复旦大学大学英语教学部
本科生课程学习手册
（2018 版）

复旦大学大学英语教学部
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第一章  前言

1.1 大学英语教学部简介

大学英语教学部的前身是1957年开始建立的普通英语教研组。60年代初，全校以英语取代俄语作为第一外语的系科逐年增加，普通组也随之更名为公共英语教研室。随着国家改革开放的开始，1983年公共英语教研室升格为大学英语教学部。在董亚芬、李荫华、翟象俊等教授的带领下，经过全体教职工几十年的努力，大学英语教学部迅速发展。2000-2005年为全国高等院校大学外语指导委员会主任单位。2003年大学英语教学部并入外国语言文学学院，现设第一分部（本科）、第二分部（本科）、第三分部（枫林校区）、第四分部（研究生）、语言学习中心、语言测试中心以及医学英语教学和研究中心。

大学英语教学部目前共有教师82人，其中近三分之一拥有博士学位，其余拥有硕士学位。教师队伍年轻化程度不断提高，年富力强的中青年教师构成了教师队伍的主体。三分之一以上的教师具有高级职称。


大学英语教学部设有语言学及应用语言学硕士点和博士点。从1995年起，经教育部批准，举办了同等学历高校英语师资硕士班。另外，与澳大利亚悉尼大学合作培养英语语言教学硕士研究生，经国家教育部和国务院学位委员会的正式批准，获得了我国第一个MEd in TESOL（英语语言教学硕士）项目。

结合教学开展科研、编写教材是大学英语教学部的强项，在全国高校中处于领先地位。从60年代至今，先后编写了多套（本）供非英语专业学生使用的英语教材。其中影响广泛的教材有：《文科英语》（上海市文科科研成果三等奖），《新文科英语》（上海市社会科学研究成果二等奖），《大学英语精读》（全国高等学第2届优秀教材一等奖），《二十一世纪大学英语》（普通高等教育“九五”国家级重点教材），《全新版大学英语》（普通高
等教育“十五”国家级规划教材）、《全新版大学英语（第二版）》（普通高等教育“十一五”“十二五”国家级规划教材）。这些教材被全国大部分高校使用过或正在使用，对我国的大学英语教学产生了巨大影响。除此之外，大学英语教学部的老师还发表了专著、译著几十部，论文数百篇。

大学英语教学部积极开展国际性学术活动，经常举办全国性或国际性的教学研讨会及学术交流活动。大英部主办的语言教学暑期研习班和英语教学与发展的高峰论坛在中国的外语教育界具有相当广泛的影响力。


1.2 本学习手册编写说明

我们编写这本学习手册的主要目的是帮助复旦大学非英语专业的本科生能够通过阅读此学习手册获得以下问题的答案：

1）复旦大学非英语专业的本科毕业生应该具备什么样的外语水平？怎样检验毕业生是否达到了我们设定的外语水平目标？

2）大学英语教学部作为学校外语教学部门应该设置何种课程体系来支撑这一目标的实现？

3）如何能够让来自不同生源地的本科新生在这一课程体系里选到适合自己水平的外语课程？

4）除了课堂教学外，学校还应该提供什么样的外语环境平台来满足学生的个性化外语学习需求？

2014 年 10 月 11 日教育部核准颁布的《复旦大学章程》在其总则的第五条明确指出：复旦大学的目标是培养学生的个性化外科学精神、国际视野、专业素养的人才”。在复旦大学立足国家发展战略、加强国际化人才培养、拓展学生国际化视野的背景下，我们经过几年的调研和酝酿，开展了以提升学生外语综合应用能力、跨文化交际能力和学术英语能力为目标的教学改革，力图解决高校外语人才培养中普遍存在的片面强调外语综合应用能力、忽视学生个性化发展需求、课程设置与能力培养脱节、缺乏与教学紧密联系的综合评估体系等问题，制定了复旦大学大学外语能力培养方案。

本手册是对我们过去几年在大学外语教学改革方面的探索与实践的总结。在编写上我们
主要围绕以下几个方面展开：复旦大学本科生（非英语专业）外语能力培养目标、支撑该教学目标的大学外语教学体系（包括多模块化的课程体系和外学环境平台）、以及大学外语培养模式和选课指导。本手册也收集了主要课程的教学大纲、复旦大学英语水平测试大纲和复旦大学语言学习中心使用手册。
第二章 大学外语能力培养模式、理念及教学目标

2.1 大学外语能力培养模式

进入21世纪以来，我们一直在探索如何利用有限的学时来提高复旦大学非英语专业本科生的外语能力。2008年学校启动新一轮大学英语教学改革，大学英语课程学分由原来的12学分压缩至8个课程学分。鉴于复旦大学本科生生源来自全国各地，入学时英语水平具有很大的差异性和多样性，我们的本科生教学计划没有采取一刀切的培养计划，而是通过推出多模块、分层级的课程体系来满足不同英语水平的学生的选课计划。

每个模块对应的一组相关联的课程群，而同一课程群里的不同课程的教学目标则与我们整体大学英语教学目标的细项子目标关联。学生必须从不同模块的课程群里修读适合自己的水平的课程，选课不能集中于某单一模块。模块式设计保证了学生能够在各个英语应用能力方面都能得到有效的提升，而同一课程群里分层级的课程设置则为入校时英语水平不一的学生提供了有针对性的修读课程。

与国内众多高校将大学英语课程集中安排在本科一二年级时修读不同的是，复旦大学的大学外语课程多年来一直遵循学分制原则，学生可以根据自己的外语学习需求自主选择何时修读大学外语课程。修读同一课程的学生可能来自不同年级、不同专业，但对于这门课程来说他们的英语水平和学习兴趣基本相当。这一教学培养模式有利于有效实现课程教学目标。

2.2 大学外语教学目标

复旦大学本科生（非英语专业）外语能力培养目标是通过大学外语课程的学习，培养学生的外语综合应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，使他们在学习、生活、社会交往和未来工作中能够有效地使用外语，满足国家、社会、学校和个人发展的需要。

除英语专业、翻译专业以及母语为英语的留学生外，其他学生在大学四年学习期间，必须根据培养方案要求修满8个学分的外语课程，并通过母语为英语的留学生，其他FET（详见本学习手册附录一：复旦大学英语水平测试测试大纲）。

若学生在校期间所修外语学分超过8学分，参照学生所属专业培养方案，如无特别规定，超出部分则可认定为通识教育选修学分或任意选修学分；如培养方案规定不能计入通识教育选修学分或任意选修学分，其超过部分的学分仍然计入学生修读总学分。
第三章 大学外语教学体系

3.1 教学体系

大学外语教学体系包括两大部分：大学外语课程体系和大学外语环境平台。两者的关系是：课程体系为主，外语环境平台为辅，两者相辅相成。通过课内和课外的联动，使外语学习贯穿于大学四年。

大学外语课程体系包括综合英语、通用学术英语、专用学术英语、语言文化和第二外语五大课程模块。多元化的课程设计着力培养学生的综合应用能力、学术英语能力、人文素养以及跨文化交流能力。同时，课程设置充分体现多层次，考虑不同起点的学生。既要照顾起点较低的学生，又要为基础较好的学生创造发展的空间；既能帮助学生打下扎实的语言基础，又能培养他们较强的实用应变能力尤其是说写能力；既要保证学生在整个大学期间的英语语言稳步提高，又有利于学生个性化的学习，以满足他们各自不同专业的发展需求。每个课程模块内的课程也实施分层教学，确保不同层次的学生在外语应用能力方面得到充分的训练和提高。

综合英语类课程旨在帮助学生顺利实现从高中英语学习向大学英语学习的过渡，夯实语言基础，为进一步拓展做好充分准备；通用学术英语类课程是为了满足学生需求、强化通用学术英语听说写译等方面的专项技能培训，进一步培养学生的交际能力和思辨能力；语言文化类课程是为了拓宽学生的知识面，了解中西方文化差异，提高学生的文化素养，从而提高跨文化交际能力；学术英语类课程帮助学生提高用英语进行学业学习、学术交流和学术研究的能力。第二外语课程帮助学生扩展国际化视野，培养学生文化包容意识，进行更大范围的跨文化交流。

大学外语环境平台由复旦大学语言学习中心和复旦大学英语水平测试组成。

语言学习中心是面向全校师生的外语学习平台，有线下和线上两种形式。语言学习中心位于第五教学楼 5103，周一至周五向全校师生开放。大学英语教学部负责日常运行，为学
生提供语言自主学习的场地及设备、语言学习预约辅导（包括中外教师一对一辅导、学习达人一对一辅导等）、第二课堂活动和英语训练营等各项服务。

复旦大学英语水平测试（下简称 FET）是一项标准参照的通用学术英语水平测试。开发与实施 FET 的目的包括：1）测量学生的英语水平是否达到复旦大学本科生外语能力培养目标中所提出的要求；2）通过考试形式和内容的创新使考试能够对英语教学产生积极、正面的反拨作用。FET 在设计上参照了目前国际语言学界普遍认可的语言能力理论模型，将考试分为听、说、读、写四个组成部分进行测量，每个部分均占考试总分的 25%。

在考试形式上，FET 采用多种方法测量学生的英语水平，包括听写、多项选择题、简答题、议论文写作、应用文写作、听后回答问题、图片描述和评论等，其中主观性考题占总分的 68%。在考试内容上，FET 尽可能选用现实生活中真实的语言材料，如广播电视节目、学术讲座、报刊杂志等。除了形式的多样化和材料的真实性，FET 还采用了一些多语言模态的综合性考试任务，如听写结合、听说结合等。FET 的成绩以等级的形式报告给考生，其中既有总分的成绩等级，也包括听、说、读、写四个部分的成绩等级。

概而言之，复旦大学大学外语教学体系具有以下鲜明特点。

第一，体现“因材施教”的多模块多层次课程体系。大学外语课程体系包括综合英语、通用学术英语、专用学术英语、语言文化和第二外语五大课程模块。课程设置充分体现多层次，考虑不同起点的学生。既照顾起点较低的学生，又要为基础较好的学生创造发展的空间。

第二，优化测评体系。复旦大学自 2011 年推出了“校本”英语水平测试（Fudan English Test，以下简称 FET），是国内目前唯一将水平测试结果与毕业文凭挂钩的高校。FET 是复旦大学外语能力培养目标的量化测试，它的推出确保了复旦大学非英语专业本科毕业生的英语水平能够达到我们的基本培养目标。

第三，全方位语言学习平台——自 2013 年创设以来，复旦大学语言学习中心通过提供“一对一师生咨询”、“第二课堂”“腾飞训练营”等丰富的服务来满足复旦学生的个性化外语学习需求。

3.2 选课指导暨学习路线图

大学英语五大模块课程学分要求如下：综合英语课程：0-2 学分；通用学术英语课程：4-6 学分；专用学术英语、语言文化课程和第二外语：2-4 学分。学生通过学校选课系统按照课程学分要求自由选课。

学生在校期间，每学期原则上只能修读一门大学外语课程。新生第一学期不需自己选课，但必须按规定的时间段预留英语课程的上课时间，并参加新生英语分级考试（免试条件请参见《2016 年本科教学培养方案》）。

大学英语教学部将根据分级考试成绩统一导入英语课程，安排学生进入 5 个修读起点的课程学习：大学英语（预备级）、大学英语 I、大学英语 II、大学英语 III 和大学英语 IV；若学生认为学校建议的修读起点不符合自己实际情况，可在开学第一周和第二周自行在选课系统内进行调整。大学英语分级测试成绩优秀和免试的学生，可直接在通用学术英语课程、专用学术英语课程、语言文化类课程及第二外语课程模块中自由选择修读课程。第二学期开始，学生可直接在通用学术英语课程、专用学术英语课程、英语文化类课程及第二外语
课程模块中根据各模块学分要求自由选择修读课程。

小语种学生（特指在高中期间未修读英语的中国学生）、需夯实英语基础的特招高水平运动员学生、以及母语为非英语的留学生，建议从大学英语（预备级）开始，逐次递进修读综合英语课程。

学生选课时务必注意课程的期末考试时间，以免冲突，影响考试。
学生可以重修大学英语课程，但不能免修和免考。

整个选课流程如下图所示：
（注：空心箭头方向表示学生各学期修读步骤，实心箭头方向表示课程从易到难。
友情提示：第一学期，新生必须按规定的时间段预留英语课程的上课时间，否则无法导入课程。）

新生英语分级考试
凡需修读大学外语课程的学生均需参加英语分级考试，进校时已获得托福成绩90分或雅思成绩6.5分以上的学生可免试（须于分级考试前向大学英语教学部文科大楼525办公室提供成绩单原件及复印件）

第一学期
大学英语教学部根据新生英语分级考试成绩及免试情况分班，学生将进入以下课程学习，教务处统一导入选课名单

第二学期开始
学生可直接在通用学术英语课程、专用学术英语课程、英语文化类课程及第二外语课程模块中 根据各模块学分要求 自由选择修读课程
#### 通用学术英语课程（4-6 学分）

- 英语视听
- 高级英语视听说
- 英语笔译
- 英语口译
- 实用交际英语口语
- 商务英语沟通
- 英语公众演说
- 英语论辩与思辨
- 国际学术交流
- 英美报刊选读
- 高级英语
- 英语应用文写作
- 英语论说文写作
- 研究论文写作
- 创意写作

#### 专用学术英语课程、英语文化类课程、第二外语课程（2-4 学分）

##### 专用学术英语课程
- 学术英语（科学技术）
- 学术英语（社会科学）
- 学术英语（文史哲）
- 学术英语（管理科学）
- 学术英语（医学）
- 学术英语（综合）

##### 语言文化类课程
- 英美文化概论
- 影视与英美文化讨论
- 文学翻译鉴赏
- 美国本土文学
- 文化阅读
- 英国文学欣赏指南
- 西方儒学研究名著导读

##### 第二外语课程
- 基础法语 I 基础法语 II
- 基础日语 I 基础日语 II
- 基础韩语 I 基础韩语 II
- 基础德语 I 基础德语 II
- 基础西班牙语 I 基础西班牙语 II
- 基础葡萄牙语 I 基础葡萄牙语 II
- ......
第四章 主要课程简介

4.1 综合英语模块课程简介

4.1.1 大学英语 I（全新版 21 世纪）

一、基本信息

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期末考试 40%（闭卷）
平时表现 30% |

二、教学目的和基本要求

Teaching Objectives:

The course aims to facilitate the students to reach the requirement for Band II learners outlined in English Teaching Syllabus of Fudan University in terms of their listening, speaking, reading, writing, and translating skills. A variety of teaching methods, including computer assisted learning, will be employed to help realize the goal.

Specific Requirements:
a. Vocabulary: Students will learn 1,000 new words and expressions, so that by the end of the semester they will have an accumulated word bank of 5,200 words and expressions, of which they should be able to have a good command of 3,200 productive words and expressions.
b. Listening: Students will be able to grasp the main ideas and important details of conversations, reports and lectures of general topics at the speed of 100-110wmp.
c. Speaking: Students will be able to retell what is given and converse fluently on everyday topics.
d. Reading: Students will be able to read articles of general topics at the speed of 110wpm with an accuracy of 75%. By the end of the semester, they will read articles amounting to a total sum of 50,000 words.
e. Writing: Students will be able to write a paragraph of 110 words within 30 minutes. The paragraphs should be grammatically correct, well-developed and coherent.
f. Translating: Students will be able to translate paragraphs and short passages at the speed of 300wpm with the help of a dictionary. The final version should be accurate and complete in content, natural in expression, correct in terminology, and cohesive and coherent in textual structure with only a few mistakes.
三、课程基本内容

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<thead>
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<th>Week 1</th>
<th>Unit 1</th>
<th>College Life: Ten Secrets for Success as a College Freshman</th>
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<tr>
<td>- Be a warrior</td>
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<tr>
<td>- Always carry a pen and paper</td>
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<tr>
<td>- File important information</td>
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<tr>
<td>- Never miss a class</td>
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<tr>
<td>- Master the information flow</td>
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<td><strong>Extensive Reading:</strong></td>
<td>Maybe Now’s the Time to Pursue a Dream</td>
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<tr>
<td>- Highlight all dates</td>
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<tr>
<td>- Divide and conquer</td>
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<td>- Give double</td>
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<tr>
<td>- Develop a network</td>
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<td></td>
</tr>
<tr>
<td>- Have fun</td>
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<td><strong>Extensive Reading:</strong></td>
<td>College: How to Survive the First Year</td>
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<th>Growing Up: You Change my Life, Miz Lane</th>
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<tr>
<td>- Effectiveness of encouragement and guidance</td>
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<tr>
<td>- Two of the most encouraging words: “Why not”</td>
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<td>- Possible reasons for one’s suggestions</td>
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<td>A Quick Story</td>
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<table>
<thead>
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<td>Key Points:</td>
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</tr>
<tr>
<td>- Influence of others’ encouragement on your belief in yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Management to get back on track</td>
<td></td>
<td></td>
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<td><strong>Extensive Reading:</strong></td>
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</tr>
<tr>
<td>- Virtue of Generosity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Help those who need help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Joe’s readiness to help others</td>
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<tr>
<td><strong>Extensive Reading:</strong></td>
<td>The Cab Ride</td>
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<th>Week 6</th>
<th>Unit 3</th>
<th>Radiating Kindness: An Act of Kindness</th>
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<tbody>
<tr>
<td>Key Points:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Joe’s generous kindness rewarded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Poverty highlights one’s virtue</td>
<td></td>
<td></td>
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<tr>
<td>- What goes around comes around （善有善报，恶有恶报，一报还一报）</td>
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<tr>
<td><strong>Extensive Reading:</strong></td>
<td>Life is a Journey</td>
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<tr>
<th>Week 7</th>
<th>Unit 4</th>
<th>World of Wonders: Crystals</th>
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<tbody>
<tr>
<td>Key Points:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The reason for crystal’s forming</td>
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</table>
- The reason for crystal’s patterns
- The reason for crystal’s colors
- The reason for crystal’s size

**Extensive Reading:** Earth’s Extremes

**Week 8**  **Unit 4**  **World of Wonders: Crystals**

**Key Points:**
- Forming of gleaming gems
- The time of the Hope of Diamond
- Tales of crystal’s time
- Tales revealing Earth’s distant past

**Extensive Reading:** Telecommuting: Going to Work without Ever Leaving Home

**Week 9**  **Midterm Test**

**Week 10**  **Unit 5**  **Sound of Music: Beethoven and His “Moonlight Sonata”**

**Key Points:**
- Beethoven’s rage at his ear deafness
- Beethoven’s love and passion for music
- Beethoven’s inspiration for music

**Extensive Reading:** My Father: He Always Had My Back

**Week 11**  **Unit 5**  **Sound of Music: Beethoven and His “Moonlight Sonata”**

**Key Points:**
- Beethoven’s creation of “Moonlight Sonata”
- Beethoven’s ache over his deafness in heart
- Beethoven’s playing “Moonlight Sonata”
- Beauty of the music “Moonlight Sonata”

**Extensive Reading:** Eye Language

**Week 12**  **Unit 7**  **Life as It is: Life is a Marathon**

**Key Points:**
- Importance of persistence
- Persistence not replaced by talent
- Persistence not replaced by genius
- Persistence not replaced by education

**Extensive Reading:** Hard Work Pays Off

**Week 13**  **Unit 7**  **Life as It is: Life is a Marathon**

**Key Points:**
- Life is a Marathon
- Don’t give up at a certain point
- A real race against yourself and time

**Extensive Reading:** Life is a Journey

**Week 14**  **Unit 8**  **Stay Healthy: Too Many Hospital Beds**

**Key Points:**
- The Profit-oriented medical system in America
- Commercialization of the public medical system
- A healthy man stripped into the operation room
- A healthy man thrown out on the street

**Extensive Reading:** Sleep: A Necessity, Not a Luxury

**Week 15**  **Unit 8 Stay Healthy: Too Many Hospital Beds**

**Key Points:**
- No medical insurance
- Loss of fundamental medical ethical principles
- Reform of the public medical system

**Extensive Reading:** The Sensation of a Smile

**Week 16**  **Q&A session**

**Week 17**  **Final Examination**

### 四、课程教材及参考资料

**Required textbooks and teaching materials:**

9. Additional reading and listening materials at http://elearning.fudan.edu.cn/portal
4.1.2 大学英语 II

4.1.2.1 大学英语 II （全新版 21 世纪）

一、基本信息

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二、教学目的和基本要求

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### 三、课程基本内容（含章节名称和知识点）

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<th>Week</th>
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<tr>
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| 2-3        | Bonds of Friendship (B2U1) | - Friendship and mutual help  
- Contributors to friendship as a unique bond  
- Subjunctive mood with “as if / though”  
- Word building : -er  
- Euphemism | *New 21st Century College English* Book 2 P1-26  
http://www.mirror.co.uk/news/uk-news/any-story-can-make-wake-8594039 |
| 4-6        | Road to Success (B2U2) | - Prompt students to talk about what they envision as their road to success.  
- Prompt students to discuss the term *comfort zone*.  
- Infinitive as predicative  
- Word building : dis-  
- Reiteration for cohesion and coherence | *New 21st Century College English* Book 2 P27-48  
http://collegelife.about.com/od/cocurricularlife/qt/tipsfor1styear.htm |
| 7-8        | Cultural Values (B2U4) | - American values that respect both manual labor and the person who raises himself up in life  
- Cultural difference between nations, esp. those between China and the USA  
- The use of gerund  
- Word-building with the prefix self- | *New 21st Century College English* Book 2 P72—95  
https://en.wikipedia.org/wiki/Value_(ethics)  
http://carnegietsinghua.org/publications/?fa=53613  
| 9          | Mid-term Exam     |                                                                            |                                                                                |
| 10-11      | A Piece of Advice (B2U5) | - Benefits from attentive listening  
- Explanation of attentive listening  
- Three basic principles in attentive listening  
- Possible Problems in attentive listening | *New 21st Century College English* Book 2 P96-119  
http://adulted.about.com/od/studyskills/tp/10-Ways-To-Read-Faster-When-You-Study.htm |
Week 12-13 Future World (B2U6)

Key Points
- Medical practice in future
- Degenerative diseases
- Approach to the treatment
- Computer’s assistance in diagnoses
- Genetic engineering’s aid to treat diseases

Course reading
*New 21st Century College English* Book 2 P120-142

Week 14-15 New Technology (B2U8)

Key Points
- Cool tools scientists use to solve human problems
- New technologies in our daily life and work
- The use of past participle phrases as adverbials
- Compound adjective with a noun and an adjective

Course Readings
*New 21st Century College English* Book 2 P169-194
https://en.wikipedia.org/wiki/Technology

Week 16 Q&A
Week 17 Final Exam

四、课程教材及参考资料


Supplementary learning materials available at [http://elearning.fudan.edu.cn/portal](http://elearning.fudan.edu.cn/portal) for.

