

**Curriculum for Spring 2017: Elective Courses**



**Advanced Literature and Culture Courses**

**LC001. English Literature IV: Modern and Postmodern (1901-present) [英國文學（四）：現代及後現代時期（1901起）]**

**3 credits**

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

**For Juniors and above**

**Class size: 45**

**Prerequisite: Introduction to Literature**

課程學習目標	This course not only focuses on literature study but also serves as a critical guide to various thoughts that troubled modern people. Students will understand the world through literatures written in English (not necessarily British English), and closely observe how this former “Empire Upon Which The Sun Never Sets” experienced fatal collapse and is still embroiled in “Post-empire” sentiment. This course will explore how the industrial revolution, the World Wars, the Cold War, Feminism, Post-colonialism, gender liberation, and concurrent globalization has transformed the English-speaking world. Has the core of humanity changed? How do tradition and modernity contradict one another and in what way are they compromised? To what extent do modern arts push our tolerance of ethics further? Does the British Empire still exist in one form or another? Do globalization and modernity transform our culture fundamentally or only reshuffle it? How do intellectuals—not just creative writers—promote, manipulate, or hinder these exciting but unsettling changes?			
先修課程	Introduction to Literature			
授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark
1	02/20	Introduction to the course: the historical and literary background Modernism	Auden: two poems Discussion: What is modernism?	
2	02/27	No class		
3	03/06	Joseph Conrad	Heart of Darkness (I)	

4	03/13	Joseph Conrad	Heart of Darkness (II)	
5	03/20	W. B. Yeats	poems	
6	03/27	T.S. Eliot	poems	
7	04/03	No class		
8	04/10	Virginia Woolf	Excerpts from Mrs. Dollaway (The Hours)	
9	04/17	Midterm exam		
10	04/24	James Joyce	The Dubliners: The Sisters, Eveline, A Mother, The Dead	
11	05/01	Samuel Beckett	Waiting for Godot	
12	05/08	Doris Lessing Philip Larkin	To Room Nineteen poems	
13	05/15	V. S. Naipaul Ted Hughes	One Out of Many poems	
14	05/22	Harold Pinter Seamus Heaney	The Dumb Waiter poems	
15	05/29	No class		
16	06/05	Peter Shaffer	Equus	
17	06/12	Alan Ayckbourn	Communicating Doors	
18	06/19	Final Exam		

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	30	影 片 欣 賞	0	討 論	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	30
	電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	0
	競 賽 讀 書 會	0	產 業 實 習	0	自 主 學 習	0
	對 話 教 學 法	20	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：Lecture 30%  
Ss presentation:30%  
Socratic Q & A: 20%  
Discussion: 20%

課程教材 Course Material	The Norton Anthology of English Literature. Ed. Stephen Greenblatt, et al. 9th ed. Vol.2. New York: Norton, 2012.
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教科書	The Norton Anthology of English Literature. Ed. Stephen Greenblatt, et al. 9th ed. Vol.2. New York: Norton, 2012.
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參考書目 Reference	Online sources Handouts
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學習評量 Learning	方法 Method	%	方法 Method	%	方法 Method	%
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Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	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	0
	口頭報告(含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
說明：Group presentations 小組報告 20% Midterm 期中考 30% & Final 期末考 30% Quizzes and class participation 小考/課堂參與 20%						
學習規範	<p>Participation/preparation. Put away your smartphones in class. Students should read and prepare the texts assigned for each class meeting before the beginning of class. Class time will involve a combination of lecture, discussion, and presentation. Quizzes will also count toward your class participation grade. Because this is a survey course, we will not try to cover every aspect of every assigned text. Nevertheless, students are expected to read and study all the texts, and express comments online. On exams and in essays students are encouraged to go beyond what we have said in class.</p> <p>Attendance and promptness are essential to this course. Absences, or persistent lateness, will hurt your grade. Students with more than three unexcused absences will fail this course. Send me an email explaining any absence beforehand, if possible, or as soon as possible after the missed class. If you have been sick and sought professional care, please give me the sick leave application right after you come to class. An unexcused absence will lead to a lower grade and three unexcused absences will lead to the failure of this course.</p> <p>Group presentations: The class will divide into groups to prepare and present answers to study questions, which will be distributed for some readings. Group report outlines (or ppt files) are expected to be put online (iCAN). 4 people form a group. Each group needs to sign up for at least one presentation topic. At the time of the presentation, the group will provide ppt slides to class. In order to enhance interaction between the presentation group and audience, another group will be assigned to ask the group questions. Students who ask questions and respond to the teacher's questions in class will get extra points.</p> <p>This course observes all rules of academic integrity. Please learn to document your sources well in your group report. You will immediately fail this course if you plagiarize.</p>					

**LC002. American Literature II: 1865 to present [美國文學史（二）：1865 年至當代]**

**3 credits**

**Dr. Joseph Murphy < murphy@mail.fju.edu.tw >**

**For Juniors and above**

**Class size: 45**

**Prerequisite: Introduction to Literature**

**OBJECTIVES**

This course surveys American literature from the Civil War to the contemporary period. It strikes a balance among various genres – the novel, short fiction, drama, poetry, oratory – and among various perspectives on American life. Serious students in this course can expect to become familiar with developments in American literature and culture since 1865 and to acquire skills in literary analysis. Literary analysis here will be a process of close reading to discover: 1) the unique voice, technique, and accomplishment of individual literary works; 2) their reflection of and participation in broader cultural and social movements; 3) their ongoing relevance to readers today.

**Text.** Baym, Nina, ed. *Norton Anthology of American Literature*, Shorter Eighth Edition. New York: Norton, 2013.

**REQUIREMENTS AND GRADING (tentative)**

Midterm exam	25%
Final exam	25%
Journals	25%
Presentation/ Participation	25%

**Journals.** Specific requirements to be announced.

**Presentation.** Each study group (4-5 students) is responsible for a 30 min. presentation on a topic to be announced. Below is an outline of the required structure and content. Required: Email the PowerPoint of your presentation to [amlitmurphy@gmail.com](mailto:amlitmurphy@gmail.com) with the subject heading: [Group#][Topic], e.g., Group 1 Mark Twain.

1. Short biography of author (5 min.)
2. Overview of the text(s) (5 min.)
  - a. Background and publication
  - b. Literary context and significance
  - c. Historical context

- d. Key themes and motifs
- 3. Textual analysis of *one particular passage* (or, if poetry, a short poem) (15 min.)
  - a. What does this passage express or reveal?
  - b. What figurative language is used, and what is its impact?
  - c. How does the passage relate to the whole work, or to the author's oeuvre?
  - d. What does the passage reveal about its historical context?
- 4. Reflection (5 min.)
  - a. What does the above passage suggest about American culture/identity?
  - b. How does the passage relate to a global context? How does it relate to your own culture?
- 5. Works Cited

**Participation.** Students must read and prepare the texts assigned for each class meeting before the beginning of class. Study groups will have special assignments to be announced: for example, preparing answers to study questions, or framing questions for discussion.

**Attendance** is required and will be taken at the beginning of each class meeting. Absences, or persistent lateness, will seriously hurt your grade. *Students with more than three absences will fail this course.* Two late arrivals or early departures constitute one absence.

**SCHEDULE** (tentative). Read and prepare all assigned texts for each date before the beginning of class. Always read the introduction to each assigned author in the anthology.

Date	Topic/ Assignment
2/24	Introduction <b>UNIT ONE: REALISM, REGIONALISM, NATURALISM</b> Film: <i>Lincoln</i> (2012; Spielberg, dir.) Lincoln, "Address Delivered at the Dedication of the Cemetery at Gettysburg, November 19, 1863" Whitman, "The Wound-Dresser"
3/3	Twain, <i>Adventures of Huckleberry Finn</i>
3/10	Twain, <i>Adventures of Huckleberry Finn</i>
3/17	Beirce, "An Occurrence at Owl Creek Bridge" Jewett, "A White Heron" Chopin, "The Storm"
3/24	James, "The Real Thing" Chesnutt, "The Wife of His Youth"
3/31	<b>Spring Break</b>

4/7	Crane, "The Open Boat" London, "To Build a Fire"
4/14	UNIT TWO: MODERNISM Cather, "Neighbour Rosicky"; "The Novel Demeuble" Frost, "After Apple-Picking," "The Wood-Pile," "The Road Not Taken," "Birches," "Nothing Gold Can Stay," "Stopping by Woods on a Snowy Evening"
4/21	Hemingway, "The Snows of Kilimanjaro" Faulkner, "Dry September"
4/28	Take-home Midterm Exam due Stevens, "The Snow Man," "Disillusionment of Ten O'Clock," "Anecdote of the Jar," "The Idea of Order at Key West" Eliot, "The Love Song of J. Alfred Prufrock," "The Hollow Men," "Journey of the Magi"
5/5	Williams, "The Young Housewife," "Spring and All," "The Red Wheelbarrow," "This Is Just to Say," "Landscape with the Fall of Icarus" Pound, "A Retrospect," "To Whistler, American," "In a Station of the Metro" Cummings, "somewhere i have never travelled, gladly beyond" McKay, "The Lynching," "America" Hughes, "A Negro Speaks of Rivers," "I, Too," "Visitors to the Black Belt"
5/12	O'Neill, <i>Long Day's Journey into Night</i>
5/19	UNIT THREE: POSTWAR LITERATURE; POSTMODERNISM Bishop, "In the Waiting Room," "One Art" Lowell, "For the Union Dead" Ginsberg, "A Supermarket in California" King, "I Have a Dream" Bob Dylan, songs
5/26	O'Connor, "Good Country People" Carver, "Cathedral"
6/2	Morrison, "Recitatif" Updike, "Separating"
6/9	Kingston, "No Name Woman"
6/16	Film: <i>Hamilton's America</i> (2016; documentary on Lin-Manuel Miranda's musical <i>Hamilton</i> )
6/23	<b>Final Exam</b>

LC003. Poetry of Beatles [披頭四音樂中的詩]

3 credits

**Dr. Raphael Schulte**  
**For Juniors and above**  
**Class size: 15**  
**Prerequisite: Introduction to Literature**

“Like Endless Rain Into a Paper Cup”: Poetry of the Beatles

The modern poet Ezra Pound said, “Poetry atrophies when it gets too far from music.” This course will explore that shared ancestry of poetry and music and continue a tradition in our department of analyzing types of poetry contained in pop songs. (Previous courses covered the poetry of the blues, David Bowie, Leonard Cohen, Bob Dylan, Joni Mitchell, Radiohead, the Rolling Stones, and Simon and Garfunkel.) This course will pay special attention to song/poems by the Beatles, as well as some of the solo work of the four individual Beatles. The Beatles have reputations in musical, literary and visual fields. Kenneth Womack and Todd F. Davis have written, “Little argument exists among musicologists and literary critics alike about the Beatles’ inherent literary qualities.” Besides his song lyrics, John Lennon of the Beatles published two books of poetry and prose, followed by a third book published posthumously. Paul McCartney has also published a book of poetry and song lyrics.

