class size: 30**

#### **PT002. Devised Theatre [編創劇場專題]**

**3 credits**

**Mr. Hegel Tsai**

**For Sophomores and above**

**Class size: 30**

#### **PT003 Cross Cultural Communication: Global Understanding Project [跨文化溝通：國際連線專題]**

**2 credits**

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

**For Sophomores and above**

**Class size: 15**

課程學習目標	<p>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, India, Russia, Mexico, Japan, Peru, and Switzerland). Discussion</p>
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	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. 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. The instructor will also invite speakers to come and talk about other cultures.		
先修課程	Proficient in English oral ability. One needs to be able to speak and interact instantly with foreign students via videoconferencing.		
授課進度 Course Progress Outline			
堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Local week: Introduction	about Global Understanding Project; Using EngSite system; Culture and Communication Concepts	
2	Software Training: Learn IceChat/ Kiwi; Theory	Software Training; Cross-Cultural Theories 1	
3	Connection ECU	Connection with ECU 1&2: Self-introduction; College life; Family; Cultural Traditions	
4	Local Week	Cross-Cultural Theories 2	
5	Connection ECU	Connection with ECU 3&4: Meaning of Life and Religion	
6	Connection ECU	Connection with E: CU 5&6: Stereotypes and Prejudices	
7	Connection ECU	Connection with ECU 7: Collaborative Project on your topic	
8	Local Week: (Midterm Week) Guest Speaker 1	Guest Speaker	
9	Local Week Guest Speaker 2	Guest Speaker	
10	Connection USJ	Connection with USJ 1&2: Self-introduction; College life; Family; Cultural Traditions	
11	Connection USJ	Connection with USJ 3&4: Meaning of Life and Religion	



12	Connection USJ		Connection with USJ work on collaborative project			
13	Connection USJ		Connection with USJ present on collaborative project			
14	Individual Conference		Individual conference with Doris			
15	Local week		Video and Discussion			
16	Local week: Oral Presentation 1		Oral Presentation 1			
17	Local week: Oral Presentation 2		Oral Presentation; Wrap up			
18	Flexible week		Flexible Learning week			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	個案研究	0	競賽遊戲	0
	電子教學	0	競賽讀書會	0	對話教學法	10
	實作教學	0	影片欣賞	0	服務學習	0
	專家演講	0	體驗教學	50	產業實習	0
	樣本觀察	0	個別指導	0	討論	20
	問題導向學習	0	專題實作	0	角色扮演實境教學	0
	自主學習	0	校外參訪	0	其他	0
說明：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, and pre-training for intercultural communication (asking appropriate questions, etc.). For international weeks, we will meet with our partner school via videoconference and text-chat. Classroom: SF 901						
課程教材 Course Material		Course materials will be posted on EngSite System. ** Please bring your own laptop to class on connection sessions if you have your own laptop (for text-chats or Zoom break-out rooms).				
教科書		Handouts and Weblinks; 新聞網站供參考: Online news, for example: <a href="https://chinapost.nownews.com/">https://chinapost.nownews.com/</a> <a href="https://www.taipeitimes.com/">https://www.taipeitimes.com/</a>				
參考書目 Reference		Handouts and Weblinks; Online news.				
教學平台網址		<a href="http://ce.etweb.fju.edu.tw/engsite/">http://ce.etweb.fju.edu.tw/engsite/</a>				
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	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	Please note that attendance is compulsory. For every unexcused-absence (per session) will mean 3 points off the final average grade. A total of six excused absences of will lead to the failure of 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 handwriting. Text-chat records or screen capture of Zoom breakout rooms must be uploaded to EngSite area and will be the proof of your attendance of chat connection weeks.					
備註	1. The contents of this syllabus are subject to change. 2. Grading Scale: 評分量表: A+=91 and above; A= 87-90; A-=83-86; B+=79-82; B=75-78; B-=70-74; failing= 69 and below 3. Plagiarism is forbidden. You must obey the principles of academic integrity. Please respect other people’s work. If you quote or refer to certain people’s work, remember to give credit to the author(s). A plagiarized product will result in a 0% of your assignment. 請尊重智慧財產權，請勿抄襲。抄襲作業將以0分計算。					

