

ENGLISH COURSES

ENU0257 : Approaches to Literary Works (I)

Course Description and Objective:

The goal of this course is to provide students with a reasonably compact introduction to the study and appreciation of fiction, poetry, and drama. The selected literary works are studied in terms of basic elements such as plot, setting, point of view, theme, style and tone, symbolism and also in terms of critical concepts and approaches so as to enhance students' meaningful reading of literature and to heighten their sensibility and appreciation of aesthetic, social, cultural, ethical, and philosophical dimensions of literary expressions.

APPROACHES TO LITERATURE

Class Time: Wednesday, 2:10-4:00 p.m. **Office:** 705 Honesty Hall

Classroom: to be announced **Office Hours:** to be announced

Instructor: Chun-yen "Jo" Chen **Email:** jochen@ntnu.edu.tw

Course Objectives:

- Learn key terms and concepts generally applied to the evaluation of literature
- Hone skills of close reading and critical thinking
- Develop curiosity about the world through context-specific analysis of literary works
- Improve sensitivity to the English language

Course Material:

1. *The Norton Introduction to Literature: Shorter Tenth Edition*, edited by Alison Booth and Kelly J. Mays (New York: Norton, 2010). (Available at 書林書局, 台北市新生南路3段88號2樓之5. Mention course title and ask for discounts.)

2. The NTNU e-learning platform Moodle <<http://moodle.ntnu.edu.tw/>> (for study questions, etc.).

Requirements and Policies:

- **Regular attendance.** Two absences may be allowed without penalty each semester.
- **Preparation.** Oral or written quizzes on new lessons may be given in class to ensure that you always come to class well prepared.
- **Class participation.** You are expected to participate actively in all the class activities.
- **Midterm exam and final exam.**
- **CHEATING ON EXAMS WILL NOT BE TOLERATED.**

Grading:

attendance, preparation, and class participation 30%
midterm exam 30%
final exam 40%

ENU0291: English Literature: Medieval Period to the Eighteenth Century**Course Description and Objective:**

The purpose of this two-semester course is to introduce students to the range of writing in English from the Medieval period up to the eighteenth century. This semester we shall be studying literature from the time of Chaucer to the early seventeenth century. There is necessarily an emphasis on poetry but we will also cover two dramatic works, along with some of the philosophical and religious writings of the period. The ideas or themes we shall be considering include: gender, sexuality, classicism, voice and vision, roughness and smoothness, religion, war, mutability and flattery. Historical context is provided in the seminars but students will need to be doing their own background reading if they are to be successful in their work. Students are advised to bring English-Chinese dictionaries to class and to keep a notebook in which to add new (and often old!) vocabulary.

Material: The Norton Anthology of English Literature. 9th Ed. Vol. 1.

Grading:

10% : Each student will be required to give a three-minute powerpoint presentation on one or more of the following: the life and/or works of an author on the course, a text or passage, and a historical/political/cultural context. The powerpoint presentation must be sent to the instructor by the day of the presentation. Any material taken from books or websites must be properly acknowledged. (Please use quotation marks where appropriate and do not wait until the final screen to reveal sources.) You will be rewarded for clarifying complex ideas in original language. (You may provide Chinese translations of difficult key terms.)

90% : Midterm and Final Exams: 45% each Part I Practical criticism-style responses to extract(s) Part II Medium-length essay response to one question

ENU0291: English Literature: Romantic Period to the Present (I)**Course Description and Objective:**

The purpose of this course is to help students get a general understanding of the development of English literature, especially from Romantic period to the modern period. In this semester, the focus will be on the Victorian Age and modern period. Students will be introduced to the historical background, the spirits of the time, the major genres, important writers and their works in these two periods.

Material: *Norton Anthology of English Literature, Volume Two, the Ninth Edition*

Grading:

10% Course Discussion

10% Discussion

20% Short Response and Commentary

30% Essay, Identification, Paraphrase

30% Essay, Identification, Paraphrase

Course includes: close reading, critical interpretation, philosophical reflection, peer discussion, class discussion, powerpoints, DVD

ENC1081 Asian American Literature

Course Description and Objectives:

In view of the growing importance of Asian American studies in North American and world literature, this course introduces to graduate students the major authors, works, and issues of concern in Asian American studies. Novels, short stories, drama, poetry, documentaries, feature-length films, and critical essays will be selected from those produced in the various periods of Asian American literary history and by authors of different Asian national origins to bear witness to the increasingly diversified landscape of Asian American literary and cultural productions.

Grading Rubric:

60% Projects

10% Attendance

30% Class Participation

ENU0070 Readings in Drama

Course Description and Objective:

To understand DRAMA, we need to understand THEATER, because the theater forges the active interplay between drama and its community. --W. B. Worthen This course sets out to introduce and examine three topics of theatre: 1. feminism and theatre; 2. metadrama and metatheatre; 3. the theatre of the absurd. We will look at a wide gamut of materials and establish methods of inquiry that will enable us to look critically at such complex issues as feminist theatre, metadramatic or metatheatrical form, and the theatre of absurd components and practices. Other than selected dramatic works from modern time, we will also read related critical writings that have a bearing on the topics of dramatic/theatrical styles and movements. We will study all these texts intensely through close reading

within class and practice viewing a text through the prism of different critical approaches or frameworks. This course is suitable for beginning students and should serve as preparation for further study in either dramatic literature and theater arts. Lively discussion, debate, and differences of opinion will be crucial to our seminar meetings.