The title for this course is taken from the Beatles song “Across the Universe,” which begins with the lines: “Words are flowing out / Like endless rain into a paper cup....” Our primary focus will be on the lyrics of the songs and their poetic qualities, but we will of course also have to consider the music itself (though the instructor is by no means a musicologist) and the cultural contexts the songs were written in. In many ways, the Beatles exist as lyrical, musical, and cultural icons and their song/poems are enmeshed in various competing mythologies cultivated by the artists, their fans, and music critics/reviewers. We will analyze the songs themselves, of course, as well as various other written, audio and visual materials.

Students will be expected to write regular response journals, as well as complete both a midterm exam and a final paper. Your final grade for the semester will be based on the quizzes, assigned writings, presentations, participation, attendance, the mid-term exam, and the final paper.

**LC004. Modern Interpretation of Chinese Narrative poetry [古典敘事詩的現代詮釋]**

**2 credits**

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

For Sophomores and above

Class size: 45

課程學習目標	<p>1.「知識」：透過「古代韻文史」的發展和名家名作的鑑賞中，瞭解中國古代敘事詩的演變和特色。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敘事詩，同時提昇對於韻文再創作與理論的了解。</p> <p>2.「方法」：鍛鍊鑑賞作品的基本觀念和能力，從分析過程的鍛鍊中培養眼力、胸襟、處事的態度、團體合作，與自主學習的能力。並且同時培養閱讀與創作之興趣，以及激發吸收與創作之潛力。</p> <p>3.「心靈」：藉由主題韻文的細讀、分析與討論，進行自我、社會、傳統的剖析，達至生命智慧之啟發、價值思考之深化、知情意行之統整，與文化批判性的繼承。確立價格與價值之別，追求心靈成長與人格思辨。</p>
先修課程	大一國文（或現代小說選讀、當代小說選讀、古典抒情詩的現代詮釋）

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	02/23	婚姻與困境	○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	03/02	婚姻與困境	古典敘事詩導論	□分組名單
3	03/09	婚姻與困境	《詩經·衛風·氓》 延伸閱讀：《詩經·邶風·谷風》	□札記 1
4	03/16	婚姻與困境	〈陌上桑〉 延伸閱讀：辛延年〈羽林郎〉	□札記 2
5	03/23	婚姻與困境	蔡琰〈胡笳十八拍〉、〈悲憤詩〉 延伸閱讀：范曄《後漢書·列女傳·董祀妻傳》	分組報告 1 □札記 3
6	03/30	婚姻與困境	〈古詩為焦仲卿妻作〉(孔雀東南飛) 延伸閱讀：〈上山採蘼蕪〉	分組報告 2 □札記 4
7	04/06	命運與承擔	〈孤兒行〉 延伸閱讀：〈東門行古辭〉	□札記 5
8	04/13	命運與承擔	〈木蘭詩〉 延伸閱讀：徐渭〈雌木蘭替父從軍〉	□札記 6
9	04/20	命運與承擔	影片欣賞：馬楚成「花木蘭」 延伸閱讀：迪士尼「花木蘭」	□電影回饋單 1
10	04/27	命運與承擔	白居易〈琵琶行〉	分組報告 3



			延伸閱讀：元稹〈琵琶歌〉	□札記 7		
11	05/04	命運與承擔	元稹〈連昌宮詞〉 延伸閱讀：韋莊〈秦婦吟〉	分組報告 4 □札記 8		
12	05/11	命運與承擔	單元總結與綜合討論	□微電影劇本、分工明細		
13	05/18	江山與美人	白居易〈長恨歌〉 延伸閱讀：陳鴻〈長恨歌傳〉	□札記 9		
14	05/25	江山與美人	杜牧〈杜秋娘詩〉 延伸閱讀：杜秋娘〈金縷衣〉	分組報告 5 □札記 10		
15	06/01	江山與美人	馬致遠〈漢宮秋〉 延伸閱讀：王安石〈明妃曲〉二首	分組報告 6 □札記 11		
16	06/08	江山與美人	吳偉業〈圓圓曲〉 延伸閱讀：陸次雲〈圓圓傳〉	□札記 12		
17	06/15	江山與美人	小組微電影放映	□電影回饋單 2		
18	06/22	江山與美人	課程總結	□課程回饋意見〈我的「古典敘事詩的現代詮釋」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	<p>邱燮友注譯：《新譯唐詩三百首》（臺北：三民書局，2011 年）</p> <p>王立著：《中國古代文學十大主題—原型與流變》（瀋陽：遼寧教育出版社，1990 年）</p> <p>王國瓔著：《中國文學史新講》（臺北：聯經出版公司，2006 年）</p> <p>高友工著：《唐詩的魅力》（上海：上海古籍出版社，1989 年）</p> <p>葛曉音著：《山水田園詩派研究》（瀋陽：遼寧大學出版社，1993 年）</p> <p>聶永華著：《初唐宮廷詩風流變考論》（北京：中國社會科學出版社，2002 年）</p> <p>柯慶明著：《中國文學的美感》（臺北：麥田出版社，2000 年）</p> <p>方瑜著：《唐詩論文集及其他》（臺北：里仁書局，2005 年）</p>					

傅剛著：《魏晉南北朝詩歌史論》（長春：吉林教育出版社，1995年）  
 葛曉音著：《八代詩史》（西安：陝西人民出版社，1989年）  
 趙敏俐著：《漢代詩歌史論》（長春：吉林教育出版社，1995年）  
 蕭滌非著：《漢魏六朝樂府文學史》（北京：人民文學出版社，1984年）  
 戴君仁編：《詩選》（臺北：文化大學出版部，1981年）  
 聶永華著：《初唐宮廷詩風流變考論》（北京：中國社會科學出版社，2002年）  
 蕭滌非等著：《唐詩鑑賞集成》（臺北：五南出版社，1990年）  
 袁行霈主編：《歷代名篇鑑賞集成》（臺北：五南出版社，1993年）

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.詩作與改編劇本（A.B.C.需期中4/23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（6/8前）放到教師指定YouTube帳號。  
 3.課堂參與：70%  
 札記12篇，一篇4分，共48%。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，凡遲交或請假則無法參與討論，該篇將會斟酌計分。  
 電影回饋單2篇，一篇4分，共8%。  
 課程回饋意見1篇，一篇4分，共4%。

	<p>以上評分等第為</p> <p>A+：95%（2.85 分）有思考的啟發性，對生命有體認。</p> <p>A+：90%（3.60 分）有自我創見想法，能夠獨立思考。</p> <p>B+：80%（3.20 分）善於表達意見，思考議題未深入。</p> <p>B+：70%（2.80 分）有自己的見解，但論題發揮有限。</p> <p>C+：60%（2.40 分）嘗試表達意見，然取材思考不足。</p> <p>C+：50%（2.00 分）粗略解釋說明，未加以發展陳述。</p> <p>準時繳交但缺席討論：降一級分</p> <p>缺交：0 分</p> <p>其他表現 10%</p> <p>在每一堂課中的特殊表現，如：積極發言（每一次上課發言一次，加總分一分，每次上課以加分一次為限）、主動參與、全勤等實際表現，將斟酌給予加分。</p>
學習規範	<p>105 學年度下學期「古典敘事詩的現代詮釋」選課須知</p> <p>一、105 學年度下學期「古典敘事詩的現代詮釋」(D200222300) 與 105 學年度上學期「古典抒情詩的現代詮釋」(D200222299) 課，乃上下學期系統相關的課程，為維持課程順暢銜接之教學品質。已經選修過 105 學年度上學期「古典抒情詩的現代詮釋」課的同學，可「優先」選修 105 學年度下學期「古典敘事詩的現代詮釋」課。</p> <p>二、初選已選修到「古典敘事詩的現代詮釋」課的同學，請務必參與 2/23（四）課程說明，保障自身退選的權益。若因故而無法參與者，請務必在 2/20（一）前寫信到吳燕真老師信箱（fjuntu@gmail.com）具體說明：請假原因，表達選課的意願，和委託分組同學姓名。並且在 3/2（四）前印製好課程講義、詳閱課程規定、上網填寫課程問卷。若無故缺席者，未寫信說明（或寫信請假，卻無法達到以上要求者），請在加退選時間進行退選。</p> <p>三、初選未選修到「古典敘事詩的現代詮釋」課的同學，若有意在加退選期間加選，也請務必參與 2/23（四）課程說明。大五延畢生，全程參與課堂說明者，可額外由老師人工加簽。非大五延畢生，請自行上網加選，恕不人工加簽。</p> <p>四、若有未盡之事宜，教師有補充和調整選課須知之責任與義務。</p> <p>以上四點，敬請配合。</p> <p>「古典敘事詩的現代詮釋」課程規範</p> <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，一律扣考，並且以 ICAN 公告通知扣考訊息。</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：作業凡請公假、婚假仍需「提前一週」繳交，唯病假、喪假可次週補交。其他作業遲交補交者，視遲交程度斟酌扣分。</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>