**PT004. 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: 10**

**PT005. Introduction to Interpretation [口譯入門]**

**3 credits**

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

**For Juniors and above**

**Class size: 20**

**PT006. Strategic Management and Business [策略管理與商業分析]**

**2 credits**

**Mr. Kim Chen < 094832@mail.fju.edu.tw>**

**For Juniors and above**

**Class size: 45**

課程學習目標	The aim of this course is to provide a conceptual framework for overall business management in operation in which several essential business
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	concepts and ideas for business operation, including leadership and human resource, managing finance, strategy and operations, marketing management, production and postproduction, and so forth will be discussed in ease. This course is suitable especially for those who don't have a fundamental background in business but are interested in acquiring the holistic principles and ideas in business operations and management.						
授課進度 Course Progress Outline							
堂數 Week	課程主題 Topic		課程說明 Unit				備註 Remark
1	Course introduction		Orientation				
2	Start Small and Think Big		Starting and growing the business Start-up				
3	Start Small and Think Big		Starting and growing the business				
4	Fighting the Fire		Leadership and Human Resource				
5	Fighting the Fire		Leadership and Human Resource				
6	Making Money Work		Managing Finance				
7	Making Money Work		Managing Finance				
8	Mid-term						
9	Working with A Vision		Working with A Vision				
10	Working with A Vision		Working with A Vision				
11	Successful Selling		Marketing Management				
12	Successful Selling		Marketing Management				
13	Successful Selling		Marketing Management				
14	Delivering the Goods		Production and Postproduction				
15	Delivering the Goods		Production and Postproduction				
16							
17	Final Exam		Final Exam				
18	Flexible Self- learning		Flexible Self- learning				
課程教材 Course Material		The business book - big ideas simply explained					
教科書		The business book - big ideas simply explained					
參考書目 Reference		The business book - big ideas simply explained					
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	20	期末考	20	隨堂考(小考)	0	
	書面報告(含小組 或個人)	30	課堂參與	0	心得或作業撰寫	20	
	口頭報告(含小組 或個人)	0	面試或口試	0	自評與小組互評	10	



	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 in general performance.</p>					

**PT007. Chinese-English translation and the audience [中英翻譯與受眾]**

**2 credits**

**Mr. Erik de Jong <154963@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 20**





## 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<138538@gapp.fju.edu.tw >

For Juniors and above

Class size: 20

#### Objectives

To read and analyze some major works of modern and contemporary English and American literature (fiction, narrative, drama) that feature wilderness, gardens, cities, and museums as settings and themes, focusing on how these spaces and places relate to the characters, conflicts, and forms of these works. The featured literary works range across diverse cultural and historical landscapes, including the nineteenth-century American West seen from Anglo, immigrant, and Native American perspectives; the English garden from the eighteenth through the twentieth centuries; early twentieth-century London; and Nazi-occupied France during World War II.

To introduce theoretical and historical studies of these four literary/cultural topoi – the wilderness, the garden, the city, and the museum – in order to conceptualize space and place in terms of nationalism, imperialism, race, gender, aesthetics, and psychology.

To analyze space and place through visual texts including paintings, photographs, maps, and films.

To think critically and creatively about wilderness, gardens, cities, and museums today, in Taiwan or abroad, by applying insights gained from the assigned literary, theoretical, and historical works to actual sites experienced by students.

#### Primary texts

Willa Cather, *My Ántonia* (1918)

N. Scott Momaday, *The Way to Rainy Mountain* (1969) Tom Stoppard, *Arcadia* (1993)

Virginia Woolf, *Mrs. Dalloway* (1925)

Anthony Doerr, *All the Light We Cannot See* (2014)

#### Requirements and grading (tentative)

Essay(s)	40%
Presentations	30%
Text commentary	15%
Class attendance and participation	15%

#### Essay(s)

Essay(s) should develop a focused argument related to the concept of space and place in one or more of the assigned literary works. Further requirements will be announced.

#### Presentations

1) **Site presentation** (with a partner). Focus on an actual site you have experienced, related



to wilderness, gardens, urban space, or museums (in Taiwan or elsewhere). Using 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.

**2) Critical/theoretical article presentation** (with a partner). Give a PowerPoint presentation on one of the assigned theoretical/critical readings marked with an asterisk (\*). Begin with a slide about the author and an MLA citation of the article. Summarize the argument, referring to page numbers in the text. If relevant, include some images in your PPT.