1. To introduce and examine three topics of theatre: 1. feminism and theatre; 2. metadrama and metatheatre; 3. the theatre of the absurd.
2. To look critically at such complex issues as feminist theatre, metadramatic or metatheatrical form, and the theatre of absurd components and practices
3. To read related critical writings that have a bearing on the topics of dramatic/theatrical styles and movements

ENU0245 Theater Performance & Production (I)

Course Description and Objective:

In this course, we will study a couple of major plays and learn various aspects of theatrical production through reading play texts and watching renowned productions. The course aims to equip its students with related knowledge and skills in reading English plays and staging a full-length play in the second semester.

1. The course aims to equip its students with related knowledge and skills in reading English plays
2. Guide students to stage a full-length play in the second semester

ENU0183 Foundations of Western Literature: Mythology and Legend

Course Description and Objective:

The purpose of this course is to introduce ancient Western culture and thinking via myth, epic poetry (Babylon and Greece), religion (the Judaeo-Christian Bible), lyric poetry (Greece and Rome), tragic drama (Greece) and philosophy (Greece). The emphasis will be on major ideas, issues and themes. This course will combine lecture with class discussion; usually in the 3rd and sometimes also in the 2nd hour, students can sit in small groups and freely discuss the most important techniques, themes and ideas. They will also express their own thoughts and opinions regarding some of these same topics in four homework papers.

1. The purpose of this course is to introduce ancient Western culture and thinking via myth, epic poetry (Babylon and Greece), religion (the Judaeo-Christian Bible), lyric poetry (Greece and Rome), tragic drama (Greece) and philosophy (Greece).

Objectives

The main goals of the course are the following:

1. to familiarize students with the main themes of the Bible, characters, themes and stories of the major ancient Greek and Roman mythology;
2. to enable them to compare and contrast significant characters, events, symbols, and actions in one story with similar events in another story;
3. to give students some familiarity with the visual arts that depict the Bible and legends of Ancient Greece and Rome.

Textbooks

Hamilton, Edith. *Mythology* (210 NT, Bookman)

Norton Anthology of Western Literature, 8th edition Vol. 1 (1145 NT, Bookman)

Handouts on Moodle <http://moodle.ntnu.edu.tw/>

Course requirements

Students are expected to be familiar with the required readings prior to class discussions.

Students will be graded on the basis of (1) their active participation in the class discussions and on moodle—20%, (2) a midterm test—25%, (3) the final test—25%, and (4) a group research project—30%. This is a written presentation of a major hero or theme discussed in class and its representations in literature and visual arts. Guidelines for the group project will be given in class. Failure to take the midterm and final tests, attend classes and submit the research project on time will result in the student's inability to pass the exam.

ENU0263 Masterpieces of European Literature

Course Description and Objective:

This year-long course will be a historical as well as systematic reading and discussion of some of the major literary works in continental Europe since Renaissance. In this semester, our readings will focus on some of the most representative 17th-century French classics through their English translation. Besides the introduction of the socio-political background of each work as well as the life and thought of its author, our discussion will focus on cultural analysis of each work and its significance in the development of Western civilization. The students enrolled in this course are expected to finish reading the assignment beforehand and to participate actively in discussion.

1. be a historical as well as systematic reading and discussion of some of the major literary works in continental Europe since Renaissance.
2. focus on cultural analysis of each work and its significance in the development of Western civilization

Text: *The Norton Anthology of Western Literature*. 8th. Edition. Vol. Two, 2006

Evaluation: oral report (30%), final (60%), class participation (10%)

OHUG432 Shakespeare

Course Description and Objective:

This course provides an introduction to the tales of the major plays of William Shakespeare (1564-1616). With this course, students will encounter and enjoy at least four major plays of the author.

1. Students who select this course are expected to team up to do a few oral presentations in the semester and hand in their individual assignments on time.

1. The text to be used is *Tales from Shakespeare* by Charles and Mary Lamb (NEWLY REVISED EDITION).

2. Students who select this course are expected to team up to do a few oral presentations in the semester and hand in their individual assignments on time.

3. Regular and prompt attendance at classes is demanded. Being late for over 15 minutes will be counted as an absence. Every absence will result in three points being deducted from the final grade average. Three absences might result in a total failure of the course.

ENU6020 Contemporary World Literature (I)

Course Description and Objective:

This course will introduce you to some good literature, powerful writings and memorable stories that you will want to refer back to from time to time at different stages of life. We will be

reading some of the most important writers of the twentieth century: a Colombian, an Argentine, a Russian American, a Czech Frenchman, and an Italian. Through their works we will examine enduring issues such as truth, eternity, mortality, redemption, evil, and love. We will also look at the specific social, historical, and political contexts reflected in each text and discuss how literature is not merely a product of the ivory tower.

The course seeks to give you a glimpse of what literature can do to challenge your “system” and change your worldview.

This is a Rated-R course. There will be a lot of moral controversies and sex.