**Advanced Language Studies Courses**

**LS001. Teaching Children [兒童教學]**

3 credits

Prof. Jane Yang <janeyang0915@gmail.com >

For Juniors and above

Class size: 45

Prerequisite: Introduction to linguistics



**Advanced writing: Required courses for Seniors.**

**Please take one of the followings.**

**AW001. Journalistic Writing I [新聞英文寫作 (二)]**

2 credits

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

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	<p>This course is designed to give students practical writing instructions in journalistic report writing. Students are encouraged to improve their writing skills even when facing deadlines. Besides writing methods, students are advised not to use poorly structured sentences which could kill readers' interests.</p> <p>Students will read current news clips and discuss the writing skills of stories. Lectures of how to write a newsworthy story which would grab the attention of readers.</p> <p>Story writing practice in and outside of classroom. News report assignments would on campus events as practical exercises. Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.</p>
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	02/21	Introduction		
2	02/28	Holiday		
3	03/07	Leads Writing		
4	03/14	Feature Stories	Chapter 16	
5	03/21	Broadcast Writing	Chapter 17	
6	03/28	Multicultural Reporting	Chapter 18	
7	04/04	Holiday		
8	04/11	City Government	Chapter 19	
9	04/18	Police and Fire	Chapter 20	
10	04/25	Courts	Chapter 21	
11	05/02	Sports	Chapter 22	
12	05/09	In-Depth and Investigative Reporting	Chapter 23	
13	05/16	Business News and Other Specialties	Chapter 24	
14	05/23	Beyond The Writing The Law	Chapter 25	
15	05/30	Holiday		
16	06/06	Ethics and Fairness: Responsibility to Society	Chapter 26	
17	06/13	Review		
18	06/20	News Story Due		

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	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	20	個 別 指 導	20	其 他	0

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

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

Story writing practice in and outside of classroom. News report assignments would on

campus events as practical exercises. Newspapers, magazines and electronic media samples of reporting would be discussed and put into individual and group work.						
課程教材 Course Material	Morenberg, Max & Jeff Sommers. The Writer's Options: Lessons in Style and Arrangement 8th ed. New York: Longman 2010.					
教科書	Itule, Bruce D. and Douglas A. Anderson. News Writing and Reporting for Today's Media. USA: McGraw-Hill International Editions, 2000.					
參考書目 Reference	Morenberg, Max & Jeff Sommers. The Writer's Options: Lessons in Style and Arrangement 8th ed. New York: Longman 2010.					
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	20
	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	20	期末考	20	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	0	心得或作業撰寫	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：Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardiness equal to one absence. Tardiness past 20 minutes after class has begun is counted as one absence. Three absences will lead to zero percentage points for attendance and participation. As part of your participation grade, there will be quizzes on different information that you have learned throughout the semester. No make-up quizzes will be administered in the case of unexcused absences.						
學習規範	Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardiness equal to one absence. Tardiness past 20 minutes after class has begun is counted as one absence. Three absences will lead to zero percentage points for attendance and participation. As part of your participation grade, there will be quizzes on different information that you have learned throughout the semester. No make-up quizzes will be administered in the case of unexcused absences					

2 credits

Fr. Daniel Bauer < 015130@mail.fju.edu.tw >

For Seniors only

Class size: 27

Prerequisite: CC III

**AW003. Business English Writing II [商務英文 (二)]**

2 credits

Ms. Jennifer Hsiang < hsiangjh@gmail.com >

For Seniors only

Class size: 27

Prerequisite: CC III

課程學習目標	This course will expose students to the basics of written English communication in business and to assist them in the development of the skills needed to write good business communications.  The contents of this course include a good deal of background information, writing principles, related commercial terminologies, the courteous wording, and various sample letters study.			
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	02/20	Orientation 上課內容, 評分方式	Orientation 上課內容, 評分 方式	
2	02/27	Sales Letter (advanced) 進階銷售信函	老師補充	
3	03/06	Complaint Letter 報 怨信函寫作	Unit 7	
4	03/13	How to deal with complaints 處理報怨	Unit 7	
5	03/20	Employment Application (1/2) 英 文履歷表寫作 (上)	Unit 15	
6	03/27	Employment Application (2/2) 英 文履歷表寫作 (下)	Unit 15	
7	04/03	Memo Writing 備忘 錄寫作	Unit 14	
8	04/10	學校調整放假	學校調整放假	

9	04/17	Midterm 期中考	Midterm 期中考			
10	04/24	Midterm review 期中考檢討	Midterm review 期中考檢討			
11	05/01	Collection Letter (1/2) 催收信函寫作 (上)	Unit 6			
12	05/08	Collection Letter (2/2) 催收信函寫作 (下)	Unit 6			
13	05/15	Business Contract (1/3) 英文貿易契約之一	老師補充			
14	05/22	Business Contract (2/3) 英文貿易契約之二	老師補充			
15	05/29	Business Contract (3/3) 英文貿易契約之三	老師補充			
16	06/05	Final exam 畢業考	Final exam 畢業考			
17	06/12	畢業班已結束課程	畢業班已結束課程			
18	06/19	畢業班已結束課程	畢業班已結束課程			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	50	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	0
	對話教學法	0	樣本觀察	0	校外參訪	0
實作教學	30	個別指導	0	其他	0	
課程教材 Course Material	Commercial Correspondence					
教科書	Commercial Correspondence					
參考書目 Reference	Commercial Correspondence					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	30	期末考	30	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	40
	口頭報告(含小組或個人)	0	面試或口試	0	自評與小組互評	0



	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	One point will be deducted for each late arrival; two points will be deducted for absence. Five points each week will be deducted for late assignment w/o written approval for leave.					

**AW004. English Department Student Magazine Production [英文系刊製作]**

**1 credit/1 credit (year course)**

**Dr. Donna Tong < fju080695@gmail.com >**

**For Seniors only**

**Class size: 15**

**Prerequisite: CC III**

**Course Description**

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

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

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

### Required Texts

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

### Course Requirements

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



## Professional Training Courses

### PT001. 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 Freshmen 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 Senator Paul Simon Spotlight Award in USA. In this semester, we will connect with 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 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.

● **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-chat.

*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 mIRC 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.)

**PT002. English-Chinese Translation I [英中翻譯 (二)]**

**2 Credits**

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

**For Juniors and above**

**Class size: 30**

課程學習目標	<p>This course, organized as a workshop, provides students with a practical and solid training in English to Chinese translation. Students are required to do supplementary readings and in-class exercises, participate in discussions and group work, give written as well as oral reports and feedback, and get hands-on experience of translation.</p> <p>Through translating and discussing a wide range of authentic texts and</p>
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	analyzing and offering critiques of existing translation, students are able to acquire advanced translation skills, develop their own translation strategies, and learn to generate natural, idiomatic, and faithful translations.
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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	02/20	Unit 1: Introduction and Preview	Course Overview	
2	02/27	Unit 1: Introduction and Preview	Translation Overview	
3	03/06	Unit 1: Introduction and Preview	Translation Skills	
4	03/13	Unit 1: Introduction and Preview	Translation Skills	
5	03/20	Unit 1: Introduction and Preview	Translation Skills	
6	03/27	Unit 1: Introduction and Preview	Translation Skills	
7	04/03	Unit 1: Introduction and Preview	Translation Skills	
8	04/10	Spring Break	No Class	
9	04/17	Projects and Practice	Project 1	
10	04/24	Projects and Practice	Project 1	
11	05/01	Projects and Practice	Project 2	
12	05/08	Projects and Practice	Project 2	
13	05/15	Projects and Practice	Project 2	
14	05/22	Projects and Practice	Project 3	
15	05/29	Projects and Practice	Project 3	
16	06/05	Projects and Practice	Project 3	
17	06/12	Review and Conclusion	Review and Discussion	
18	06/19	Review and Conclusion	Review and Final Exam	

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	50
	電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	0
	競 賽 讀 書 會	0	產 業 實 習	0	自 主 學 習	0
	對 話 教 學 法	0	樣 本 觀 察	0	校 外 參 訪	0
	實 作 教 學	0	個 別 指 導	0	其 他	0

課程教材 Course Material	Reference, Tool Books, and Worksheets					
教科書	賴慈芸 (譯) (2005)。P. Newmark 著。翻譯教程。臺北：培生教育出版集團。					
參考書目 Reference	Newmark, P. (1988). A textbook of translation. New York: Prentice Hall.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	10	專業團體之證照檢定	0
	期中考	0	期末考	10	隨堂考 (小考)	10
	書面報告 (含小組或個人)	0	課堂參與	0	心得或作業撰寫	50
	口頭報告 (含小組或個人)	20	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				
學習規範	<p>Students are expected to come to class on time, meet the deadline for each assignment, and participate in the class discussion actively. In addition to assignments that cover various areas (business translation, film translation, journalistic translation, literary translation, and scientific and technical translation), the course also demands an oral presentation. Quizzes will be given to check students' learning.</p> <p><input type="checkbox"/> Attendance and Punctuality: Students should attend each class on time. Your attendance record will definitely affect your final grade. (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><input type="checkbox"/> Translation Assignments (1) You can download the assignment questions online. (2) You need to submit the assignment file before the deadline; the due date will be specified clearly once you check the EngSite assignment area.</p>					

**2 credits**

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

**For Juniors and above**

**Class size: 30**

Through active participation in plays for public performance, students will experiment with, learn about and demonstrate a working knowledge of various acting, directing, play-writing, design and technical theatre processes and techniques. This course is a survey of practice in all phases of play production, including acting, play choice, directing, staging, casting, make-up, costume design, lighting and scenic design. During this creative process, students will reflect on and then analyze their work, evaluate the process, and critique their development as theatre artists. Theatre production will focus on the following important elements: (1) developing co-operation as a group; (2) build confidence in each other as performers; (3) build awareness of the immediate environment; (4) build a sense of attention to detail; and (5) develop an appreciate of the art form of play production.