**Text commentary** (about 500 words). Write a commentary on a section of the primary reading for one class meeting, focusing on a particular passage or a specific issue. Include some brief, relevant quotations in your commentary, with proper MLA citation. Read commentary in class as a basis for questions and discussion.

**Class participation.** This is a seminar that depends on the active participation of all members. Read the texts assigned for each class meeting and come prepared to discuss them. Contact the teacher regarding any absence.

#### Schedule (tentative)

	Date	Assignments
1	09/09	<b>Holiday</b>
2	09/16	Introduction UNIT 1: WILDERNESS AND CIVILIZATION Willa Cather, <i>My Ántonia</i> *Yi-Fu Tuan, "Place: An Experiential Perspective"
3	09/23	Willa Cather, <i>My Ántonia</i> *William Cronon, "The Trouble with Wilderness; or, Getting Back to the Wrong Nature"
4	09/30	Willa Cather, <i>My Ántonia</i> *Joseph Ugo, "My Ántonia and the National Parks Movement"
5	10/07	Willa Cather, <i>My Ántonia</i>
6	10/14	N. Scott Momaday, <i>The Way to Rainy Mountain</i>
7	10/21	N. Scott Momaday, <i>The Way to Rainy Mountain</i> *Leo McAvoy, "American Indians, Place Meanings and the Old/New West"
8	10/28	UNIT 2: THE GARDEN Tom Stoppard, <i>Arcadia</i> *Hanna Scolnicov, "'Before' and 'After' in Stoppard's <i>Arcadia</i> "
9	11/04	Tom Stoppard, <i>Arcadia</i> *John Dixon Hunt, "'A Breakthrough in Dahlia Studies': On <i>Arcadia</i> by Tom Stoppard"
10	11/11	UNIT 3: THE CITY Virginia Woolf, <i>Mrs. Dalloway</i>



11	11/18	Virginia Woolf, <i>Mrs. Dalloway</i> *Georg Simmel, "The Metropolis and Mental Life"
12	11/25	Virginia Woolf, <i>Mrs. Dalloway</i> *Paul Tolliver Brown, "The Spatiotemporal Topography of Virginia Woolf's <i>Mrs. Dalloway</i> : Capturing Britain's Transition to Relative Modernity"
13	12/02	Virginia Woolf, <i>Mrs. Dalloway</i> , *Janet Wolff, "The Invisible <i>Flâneuse</i> : Women and the Literature of Modernity"
14	12/09	UNIT 4: THE MUSEUM Anthony Doerr, <i>All the Light We Cannot See</i>
15	12/16	Anthony Doerr, <i>All the Light We Cannot See</i> *Theodor Adorno, "Valéry, Proust, Museum"
16	12/23	Anthony Doerr, <i>All the Light We Cannot See</i> *Carolyn L. Carlins, "A Natural Curiosity: Evolution in the Display of Natural History Museums"
17	12/30	Anthony Doerr, <i>All the Light We Cannot See</i>
18	01/06	Self-study or class activity

