

Core Courses

Course Title: English Pronunciation (英語正音)

Instructor: 洪月女老師

Credits: 3

Course Description

English Pronunciation is a one-semester, three-credit, three-hour required core course for English majors. Although it is unpractical and unrealistic to train every student in the class to speak English with a native accent, it is quite possible to help all students to speak English that is understandable and acceptable to other speakers of English. This course covers various aspects of English pronunciation: vowels, consonants, syllable stress, rhythm, intonation, and voice performance. Students will first learn about these various aspects, and then develop skills and proficiency through controlled drills followed by freer activities and tasks of high-interest topics.

Course Objectives

The goal of the course is to help students to (1) improve their English pronunciation and intonation, (2) speak American English with more confidence, (3) develop oral English skills, and (4) become familiar with strategies for teaching English pronunciation.

Required Textbooks and references

Lane, L. (2005). *Focus on pronunciation 3*. White Plains, NY: Longman.

Instructional Activities

Teacher lecture and demonstration

Individual, pair, and small group practice inside and outside the class

Student demonstration

Paper and pencil test

Read aloud test

Stage performance

Course requirements

1. Attendance and participation

Students are expected to attend all class meetings and participate fully in all class activities.

2. Quick quizzes, random projects, and assignments

Quick in-class quizzes are given periodically. Additional projects and assignments are announced in class.

3. Vowel and consonant reading test

This is a midterm check of the students' learning of English pronunciation. Based on the results of the test, necessary remedial instruction will be provided to those who need them.

4. Reader's theater performance

Students are put in small groups to present RT performances where they will practice their pronunciation, intonation, voice performance, and stage performance.

5. Movie monologues and speeches

This is an individual project. Students will present a classic or well known monologue or speech from movies of their choice from a list.

Assessment

1. Attendance and participation (10 points)
2. Quick quizzes, random projects, and assignments (20 points)
3. Vowel and consonant reading test (20 points)
4. Reader's theater performance (20 points)
5. Movie monologues and speeches (30 points)
6. Extra points (10 points maximum)

Full attendance: 3 extra points (no absence of any kind at all)

English corner: 0.5 extra point per 2-hour visit (with the instructor's and the office assistant's signature)

Course schedule

Week	Contents
1	Introduction and orientation
2	Phonetic symbols; overview of vowels and consonants
3	Front vowels
4	Front vowels; Quiz on vowel & consonant overview
5	Central vowels
6	Back vowels
7	Consonants; Quiz on vowels
8	Vowel & consonant reading test preparation; Quiz on vowel & consonant
9	Vowel & consonant reading test
10	RT: introduction, video viewing, scripts, and grouping
11	Syllables and stress
12	Rhythm
13	RT performance
14	RT performance
15	Movie monologues and speeches---video viewing and scripts
16	Intonation
17	Movie monologues and speeches
18	Movie monologues and speeches

Course Title: Aural and Oral Training in English (英語聽講練習)

Instructor: 洪月女老師

Credits: 3

Course Description

Aural and Oral Training in English is a 3-credit, one-semester required course for English majors and minors. Based on the foundation of *English Pronunciation* from the previous semester, this course extends to the training of English listening and speaking skills. Students will learn to listen for the gist, general ideas, and specific information. They will also learn to communicate, share, and elaborate their ideas and thoughts in oral English. Through various listening and speaking activities inside and outside the class, students will gradually become comfortable using oral English to communicate. From listening to and speaking about Taiwan and world news, students also develop in vocabulary size, increase cross-cultural awareness, and learn to think critically. Students are required to complete individual and small group projects and do a lot of self learning outside the class. The class website will provide materials and links to useful resources.

Course Objectives

The goal of the course is to help students to (1) increase oral English fluency, (2) speak American English with more confidence, (3) develop critical thinking ability, and (4) practice English public speech skills.

Required Textbooks and references

Class materials will be prepared by the instructor.

Instructional Activities

Teacher lecture and demonstration

Individual, pair, and small group practice inside and outside the class

Small group and whole class discussion

Student presentation

Peer evaluation

Course requirements

1. Attendance and participation

Students are expected to attend all class meetings and participate fully in all class activities.

2. News Commentaries

Students become news commentators who report and comment on news events and moderate group discussion. This is a peer-evaluated project. Guidelines for this class requirement will be given out.

3. One-minute speeches

Each student will present three one-minute speeches in the semester, each focusing on a specific skill of public speech.

4. Shoebox autobiography

Students are required to give an individual 5- to 10-minute oral presentation to introduce themselves. Read the guidelines for shoebox autobiography for how to prepare a successful presentation.

5. Dialogues

Midterm and final exams will take place in the form of dialogues. Topics will be given out in advance and students (in pairs) will be assigned a topic at the time of the exam.