**PT004. EAP: TOEFL & IELTS [學術英文：托福與雅思]**

**2 credits**

**Mr. Kenneth Chyi <kennethchy@gmail.com>**

**For Junior and above**

**Class size: 45**

**I. COURSE DESCRIPTION**

English for Academic Purposes: TOEFL preparation is an English language skills training course preparing students for the TOEFL test, or Test of English as a Foreign Language, an exam conducted by Education Testing Service (ETS). This class provides a review of integrated English language skills like listening, reading, writing, and speaking necessary for success on the Test of English as a Foreign Language (TOEFL iBT). Emphasis is placed on practicing language skills, test-taking strategies, exercises, and reviews to provide comprehensive TOEFL exam preparation. NOTICE: This course focuses mainly on TOEFL. The IELTS test format will also be introduced.

**THE OBJECTIVES OF THIS COURSE ARE:**

1. Familiarize the students with the format and directions of the test;
2. Familiarize them with the types of questions that are asked in each section;
3. Learn key test-taking techniques
4. Developing the English language skills (vocabulary, grammar, writing, speaking, listening and reading)

that are necessary to be successful on the test.

5. Practice TOEFL test-taking with time limits

## II. REQUIREMENTS

A. This class requires:

1. Exams: 2 Practice Exams and a **midterm** and a **final**

2. Assignments:

a. group in-class: **Vocabulary Presentations** (10-15 mins)

b. **Assignments.** There will be some assignments each week. All assignments should be

completed on time.

c. **Quizzes.** There will be some pop quizzes, which will be announced in class.

B. Language Policy: English is the language used throughout the whole class.

C. Be active in class – this is especially 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.

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.

## III. EVALUATION

Evaluation Items	Percentage
1. Class participation and attendance	25%
2. Assignments	25%
3. 2 Practice Exams + In-class pop quizzes	25%
4. Midterm and Final Exams	25%

## IV. REQUIRED TEXTS

Phillips, Deborah. *Longman Preparation Course for the TOEFL Test: IBT*. White Plains, NY: Pearson, Longman, 2007. Print.

## V. REMINDERS

### A. GROUP IN-CLASS PRESENTATION

1. Numbers of Groups: 10

2. Group Size: 3-5 people in a group

3. Notice: The whole philosophy is to give you a chance to work together on an

assignment, which means everyone is supposed to contribute. No one should be left out.

4. What should be included in the presentation paper:

a. **Information on words.**

- Pronunciation.
- Chinese Translation
- Examples
- Any idiomatic Usage? + Examples

b. **Notes on words and phrases.**

Please share some good ways to remember those words.

c. **Information beyond the words**

(1.) some interesting things you find from the words, e.g. culture concepts, geographical information about some places, and historical background or events.

(2.) find some sentences or a paragraph, which will be helpful for us to remember those words.

(Note: All the sources must be cited.)

f. **All the paperwork should be emailed** to your professor.

5. How you should be presenting:

- a. Time: 20 minutes + 5 minute question time.
- b. A coordinator should be chosen to lead the group work and assign the job.
- c. Everyone should be presenting.
- d. Your presentation should proceed in English.
- e. A power-point presentation is highly recommended.
- f. Handouts should be prepared for the whole class when presenting.

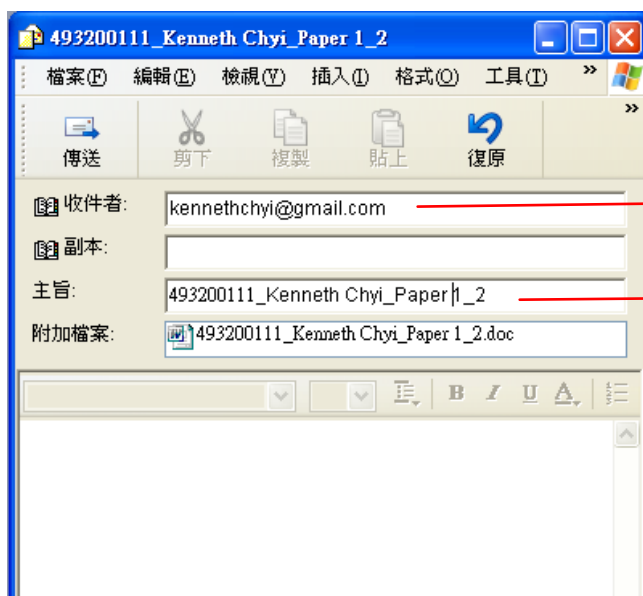
## B. PAPER SUBMITTING

1. All the final drafts **should be emailed** to the professor.

2. File Naming: Stundet ID\_English Name\_Paper/Jounrals\_Draft number

Example: 493200111\_Kenneth Chi\_Paper 4\_dft 3

493200111\_Kenneth Chi\_Jouranls\_2



1. the subject line of the email

2. the name of the attached file



4. If your file name is wrong, **a full grade will be automatically** deducted from the final grade of the assignment. That is, B+ will become C+.

## VI. RECOMMENDED REFERENCES

### A. ON-LINE DICTIONARIES

1. Cambridge Dictionaries Online: <http://dictionary.cambridge.org/>
2. Longman Web Dictionary: <http://www.longmanwebdict.com/>
3. American Heritage Dictionary, Roget's Thesaurus, Columbia Encyclopedia: <http://www.bartleby.com/reference/>
4. Merriam-Webster Online: <http://www.m-w.com/home.htm>
5. Yahoo Dictionary: <http://tw.dictionary.yahoo.com/>
6. Dictionary.com <http://dictionary.reference.com/>

### B. ON-LINE GRAMMAR AND WRITING REFERENCES

1. English Club English Grammar for ESL learners: <http://www.englishclub.com/grammar/index.htm>
2. ESL: Grammar and English Usage: [http://iteslj.org/links/ESL/Grammar\\_and\\_English\\_Usage/](http://iteslj.org/links/ESL/Grammar_and_English_Usage/)
3. Essay Writing Center <http://essayinfo.com/>
4. Guide to Grammar and Writing <http://grammar.ccc.commnet.edu/grammar/index.htm>
5. Hunter College Reading/Writing Center: <http://rwc.hunter.cuny.edu/>
6. Internet Grammar of English <http://www.ucl.ac.uk/internet-grammar/>
7. The OWL(Online Writing Lab) at Purdue <http://owl.english.purdue.edu/>
8. The Little, Brown Essential Handbook, Fifth Edition. [http://wps.ablongman.com/long\\_aaron\\_lbeh\\_5](http://wps.ablongman.com/long_aaron_lbeh_5)

## VII. HOW YOU SHOULD BE STUDYING

### A. FOR ASSIGNED READINGS:

1. You should read each assigned article **at least 3 times**.
  - a. read it once a week before the class.

b. read it again a day before the class.

c. read it again after the class.

2. When you read, you should notice:

a. the organization. (Try to see why the authors organize this way.)

b. the sentences. (Try to find some well-constructed sentences.)

c. the expressions. (Try to learn how the authors express their ideas.)

#### B. FOR WRITING ASSIGNMENTS:

1. You should start **as early as possible**.

2. Be sure to **proofread at least once** before you bring it to class.

3. Before you start to write and do your proofreading, you should notice:

a. the organization. (Check if the whole essay is well organized)

b. the sentences. (All the sentences should be grammatically correct.)

c. the expressions. (Avoid awkward and Chinglish expressions.)