#### MA002. Film Analysis & Review Writing- Course in English [電影分析與影評寫作-英]

**2 Credits**

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

**For Juniors and above**

**Class size: 10**

#### MA003. Posthumanism [後人類主義]

**3 Credits**

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

**For Juniors and above**

**Class size: 12**

課程學習目標	This course aims to consider the ways in which advancing technologies, mechanical and biological, have influenced, changed, or even shattered conceptions of the human, and how these considerations are depicted and refracted through literature and film. Humanism in general encompasses philosophies and concepts which emphasize the value of human beings, but, as this course conceptualizes, technology calls into question the very definition and condition of being human. Mary Shelley's <i>Frankenstein</i> imagines scientific knowledge and methods as having the capacity to create life within the laboratory. Its subtitle <i>The Modern Prometheus</i> implies the seemingly-godlike abilities once attributed to Titan Prometheus from Greek mythology that science now obtains such as breathing life into something previously non-living, as
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	<p>Athena did with the clay figure that Prometheus fashioned, creating man. Dr. Frankenstein’s creature thus supposedly proves his genius, but what is the creature? Is the creature an android, a being comprised of biological parts with a human appearance? If it is, is it posthuman? Or is the scientist now posthuman?</p> <p>Another fundamental premise of the human condition is captured in Rene Descartes’ famous axiom: I think, therefore I am. Yet, the spectrum from the use of mechanical implements to replace human labor, the use of mechanical parts inside human beings, and the invention of so-called artificial intelligence all complicate what was once a seemingly simple universal and self-evident truth. Are cyborgs posthuman? Or how is a cyborg even defined? If thoughts can be manipulated, memories manufactured and/or erased, then is thinking even still a criterion of being human?</p>		
授課進度 Course Progress Outline			
堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Intro: The Posthuman Video: Dollhouse		
2	The Age of Reason The Enlightenment		
3	The Posthuman		
4	The Posthuman		
5	The Posthuman		
6	The Posthuman		
7	HOLIDAY		
8	The Posthuman		
9	The Posthuman		
10	The Posthuman		
11	The Posthuman		
12	The Posthuman		
13	The Posthuman		
14	The Posthuman		
15	The Posthuman		
16	The Posthuman		
17	The Posthuman		
18	Research panel conference		
課程教材 Course Material	Required Texts Frankenstein Mary Shelley Salt Fish Girl Larissa Lai Blood Child and Other Stories Octavia Butler Children of the New World Alexander Weinstein Stories of Your Life and Others Ted Chiang		
教科書	Required Texts Frankenstein Mary Shelley Salt Fish Girl Larissa Lai Blood Child and Other Stories Octavia Butler Children of the New World Alexander Weinstein Stories of Your Life and Others Ted Chiang		



參考書目 Reference	Digital Reader What is Posthumanism? Cary Wolfe Simulacra and Simulation. Jean Baudrillard How We Became Posthuman. N. Katherine Hayles Simulacra and Simulation Jean Baudrillard Simians, Cyborgs, and Women: The Reinvention of Nature. Donna J. Haraway The Exquisite Corpse of Asian America: Biopolitics, Biosociality, and Posthuman Ecologies. Rachel C. Lee Techno-Orientalism: Imagining Asia in Speculative Fiction, History, and Media. David S. Roh, Betsy Huang, and Greta A. Niu, editors. Ornamentalism. Anne Cheng					
	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	30	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	Attendance* REQUIRED Discussion Questions 20% Presentations/ 15% Research Proposal 15% Proposal Colloquium 10% Research Paper 30% Research Colloquium 10%					
	*ATTENDANCE IS MANDATORY. 3 OR MORE ABSENCES WILL LEAD TO FAILING THE COURSE. EACH UNEXCUSED ABSENCE WILL RESULT IN A -4% DEDUCTION FROM THE FINAL COURSE GRADE.  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.  No late papers will be accepted without arrangements made one week prior to the due date with the instructor.					



	<p>Conduct, Plagiarism, Cheating</p> <p>Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one absence. 3 or more absences will lead to failing the course.</p> <p>Any act of plagiarism or cheating will lead to failing the course.</p>
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**MA004. Picture Books: Literature and Pedagogy [圖畫書欣賞與教學應用]**