Assessment

1. Attendance and participation (10 points)
2. News commentaries (30 points)
3. One-minute speeches (15 points)
4. Shoebox autobiography (15 points)
5. Dialogues (30 points)
6. Extra points (10 points maximum)

Full attendance: 3 extra points (no absence of any kind at all)

English corner: 0.5 extra point per 2-hour visit (with the instructor's and the office assistant's signature)

Course schedule

Week	Contents
1	Introduction and organization
2	Resources for improving aural and oral English
3	Teacher demonstrations
4	News commentary 1-2
5	News commentary 3 Shoebox autobiography: First round
6	News commentary 4-5
7	News commentary 6 1 st one minute speech
8	News commentary 7-8
9	Midterm dialogues
10	News commentary 9-10
11	News commentary 11 Shoebox autobiography: Second round
12	News commentary 12 2 nd one minute speech
13	News commentary 13 Shoebox autobiography: Third round
14	News commentary 14 Shoebox autobiography: Fourth round
15	News commentary 15 3 rd one minute speech
16	News commentary 16 Shoebox autobiography: Fifth round
17	News commentary 17-18
18	Final dialogues

Course Title: Reading and Composition I (閱讀與寫作一)

Instructor: 成宇光老師

Credits: 6

Course Description

This course introduces effective reading and writing techniques. Short essays teach reading skill and enlarge students' international outlook. Students hone writing skills by reviewing model essays and doing writing assignments.

Course Objectives

This course aims to augment English literacy via reading and composition.

Required Textbooks and references

Main Textbook:

Refining Composition Skills (2012) (6rd ed.) by Mary K. Ruetten.

Auxiliary Textbooks:

Patterns Plus: A Short Prose Reader with Argumentation (2008) (12th ed.) by Mary Lou Conlin.

The Short Prose Reader (2005) (10th ed.) by Gilbert H. Muller & Harvey S. Wiener.

Teaching Method: lecture and discussion

Instructional Activities

(See Course Schedule)

Course Requirements

Students are expected to attend classes punctually and regularly and hand in assignments on time. Food is not allowed when class is in session. Students missing nine hours or more fail this course. No assignments are accepted after the due date, no remedial tests given. About five reading quizzes and six writing assignments will be given. Final reading and composition tests will be given during the last week of the semester.

Assessment

attendance, learning attitude & participation: 10%

reading tests: 25%

final reading exam: 20%

writing assignments: 15%

final writing exam: 30%

Course schedule (for 1st semester)

1st Week Refining Grammar Skills (1st writing assignment due)

2nd Week On Reading

3rd Week On Writing (2nd writing assignment due)

4th Week Refining Grammar Skills (1st reading test)

5th Week The Process of Writing

6th Week Writing: Introduction to the Paragraph (3rd writing assignment due)

7th Week Refining Grammar Skills (2nd reading test)

8th Week Composition Skills

9th Week Narration: Personal Reflections (4th writing assignment due)

10th Week Refining Grammar Skills (3rd reading test)

11th Week Model Essays (Powell, Mackin, and Wong)

12th Week Model Essays (Updike and Stern) (5th writing assignment due)

13th Week Refining Grammar Skills (4th reading test)

14th Week Model Essays (Jackson and Bishop)

15th Week Model Essays (Baker & Schultz) (6th writing assignment due)

16th Week Model Essays (Hughes and Orwell) (5th reading test)

17th Week Model Essays/Review (Paley)

18th Week Reading and Writing Final Exams

Course schedule (for 2nd semester)

1st Week Introduction to the Essay (1st writing assignment due)

2nd Week My Favorite Sights/Why People Save Books

3rd Week Grammar (2nd writing assignment due)

4th Week The Example Essay (1st reading test)

5th Week How Unwritten Rules Circumscribe Our Lives/Americanization Touch on Macho

6th Week Americans are Friendly to Strangers/Useless Trifles (3rd writing assignment due)

7th Week The Comparison and Contrast Essay (2nd reading test)

8th Week Conversational Ballgames/How Ground, Schoolyard: A Double Life

9th Week My Two Brothers/My Old Neighborhood (4th writing assignment due)

10th Week The Classification Essay (3rd reading test)

11th Week The Marketing Mix/Motivation

12th Week The Process Analysis Essay (5th writing assignment due)

13th Week Ways to Change a Habit/The Environment Transformation (4th reading test)

14th Week Studying Math/Cognitive Development

15th Week The Cause-And-Effect Essay (6th writing assignment due)

16th Week Surfing Up and Grades Are Down/Early Childhood Education(5th reading test)

17th Week Why Our Cars Guzzle Gas/Upsetting the Balance of Nature

18th Week Reading and Writing Final Exams

Course Title: Reading and Composition II (閱讀與寫作二)

Instructor: 范莎惠老師

Credits: 6

Course: Sophomore English Reading and Writing (A), English Dept.