Requirements:

1. **Conscientious preparation, regular attendance, and active class participation.**
2. **One session of “discussion facilitation.”** Team up with two to three classmates and sign up for one week’s discussion facilitation. Prepare questions on the text for the class: about details in the text you do not understand and about broader issues like themes. You may raise questions about a particular word if its connotations are worth exploring, but do not ask about simple dictionary definitions.
3. **Midterm and final exams.** The exams will focus on the texts themselves and what we have discussed in class.
4. **Attendance at film viewings in and outside of class time.** If you cannot attend outside-class viewings, you can either find time to watch the film on your own or, in lieu of each viewing, write a 250-word reading response to any of the works we have read in class.
5. **Fieldtrip to one independent bookstore in Taipei or your hometown.** Write a 500-word report about what you have observed about the store. Three top performers on the midterm exam will get gift vouchers at these stores.

Course Material:

1. *Lolita* (by Vladimir Nabokov)
2. *The Book of Laughter and Forgetting* (by Milan Kundera)
3. Course packet, which includes all other readings for the course and some secondary material.
4. **Grading:**
5. preparation, attendance, class participation 25%
6. discussion facilitation 10%
7. fieldtrip report 5%
8. midterm exam 30%
9. final exam 30%

ENU6013 “We are the World?” US Cultural Studies

Course Description and Objective:

This interdisciplinary course examines the development of the United States in a global context, from colonial outpost to empire. Surveying events over the past 500 years, the course considers the changes in American values and lives in a historical context (as manifested in social institutions and social movements), the diverse cultures that have created the American social fabric, as well as some aspects of role the U.S. has played in the 20th century history and culture. Employing an American studies methodology the course draws from different disciplines (history, literature, sociology and media studies) and investigates the extraordinary sweep of US cultures through several units: discovery and conquest, slavery and capitalism, wars and imperialism, globalization and mass culture. The course uses social and analytical categories such as race, ethnicity, class, gender and sexuality in order to explore several contact zones, social spaces where ideologies and cultural values meet, clash, and negotiate their borders. It introduces students to various types of primary materials (such as political speeches, historical documents, newspaper articles, films, ads, songs) and to different American studies methods of reading and analyzing such material.

1. To familiarize students with major historical and political events in American culture
2. To enable them to compare and contrast significant cultural paradigms which inform American culture and society today.
3. To familiarize students with some critical concepts such as ideology, hegemony, multiculturalism, race, ethnicity, culture wars, panopticism, simulacra.
4. To give students some familiarity with the representations in visual arts of the topics discussed.

Textbooks

Course pack

Handouts on Moodle <http://moodle.ntnu.edu.tw/>

Course requirements

Students are expected to be familiar with the required readings *prior to* class discussions. Students will be graded on the basis of (1) their active participation in the class discussions and on moodle—20%, (2) a midterm test—25%, (3) the final assignment—25%, and (4) a group research project—30%. This is a written presentation of theme connected to our topics and its representations in Taiwanese culture. Guidelines for the group project will be given in class. Failure to attend classes, take the midterm test, submit the final assignment and research project *on time* will result in the student’s inability to pass the exam.

ENU0226 American Literature

Course Description and Objective:

This course is the first half of a year-long introduction to American literature. This semester, we will survey American literature from the discovery period through the mid-nineteenth century. The course takes a chronological approach to the literary material, with discussion of the historical circumstances and social and intellectual trends in each period. We will cover a variety of genres: history, sermon, political pamphlet, lyric, short story and novel.

1. To survey American literature from the discovery period through the mid-nineteenth century
2. To cover a variety of genres: history, sermon, political pamphlet, lyric, short story and novel

Text: The Norton Anthology of American Literature. Shorter Seventh Edition. Ed. Nina Baym. New York: Norton, 2008. (available at Bookman [書林書局], 23687226)

Requirements

1. Class Attendance (10%): Official documentation is required for each absence; three unexcused absences will lead to a failing final grade.
2. Quality and quantity of participation in discussion (40%)

Please complete reading assignments prior to each class and **come to class on time

3. **Exams:** midterm and final exams (20% and 30%; Format TBA)

ENU0227 Contemporary American Literature

Course Description and Objective:

Contemporary American Literature continues the work of American Literature I. In this course, we explore aspects of American literature, history, culture and society from the end of the 19th century to the mid-late 20th century. The 20th century has been referred to as the `American century` -- the period in which the US rose to prominence in terms of economic and political power, with a global influence in social models, technology, and culture, in particular mass media and entertainment. This course is devoted to developing a deeper understanding of American institutions, social attitudes and aesthetic perspectives through key literary works of the past 120 years

1. To develop a deeper understanding of American institutions, social attitudes and aesthetic perspectives through key literary works of the past 120 years

Required Texts:

Baym, Nina et al. *The Norton Anthology of American Literature*, Shorter 7th edition, ed.

Fitzgerald, F. Scott. *The Great Gatsby*. (Wordsworth Classic edition at Bookman Books; other editions OK as well)

Hemingway, Ernest. *The Sun Also Rises*. (also available at Bookman, Hsin Sheng South Road, Sec. 3, No. 88, 2F-5).

Grades will be based on class preparation and participation (20 percent); a midterm exam (40 percent); and a final exam (40 percent).