**3 Credits**

**Dr. Sherri Wei < 055082@mail.fju.edu.tw > & Prof. Jane Yang**

**<janeyang0915@gmail.com>**

**For Juniors and above**

**Class size: 20**

**MA005. Contemporary Language Teaching and Learning Issues II [當代語言教學議題(二)]**

**TESOL Internship II [英語教學實習(二)]**

**3 Credits/1 Credit**

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

**For Juniors and above**

**Class size: 9**

課程學習目標	<p>This course explores the contemporary issues of teaching and learning. We look at how some important global issues affect our contemporary teaching and learning paradigm(s) in the field of foreign language education.</p> <p>Some issues to be discussed include CLIL, interdisciplinary teaching and learning (STEAM education), knowledge about SDGs (e.g. Health, Well-being, and Arts), and how to utilize e-Learning tools to facilitate interactive teaching &amp; learning. In addition, as members of Fu-Jen Catholic University in Taiwan, we value humanities and the whole person concept, which are parts of the course discussing issues.</p> <p>Learning Objectives: This course assist students to:</p> <ul style="list-style-type: none"> <li>• Understand and be able to articulate the development, few important theories, and concepts of teaching and learning issues</li> <li>• Identify available and feasible resources; apply teaching and learning methods &amp; resources into practice by setting up proper goals and designing proper lesson plans, tasks and interactive activities for target learners. Articulate and compose the above via both oral and written forms.</li> </ul>
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	<ul style="list-style-type: none"><li>• As an individual or a collaborated group, plan, observe, evaluate and implement self and others’ teaching demonstrations.</li><li>• Apply critical thinking skills to evaluate the quality, credibility and limitations of teaching methods and learning practices.</li><li>• Discover and utilize technology for contemporary teaching and learning.</li></ul> <ul style="list-style-type: none"><li>• Achieve SDG goals via educational practices</li><li>• Learn to make adaptionns and solve problems when teaching and learning circumstances change.</li></ul> <p>This course is linked to internship. The internship schedule is tentative before the semester starts and is subject to changes and based on the collaborated schools’ needs and scheduling.</p>		
授課進度 Course Progress Outline			
堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Orientation Ice-breaking activity scheduling	CLIL Internship scheduling (Holiday w1-w2 combined)	The schedule is subject to changes due to internship.
2	Teaching Methods & Task Design	CLIL, SDG interdisciplinary learning Health & PE (Assignment: Health lesson plan)	
3	CLIL task design and observation	on site	
4	CLIL Teaching Methods & Task Design	Arts	N
5	CLIL Education, Activity and task design	Health/PE	B
6	CLIL Education, Activity and task design	Arts 2	L
7	Spring Break		
8	CLIL task design and observation	On site	
9	FJU Midterm Week	Presentation: Internship Teaching Demos	
10	e-Learning tools & CLIL	Online Teaching Resources (TPACK)	N
11	Interdisciplinary collaboration	Task design -games Health (Assignment: Internship lesson plan)	B
12	e-Learning tools	Meta Verse AR/ VR	
13	CLIL	onsite	
14	CLIL	Socio-emotional Learning	
15	Project Discussions		
16	Teaching Demo Reflections		



	and Final Presentation		
17	Teaching Reflections and Final Presentation		
18	Survey, self & peer assessment		
課程教材 Course Material	Teacher selected materials Online resources		
教科書	Teacher selected materials Online resources		
參考書目 Reference	<p>References:</p> <p>Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. Pearson Longman.</p> <p>Chen, G. D., Hsu, T. C., &amp; Liyanawatta, M. (2018, August). Designing and implementing a robot in a digital theater for audience involved drama-based learning. In International Conference on Innovative Technologies and Learning (pp. 122- 131). Springer, Cham.</p> <p>Larsen-Freeman, D.&amp; Anderson, M. (2011). Techniques and Principles in Language Teaching. Oxford University Press.</p> <p>Shapovalov, Y. B., Bilyk, Z. I., Atamas, A. I., Shapovalov, V. B., &amp; Uchitel, A. D. (2018). The Potential of Using Google Expeditions and Google Lens Tools under STEM-education in Ukraine.</p> <p>張原禎 (2019)。用Google玩人工智慧實驗：Google AI Experiments探索含GTC全民科技力認證Basic Artificial Intelligence AI人工智慧入門 附贈MOSME行動學習一點通。台北：台科大圖書。</p> <p>鄒文莉、高實玫（主編）。CLIL教學資源書：探索學科內容與語言整合教學。臺北：書林。【Wen-LiTsou &amp; Shih-MeiKao(Eds.), Exploring CLIL: A resource book. Taipei: Bookman Books. (in Chinese)】</p>		
學習規範	<p>Class Requirements Attendance</p> <p>1. If you are absent for more than 3 times without acceptable reasons, you are forbidden to do the final presentation. Absence for more than three times means failing of this course (including absences, sick leaves, and personal leaves)!</p> <p>2. Please be punctual. Being late 10 minutes will affect your class performance as well as your semester score. Three times lateness will be counted as one unexcused absence.</p> <p>3. Submit your homework on time. No late work.</p> <p>4. Important! Students enrolled in this class offer on-site school tutoring or instruction to students at 1 or 2 elementary schools or other institutes (Time and length: TBA due to the collaborative schools' or units' needs and scheduling).</p>		
備註	There will be a SNS group for this class. Please check and read the		



group messages on a regular basis.
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**MA006. The Use of Literature in ELT [文學在英語教學之運用]****3 Credits****Dr. Mary Lee <090689@mail.fju.edu.tw>****For Juniors and above****Class size: 15****Course Objectives**

This course aims to familiarize students with the rationale for using literature in the language class, criteria for text selection, and ways in which a range of literary genres, including poems, short stories, novels and plays, can be used in ELT. It also examines a variety of materials, techniques, tasks and activities that have been designed and developed to integrate literature and language in different teaching contexts. Students have the opportunity to evaluate and discuss published materials and research articles on literature in ELT before they produce and present their own materials that show the links between research and classroom practice.