Course Type: Required

Credits: 3

Instructor: Dr. Sa-hui (Agatha) Fan

Course Objectives	This course is designed to help EFL students with intermediate proficiency of English to develop reading and writing skills that will lead to academic success. This course combines a process approach to writing (where students work on invention, peer response, editing, and writing multiple drafts) with an extensive reading approach to understand of the thinking process, organizational principles, and rhetorical strategies involved in producing clear and effective paragraphs.
Weekly Calendar	<p>Week 1 Writing: Introduction to Paragraphs Introducing two on-line English Learning tools: <i>Busuu and Storybird</i></p> <p>Week 2 Writing: Five Elements of Good Writing Topic sentence, Supporting sentences, and Concluding sentence Timed writing</p> <p>Week 3 Writing: Types of Paragraphs Descriptive, Comparison and Cause-effect paragraphs Building Vocabulary Timed writing</p> <p>Week 4 Writing: Types of Paragraphs (10/10 Holiday) Classification paragraph Building Vocabulary Peer editing Revision</p> <p>Week 5 Reading: Descriptive Paragraph (HW1 due)</p> <p>Week 6 Reading: Descriptive Essays</p> <p>Week 7 Writing: <i>Storybird Activity</i></p> <p>Week 8 Writing: Descriptive paragraph (Storybird HW due) Example paragraph Writing the topic sentence, supporting sentences, and</p>

	<p>concluding sentence Peer editing Revision</p> <p>Week 9 Reading: Comparison Paragraph (HW 2 due)</p> <p>Week 10 Reading: Comparison Essay</p> <p>Week 11 Writing: Comparison paragraph Example essay Writing the topic sentence, supporting sentences, and concluding sentence Peer editing Revision</p> <p>Week 12 Reading: Cause-effect Essay (HW 3 due)</p> <p>Week 13 Holiday</p> <p>Week 14 Writing: Cause-effect paragraph Example paragraph Writing the topic sentence, supporting sentences, and concluding sentence Peer editing Revision</p> <p>Week 15 Reading: Classification Paragraph (HW 4 due)</p> <p>Week 16 Reading: Classification Essay</p> <p>Week 17 Writing: Classification Paragraph Example Paragraph Writing the topic sentence, supporting sentences, and concluding sentence Peer editing Revision</p> <p>Week 18 Book Report Presentation and Report Due (HW 5 due)</p>
Required Texts	<p>Folse, K.S., Solomon, E.V., & Clabeaux, D. (2010). <i>From Great Paragraph to Great Essays</i>. MA, Boston: Heinle, Cengage Learning.</p> <p>Colins, M.L. (2008). <i>Patterns Plus: A Short Prose Reader with Argumentation</i>. New York: Houghton Mifflin.</p>
Methods of Teaching	<p>Lectures; In-class writing exercises; In-class reading exercises; On-line Writing; Collaborative Writing; Group Discussion; Group Presentation</p>

Homework/ Assignments	<p>Storybird picture book: Your task is to use <i>Storybird</i> to come up with an on-line book of description. This book should target readers of any age. Your story must be at least 12 pages long, use correct formatting and spelling, be creative and be at least 300 words long. For this assignment, you are free to write about anything you want but it must be descriptive and your own work. You cannot retell another story, or use characters from another book.</p> <p>Homework: Five homework assignments will be given during the semester. The types of paragraph will include general, descriptive, comparison, cause-effect, and classification. Each homework must be at least 2 pages long, and use correct formatting and spelling.</p> <p>Book Report: You are required to do one book report due the last day of class. Select any English book of about 150 to 300 pages which you are interested in. Your book report must be at least 5 pages long, use correct formatting and spelling and include two basic parts, the plot and your reflection.</p> <p>Busuu activity (Bonus): On a voluntary basis, you can sign in the free on-line language website, Busuu, and submit all your homework texts to this website and get feedbacks from other Busuu pals. You can revise your original texts accordingly. Both the original texts and the revised texts have to be turned in. Each Busuu homework will receive 1 bonus point of your final grade.</p>												
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Contact information of the Instructor	<p>Office: K849; Office Phone: 2218-3849; Email address: afan@ms3.ntcu.edu.tw; Office hours: 11 am – 1 pm on every Wed. And Thur.</p>												

Course: Sophomore English Reading and Writing (B), English Dept.