*Extra credit available for Weekly Reading Journal, Individual Writing Projects or Presentations. Please speak to instructor for direction on these projects.

ENU0235 English Phonetics (I)

Course Description and Objective:

The course serves as a general introduction to phonetics, the study of sounds. Its primary purpose is to increase students' knowledge of the English sounds, ability to transcribe English sounds, and the accuracy of the English pronunciation through the introduction of main concepts of English phonetics. The other purpose of this course is to familiarize the students with sounds in languages other than English, especially those of languages/Chinese dialects spoken in Taiwan and other Asian countries. Topics include articulatory phonetics and the technical terms required for describing speech, phonetic transcription and symbols for transcribing English (and other languages), the main concepts of phonetics, and the relationship between alphabet and sounds.

1. To increase students' knowledge of the English sounds
2. To increase students' knowledge of the English sounds. To increase students' ability to transcribe English sounds.
3. To increase students' accuracy of the English pronunciation.

Textbook:

Peter Ladefoged & Keith Johnson. (2011) *A Course in Phonetics*. 6th Ed. HBJ.

Grading:

Class participation and attendance: 10%

Quizzes: 10%

Midterm exam: 30%

Final exam: 30%

Assignments and Group project: 20% (All members of the same group receive the same grade for the group project.)

V. Course Requirements:

Participation and attendance:

Although class participation and attendance constitute only 10% of your total grade, you should understand that frequent or extended absences will probably impede your learning and the instructor's evaluation. Some points will be taken for overdue in-class exercises. Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **It is your responsibility to ask your classmates or me what has been covered in the class.**

Quizzes:

There will be a brief quiz after each course topic. Each quiz will be held at the beginning of the class. Quizzes **cannot** be made up.

Midterm and Final Exams:

There will be **no make-up exams** unless you have **valid** and **official** reasons for absence ***beforehand***.

Assignments

Assignments are announced in class and are due back the following class. They will be discussed in class the Tuesday they are due. Assignments cannot be credited after the solution has been discussed in class.

Group Projects

1. Work in a group of six.
2. Project: Construct the sound system (i.e., phonemes) of one of the languages/dialects from the following list. Provide minimal pairs/sets for the phonemes.
 - 1 Dialects/language to work on (non-English):

Taiwanese Southern Min or one of the other Southern Min dialects; Hakka; One of the Austonesian languages in Taiwan (Atayal, Saisiat, Bunun, Tsou, Amis, Puyuna, Paiwan, Rukai, or Yami); Cantonese; Japanese; Malay; Javanese; One of other Northern Chinese dialects; Other languages (inform and check with the instructor first on the feasibility of the project)
3. Give an oral presentation for 15 minutes by the end of the semester.

4. Turn in type-written 1-3 pages of reports (1.5 line spacing) at the end of the semester.

ENU0259 Introduction to Linguistics

Course Description and Objective:

This course aims to familiarize the students enrolled with the fundamental concepts and the basic skills required for doing linguistic analysis. It is hoped that with these concepts and skills the students will be better equipped both for more advanced linguistics courses and as a competent English teacher.

1. to familiarize the students enrolled with the fundamental concepts and the basic skills required for doing linguistic analysis
2. the students will be better equipped both for more advanced linguistics courses and as a competent English teacher.

ENU0017 History of the English Language

Course Description and Objective:

This course introduces the linguistic and cultural development of the English language from its beginnings to the present. Course contents focus on the changes that have happened to the linguistic systems of English such as the sound system, vocabulary, and syntax/grammar. In addition, the background under which the changes occurred and the cultural development of the English speaking people will also be discussed. It is hoped that through the introduction and discussion of this course, students will have a better understanding about the nature of language, and further develop a correct attitude toward language change and language variation.

1. introduces the linguistic and cultural development of the English language from its beginnings to the present.
2. students will have a better understanding about the nature of language
3. further develop a correct attitude toward language change and language variation.

TSU0144 Language and Culture

Course Description and Objective:

*No description available, as it was in Mandarin.

Course Materials:

Byram, M. & Grundy, P. (1993). *Context and Culture in Language Teaching and Learning*. Clevedon; Buffalo: Multilingual Matters

Lado, Robert. (1957.) How to compare two cultures. *Linguistics Across Cultures*, p.110-23. Ann Arbor: University of Michigan Press.

Samovar, Larry.A. and Richard E. Porter. (2006) *Intercultural Communication: A Reader*. Reprinted for China by Thomson Asia. Shanghai: Shanghai Foreign Language Education Press

ENU0206 Language and Brain

Course Description and Objective:

You will learn about how language is represented in the mind and brain, and how it is processed between the ears and the brain, and between the brain and the mouth/hands.

1. To learn basics of the brain and the basic concepts and methods in linguistics and cognitive neuroscience
2. To learn how language is represented in the brain, and how it is processed between the ears and the brain, and between the brain and the mouth/hands.

This course is an introduction to the relationships between language and the brain. You will learn basics of the brain and the basic concepts and methods in linguistics and cognitive neuroscience. You will also learn how language is represented in the brain, and how it is processed between the ears and the brain, and between the brain and the mouth/hands. You will also explore several topics of current interest.