**Recommended Textbooks**

There is no required textbook for this course, and PPT slides, PDF files and handouts will be provided by the instructor, but it is suggested that students read at least one or two of the following core books.

- *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. By Joanne Collie & Stephen Slater. Cambridge: Cambridge UP, 1987.
- *Literature and Language Teaching: A Guide for Teachers and Trainers*. By Gillian Lazar. Cambridge: Cambridge UP, 1993.
- *Teaching Literature in a Second Language*. By Brian Parkinson & Helen Reid Thomas. Edinburgh: Edinburgh UP, 2000.
- *Literature in Language Teaching and Learning*. Edited by Amos Paran. Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc., 2006.
- *Teaching Literature to Adolescents*. By Richard Beach, Deborah Appleman, Susan Hynds & Mahwah, New Jersey: Jeffrey Wilhelm. Lawrence Erlbaum Associates, Inc., 2006.
- *Texts and Lessons for Teaching Literature*. By Harvey Daniels & Nancy Steineke. Portsmouth, NH: Heinemann, 2013.



## Assessment

- 20 % for class participation & attendance
- 20 % for microteaching practices & reports
- 20 % for oral presentations
- 20 % for literature circles
- 20 % for final paper

## MA007. 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 equip students with knowledge and skills of teaching foreign languages in Language Arts Area, particularly Teaching English to Speakers of Other Languages (TESOL). It especially focuses on 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> <p>a) understand and engage the theories and practices in the fields of intercultural education and flipped language instruction.</p> <p>b) identify, analyze, and understand various benefits and challenges involved in intercultural and flipped foreign language teaching and learning.</p> <p>c) develop intercultural communicative competence and critical awareness of applying intercultural and flipped teaching approaches into practice.</p>		
	<p>授課進度</p> <p>Course Progress Outline</p>		
堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	Course Overview, TESOL Methodologies and Practices:	Course Overview, Intercultural Education	



	Intercultural Education		
2	(1) History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	(1) History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	
3	Intercultural Communicative Competence in Multiple Contexts	Intercultural Communicative Competence in Multiple Contexts	
4	Culture- Responsive Pedagogy: Design, Implementation, Assessment	Culture-Responsive Pedagogy: Design, Implementation, Assessment	
5	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	
6	Intercultural Learning Activities: Tasks and Critical Incidents	Intercultural Learning Activities: Tasks and Critical Incidents	
7	Issues in Intercultural Education: Language, Identity, Ideology	Issues in Intercultural Education: Language, Identity, Ideology	
8	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (1)	
9	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (2)	
10	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools	
11	(1) Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot	(1) Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) 1know, Edmodo, TronClass, Pear Deck, Kahoot	
12	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	
13	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/	



		Workshops/Group Edutopia	
14	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	
15	Choice and Projects: Class Management, Genius hour of 20% time	Choice and Projects: Class Management, Genius hour of 20% time	
16	Pedagogy: Mastery, Gamification, and Inquiry	Pedagogy: Mastery, Gamification, and Inquiry	
17	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (1)	
18	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (2)	
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.		
參考書目 Reference	<p>黃國禎, 伍柏翰, 朱蕙君, 葉丙成, 楊韶維, 許庭嘉, &amp; 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., &amp; Renandya, W. A. (2012). Principles and practices for teaching English as an international language. London: Routledge.</p> <p>Bennet, J. M., Bennet, M. J., &amp; 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., &amp; Ware, J. L. (Eds.). (2016). Flipped instruction methods and digital Technologies in the language learning classroom. IGI Global.</p> <p>Mehring, J., &amp; Leis, A. (2018). Innovations in flipping the language classroom. Springer.</p> <p>Porto, M. &amp; Byram, M. (2017). New perspectives on intercultural</p>		