#### PT005. English for Global Marketing [全球化行銷英文]

2 credits

Dr. Faith Yang < fujuyang74@gmail.com >

For Sophomores only

Class size: 13

課程學習目標	<p>This course aims to help students who need to communicate with confidence and efficiency in English in the context of global marketing. You will be learning useful language, phrases, and vocabulary to improve your communication/presentation skills in English in different marketing/advertising situations.</p> <p>Goals</p> <p>This course is designed for students who intend to work in marketing and advertising. The course covers a range of skills and topics such as talking to clients, discussing advertising campaigns, establishing a marketing plan, and writing a press release.</p> <ul style="list-style-type: none"><li>- The essential responsibilities of those working in marketing and advertising departments will be discussed</li><li>- Relevant vocabulary and communication skills such as telephoning, emailing, and giving presentations will be addressed</li><li>- Specialist vocabulary relating to branding, market research, direct marketing, and public relations will also be introduced</li></ul>
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先修課程		Freshman English		
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	02/23	Class Orientation	Self-introduction & getting to know each other	
2	03/02	Introduction to Marketing & Advertising (I)	Jobs and responsibilities, corporate identity, grading	
3	03/09	Finding the Customer (I)	Market research, customer profiles, data collection	
4	03/16	Finding the Customer (II)	Market research, customer profiles, data collection	
5	03/23	Planning a Marketing Strategy (I)	The marketing plan, the four Ps, pricing & positioning strategies	
6	03/30	Planning a Marketing Strategy (II)	The marketing plan, the four Ps, pricing & positioning strategies	
7	04/06	- Holiday -	N/A	
8	04/13	Mid-term Exam	Project Presentation	
9	04/20	Creating ads (I)	The AIDA model for advertising, working with an ad agency, advertising	
10	04/27	Creating ads (II)	The AIDA model for advertising, working with an ad agency, advertising	
11	05/04	Marketing Tools (I)	Distribution channels, types of discount, types of retailer, telemarketing, direct marketing	
12	05/11	Marketing Tools (II)	Distribution channels, types of discount, types of retailer, telemarketing, direct marketing	
13	05/18	Present Your Public Face (I)	Public relations, websites, sponsoring, press releases	
14	05/25	Present Your Public Face (II)	Public relations, websites, sponsoring, press releases	
15	06/01	Marketing through Trade Fairs (I)	Give-aways, organizing events, attending a trade fair	
16	06/08	Marketing through Trade Fairs (II)	Give-aways, organizing events, attending a trade fair	
17	06/15	Final Wrap-up	Give-aways, organizing events, attending a trade fair	

18	06/22	Final Exam		Project presentation			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%	
	講述	20	影片欣賞	5	討論	35	
	個案研討	5	服務學習	0	問題導向學習	20	
	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	5	
	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	- Course slides - Hand-outs - Online resources						
教科書	Gore, S. 2008. English for Marketing and Advertising. OUP, Oxford: U.K.						
參考書目 Reference	Gore, S. 2008. English for Marketing and Advertising. OUP, Oxford: U.K.						
教學平台 網址	<a href="http://ce.etweb.fju.edu.tw/engsite/Subject/default.asp?sub_no=832&amp;msg=0">http://ce.etweb.fju.edu.tw/engsite/Subject/default.asp?sub_no=832&amp;msg=0</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	15	專業團體之證照檢定	0	
	期中考	0	期末考	0	隨堂考(小考)	0	
	書面報告(含小組或個人)	0	課堂參與	15	心得或作業撰寫	0	
	口頭報告(含小組或個人)	35	面試或口試	0	自評與小組互評	0	
	參加競賽	0	展演	35	筆記	0	
	其他	0					
學習規範	<p>The course will be lectured in English. Students are expected to be competent English users, having reasonable control of the language to participate the class.</p> <p>Absenteeism Policy</p> <ul style="list-style-type: none"> <li>- Without decent attendance and punctuality, credits cannot be earned.</li> <li>- There will be a 5-minute grace period at the beginning of each class. Tardiness beyond the 5-minute grace period will be classified as "excused" or "unexcused" lateness.</li> <li>- Two unexcused tardies equal one unexcused absence. Three unexcused absences will lead to failing the course.</li> </ul>						

**PT006. Chinese Culture through Foreign Languages: English [中華文化多語談：英語]**

**3 credits**

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

**For Juniors and above**

**Class size: 45**

課程學習目標	<p>Upon completion of this course, you are expected to achieve the following objectives.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize and explain features of Taiwan.</li> <li><input type="checkbox"/> Articulate your understanding of Taiwan.</li> <li><input type="checkbox"/> Critique highlighted issues related to Taiwan.</li> <li><input type="checkbox"/> Define your identity and/or lack of identity.</li> <li><input type="checkbox"/> Develop a panoramic view through exploring various aspects of Taiwanese society.</li> <li><input type="checkbox"/> Broaden understanding of Taiwanese cultures through internal examination and analysis.</li> <li><input type="checkbox"/> Compare and contrast the main features of Taiwan and those of other countries.</li> </ul>
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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	02/22	Overview Orientation and Introduction	Unit 1	
2	03/01	Historical, Geographical, and Taiwan	Unit 1	
3	03/08	Cultural Identity and Social Network	Unit 1	
4	03/15	Taiwan Panorama	Unit 1	
5	03/22	Features of Taiwan	Unit 2	
6	03/29	Features of Taiwan	Unit 2	
7	04/05	Features of Taiwan	Unit 2	
8	04/12	Features of Taiwan	Unit 2	
9	04/19	Hometown Projects	Unit 3	
10	04/26	Hometown Projects	Unit 3	
11	05/03	Hometown Projects	Unit 3	
12	05/10	Hometown Projects	Unit 3	
13	05/17	Hometown Projects	Unit 3	

14	05/24	The Pride of Taiwan	Unit 5			
15	05/31	The Pride of Taiwan	Unit 5			
16	06/07	Museum Highlights	Unit 5			
17	06/14	Museum Highlights	Unit 5			
18	06/21	Review & Wrap-Up	Final Oral Exam			
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	影片欣賞	10	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	30
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	10
	對話教學法	0	樣本觀察	0	校外參訪	10
實作教學	0	個別指導	0	其他	0	
課程教材 Course Material	Textbook, Online Materials, and Worksheets					
教科書	Liu, Amy C. Taiwan A to Z: The Essential Cultural Guide. Taipei: Community Services Center, 2009. Print.					
參考書目 Reference	Online Magazines and Websites: Taiwan Panorama , Taiwan Review, Taiwan Today Relevant Links					
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	10	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	0
	參加競賽	0	展演	0	筆記	10
	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. Quizzes will be given to check students' learning.</p> <p><input type="checkbox"/> Attendance and Punctuality: Students should attend each class on time. Your attendance record will</p>					

	<p>definitely affect your final grade.</p> <ol style="list-style-type: none"> <li>1. Three absences—either excused or unexcused—shall result in a failed grade for the course.</li> <li>2. Each absence will lead to a 3% deduction of the final grade.</li> <li>3. Arriving late more than three times will count as one absence and each late attendance costs 1 point of the final grade.</li> <li>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.</li> </ol>
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**PT007. Gastronomy: Food, Art and Music [美食文明史]**

**2 credits**

**Dr. Faith Yang < fujuyang74@gmail.com >**

**For Sophomores only**

**Class size: 45**

<p>課程學習目標</p>	<p>One cannot live without food and drink. They are essential to our survival. One step ahead - beyond the fact that food and drink fulfill our physical needs - by thinking critically about food and drink, history revealed, different cultural aspects get involved.</p> <p>The objective of this course is to tackle food/drink in world history and to explore the following topics: what can food/drink tell us about a society at a particular time point in the spectrum of human history? What rituals are linked with food and drink? Why? What makes a 'national cuisine'? What's the relation between food/drink and national identity? How does globalization influence our eating/drinking habits? With this course, we hope to advance your ability of critical and analytical thinking about eating, drinking, even cooking. Furthermore, we expect that this course will about you to situate food and drink in their historical and cultural context so that you can reflect on the roles played by them in the development of various societies and human civilization.</p> <p>When completing this course, students should formulate understanding of the role of food/drink over the course of history; ability to conduct independent and in-depth research on an issue pertaining to the history of food/drink; an appreciation of the cultural, social, and political factors that have influenced practices associated with the production and consumption of food/drink.</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	02/23	Course Orientation				
2	03/02	The Use of Fire: Food in Pre-history				
3	03/09	Tastes of Ancient Greece and Rome				
4	03/16	Taste and Gastronomy in Imperial China				
5	03/23	The Birth of Medieval Islamic Cuisine				
6	03/30	Food and Taste in Europe in the Middle Ages				
7	04/06	Holiday (Spring Break)				
8	04/13	Wine Tasting Session				
9	04/20	Mid-term Exam				
10	04/27	Food Cinema (I)				
11	05/04	Food Fashions in the Renaissance				
12	05/11	The Columbian Exchange				
13	05/18	Food Innovations from 1800				
14	05/25	The Birth of the Restaurant				
15	06/01	Food/Drink and the Making of Self- & National Identity				
16	06/08	Preserve Biodiversity, Preserve the Planet				
17	06/15	Food Cinema (II)				
18	06/22	Final Exam				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講 述	25	影 片 欣 賞	5	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	0	專 題 實 作	30
	電 子 教 學	0	體 驗 教 學	0	角 色 扮 演 實 境 教 學	0
	競 賽 讀 書 會	0	產 業 實 習	0	自 主 學 習	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	<ul style="list-style-type: none"> <li>• Course slides</li> <li>• Hand-outs</li> <li>• Webcast</li> </ul>					
教科書	<ul style="list-style-type: none"> <li>• Course slides</li> <li>• Hand-outs</li> </ul>					



	• Webcast					
參考書目 Reference	Civitello, Linda, 2008. Cuisine and Culture: A History of Food and People. John Wiley & Son, Inc.					
學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	20	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	20	心得或作業撰寫	20
	口頭報告(含小組或個人)	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>Absenteeism Policy</p> <ul style="list-style-type: none"> <li>• Credits cannot be earned without decent attendance.</li> <li>• There will be a 5-minute grace period at the beginning of each class.</li> <li>• Tardiness beyond the 5-minute grace period will be classified as “excused” or “unexcused” lateness.</li> <li>• 2 unexcused tardies equal 1 unexcused absence. 3 unexcused absences will lead to failing the course.</li> <li>• Excused absence must be supported by proper documentations.</li> </ul>					

**PT008. EAP: Discourse Analysis Approach [學術英文: 言談分析觀點]**

**2 credits**

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

**For Sophomores and above**

**Class size: 30**

課程學習目標	<p>This EAP course aims to advance students’ professional knowledge and strategies related to English for Academic Purposes. Academic here refers to not only to the context of learning but also the core value of independent study. Therefore, instead of providing basic language skill training, we will aim at strategy developments which focus on enhancing students’ awareness toward audience, paying more attention to various purposes of academic discourses, and systematically developing their bank of</p>
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vocabulary. Discourse analysis (DA) will be introduced and used as an analytic and interpretive lens for discussing aspects of EAP.