Grading:

40% Two Midterms

30% Cumulative Final Exam

5% Class Participation

25% Group Project

Course Material:

Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. Boston: Thomson/Heinle.

Ingram, J. C.L. (2007). *Neurolinguistics: An introduction to spoken language processing and its disorders*. Cambridge: Cambridge University Press.

Pinker, S. (1994). *The language instinct*. New York: W. Morrow and Co.

ENM2002 Phonology

Course Description and Objective:

This course introduces students to some modern phonological theories and their applications to phonology. Students are required to read the class materials beforehand, to participate actively in the class discussion, and to present a publishable research paper by the end of the semester. Upon completing the course, students should have knowledge of the phonological concepts and the ability to implement the knowledge for phonological data analysis.

Textbook & Reading Materials:

Textbook:

Roca, Iggy and Wyn Johnson. 1999. *A Course in Phonology*. Malden, MA: Blackwell (Available at 文鶴書局/ 台北市大安區金山南路二段200號8樓) (*NT\$1105 after a 15% off discount*)

Reading Materials:

1. Katamba, F. and John Stonham. 2006. Templatic morphology (Ch. 8) *Morphology*. New York: Palgrave Macmillan.
2. Katamba, F. and John Stonham. 2006. Templatic and prosodic morphology (Ch. 9) *Morphology*. New York: Palgrave Macmillan.
3. Shih, Chi-Lin. 1986. The domain of tone sandhi in standard Mandarin (Ch. 5). *The Prosodic Domain of Tone Sandhi in Chinese* (pp. 85-157). PhD Dissertation, UCSD.

ENU0200 Linguistic Analysis

Course Description and Objective:

The primary goal of this course is to equip the students with the skills for describing and analyzing data collected from different types of language, especially data related to the morpho-syntax of the languages. The secondary goal is to familiarize the students with the knowledge of languages spoken in Taiwan, especially Mandarin Chinese and Formosan languages.

1. enhance the students' awareness to the linguistic phenomena happening around them and the possible reasons underlying such phenomena

ENU0150 Introduction to TEFL

Course Description and Objective:

This is a one-semester, 2-credit, mandatory course for English majors. The main objective of this course is to introduce you to theories and methods of teaching English to speakers of other languages. In this course, we will trace the historical development of second language teaching methods from grammar-based curricula to present-day interactive methods, where most of our focus will be placed. TESOL approaches and methods will be studied in their practical settings and in terms of their theoretical underpinnings. In addition to the theoretical focus, we will also discuss the practical aspects of teaching English as a foreign/second language. By the end of the course, you will be well-versed in applying major teaching methods that are currently being used in most EFL/ESL classrooms. teaching.

1. To introduce you to theories and methods of teaching English to speakers of other languages
2. To trace the historical development of second language teaching methods from grammar-based curricula to present-day interactive methods
3. To discuss the practical aspects of teaching English as a foreign/second language

ENU0213 Computer-assisted English Learning

Course Description and Objective:

Computer-assisted language learning (CALL) in the last three to four decades has experienced great changes, for example, the impact of the internet and mobile technology, to just name a couple. Language teachers try to create an optimal environment for their learners in the classrooms. On the other hand, language learners, literate in various media, expect to learn and master a target language with some assistance of technologies. Whether or not some technologies can be used in a language classroom, or how some of them can be used, remains an issue that deserves further and careful investigation.

1. To familiarize students with “what have been done” and “what can possibly be done” by using computer technologies in language teaching and learning, the loosest sense of computer assist.
2. To know what CALL can and what CALL cannot be incorporated in English classrooms in Taiwan
3. To equip students with some basic skills in creating multimedia courseware, online (web-based) and offline, for their future teaching

Grading:

35% Different Assignments after instructional media (audio, video, etc) are introduced

10% In-class and online discussions

5% Attendance

10% Learning Journal
40% Final Project

ENU0221 Issues in Teaching English as a Second Language

Course Description and Objective:

This course deals with various topics of current interest in teaching English as a second/foreign language. It discusses new approaches to problems facing the field, in both teaching and learning, as well as studies of instructional materials leading to possible solutions. All these issues will be discussed with practical examples in the context of EFL teaching in Taiwan.

1. To deal with various topics of current interest in teaching English as a second/foreign language.
2. To discuss new approaches to problems facing the field, in both teaching and learning, as well as studies of instructional materials leading to possible solutions.

The class will consider the specific areas listed below:

1. Models of second language acquisition
2. Approaches to language teaching
3. Reading instruction
4. Listening instruction
5. Speaking instruction
6. Writing instruction
7. Teaching Culture in EFL classroom
8. Survey of syllabus designs and materials design
9. Language testing
10. Multimedia and language teaching
11. Problems in English education in Taiwan, R.O.C.
12. Types of research problems, methods, strategies, analysis and interpretation, and reporting of research findings.

Grading:

10% ETA/ETS Assignment

40% Final Exam

10% Class Attendance and Participation

40% Group project (oral and written) 1. Work in groups of four on any important ELT problems/issues in Taiwan. 2. In your written report (about 8-10 pages), identify the reason the problem/issue is important, how it developed, what impacts it has exerted, and how it might be solved or in what direction it may continue to develop. 3. In the poster presentation, with whatever aids you may employ, make sure your points are understood easily by your audience. Besides, one shift of two persons for the first hour must be there offering any necessary explanation your visitors may have.

