


國立東華大學
教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	當代英語與文化(二)		學年/學期 Academic Year/Semester	108/2
課程名稱(英文) Course Name in English	Reading Contemporary Cultures in English (II)			
科目代碼 Course Code	EL_12420	系級 Department & Year	學一	開課單位 Course-Offering Department
修別 Type	學程 Program	學分數/時間 Credit(s)/Hour(s)	3.0/3.0	
授課教師 Instructor	/陳淑玲			
先修課程 Prerequisite				
課程描述 Course Description				
<p>This course is designed to help students better understand various aspects of contemporary culture and further strengthen their critical reading and thinking skills. We will study some chapters from a few books published in recent years and various articles from the New York Times, Time, and the Guardian on topics such as current global issues, global warming, education, work, immigration, terrorism, post-truth, fake news, social media, and AI technology. We will read the selected chapters and articles critically and discuss them cross-culturally. Students need to give two group presentations on the texts and another on introducing Taiwan to the world. In addition, to strengthen their critical thinking and presentation skills, students have to do at least three short individual presentations on the issues studied in this class. Students are expected to come to class prepared and participate vigorously in English in class discussions.</p>				
課程目標 Course Objectives				
<p>(1)To increase the breadth and depth of students' English reading comprehension in a variety of fields, and through contemporary culture.</p> <p>(2)To develop the student's ability to use English language sources efficiently in future professional endeavors</p>				

圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated		
授課進度表 Teaching Schedule & Content		
週次 Week	內容 Subject/Topics	備註 Remarks
1	Introduction	
2	“Reading Critically” (p1-4), “How to Read and Write Critically” (p1-23 esp. p10), “Is the World Ready for the Coronavirus?”, “Xenophobia 'Is a Pre-Existing Condition.' How Harmful Stereotypes and Racism Are Spreading Around the Coronavirus”	
3	(1) “Greta Thunberg Is TIME's 2019 Person of the Year”, (2) “Becoming Greta: 'Invisible Girl' to Global Climate Activist, With Bumps Along the Way” & “The European Green Deal Will Bypass the Poor and Go Straight to the Rich”	
4	(3) Harari Ch. 19 “Education”, (4) “What South Africa Can Teach Us as Worldwide Inequality Grows”	
5	(5) Harari Ch. 2 “Work”, (6) “Move Over, Millennials: How Generation Z Is Disrupting Work as We Know It” & “The Sterile, Efficient Life of a Millennial”	
6	(7) Harari Ch. 1 “Disillusionment”, (8) “Europe's British Question: How Will the EU's Big Powers Play the Next Phase?”	

7	(9) Harari Ch.9. “Immigration” , (10) “New U.S. Travel Ban Shuts Door on Africa’ s Biggest Economy, Nigeria”	
8	Mid-term Examination	
9	(11) Harari Ch. 10 “Terrorism” , (12) “End the War in Afghanistan”	
10	(13) Harari Ch. 17 “Post-Truth” , (14) “How to Rethink Whistleblowing for Today’ s Post-Truth World”	
11	(15) Davis Ch. 3 “Gestures and Phoney Behaviour” , (16) “How Your Brain Tricks You into Believing Fake News”	
12	(17) Smith Ch. 6 “Social Media: The Freedom That Drives Us Apart” , (18) “Defiant Zuckerberg Says Facebook Won’ t Police Political Speech” & “Free Speech Is Killing Us”	
13	(19) Smith Ch. 11 “AI and Ethics: Don’ t Ask What Computers Can Do, Ask What They Should Do” , (20) “Tech Companies Are Destroying Democracy and the Free Press” & “How to Stop the Abuse of Location Data”	
14	(21) Smith Ch. 12 “AI and Facial Recognition: Do Our Faces Deserve the Same Protection as Our Phones” , (22) “What Happens When Employers Can Read Your Facial Expressions?” & “Are We Ready for Satellites That See Our Every Move?”	
15	Learning Culture from a Movie	
16	Final Examination	
17	Group Presentations: Presenting Taiwan to the World I	
18	Group Presentations: Presenting Taiwan to the World II	

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
- 其他 Miscellaneous: 課堂討論、小組報告、個人報告、多媒體教材

教學創新自評 Teaching Self-Evaluation

創新教學(Innovative Teaching)

- 問題導向學習(PBL)
 團體合作學習(TBL)
 解決導向學習(SBL)
- 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任(Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-Academia Cooperation

跨域合作(Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching
 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	30%			✓					3 Group Presentations+3 Individual Presentations
期中考成績 Midterm Exam	20%								
期末考成績 Final Exam	25%								
作業成績 Homework and/or Assignments									
其他 Miscellaneous (Attendance+Participation)	25%								
評量方式補充說明 Grading & Assessments Supplemental instructions									
教科書與參考書目 (書名、作者、書局、代理商、說明) Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)									
Books Used: Ackley, Katherine Anne, ed. Essays from Contemporary Culture. 5th edition. Boston: Thomson Heinle, 2004. Print. Davis, Evan. Post-Truth: Why We Have Reached Peak Bullshit and What We Can Do about It. London: Little, Brown, 2017. Print. Goshgarian, Gary, ed. The Contemporary Reader. 11th ed. New York: Pearson, 2013. Print. Harari, Yuval Noah. 21 Lessons for the 21st Century. London: Vintage, 2018. Print. Smith, Brad. Tools and Weapons: The Promise and the Peril of the Digital Age. New York: Penguin Press, 2019. Print.									
課程教材網址 (教師個人網址請列在本校內之網址) Teaching Aids & Teacher's Website (Personal website can be listed here.)									
其他補充說明 (Supplemental instructions)									