五、每周作业

Writing Assignments:
Students are required to translate or write four paragraphs throughout the semester, and submit them before the deadline their teachers set. The teachers will read and grade the essays and give students prompt feedback on their performance. Teachers and students will meet by scheduled appointment after class whenever the occasion requires.
4.1.2.2 大学英语 II（全新版大学英语）

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三、课程基本内容（含章节名称和知识点）

Week 1-2  Growing Up

Key Points
- the essence of writing
- getting to know oneself
- standing up for what is right
- writing skill: narrative skills (selection of details, repetition)

Course Readings:
2. Additional reading and listening materials at http://elearning.fudan.edu.cn/portal
   http://www.lifehack.org/300678/8-life-lessons-you-learn-when-growing

Week 3-4  The American Dream

Key Points
- rags to riches
- the core of the American Dream: hard work and enterprise
- writing skill: describe a person with supporting details

Course Readings:
2. Additional reading and listening materials at http://elearning.fudan.edu.cn/portal
   https://www.thebalance.com/what-is-the-american-dream-today-3306027

Week 5-6  Romance

Key Points
- Valentine
- a love test
- the nature of a heart
- writing skill: use of simile and metaphor

Course Readings:
2. Additional reading and listening materials at http://elearning.fudan.edu.cn/portal
   http://www.love-sessions.com/true_love.php
Week 7-8   Ways of Learning  
Key Points:  
- Traditional Chinese learning style Vs Western learning style  
- Principal value of child rearing: East and West  
- Writing skill: ways to introduce a theme & conclusion  

Course Readings:  
11. Additional reading and listening materials at [http://elearning.fudan.edu.cn/portal](http://elearning.fudan.edu.cn/portal)  

Week 9 Mid-term Exam  

Week 10-11 Values  
Key Points:  
- Definition of being rich and happy  
- Volunteerism  
- What do we value most?  
- Writing skill: giving evidence/supporting details  

Course Readings:  
2. Additional reading and listening materials at [http://elearning.fudan.edu.cn/portal](http://elearning.fudan.edu.cn/portal)  
   [http://www.thebridgemaker.com/what-are-your-values-the-most-important-values-to-live-by/](http://www.thebridgemaker.com/what-are-your-values-the-most-important-values-to-live-by/)  
   [http://www.yoursoulatwork.com/values.htm](http://www.yoursoulatwork.com/values.htm)  

Week 12-13 The Virtual World  
Key Points:  
- Internet related expressions & their different formations  
- Virtual life Vs real life  
- Consequence of too much reliance on the virtual world  
- Writing email messages  

Course Readings:  
2. Additional reading and listening materials at [http://elearning.fudan.edu.cn/portal](http://elearning.fudan.edu.cn/portal)  

Week 14-15 Learning about English  
Key Points:  
- History of English  
- Variety of English  
- The role of English in 21st century
- Understanding rhetoric devices: oxymoron, metaphor, parallelism, personification, metonymy

**Course Readings:**

**Week 16  Q&A session**

### 四、课程教材及参考资料

**Required textbooks and teaching materials:**

5. Additional reading and listening materials at http://elearning.fudan.edu.cn/portal
4.1.3 大学英语 III

4.1.3.1 大学英语 III （全新版 21 世纪）

一、基本信息

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**开课时间** 每学年春、秋学期

**课程英文名称** College English III (New 21st Century)

**课程类别** 通识教育专项教育课程

**课程主页** Elearning 上课程站点

**预修课程** 无

**后续课程** 无

**教学方式** 课堂授课为主

**考核方式** 期中考试 30%（闭卷），期末考试 40%（闭卷），平时（小组展示、作业、出勤）30%

二、教学目的和基本要求

**Teaching objectives:**

New 21st Century New College English III aims to facilitate the students to reach the requirement for Band III learners outlined in English Teaching Syllabus of Fudan University in terms of their listening, speaking, reading, writing, and translating skills. A variety of teaching methods, including computer assisted learning, will be employed to help realize the goal.

After completing this course, students are expected to reach the following specific goals:

1. Vocabulary: Students will learn 1200 new words and expressions.
2. Listening: Students will be able to grasp the main idea and important details of conversations, reports and lectures of general topics at the speed of 150wpm.
3. Speaking: Students will be able to give a 2-3 minute talk with moderate fluency on a given topic.
4. Reading: Students will be able to read articles of general topics at the speed of 130wpm with an accuracy of 75%.
5. Writing: Students will be able to finish essays of about 180 words within 30 minutes. The essays will cover a range of topics. The essays should be grammatically correct, ideationally well-developed and coherent.
6. Translating: Students will be able to translate paragraphs and short passages at the speed of 350wpm with the help of a dictionary. The final version should be accurate and complete in content, natural in expression, correct in terminology, and cohesive and coherent in textual structure with only a few mistakes.

三、课程基本内容

20
Week 1-2  Praise and Gratitude

Key Points:
- synonyms of praise and criticism
- social studies on the effect of praise and criticism
- discussion and presentation on compliments and gratitude
- writing skill: the basics of essay writing

Course Readings:
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 3-4  Creative Capacity

Key Points:
- definitions of creativity
- exemplification of creativity
- discussion and presentation on how education fosters creativity
- writing skill: ways to organize an exposition

Course Readings:
New 21st Century New College English, Book 3  Pp. 27-54
http://open.163.com/movie/2006/2/V/E/M7SP3QUET_M7SP3T0VE.html
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 5-6  Expectations and Fulfillments

Key Points:
- relationships between different types of expectations and fulfillments
- pros and cons of “teaching to the test”
- discussion and presentation on how expectation affects growth of students
- writing skill: organizing a narrative essay

Course Readings:
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 7-8  Sports and Beyond

Key Points:
- evolution of sports and contribution of sports to human development
- vocabulary of different types of sports and their benefits
- discussion and presentation on your favorite sport activity
- writing skill: descriptive writing

Course Readings:
New 21st Century New College English, Book 3  Pp. 81-105
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 9  Mid-term Examination

Key Points:
- An achievement test based on Unit 1 through Unit 4
Week 10-11  Elements of Happiness

Key Points:
- important elements of happiness
- vocabulary to describe a hectic life and symptoms of procrastination
- discussion and presentations on tips to make people happy and positive
- writing skill: blending multiple strategies

Course Readings:
http://open.163.com/special/psychology/
http://open.163.com/special/opencourse/positivespsychology.html
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 12-13  Cultural Differences

Key Points:
- features of traditional Chinese culture
- concepts of salad bowl and melting pot in American culture
- discussion and presentation on the differences of Chinese culture and American culture
- writing skill: writing about a graph/ graphs

Course Readings:
http://open.163.com/movie/2016/7/E/R/MBR0HNHL9_MBR1866ER.html
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 14-15  Memory and Remembrance

Key Points:
- advances in memory research
- practical skills to improve memory
- discussion and presentation on the tips to improve memory
- writing skill: writing a summary

Course Readings:
http://open.163.com/movie/2013/11/K/K/M9C56G0EN_M9C56ILKK.html
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 16  Q&A session
4.1.3.2 大学英语 III（全新版大学英语）

一、基本信息

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二、教学目的和基本要求

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6. Translating: Students will be able to translate paragraphs and short passages at the speed of 350wpm with the help of a dictionary. The final version should be accurate and complete in content, natural in expression, correct in terminology, and cohesive and coherent in textual structure with only a few mistakes.
Week 1-2  Changes in the Way We Live
   Key Points:
   - Living in cities vs living in the country
   - Changes taking place around us
   - Writing skills: topic sentences followed by sentences providing details;
     comparison and contrast

   Course Readings:
   Li Yinhua et al.  New College English Integrated Course 3.  pp. 2-31
   Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 3-4  Civil-Rights Heroes
   Key Points:
   - Civil Rights Movement (peak period and its influence)
   - Civil Rights Movement (early stage, with a focus on the Underground Railway)
   - making use of library and Internet resources

   Course Readings:
   Li Yinhua et al.  New College English Integrated Course 3.  pp. 32-61
   Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 5-6  Security
   Key Points:
   - Security issues on campus
   - America’s transformation from “the land of the free” to “the land of the lock”
   - Writing skill: using facts to support one’s central point of view

   Course Readings:
   Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 7-8. Imagination and Creativity
   Key Points:
   - Great scientists, with a focus on Albert Einstein
   - The role of imagination in scientific work
   - Writing skill: the use of quotation for the purpose of objectivity and credibility

   Course Readings:
   Li Yinhua et al.  New College English Integrated Course 3.  pp. 92-119
   Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 9. Mid-term Examination
   Key Points:
   - An achievement test based on Unit 1 through Unit 4

Week 10-11  Giving Thanks
   Key Points:
   - Thanksgiving tradition
- An introspection on giving thanks
- Appreciation of picturesque description

Course Readings:
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 12-13 The Human Touch
Key Points:
- The human touch and its manifestation
- One genre of story-telling: short story
- Euphemism

Course Readings:
Li Yinhua et al. New College English Integrated Course 3. pp. 164-191
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 14-15 Making a Living
Key Points:
- Door-to-door selling and salesman
- Never-give-in and its implication
- Characteristics of journalistic writing

Course Readings:
Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site

Week 16 Q&A session

四、课程教材及参考资料

Required textbooks and teaching materials:

Additional reading and listening materials at http://elearning.fudan.edu.cn/portal/site
4.1.4 大学英语 IV

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二、教学目的和基本要求

Teaching objectives:
As an integral part of the range of College English Courses, Band IV is intended to improve students’ ability in the use of English as a foreign language with a focus on critical thinking skills and public speaking strategies.
After completing this course, students are expected to add around 2000 new words and expressions to their existing vocabulary. Students will also be able to:
  a. understand authentic audio/video programs of familiar topics, being able to grasp main ideas and important details
  b. express points of view on a certain topic with fluency, and have in depth debate on controversial issues
  c. compose an argumentative essay of 500 words, with ideas clearly presented and fully supported
  d. translate Chinese texts of a relative length into English with accuracy

三、课程基本内容（含章节名称和知识点）

Week 1-2. Unit 2  EQ and Charisma

Key Points:
- vocabulary about personalities and traits
- dimensions of EQ and charisma
- the importance of EQ and charisma in interpersonal communication
- ways to improve emotional intelligence and charisma
- the importance of emotional intelligence in the Chinese context
- letter writing: contributing an essay to Youth Daily on how to effectively enhance personal images

Course Readings:
Can Emotional Intelligence be learned? By Daniel Goleman
Charisma—The mysterious personality of charm By Robert Greene
Week 3-4. Unit 1 Social Media and Friendship

Key Points:
- vocabulary about social media and friendship
- the impact of social media on real-life friendship
- advantages and disadvantages of online friends
- face to face friends VS online friends
- ways to make friends at college
- conducting a mock debate: *Face –to- face friends are better than online friends*

Course Readings:
*Is true friendship dying away?* By Mark Vernon

*Friends.com* source unidentified

Week 5. Assignment Session + lecture on writing (1)

Key Points:
- Students’ debate: *Face –to- face friends are better than online friends*
- Teacher’s lecture: organization of an argumentative essay

Week 6 -7. Unit 8 Chinese Tradition and Culture

Key Points:
- vocabulary about Chinese culture
- the Chinese ways of thinking
- the Western ways of thinking
- features of the Chinese writing system
- merits and demerits of the Chinese writing system
- designing a poster to introduce Chinese crafts

Course Readings:
*The Way* by Wilt Idema and Lloyd Haft

*The Chinese Writing System* by John K. Fairbank and Edwin O. Reischauer

Week 8. Quiz 1

Week 9. Assignment session+ lecture on writing (2)

Key Points:
- Students’ stories: *How I Met My Husband*
- Teacher’s lecture: support, cohesion and unity

Week 10-11 Unit 5 China and the World

Key Points:
- vocabulary about China’s rise
- China going global
- China’s pursuit of comprehensive power
- different voices on the rise of China
- writing a letter in response to the “China threat” theory

Course Readings:
*China goes global: The partial power* by David Shambaugh
Week 12-13. Unit 3 Science and Methods

Key Points:
- vocabulary of science and scientific methods
- linguistic features of scientific writing
- characteristics of science
- the importance of mathematics in science
- explaining a natural phenomenon in a scientific way

Course Readings:
Characteristics of Science by Charles Van Doren
Coffee Stains by Jay Ingram

Week 14. Quiz 2

Week 15. Assignment session+ lecture on writing (3)
Students’ presentation: Explaining a natural phenomenon in a scientific way
Teacher’s lecture: final draft
Week 16. Course review + Q&A

四、课程教材及参考资料

教材:
王守仁、文秋芳， 《新一代大学英语综合教程》1，外语教学与研究出版社，2015。
王守仁、文秋芳， 《新一代大学英语综合练习》1，外语教学与研究出版，2015。

参考书目:
石坚、帅培天， 《英语论文写作》，四川人民出版社，2005。
邓志勇， 《高级英语写作》，华东师范大学，2008。
4.2 通用学术英语课程简介

4.2.1 英语视听

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二、教学目的和基本要求

Teaching objectives:

Audio-visual English is an elective course designed to enhance students’ English proficiency with audio-visual aids, involving systemic and comprehensive development of listening skills and strategies. It centers on cultivating students’ proper approaches to listening materials, strong capability of listening comprehension and rich interests in English listening, which is a solid foundation for their communications in English.

After completing this course, students are expected to:

a. understand longer passages and conversations at a speed of 150-170 wpm
b. get main points and related details of authentic English radio and TV programs
c. learn to use listening skills like making inference, summarizing, taking notes
d. learn about micro-listening skills and cultures of English-speaking countries.

Course Requirements

a. Vocabulary: Students are supposed to learn 800 new words and expressions.
b. Reading: Students are expected to keep reading scripts of about 1000 words per week.
c. After-class Listening: Students are supposed to keep listening to or watching English programs for about 15 minutes per week.
d. Writing: Students are expected to have written exercises of about 100 words per week.
三、课程基本内容（含章节名称和知识点）

Week 1. Orientation
   Key Points:
   -Teaching schedule
   -Course materials
   -Two course-related websites
   -Course policies and requirements

   Theme-related Listening and Reading
   The recommended websites

Week 2&3 Gender and Society
   Key Points:
   -Gender difference & social roles
   -Gender equality & discrimination
   -Transgender perplexity
   -Listening skill-Predicting

   Theme-related Listening and Reading
   Pathways 3: Listening, Speaking, and Critical Thinking, P.1-16

Week 4 & 5 Human Migration
   Key Points
   -Reasons for emigration and immigration
   -Places to emigrate from or immigrate to
   -Difficulties in the new country
   -Assimilation
   -Listening skill: Using a graphic organizer to take notes

   Theme-related Listening and Reading
   Pathways 3: Listening, Speaking and Critical Thinking, P17-32
   http://www.bbc.co.uk/programmes/p02psvgw

Week 6 & 7 Fascinating Planet
   Key Points:
   -Geographical representatives in the world
   -Underwater mysteries
   -Untamed nature
   -Listening skill-Listening for Main Idea

   Theme-related Listening and Reading
   Pathways 3: Listening, Speaking, and Critical Thinking , P33-48
Week 8 & 9 Making a Living, Making a Difference

Key Points:
- Possible ways leading to poverty reduction
- Ethical travel as a means to reach out for the needy
- Listening skill: Listening for specific phases that introduce an example

Theme-related Listening and Reading
Pathways 3: Listening, Speaking, and Critical Thinking, P50 - 64
http://en.unesco.org/themes/education-sustainable-development
http://ethicaltraveler.org/

Week 10 & 11 A World of Words

Key points:
- Famous authors
- Various types of literature
- Understanding sidetracks
- Writing as a profession
- Listening skills – Listening for details (reasons and results)

Theme-related Listening and Reading
Pathways 3: Listening, Speaking, and Critical Thinking, P65-80
http://en.unesco.org/creative-cities/content/about-us
http://www.dailymail.co.uk/sciencetech/article-2144007/You-read-How-naturally-similar-favourite-fictional-characters.html

Week 12 & 13 After Oil

Key points:
- History of petroleum
- Exploring alternative resources, such as hydrogen and ethanol
- Drawbacks of oil
- Listening skill: Making inferences

Theme-related Listening and Reading Practice
Pathways 3: Listening, Speaking and Critical Thinking, P 81-96
http://open.163.com/movie/2015/9/B/V/MB22VAIPE_MB2L5RBBV.html

Week 14 Traditional and Modern Medicine

Key Points:
- Different traditionally medicinal plants used as home remedies for different diseases
- Difficulties in developing hundreds of plant species into the next great medications
- Two of the many cutting-edge high-tech solutions in modern medicine: modern medical engineering and DNA test
- Listening skill: Making inferences & Predicting content

Theme-related Listening and Reading


Week 15  Emotions and Personality

Key Points:
- Personality types
- Definition of emotions and different ways to express emotions
- The impact of emotions and personality on behaviors
- Listening skill: Making inferences

Theme-related Listening and Reading
Pathways 3: Listening, Speaking, and Critical Thinking, P113-128
http://www.personalityresearch.org/basicemotions.html
https://www.verywell.com/what-is-emotional-intelligence-2795423

Week 16. Simulated Test, Q&A session

四、课程教材及参考资料

Textbook and Teaching Resources:

Textbook

Audio/Visual teaching materials
Authentic news programs from CCTV-news, CNN, VOA, ABC, NPR, AP, BBC, etc.

Online Course Resources:
http://educenter.fudan.edu.cn/
http://elearning.fudan.edu.cn

On-line Resources for After-class Listening Practice
http://www.listeningexpress.com/
http://www.putclub.com/
http://www.tingvoa.com/StandardEnglish/index.html
http://www.hxen.com/englishlistening/
http://www.ted.com/
4.2.2 高级英语视听说

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</table>

二、教学目的和基本要求

Teaching Objectives:

This course aims at training students’ ability of understanding English through visual and aural channels as well as their ability to speak English on various occasions.

Contents and requirements:

The contents of the course include
1. English news;
2. English talks;
3. English documentaries;
4. English films.

Students are required to
1. watch various selected TV programs and films;
2. write or study some of the scripts for the TV programs or films;
3. talk about the videos used in class or some other TV programs and films.
Week 1. Weather

Key Points:
- how to describe weather conditions
- be familiar with weather phenomena
- meteorological terms
- listening skill practice: predicting; using visual information

Course Readings & theme-related reading, listening and speaking:
21st Century College English Viewing, Listening & Speaking. Pp1-10
http://www.nhc.noaa.gov/outreach/
https://www.theweathernetwork.com/ca

Week 2. Animals

Key Points:
- idioms and saying about animals
- human-animal bond
- animal protection
- listening skill practice: listening for main ideas

Course Readings & theme-related reading, listening and speaking:
https://www.worldanimalprotection.org
https://en.wikipedia.org/wiki/Roadkill
https://www.ieltsbuddy.com/animal-rights-essay.html

Week 3. Holidays

Key Points:
- US holidays
- UK holidays
- PRC holidays
- holiday celebrations & other expressions
- listening skill practice: listening for details

Course Readings & theme-related reading, listening and speaking:
https://www.worldholidaytraditions.com
http://www.stuff.co.nz/auckland/88103882/postholiday-traffic-snarled-heading-south-to-auckland
www.safemotorist.com/articles/road_rage.aspx

Week 4. Unusual People

Key Points:
- how to describe someone unusual
- psychology behind superheroes and other unusual people
- listening skill practice: understanding meaning from context

Course Readings & theme-related reading, listening and speaking:
http://www.kentwired.com/latest_updates/article_4dbbaa1c-a808-5e61-8e6e-b71975960e7.html
https://www.edx.org/course/rise-superheroes-impact-pop-culture-smithsonianx-popx1-5x
Week 5. Disasters
- natural disasters
- man-made disasters
- how to hold disasters at bay
- listening skill practice: recognizing a speaker’s bias

Course Readings & theme-related reading, listening and speaking:
http://www.kentwired.com/latest_updates/article_4dbbaa1c-a808-5c61-8cee-b719757960e7.html
https://www.edx.org/course/rise-superheroes-impact-pop-culture-smithsonianx-popx1-5x

Week 6. Science and Technology
Key Points:
- frequently used words and expressions for science and technology
- the state-of-art technology
- science and liberal arts
- problems brought about by the development of science and technology
- listening skill practice: recognizing a return to a previous topic

Course Readings & theme-related reading, listening and speaking:
https://en.wikipedia.org/wiki/Hyperloop
https://www.ligo.caltech.edu/news/ligo20160211

Week 7. Marriage
Key Points:
- terms in dating and marriage
- prenuptial agreements
- same-sex marriage
- discussions on enduring marriage
- listening skill practice: making inferences

Course Readings & theme-related reading, listening and speaking:
21st Century College English  Viewing, Listening & Speaking. Pp73-84
https://www.psychologytoday.com/basics/marriage
http://www.boredpanda.com/elderly-couples-having-fun/

Week 8. Language
Key Points:
- language-related words and expressions
- bilingual education
- bad translation
- euphemism
- jargon and Gibberish
- memes
- listening skill practice: summarizing or condensing

Course Readings & theme-related reading, listening and speaking:
http://unravellingmag.com/articles/euphemisms/

Week 9. Terrorism

Key Points:
- impact of global terrorism
- possible reasons leading to terrorism on the global scale
- devastating consequences of terrorism
- listening skill practice: recognizing organization

Course Readings & theme-related reading, listening and speaking:
http://www.nobeliefs.com/terrorism.htm

Week 10. TV Shows

Key Points:
- varieties of TV shows
- impact of various TV shows
- popular TV shows home and abroad
- listening skill practice: using graphic organizers

Course Readings & theme-related reading, listening and speaking:

Week 11. Success Stories

Key Points:
- Are there any secrets of success?
- smart failures
- listening skill practice: distinguishing between relevant and irrelevant information

Course Readings & theme-related reading, listening and speaking:
21st Century College English Viewing, Listening & Speaking. Pp119-130
http://www.ted.com/topics/success
https://www.entrepreneur.com/popular

Week 12. Law and Crime

Key Points:
- capital punishment and deterrent
- crime and justice
- listening skill practice: recognizing word-order pattern

Course Readings & theme-related reading, listening and speaking:
http://www.linkedin.com/pulse/capital-punishment-deterrent-john-direkze
http://xueshu.baidu.com/s?wd=paperuri:(569b4e60fd5cd24e0d3cdee9d4810fa)&filter=se_long_sign&sc_para=q%3DCrime+and+Justice&tm=SE_baiduxueshu_c1jieupa&ie=utf-8&sc_us=590294900932607299
Week 13. Finance

Key Points:
- personal finance for college students
- finance and ethics
- finance and environment
- listening skill practice: recognizing cognates

Course Readings & theme-related reading, listening and speaking:
21st Century College English Viewing, Listening & Speaking. Pp143-154
http://www.eldis.org/go/home&id=56081&type=Document#WLTP4Nww_qo

Week 14. Sports

Key Points:
- doping in sports
- green sports
- the business of sports
- listening skill practice: bottom-up strategies

Course Readings & theme-related reading, listening and speaking:
http://www.theathlete.org/doping-in-sport.htm

Week 15. Business

Key Points:
- corporate ethics
- startups
- businesses and charity
- listening skill practice: top-down strategies

Course Readings & theme-related reading, listening and speaking:
https://en.wikipedia.org/wiki/Business_ethics
http://mashable.com/category/startups/

Week 16. Movies

Key Points:
- Hollywood
- China’s movie industry
- blockbusters

Course Readings & theme-related reading, listening and speaking:
21st Century College English Viewing, Listening & Speaking. Pp179-190
http://mashable.com/category/startups/
四、课程教材及参考资料

Required textbook and reference materials:

**Hard Copy:**


**Sources of listening skills discussed & theme-related materials for discussion and reading:**

http://www.nclrc.org/essentials/listening/stratlisten.htm
http://www.nhc.noaa.gov/outreach/
https://www.worldanimalprotection.org
https://www.ieltsbuddy.com/animal-rights-essay.html
http://www.worldholidaytraditions.com
http://www.stuff.co.nz/auckland/88103882/postholiday-traffic-snarled-heading-south-to-auckland
http://www.networlding.com/articles/road_rage.aspx
http://reasonandmeaning.com/science-meaning/
https://www.ligo.caltech.edu/news/ligo20160211
https://www.edx.org/course/rise-superheroes-impact-pop-culture-smithsonianx-popx1-5x
https://en.wikipedia.org/wiki/Roadkill
http://www.boredpanda.com/elderly-couples-having-fun/
http://www.elderlycouples-having-fun.com
https://2001-2009.state.gov/s/rls/rls/m/8839.htm
http://www修身堂.com/terrorism.htm
http://www.ted.com/topics/success
五、学术规范、成绩评定标准、课堂纪律要求等等

**Assessment (subject to change):**

1. **In-class performance** 30%
   attendance, participation, presentation, classroom exercises, assignments
2. **Mid-term quiz** 20%
3. **Final exam** 50%

50% of the test questions based on materials from the required textbook, another 50% from unknown sources

**Risks**

1. Only 30% students can get a final score of A or A-. Students may get scores lower than they expect.
2. Students may fail to get a passing score if their English is not sufficient enough for this course, if they do not attend class regularly, or if they do not accomplish tasks as required by the teacher.
4.2.3 实用交际英语口语

一、基本信息

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| 课程主页 | 1. 精品课程网站 [http://fdjpkc.fudan.edu.cn/201604/](http://fdjpkc.fudan.edu.cn/201604/)  
2. Elearning 上课程站点 |
| 预修课程 | 大学英语 III |
| 后续课程 | 英语公众演说等 |
| 教学方式 | 以学生为中心的互动教学 |
| 考核方式 | 阅读报告 10%，小组展示 20%，课堂出席 10%，课堂表现 10%，期末考试 50% |

二、教学目的和基本要求

Teaching Objectives:

*Practical Oral English Communication* is an elementary-level course in the spoken English training program of Fudan University. This course aims at improving the students’ ability to use English for daily and academic communications. It is an output-driven course, and applies task-based instructions in class. The course is designed according to the three forms of communication: interpersonal communication (making conversations), group communication (speaking to/within groups), and communication with an audience (presentation, speech and debate). The students will read 1000 words per week, and have an input of 1200 new words per semester. The materials for viewing and reading are authentic taken from films, TV, radio programs, newspapers, textbooks and so on. The instructor will introduce communication skills related to all three forms of communication step by step, and provide a variety of opportunities for the students to accomplish both pedagogical tasks and real world tasks in an interactional way. By accomplishing the tasks, students are expected to enhance their communicative confidence and competence.