Major textbooks:

Hadley, Alice Omaggio. 2001. *Teaching Language in Context*. (3rd ed.) Heinle & Heinle. (文鶴)

ENC2039 Language Acquisition

Course Description and Objective:

I. Goal:

The ultimate goal of this course is to discuss with students some important issues in Language Acquisition. By the end of the term, students are supposed to provide empirical arguments to support what they learn in class.

II. Requirements:

1. several oral presentations

2. several quizzes

3. a term paper

4. Grading Policy:

Quizzes ----- 20%

Paper ----- 50%

Oral Presentations ----- 30%

III. Texts:

Required:

Goodluck, Helen. (2001) *Language Acquisition: A Linguistic Introduction*. Oxford: Blackwell.

Lightbown, Patsy M. and Nina Spada. (2011) *How Languages Are Learned*. Oxford: Oxford University Press.

Lust, Barbara. (2006) *Child Language Acquisition and Growth*. Cambridge: Cambridge University Press.

Lust, Barbara and Foley, Claire. (1998) *First Language Acquisition: The Essential Readings*. Blackwell Publishing.

Romaine, Suzanne. (1984) *The Language of Children and Adolescents: The Acquisition of Communicative Competence*. Oxford: Blackwell.

ENU0237 Guided Writing

Course Description and Objective:

This class is to help students improve their skills in writing English paragraphs/essays. Students are expected to preview the assigned reading before coming to class. There are two types of assignments for each scheduled topic: 1) data analysis and 2) paragraph/essay writing. Both assignments are due by 1 pm on the Wednesday before the next class and must be placed in the box outside the instructor's office. Points will be deducted for late assignments. Students are encouraged to resubmit their assignments if their initial grade is lower than A-. Data analysis assignments CANNOT be articles written specifically for English composition courses. Plagiarism is not allowed. Students who plagiarize will fail this course!

1. This class is to help students improve their skills in writing English paragraphs/essays.

Grading:

Attendance 10 %
Grammar Quizzes 30%
Paragraph and Journal Writing Assignments 40%
Final Exam 20%

ENU0239 Pattern Practice

The primary goal of this course is to help you build the basic speaking skills in English, with an emphasis on sentence structures. A secondary goal is to provide you the opportunity of planning and monitoring your own progress in learning speaking English.

1. To help students build the basic speaking skills in English, with an emphasis on sentence structures
2. To provide students' the opportunity of planning and monitoring your own progress in learning speaking English.

Course Material:

Azar, B. S. (1992). Understanding and Using English Grammar. NJ: Prentice Hall. (available in 敦煌書局. The one with Chinese translation is cheaper.)

Grading:

25% A. Q & A Practice and Diagnostic Report (2 in total)
20% First Test
20% Second Test
20% Participation
15% Presentation

ENU0279 Basic Aural-oral Training in English

Course Description and Objective:

This course aims to enhance students' English listening and speaking competence. Main goals of the course include: (1). to build students' academic listening skills and life situational listening proficiency, and (2). to develop students' speaking skills and communication abilities. Through extensive listening practices and multi-media materials, students will learn to employ listening strategies and academic skills for better listening comprehension, and to engage in discussions centered on specific themes. Students are encouraged to take active participations in class works for a maximized learning experience.

1. To build students' academic listening skills and life situational listening proficiency
2. To develop students' speaking skills and communication abilities.

Course Material:

Skills for success Listening and Speaking 4 (2011). UK: Oxford University Press.

Grading:

20% Homework

30% Midterm

30% Final

10% Participation

10% Attendance

ENU0281 English Pronunciation

Course Description and Objective:

As English becomes a global language, its pronunciation is globalized. English majors in Taiwan are still expected to master some level of "understandable" English; therefore, to master a pronunciation of an English is crucial. English majors (or minors) taking this course are expected to acquire some knowledge about and to familiarize themselves in modern North American English.

1. The purpose of this course, designed to help students develop speech clarity, is to intensively and extensively teach and drill students in the fundamentals of acceptable pronunciation, stress, and intonation as spoken in modern North American English.

ENU0269 English Conversation

Course Description and Objective:

The goal of the course is three-fold: to elevate students' confidence and motivation to participate in English conversation, to broaden their knowledge pertaining to English conversation, and to enhance their skills in conducting English conversation. Through adjusting one's attitude toward his/her role as an English interlocutor and acquiring communication strategies and basic understanding of discourse features of English conversation, students are expected to be able to conduct, i.e., beginning, sustaining, and ending, an English conversation in a culturally appropriate fashion and in a light-hearted manner. The class is conducted primarily through pair or group conversation of class materials and mini exercises to cultivate and polish learners' conversation management skills.