Course Type: Sophomore; Required

Credits: 3

Instructor: Sa-hui (Agatha) Fan

Course Objectives	<p>This course is designed to help EFL students with high-intermediate proficiency of English to develop reading and writing skills that will lead to developing quality English essays. This course combines a process approach to writing (where students</p>
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	<p>work on invention, peer response, editing, and writing multiple drafts) with an extensive reading approach to understand of the thinking process, organizational principles, and rhetorical strategies involved in producing clear and effective writing. In the second semester, the focus of the contents is to teach students the basics as well as the skills of writing different academic essays.</p>
Weekly Calendar	<p>2/25,26 Writing: Exploring the Essay</p> <ul style="list-style-type: none"> What is an Essay Example Essays Building Better Sentences <p>3/4,5 Writing: Exploring the Essay</p> <ul style="list-style-type: none"> Writing the thesis statement Writing the introduction Writing the conclusion <p>3/11,12 Writing: Narrative Essays</p> <ul style="list-style-type: none"> What is a Narrative Essay? Example Narrative Essays Building Better Sentences <p>3/19,20 Writing: Narrative Essays</p> <ul style="list-style-type: none"> Developing Narrative Essays Peer Editing Revision <p>3/26,27 Reading: Story Project</p> <p>4/2,3 Reading: Narrative Essays (HW 1 due)</p> <p>4/9,10 Reading: Narrative Essays</p> <p>4/16,17 Reading: Comparison Essays</p> <p>4/23,24 Reading: Comparison Essays</p> <p>4/30,5/1 Writing: Comparison Essay</p> <ul style="list-style-type: none"> What is a Comparison Essay? Example Comparison Essays Building Better Sentences <p>5/7,8 Writing: Comparison Essays</p>

	<p>Developing Comparison Essays</p> <p>Peer Editing</p> <p>Revision</p> <p>5/14,15 Reading: Cause-effect Essay (HW 2 due) Week 13 Writing: Cause-effect Essay</p> <p>What is a Cause-effect Essay?</p> <p>Example Cause-effect Essays</p> <p>Building Better Sentences</p> <p>5/21,22 Writing: Cause-effect Essay</p> <p>Developing Cause-effect Essays</p> <p>Peer Editing</p> <p>Revision</p> <p>5/28,29 Reading: Argumentative Essay (HW 3 due)</p> <p>6/4,5 Writing : Argumentative Essay</p> <p>What is a Argumentative Essay?</p> <p>Example Argumentative Essays</p> <p>Building Better Sentences</p> <p>6/11,12 Writing: Argumentative Essay (HW 4 due)</p> <p>Developing Argumentative Essays</p> <p>Peer Editing</p> <p>Revision</p> <p>6/18,19 Book Report Presentation and Report Due</p>
Required Texts	<p>Folse, K.S., Solomon, E.V., & Clabeaux, D. (2010). <i>Great Essays</i>. MA, Boston: Heinle, Cengage Learning.</p> <p>Colins, M.L. (2008). <i>Patterns Plus: A Short Prose Reader with Argumentation</i>. New York: Houghton Mifflin.</p>
Methods of Teaching	<p>Lectures; In-class writing exercises; In-class reading exercises; On-line Writing; Group Discussion; Group Presentation</p>

Homework/ Assignments	<p>Homework: Four essay assignments will be given during the semester. The types of essays will include narrative, comparison, cause-effect, and argumentative. Each homework must be at least 4 pages long, and use correct formatting and spelling.</p> <p>Book Report: You are required to do one book report due the last day of class. Select any English book of about 150 to 300 pages which you are interested in. Your book report must be at least 5 pages long, use correct formatting and spelling and include two basic parts, the plot and your reflection.</p>										
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National Taichung University
Oral Training for English Majors
Spring, 2014

Instructor: Dr. Meei-Ling Liaw

Office: Chiou-Jen Building 848

Class hours: 13:10-15:20 Tuesdays

Tel: 22183848

13:10-17:20 Wednesdays

Email: meeilingliaw@gmail.com

Classroom: K608

Course Requirements and Grading Policies

1. Class attendance (10 points): The students are expected to come to class well-prepared. An unexcused absence will result in 2 points deduction from the total grade.
2. Taiwan-France Exchange Project (20 points): During the visits of the French students, the Taiwanese students will play the role of hosts by signing up for specific tasks. At the end of the project, the Taiwanese students will also write a reflection about their hosting/exchanging experience.
3. Public speaking activities (45 points): The students will be working on three different types of speeches (i.e., expository/informative, demonstrative, controversial/persuasive). For each type of speech, students will post their own speech on the class website. They will also view and provide constructive suggestions for at least 5 peers to improve their skills. The videos of expository/informative speech and demonstrative speech will count for 10 points each and each feedback to classmates counts for 1 point (maximum of 10 points for giving feedback). The in-class presentation of persuasive speech will count for 15 points.
4. Debate activity (15 points): The students will engage in three debate activities and the participation in each debate will count for 5 points.
5. Reflective report (10 points): At the end of the semester, each student is expected to hand in a reflective report assessing what they have contributed to the course and their gains from taking the course. Suggestions for improving the effectiveness of the different activities in helping their English development (especially in oral skills) should be provided as well.