At the completion of the course it is expected that students will be able to:

1. Think and speak properly in a variety of communicational situations
   - Retelling and summarizing
   - Stating and discussing
   - Basic public speaking and debating
2. Conduct basic cross-cultural communication
   - Having confidence and skills for daily conversations
   - Developing a sensitivity to the appropriate use of English
   - Obtaining college-level speaking skills (e.g. conduct discussions on a given theme; give short talks on familiar topics with clear articulation and correct pronunciation)
### 三、课程基本内容（含章节名称和知识点）

**Week 1. Interpersonal communication 1: Campus and Academia**  
**Key Points:**  
- principles of person-to-person talks  
- icebreaking  
- talking about campus and academia

**Course Readings:**  
Part I Unit 1 of textbook

**Week 2 Interpersonal communication 2: Jobs and Internships**  
**Key Points:**  
- taking interviews  
- talking about job plans  
- talking to internship mentors

**Course Readings:**  
Part I Unit 2 textbook

**Week 3. Interpersonal Communication 3: Dating and Relationships**  
**Key Points:**  
- describing qualities of a person  
- giving opinions on relationships  
- imitating dialogues from movies

**Course Readings:**  
Part I Unit 3 textbook

**Week 4. Group Discussion 1: Entertainment and Relaxation**  
**Key Points:**  
- principles of group discussions  
- exchanging views on entertainment  
- working out solutions via discussion

**Course Readings:**  
Part II Unit 1 textbook

**Week 5 Group Discussion 2: Social Issues**  
**Key Points:**  
- exchanging views on social issues  
- working out plans via discussion

**Course Readings:**  
Part II Unit 2 textbook

**Week 6 Group Discussion 3: Fashion and Celebrities**  
**Key Points:**  
- exchanging views on fashion and celebrities  
- doing surveys/consulting via group discussion
Course Readings:  
Part II Unit 3 textbook

Week 7 Informal Debates 1: Values and Lifestyles  
**Key Points:**  
- comparing lifestyles  
- debating on values and lifestyles

Course Readings:  
Part III Unit 1 textbook

Week 8 Informal Debates 2: Practical Policies  
**Key Points:**  
- comparing advantages and disadvantages of practical policies  
- debating on practical policies

Course Readings:  
Part III Unit 2 textbook

Week 9 Informal Debates 3: Environmental Concerns  
**Key Points:**  
- commenting on environmental issues  
- debating on environment-related policies

Course Readings:  
Part III Unit 3 textbook

Week 10 Public Speaking 1: Sales and Marketing  
**Key Points:**  
- principles of public speaking  
- selling commodities/ideas via public speaking

Course Readings:  
Part IV Unit 1 textbook

Week 11 Public Speaking 2: Elections and Campaigns  
**Key Points:**  
- delivering campaign speeches  
- persuading people to vote via public speaking

Course Readings:  
Part IV Unit 2 textbook

Week 12 Public Speaking 3: Popular Science and Technology  
**Key Points:**  
- explaining science& tech problems via public speaking  
- commenting on science& tech issues via public speaking
Course Readings:
Part IV Unit 3 textbook

Week 13 Impromptu Speech Making 1: Early Adulthood and Stress
Key Points:
- principles of impromptu speech making
- making impromptu speeches about early adulthood and stress

Course Readings:
Part V Unit 1 textbook

Week 14 Impromptu Speech Making 2: Body Language and Emotional Quotient
Key Points:
- using body language to assist impromptu speech making
- making impromptu speeches about EQ

Course Readings:
Part V Unit 2 textbook

Week 15 Impromptu Speech Making 3: Internet Safety and Cyber Bullying
Key Points:
- making impromptu speeches on internet safety
- expressing ideas on cyber bullying via impromptu speech making

Course Readings:
Part V Unit 3 textbook

Week 16 Course Overview and Q&A

四、课程教材及参考资料

Required textbooks and teaching materials:

Hard Copy:

Electronic copies of reading materials updated on Course Elearning Website
五、学术规范、成绩评定标准、课堂纪律要求等等

期末考试成绩评定标准：
主要关注：①内容切题②结构条理③表述流畅④有效时长

Part I 有准备演讲（40%）
（注：形式可以是针对主题阐发观点，做 informative speech；也可以是假想有特定观众，做 persuasive speech。）

36-40 分：主题切题而清晰（如果学生提出的观点是题目中若干方面的糅合，只要言之有理，自圆其说，也是可以的）。结构合理，论述充分，衔接流畅。演说流利，对句式、词汇的使用正确，语音语调标准。有效说话时间在 2 分 30 秒以上。
32-35 分：主题比较切题而清晰，结构较合理，论述稍单薄，能听出衔接转折等关系；演说比较流利，对句式、词汇的使用基本正确，有少量错误，语音语调比较标准。有效说话时间在 2 分 30 秒以上。
28-31 分：主题虽基本符合题目要求，但不太明确，或是多种观点的罗列，未形成自己的整体判断；结构不够合理，分论点与主论点的关系较勉强，缺乏起承转合；演说不大流利，对句式和词汇的使用比较单调，有较多错误，语音语调欠标准。有效说话时间在 2 分 15 秒以上。
24-27 分：主题与题目要求联系不紧密，或缺乏一个明确的主题，观点零散无序。论述不够充分，对句式和词汇的使用很单调，错误很多。演说不流利，常有不正常中断，语音语调不标准。有效说话时间在 2 分 15 秒以上。
23 分及以下：演讲内容与题目要求不相关，论述无逻辑。演说支离破碎，无法成句，句式和词汇使用有很多错误，语音语调极不标准，很难听懂。有效说话时间在 2 分以下。

Part II 听音频后说话（30%）
27-30 分：紧扣问题，对听力材料的把握和自己的思考比较出众（但不必拘泥于听力材料的具体观点和细节，可以以自己的思考观点为主）。结构合理，论说充分，衔接流畅。表述流利，用语准确而多样，语音语调标准。有效说话时间在 2 分 30 秒以上。
24-26 分：贴近问题，能听出对听力材料的把握和自己的思考。结构比较合理，论说稍单薄，能听出起承转合等关系。表述比较流利，语音语调基本准确，有少量错误，语音语调比较标准。有效说话时间在 2 分 30 秒以上。
21-23 分：主题基本与听力材料和问题相关，但不太明确。结构不够合理，缺乏重点和条理，起承转合欠佳；表述不大流利，用语比较单调，有较多错误，语音语调欠标准。有效说话时间在 2 分 15 秒以上。
18-20 分：主题与听力材料及问题联系不紧密，或缺乏一个明确的主题，观点零散无序。论述不够充分，用语很单调，错误很多。演说不流利，常有不正常中断，语音语调不标准。有效说话时间在 2 分 15 秒以上。
17 分及以下：主题与听力材料及问题不相关，论述无逻辑。演说支离破碎，无法成句，句式和词汇使用有很多错误，语音语调极不标准，很难听懂。有效说话时间在 2 分以下。
Part III 看图说话 (30%)

27-30 分：既清楚准确地描述了图片，又充分恰当地表达对图片所反映现象的看法。结构合理，论说充分，衔接流畅。表述流利，用语准确而多样，语音语调标准。有效说话时间在 1 分 45 秒以上。

24-26 分：比较清楚正确地描述了图片，并结合图片表达了对所反映现象的看法。结构比较合理，但描述和论说的侧重点处理得不够恰当。表述比较流利，用语基本正确，有少量错误，语音语调比较标准。有效说话时间在 1 分 45 秒以上。

21-23 分：基本做到描述图片的主要内容，并表达对所反映现象的看法。结构不够合理，缺乏重点和条理，起承转合欠佳，表述不太流利，用语比较单调，有较多错误，语音语调欠标准。有效说话时间在 1 分 30 秒以上。

18-20 分：对图片的描述过于简略，或过于复杂，以至于没有充分展开对所反映现象的看法。结构不太合理，观点零散无序。论述不够充分，用语很单调，错误很多。表述不流利，常有不正常中断，语音语调不标准。有效说话时间在 1 分 30 秒以上。
4.2.4 英语公众演说

一、基本信息

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二、教学目的和基本要求

Teaching objectives:

This course is devoted to the training of students’ English public speaking skills planned according to different tasks, i.e. persuasive speeches, informative speeches, ceremonial speeches, academic or professional presentations, etc. The objectives of the course are to help students build self-confidence in public speaking, learn to communicate effectively in the public setting, learn to prepare and revise speech drafts, improve their ability to listen effectively and critically, and acquire an active manner of research in preparation for speeches of different purposes.

三、课程基本内容（含章节名称和知识点）

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1. Key points: Public speaking; ethics; cross-cultural communication; 2. Pair work: Impromptu speech practices; 3. Reading assignment: Read Chapters 1 &amp; 2 of APS</th>
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<tr>
<td>Week 2</td>
<td>1. Key point: Stage fright 2. Classical speech appreciation and group report; 3. Reading assignment: Read Chapter 3 of APS</td>
</tr>
<tr>
<td>Week 3</td>
<td>1. Key point: How to give your first speech; 2. Group work: Impromptu speech practices; 3. Speech assignment: Self-introductory Speech; 4. Reading assignment: Read Chapter 10 of APS</td>
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<tr>
<td>Week 4</td>
<td>1. Speech Day: Self-introductory speech; 2. Reading assignment: Read Chapter 5 of APS</td>
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<tr>
<td>Week 5</td>
<td>1. Key point: Using language; 2. Classical speech appreciation and analysis;</td>
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</table>
3. Pair work: Impromptu speech practices;  
4. Reading assignment: Read Chapter 11 of APS

| Week 6 | 1. Key points: Delivering your speech; analyzing the audience;  
|        | 2. Group work: Story-telling practice;  
|        | 3. Speech assignment: Recitation in groups;  
|        | 4. Reading assignment: Read Chapters 4, 6, 9, 12, 13 of APS

| Week 7 | 1. Key points: Selecting a topic; gathering materials & supporting your ideas; informative speech; using visual aids;  
|        | 2. Classical speech appreciation and group report;  
|        | 3. Speech assignment: Informative speech;  
|        | 4. Reading assignment: Read Chapters 7, 8 of APS

| Week 8 | 1. Key points: Organizing the body of the speech; beginning and ending the speech;  
|        | 2. Group work: Impromptu speech practices and informative outlines discussion;

| Week 9 | Speech Day: Informative Speech-1

| Week 10 | 1. Speech Day: Informative speech-2;  
|         | 2. Reading assignment: Read Chapters 14 of APS

| Week 11 | 1. Key point: Speaking to persuade;  
|         | 2. Group work: Classical speech analysis;  
|         | 3. Group work: Impromptu speech practices;  
|         | 4. Speech assignment: Persuasive speech

| Week 12 | 1. Key points: Logical fallacies; methods of persuasion;  
|         | 2. Group work: Classical speech analysis;  
|         | 3. Group work: Persuasive speech outline discussion;  
|         | 4. Persuasive speech practices-1;  
|         | 5. Reading assignment: Read Chapter 15 of APS

| Week 13 | 1. Key point: Speaking on special occasions;  
|         | 2. Persuasive speech practices-2;  
|         | 3. Speech assignment: Ceremonial speech

| Week 14 | Speech Day: Ceremonial speech

| Week 15 | Final Exam: Persuasive speech

四、课程教材及参考资料

Required textbooks and teaching materials:

Required textbook and materials:  
2) Instructor’s Handouts.

Other teaching materials:  

English public speaking online materials:  
1) http://www.history.com/speeches  
2) http://www.americanrhetoric.com  
3) http://www.ted.com/  
4) http://www.presidentialrhetoric.com/speeches/index.html
4.2.5 英语论辩与思辩

一、基本信息

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二、教学目的和基本要求

**Teaching objectives:**

This course is intended for non-English-major undergraduates with advanced English proficiency, aiming to cultivate their repertoire in argumentation and critical thinking in their English speeches. The major issues to discuss in class are about education, economy, technology, society, politics, so on and so forth. The teaching objectives are explained in the below:

1. to introduce students to the formal structure and analysis of practical arguments;
2. to develop students’ competencies to distinguish logical reasoning from fallacious reasoning;
3. to develop students’ competencies in creating and criticizing arguments in English;
4. to develop students’ competencies in making compelling counterarguments in English;
5. to develop students’ competencies in information acquisition and research skills;
6. to develop students’ cross-cultural competencies.

三、课程基本内容（含章节名称和知识点）

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<th>Week 1</th>
<th>4. Key points: critical thinking</th>
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<td>5. Lecture and exercise: argument and argumentation;</td>
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<td>6. Reading assignment: Read Chapter 3 of <em>Argumentation and Debate</em></td>
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<td>7. Reading assignment: Read “Speaking to Persuade”, <em>APS</em></td>
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<td>Week 4</td>
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<td></td>
<td>2. Reading assignment: Read “Fallacies of Evidence, Reasoning, Language; Types of Reasoning”, <em>Argumentation and Debate</em></td>
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### Week 5
3. Key points: types of reasoning; fallacies of evidence-1
4. Reading material: Introduction to the BP Debate Style

### Week 6
5. Key points: fallacies of evidence-1; BP debate style; PM and LO speeches
6. Lecture, Q&A: BP Debate
7. Debate assignment

### Week 7
5. Key point: adjudicating a debate
6. Debate in class (motion to be announced one day before the class day)
7. Adjudication and discussion of the debate
8. Reading material: First Principles

### Week 8
1. Key points: topic selection; research
2. One-on-One talk on term research

### Week 9
1. Key point: first principles
2. Lecture and exercise: First Principles
3. Reading assignment: Read *Justice: What’s the Right Thing to Do* by Michael Sandel

### Week 10
1. Key points: liberalism vs common good
2. Case discussion
3. Debate assignment

### Week 11
1. Key points: adjudication; member speech; whip speech
2. Debate in class (motion to be announced one day before the class day)
3. Adjudication and discussion of the debate
4. Reading assignment: stakeholder analysis

### Week 12
1. Key points: supporting materials; reasoning methods
2. One-on-One talk on stakeholder analysis

### Week 13
3. Key point: stakeholder analysis
4. Case discussion
5. Reading assignment: “Questions/Propositions of policy, value, and fact”, APS

### Week 14
1. Key point: questions to address in a persuasive speech
2. Lecture and discussion: Policy Speech, Value Speech, and Fact Speech
3. Q&A for Final Exam

### Week 15
Final Exam: Term Research Report

---

**Note:** Topics and tasks are subject to change and are updated each semester.

### 四、课程教材及参考资料

**Required textbooks and teaching materials:**

**Required textbook and materials:**


5) Instructor’s Handouts.

**Other teaching materials:**

Argumentation online materials:

- Debate Central: http://debate.uvm.edu
- How to Debate Effectively and Rationally: http://www.truthtree.com/debates.shtml
- International Debate Education Association: http://www.idebate.org
- The English-Speaking Union: http://www.esu.org
- Teaching Debate: http://www.teachingdebate.com
- Pros and Cons: http://www.procon.org/
- Debatewise: http://debatewise.org/
- Fallacy Files: http://www.fallacyfiles.org/index.html
- Argument: http://changingminds.org/disciplines/argument/argument.htm
- Research Methods: http://www.socialresearchmethods.net/kb/dedind.php
- Fudan Online Resources: http://www.library.fudan.edu.cn/

五、学术规范、成绩评定标准、课堂纪律要求等等

Grading Policy:
1) Class discussions 40%-50%
2) Debate 20%
3) Term research (30%-40%)

Academic Norms:
1) Academic dishonesty can result in failing this course.
2) Term paper and regular assignments have to follow the following reference format:

Examples:

a) Book:

b) ARTICLE IN A REFERENCE WORK:

c) NEWSPAPER ARTICLE

d) DOCUMENT FROM A WEB SITE

Classroom Norms:
1) Time constraints dictate that the class adheres to a strict schedule. Speeches must be delivered on the assigned date. Failure to appear and deliver will result in an automatic “F”.
2) Observe the time limit assigned to each speaking task.
3) If you are late during speech delivery, please wait outside the door until you hear applause. Cell phones must be turned off or silenced in class.
### 4.2.6 国际学术交流

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二、教学目的和基本要求

This course aims to empower higher-level undergraduates from various disciplines to communicate successfully in international academic and professional settings. To this end, this course intends to

- provide students with opportunities to practice comprehensive skills required in conference or other academic settings;
- enable students to practice general skills, including listening, speaking, reading and writing.

三、课程基本内容（含章节名称和知识点）

(The schedule is subject to changes if necessary.)

**Week 1. Introduction**

Key points
- Orientation
- Survey
- Group project

Course reading
- Hu_2013_Chapter 1

**Week 2. Conference correspondence**

Key points
- Various academic meetings
- Generic elements in a programme
- Rules of conference correspondence
- Students’ emails in terms of formalities, content and purposes

Course reading
- Hu_2013_Chapter 2
Week 3. Conference paper
Key points
- Elements of conference paper
- Language expressions in conference abstracts
- Real-life examples
- Disciplinary variations
Course reading
Hu_2013_Chapter 3-4
Wallace_2015_Chapter 5

Week 4. Visual aids
Key points
- Content-based discussion
- Delivery-based discussion
- Disciplinary variations of conference PPT slides
- Common mistakes in slides
Course reading
Hu_2013_Chapter 6
Wallace_2015_Chapter 7

Week 5. Developing skills
Key points
- Script writing and reading
- Ways of delivering a speech
- Common mistakes
Course reading
Hu_2013_Chapter 5
Hu_2013_Chapter 9
Wallace_2015_Chapter 6

Week 6. Mid-term test (Day 1)
Week 7. Mid-term test (Day 2)

Week 8. Opener and closer
Key points
- How to overcome stage fright
- How to begin your speech
- How to organize the body of your speech
- How to end your speech
Course reading
Hu_2013_Chapter 7

Week 9. Asking and answering questions
Key points
- How to ask as a discussant
- How to answer as a presenter
- Research findings
- Real-life examples

Course reading
  
  Hu_2013_Chapters 10-11
  Wallace_2015_Chapter 9

**Week 10. Chairing a conference**

Key points
- Chairing skills
- Comment on chairing skills

Course reading
  
  Hu_2013_Chapter 12
  Wallace_2015_Chapter 10

**Week 11. Observation**

Key points
- Observe an academic meeting
- Complete the observation report

Course reading
  
  Hu_2013_P223

**Week 12. Focus group discussion**

Key points
- Disciplinary variations of an academic meeting
- Comment on the strengths and weaknesses of the way of delivery

Course reading
  
  Hu_2013_Course project
  Wallace_2015_Chapter 12

**Week 13. One-on-one tutorial**

Key points
- PPT
- Presentation script
- Delivery
- Rehearsal

**Week 14. Q&A**

**Week 15. Final exam (Day 1)**

**Week 16. Final exam (Day 2)**

---

**四、课程教材及参考资料**

**Textbooks**


Supplementary materials


| 五、学术规范、成绩评定标准、课堂纪律要求等等 |
| 1. Pop quiz: 10% |
| 2. Forum post: 10% |
| 3. Conference observation report: 20% |
| 4. Mid-term exam: 20% |
| 5. Final exam: 40% |
4.2.7 商务英语沟通

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| 教学方式   | 课堂授课为主 |
| 考核方式   | 个人小论文 40% ，个人陈述 10% ，小组期末课题陈述 40% (口头随堂) ，课堂表现 10% 。 |

二、教学目的和基本要求

Teaching objectives:

*English for Business Communication* is an elective course offered for students interested in pursuing careers in business management or further study in business schools. Conducted in English, the course walks students through three essential parts of communication in the business environment: report writing, team work and individual presentation.

After completing this course, students are expected to:

a. apply established analytical frameworks to the analysis of business scenarios,

b. develop critical thinking abilities,

c. learn the basics of a business plan,

d. improve oral communication effectiveness.

三、课程基本内容（含章节名称和知识点）

Week 1. Introduction. Expressing Opinions on Advertisement.

Key Points:

- Why is Super Bowl night a big night for advertisement?
- Simple ways of categorization.
- Three steps in expressing personal opinions.

Course Reading:

Week 2 Framework for Evaluating Advertisements.  
- The functions of a team leader.  
- A common framework of analysis is key to team discussion.  
- Two established frameworks on assessing ad effectiveness.

Course Readings:
Kellogg School of Management. The ADPLAN Framework.  

- 3 major types of risks.  
- Case study: Bahrain Specialist Hospital  
- Shortcomings of table discussion

Course Reading:  
A print Ad by Bahrain Specialist Hospital (http://www.placidway.com/profile/1455/Bahrain-Specialist-Hospital, accessed on Feb. 16, 2014)

Week 4. Group Dynamics  
- What is a team?  
- Symptoms of an ineffective team.  
- The collaborative process.  
- Mind-mapping.

Course Readings:  

Week 5. Business Fundamentals: Building a Business Plan  
- Areas of improvement from first paper  
- How to quote in your paper.  
- The Five Forces Model  
- A business plan template

Course Readings:  
Week 6. Oral Presentation Skills

Key Points:
- Create the story.
- Deliver the experience.
- Refine and rehearse.
- Technicalities involved in oral presentation.

Course Reading:

Week 7. Individual Presentation Batch 1

Key Point:
- Presenters will be evaluated on criteria introduced the week before by both teacher and fellow students.

Week 8. Business Fundamentals: Blue Ocean Strategy

Key Points:
- Areas of improvement from second paper.
- Blue ocean strategy.

Course Reading:

Week 9. Team building exercise

Key Points:
- Debriefing.
- Clarity in communication.
- Key success factors in team work

Week 10. Individual Presentation Batch 2

Key Point:
- Presenters will be evaluated on criteria introduced in Week 6 by both teacher and fellow students.

Week 11. Business Fundamentals: Leadership

Key Points:
- What is leadership.
- traits vs. behaviors
- task vs. relationship

Week 12. Team Decision Making

Key Points:
- Symptoms of an ineffective team revisited
- Debriefing
Week 13. Individual Presentation Batch 3

Key Point:
- Presenters will be evaluated on criteria introduced in Week 6 by both teacher and fellow students.

Week 14: Personality and Career Anchors

Key Points:
- MBTI and career choice
- Career anchors

Week 15. Discussion, Q&A session


四、课程教材及参考资料

Required textbooks and teaching materials:

Hard Copy:

五、学术规范、成绩评定标准、课堂纪律要求等等

Plagiarism
All student work must be original. Any use of unattributed sources (including paraphrasing someone’s ideas) will result in a failing grade for the course.

Absence
All absence is unacceptable except for sick/bereavement leave. Each no-show deducts two points from your final score.
二、教学目的和基本要求

Teaching Objectives:

*English Interpretation* is an optional course for students interested in E-C and C-E interpreting. This course is designed to make students master interpreting knowledge and skills. It trains students' interpreting skills in the circle of economy, diplomacy, culture, education, politics etc. After mastering the interpreting techniques and skills, students can do all kinds of interpreting such as everyday life interpreting, escort interpreting, guide interpreting, interpreting for foreign affairs, interpreting for negotiation, interpreting for foreign trade and so on. The aim of the course is to train students to be good interpreters for government organizations, enterprises and institutions, enterprises with foreign capital, joint ventures and wholly foreign owned enterprises, foreign affairs offices etc. and to do simultaneous interpreting as well as consecutive interpreting. They can also be equal to interpreting for business negotiation, higher level conference, press conference, international symposium and so on.