Two major themes will be carried out throughout the whole semester

- (1) EAP-related topics: In-class discussions on EAP-related topics – reading, writing, listening, speaking, vocabulary. Discussions are based on authentic materials and the use of DA approaches to analyze empirical data, such as conversation analysis, critical discourse analysis, genre analysis, pragmatic analysis, classroom discourse analysis, and corpus-based thematic analysis.
- (2) Hands-on project: application of EAP-related knowledge and strategies to conduct a project. Project topics will be discussed and decided later after negotiation with individual students.

By the end of the semester, individual students need to submit a portfolio to document learning in this course (including all assignments and the project’s final report).

NOTES:

- (a) Project Topics: one project topic will be SVC project. SVC project is a joint project: FJU students collaborating with a group of Saint Vincent college students (Pennsylvania, US) joint project on Guo-Tai Summer Camp on English Language and Cross-Cultural Communication. The tentative dates for the camp: June 25-27, 2017 (0.5 day: f2f orientation, 1.5 day: teaching, 1 day: Taipei City Tour & Culture Exploration) Students who would like to participate in 2017 SVC project are required to take this course for credits.
- (b) This course is a project-based course; students can take it to fulfill graduation benchmark requirement. Further guidelines and details will be later announced and discussed.

週次 Week	日期 Date	主題 Topic	單元主題 Unit
1	02/23	Course overview Needs analysis	<ul style="list-style-type: none"> <li>● Course Overview</li> <li>● Project Topics</li> </ul>
2	03/02	Introduction: EAP and DA	<ul style="list-style-type: none"> <li>● Core theories and concepts: English for Academic Purposes (EAP) and Discourse Analysis (DA)</li> </ul>
3	03/09	EAP: Reading and writing DA: The nature of academic discourse	<ul style="list-style-type: none"> <li>● Reading strategies</li> <li>● The use of hedging in academic genres</li> </ul>

4	03/16	EAP: Reading and speaking DA: Critical Discourse Analysis (CDA)	<ul style="list-style-type: none"> <li>● Critical reading</li> <li>● Reader responses and reader theater</li> </ul>			
5	03/23	EAP: Listening and speaking DA: Conversation Analysis (CA)	<ul style="list-style-type: none"> <li>● Academic speech: analysis and discussion</li> </ul>			
6	03/30	Project: Discussion (1)	<ul style="list-style-type: none"> <li>● Project: Discussion (1)</li> </ul>			
7	04/06	Spring Break: Holiday				
8	04/13	EAP instruction (1)	<ul style="list-style-type: none"> <li>● EAP instruction (1): major principles on lesson plan: vocabulary, content, structure, strategy</li> <li>● Project: Classroom observation starts</li> </ul>			
9	04/20	EAP instruction (2)	<ul style="list-style-type: none"> <li>● EAP instruction (2)</li> </ul>			
10	04/27	EAP instruction (3) Project : Discussion (2)	<ul style="list-style-type: none"> <li>● EAP instruction (3): teaching approaches</li> <li>● Project: Discussion (2)</li> </ul>			
11	05/04	EAP instruction (4) DA: Corpus-based analysis	<ul style="list-style-type: none"> <li>● EAP instruction (4): assessment</li> <li>● Corpus tools</li> </ul>			
12	05/11	EAP and cross-cultural communication DA: Pragmatic analysis	<ul style="list-style-type: none"> <li>● EAP and cross-cultural communication</li> </ul>			
13	05/18	EAP instruction (5)	<ul style="list-style-type: none"> <li>● EAP instruction (5): teaching demo</li> </ul>			
14	05/25	Project: Discussion (3)	<ul style="list-style-type: none"> <li>● Project: Discussion (3)</li> </ul>			
15	06/01	Project: Discussion (4)	<ul style="list-style-type: none"> <li>● Project: Discussion (4)</li> </ul>			
16	06/08	Project: Presentation (1)	<ul style="list-style-type: none"> <li>● Project: Presentation (1)</li> </ul>			
17	06/15	Project: Presentation (2)	<ul style="list-style-type: none"> <li>● Project: Presentation (2)</li> </ul>			
18	06/22	Project: Presentation (3)	<ul style="list-style-type: none"> <li>● Project: Presentation (3)</li> </ul>			
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	30	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
實 作 教 學	0	個 別 指 導	0	其 他	0	
課程教材 Course Material	A package of materials compiled by the instructor Main reference: Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book (Routledge Applied Linguistics).					

教科書	A package of materials compiled by the instructor and will be distributed as the handouts.					
參考書目 Reference	Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book (Routledge Applied Linguistics).					
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	20
	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)	0	課堂參與	10	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	Students should be attend all the class (f2f and online) sessions on time.					

### PT009. Convention & Exhibition English [會展英文]

**2 credits**

**Dr. Julia Hsu < hsuinhk@mail.lhu.edu.tw >**

**For Sophomores and above**

**Class size: 45**

MICE industry is one of the showcases for countries' economic development industry, which offers exhibitions—related programs, organization, management, marketing, and other related services. This course describes the scope of the convention and exhibition industry. The course aims to familiarize students with topics and tasks in MICE English. Topics include self-introduction in the workplace, product introduction, reading, negotiation, and business writing. This course will also introduce key concept and hope that students can study MICE industry with a comprehensive and universal understanding after taking this course.

This basic course, thus, is essential to the economic and cultural MICE to introduce the

exhibition industry, property, management skills, economic impact, market trends, etc. Hope that junior students can study MICE industry with a comprehensive and universal understanding after taking this course.

**PT010. Internship IV [實習(四)]**

**2 credits**

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

**For Juniors and above**

**Class size: 20**

Course Description

This course allows you to explore possible career aspirations and to apply learned academic knowledge to real job settings. You will gain invaluable work experience and skills, including (but not limited to) work ethic, sense of responsibility, problem-solving, and interpersonal and communicative skills, etc., that are vitally important to your career success. While there will be no weekly class meetings since you will be doing internship in a company/institution, the instructor will serve as a faculty advisor and provide information, coordination, and consultation related to your job searching, application, and internship. You may also find a company by yourself.

If you have completed your internship before Spring 2017 and would like to get credits for this course, please feel free to sign up for this course. The instructor will let you know what to complete to fulfill the requirements for the course.

**Requirements:**

Internship Performance: Employer Evaluation

Learning Outcome: Final Presentation (departmental)

Reflections: Journal Entries



## MA/BA Courses

### MA001. Posthumanism [後人類主義]

3 Credits

Dr. Donna Tong < fju080695@gmail.com >

For Juniors and above

Class size: 15

\* Advanced Literature Track

### Course Description

With the rise of scientific disciplines *qua* disciplines, human society has pondered what it means to be human in an increasingly technologized and mediated world. Many people live prosthetic lives, whether that means with artificial organs, replacement limbs, or more ephemerally with externalized memories via smartphones, cloud technology, and other devices, the meaning of being human is constantly challenged through the myriad developments in biological, bio-mechanical, and other scientific and engineering fields as well as through representations and reflections in film, fiction, and art.

However, even before the rise and normalization of science, humans have imagined “alternate human” states such as life after death, whether as the undead (a.k.a., zombies and vampires) or in an altered state (a.k.a., werewolves). With space exploration and the possibility of living beyond a single planet, there also came anxieties about aliens and alien life.

*Posthuman* is not so much a description of “after human” with implications that the age of the human has passed, but then what does it mean? This course will discuss the historical context of different challenges to the definition of “human” and delve into related fiction and films that imagine both what is human and what is not.

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### Required Texts

*Frankenstein*. Mary Shelley.

*Cinder* Marissa Meyer

*Salt Fish Girl* Larissa Lai

*Dracula* Bram Stoker

*Carmilla* Joseph Sheridan Le Fanu

*World War Z: An Oral History of the Zombie War* Max Brooks

Excerpts from:

*What is Posthumanism?* Cary Wolfe

*How We Became Posthuman.* N. Katherine Hayles.

*Simians, Cyborgs, and Women: The Reinvention of Nature.* Donna J. Haraway

*Simulacra and Simulation* Jean Baudrillard

*Technophobia! Science Fiction Visions of Posthuman Technology* Daniel Dinello

*Consuming Youth: Vampires, Cyborgs, and the Culture of Consumption* Rob Latham

*Avatar Bodies: A Tantra for Posthumanism* Ann Weinstone

*Monsters of the Market: Zombies, Vampires and Global Capitalism* David McNally

*The Science of Vampires* Katherine Ramsland

*American Zombie Gothic: The Rise and Fall (and Rise) of the Walking Dead in Popular Culture*

Kyle William Bishop

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## Course Requirements

Attendance: 15%

Discussion Questions: 15% prepare one discussion question **each week**.

Presentations: 15% 2 presentations on non-fiction, 1 presentation on fiction.

News report: 10% 2 presentations on two different current events related to class discussions. Do **NOT** repeat events others have presented on.

\*Research proposal: 5%

\*Proposal presentation: 10%

\*Research paper: 30%

### **\*1<sup>st</sup>-Year MA Students – Pro-seminar Plan:**

**ATTENDANCE IS MANDATORY. 3 OR MORE ABSENCES WILL LEAD TO FAILING THE COURSE.**

## Discussion Questions

Each student is responsible for preparing one discussion question on the assigned reading each week. This question must be *relevant* to the theoretical issues raised in class, and can be centered on related thematic concerns in a particular fictional text for the course.