1. to elevate students' confidence and motivation to participate in English conversation
2. to broaden their knowledge pertaining to English conversation
3. to enhance their skills in conducting English conversation

Grading:

40% Homework

15% Final

20% Participation

25% Projects

ENU0287 Intermediate Writing

Course Description and Objective:

This goal of this course is to help students develop their ability to express themselves in written English. By the end of the course it is expected that every student will be able to write a well-organized, and well-focused essay in English, using proper expressions and proper sentence structures. The course is chiefly conducted by means of actual writing, with the help of guided instruction and supplementary reading and reference materials. This course will use articles from Times Literary Supplement as examples for close analysis. In this class we also want to emphasize on writing techniques and rhetorical devices, on fine-tuning writing skills. Students are required to keep a writing journal, and at the end of the semester will turn in their journals as part of their homework and assignment evaluation.

1. To help students student develop their ability to express themselves in writing essays in English
2. To help students student develop their ability to express themselves in writing essays in English

ENU0283 Intermediate Aural-oral Training in English

Course Description and Objective:

This course is designed to cultivate students' listening skills on natural and real-life English, from a variety of sources like TV news, radio broadcasts, and simulated daily conversations. The course materials mainly comprise a series of videos that provides students with the training of listening skills on public speeches in authentic TV news programs. The course also adopts supplementary materials focusing on less formal English in order to familiarize students with the language spoken in various settings. Students will be encouraged to pay close attention to the native speaker's intonation and accent, diction and content, and to take notes of the addresses or conversations before they engage in class discussion.

1. to improve students' listening comprehension on authentic materials
2. expose students to natural English, spoken by a wide variety of people from diverse backgrounds and age groups

Course Requirements:

1. Attendance is required for this class. Absence without a proper excuse may result in failing this course.
2. Students will be given quizzes, mid-term, final exams and some assignments. In addition, a 5-minute self-made radio interview is required on a given topic related to the textbook.

3. Grading Policy:

Quizzes -----	20%
Radio Interview & Assignments & Attendance -----	30%
Mid-term -----	25%
Final Exam -----	25%

3. Textbooks:

Required:

Ferree, Tess and Sanabria, Kim. (2009) *North Star 4: Listening and Speaking*, 3rd edition. New York: Longman.

Recommended:

Stempleski, Susan. (ed.) (1994) *Earth Watch*. New Jersey: Prentice Hall Regents.

ENU0217 Public Speaking: Speech

Course Description and Objective:

This course aims to introduce you to the basics of interpersonal communication and public speaking. In particular, emphasis will be placed on audience analysis, outlining, designing and delivering a range of speeches. In addition, skills in overcoming nervousness, developing confidence and dynamic verbal profile in oral presentations will be covered.

1. learned effective techniques to control nervousness
2. learned the art of mind-mapping, brainstorming, and outlining

ENU0289 Advanced Writing

Course Description and Objective:

The course rehearses skills in various modes of writing, including but are not limited to: descriptive (detailed description), argumentative (essay questions, causality, enumeration), analytic (definition, comparison and contrast, review or thematic analysis of a creative work), and creative (figure of speech, analogy, story writing / anecdotes, etc.). Although students might be familiar with these modes of writing, the course builds a good sense of the difference between smart, sophisticated, quality writing and bland, hackneyed writing. Each mode of is correlated to a topic formulated by the instructor, and will be accompanied by a set of reading materials as they pertain to it. As students work on their assignment, they are expected to integrate writing techniques with their knowledge of the topic/subject. Students may share their writings with the class per the instructor's request. Occasionally we do in-class writing.

1. To help students rehearse skills in various modes of writing
2. Help students build a good sense of the difference between smart, sophisticated, quality writing and bland, hackneyed writing
3. Students are expected to integrate writing techniques with their knowledge of the topic/subject
4. **Required readings**
5. Course pack (CP)
6. Handouts & Articles on Moodle <http://moodle.ntnu.edu.tw/> (M)
7. **Course requirements**
8. Students are expected to be familiar with the required readings *prior to* the class discussion and be prepared give *considered* response and *talk* in class. Students will be graded on the basis of (1) four essays & their revisions 90% and (2) in class participation and peer-reviewing 10%. All assignments must be typed and double spaced. Written assignments must be completed in full and passed in by the scheduled due dates. Late assignments will result in a grade penalty of *5 points a day*. Essay grading: draft 40%, revised version 60%.

Attendance Policy

9. Regular attendance is vital to your success. Students will be allowed one absence per semester. For every absence following that, five points will be deducted. If you are noticeably late, 2 points will be deducted from your final grade. Absences will be excused for reasonable circumstances (MA interviews, illness etc) but documents must be provided.

Grading:

90% Homework

10% Participation

ENU0285 Advanced Aural-oral Training in English

Course Description and Objective:

This course focuses on developing and advancing students' verbal and aural communication skills needed in academic settings. Main areas covered in class include: academic listening, critical thinking, critical listening, listening strategies applications and lecture note taking skills. During this semester, students will listen to and watch a variety of authentic visual and audio materials on various topics. In addition, the course seeks to develop students' English discussion abilities and verbal communication skills in academic settings.

1. focuses on developing and advancing students' verbal and aural communication skills needed in academic settings.
2. seeks to develop students' English discussion abilities and verbal communication skills in academic settings.

Materials:

1. Preiss, Sherry. (2009). North Star Listening and Speaking, Level 5 (Third Edition). White Plains, NY: Pearson Education.
2. Frazier, Laurie & Leeming, Shalle. (2007). Lecture Ready 3, Strategies for Academic Listening, Note-taking, and Discussion. New York, NY: Oxford.