Basic requirements:

Students will be encouraged to offer their individual interpreting or quick response to what they are required to do. Interpreting sometimes will be conducted through group and pair work so that students can practice interpreting in an interactive way. Course requirements also include active class attendance, enthusiastic participation in pair and group work.

三、课程基本内容（含章节名称和知识点）

Week 1. Introduction: Interpreting

Key Points:
- What is interpreting?
- What is the difference between interpreting and translation?
- What are consecutive interpreting and simultaneous interpreting?
- Interpreting in different cultures (oriental culture and occidental culture).
- How to be an international interpreter?
Practice:
- Students’ introduction and interpreting practice.
- Follow the teacher to practice international interpreting in order to broaden students’ horizon.

Week 2. Learning interpreting skills

Key Points:
- Interpreting accuracy
- Interpreting equivalence and nonequivalence
- New lexes and sentences interpreting
- Obama’s opening school speech

Practice and reference:
- Students’ interpreting interaction practice
- An advanced Course of Interpretation, P37-39

Week 3-4. Ceremonial speech, diplomacy/diplomatic relations and politics

Key Points:
- Warming up exercises --- Interpreting etiquette terminologies
- Using linguistic chunks and sentence patterns
- Interpreting skills---Note-taking in CI

Practice and reference:
- Students’ interpreting interaction practice.
- Interpreting Vocabulary, P1-31
- An advanced Course of Interpretation, P74-81, P248

Week 5. The field of economy and Trade (I)

Key Points:
- Warming up exercises --- Interpreting economy terminologies (I)
- Interpreting skills --- Listening
- Passage interpreting practice

Practice and reference:
- Students’ interpreting interaction practice.
- Interpreting Vocabulary, P30-60
- An advanced Course of Interpretation, P1-9, P61--62

Week 6. The field of economy and Trade (II)

Key Points:
- Warming up exercises --- Interpreting economy terminologies (II)
- Interpreting skills --- Expression

Practice and reference:
- Students’ interpreting interaction practice.
- Interpreting Vocabulary, P61--84
Week 7-8. The field of Education

Key Points:
- Warming up exercises --- Interpreting education terminologies
- Interpreting skills --- Note-taking in CI (II)
- President Leven’s speech

Practice and reference:
- Students’ interpreting interaction practice.
- Hu Jingtao’s speech at Yale University
- Interpreting Vocabulary, P109-125
- An advanced Course of Interpretation, P247

Week 9. The field of science and technology

Key Points:
- Warming up exercises --- Interpreting science and technology terminologies
- Interpreting skills --- Using language chunks (II)
- President Xi Jinping’s speech

Practice and reference:
- Students’ interpreting interaction practice.
- Hu Jingtao’s speech at Yale University
- Interpreting Vocabulary, P126-141
- An advanced Course of Interpretation, P246

Week 10-11. The field of culture

Key Points:
- Warming up exercises --- Interpreting cultural terminologies
- Interpreting skills --- Using language chunks (III)
- Passage exercises --- oriental vs. occidental culture

Practice and reference:
- Students’ interpreting interaction practice.
- Interpreting Vocabulary, P126-141
- An advanced Course of Interpretation, P246

Week 12-13. The field of environment, society, agriculture and industry

Key Points:
- Warming up exercises --- Interpreting environmental terminologies
- Interpreting skills --- Note-taking (III)
- Passage exercises
- Video programs

Practice and reference:
Week 14. The field of environment, society, agriculture and industry

Key Points:
- Warming up exercises --- Interpreting environmental terminologies
- Interpreting skills --- Note-taking (III)
- Passage exercises
- Video programs

Practice and reference:
- Students’ interpreting interaction practice.
- Interpreting Vocabulary, P238-262, P272-287
- An advanced Course of Interpretation, P238, P248

Week 15. Students’ presentation and Q&A session

Key Points:
Topics are from what they have learned in the whole semester

Week 16. Final Examination

四、课程教材及参考资料

Required Textbooks

Reference books
4.2.9 English Translation

一、基本信息

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二、教学目的和基本要求

Teaching objectives:
The overarching goal of this course is to further improve students’ overall English language ability, especially in terms of reading and writing, through the study of translation.

At the more specific levels, students will:
- develop some basic understanding about the nature, process, and product of translation;
- learn some basic skills and strategies in conducting Chinese-English and English-Chinese (hereafter C-E and E-C) translation;
- learn how to critique a translation based on what they have learned in class;
- learn how to conduct a translation mini-project and present the relevant research findings, both orally and in the written form.

三、课程基本内容（含章节名称和知识点）

Week 1 An introduction to translation and the course
Key Points:
- to explain some of the basic concepts in translation, such as the nature, process, and product of translation. Meanwhile, this unit also serves as an introduction to some of the fundamental considerations in conducting translation, such as the purpose, audience, and context.

Week 2 Getting to know about translation
Key Points:
- to have more detailed instruction on the translation issues, including criteria of translation, translation techniques and the use of dictionaries, etc.

Week 3 Difficulties of Translation
Key Points:
to elaborate on the difficulties in conducting E-C and C-E translation from the following three aspects: linguistic competence, cultural knowledge and aesthetic preference.

**Week 4  Difference between English and Chinese**
**Key Points:**
- to explain the fundamental differences between the two languages, i.e., Chinese and English from different perspectives; translation exercise will be included in class time.

**Week 5  Literal vs. free translation**
**Key Points:**
- to explain the two approaches to translation, i.e. literal and free translation as well as their pros and cons in translation practice.

**Week 6  Domestication vs. Foreignization**
**Key Points:**
- to explain the two approaches to translation, i.e. domestication and foreignization, and differentiate them from literal and liberal translation.

**Week 7  Assignment discussion (Text 1 & Text 2)**
**Key Points:**
- to conduct a comparative study on different translation versions (students’ translation vs. reference translation); students will be encouraged to think critically on the differences.

**Week 8  Translation mini-project presentation 1**
**Key Points:**
- Students will present the relevant research findings of their work on the first translation mini-project.

**Week 9  Translation mini-project presentation 1**
**Key Points:**
- Students will continue to present the relevant research findings of their work on the first translation mini-project.

**Week 10  Assignment discussion (Text 3 & Text 4)**
**Key Points:**
- to have a comparative study on different translation versions (students’ translation vs. reference translation); students will be encouraged to think critically on the differences.

**Week 11  Translation mini-project presentation 2**
**Key Points:**
- Students will present the relevant research findings of their work on the second translation mini-project.

**Week 12  Translation mini-project presentation 2**
**Key Points:**
- Students will continue to present the relevant research findings of their work on the second translation mini-project.

**Week 13  Literary translation in China (C-E): An introduction**
**Key Points:**
- to give an introduction to some of the most representative literary works in C-E translation, and evaluate their relevant research and impact.
Week 14  Literary translation in China (E-C): An introduction
Key Points:
-to give an introduction to some of the most representative literary works in E-C translation, and evaluate their relevant research and impact.

* Please note that this syllabus is subject to change. Any changes will be announced in class.

四、课程教材及参考资料

Required Textbooks and Teaching Materials:
1)  Instructor’s Handouts.
3)  冯庆华. 《实用翻译教程》. 上海外语教育出版社. 2002年.
5)  《中国翻译》（核心期刊）等.

五、学术规范、成绩评定标准

考评方式:
Formative assessment (50%)
(Attendance 10% + Assignments 20% + Mini Projects 20%)
Summative assessment (50%)
(Final Exam)

作业要求:
Reading Assignments:
Students are required to read four excerpts of literary translations, with an average length of 5,000-7,000 words for each. The reading is not necessarily very intensive or careful. However, students are expected to read the translations critically and come up with their own judgment when discussing during the translation critique sessions.

Translation Assignments:
Students are required to finish the translation of 4 texts, 2 from English into Chinese while the other 2 from Chinese into English. The average length for the English texts is 1000 words, and for the Chinese texts 800 Chinese characters.

Translation Mini-Projects:
Students are required to work in groups on two translation mini-projects based on the project description. They need to present orally how they have conducted the project and their major research findings. In addition, after the oral presentation of project 2, students are required to submit a research report (written in English with a minimum length of 1,500 words) to summarize the major research findings.

学术规范:
Plagiarism
All student work must be original. ANY FORM OF PLAGIARISM WILL RESULT IN THE FAILURE OF THIS COURSE.

课程网络资源:
http://elearning.fudan.edu.cn
All course materials will be accessible through e-learning platform. Students are required to check it on regular basis to download relevant course materials.
### 4.2.10 高级英语

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### 二、教学目的和基本要求

**Teaching Objectives:**

1. **Vocabulary**
   Students are expected to master the key words and phrases from the textbooks and increase the depth and width of their vocabulary.

2. **Language Skills**
   **Reading:**
   Students can read fairly difficult texts (articles from newspapers, magazines, books published in English-speaking countries…), understand and think critically about the main ideas and supporting details.

   **Listening/Viewing:**
   Students should, by and large, be able to understand authentic audios/videos produced in English-speaking countries (news, interviews, lectures, documentaries and films, delivered at normal speed).

   **Speaking:**
   Students can effectively hold conversations or discussions and give speeches on general topics in fairly fluent and idiomatic English.

   **Writing:**
   Students can write essays on general topics. The essays have clear expression of ideas, neat structure, rich content and good logic.

3. **Autonomous Learning Skills**
   Students can complete the independent study tasks assigned in class. They can plan, monitor and evaluate their own
learning, solve problems with the help of a variety of resources and find the best learning strategies for themselves.

More Information about Assignments and Tests:

Essay Writing
Students will write one essay (about 500-600 words) on a general topic.
One-on-one conferencing will be scheduled for the essay.
Due time: (version 1: Week 6; version 2: Week 10; version 3: Week 12)

Oral Presentation
The content of oral presentation is related to texts for independent study, i.e., texts NOT taught in class. Specific requirements may vary with instructors.

Final Oral Test
Students will work in pairs and answer questions about the following materials:
1. Audio/video clips from online assignment;
2. Book 5-1B, 2B, 4A, 4B, 6A, 7A, 8A;
3. Book 6-1B, 2B, 3A, 3B, 4B.

Final Written Test
The final written test consists of the following parts:
1) listening comprehension (One of the clips will be from online assignment.)
2) vocabulary (texts taught in class)
3) reading comprehension
4) essay writing

三、课程基本内容（含章节名称和知识点）

Week 1. Introduction; One writer’s beginnings
Key points:
- orientation
- background information about Eudora Welty

Week 2. One writer’s beginnings
Key points:
- how to narrate a story
- how to describe vividly

Week 3. Let’s go veggie!
Key points:
- background information about vegetarianism
- how to make arguments

Week 4. Let’s go veggie!
Key points:
- how to make counter-arguments
- how to achieve coherence in argumentation

Week 5. The truth about lying
Key points:
- how to make classifications
- how to give definitions

Week 6. To lie or not to lie
Key points:
- the differences between exposition and argumentation
- sentence variety

Week 7. Why marriages fail
Key points:
- how to make cause-and-effect analysis

Week 8. Why marriages fail
Key points:
- the use of metaphorical language
- word variety

Week 9. Quiz; The lost years of a Nobel Laureate
Key points:
- quiz
- background information about Professor John Nash and schizophrenia

Week 10. The lost years of a Nobel Laureate
Key points:
- what is a biography
- how to make a biography engage the reader

Week 11. Ethics and the consumer
Key points:
- different types of examples
- how to use examples effectively to support one's view

Week 12. Falsity and failure
Key points:
- identification of voices
- language register (formal vs. informal language)

Week 13. Falsity and failure
Key points:
- referencing and citation
- basic structure of a research paper

Week 14. Accidents, suicide and euthanasia
Key points:
- how to read and think critically

Week 15. Accidents, suicide and euthanasia
Key points:
- how to debate effectively

Week 16. Final oral test

Week 17. Final written test

四、课程教材及参考资料

1. 教材：
   1) 李荫华、王德明（2014），《全新版大学英语 综合教程 5（第二版）》，上海外语教育出版社。
   2) 李荫华、夏国佐（2013），《全新版大学英语 综合教程 6（第二版）》，上海外语教育出版社。

2. 补充阅读及视听材料：
   见 Elearning 课程站点
### 4.2.11 英美报刊选读

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                课堂演讲 30%  
                期末考试 50% (闭卷) |

#### 二、教学目的和基本要求

*Course objectives:*

This course is designed to improve students’ language proficiency by using their knowledge of the language for pragmatic purposes. By exposing students to authentic news stories published by mainstream media in English-speaking countries, the course targets the enhancement of the following skills: browsing, information selecting, summarizing, factual presenting, critical reading and effective arguing.

The ultimate goal is to provide students with opportunities to increase their schematic as well as linguistic knowledge, exercise their reading skills, and build accuracy, fluency and automaticity in language acquisition.

#### 三、课程基本内容（含章节名称和知识点）

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| Week 2 | 3/8-9 | Introduction and Reading  
Reading: Experience: I accidentally bought a giant pig |
| Week 3 | 3/15-16 | Presentation Arrangement, Summary, outline writing |
| Week 4 | 3/22-23 | Reading and Discussion  
Reading: The secret life of a fast-food worker: ‘I’ve got used to everything being greasy’  
The secret life of a police community support officer: law and order is an illusion  
The secret life of a games programmer: I’ve lived my dream and it came up short |
Week 5 3/29-30  Reading and Discussion
Reading: 13, right now: This is what it's like to grow up in the age of likes, lols and longing

Week 6 4/5-6  Reading and Discussion
Reading: What if the internet stopped working for a day?

Week 7 4/12-13  Reading and Discussion
Reading: How I quit my smartphone addiction and really started living
The new words that expose our smartphone obsessions

Week 8 4/19-20  Reading and Discussion
Reading: Syrian Brothers, Separated by War, Report from Opposite Sides of the Border

Week 9 4/26-27  Reading and Discussion
Reading: Meet the people leaving Trump’s America

Week 10 5/3-4  Reading and Discussion
Reading: Shenzhen – from rural village to the world’s largest megalopolis

Week 11 5/10-11  Reading and Discussion
Reading: China’s demanding consumers are fuelling a huge new industry

Week 12 5/17-18  Reading and Discussion
Reading: Why I’m buying nothing for a year
My year of no spending is over – here’s how I got through it
Who should be called an expat?

Week 13 5/24-25  Reading and Discussion
Reading: The Swedes ditching desks to work from strangers’ homes
The weird world of the Western workplace

Week 14 5/31-6/1  Reading and Discussion
Reading: A letter to my acned 16-year-old self
A moment that changed me: dropping out of university
The straight A student who dropped out of university

Week 15 6/7-8  Q&A

Week 16  Final

四、课程教材及参考资料

Recommended news media (available in Mainland China):
Associated Press (AP), Reuters, BBC, CNN
4.2.12 英语应用文写作

一、基本信息

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二、教学目的和基本要求

Teaching objectives:

*English Practical Writing* is an elective course for the students who have learned some basic writing skills. It focuses on writing tasks related to daily life, school, and the workplace to achieve a variety of practical and academic goals. Thus the objective of the course is expected to make the students grasp not only the basic frameworks and formats of the text in macroscopic view, but also the proper use of language, including both the word usage and some frequently used patterns.

After completing this course, students are expected to:

a) grasp the word choice of each kind of text, its frequently used patterns, its basic structures and formats.
b) organize and develop ideas adequately for the task;
c) meet audience’s expectations for format and tone;
d) write practical writing in English for specific audiences.

三、课程基本内容（含章节名称和知识点）

**Week 1. Course Introduction**

**Key Point:**

Eight basic steps to good practical writing

**Week 2. Notes**

**Key Points:**

- Notes Left
- Request for Leave
- I.O.U / Due Bill
After-class Assignment:
Write a note according to the given situation.

Week 3. Invitation Cards
Key Points:
Basic contents, formats and frequently used expressions of Invitations and Replies, including
- Invitation to Formal Dinner
- Invitation to Dance
- Invitation to Attending the Academic Activities, etc.

After-class Assignment:
Write an invitation card according to the given content first, then reply it according to the given situation.

Week 4. Classified Ads
Key Points:
- A brief introduction to ads in newspapers
- Examples of classified ads (Group work)
- Personal ads for different occasions

After-class Assignment:
Write a piece of classified ads based on the given scenario.

Week 5. Posters
Key Points:
- Learn some frequently used patterns in posters
- Familiarize students with formats and patterns of posters
- Familiarize students with the basic features of posters

After-class Assignment:
Write a poster in English according to the given information.

Week 6. Notices
Key Points:
- Acquaint students with the basic formality of notices
- Acquaint students with the general writing style of notices
- Master key words / phrases and useful expressions in notices

After-class Assignment:
Write a piece of notice according to the given scenario.

Week 7. Memos
Key Points:
- Acquaint students with the basic formality of memos
- Acquaint students with the general writing style of memos
- Master key words / phrases and useful expressions in memos

After-class Assignment:
Write a memo according to the given situation.
Week 8. Mid-term Exam

Week 9-10. Resume

**Key Points:**
- Basic components of a resume
- Basic structure and format of a resume
- Sample reading
- Tips for writing winning resumes

**After-class Assignment:**
Write a resume according to your own situation.

Week 11. Layout and Conventions of Letter Writing

**Key Points:**
- grasp the layout and conventions of letter writing
- recognize the distinctions between personal letter and business letter
- write a letter by using the right format and appropriate language

**After-class Assignment:**
Group work: each group is required to pick up one type of letter and prepare a presentation for the next week’s class lecture.

Week 12. Letter Writing Practice (1)

**Key Points:**
Students’ presentation & teacher’s summary

**Four Types of Letter Writing**
- Letter of Invitation
- Letter of Thanks
- Letter of Congratulation
- Letter of Complaint

**After-class Assignment:**
Each group is required to choose a type of letter writing assignment from the other three groups.

Week 13. Letter Writing Practice (2)

**Key Points:**

**Application Letters**
- Application Letter for Admission to Higher Learning Institutions & Job Application Letter
- Acquaint students with the basic formality of application letters
- Acquaint students with the general writing style of application letters
- Master key words/phrases and useful expressions in applications

**After-class Assignment:**
Write an application letter according to the given requirements.

Week 14-15. Personal Statement
Key Points:
• understand what a personal statement is for
• know the five basic sections of a personal statement
• build a good structure for his / her personal statement and highlight his / her motivation for the graduate program he / she applies for

After-class Assignment:
Write a personal statement according to your own situation.

Week 16. Q&A session
Week 17. Final Exam

四、课程教材及参考资料

Required textbooks and teaching materials:
1. 刘洪泉 《大学英语应用文写作》 上海外语教育出版社 2001 年
2. 傅似逸 《高校英语应用文写作教程》 北京大学出版社 2003 年
3. 石坚、帅培天 《英语应用文写作》 外语教学与研究出版社 2011 年
4. 姜荷梅、林萍英 《21 世纪大学实用英语写作教程》 复旦大学出版社 2015 年

五、学术规范、成绩评定标准、课堂纪律要求等等

Attendance:
Students who miss more than four classes will be unable to pass this course. In addition, students themselves are responsible for any assignments or material they miss if they are absent. Before returning to class, they should go to the public class website to find what they missed and what assignments are due at the next class.

After-class assignments:
All assignments must be completed and handed in on due dates. All student work must be original. Students are expected to complete their course work with honesty and integrity. Academic dishonesty will result in a failing grade in the course.
4.2.13 英语论说文写作

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Classroom participation: 10%
4 times homework: 40%
Final: 40% |

二、教学目的和基本要求

Teaching objectives:

English Argumentative Writing aims to train students to think critically and put thoughts into words logically. The course begins with an introduction to basic structure of argumentative writing and goes on with a series of topic discussions. Reading materials are argumentative articles selected from native newspapers or magazines like NEWSWEEK or NEWYORKTIMES.

After completing this course, students are expected to:

- a. Learn how to approach a topic from a critical perspective,
- b. Improve argumentative writing skills in English,

三、课程基本内容（含章节名称和知识点）

Week 1. Introduction: what is ‘argumentative writing’

Key Points:
- difference between ‘argue’ and ‘discuss’.
- basic argumentative writing structure

Week 2. Topic for practice: Individualism or Collectivism

Key Points:
1. mode of thought
2. individualism
3. Collectivism
Course Reading:
Up to us
Learn from Chinese Collectivism

Week 3. Topic for practice: Greed: obstacle to human progress

Key Points:
- how is greed different from other “sins”?
- major harms greed does to human progress

Course Readings:
Why men fail? By David Brooks

Week 4. Topic for practice: what is more important for college students: liberal knowledge or practical knowledge?

Key Points:
- college students
- liberal knowledge
- practical knowledge

Course Readings:
https://prezi.com/x_vl49ig5tkf/education-knowledge-and-pragmatism/

Week 5-6 Topic for practice: Do colleges put too much stock in standardized test scores?

Key Points:
- college education
- standardized tests
- alternative assessment

Course Readings:

Week 7-8. Topic for practice: More and more Chinese university graduates choose to pursue their further study in developed counties and prefer to stay there after graduation. Is it a brain drain or brain gain for China?

Key Points:
- Migration of well-educated people from developing countries to developed countries
- The effects of remittances
- The beneficial effects of returning migrants
- The possibilities of motivating people to get more education

Course Readings:
Week 9. Topic for Practice: Nowadays, some universities in China have put emphasis on the development of science education and paid less attention to the education of the humanities. Is it necessary to enhance the study of the humanities in universities?

Key Points:
- The purpose of higher education
- The evaluation of the knowledge about the humanities
- Cost-accounting for universities

Course Readings:

Week 10 Artificial Intelligence

Key Points:
1. Two sides of an argument
2. A typical structure of an argumentation

Course Readings:
1. The Skills of Human Interaction Will Become Most Valuable in the Future
2. AlphaGo’s Success Shows the Human Advantage Is Eroding Fast

Week 11. Technology and human society

Key Points:
1. Counterargument
2. Rebuttal

Course Readings:
1. This year I resolve to ban laptops from my classroom
2. How Facebook Makes Us Unhappy

Week 12. Should Pokémon Go be banned worldwide? Why or why not?

Key Points:
- Virtual Reality (VR)
- Pokémon Go
- Phubbers

Course Readings:

**Prompt:**
Pokémon Go has taken the world by storm, integrating augmented reality technology and gaming in such a manner that allows players to “catch Pokémon” in the real-world… using their smart phones, of course. But, for every Pokémon Go addict, there is an equal and opposite critic of the game. In Mariondale, North Carolina, a teenager was shot and killed while attempting to break into a home to capture one of these “rare” Pokémon that appeared on the “nearby” list. There have been previous reports of injuries connected to players becoming involved in car crashes while driving and playing at the same time, but this appears to be the first fatality directly connected to playing the game.

**Week 13. National Dream**
Some people claim that you can tell whether a nation is great by looking at the achievements of its rulers, artists, or scientists. However, others argue that the surest indicator of a great nation is, in fact, the general welfare of all its people. Discuss which view more closely aligns with your own position and explain your reasoning for the position you take.

**Key Points:**
1. national dream
2. people’s welfare
3. hero

**Course Readings:**
1. American Dream faces skepticism during worst recession in almost a century
2. Xi promises benefits to people in realizing ‘Chinese dream’

**Week 15. Topic for Practice: who are we?**

**Key points:**
Inner and outer man

**Course readings:**
### 4.2.14 研究论文写作

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#### 二、教学目的和基本要求

**Teaching objectives:**

The aim of the course is twofold: to provide students with a comprehensive understanding of the essential qualities of research paper writing and the process of research and composition and, by means of group discussion, to encourage students to tackle problems they may experience in writing by using a corpus together with text analysis software.