Reading materials:

Handouts

Web links

<http://candle.ntcu.edu.tw:8080/project201> <http://candle.ntcu.edu.tw:8080/project2011/>

<http://www.americanrhetoric.com/MovieSpeeches/moviespeechindependenceday.html>

<http://www.americanrhetoric.com/MovieSpeeches/moviespeechlegallyblonde.html>

<http://www.americanrhetoric.com/speeches/reesewitherspoonoscaraward.htm>

<http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm>

<http://www.best-speech-topics.com/>

<http://www.best-speech-topics.com/demonstration-speeches.htm>

<http://www.it-sudparis.eu/lsh/ressources/ops/>

Tentative Schedule

Week	Topic	In-Class Activity	Homework
1	Course overview	Go over the syllabus Finalizing itinerary for French students Sharing of French experience	
2	Types of Public speeches Qualities of a good speech Expositive/informative speech	Assign homework View speech video clips http://www.americanrhetoric.com/MovieSpeeches/moviespeechindependenceday.html http://www.americanrhetoric.com/MovieSpeeches/moviespeechlegallyblonde.html http://www.americanrhetoric.com/speeches/reesewitherspoonoscaraaward.htm http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm	Public speaking handouts Construct a checklist for evaluation of speeches
3	Expositive/informative speech	Lecture Brainstorm and share topics Work on speech outline Share speech outline	turn in checklists
4	AAAL Conference		
5	Expositive/informative speech	Meeting with individual students	Post and respond to expositive/informative speeches
6	Get ready for French students	Discussion of hosting plan Holiday	
7	French students joining classes		
8	Demonstrative speech	Lecture View film clip http://www.best-speech-topics.co	

		m/demonstration-speeches.html Brainstorm and share topics Work on speech outline Share speech outline	
9	Demonstrative speech	No meeting Meeting with individual students	Post and respond to demonstrative speeches
10	Controversial/ Persuasive speech	Lecture View film clip Brainstorm and share topics Work on speech outline Share speech outline	
11	Controversial/ Persuasive speech	No meeting Meeting with individual students	Post and respond to persuasive speeches
12	Debate	Learning about debates Brainstorm and share ideas for the activities	Form groups for debate activities
13	Debate	First debate	
14	Debate	Second debate	
15	Debate	Third debate	
16	Review of debate skills		
17	Course review	Review of oral skills http://www.it-sudparis.eu/lsh/resources/ops/	Submit reflection of Taiwan-France exchange report
18	Final		End-of-semester questionnaire Reflective report due

Course Title: Introduction to Linguistics (語言學概論)

Instructor: 伊馬汀老師

Credits: 6

Course Description

This course aims to introduce students to the central concepts and features of linguistics. Students will examine and consider fundamental linguistic questions such as how people come to understand languages, how languages vary and what common properties languages share. During the year, students will specifically focus on learning about the nature and grammar of human language, the psychology of language and how language is influenced by society.

Course Objectives

The course aims to provide students with the relevant skills and knowledge to be able to analyse the core features of language at different levels of description in addition to introducing students to the methodological tools and analysis that linguists use to scientifically investigate language.

Required Textbooks and references

An Introduction to Language, Fromkin et al.

Instructional Activities

The module will be taught through a lecture/workshop based format.

Course requirements

Students will be expected to participate in class based discussions, engage in activities and complete selected exercise material.

Assessment

Midterm exam: 50%

Final exam: 50%

Course schedule

Semester 1:

Week 1: Introduction

Week 2: Brain and language 1

Week 3: Brain and language 2

Week 4: Morphology 1

Week 5: Morphology 2

Week 6: Morphology 3

Week 7: Syntax 1

Week 8: Revision

Week 9: Midterm exam

Week 10: Syntax 2

Week 11: Syntax 3

Week 12: Syntax 4

Week 13: Semantics 1

Week 14: Semantics 2

Week 15: Semantics 3

Week 16: Semantics 4

Week 17: Revision

Week 18: Final exam

Semester 2:

Week 1: Phonetics 1

Week 2: Phonetics 2

Week 3: Phonetics 3

Week 4: Phonetics 4

Week 5: Phonology 1

Week 6: Phonology 2

Week 7: Phonology 3

Week 8: Spring Break

Week 9: Revision

Week 10: Midterm exam

Week 11: Language and Thought 1

Week 12: Language and Thought 2

Week 13: Language in society 1

Week 14: Language in society 2

Week 15: Language in society 3

Week 16: Language in society 4

Week 17: Revision

Week 18: Final exam

Course Title: Introduction to Western Literature (西洋文學概論)