Grading:

Exams (2) 40%

Listening Journals 60%

ENU0013 Research Methods

Course Description and Objective:

In this course we will learn basic skills of doing academic research in literature and cultural studies: read literary, theoretical, and cinematic texts, find research topics, gather reference materials, learn appropriate reference style, and write papers. In this current semester we take “desire” as the central topic of research. We’ll watch films, read a play, and study critical essays, seeking in them ideas and questions for our discussion of the nature and mechanisms of desire: What, why, and how does one desire? Is our desire inborn or is it made? Who or what determines what we desire and how? What makes love possible (or inevitable) and in what way could an object be elevated to the status of a fetish? Moreover, how do gender, race, and culture play into the structure of desire? How does cinema (or other literary and cultural texts) foster or change the audience’s desire? Questions like these and others would be asked throughout the semester. Participants are encouraged to come up with their own discussions and critical opinions based on their understanding of the texts selected. The second part of the semester will be devoted to learning MLA reference style, practicing the skills of documentation, and discussing participants’ writing drafts. A research paper of 8-10 pages is due at the end of the semester.

1. learn basic skills of doing academic research in literature and cultural studies
2. learning MLA reference style, practicing the skills of documentation, and discussing participants’ writing drafts.

Required Reading

Selected articles from various sources.

Articles for oral presentations:

(Presentation dates subject to change)

10/9 Chung, Karen Steffen. (2006). Contraction and backgrounding in Taiwan Mandarin

10/16 Eagleson, Robert. (1994). Forensic analysis of personal written texts: A case study.

10/23 Wright, Sandra & Hay, Jennifer. (2002). Fred and Wilma: A phonological conspiracy.

11/27 Fromkin et al. (1998). The development of language in Genie: A case of language acquisition beyond the “critical period.”

12/4 Labov, William (1997). The social stratification of (r) in New York City department stores.

Grading:

20% Presentations (reading and projects)

5% Attendance

20% Mini projects and project reports

55% Tests

OHUG407 English-Chinese Translation Theory and Practice

Course Description and Objective:

This course is intended to help the students improve their ability of translating English into Chinese and vice versa. Students taking this course motivated to learn the techniques necessary for translating different kinds of English writings, such as anecdotes, essays, short stories, newsstories, poems, and so on, into fluent Chinese and vice versa with practical theories of translation, for example, the “Theory of Fidelity, Flency, and Elegance” of Yen Fu (嚴復之「信，達，雅」) Whatever subject matters are to be assigned to them to deal with, the students will be guided and encouraged to form a habit of translating them with clarity, brevity, fluency, and accuracy in style. Upon completion of the course, the students are expected to be confident and competent translators of both languages.

1. to help the students improve their ability of translating English into Chinese and vice versa
2. to learn the techniques necessary for translating different kinds of English writings
3. to be confident and competent translators of both languages

Grading:

30% Midterm and Homework Assignments

40% Papers and Final Exam

20% Participation

10% Attendance

ENU0029 News English

Course Description and Objective:

Reading the news is not only a way to stay informed of current events, it's also a great way to improve one's language skill. Through analysis and discussion of news articles taken from the International Herald Tribune, the course provides students an opportunity to expand on all four core skills in English - in particular reading comprehension and speaking skill. Towards these goals, students will read and study articles clustered around four themes: Globalization, Work/Employment, Technology and Lifestyle & Health. In addition, CNN Interactive will be utilized to enhance students' learning experience.

1. To expand on all four core skills of English, in particular reading comprehension and speaking skill.
2. To develop familiarity for the journalistic style.
3. To become aware of current events & important issues such globalization.
4. To provide students an opportunity to reflect on the impacts of current global and social trends.

Grading:

25% (2) Written Assignments (1) quiz

25% Midterm

30% Final

15% Discussion

5% Brief News Report

ENU0219 English for Occupational Purposes

Course Description and Objective:

The course is specifically designed for students who plan to start their career in fields including business, international trade, information technology, and journalism and news media. The course provides essential communication skills and real-world content for occupational purpose, introducing topics and issues such as business letters and memos writing, financial vocabulary and knowledge, communication techniques, career in information industry, and global financial crisis. Since the TOEIC test has become increasingly important in many careers in the recent decade, sample materials selected from the test will be incorporated into the course. Authentic materials such as business documents, footages, news stories and reports, files, and recordings are also used to supplement the textbook.

1. Students are expected to actively participate in various forms of in-class practice including simulation, role play, pair work, group discussion, and oral presentation in order to enhance effective communicative abilities in occupational situations.

ENU0273 Basic English Interpretation

Course Description and Objective:

This course aims to help students acquire basic knowledge of interpreting and consecutive interpretation (CI) skills. The first half of the semester will be dedicated to exercises interpreting from English into Chinese using longer passages and/or authentic conference materials. In the second half of the semester, each student is required to prepare and give a speech in Chinese and the rest of the class will interpret from Chinese into English. Students also need to transcribe their after-class practices for self-evaluation.

1. to help students acquire basic knowledge of interpreting and consecutive interpretation (CI) skills.
2. Each student is required to prepare and give a speech in Chinese and the rest of the class will interpret from Chinese into English