By the end of this term, students should have an increased awareness of some of the key features of research paper writing, and they should be able to:

1. understand the purpose of research paper writing as a form of exploration and communication;
2. know the basic elements of research paper writing;
3. utilize various sources to gather data for a research paper;
4. understand how to develop outlines for research papers;
5. organize ideas, write annotated bibliographies, and paper statements;
6. complete a rough draft of a research paper;
7. compile a final form of the high standards research paper using MLA/APA/Chicago citation style;
8. master the academic language used in research paper writing;
9. build a corpus and use the concordance software to retrieve language information.

#### 三、课程基本内容（含章节名称和知识点）

**Semester Schedule**

**Week 1**  Course overview
- What is a research paper?

**Week 2**  Formulating your grand vision: How to find a topic?
Discovering, narrowing, and focusing a researchable topic
- Trying to find a topic that truly interests you
- Trying writing your way to a topic
- Talking with your course instructor and classmates about your topic
• Posing your topic as a question to be answered or a problem to be solved

Week 3  Finding, selecting, and reading sources
You will need to look at the following types of sources
• Library catalog, periodical indexes, bibliographies, suggestions from your instructor
• Primary vs. secondary sources
• Journals, books and other documents

Week 4  Conducting a literature review
• Examining a well-written paper
• Reading and synthesizing prior work
• Presenting relevant background or contextual material
• Defining terms or concepts when necessary
• Explaining the focus of the paper and your specific purpose

Week 5  Develop your Hypotheses and research method
• Describing your procedure as completely as possible so that someone can duplicate it completely
• Defining your sample and its characteristics
• Listing the variables used
• Trying to anticipate criticism that affects either your internal or external validity

Week 6  Citation and bibliography (Modern Language Association format)

Week 7  Starting your research paper
• Finding your topic
• Conducting the literature review of your paper

Week 8  Transforming the Notes into a Rough Draft

Week 9  Writing the Body
Use your outline and prospectus as flexible guides
• Building your essay around points you want to make (i.e., don't let your sources organize your paper)
• Integrating your sources into your discussion
• Summarizing, analyzing, explaining, and evaluating published work rather than merely reporting it
• Moving up and down the "ladder of abstraction" from generalization to varying levels of detail back to generalization

Week 10  Writing the Conclusion
• If the argument or point of your paper is complex, you may need to summarize the argument for your reader.
• If prior to your conclusion you have not yet explained the significance of your findings or if you are proceeding inductively, use the end of your paper to add your points up, to explain their significance.
• Move from a detailed to a general level of consideration that returns the topic to the context provided by the introduction.
• Perhaps suggest what about this topic needs further research.

Week 11  Writing the Abstract

Week 12  Presenting your research

Week 13 & Week 14  Revising the Final Draft
• Check overall organization: logical flow of introduction, coherence and depth of discussion in body, effectiveness of conclusion.
• Paragraph level concerns: topic sentences, sequence of ideas within paragraphs, use of details to support generalizations, summary sentences where necessary, use of transitions within and between paragraphs.
• Sentence level concerns: sentence structure, word choices, punctuation, spelling.
• Documentation: consistent use of one system, citation of all material not considered common knowledge, appropriate use of endnotes or footnotes, accuracy of list of works cited.

Week 15  Q & A

Week 16  Final

Course Materials:
1. Reading materials selected by the instructor.
2. Handouts & exercises prepared by the instructor.
3. Original publications and web-based resources will be reviewed as necessary.

### 四、课程教材及参考资料

**Required textbooks and teaching materials:**

4.2.15 创意写作

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二、教学目的和基本要求

Course objectives:

This class will adopt the “workshop” method of instruction. During most classes, the Instructor and students will work together as a group to review, comment upon, and offer advice for editing work from what will become each student’s “Collected Works.” I do not expect that students will become accomplished authors and produce works that are of publishable quality. I do expect, however, that each student will evidence acquired skills and that each student’s “Collected Works” (to be submitted on the last day of class) will show a marked improvement over the works that are presented and discussed in the workshop of each class. In this course students will create written work in the following three genres: 1) Short Fiction, 2) Classical and Free Verse Poetry; and 3) Song writing (Lyrics only).

三、课程基本内容（含章节名称和知识点）

Week 1: Course introduction.
- The nature of creativity and the creative process.
- “Thought Fox” by Ted Hughes.
- “Every Grain of Sand” by Bob Dylan.
- “The Man Who Sold the World” by David Bowie.
- “Oh me, Oh Life” by Walt Whitman
- Apple Advertisement.
- “Night Letters” The Bear at the Window.
- Review of selected modern and contemporary poetry.
- “The Killers” by Ernest Hemingway
- Reading Assignment: “The Killers.”
- Selected portions from “Of Mice and Men”

Week 2: Lecture: Exposition/Tense/Narrative Structure/Narrative Voice
- Class Discussion: The Killers and Of Mice and Men
Reading Assignment: Selections from *Seize the Day*, and *First Love, Last Rites*.

Assignment: First Fiction Exercise on exposition, character, conflict and resolution for discussion by the class during the Week 3 class.

Week 3: Lecture: Thoughts and advise on creating vivid characters
Workshop: Students will present First Fiction Exercise for review and comment by the class; Optional student presentations of journal, diary entrees and/or Night Letters.
Class discussion: *Seize the Day* and *First Love, Last Rites*.
Reading Assignment: *Conversation with a Cupboardman*.
Assignment: Second Fiction Exercise on exposition, character, conflict and resolution for discussion by the class during the Week 4 class.

Week 4: Lecture: Character and Dialogue.
Workshop: Students will present Second Fiction Exercise for review and comment by the class; Optional student presentations of journal, diary entrees and/or Night Letters.
Class discussion: *Conversation With a Cupboardman*.
Reading Assignment: “Up in Michigan,” The Revolutionist,” and “The Cat in the Rain” by E. Hemingway
Assignment: Third Fiction Exercise on exposition, character, conflict and resolution for discussion by the class during the Week 5 class.

Week 5: Lecture: Plotting, conflict and resolution.
Workshop: Students will present Third Fiction Exercise for review and comment by the class; Optional student presentations of journal, diary entrees and/or Night Letters.
Class discussion: *Hemingway Stories*
Reading Assignment: “*A Rose for Emily*” by William Faulkner
Assignment: Fourth Fiction exercise on plotting and resolution for discussion by the class during the Week 6 class.

Week 6: Lecture: Narrative voice, plotting, conflict and resolution.
Workshop: Students will present Fourth Fiction Exercise for review and comment by the class; Optional student presentations of journal, diary entrees and/or Night Letters.
Class Discussion: *A Rose for Emily*.
Reading Assignment: Selections from Short Stories of E. Hemingway.
Assignment 1: Fifth exercise on exposition, character, conflict, and resolution for discussion by the class during the Week 7 class.
Assignment 2: Students shall compose one original short story. Completed first drafts shall be due for presentation to the Workshop during the Week 8 and 9 Classes.

Week 7: Lecture: Poetic form; Rhyme, meter, simili, metaphor and free verse.
Workshop: Students will present Fifth Fiction Exercise for review and comment by the class; Optional student presentations of journal, diary entries and/or Night Letters.

Class discussion: Seclected Short Stories of E. Hemingway.

Reading Assignment: Selected Poetry

Assignment: Students (in small groups) will be assigned one or two poems and will lead the discussion of the poem(s) during the Week 8 Class.

Week 8: Workshop: Students will present short story drafts for discussion by the Class: Optional student presentation of journal entries, diaries and/or Night Letters

Lecture: Rhyme, meter, and free verse.

Class discussion of Selected Poetry

Reading Assignment: Selected Poetry.

Week 9: Workshop: Students will present short story drafts for discussion by the Class: Optional student presentation of journal entries, diaries and/or Night Letters

Class Discussion of Selected Poetry.

Reading Assignment: Selected Poetry.

Assignment: Students shall compose one poem with rhyme (4 or more lines) for presentation during the Week 10 class.

Week 10: Workshop: Students will present rhyme poems for comment and Discussion by the class;

Students may present drafts (complete or partial) of their original short stories for review and class discussion;

Optional student presentation of journal entries, diaries, and/or Night Letters.

Assignment: Students shall compose one poem in free verse for Presentation to the class during the Week 11 class.

Week 11: Workshop: Students shall present new or previously written (or revised) work for comment and Discussion by the class; Optional student presentation of journal and/or diary entries.

Week 12: Workshop: Students shall present song lyrics for comment and
discussion by the class; Students shall present new or previously written or revised work for comment and discussion by the class; Optional student presentation of journal and/or diary entries.

Week 14: Workshop: Students shall present new or previously written (or revised) work for comment and discussion by the class; Optional student presentation of journal and/or diary entries.

Week 15: Workshop: Students shall present new or previously written (or revised) work for comment and discussion by the class; Optional student presentation of journal and/or diary entries.

Week 16: Student Collected Works Due; Students shall be penalized five percent (5%) on their final aggregate Collected Works score for each and every day that the Collective Works are late or incomplete. Workshop; class evaluation and suggestions for improvement.

四、课程教材及参考资料

Required textbooks:
3. Selected portions of “Of Mice and Men” by John Steinbeck
4. Selected portions from “Sieze the Day” by Saul Bellow
5. Selected portions from “The Dead” by James Joyce
6. Selected short stories of Ernest Hemingway and William Faulkner
7. Selected portions of “Einstein’s Dreams” by Alan Lightman
8. Selected poetry to be assigned by the instructor.

五、学术规范、成绩评定标准、课堂纪律要求等等

Student “Collected Works”
Each student’s “Collected Works” shall be all of the written works assigned in class, edited and presented to the Instructor on the final day of class. The Collected Works of each student must be complete; that is, a student’s Collected Works must include, at a minimum, every written work assigned by the Instructor in the course. Students may, at their option, choose to include all or portions of their Student Journals and Diaries (as defined below). Students who are inspired to submit additional work as part of their Collected Works are encouraged to do so, but each student should know that their work will be evaluated by its quality rather than quantity. At a minimum each student’s Collected Works shall include the following:

1. One classical poem (at least 8 lines) (10%)
2. One poem in free verse (10%)
3. Partial lyrics for one song (10%)
4. Five graded fiction exercises (20%)
5. One short story (30%)
The Collected Works together shall account for 80% of a student’s final grade, and allocated as set forth above. Students may elect, at their option, to include additional examples of creative work (including samples from student journals and diaries) as a part of their Collective Works.

Student Journals, Diaries, and Night Letters

Journals. Students are advised to keep and maintain a “journal” with them throughout the course. Many students will find that the brightest “sparks” of creativity will often arise when involved in some other activity. These sparks may arise while walking, exercising, dining, shopping, etc. It is suggested, therefore, that students carry a notebook with them at all times in order to capture these sparks before they are lost forever like the fleeting memory of a dream.

Diaries. Students are advised to maintain a daily diary. The diary, however, should be the diary of some other real or imagined person or persons. This exercise will help students to create and find the “voice” of a fictional character or characters. Student diaries will be explained further in the first class and from time to time throughout the term.

Night Letters. Many artists throughout history have channeled their dreams into their work. In this course students will learn how the creativity revealed in the fleeting moments of a dream may be harnessed to become realized as a useful tool for enhancing creativity.

Students are not required, but are encouraged to submit portions of their Journal, Diary, and/or Night Letters for class discussion from time to time, and those who do so will be credited with higher participation scores. Students are not required but may elect to include all or portions of their Journal, Diary, and/or Night Letters as part of their Collective Works.

Fiction Excercises

There will be five graded fiction exercises assigned throughout the semester. The fiction exercises will be very short assignments and all will be designed to help students to become better writers of fiction. Fiction exercises will focus on issues such as (a) exposition, (b) character, (c) narrative voice and dialogue, (d) plotting, and (e) conflict, resolution, and plotting. Fiction exercises will rarely involve the writing of anything more than one or two paragraphs and will never be more than 300 words. All fiction exercises are due on the dates specified on the course schedule below.

Attendance and Participation

All students are expected to attend class and to participate actively. Active participation means (1) reading all assigned material prior to each class, (2) completing all written assignments on time, (3) volunteering to offer work for review and comment in class, (4) offering constructive criticism of student work presented in class, and (5) participating in class discussion of all assigned reading material. A student who attends a class and speaks or offers her work for discussion only when called upon by the Instructor shall receive no better than a “B” grade for participation in that class. I will assign a grade for each student’s participation for every class beginning with the third week of class. Each student’s two lowest scores for attendance and participation shall be dropped and not considered in calculating final student attendance and participation scores, with the exception that zero (0) class attendance and participation scores for missing deadlines as described under the section “Due Dates” below shall not be dropped and will count in the calculation of a student’s final attendance and participation score.

Subject to the provisions of “Due Dates” below, students shall be allowed two (2) unexcused absences from class without penalty. Any additional absences shall require a written excuse which will be accepted or rejected at my sole discretion for a student to be allowed to submit late work and not be penalized for such absence(s). Students shall receive a zero (0) score for class participation for any absence that is unexcused.
Given the nature of the workshop course method it is imperative that students attend class, have their reading and written assignments completed on time, and participate actively.

Due Dates/Grading of First Drafts

Creative writing is an activity that does not always lend itself well to fixed deadlines, but that does not mean that discipline is not required. As such, and except for the due date of each student’s “Collected Works” on the last day of class all other due dates are not “mandatory.” For example, if a student does not have his or her free verse poem prepared to share with the class on the due date on the syllabus that student will not be penalized with a lower score for his or her free verse poem. The penalty for failing to have any assignment ready to give to the Instructor and share with the class when due shall be a class participation score of zero (0) for that date.

I will endeavor to review all student work as soon as possible, and this should never be more than two weeks after work is submitted. Grades for all fiction exercises shall be final and no revisions will be accepted. Grades for first drafts of all other student work, such as poems, song lyrics and short story shall be provisional. At the end of the semester students’ student work shall be evaluated on the basis of the final work submitted as part of their Collected Works.
4.2.16 英语发音

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二、教学目的和基本要求

**Teaching Objectives:**

This course presents a brief introduction of the fundamental knowledge about English pronunciation (phoneme, syllable, linking, omission, intonation, differences between British and American accents, etc.), which gives the students a general idea about what “standard” English sounds like, and which enhances their awareness of their own defects in English pronunciation. By analyzing certain auditory materials (excerpts from English movies, TV shows, news, etc.), this course helps the students perceive the characteristics of English pronunciation. This course involves in-class drills (often in the form of imitation), which, combined with corrective feedback from the teacher, are intended to help the students improve their English pronunciation.

The students are expected to acquire rudimentary knowledge about phonetics, and a relatively good command of the rules and conventions of English pronunciation. They are also expected to show some improvement in their own pronunciation and listening comprehension.

三、课程基本内容（含章节名称和知识点）

**Week 1: Introduction**

Key points:
- What this course is about
- Requirements and expectations

**Week 2: Rudiments of phonetics**

Key points:
- Phonemes
- Syllabic structures
- Phonetic alphabets

**Week 3: Single vowels**

Key points:
- Basic characteristics
- Pronunciation techniques
-Common errors and methods for correction

**Week 4: Diphthongs**
Key points:
- Basic characteristics
- Pronunciation techniques
- Common errors and methods for correction

**Week 5: Semi-vowels, plosives, fricatives (1)**
Key points:
- Basic characteristics
- Pronunciation techniques
- Common errors and methods for correction

**Week 6: Fricatives (2), affricates**
Key points:
- Basic characteristics
- Pronunciation techniques
- Common errors and methods for correction

**Week 7: Consonant clusters, linking, omission**
Key points:
- Basic principles
- Pronunciation techniques
- Common errors and methods for correction

**Week 8: Assimilation, merging, contraction**
Key points:
- Basic principles
- Pronunciation techniques
- Common errors and methods for correction

**Week 9: Stress and accentuation**
Key points:
- Basic principles
- Syllable stress
- How to convey speaker meaning via accentuation

**Week 10: Rhythm, intonation**
Key points:
- How Rhythm works
- The nature and types of intonation
- How rhythm, stress and intonation work in synergy

**Week 11: British and American accents**
Key points:
- Differences at phonetic level
- Differences at lexical level and in overall style

**Week 12: Rapid-fire pronunciation**
Key points:
- Speaking English, fast or slow?
- How to benefit from rapid-fire pronunciation

**Week 13: Foreign accents**
Key points:
- Diversity—English-es
- How to understand English spoken in a foreign accent

**Week 14: Phonological characteristics of English idioms**
### Key points:
- Phonological characteristics in idioms: a summary
- Basic principles
- Implications

Week 15: Final exam (1)
Week 16: Final exam (2)

### 四，课程教材及参考资料

- 张宁宁, 《大学英语语音教程》，复旦大学出版社，2011
- Gruttenden, Alan, 《吉姆森英语语音教程》，外语教学与研究出版社，2001
- 罗安源, 《发音语音学》，中央民族大学出版社，2005
- Roach, Peter, 《英语语音学与音系学实用教程》，外语教学与研究出版社，2000
4.3 专用学术英语模块课程简介

4.3.1 学术英语（科学技术）

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<td>预修课程</td>
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<td>教学方式</td>
<td>课堂授课为主</td>
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<td>考核方式</td>
<td>小论文、小测试、平时表现等</td>
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</table>

二、教学目的和基本要求

**Teaching objectives:**
This course aims to
--- equip students with necessary skills appropriate to their academic studies, such as EMI(English as medium of instruction) courses or activities
--- develop students’ academic proficiency in writing, reading, speaking and listening---- the skills useful in academic studies.
--- help students to learn to write research articles in international journals

三、课程基本内容（章节名称和知识点）

- Week 1: Course overview
- Week 2: Searching, reading, and organizing sources
- Week 3: Listening to lectures and taking notes
- Week 4: Writing literature reviews
- Week 5: Master the conventions (including citation, referencing and avoiding plagiarism)
- Week 6: Oral presentation of the proposal
- Week 7: Writing the introduction section
- Week 8: Write summaries of academic written and spoken texts
- Week 9: Writing the method section
- Week 10: Writing the result section
- Week 11: Writing the discussion section
- Week 12: Writing an abstract
- Week 13: Academic style
Week 14: Making Oral and poster presentation
Week 15: Oral presentation based on the paper
Week 16: Written test

四、课程教材及参考资料

Required textbook:

Other teaching materials:

五、评估方式

Assessment:
Final grades will be calculated upon the following:
1) Proposal and class performance (10%)
2) Paper 60%)
3) Oral presentation (10%)
4) Final quiz (20%)

There is a minimum attendance requirement of 70%. However, students are expected to attend 100% of the course, as the allowance of 30% is to help those who are absent due to unforeseen circumstances such as illness. If attendance falls below 70%, the student in question will fail the course though he/she finishes all required assignments.
### 4.3.2 学术英语（社会科学）

一、基本信息

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<td>Academic English for Social Sciences</td>
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<td>课程类别</td>
<td>通识教育专项教育课程</td>
</tr>
<tr>
<td>课程主页</td>
<td>Elearning 上课程站点</td>
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<td>大英 III</td>
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<td>教学方式</td>
<td>课堂授课为主</td>
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<tr>
<td>考核方式</td>
<td>Presentation 15%，小论文 35%，期末考试 40% (闭卷)，课堂表现 10%</td>
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</table>

二、教学目的和基本要求

**Teaching Objectives:**
This course is designed to improve students’ ability to use academic English appropriately and effectively in the field of social sciences. It will:

* provide practice in seminar skills and academic discussion;
* improve expertise in academic writing;
* make the student a quicker and more effective reader;
* provide opportunities for lecture listening and note-taking practice.

Upon completion of this course, the students are expected to be able to:

- analyze the research paper critically, find out the major points and research methodology of the researcher, and arrive at a quick judgment of the validity of reasoning in the research paper;
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<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Academic Skills &amp; Strategies</th>
<th>Writing Tasks</th>
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<tr>
<td>Week 1</td>
<td>Induction: Ice-breaking Needs discussion</td>
<td>*English academic culture</td>
<td>What is an academic research paper?</td>
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<td></td>
<td><strong>How People Make Decisions 1</strong></td>
<td>*presentation skills (signpost language)</td>
<td>Deciding on the topic of a small research project</td>
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<td>*the structure of an academic paper</td>
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<td>*choosing a feasible research topic</td>
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<td><strong>How People Make Decisions 2</strong></td>
<td>*tips for academic listening</td>
<td>Writing introduction + background</td>
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<td>*being polite in speaking</td>
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<td>Week 3</td>
<td><strong>Thinking like an economist 1</strong></td>
<td>*formal and informal English</td>
<td>Finding relevant literature</td>
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<td>*writing an abstract (comparison with introduction)</td>
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<td>Week 4</td>
<td><strong>Thinking like an economist 2</strong></td>
<td>*paraphrase, summary, synthesis skills</td>
<td>Writing literature Review</td>
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<tr>
<td>Week 5</td>
<td>Unemployment 1</td>
<td>*citation</td>
<td>Describing how you are going to systematically collect and analyze data</td>
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<td><strong>Unemployment 2</strong></td>
<td>*voices in reading + citation (criticizing Mankiw)</td>
<td>Collecting data</td>
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<td>Week 6</td>
<td><strong>The Study of Society and People 1</strong></td>
<td>*Formal English rules</td>
<td>Collecting data</td>
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<td><strong>The Study of Society and People 2</strong></td>
<td>*describing graphs</td>
<td>Reporting and analysing research results</td>
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<td>Week 7</td>
<td><strong>The Study of Society and People 3</strong></td>
<td>*hedging + tools for writing</td>
<td>Discussing results</td>
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<td>Week 8</td>
<td>Sociology Matters</td>
<td>*transition, hooking and other basics of English writing</td>
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<td>Week 9</td>
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<td>To be decided</td>
<td>Second or more draft(s)</td>
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<td>Week 10</td>
<td>Journalism</td>
<td>*navigating academia</td>
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<td>Week 11</td>
<td>The Study of Politics as a Science</td>
<td>*round-up of the term</td>
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<td>*a real writing case of Economics study</td>
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<tr>
<td>Week 12</td>
<td>Writing tutorial</td>
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### Week 16
16 Jun.

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<tr>
<th>Final Exam 18:10 – 19: 20</th>
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<td>Critical Thinking</td>
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<td>Motives for Writing</td>
<td>The McGraw-Hill Companies</td>
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<td>Patterns for a Purpose</td>
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<td>On Writing: a Process Reader</td>
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<tr>
<td>The Aims of Argument</td>
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4.3.3 学术英语（文史哲）

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<td>考核方式</td>
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二、教学目的和基本要求

Teaching Objectives:
This is a course designed for students majoring in humanities. It is an elective course aiming to foster the ability to use English in an academic environment. The teaching materials include classical literature in humanities and latest reviews from journals and newspapers. The course is operated on a lecture and discussion basis. Students are expected to thoroughly prepare the material to be covered before coming to each class. They are required to deliver one formal presentation in class and write an academic essay that is at least 1,000 words by the end of this course.