## Presentations

Each presentation is **10-minute minimum** in length; not to exceed 20 minutes.

Non-Fiction Presentation	Fiction Text Presentation
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<ol style="list-style-type: none"> <li>1. Outline of presentation.</li> <li>2. Short summary of text – do <b>not</b> copy directly from the text; you need to put the ideas into your own words.</li> <li>3. Key concepts related to the theory – focus on <b>3-4 major ideas</b> and explain them <i>in your own words</i>.</li> <li>4. Application of the theory to one literary text that we are reading or a film we have watched in the course.</li> <li>5. Works Cited.</li> </ol>	<ol style="list-style-type: none"> <li>6. Short overview of text. <ol style="list-style-type: none"> <li>a. Basic info: title and author, characters, plot.</li> </ol> </li> <li>7. Key themes/ motifs.</li> <li>8. Textual analysis: select <b>one</b> particular passage, scene, or moment in the text. <ol style="list-style-type: none"> <li>a. Connection to the text.</li> <li>b. Significance.</li> <li>c. Relation to theory.</li> </ol> </li> <li>i. What kind of theoretical concepts can be seen in the text or that can be applied to better understand the text?</li> <li>9. Works Cited.</li> </ol>
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### News Report

Each report is **10-minute minimum** in length; not to exceed 20 minutes.

Present on a current event related to class discussions.

1. Briefly explain the current event: basic information – who, what, when, where, why, how.
2. Analysis: connect the current event to *one to two concepts* from class discussion/readings.
  - a. Briefly explain the selected concept(s).
  - b. Analyze how the current event helps to advance understanding of the concept(s).
3. Works Cited.

### Research Proposal, Research Paper, Presentations

<p><b>Proposal</b></p> <p>Introduction – Background/Context + Tentative Thesis</p> <p>Research Questions</p> <p>Theoretical Framework/Methodology</p> <p>Literature Review</p> <p>Bibliography</p>	<p><b>Presentation of Proposal</b></p> <p>Each student must prepare a 10-15 minute presentation on his/her proposed research project.</p> <ul style="list-style-type: none"> <li>• Basic information.</li> <li>• Thesis.</li> <li>• Research questions + possible answers.</li> <li>• Theoretical framework.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Literature review.</li> <li>• Bibliography.</li> </ul> <p>Q&amp;A</p>
<p><b>Research Paper</b>  <b>MA students</b> (2nd-Year+ MA students)  3000 word research paper on an instructor-approved topic using <u>at least two of the non-fiction texts</u> and including <u>at least three non-fiction sources</u> <b>not included</b> in the class.</p>	<p><b>Research Symposium</b>  Each student must prepare a 10-15 minute presentation on his or her research paper to be given on the last day of class. Please follow the guidelines you have learned about presenting and public speaking. <u>Do not simply read your research paper.</u></p> <ul style="list-style-type: none"> <li>• Basic information.</li> <li>• Thesis.</li> <li>• Findings/analysis → please organize logically by main ideas/reasons.</li> <li>• Works Cited.</li> </ul> <p>Q&amp;A</p>
<p><b>Research Paper</b>  <b>BA students</b>  1500-2200 word research paper on any of the literary texts, or on a literary or filmic text with the instructor's approval and using <u>at least one of the non-fiction texts</u>. The research paper must include <u>at least two non-fiction sources</u> <b>not included</b> in the class.</p>	

**Pro-Seminar** (1<sup>st</sup>-Year MA students)

<p><b>Proposal for Short Research Paper (x2)</b></p> <ul style="list-style-type: none"> <li>• Basic information.</li> <li>• Tentative thesis.</li> <li>• Research questions + possible answers → one question, <u>at most</u> two questions.</li> <li>• Theoretical framework.</li> <li>• Literature review: <u>at least one non-fiction text</u> about selected text.</li> <li>• Bibliography.</li> </ul>	<p><b>Presentation of Proposal</b>  Each 1<sup>st</sup>-Year MA student must prepare a 10-15 minute presentation on the proposal for the 2<sup>nd</sup> short research paper.</p> <ul style="list-style-type: none"> <li>• Basic information.</li> <li>• Thesis.</li> <li>• Research questions + possible answers.</li> <li>• Theoretical framework.</li> <li>• Literature review.</li> <li>• Bibliography.</li> </ul> <p>Q&amp;A</p>
<p><b>Short Research Paper (x2)</b>  1000-1200 word research paper on an</p>	<p><b>Research Symposium</b>  Each 1<sup>st</sup>-Year MA student must prepare a</p>

<p>instructor-approved text from the course using <i>at least one of the non-fiction texts</i>. The research paper must include <i>at least one non-fiction source</i> <b>not included</b> in the class.</p>	<p>10-15 minute presentation on his or her 2<sup>nd</sup> short research paper to be given on the last day of class. Please follow the guidelines you have learned about presenting and public speaking. <u>Do not simply read your research paper.</u></p> <ul style="list-style-type: none"> <li>• Basic information.</li> <li>• Thesis.</li> <li>• Findings/analysis → please organize logically by main ideas/reasons.</li> <li>• Works Cited.</li> </ul> <p>Q&amp;A</p>
<p><b>Article Review</b> 600-1000 word review of an academic journal article about one of the literary texts or films included in the course. Structure of AR:</p> <ul style="list-style-type: none"> <li>• Introduction: basic information (author and title of academic article, brief summary of the article) + thesis (3-5 concepts from the article and how they are linked to the course).</li> <li>• Body: paragraphs follow order of concepts from thesis.</li> <li>○ One body paragraph per concept; brief explanation of the concept from the article; explanation of how the concept relates to the course.</li> <li>• Conclusion: final thoughts about the article and its relevance to the course.</li> <li>• Works Cited.</li> </ul>	

### 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.

### Conduct, Plagiarism, Cheating

Attendance is MANDATORY. Excused absences are accepted for medical or family emergency with appropriate documentation. Three tardies equal one absence. Tardiness past 20 minutes after class has begun is counted as one absence. **3 or more absences** will

lead to failing the course.

Any act of plagiarism or cheating will lead to failing the course.

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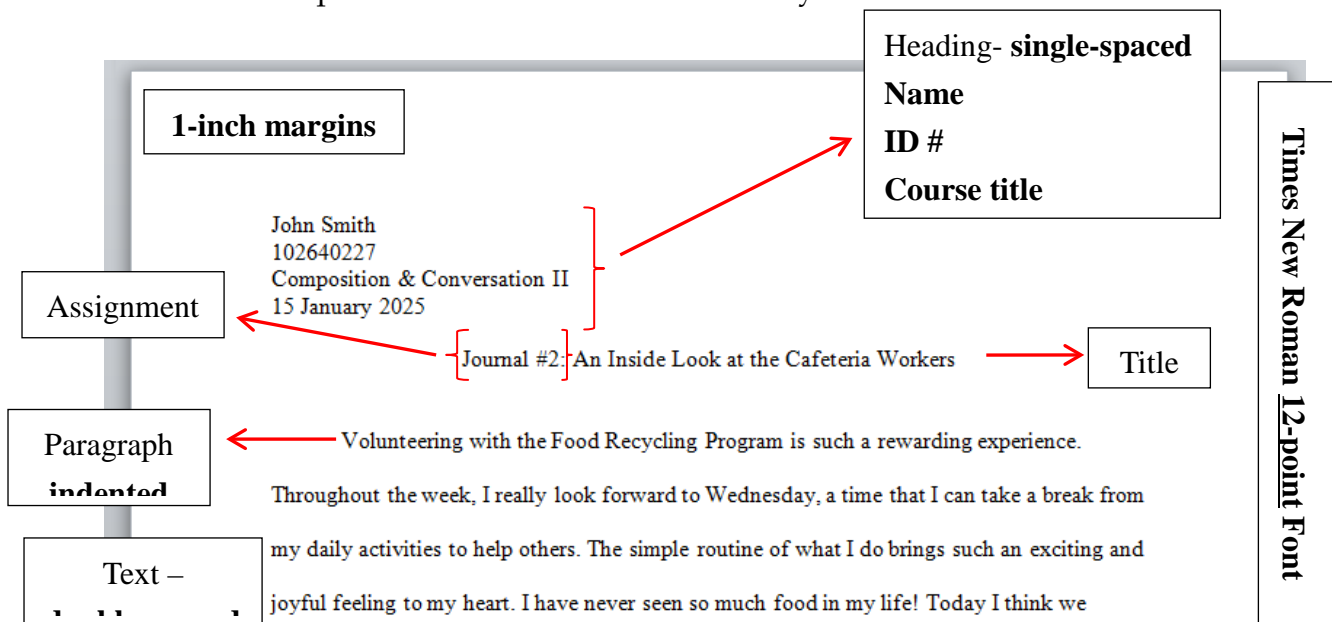
## Paper Format & Submission

Font: Times New Roman 12 point size.

- Margins: 1-inch all around.
- Spacing: double-spaced text.

At the end of each essay, students are required to have the **WORD COUNT** written. For example: *Word count: 1079.*

Headings must have the student's name, ID #, course, and date, with the assignment and title that corresponds with the content of the essay.



All essays must be submitted in **hard copy with an electronic copy** sent through email to <fju080695@gmail.com> on the due date. The subject heading must have the course, your name, and the assignment: **Course: Your Name - Assignment**. Example: **MA/BA Posthumanism: John Cho - Research Proposal**.

Your electronic file must be named appropriately: **ID# Your Name - Assignment**. Example: **722096031 Jane Doe - Proposal.docx** (Personal Reflection = PR 1).