Instructor: 趙星皓老師

Credits: 6

科目名稱	西洋文學概論	修別	必	學分	3	時數	3	任課 教師	趙星皓
基本素養/核心能力	A4 培養文學專業能力 B2 培育社會關懷與宏觀視野的能力								
一、課程目標	This is a one-year required course, designed to introduce students to the range and special nature of Western literature. Major works in the Middle Ages and the Renaissance are to be studied in the second semester.								
二、主要內容及 進度	<p>第 1 週 The Koran (1, 5, 12)</p> <p>第 2 週 <i>The Song of Roland</i></p> <p>第 3 週 <i>The Story of the Grail</i></p> <p>第 4 週 Four Fabliaux (“The Butcher of Abbeville”; “The Three Hunchbacks”; “The Wild Dream”; “The Ring That Controlled Erections”)</p> <p>第 5 週 <i>The Divine Comedy</i> (Inferno)</p> <p>第 6 週 <i>The Divine Comedy</i> (Purgatorio; Paradiso)</p> <p>第 7 週 <i>The Decameron</i></p> <p>第 8 週 The Thousand and One Nights (Prologue; The Tale of the Merchant and the Demon)</p> <p>第 9 週 Mid-term</p> <p>第 10 週 Petrarch’s Sonnets (3, 61, 62, 90, 333)</p> <p>第 11 週 Erasmus (<i>The Praise of Folly</i>)</p> <p>第 12 週 Machiavelli (<i>The Prince</i>)</p> <p>第 13 週 Castiglione (<i>The Book of the Courtier</i>)</p> <p>第 14 週 Montaigne (Of Cannibals)</p> <p>第 15 週 <i>Don Quixote</i> (Part I)</p> <p>第 16 週 <i>Don Quixote</i> (Part II)</p> <p>第 17 週 Travel and Discovery (Columbus & Smith)</p> <p>第 18 週 Final Exam</p>								
三、主要教材與 用書	<i>The Norton Anthology of Western Literature</i> . Ed. Sarah Lawall, et al. 8 th ed. Vol. 1. New York: Norton, 2006.								
四、上課方式	Lecture and classroom discussion								
五、課程/作業 要求	<ol style="list-style-type: none"> 1. Regular attendance: No more than <i>three</i> excused absences will be allowed including the first day of class. 2. Preparation: Students are required to come to class having read the texts. 3. Class participation: Students are expected to take active part in class discussion. 4. Students are requested to participate in online discussion on the e-learning system. Students are divided into study groups, and each group is requested to answer the relevant study questions posted on the e-learning system. 								
六、評量方式	Attendance & in-class participation (20%); Online participation (20%); Mid-term (30%); Final Exam (30%).								

Course Title: English Literature (英國文學)

Instructor: 趙星皓老師

Credits: 6

科目名稱	英國文學上	修別	必	學分	3	時數	3	任課教師	趙星皓
基本素養/核心能力	A4 培養文學專業能力 B2 培育社會關懷與宏觀視野的能力								
一、課程目標	This is a one-year required course, designed to introduce students to the range and special nature of English literature. Major works before the Romantic Period are to be studied in the first semester.								
二、主要內容及進度	<p>第 1 週 Introduction & <i>Beowulf</i></p> <p>第 2 週 Geoffrey Chaucer (<i>The Canterbury Tales</i>)</p> <p>第 3 週 Sir Thomas Marlory (<i>Morte Darthur</i>)</p> <p>第 4 週 Edmund Spenser (<i>The Faerie Queene</i>)</p> <p>第 5 週 Sir Philip Sidney (<i>Astrophil and Stella</i> 1, 2, 6, 31, 108)</p> <p>第 6 週 Christopher Marlowe (<i>Doctor Faustus</i>)</p> <p>第 7 週 William Shakespeare (Sonnets 18, 29, 30, 116, 130)</p> <p>第 8 週 William Shakespeare (<i>Twelfth Night</i>)</p> <p>第 9 週 Mid-term</p> <p>第 10 週 John Donne ("The Flea," "The Good-Morrow," "A Valediction: Forbidding Mourning," "The Canonization," Holy Sonnet 14, Meditation 17)</p> <p>第 11 週 Robert Herrick ("Delight in Disorder," "To the Virgins, to Make Much of Time"); Andrew Marvell ("To His Coy Mistress")</p> <p>第 12 週 John Milton ("How Soon Hath Time," "When I Consider How My Light Is Spent," "Methought I Saw My Late Espoused Saint")</p> <p>第 13 週 John Milton (<i>Paradise Lost</i>)</p> <p>第 14 週 John Dryden (<i>Mac Flecknoe; An Essay of Dramatic Poesy; Discourse Concerning the Original and Progress of Satire</i>)</p> <p>第 15 週 Jonathan Swift (<i>Gulliver's Travels</i>)</p> <p>第 16 週 Alexander Pope (<i>The Rape of the Lock; An Essay on Criticism; An Essay on Man</i>)</p> <p>第 17 週 Samuel Johnson (<i>A Dictionary of the English Language; The Preface to Shakespeare; Lives of the Poets</i>)</p> <p>第 18 週 Final Exam</p>								
三、主要教材與用書	<i>The Norton Anthology of English Literature: The Major Authors</i> . Ed. Stephen Greenblatt, et al. 8 th ed. New York: Norton, 2006.								
四、上課方式	Lecture and classroom discussion								
六、課程/作業要求	<p>5. Regular attendance: No more than <i>three</i> excused absences will be allowed including the first day of class.</p> <p>6. Preparation: Students are required to come to class having read the texts.</p> <p>7. Class participation: Students are expected to take active part in class discussion.</p>								
六、評量方式	Attendance & in-class participation (20%); Mid-term (30%); Final Exam (50%).								