Upon completion of this course, the students are expected to be able to:

- be able to write or speech;  
- be able to write or speech;
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<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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<td>Key points:</td>
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<tr>
<td>What is EAP?</td>
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<td>Key features of academic writing</td>
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<td>Requirements</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Unit 1 What is literature</th>
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<tr>
<td>Key points:</td>
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<tr>
<td>Micro-academic writing skill: How to define a concept</td>
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<td>Macro-academic writing skill: Deciding upon a topic for your paper</td>
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<tr>
<td>Academic Listening skill: Prediction</td>
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<td>Academic speaking skill: Asking for information and clarification</td>
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<thead>
<tr>
<th>Week 3-4</th>
<th>Unit 2 Literary Theory and Criticism</th>
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<td>Micro-academic writing skill: Reporting verbs</td>
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<td>Macro-academic writing skill: Writing the Introduction</td>
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</tr>
<tr>
<td>Academic Listening skill: Finding major points</td>
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<td>Academic speaking skill: Taking turns</td>
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<table>
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<tr>
<th>Week 5</th>
<th>Unit 3 Reading and Writing about Novels</th>
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<td>Key points:</td>
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<tr>
<td>Micro-academic writing skill: How to start a paragraph</td>
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<tr>
<td>Macro-academic writing skill: How to write the literature review</td>
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<tr>
<td>Academic Listening skill: Note taking forms</td>
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<tr>
<td>Academic speaking skill: How to make an argument</td>
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<table>
<thead>
<tr>
<th>Week 6-7</th>
<th>Unit 4 Appreciation of Poetry</th>
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<td>Key points:</td>
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<tr>
<td>Micro-academic writing skill: How to introduce the main purpose/idea</td>
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<tr>
<td>Macro-academic writing skill: How to avoid plagiarism</td>
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<td>Academic Listening skill: Note taking symbols and abbreviations (1)</td>
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<tr>
<td>Academic speaking skill: How to make a counterargument</td>
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<table>
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<th>Week 8</th>
<th>Unit 5 Studying History: Why and How</th>
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<td>Key points:</td>
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<td>Micro-academic writing skill: How to sequence ideas</td>
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<td>Macro-academic writing skill: How to write the method section</td>
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<td>Academic speaking skill: Changing the subject/ moving on to a new subject/ Holding the floor</td>
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<th>Week 9-10</th>
<th>Unit 6 Historical Consciousness</th>
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<tr>
<td>Micro-academic writing skill: How to use tables and graphs</td>
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<td>Macro-academic writing skill: How to write argumentation</td>
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<td>Academic Listening skill: How to recognize digressions</td>
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<td>Academic speaking skill: how to analyze your audience and purpose</td>
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<table>
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<tr>
<th>Week 11</th>
<th>Unit 7 Truth and Objectivity in Historical Research</th>
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<tbody>
<tr>
<td>Micro-academic writing skill: How to use tense and punctuation</td>
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</table>
Macro-academic writing skill: How to write exposition
Academic Listening skill: How to use the Cornell system for note-taking
Academic speaking skill: How to develop an effective introduction

**Week 12  Unit 8  Understanding Philosophy**
Micro-academic writing skill: How to achieve coherence
Macro-academic writing skill: How to write the conclusion section
Academic Listening skill: How to deal with unfamiliar words
Academic speaking skill: How to develop a strong conclusion

**Week 13  Unit 9  Modern Philosophy**
Micro-academic writing skill: How to use hedging and impersonal style
Macro-academic writing skill: How to write the reference list
Academic Listening skill: How to write out notes in full
Academic speaking skill: How to deliver an effective PowerPoint presentation

**Week 14-15  Unit 10  Chinese Philosophy**
Micro-academic writing skill: How to use academic writing style
Macro-academic writing skill: How to write the abstract and acknowledgements
Academic Listening skill: How to achieve the most in listening
Academic speaking skill: How to improve your delivery

**Week 16  Final**

### Required textbook:

### Teaching materials:
4.3.4 学术英语（管理科学）

一、基本信息

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| 教学方式 | 课堂授课、互动任务相结合 |
| 考核方式 | 出勤和平时表现 10% |
| | 学术写作 25% |
| | 口头展示 15% |
| | 期末考试 50% (闭卷) |

二、教学目的和基本要求

Teaching objectives:
Academic English for Business is a general education course which values education of language and humanity. It aims to cultivate students’ ability to communicate in English appropriately and efficiently in the process of academic study and research both at home and abroad. It also helps students to develop abilities to think critically and solve problems. Materials of business will be used in class. Students will be exposed to a variety of English knowledge and strategies as well as expertise which will be very helpful when they are engaged in academic study and research in the field of business, hence lay a solid foundation for further English learning.

三、课程基本内容（含章节名称和知识点）

Week 1. Introduction: Academic English for Business
Key Points:
- What is the course about?
- Who is the course aimed for?
- What will you do in the course?
- Textbook, grading, and course requirements
- Sample tasks

Week 2  Studying business (I)
Key Points:
- Reading: Your future in the changing world of business
- Language building-up: Specialized vocabulary; Signpost language (Subheadings); Formal English
- Listening: Prediction
- Speaking: Asking for information and clarification

Week 3. Studying business (II)
  Key Points:
  - Reading: What supermarkets don’t want you to know
  - Researching: Price discrimination in different industries (Airlines; Movie theatres; Insurance; Railway; MBA tuition)
  - Writing: Choosing a topic

Week 4. Marketing (I)
  Key Points:
  - Reading: The business of marketing
  - Language building-up: Specialized vocabulary; Signpost language (Listing); Formal English
  - Listening: Finding major points
  - Speaking: How to interrupt politely

Week 5. Marketing (II)
  Key Points:
  - Reading: The five Ps in action
  - Researching: How a company promotes its product(s) through advertising
  - Writing: Writing the introduction

Week 6. Corporate strategies (I)
  Key Points:
  - Reading: Wal-Mart’s foreign expansion
  - Language building-up: Specialized vocabulary; Signpost language (Comparison and Contrast); Formal English
  - Listening: Note-taking forms
  - Speaking: Making an argument

Week 7. Corporate strategies (II)
  Key Points:
  - Reading: Starbucks’ foreign direct investment
  - Researching: The advantages and disadvantages of straight licensing
  - Writing: Writing the literature review

Week 8. Leadership (I)
  Key Points:
  - Reading: Peter Drucker and leadership
  - Language building-up: Specialized vocabulary; Signpost language (Parenthetical statements); Formal English
  - Listening: Note-taking symbols (I)
  - Speaking: Making a counterargument

Week 9. Leadership (II)
  Key Points:
  - Reading: Nando’s
  - Researching: The advantages of “hands-on” action-oriented, situational, and contingency approach to leadership
  - Writing: Avoiding plagiarism

Week 10. E-Business (I)
  Key Points:
Week 11. E-Business (II)

Key Points:
- Reading: E-Business case studies
- Researching: Will the “Taobao Effect” and the continued growth of online shopping undermine the traditional retailer model in China?
- Writing: Writing the methodology

Week 12. Brands and branding (I)

Key Points:
- Reading: The importance of brands
- Language building-up: Specialized vocabulary; Signpost language (Cause and Effect); Formal English
- Listening: Recognizing digressions
- Speaking: Developing an effective introduction

Week 13. Brands and branding (II)

Key Points:
- Reading: Keys to creating brands people love
- Researching: Access the official website of Interbrand and examine brands in China and abroad
- Writing: Writing the findings/results

Week 14. Accounting (I)

Key Points:
- Reading: What is accounting
- Language building-up: Specialized vocabulary; Signpost language (Defining); Formal English
- Listening: Cornell note-taking system
- Speaking: Developing a strong conclusion

Week 15. Accounting (II)

Key Points:
- Reading: The Enron effect
- Researching: Conduct a study on a notable accounting scandal
- Writing: Writing the discussion and the conclusion

Week 16. Tutorial; Q&A session

四、课程教材及参考资料

Required textbooks and teaching materials:
4.3.5 学术英语（医学）

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二、教学目的和基本要求

Teaching Objectives:

This course of Academic English for Medical Purpose is designed and offered to help the students with their English proficiency in academic contexts where medicine is the subject matter. The rationales this course is based on include: 1) shift from English for General Purpose (EGP) to English for Academic Purpose (EAP) and English for Specific Purpose is the trend of English teaching and learning at tertiary level in China; 2) although inseparable, EAP differs from EGP in many respects and warrants special attention so that the learners use English language proficiently and properly in academic contexts; and 3) English for Academic Purpose entails a vast array of skills and a good knowledge of the subject matter. This course, therefore, is framed to provide the students with opportunities to expose themselves to the subject matter related to medicine, to develop language proficiency and skills as needed for communication in academic contexts, and to use English language in simulated or real situations where English language serves as the medium for communication.

At the end of the course, the students are expected to
- enrich themselves with knowledge of content matter such as treatment and prevention of diseases, alternative and supplementary medicine, emerging and reemerging diseases, etc.;
- expand by a large margin their vocabulary, especially those specialized terms in medical context;
- be able to prepare and deliver PPT presentation on the topics related to medicine;
- be proficient when communicating in academic contexts;
- be familiar with the components of a typical journal paper, and the characteristics of each component;
- build up a stock of language for writing journal papers.

三、课程基本内容（含章节名称和知识点）

Week 1. Introduction
Key points: Syllabus
Requirements
Grading
Week 2. Doctors’ life
Key points: Neuron overload and the juggling physician
Doctors without borders
Medical terminology
Formal English
Choosing a topic

Week 3. Resurgent and emergent diseases
Key points: Tuberculosis: a forgotten plague
Emerging and reemerging infectious diseases
Medical terminology
Formal English
Writing a title

Week 4. Teamwork report and videos
Key points: randomized controlled trial
TB

Week 5. Prevention and treatment of disease
Key points: genetic and environmental causes of diseases
MS and physician self-experimentation
Milestones in drug development
Medical terminology
Formal English
Writing the introduction

Week 6. Alternative medicine
Key points: Traditional Chinese medicine and western medicine
Complementary and alternative medicine
Medical terminology
Formal English
Writing methods

Week 7. Teamwork report and videos
Key points: Social neuroscience
Acupuncture anesthesia

Week 8. Healthy living
Key points: Dis-ease and disease
Food pyramid and healthy food plate
Medical terminology
Formal English
Writing results

Week 9. Life and Medicine
Key points: Care at the end of life
Advantages and disadvantages of end-of-life care at home, a hospital and a nursing facility
Medical terminology
Formal English
Writing discussion

Week 10. Teamwork report and videos
Key points: Dietary choices
Living wills

Week 11. Physician-patient relationship
Key points: Who should make the tough decision?
The impact of new developments on the doctor-patient relationship
Medical terminology
Formal English
Writing conclusions

Week 12. Principles of biomedical ethics
Key points: Ethical principles and guidelines for research involving human subjects
Jurisdiction of institutional review board
Medical terminology
Formal English
Creating a reference list

Week 13. Teamwork report and videos
Key points: Hospice movement
A case of patient autonomy

Week 14. Medical education
Key points: What does it mean to be a physician?
How to become a doctor in the USA?
Reflections on the way we rank medical schools
Medical terminology
Formal English
Writing abstracts

Week 15. Oral test
Week 16. Final

四、教材
- 《学术英语（医学）》 季佩英，孙庆祥等.2012. 外语教学与研究出版社.
- Published journal articles
- Student writings
# 4.3.6 学术英语（综合）

## 一、基本信息

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## 二、教学目的和基本要求

Academic English (An integrated Course) is a course designed to cultivate students’ integrated academic English ability through reading articles in different subjects, listening to academic lectures or interviews, practicing academic oral English and writing academic essays. It hopefully helps students use English effectively and properly in their academic study and exchange, thereby fully underlying their further study, academic research and participation of academic activities in the future.

After completing this course, students are expected to achieve requirements as below:

1. Vocabulary
   Students should master new words and expressions, specialized vocabulary and key terms in the units taught in class.

2. Language Skills
   ● Listening
   Students should be able to understand academic lectures or interviews, and use some relevant skills such as finding major points, understanding supporting details and taking notes.
   ● Speaking
   Students should be able to use English appropriately in academic seminars and presentations, and use some relevant skills such as asking for clarification, making an argument and delivering a presentation.
   ● Reading
   Students should be able to analyze the text structure, read and think critically while reading the articles in different subjects.
   ● Writing
   Students should be able to write a formal academic essay, and use some relevant skills such as choosing a topic, writing body paragraphs and achieving coherence.

3. Autonomous Learning Skills
   Students should complete the independent study tasks assigned in class, and master some autonomous learning skills such as planning, monitoring and evaluating their own learning.
Week 1. Introduction
Introduce the teaching and learning objectives of the course;
Enhance students’ commitment to the learning goals;
Articulate criteria of different tasks.

Week 2. Unit 1 Economics
Lead-in Activity
Text A Giving Thanks for the “Invisible Hand”
- Critical reading and thinking
- Vocabulary
- Signpost language: Parenthetical statement
- Formal English
Listening: Prediction

Week 3. Unit 1 Economics
Text B Case 1 Gifts as Signals
Case 2 The Microsoft Case
- Critical reading and thinking
- Researching
Speaking: 1. Asking for information and clarification 2. How to interrupt politely
Writing: 1. Choosing a topic 2. Shaping a research paper

Week 4. Unit 2 Business Ethics
Lead-in Activity
Text A Striking the Right Balance
- Critical reading and thinking
- Vocabulary
- Signpost language: Adding an idea
- Formal English
Listening: Finding major points

Week 5. Unit 2 Business Ethics
Text B Two Views of Social Responsibility
- Critical reading and thinking
- Researching
Writing: Writing an introduction

Week 6. Unit 3 Psychology
Lead-in Activity
Text A Two Ways of Looking at Life
- Critical reading and thinking
- Vocabulary
- Signpost language: Comparison and contrast
- Formal English
Listening: Understanding supporting details

Week 7. Unit 3 Psychology
Week 8. Unit 4 Environment
Text A The Green Movement at 50: What Next?
- Critical reading and thinking
- Signpost language: Coherence
Listening: Dealing with unfamiliar words
Speaking: Writing a presentation outline
Writing: 1. Avoiding plagiarism 2. Achieving coherence

Week 9. Unit 5 Philosophy
Lead-in Activity
Text A Mind
- Critical reading and thinking
- Vocabulary
- Signpost language: classification
- Formal English

Week 10. Unit 5 Philosophy
Text B Recent Development in Philosophy
- Critical reading and thinking
- Researching
Speaking: Developing an effective introduction
Writing: Writing a conclusion

Week 11. Unit 6 Mathematics
Lead-in Activity
Text A New Winds Blowing in Applied Mathematics
- Critical reading and thinking
- Vocabulary
- Signpost language: Giving examples
- Formal English
Listening: 1. Recognizing transitional words 2. Recognize digressions

Week 12. Unit 6 Mathematics
Text B Math in College
- Critical reading and thinking
- Researching
Speaking: Developing a strong conclusion
Writing: 1. Writing an abstract 2. Writing reference list

Week 13. Unit 7 Sociology
Lead-in Activity
Text A Work and Personal Satisfaction
- Critical reading and thinking
- Vocabulary
- Signpost language: tense switch
- Formal English
Listening: Integrated practice

**Week 14. Unit 7 Sociology**
Text B The Asch Effect
- Critical reading and thinking
- Researching
Speaking: Improving your delivery
Writing: Proofreading

**Week 15. Paper presentation**
Students orally present their term paper.

**Week 16. Final test**

---

四、课程教材及参考资料

**课程教材：**
季佩英、范烨（主编），2013. 《学术英语 综合》. 北京：外语教学与研究出版社.

**参考资料：**
范烨、王建伟（主编），2013. 《学术英语 人文》. 北京：外语教学与研究出版社.
季佩英、张颖（主编），2012. 《学术英语 社科》. 北京：外语教学与研究出版社.
蔡基刚（主编），2012. 《学术英语 理工》. 北京：外语教学与研究出版社.
季佩英、吴晓真、张颖（主编），2012. 《学术英语 管理》. 北京：外语教学与研究出版社.
季佩英、孙庆祥（主编），2012. 《学术英语 医学》. 北京：外语教学与研究出版社.
4.4 英语文化类课程简介

4.4.1 英美文化概论

一、基本信息

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二、教学目的和基本要求

This is an elective course in the big category of culture study about English-spoken countries. Based on the teacher’s personal experience and understanding, the focus is given to the study of American culture and society, with some lights shed on other countries. The course is designed to help students with advanced level of English speaking and reading get an overall and deepened understanding of American cultural heritage and a comprehensive understanding of contemporary American society, which covers a wide range of topics such as history, geography, religion, social values, political and judicial system, foreign policies, economy, education, mass media, etc. Comparative studies of the U.S. and China in many aspects are also covered. Classes are supposed to be organized in flexible manners under the help of multimedia together with students’ involvement including presentations and discussions etc.

Course Goals:
- An all-round and deepened understanding of American culture and society
- Broadened horizon and global views
- Enhanced abilities of listening, speaking, reading, writing and studying in English
- Stimulating and active atmosphere for the learning and practicing
<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENTS</th>
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| 1    | **Introduction to the course**  
    **Key Points:**  
    Teacher, syllabus, American anthem and emblem |
| 2    | **Unit 2 The Geography of the United States**  
    **Key Points:**  
    Geographical features  
    Regions and regionalism |
| 3    | **Unit 3 A Sketch of American History I**  
    **Key Points:**  
    Different eras  
    Early colonization to the end of 19th century  
    Focusing: Revolutionary War, Civil War, territory expansion |
| 4    | **Unit 3 A Sketch of American History II**  
    **Key Points:**  
    20th Century focusing on Great Depression and New Deal, Civil Rights Movement |
| 5    | **Unit 9 Race and Ethnic Relations in the United States**  
    **Key Points:**  
    The feature and current status of Whites  
    The feature and status of Hispanics  
    The feature and status of Asian Americans  
    Trail of Tears |
| 6    | **Unit 4 Religion in the United States**  
    **Key Points:**  
    Mormons  
    Catholics  
    Non-Christian religions  
    popular American festivals related to Christianity |
| 7    | **Unit 1 American Social Values**  
    **Key Points:**  
    Freedom  
    Self-reliance/Independence  
    Equality of opportunity and competition  
    American Dream & China Dream |
| 8    | **Unit 5 Education in America**  
    **Key Points:**  
    Horace Mann and Common School  
    John Dewey and pragmatism in education |
American leading universities
comparison and contrasts of American & Chinese education in general

Unit 11 The American Political System
Key Points:
Constitution, Bill of Rights
Legislative branch, Executive branch, Judicial branch
Presidential election

Unit 7 Mass Media in America
Key Points:
Watergate Scandal
New York Times
Pulitzer & Pulitzer Prize
UPI & AP

Unit 8 The American Economy and Work
Key Points:
Postindustrial America
Fortune 500
Small businesses of the U. S.
Sub-prime loan crisis

Unit 12 American Foreign Policy
Key Points:
Truman Doctrine and Marshall Plan
NATO & Warsaw Pact
Detente, Vietnam War
Anti-terrorism wars

American Foreign Policy II
Deepening study

Unit 10 The American Family
Key Points:
Cohabitation
Single-parent family
Dual-employed family
Child-free family

Discussion, Q&A session

Final Exam
四、课程教材及参考资料

**Required textbooks and teaching materials:**

**Hard Copy:**
范悦编著（2006）《美国文化》AMERICAN CULTURAL HERITAGE 对外经济贸易大学出版社
课堂相关内容位于 http://elearning.fudan.edu.cn

**Assistant Websites:**
http://wikipedia.org/wiki
http://www.cia.gov
http://www.si.edu/Encyclopedia_SI/
http://www.infoplease.com
http://loc.gov
http://watchdocumentary.org

**Video series**
“Stephen Fry in America”
PBS “American Experience”
### 4.4.2 影视与英美文化讨论

#### 一、基本信息

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**开课时间** 每学年春、秋学期

**课程名称** English Media and Culture

**课程类别** 通识教育专项教育课程

**课程主页** Elearning 上课程站点

**预修课程** 大学英语 III

**后续课程** 无

**教学方式** 课堂授课为主

**考核方式** 课题陈述 40%，期末考试 40%（闭卷），网上讨论 20%

#### 二、教学目的和基本要求

**Teaching objectives:**

*English Media and Culture* is an elective course offered for students interested in cultural issues revealed in movies and TV programs from English-speaking countries. Conducted in English, the course walks students through a number of cultural themes ranging from the familiar to unfamiliar, youth-focused to forward-looking. Readings are selected to accompany video content shown in class. On the basis of both, students are expected to discuss, online and face-to-face, questions related to these cultural issues.

After completing this course, students are expected to:

a. raise their cultural awareness by focusing on cultural phenomena showcased in visual materials plus readings;

b. develop abilities to think critically and analyze issues related to the English culture;

c. reach an input-output balance by participating in in-class and online discussions plus a formal 10-minute presentation.

#### 三、课程基本内容（含章节名称和知识点）

**Weeks 1-2 College Life**

**Key Points:**

- The purpose of college education.
- What makes a college great?
- Dorm arrangements, their pros and cons.
- Popularity on campus.

**Video Clips:**

Why I Chose Yale.
Sydney White.

**Weeks 3-4 Professor-student Relationship**
Key Points:
- Images of teachers in movies and TV programs.
- How do college students define a “good” professor and why?
- How will online/mobile learning change prof.-student relationship?

Video Clips:
Legally Blonde.
Mona Lisa Smile.
Good Will Hunting.
Episode 618, Friends.
Build a School in the Cloud.

Weeks 5-6. Cultural Diversity
Key Points:
- How has Chinese elements changed over time in Western movies?
- Europe’s recent immigrant/refugee crisis.
- Intercultural marriage and immigration.
- The future world: Diversity or Assimilation?

Movie:
My Big Fat Greek Wedding.

Weeks 7-8. Material Worship
Key Points:
- Material worshippers in Western movies and TV programs.
- Why do people worship money?
- The non-material worshippers.

Video Clips:
MV of Madonna singing “Material Girl”.
Episode 115, Episode 306, How I Met Your Mother.
Breakfast at Tiffany’s

Weeks 9-10 Business
Key Points:
- The glory of business.
- The dark side of business.
- Online business vs. offline business

Video clips:
Episode 218, The Big Bang Theory
Modern Times.
You’ve Got Mail.
Food Inc.

Weeks 11-12. Commitment to Relationship
Key Points:
- Reasons behind commitment-phobia.
- A comparison of attitude towards commitment between the Chinese and Westerners.
- New phenomena: dating app, long-distance relationship, co-habitation, prenups.

**Video Clips:**
- Episode 410, Friends.
- Episode 205, Episode 212, Episode 116, How I Met Your Mother
- Sideways.
- Up.
- Kramer vs. Kramer

**Weeks 13-14. LGBT Issues**

**Key Points:**
- Why is there objection to LGBT?
- LGBT legal status in different countries
- What is the proper attitude with regard to LGBT?

**Video Clips:**
- Maurice
- The L-Word
- Episode 120, Glee

**Week 15. Review, Q & A**

**Week 16. Final Exam**

四、课程教材及参考资料

**Required textbooks and teaching materials:**

**Hard Copy:**

The following articles will be used as course readings:


五、学术规范、成绩评定标准、课堂纪律要求等等

Plagiarism
All student work must be original. Any use of unattributed sources (including paraphrasing someone’s ideas) will result in a failing grade for the course.

Absence
All absence is unacceptable except for sick/bereavement leave. Each no-show deduces two points from your final score.
4.4.3 文学翻译鉴赏

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| 考核方式 | 课堂表现 40%  
平测验 20%  
期末考试 40% (闭卷) |

二、教学目的和基本要求

Teaching objectives:

*Literature Translation and Criticism* is an elective course offered for students interested in the translation of literary works. The course makes an exploration into the translation versions of classical literary works in comparison with the original – either from English into Chinese or vice versa, covering the genres of poetry, essays, novels and dramas. It is intended to improve students’ translation competence, impart to them some fundamental translation theories, and cultivate their interest in the classical literary works by making an in-depth study of the selected works of translation literature in comparison with the original versions.

三、课程基本内容（含章节名称和知识点）

*Week 1  Introduction to the Course*

**Key Points:**
- linguistic competence in doing literary translation  
- cultural competence in doing literary translation

*Week 2  Introduction of poetry translation*

**Key Points:**
- What is poetry?  
- What makes a good poetry translation

*Week 3  “The Isles of Greece” and “She Walks in Beauty” (by Lord Byron)*

**Key Points:**
- introduction of Lord Byron  
- comparative study of different translation versions of the two poems
Week 4  Xu Yuanchong’s Translation Theory
Key Points:
-introduction of Xu Yuanchong and his translation theory
-illustration of Xu’s translation principles with specific examples

Week 5  Students’ presentation on poetry translation
Key Points:
-to demonstrate students’ understanding and research findings on poetry translation

Week 6  Introduction of prose translation
Key Points:
-What is prose?
-key features in prose translation

Week 7  Comparative study on different translations of “Congcong” (by Zhu Ziqing)
Key Points:
-introduction of the essay “Congcong”
-analysis of different translation versions of “Congcong”

Week 8  Samuel Johnson’s letter to Lord Chesterfield
Key Points:
-introduction of the author Samuel Johnson
-analytical reading of the letter and its Chinese translations

Week 9  Students’ presentation on prose translation
Key Points:
-to demonstrate students’ understanding and research findings on prose translation

Week 10  Back Translation Exercise  “Rivalry” (by E.V. Lucas)
Key Points:
-an intensive study of the epistolary prose “Rivalry”

Week 11  Reflection on the Back Translation Exercise
Key Points:
-to exchange ideas on the experience of doing back translation exercise
-to find out the significance of doing back translation exercise

Week 12  Introduction of classical works translation
Key Points:
-introduction of the representative books in classical works translation
-distinctive features of classical works translation

Week 13  An Introduction to the Translation of Hongloumeng
Key Points:
-to have a general introduction of the classical work Hongloumeng
-to introduce the most representative two English translation versions and their translators

Week 14  Students’ presentation on the translation of classical works
Key Points:
Week 15  Hypotaxis, Parataxis and Translation

Key Points:
- to introduce the two key concepts in translation practice
- to illustrate their implication in translation practice with specific examples

* Please note that this syllabus is subject to change. Any changes will be announced in class.