**MA002. Contemporary Drama and Musicals [當代戲劇與音樂劇]**

**3 Credits**

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

**For Juniors and above**

**Class size: 3-5**

課程學習目標	<p>In this course, students will be introduced to musical theatre as public art, as historical and social record, and as literary form. In addition to viewing outstanding performances, students will analyze selections from the libretti and lyrics from each musical for language and literary values so as to</p> <ol style="list-style-type: none"> <li>1. cultivate a better cultural attainment and humanity via professional training;</li> <li>2. develop the ability to interpret creative ideas and artistic evaluation;</li> <li>3. elevate the capacity of knowledge about multidisciplinary and cross-culture</li> </ol>			
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	02/24	Introduction		
2	03/03	West Side Story 1961	Film & discussion	
3	03/10	My Fair Lady 1964	Play and Film Discussion	
4	03/17	Fiddler on the Roof 1964	Play and Film Discussion	
5	03/24	Review: Discussion	Play and Film Discussion	
6	03/31	Spring Break	No class	
7	04/07	Fiddler on the Roof 1964	Play and Film Discussion	
8	04/14	Good Friday	No class	
9	04/21	Sunday in the Park with George 1984	Play and Film Discussion	
10	04/28	Sunday in the Park with George 1984	Play and Film Discussion	
11	05/05	Phantom of the Opera 1986	Play and Film Discussion	
12	05/12	Phantom of the Opera 1986	Play and Film Discussion	
13	05/19	Into the Woods 1986	Play and Film Discussion	
14	05/26	Into the Woods 1986	Play and Film Discussion	

15	06/02	Rent 1993	Play and Film Discussion			
16	06/09	Wicked 2003 A musical of your choice	Play and Film Discussion			
17	06/16	A musical of your choice	Play and Film Discussion			
18	06/23	Presentation				
教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	影片欣賞	10	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	30
	電子教學	0	體驗教學	0	角色扮演實境教學	0
	競賽讀書會	0	產業實習	0	自主學習	0
	對話教學法	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	My Fair Lady Fiddler on the Roof Sunday in the Park with George Phantom of the Opera Into the Woods And more...					
教科書	My Fair Lady Fiddler on the Roof Sunday in the Park with George Phantom of the Opera Into the Woods And more...					
參考書目 Reference	Stanley Green, Broadway musicals of the 30s, New York: Da Capo Press, 1982, c1971. Mordden, Ethan (1947-), Broadway babies :the people who made the American musical, New York :Oxford University Press,1988, c1983. David Young, How to direct a musical: Broadway--your way! (With special material for working with youth, teens, the disabled, challenged, retired, and computers), New York: Routledge, 1995. 邱瓊,《歌舞線上：從倫敦西區到紐約百老匯的音樂劇》，台北：音樂時代出版社，1997年。 蔣國男,《百老匯掃瞄(Broadway musicals)》，臺北市：翌偉國際出版，民87。 周小川,《音樂劇之旅(簡)》，北京：新世界出版社，1999年10月。					

Andrew Lloyd Webber, Claude-Michel Schoenberg, Cameron Mackintosh, *The megamusical: Revolution on Broadway in the 1970s and 1980s*, Thesis (Ph.D.), New York: Princeton University, 2002.

克奈夫等著，《西方音樂社會學現狀》。北京：人民音樂出版社，2002。

黃定宇，《音樂劇概論(簡)》，北京：中國戲劇出版社，2003年1月。

慕語，《百老匯音樂劇》，台北：大地出版社，2004年6月。

慕羽，《西方音樂劇史(簡)》，上海：上海音樂出版社，2004年9月。

慕羽，《音樂劇導論(簡)》，上海：上海音樂出版社，2004年9月。

慕羽，《百老匯音樂劇：美國夢和一個恆久的象徵(The Greatest Broadway Musical Hits of the Century)》，台北市：大地出版社，民93年。

蔡塘主編，《音樂劇魅影》，廣西：廣西師範大學出版社，2004年12月。

洛秦，《音樂的構成》－音樂在科學、歷史和文化中的解讀。廣西：廣西師範大學出版，2005。

邱瓊，《Show Time! 音樂劇的九種風格》，台北：音樂時代出版社，2006年1月。

邱瓊、陳漢金、陳煒智等八人，《鐘樓怪人-音樂劇完全指南》，台北：音樂時代文化，2006年3月。

陳煒智／陳芸芸，《黃金年華 舊歡如夢：歌舞劇場的絕代巨擘 1900-1960》(those who made musical theatre possible, Part 1)，臺北市：音樂時代文化出版，2006。

陳煒智／陳芸芸，《黃金年華 舊歡如夢：歌舞劇場的絕代巨擘 1960-》(those who made musical theatre possible, Part 2)，臺北市：音樂時代文化出版，2006。郭鵬、張旭，《外國(百老匯)音樂劇獨唱教程(上、下二冊)》，上海：上海音樂出版社，2007年1月。

學習評量 Learning Evaluation	方法 Method	%	方法 Method	%	方法 Method	%
	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	20	課堂上實作演練	0	專業團體之證照檢定	0
	期中考	0	期末考	0	隨堂考(小考)	0
	書面報告(含小組或個人)	20	課堂參與	10	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				

## **MA003. Photomedia and Technology-Enhanced Instruction [影像媒體及科技輔助教學]**

**3 Credits**

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

**For Juniors and above**

**Class size: 6**

This course is designed for those interested in the basic creation of digital photography, and the design, development and evaluation of technology-enhanced instruction (TEI). This includes the basic understanding of the historical development of Computer-Assisted Instruction, with an acronym as "CAI", which is any instance in which instructional content or activities are delivered via computer. It introduces a systematic design and evaluation process that produces successful digital materials/CAI courseware. It also emphasizes knowledge from educational research that is fundamental to digital/CAI design and evaluation. We will also use photos images and instructional video clips in our design of instructional programs. You will have the opportunity to produce digital photo images and record your own lectures in the studio. Furthermore, we will participate in a cross-institutional activity (with another university in TW) on live streaming.

### **Requirements:**

1. Attendance
2. Participation & Online Discussion
3. Your own photography
4. Instructional websites/software/computer courseware evaluations
5. Technology-related research or applications paper
6. Final CAI project: Flow chart; formative evaluation report; final program; demo

### **Tentative Topics**

Introduction to TEI and CAI

Digital photography

Software Evaluation; Evaluating web courses

Drill-and-Practice and Tutorial Applications

Problem Solving, Simulations, and Games

Learning Foundations and CAI

Multimedia/Hypermedia; Authoring Options

Revisit Instructional Systems Design

Introducing *Hot Potatoes* & assessment

Computer-as-Tutee; Artificial Intelligence; Online robot

Curriculum Integration: TESOL & Literature

Curriculum Integration: Social Science, Science, and Mathematics

Curriculum Integration: Meeting Diverse Needs

Issues in Educational Computing

Live Streaming

Resources for Further Study

**MA004. World English(es) [世界英文]**

**3 Credits**

**Dr. Tammy Hsu < hhsu9uiuc@gmail.com >**

**For Juniors and above**

**Class size: 3-4**

**MA005. Vocabulary and Reading Acquisition [字彙與閱讀習得]**

**3 Credits**

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

**For Juniors and above**

**Class size: 3-4**

課程學習目標	<p>Vocabulary and Reading Acquisition</p> <p>The purpose of this course is to learn different aspects about vocabulary acquisition and to discover research possibilities to explore vocabulary teaching and learning.</p> <p>The course is entitled “Vocabulary and Reading Acquisition” since vocabulary acquisition cannot happen in vacuum. The focus of this course is vocabulary, whereas context is one of the key elements to trigger vocabulary acquisition. Therefore, it is necessary to understand reading acquisition since vocabulary is embedded in context.</p> <p>Some of the important issues cover in this course include: vocabulary knowledge; vocabulary assessment; vocabulary learning strategies, incidental vocabulary learning, and reading theories.</p> <p>After taking this course, it is hoped that students are able to - articulate what it means to “know” vocabulary</p>
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	- explore ways to provide effective vocabulary instruction and learning strategies, - and discover potential vocabulary research niche.
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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	02/23	Orientation, Vocabulary & TESOL	Introduction & Class requirements	*This syllabus is subject to change.
2	03/02	The complex nature of vocabulary		
3	03/09	The complex nature of vocabulary		
4	03/16	Current Issues & Vocabulary project	Quiz	
5	03/23	Current Issues & Vocabulary project	Project	
6	03/30	Meaning & Organization: Vocabulary Knowledge		
7	04/06	Meaning & Organization: Vocabulary Knowledge		
8	04/13	Vocabulary Acquisition	Quiz	
9	04/20	Midterm		
10	04/27	Vocabulary Acquisition	Presentation 1	
11	05/04	Reading Acquisition	Presentation 2	
12	05/11	Corpus; Teaching & Learning Vocabulary	Presentation 3	
13	05/18	Corpus; Teaching & Learning Vocabulary	Presentation 4 Project	
14	05/25	Vocabulary Assessment	Quiz/Project	
15	06/01	Vocabulary Assessment		
16	06/08	Issues in Vocabulary Research		
17	06/15	Final Report		
18	06/22	Final Report/Survey		

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	30
	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	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	20	其他	0
課程教材 Course Material	Textbook Instructor selected materials					
教科書	Textbook: TBA					
參考書目 Reference	Schmitt, N. & McCarthy, M. (1997) Vocabulary: Description, acquisition and pedagogy. Cambridge 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	10	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	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)	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 &amp; 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 on iCAN under homework section.</p> <p>Upload your papers on Tronclass. No late papers unless arrangements made one week prior to the due date with the instructor. 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 if you apply for sick leaves.</p>					