Course Title: English Literature (英國文學)

Instructor: 趙星皓老師

Credits: 6

科目名稱	英國文學下	修別	必	學分	3	時數	3	任課教師	趙星皓
基本素養/核心能力	A4 培養文學專業能力 B2 培育社會關懷與宏觀視野的能力								
一、課程目標	This is a one-year required course, designed to introduce students to the range and special nature of English literature. Major works after the Romantic Period are to be studied in the second semester.								
二、主要內容及進度	<p>第 1 週 William Blake (<i>Songs of Innocence and Experience</i>)</p> <p>第 2 週 William Wordsworth (“We Are Seven,” “The Boy of Winander,” “My Heart Leaps Up,” Preface to <i>Lyrical Ballads</i>, “I Wandered Lonely as a Cloud”)</p> <p>第 3 週 William Wordsworth (“Tintern Abbey,” “Composed upon Westminster Bridge,” “It is a Beauteous Evening”)</p> <p>第 4 週 Samuel Taylor Coleridge (<i>Bilgraphia Literaria; The Rime of the Ancient Mariner</i>)</p> <p>第 5 週 George Gordon, Lord Byron (<i>Don Juan</i>)</p> <p>第 6 週 Percy Bysshe Shelley (“Mutability,” “Ozymandias,” “To a Skylark,” “Ode to the West wind”)</p> <p>第 7 週 John Keats (“On First Looking into Chapman’s Homer,” “Bright Star, Would I were Stedfast as Thou art,” “Ode to a Nightingale”)</p> <p>第 8 週 John Keats (“Ode on a Grecian Urn,” “Ode on Melancholy,” “To Autumn”)</p> <p>第 9 週 Mid-term</p> <p>第 10 週 Alfred, Lord Tennyson (“The Lotos-Eaters,” “Ulysses,” “Crossing the Bar”)</p> <p>第 11 週 Robert Browning (“My Last Duchess”)</p> <p>第 12 週 Matthew Arnold (“To Marguerite—Continued,” “Dover Beach,” <i>Culture and Anarchy</i>)</p> <p>第 13 週 Thomas Hardy (“Neutral Tones,” “Hap,” “The Ruined Maid,” “Channel Firing,” “The Convergence of the Twain,” “In Time of ‘The Breaking of Nations’”)</p> <p>第 14 週 William Butler Yeats (“The Second Coming,” “Leda and the Swan,” “Among School Children”)</p> <p>第 15 週 Virginia Woolf (<i>A Room of One’s Own</i>, “Modern Fiction”)</p> <p>第 16 週 T. S. Eliot (<i>The Waste Land</i>)</p> <p>第 17 週 W. H. Auden (“Musée des Beaux Arts,” “The Unknown Citizen”); Seamus Heaney (“Digging,” “Punishment”)</p> <p>第 18 週 Final Exam</p>								
三、主要教材與用書	<i>The Norton Anthology of English Literature: The Major Authors</i> . Ed. Stephen Greenblatt, et al. 8 th ed. New York: Norton, 2006.								
四、上課方式	Lecture and classroom discussion								
七、課程/作業要求	<p>8. Regular attendance: No more than <i>three</i> excused absences will be allowed including the first day of class.</p> <p>9. Preparation: Students are required to come to class having read the texts.</p> <p>10. Class participation: Students are expected to take active part in class discussion.</p>								
六、評量方式	Attendance & in-class participation (20%); Mid-term (30%); Final Exam (50%).								

Course Title: American Literature (美國文學)