四、课程教材及参考资料

**Required Textbooks and Teaching Materials:**
1) *Instructor’s Handouts.*
2) 冯庆华. 《实用翻译教程》. 上海外语教育出版社. 2002 年.
3) 高健. 《翻译与鉴赏》. 外语教学与研究出版社. 2006 年.
4) 许渊冲. 《翻译的艺术》. 五洲传播出版社. 2006 年.
5) 孙致礼. 《新编英汉翻译教程》. 上海外语教育出版社. 2003 年.
6) 张培基. 《英汉翻译教程》. 上海外语教育出版社. 1980 年.
7) 胡显耀、李力. 《高级文学翻译》. 外语教学与研究出版社. 2009 年.
8) 王宏印. 《中国文化典籍英译》. 外语教学与研究出版社. 2009 年.
9) 《中国翻译》（核心期刊）等.

五、学术规范、成绩评定标准、课堂纪律要求等等

**考评方式:**
平时成绩（含出勤、作业、课堂报告等）（40%）
测验（20%）（考查本学期所学的有关文学翻译的基本概念的掌握情况）
期末考试（40%）（要求学生根据所给出的文学作品的原文及其译文，完成一篇 600 字左右的文学评论的写作）

**课程网络资源:**
http://elearning.fudan.edu.cn
4.4.4 Selected Readings of American Literature

一、基本信息

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二、教学目的和基本要求

Teaching objectives:

*Selected Readings of American Literature* is a survey of American culture through the examination of its literature and the major contributors to American literature from the 19th century to the present day United States. The intent is to study American society and the beauty, richness, diversity and complexity of its culture through the readings of literary works written by famous American authors. In making selections of the reading, attention has been given to theme, style and language. By taking this course, students will be exposed to what has been generally agreed on as the best literary works meanwhile acquire a functional literacy in American literature.

After completing this course, students are expected to:

a. analyze and contextualize the evolution of American culture through literature reflective of American literary periods from the Puritan era through modern times by exploring the customs and norms of each period as revealed through unique perspectives from a variety of authors

b. discern and analyze the rhetorical strategies authors employ and consider applying some of these strategies to enhance their own writing when appropriate.

三、课程基本内容（含章节名称和知识点）

**Week 1. Introduction: The New Land & Literary Nationalism**

**Key Points:**
- A History of American Literature
- The Birth of the National Literature
- Thomas Jefferson, Benjamin Franklin

**Week 2 - 3. American Romanticism I**
Key Points:
- Early Romanticism
- Washington Irving vs. James F. Cooper
- Dark Romanticism
- Edgar Allan Poe
- Nathaniel Hawthorne
- Herman Melville

Week 4-5. American Romanticism II
Key Points:
- Romantic poems
- William Cullen Bryant
- Edgar Allan Poe
- Emily Dickinson

Week 6-7. American Realism
Key Points:
- Realism vs. Naturalism
- Mark Twain
- Henry James
- Jack London

Week 8. Workshop

Week 9-10. American Modernism
Key Points:
- The Western Canon of Modernism
- Elements of Modernism in American Literature
- Ernest Hemingway
- Scott Fitzgerald
- William Faulkner

Week 11-12. American Drama
Key Points:
- The Rise and Development of American Drama
- The Theatre of the Absurd
- Eugene O’Neil
- Arthur Miller
- Edward Albee

Week 13. American Literature after WWII
Key Points:
- The Change of the Canon of American Literature
- The Beat Generation
- Jack Kerouac
- Allen Ginsberg

Week 14. American Multi-Ethnic Literature
Key Points:
- Multi-Ethnic Voices & What it Means to be an American
- Assimilation & Dual-Identity
- Toni Morrison
- Saul Bellow
- Amy Tan

Week 15. Discussion, Q&A session
4.4.5 文化阅读

一、基本信息

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二、教学目的和基本要求

**Teaching objectives:**

*Culture Reading* is an elective course offered for students who wish to extend their study of the English language and expand their horizons of both the Chinese and the Western cultures. Through guided reading of introductory texts and in-depth explorations of a variety of cultural themes, the course aims at enhancing students’ language capacity as well as elevating their understanding of the cultures of China and English-speaking countries. The topics covered in class include: job, literature, fashion, money, gender, language, values, tradition, historical heritage, art, entertainment, etc. The themes are relevant to students’ interests and needs, and bear importance in today’s world arena. One feature of this course is that it sees language and culture as an inseparable unity, which is reflected in its constant intertwining combination of input and output from linguistic and cultural perspectives.

After completing this course, students are expected to:

a. have a better command of the English language in an all-around fashion;

b. gain a deeper understanding of cultural matters of China and English-speaking countries;

c. develop an international awareness and a basic intercultural communication skillset;

e. cultivate the consciousness and an ability to promote the Chinese culture in the English language, i.e., to export the Chinese culture to the world.

三、课程基本内容（含章节名称和知识点）

**Week 1. Introduction: Culture Reading**

**Key Points:**

- A general gist of the focus and the form of the course
- An analysis of how to study language & culture as an unity
- A brief look at the syllabus
Week 2. Job Hunting I
  Key Points:
  - An in-depth guided reading of the text *Nine to Five*
  - An elaboration on language use with a weigh on cultural connotations
  - An extended discussion on job interview guidelines, tips, and experiences

Week 3. Job Hunting II
  Key Points:
  - A practice of achieving effective communication in an interview conducted in the English language
  - A detailed study of job hunting cases

  Activities:
  - Individual Presentation I by students on relevant given topics
  - Q&A Session
  - Feedback from fellow students & Comments from the lecturer

Week 4. Literature I
  Key Points:
  - An in-depth guided reading of the text *A Good Read*
  - An elaboration on language use with a weigh on cultural connotations
  - An exploration of introducing the Four Great Classical Novels to an English-speaking culture
  - An extended discussion on cultural features and differences through literary works

Week 5. Literature II
  Activities:
  - Individual Presentation II by students on relevant given topics
  - Q&A Session
  - Feedback from fellow students & Comments from the lecturer
  - Group Activity I by students on given tasks
  - Comments from fellow students & and the lecturer

Week 6. Fashion I
  Key Points:
  - An in-depth guided reading of the text *Fashion Statements*
  - An elaboration on language use with a weigh on cultural connotations
  - A look into famous fashion brands and their cultures

Week 7. Fashion II
  Key Points:
  - A detailed analysis of a case in terms of language & culture

  Activities:
  - Individual Presentation III by students on relevant given topics
  - Q&A Session
  - Feedback from fellow students & Comments from the lecturer

Week 8. Documentary
  Key Points:
- A documentary on a selected part of the Chinese culture followed by discussion

**Week 9. Money I**

**Key Points:**
- An in-depth guided reading of the text *Money Talks*
- An elaboration on language use with a weigh on cultural connotations
- A practice of language skills relevant to money issues
- An insight into the attitude toward money use
- An integrated look into culturally distinctive language use related to money

**Activities:**
- Individual Presentation IV by students on relevant given topics
- Q&A Session
- Feedback from fellow students & Comments from the lecturer
- Group Activity II by students on given tasks
- Q&A Session
- Comments from fellow students & and the lecturer

**Week 10. Money II**

**Key Points:**
- A guided exercise and discussion based on supplementary materials in various forms

**Activities:**
- Individual Presentation V by students on relevant given topics
- Q&A Session
- Feedback from fellow students & Comments from the lecturer
- Group Activity II by students on given tasks
- Q&A Session
- Comments from fellow students & and the lecturer

**Week 11. Gender I**

**Key Points:**
- An in-depth guided reading of the text *Gender Studies*
- An elaboration on language use with a weigh on cultural connotations
- A practice of language skills relevant to gender
- A guided discussion on gender issues from a variety of perspectives

**Week 12. Gender II**

- A further discussion on gender issues based on supplementary materials

**Activities:**
- Individual Presentation V by students on relevant given topics
- Q&A Session
- Feedback from fellow students & Comments from the lecturer

**Week 13. Language**

- An in-depth analysis of the contemporary use of the Chinese language
- A test based on knowledge and information covered in class

**Activities:**
- Individual Presentation VI by students on relevant given topics
- Q&A Session
- Feedback from fellow students & Comments from the lecturer

**Week 14. Summary**

- A brief summary of the course and its aim
- Information about the final test
Activities:
- Group Activity III by students on given tasks
- Q&A Session
- Comments from fellow students & and the lecturer

Week 15. Discussion, Q&A session

四、课程教材及参考资料

Textbooks and teaching materials:

Required Hard Copy:

Suggested Supplementary Reading:
4.4.6 西方儒学研究名著导读

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二、教学目的和基本要求

Teaching objectives:

*Introductory Readings in Western Studies of Confucianism* is an elective course offered for students interested in the basics of Chinese civilization. Conducted in English, the course walks students through a number of western classics in the studies of Confucianism beginning from Schwartz’s *The World of Thought in Ancient China*, De Bary’s *The Trouble with Confucianism* to a couple of latest essays on Confucianism. The readings are selected in a logical and accessible way to offer a coherent introduction to the manifold dimensions of the Confucian persuasion from its beginnings to the present.

After completing this course, students are expected to:

a. acquaint themselves with western studies of Confucianism,
b. improve their skills in using English to translate Chinese classics or express the main ideas of Confucianism,
c. learn how to write academic articles.

三、课程基本内容（含章节名称和知识点）

Week 1.  Introduction: The Story of Confucianism

Key Points:
- Confucianism as the predominant Chinese way of life: past and present.
- Is Confucianism a religion?
- Who are the Confucians?

Course Readings:
Yao Xinzhong.  *An Introduction to Confucianism*.  Pp1-67
Week 2  Confucius the Sage

Key Points:
- China before Confucius
- Confucius as the transmitter of the Chou culture.
- The Analects as one of the Confucian classics
- The Sage King and the Noble Person

Course Readings:
Benjamin Schwartz. The World of Thought in Ancient China. Pp 40-55
Wm. Theodore de Bary. The Trouble with Confucianism. Pp 1-45

Week 3. Teachings of Confucius: Foundation of Being a Good Person

Key Points:
- On humaneness
- On propriety
- On self-cultivation/learning
- On filial piety/family

Course Readings:
Yao Xinzhong. An Introduction to Confucianism. Pp 190-243
Fung Yu-lan, A Short History of Chinese Philosophy. Pp 38-48
Benjamin Schwartz. The World of Thought in Ancient China. Pp56-102

Week 4. Teachings of Confucius: Foundation of a well-ordered Society

Key Points:
- On the rituals: the sociopolitical dimension
- Rectifying names
- The role of rulers

Course Readings:
Benjamin Schwartz. The World of Thought in Ancient China. Pp67-75; 102-117
Chad Hansen. A Daoist Theory of Chinese Thought A Philosophical Interpretation. Pp 60-71

Week 5-6 The Ways of Confucianism: the Confucian Metaphysics

Key Points:
- The Way of Heaven
- The Way of Humans
- The Way of Harmony
**Course Readings:**
Yao Xinzhong. *An Introduction to Confucianism*. Pp 139-189
Chad Hansen. *A Daoist Theory of Chinese Thought A Philosophical Interpretation*. Pp 83-86
Fung Yu-lan. *A Short History of Chinese Philosophy*. Pp 166-177

**Week 7-8. The formation of Classical Confucianism**
**Key Points:**
- Mencius: the Idealistic Wing of Confucianism
- Xunzi: Pragmatic Confucianism
- Dong Zhongshu: Ascendance of Confucianism in the Han Dynasty
- Confucian view of human nature

**Course Readings:**
Walter H. Slote and George A. De Vos (eds.). *Confucianism and the Family*. Pp 1-34
Herrlee Glessner Creel. *Chinese Thought: from Confucius to Mao Tse-Tung*. Pp 68-93; 115-134 159-185

**Week 9. Blending Confucianism with other worldviews**
**Key Points:**
- The Confucian dimensions of mysterious learning
- Being and Non-being
- Moral codes and Nature

**Course Readings:**
Yao Xinzhong. *An Introduction to Confucianism*. Pp 89-96
Fung Yu-lan. *A Short History of Chinese Philosophy*. Pp 204-217

**Week 10-11. Emergence of Neo-Confucianism (I)**
**Key Points:**
- The Sung Masters of Neo-Confucianism
- The Diagram of the Supreme Ultimate
- The Learning of Principles: Chu Hse as the great synthesizer

**Course Readings:**
Yao Xinzhong. *An Introduction to Confucianism*. Pp 96-114
Fung Yu-lan. *A Short History of Chinese Philosophy*. Pp 266-305
Lee Dian Rainey. *Confucius and Confucianism: The Essentials*. Pp 159 -175

**Week 12. Emergence of Neo-Confucianism (II)**
**Key Points:**
- The Idealistic School: the School of Mind
- The Goose Lake Temple debate
### Course Readings:
Lee Dian Rainey. Confucius and Confucianism: The Essentials. Pp 159 -175

**Week 13. Decline/Crisis of Confucianism**

**Key Points:**
- The Rites Controversy: Interpretation of Confucianism by the Jesuit missionaries
- Chinese learning/ Western learning: substance/application
- Three Chinese Confucian scholars: Li Zexu, Zeng Guofan & Zhang Zhidong

**Course Readings:**
Dorothy and Thomas Hoobler. Confucianism. Pp 108-125
Joseph Levenson. Confucian China and Its Modern Fate (Vol II). Pp100-114

**Week 14. The Contemporary Period of Confucianism**

**Key Points:**
- The Last Confucian: Liang Shuming
- The revival of Confucianism in today’s China

**Course Readings:**

**Week 15. Discussion, Q&A session**

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四、课程教材及参考资料

**Required textbooks and teaching materials:**

**Hard Copy:**

**Parts of the following E-books, as specified in the course schedule, will be used as course readings:**


4.4.6 中美大学校园文化对比研究

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二、教学目的和基本要求

“An Intercultural Approach to Chinese and Foreign Universities” aims to raise intercultural awareness among college students, especially those who intend to apply for study-abroad programmes or further their academic pursuit in a foreign university. This course offers a variety of reading, audio and video as well as online resources to help students acquire a relatively detailed understanding of foreign universities. Theme-related oral presentations and forum discussions, on the other hand, help students engage in conversations about their personal experiences at Fudan University. Armed with a comprehensive picture of both their home university and host university, students can navigate their college career with more confidence and embark on a journey with more certainty.

This course aims to empower college students to acquire:

- a relatively widened and deepened understanding of campus culture in both home university and host university;
- critical thinking skills to explore issues pertaining to campus culture;
- English proficiency in listening, speaking, reading and writing skills.

三、课程基本内容（含章节名称和知识点）

(The schedule is subject to changes if necessary.)

**Week 1 Introduction**

**Key points**
- Orientation
- Group project
- Talk the college talk

**Course reading**

**Week 2 Application**

**Key points**
- Application-related vocabulary
- Applying for an exchange programme
- Forum post discussion
- Talk the college talk

Course reading
- Legally Blonde
- The Blind Side
- Homeless to Harvard
- Proctor_2007_Appendix: Personal statements

Week 3 Acceptance

Key points
- Acceptance-related vocabulary
- Admission policies
- Forum post discussion
- Talk the college talk

Course reading
- The Homeless to Harvard
- Accepted
- Admission
- The World Is Going to University
- Golden_2006_Chapter 7

Week 4 Orientation

Key points
- Orientation-related vocabulary
- Overcoming fear
- Navigating your college career
- Forum post discussion
- Talk the college talk

Course reading
- Accepted
- Social Network
- Sydney White
- Prepping Pledge
- Canfield et al _2011a_Chapter 1 “Overcoming Fear”
- Be Ware of Greeks Bearing Snifters

Week 5 In-class learning

Key points
- Learning style
- Learning challenges
- Forum post discussion
- Talk the college talk

Course reading
- Sydney White
- Accepted
- Legally Blonde
- Good Will Hunting
- Social Network
- The Log-on Degree
Week 6 Off-class learning

Key points
- Off-class learning style
- Forum post discussion
- Talk the college talk

Course reading
- Legally Blonde
- Sydney White
  How to make your college days count
- Canfield et al. 2011b Chapter 2 “Lessons Learned”
- Canfield et al. 2011b Chapter 5 “Personal Growth”

Week 7 Professor-student relationship

Key points
- Various kinds of professor-student relationship
- Rate my professor
- Forum post discussion
- Talk the college talk

Course reading
- Good Will Hunting
- Beautiful Mind
- Legally Blonde
- Tuesdays with Morrie
- Level of Formality
- Light_2001_Chapter 4
- Albom_1997
- Canfield et al. 2011b Chapter 3 “Professors and Mentors”
- Wallwork_2011_Part I

Week 8 Student-student relationship (Part 1)

Key points
- Various kinds of student-student relationship
- Forum post discussion
- Talk the college talk

Course reading
- Sydney White
- Accepted
- Legally Blonde
- Social Network
- Canfield et al. 2011a Chapter 2 “Love and Dating”

Week 9 Student-student relationship (Part 2)

Key points
- Dormitory dos and don’ts
- Roommate relationship
- Residential colleges
- Forum post discussion
- Talk the college talk

**Course reading**
- Sydney White
- Accepted
- Legally Blonde
- Social Network
- Ten tips for a good roommate relationship
- Letter about roommie
- Canfield et al. _2011a_Chapter 4 “Good Friends… and Not”

**Week 10 Parent-adult children relationship**
**Key points**
- Various kinds of parent-child relationship
- Pluses and minuses of having a helicopter parent
- Forum post discussion
- Talk the college talk

**Course reading**
- Accepted
- The Blind Side
- Sydney White
- The Nanny Diary
- Seven myths of helicopter parents
- Delaying adulthood is better
- Self-sufficiency elusive to young adults of hovering parents

**Week 11 College sport**
**Key points**
- Value of sports
- Student athletes
- Sport courses
- Forum post discussion
- Talk the college talk

**Course reading**
- The Blind Side
- We are marshall
- How Big-Time Sports Ate College Life
- Golden_2006_Chapter5

**Week 13 Campus violence**
**Key points**
- Various incidents
- Gun on campus
- Suicide waiver
- Forum post discussion
- Talk the college talk

**Course reading**
- Social Network
- Mourning and mulling
When a hazing goes very wrong
Canfield et al. 2011b Chapter 1 “Difficulties and Obstacles”

Week 14 Graduation and jobbing
Key points
- Graduation-related vocabulary
- Commencement speech
- Musts and regrets
- Talk the college talk
- Forum post discussion

Course reading
Legally Blond
The Nanny Diary
The Devil Wears Prada
Commencement speech
The jobless sue alma mater

Land your first job out of college with these 5 tips

Week 15 Q&A
Week 16 Final exam
140

Gauld, M. (2011). *College Success Guaranteed: 5 Rules to Make It Happen*

Paludi, M. (2008). *Understanding and Preventing Campus Violence*

Shatkin, L. (2011). *10 Best College Majors for Your Personality*


五、学术规范、成绩评定标准、课堂纪律要求等等

1. Pop quiz: 10%
2. eLearning forum discussions: 20%
3. Presentation: 20%
4. Final Exam: 50%

This course lays great emphasis on students’ participation not only in class but also online. Screening, listening and reading assignments, coupled with eLearning forum discussions, are designed particularly to assure a positive outcome in class. Students, as insiders of campus culture, are expected to engage themselves actively in the abovementioned tasks so as to achieve a better understanding of the multifaceted campus culture.
4.5 第二外语课程

4.5.1 基础日语（一）

一、基本信息

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二、教学目的和基本要求

本课程的选修第2外国语是本科生日本语作为身近な言語としてとらえ将来の人生設計に役立ててもらいたい。

日本語（Ⅰ）選択学生のカリキュラムは（毎週 2 コマ，1 学期 32 コマ）基本的な聞き、話す能力を身につける事を目標とする。本課程の教科書は《基礎日本語》を選択して使い，テキストと DVD 音声を組み合わせて授業する。日本語（Ⅰ）の勉強を通じて，600 程度の単語を覚え，辞書を使って簡単な日本語新聞や雑誌などを読め，簡単な会話で交流ができ，テキストに似たセンテンスの翻訳（中国語から日本語，日本語から中国語）も用いられる。

三、课程基本内容（含章节名称和知识点）

<table>
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<th>第2週</th>
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<td>発音さ～な</td>
<td>練習一～ば</td>
<td>発音ま～ん</td>
<td>練習二、長音、促音、</td>
<td>練習三、拗音、拗長音</td>
<td>練習四、復習</td>
<td>第一課 わたしは学生です</td>
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</table>

以上日本語の発音
第9週　第一課練習
これ、それ、あれ、～です。～ではありません。～もです。

第10週　第二課　キャンパスは広いです

第11週　第二課練習
ここ、そこ、あそこ、～いです。～くありません。をください。

第12週　第三課　プールで泳ぎます

第13週　第三課練習
～ます。～ません。何時に、何時ごろ、～ぐらい

第14週　第四課　景色はきれいです

第15週　第四課練習
どこ、どれ、どの、どんな、～なNです

第16週　試験

四、课程教材及参考资料

<table>
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<th>作者</th>
<th>テキスト及び参考資料名称</th>
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<td>周平, 陳小芬</td>
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<td>みんなの日本語（一）</td>
<td>外国語教学と研究出版社</td>
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<td>人民教育出版社</td>
<td>2016.3</td>
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<td>21世紀大学日本語教程・科学技術日本語</td>
<td>復旦大学出版社</td>
<td>2008.7</td>
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### 4.5.2 基础日语（二）

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#### 二、教学目的和基本要求

本课程的选修第2外国语是本科生日语的普修课程，希望将来的人生设计对日语有更深的了解。

日语（Ⅱ）选修学生的基础课程是每周2课时，1学期32课时。在本课程中，教学内容包括基础日语的教材和DVD音声的组合使用。通过1500程度的单语教科书和译文，在完成阅读、写作和听力作业的同时，通过日常会话交流和日语杂志的阅读，提高学生的日语水平。

#### 三、课程基本内容（含章节名称和知识点）

第1~2 週 第九課 お土産をもらいました
第3 週 第九課の練習
～あげる/さしあげる/やる、～くれる/くださる、もらう/いただく

第4~5 週 第十課 明日も晴れるでしょう
第6 週 第十課の練習
たぶん～でしょう、きっとでしょう、～で～があります、について

第7~8 週 第十一課 引越しを手伝ってください
第9 週 第十一課の練習
てください、のです、～から、～たでしょう、Vた

第 10〜11 週 第十二課 インターネットで調べています
第 12 週 第十二課の練習
た後で、てから、ています、にしましょう、ために、前に

第 13〜14 週 第十三課 どちらが難しいですか
第 15 週 第十三課の練習
～は～より、ほうがいいです、ほどないです、ながら、ので、ことができます

第 16 週 試験

<table>
<thead>
<tr>
<th>四、課程教材及参考资料</th>
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<tr>
<td><strong>作者</strong></td>
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<td>徐敏民</td>
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<td>周平 陳小芬</td>
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4.5.3 基础俄语 I