		language research and teaching: Exploring learners' understandings of texts from other cultures. New York: Routledge. Scollon, R., & Scollon, S. W. (1995). Intercultural communication. Oxford: Blackwell. Seidlhofer, B. (2011). Understanding English as a lingua franca. Oxford: Oxford University Press.				
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	30	專業團體之證照檢 定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組 或個人)	0	課堂參與	0	心得或作業撰寫	20
	口頭報告(含小組 或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	30				
學習規範	Requirements: 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. 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. 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. 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.					
備註	1. Plagiarism is strictly prohibited and will lead to a ZERO. 2. Please raise your hand to ask for permission if you need to step out during class. 3. Important announcements will be announced in class. If you are late					



	and miss them, it is your responsibility to make sure you know them! Also, urgent notices will be sent to your school emails or posted on the e-learning platform. Make sure you check TRONCLASS and your school e-mail account regularly.
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## MA008. Digital Storytelling [數位故事創作]

3 Credits

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

For Juniors and above

Class size: 20

課程學習目標		本課程旨在透過基礎程式設計工具和各種開放資源，培養學生的程式編輯技能，以及提高學生的程式設計興趣。學生將在小組協作環境中創建互動故事。透過課程培養學生的數位敘事能力和邏輯思維能力；此外，通過問題導向學習/結對程式設計策略，可以提高學生對編程的信心和興趣。	
授課進度 Course Progress Outline			
堂數 Week	課程主題 Topic	課程說明 Unit	備註 Remark
1	課程介紹		
2	運算思維		
3	故事結構		
4	設計思維		
5	分鏡表		
6	AI		
7	流程圖		
8	檢核點 準備計劃書		
9	期中報告		
10	專題演講		
11	TWINE 程式教學I		
12	TWINE 程式教學II		
13	TWINE 程式教學 III		
14	TWINE 程式教學IV		
15	Group instruction分組指導		
16	Group instruction分組指導		
17	期末報告		
18	檢討與反思		
課程教材 Course Material		PPT	
教科書		Miller, C. H. (2019). Digital Storytelling 4e: A creator's guide to interactive entertainment. CRC Press.	



	Bucher, J. (2017). Storytelling for virtual reality: Methods and principles for crafting immersive narratives. Taylor & Francis. Short, T. X., & Adams, T. (Eds.). (2019). Procedural Storytelling in Game Design. CRC Press.					
參考書目 Reference	Miller, C. H. (2019). Digital Storytelling 4e: A creator's guide to interactive entertainment. CRC Press. Bucher, J. (2017). Storytelling for virtual reality: Methods and principles for crafting immersive narratives. Taylor & Francis. Gitner, S. (2015). Multimedia storytelling for digital communicators in a multiplatform world. Routledge. Bailenson, J. (2018). Experience on demand: What virtual reality is, how it works, and what it can do. WW Norton & Company. McCaffrey, M. (2017). Unreal Engine VR Cookbook: Developing Virtual Reality with UE4. Addison-Wesley Professional.					
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	30	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	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	請每次準時上課以示對自己和同學的尊重。每次無故缺勤將從最終成績中扣除 3%。如果因醫療或個人原因缺席或將缺席，請提前通知我並出示證據（例如醫療原因說明）。根據大學規定，無故缺勤超過 3 次或因故缺勤超過 6 次會導致課程不及格。請不要代替他人點名。  課堂出勤率和參與度、課堂簡報（分組進行）和課堂練習 30% 您的參與將透過課堂討論和想法分享的貢獻來評估。這包括對作業的回應、參與討論以及參與課堂活動。本課程中的一些項目將在團隊中完成。未能為任何小組項目做出公平貢獻的個人將獲得低於小組分數的分數。 期中小組/個人專題提案 35% 每個小組或個人使用 元宇宙 工具 提供您對期末專題（轉化歷史文學成小遊戲）。內容包括遊戲設計、故事板和流程圖。時間：10分鐘。PPT簡報說明。每個組中的個人得分因個別貢獻而異。 期末小組/個人專題報告 35% 每個小組或個人都會展示期末作品。必須與您的遊戲設計保持一致，增加讀者的投入感，並包含評估功能。時間：10分鐘。PPT簡報說明+遊戲操作。將評估同儕互評。每個組中的個人得分因個別貢獻而異。					