Instructor: 趙星皓老師

Credits: 6

科目名稱	美國文學上	修別	必	學分	3	時數	3	任課教師	趙星皓
基本素養/核心能力	A4 培養文學專業能力 B2 培育社會關懷與宏觀視野的能力								
一、課程目標	This is a one-year required course, designed to introduce students to the range and special nature of American literature. Major works before 1865 are to be studied in the first semester.								
二、主要內容及進度	<p>第 1 週 Introduction & Stories of the Beginning of the World</p> <p>第 2 週 Travel and Discovery (Christopher Columbus; Thomas Harriot; John Smith)</p> <p>第 3 週 Puritan Prose Writers (William Bradford; John Winthrop; Cotton Mather; Jonathan Edwards)</p> <p>第 4 週 Benjamin Franklin (“The Way to Wealth”; <i>Autobiography</i>)</p> <p>第 5 週 St. Jean de Crèvecoeur (<i>Letters from an American Farmer</i>); Thomas Jefferson (“The Declaration of Independence”)</p> <p>第 6 週 James Fenimore Cooper (<i>The Last of the Mohicans</i>)</p> <p>第 7 週 Nathaniel Hawthorne (“The May-Pole of Merry Mount”; “Young Goodman Brown”)</p> <p>第 8 週 Nathaniel Hawthorne (movie: <i>The Scarlet Letter</i>)</p> <p>第 9 週 Mid-term</p> <p>第 10 週 Edgar Allen Poe (“The Raven”; “The Philosophy of Composition”)</p> <p>第 11 週 Edgar Allen Poe (“The Fall of the House of Usher”; “The Tell-Tale Heart”; “The Purlioned Letter”)</p> <p>第 12 週 Ralph Waldo Emerson (“Nature”; “The American Scholar”; “Self-Reliance”; “The Poet”)</p> <p>第 13 週 Henry David Thoreau (<i>Walden, or Life in the Woods</i>)</p> <p>第 14 週 Walt Whitman (Preface to <i>Leaves of Grass</i>; “Song of Myself”; “When Lilacs Last in the Dooryard Bloom’d”)</p> <p>第 15 週 Merman Melville (“Bartleby, the Scrivener”)</p> <p>第 16 週 Merman Melville (movie: <i>Moby Dick</i>)</p> <p>第 17 週 Emily Dickinson (112, 260, 409, 448, 479, 519, 598, 620, 760, 1773)</p> <p>第 18 週 Final Exam</p>								
三、主要教材與用書	<i>The Norton Anthology of American Literature: Shorter Seventh Edition</i> . Ed. Nina Baym, et al. New York: Norton, 2007.								
四、上課方式	Lecture and classroom discussion								
八、課程/作業要求	<p>11. Regular attendance: No more than <i>three</i> excused absences will be allowed including the first day of class.</p> <p>12. Preparation: Students are required to come to class having read the texts.</p> <p>13. Class participation: Students are expected to take active part in class discussion.</p>								
六、評量方式	Attendance & in-class participation (20%); Mid-term (30%); Final Exam (50%).								

Course Title: American Literature (美國文學)

Instructor: 趙星皓老師

Credits: 6

科目名稱	美國文學下	修別	必	學分	3	時數	3	任課教師	趙星皓
基本素養/核心能力	A4 培養文學專業能力 B2 培育社會關懷與宏觀視野的能力								
一、課程目標	This is a one-year required course, designed to introduce students to the range and special nature of American literature. Major works after 1865 are to be studied in the second semester.								
二、主要內容及進度	<p>第 1 週 Mark Twain (<i>Adventures of Huckleberry Finn</i>)</p> <p>第 2 週 W. D. Howells (“Editha”)</p> <p>第 3 週 Henry James (“Daisy Miller”)</p> <p>第 4 週 Charlotte Perkins Gilman (“The Yellow Wall-Paper”)</p> <p>第 5 週 Jack London (“To Build a Fire”)</p> <p>第 6 週 F. Scott Fitzgerald (“Winter Dreams”)</p> <p>第 7 週 William Faulkner (“A Rose for Emily”)</p> <p>第 8 週 Ernest Hemingway (“The Snows of Kilimanjaro”)</p> <p>第 9 週 Mid-term</p> <p>第 10 週 Eugene O’Neill (<i>Long Day’s Journey into Night</i>)</p> <p>第 11 週 Tennessee Williams (<i>A Streetcar Named Desire</i>)</p> <p>第 12 週 Arthur Miller (<i>Death of a Salesman</i>)</p> <p>第 13 週 Robert Frost (“The Pasture,” “Mending Wall,” “Stopping by Woods on a Snowy Evening,” “Fire and Ice,” “Nothing Gold Can Stay,” “The Road Not Taken”)</p> <p>第 14 週 Carl Sandburg (“Chicago,” “Grass”); Wallace Stevens (“Sunday Morning,” “Anecdote of the Jar”); William C. Williams (“The Red Wheelbarrow”)</p> <p>第 15 週 Ezra Pound (“In a Station of the Metro”); e. e. cummings (“Buffalo Bill’s,” “next to of course god america I”); Allen Ginsberg (<i>Howl</i>, “A Supermarket in California”)</p> <p>第 16 週 Langston Hughes (“The Negro Speaks of Rivers,” “I, Too”); Allen Ginsberg (<i>Howl</i>, “A Supermarket in California”)</p> <p>第 17 週 Elizabeth Bishop (“The Fish,” “At the Fishhouses”); Adrienne Rich (“Diving into the Wreck”)</p> <p>第 18 週 Final Exam</p>								
三、主要教材與用書	<i>The Norton Anthology of American Literature: Shorter Seventh Edition</i> . Ed. Nina Baym, et al. New York: Norton, 2007.								
四、上課方式	Lecture and classroom discussion								
九、課程/作業要求	<p>14. Regular attendance: No more than <i>three</i> excused absences will be allowed including the first day of class.</p> <p>15. Preparation: Students are required to come to class having read the texts.</p> <p>16. Class participation: Students are expected to take active part in class discussion.</p>								
六、評量方式	Attendance & in-class participation (20%); Mid-term (30%); Final Exam (50%).								