一、基本信息

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二、教学目的和基本要求

学完俄语所有的音和字母，能够正确拼读俄语单词，掌握基本的俄语语法知识点，能够进行简单的对话。

三、课程基本内容（含章节名称和知识点）

第一到八周完成教材《大学俄语：学生用书 1》前八课的语音、对话和课文讲解与练习；第九周到第十四周完成教材《新视线俄语语言文化多媒体教程 1：学生用书 A1》前四课内容的讲解，包括词汇、对话、语法知识点和国情内容。

从第三周开始，每次上课请一位同学做国情文化相关的课堂展示（不超过十分钟）；从第七周开始，每次上课请两位同学根据所学知识作简短对话练习。

第一周（Урок 1）

学习读音 Аа, Оо, Уу, Ээ, Мм, Нн, Пп, Тт, Кк，讲解清辅音和浊辅音的区别，讲解音节、重音和元音 а, о 的弱化，学习新单词和调型 1，讲解对话和课文。

第二周（Урок 2）
学习读音 Ии, ы, Бб, Дд, Гг, Сс, Зз, Фф, Вв，学习新单词和调型 2，讲解句型、对话和课文。

第三周（Урок 3）
一位同学做国情文化课堂展示；讲解名词的性和数，学习读音 Хх, Рр，讲解浊辅音的清化，学习新单词，讲解句型、对话和课文。

第四周（Урок 4）
一位同学做国情文化课堂展示；学习读音 Цц, Лл, Шш, Жж, Ёё, Ее, Ёё, Юю，讲解硬辅音 ц, ш, ж 的读写规则以及清辅音的浊化，学习新单词和调型 3，讲解句型、对话和课文，讲解人称代词、物主代词和形容词。

第五周（Урок 5）
一位同学做国情文化课堂展示；学习软辅音，讲解元音字母 я, е 的弱化，学习动词第一变位法的变化规则和疑问代词 чей 的用法，讲解句型、对话和课文。

第六周（Урок 6）
一位同学做国情文化课堂展示；学习软辅音和调型 4，讲解名词单数第六格的构成和用法、人称代词第六格以及动词第二变位法，学习新单词、句型、对话和课文。

第七周（Урок 6-7）
一位同学做国情文化课堂展示；两位同学做课堂对话练习；结束第六课剩余知识点，学习软辅音和调型 5，讲解非动物名词单数第四格的构成和用法、人称代词第四格以及特殊名词的复数形式，学习新单词、句型、对话和课文。

第八周（Урок7-8）
一位同学做国情文化课堂展示；两位同学做课堂对话练习；结束第七课剩余知识点，学习第八课，为学生做语音和语法知识的系统复习。

第九周（Урок 1）
一位同学做国情文化课堂展示；两位同学做课堂对话练习；学习第一课《В аэропорту》的新单词、对话、语法知识点、课文及对应国情知识，让学生在课堂上进行课后的翻译和语法练习。

第十周（Урок 2）
一位同学做国情文化课堂展示；两位同学做课堂对话练习；学习第二课《На улице》的新单词、对话、语法知识点、课文及对应国情知识，让学生在课堂上进行课后的翻译和语法练习。
第十一到十二周（Урок 2-3）
一位同学做国情文化课堂展示；两位同学做课堂对话练习；结束第二课剩余知识点，学习第三课《Семья》的新单词、对话、语法知识点、课文及对应国情知识，让学生在课堂上进行课后的翻译和语法练习。

第十三到十四周（Урок 4/复习）
一位同学做国情文化课堂展示；两位同学做课堂对话练习；学习第四课《Где вы были》的新单词、对话、语法知识点、课文及对应国情知识，让学生在课堂上进行课后的翻译和语法练习。剩余时间为学生进行考试复习指导。

四、课程教材及参考资料

史铁强、张金兰 《大学俄语》学生用书 1  外语教学与研究出版社 2009 年 3 月
童丹，孙晓薇 《大学俄语一课一练》（1）  外语教学与研究出版社 2011 年 7 月
John Langran, 新视线俄语语言文化多媒体教程 1: 北京语言大学 2010 年 7 月
Natalya Veshnyeva 学生用书 A1  出版社
黄颖  新编俄语语法  外语教学与研究出版社 2011 年 7 月
### 4.5.4 基础俄语 II

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#### 二、教学目的和基本要求

本课程要求学生通过一个学期的学习与训练，能够基本掌握并实际运用俄语基本语法、简单句法；熟记并掌握200多个俄语最基本单词词汇及其搭配与使用，能够进行简单的翻译与造句。使学生熟悉俄语，掌握俄语的最基本的语语言法知识，培养学生读听写俄语的习惯，为学生以后自主学习俄语打下坚实的基础。

#### 三、课程基本内容（含章节名称和知识点）

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<td>2、形容词、物主代词、指示代词复数第四格</td>
<td>3、动词的体</td>
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<td>第3-4周</td>
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<td>语法：1、名词单数第二格</td>
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<td>3、动词的用法 быть</td>
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<td>第14课</td>
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<td>2、形容词、代词复数第三格</td>
<td>3、基数词31-100</td>
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第 11-12 周 第 17 课：она будет учительницей
语法：1、名词单数第五格；2、形容词代词单数第五格；3、动词的用法 быть

第 13-14 周 第 18 课：смелые люди
语法：1、名词、形容词、物主代词、指示代词复数第五格；2、定向动词和非定向动词（1）；3、序数词 1-10；

第 15-16 周：总复习

四、课程教材及参考资料

史铁强，《大学俄语（第一册）》外语教学与研究出版社，2010.07
(俄)安东诺娃等 周海燕译《走遍俄罗斯 1》外语教学与研究出版社，2007.8．
钱晓蕙，《俄语初级教程》中国人民大学出版社，2008.8．
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<td>考核方式</td>
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二、教学目的和基本要求

学生通过修读该课程可以掌握基本的听、说、读、写等法语语言基本技能。

三、课程基本内容（含章节名称和知识点）

第一周：《新公共法语》第一课语音、课文、练习
第二周：《新公共法语》第二课语音、课文、练习
第三周：《新公共法语》第三课语音、课文、练习
第四周：《新公共法语》第四课语音、课文、练习
第五周：《新公共法语》第五课语音、课文、练习
第六周：《新公共法语》第六课语音、课文、练习
第七周：《新公共法语》第七课语音、课文、练习
第八周：《新公共法语》第八课语法、课文、练习
第九周：《新公共法语》第九课语法、课文、练习
第十周：《新公共法语》第十课语法、课文、练习
第十一周：《新公共法语》第十一课语法、课文、练习
第十二周：《新公共法语》第十二课语法、课文、练习
第十三周：《新公共法语》第十三课语法、课文、练习
第十四周：《新公共法语》第十四课语法、课文、练习
第十五周：总复习及答疑
第十六周：考试

四、课程教材及参考资料

吴贤良，《新公共法语》（初级），上外出版社，2007
吴贤良，《新公共法语》（学习辅导），上外出版社，2009
吴贤良，《新公共法语》（语法自习自测），上外出版社，2011
## 4.5.6 基础法语 II

### 一、基本信息

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### 二、教学目的和基本要求

本课程将讲授法语的一些基本的词汇、句法。通过一个学期的学习，可以理解并表达现在时范畴内的，与生活、学习较为相关的内容。希望通过这一课程的学习，学生能够对法语有一个基本的掌握和了解。

学生已经学习过《基础法语 I》，或者有相应的语言能力。学习期间能够依托《新公共法语初级教程》学习，并且每周有两小时左右的复习时间，温习和掌握所学内容，并有一定量的口头表达与书面产出。

### 三、课程基本内容（含章节名称和知识点）

- 第一-第二周 第九课
- 第三-第四周 第十课
- 第五-第六周 第十一课
- 第七-第八周 第十二课
- 第九-第十周 第十三课
- 第十一-第十二周 第十四课
- 第十三-第十四周 第十五课
- 第十五-第十六周 第十六课
- 第十七-第十八周 复习
四、课程教材及参考资料

《新公共法语（初级教程）》，吴贤良，上海外语教育出版社，2007年
### 4.5.7 基础韩语 I

#### 一、基本信息

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#### 二、教学目的和基本要求

本课程系面向全校非韩国语专业的综合教育选修课程，适合对韩国语感兴趣的零基础学生修读。

通过讲授和训练使学生掌握韩国语基础语言知识和基本语言技能：能够比较准确、流利地发音，掌握基本的变音；熟记字母，能够迅速、准确地拼读拼写一般语句；掌握500-1000个常用词，掌握韩国语中最常用的词尾和句型；能够听说日常生活用语和课堂用语，具备基本的韩语交际能力。

#### 三、课程基本内容（含章节名称和知识点）

| 第1周 | 单元音（1、2），辅音（1、2） |
| 第2周 | 复合元音（1、2），辅音（3、4） |
| 第3周 | 收音（1、2），问候 |
| 第4、5周 | 介绍 |
| 第6、7周 | 在校园里 |
| 第8、9周 | 日程 |
| 第10、11周 | 打电话 |
| 第12、13周 | 韩国的季节 |
| 第14周 | 约定 |
| 第15周 | 考试 |
### 四、课程教材及参考资料

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该课程的网络资源：[www.sejonghakdang.org](http://www.sejonghakdang.org)
4.5.8 基础韩语 II

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二、教学目的和基本要求

本课程系面向全校非韩国语专业的综合教育选修课程，适合对韩国语感兴趣的有一定发音基础的学生修读。本课程主要讲授日常生活中常用的对话或选文；结合课文讲授最常用的格助词、添意助词、终结词尾、连接词尾、时制词尾等语法形态以及其他各种常用格式和基本句型。

通过讲授和训练使学生能够准确流利地发音并拼写和拼读一般语句；掌握 1000—2000 个常用词，掌握韩国语常用句型和常用词尾；听懂会说一般日常生活用语和课堂用语，会写简单的书信和记录。

三、课程基本内容（含章节名称和知识点）

<p>| 第1周 | 问候 |
| 第2周 | 心情 |
| 第3周 | 兴趣 |
| 第4周 | 饮食 |
| 第5周 | 交通 |
| 第6周 | 问路 |
| 第7周 | 打电话 |
| 第8周 | 外貌 |
| 第9周 | 家族 |
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### 四、课程教材及参考资料

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该课程的网络资源：[www.sejonghakdang.org](http://www.sejonghakdang.org)
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二、教学目的和基本要求

全面培养学习者的德语听、说、读、写能力。目标是达到“欧洲语言共同参考标准”的第1等级（基础水平）即 A2 语言水平。

三、课程基本内容（含章节名称和知识点）

第一周 教材第 1 课 语音（字母、单元音、复合元音、变元音）
第二周 教材第 2 课 语音（辅音、复合辅音）
第三周 教材第 3 课 语音总复习、常见德语字母缩写组合等
第四周 教材第 4 课 认识新朋友
第五周 教材第 5 课 大学生活
第六周 复习（语法、词汇、口语、阅读、听力练习）
第七周 教材第 5 课 家庭饮食
第八周 教材第 6 课 居住
第九周 教材第 7 课 购物与赠送
第十周 教材第 8 课 看病
第十一周 复习（语法、词汇、口语、阅读、听力练习）
第十二周 教材第 9 课 业余时间与假期
第十三周 教材第 10 课 身体与健康
第十四周 教材第 11 课 城市与方位
第十五周 教材第 12 课 小诗：罗蕾莱
第十六周综合复习（语法、词汇、口语、阅读、听力练习）

四、课程教材及参考资料

聂黎曦《当代大学德语学生用书 1》外语教学与研究出版社 2005 年
武塔艾特尔《当代大学德语听说训练 1》外语教学与研究出版社，2007 年
（作者省缺）《祝你顺利》国际广播出版社，1989 年
Luscher,徐丽华《德语语法大全》，外语教学与研究出版社，2008 年
4.5.10 基础德语 II

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二、教学目的和基本要求

全面培养学习者的德语听、说、读、写能力。目标是达到“欧洲语言共同参考标准”的第 2 等级（基础水平）即 B1 语言水平。

三、课程基本内容（含章节名称和知识点）

第一周 教材第 1 课 人物与个性，德语会话
第二周 教材第 2 课 德国与欧洲，德语会话
第三周 教材第 3 课 德国人与外国人，德语会话
第四周 教材第 4 课 童话与故事，德语会话
第五周 复习（语法、词汇、口语、阅读、听力练习），德语会话
第六周 教材第 5 课 人与城市，德语会话
第七周 教材第 6 课 计算机与网络，德语会话
第八周 教材第 7 课 职业与工作，德语会话
第九周 复习（语法、词汇、口语、阅读、听力练习），德语会话
第十周 教材第 8 课 大学生活，德语会话
第十一周 教材第9课 节日与假期，德语会话
第十二周 教材第10课 愿望与忧虑，德语会话
第十三周 复习（语法、词汇、口语、阅读、听力练习），德语会话
第十四周 综合练习，德语会话

四、课程教材及参考资料

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<td>朱建华</td>
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二、教学目的和基本要求

主要传授西班牙语语言文化的基本知识，训练学生西班牙语听，说，读，写，译各项基本技能，培养学生西班牙语基本运用能力，使学生对西班牙语国家文化，国情有一定了解，培养学生基本的语言、思辨和创新能力，提高其综合文化素养。

三、课程基本内容（含章节名称和知识点）

授课内容为《现代西班牙语》1—6 课内容。

第一周：西班牙语世界概况介绍，字母表。
第二周：语音部分：元音 a, e, i, o, u。辅音：l(l), m, n, p, s, t, c, q, ch, d, b, v, r。基本语音规则及重音符号的书写。
第三周：辅音：z, c(e,i), f, j, g, ñ, h, rr, y, x, k, w。二重元音，辅音的基本发音规则。问候，自我介绍。问好和感叹号的书写。
第四周：介绍他人。普通名词和专有名词。名词的单数。名词的性。
第四周：主格人称代词。系动词 ser 的陈述式现在时变位。文化：西班牙语和西班牙语国家。
第五周：问候。个人信息：国籍，职业。第一变位规则动词陈述式现在时的变位，
第六周：名词的数。定冠词。介词 de 和 en 的用法。文化：西班牙语日常问候表达。
第七周：介绍家庭成员。叙述日常活动。形容词的性，数及其与名词的数数统一关系。
第八周：非重读物主形容词。介词 a 的用法。文化：社交礼仪规则。
第九周：谈论日常活动及评论。不定冠词。指示形容词和指示代词。代词式动词。
第十周：不规则动词 acostarse, comenzar, decir, hacer, salir, venir 和 volver 的陈述式现在时变位。感叹句。文化：休闲娱乐活动。
第十一周：发出邀请。表示祝贺。直接宾语与宾格人称代词。钟点表示法。
第十二周：动词短语 ir+a+inf 和 tener que+inf。无人称动词 haber 的用法。介词 a, con, de, para 和 por 的用法。
第十三周：表达请求和建议。基数词 11-20。文化：餐饮礼仪和习惯。
第十四周：第二变为规则动词陈述式现在时的变位。连接词 cuando 或介词结构 al+inf 与时间从句。
第十五周：疑问副词 cuándo 及其引导的疑问句。基数词 21-50。不定代词 nada 的用法。文化：西班牙语国家的语言差异。
第十六周：接待来访和寒暄。第三变位规则动词陈述式现在时的变位。第十七章：现西第七课：间接宾语和与格人称代词。连接词 porque 及原因从句。疑问副词 por qué。动词短语 venir a+inf。
基数词 51-100 文化：西班牙语国家及首都。
第十八周：用感叹句表示同意，祝贺，感慨和遗憾等。重读物主形容词和物主代词。疑问代词 cuál 的用法。

四、课程教材及参考资料

《现代西班牙语》（1），董燕生 刘建 主编，外语教学与研究出版社，2014 年 5 月。
一、基本信息

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二、教学目的和基本要求

Teaching objectives:

The course is designed to provide students with basic skills in Swedish language. It covers such aspects as the structure and function of the language, words and phrases, simple oral communication, listening comprehension, and elementary reading texts. In addition, there will be a basic introduction to Swedish culture and society. We will focus on speaking for every day usage.

Upon completion of the course, students:
- will have mastered a basic vocabulary;
- can read and understand shorter texts in simple Swedish;
- can write short, very simple texts about themselves and their daily lives in Swedish;
- can talk about themselves and their daily lives in using very simple sentences and phrases;
- can participate in discussions about everyday topics in very simple Swedish;
- can demonstrate the ability to understand very simple spoken Swedish;
- can demonstrate mastery of the most basic grammatical constructions in Swedish; and
- can describe basic aspects of Swedish social and cultural life.

三、课程基本内容（含章节名称和知识点）

Lesson 1-2: “Hej jag heter…”
Lesson 3-4: “Hej och tjenå!”
Lesson 5-6: “Vilken gata bor du på?”
Lesson 7-8: “En biljett, tack”
Lesson 9-10: “Fem på stan”
Lesson 11-12: “Är din mamma nobelpristagare?”
Lesson 13-14: “I snabbköpet”
Review and exams.
四、课程教材及参考资料


Material for Culture and Society will be distributed by the teacher.

Additional material may be introduced by the teacher but no more than 100 pages.
4.5.13 基础瑞典语 II

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二、教学目的和基本要求

Teaching objectives:
The course is for learners with basic knowledge of Swedish language and grammar. The content of the course corresponds approximately to level A2 of the Common European Framework of Reference for Languages. At the end of the course learners should be able to speak and understand basic conversational Swedish.

The course covers such aspects as the structure and function of the language, words and phrases, simple oral communication, listening comprehension, and elementary reading texts. In addition, there will be a basic introduction to Swedish culture and society.

We will focus on speaking for everyday usage.

Upon completion of the course, students:
- will have mastered a basic vocabulary;
- can read and understand shorter texts in basic Swedish;
- can write short, simple texts about themselves and their daily lives in Swedish;
- can talk about themselves and their daily lives in using basic sentences and phrases;
- can participate in discussions about everyday topics in basic Swedish;
- can demonstrate the ability to understand basic conversational Swedish;
- can demonstrate mastery of the basic grammatical constructions in Swedish; and
- can describe basic aspects of Swedish social and cultural life.

三、课程基本内容（含章节名称和知识点）

Lesson 1-2: “(10) Konstigt i Sverige”
Lesson 3-4: “(11) Anna, 34 år”
Lesson 5-6: “(12) En undersökning på nätet”
Lesson 7-8: “(13) Vad vill du bli när du blir stor?”
Lesson 9-10: “(14) En inbjudan”
Lesson 11-12: “(15) Vad gör de i Sverige?”
Lesson 13-14: “(16) Utbildning och jobb”
Review and exams.

四、课程教材及参考资料


Material for Culture and Society will be distributed by the teacher.

Additional material may be introduced by the teacher but no more than 100 pages.
4.5.14 基础梵语Ⅰ

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二、教学目的和基本要求

第一和第二学期梵文的主要目的是系统介绍足够用来阅读梵文文本的梵文语法，并培养阅读简单梵文文献的能力。为了实现这个目标，这两个学期的主要精力将用于学习密执安大学 Madhav Deshpande 教授编写的《梵文易学教程》，第二学期最后一段时间将转向梵文原著的阅读。在此过程中我们将逐渐掌握梵文文法的结构和基本内容，掌握动词、名词、代词变位变格的规律，建立扩充词汇量，强化阅读理解的能力。第一学年将为今后阅读中高级经典梵文的文献打下牢固的基础。

三、课程基本内容（含章节名称和知识点）

第一学期将完成教材中一半以上的章节，进展的速度预计每星期在 1.5 至 2 章之间。学生每星期的责任是仔细阅读掌握课堂中覆盖的内容，记忆格位的变化，完成所安排的每章翻译练习。

四、课程教材及参考资料

4.5.15 基础梵语 II

一、基本信息

| 课程代码 | FORE110058 | 学分 | 2 |
| 开课时间 | 每学年春、秋学期 |
| 课程英文名称 | Elementary Sanskrit II |
| 课程类别 | 通识教育专项教育课程 |
| 课程主页 | Elearning 上课程站点 |
| 预修课程 | 无 |
| 后续课程 | 基础梵语 III |

二、教学目的和基本要求

本课程在梵语 I 已经学完经典梵语基本语法的基础上，阅读成篇的故事性文献，取材《摩诃婆罗多》、《益世佳言》、《故事海》、《五卷书》，以及一些佛经故事。巩固学生对梵语各类语法现象的掌握，培养独立阅读梵语文献的能力，逐步积累阅读经验，为梵语 IV 进一步阅读更为繁难的文学性与思想性文献打好基础。

三、课程基本内容（含章节名称和知识点）

| 周次 | 内容 | 形式 | 学时 |
| 第一周 | 完成时 | 讲授 | 2 |
| 第二周 | 不定过去时 | 讲授 | 2 |
| 第三周 | 《益世佳言》选读 | 讲授 | 2 |
| 第四周 | 《五卷书》选读 | 讲授 | 2 |
| 第五周 | 《那罗传》1 | 讲授 | 2 |
| 第六周 | 《那罗传》2 | 讲授 | 2 |
| 第七周 | 《那罗传》3 | 讲授 | 2 |
| 第八周 | 《那罗传》4 | 讲授 | 2 |
| 第九周 | 《那罗传》5 | 讲授 | 2 |
| 第十周 | 《那罗传》6 | 讲授 | 2 |
第十一周 《那罗传》7 讲授 2
第十二周 《那罗传》8 讲授 2
第十三周 《那罗传》9 讲授 2
第十四周 《那罗传》10 讲授 2
第十五周 考试

总成绩评定：平时成绩占 40 分，课堂论文占 60 分

四、课程教材及参考资料

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## 4.5.16 基础梵语 III

### 一、基本信息

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### 二、教学目的和基本要求

本课程在梵语 II 已经学完经典梵语基本语法的基础上，阅读成篇的故事性文献，如《摩诃婆罗多》、《益世佳言》、《故事海》、《五卷书》，以及一些佛经故事。巩固学生对梵语各类语法规现象的掌握，培养独立阅读梵语文献的能力，逐步积累阅读经验，为梵语 IV 进一步阅读更为繁难的文学性与思想性文献打好基础。

### 三、课程基本内容（含章节名称和知识点）

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第十二周 《故事海》 2
第十三周 《故事海》 3
第十四周 《故事海》 4
第十五周 考试

总成绩评定：平时成绩占 40 分，课堂论文占 60 分

四、课程教材及参考资料

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附录

附录 1: 复旦大学本科生（非英语专业）外语能力培养方案

（1）培养目标:
复旦大学本科生（非英语专业）外语能力培养目标是通过大学外语课程的学习，培养学生的外语综合应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，使他们在学习、生活、社会交往和未来工作中能够有效地使用外语，满足国家、社会、学校和个人发展的需要。

（2）培养要求:
本科生在读期间，必须根据培养方案修满 8 个学分的外语课程，并通过“复旦大学英语水平测试”（FET）（详见测试大纲）。

对于母语为非英语国家的留学生，如相应专业修读计划无特别规定，必须修读大学外语课程 8 学分；母语为英语国家的留学生应修读“留学生高级汉语”8 学分和“留学生专业汉语”4 学分，共计 12 学分（具体请参见各专业留学生指导性修读计划）。

若学生在校期间所学外语学分超过 8 学分，参照学生所属专业培养方案，如无特别规定，超出部分则可用作通识教育选修课和任意选修课的学分；如培养方案规定不能计入通识教育选修课和任意选修课学分，则按学分缴纳入超出部分学费。

（3）课程设置和成绩记载:
大学外语课程分综合英语课程、通用学术英语课程、专用学术英语课程、英语文化类课程和第二外语课程五大模块（详见课程列表）。各模块内的系列课程说明详见 elearning 大学英语教学部站点课程指南。

综合英语课程（包括大学英语（预备级）、大学英语 I、大学英语 II、大学英语 III 和大学英语 IV）成绩设通过（P）和不通过（NP）两种，通过后获得相应学分，但不计入绩点。
其余模块课程的成绩记载根据《复旦大学本科生成绩记载规定》按浮动记分制记载。学生入学后，凡需修读大学外语课程的学生均需参加英语分级考试，进校时已获得托福成绩 90 分或雅思成绩 6.5 分（需向大学英语教学部提供成绩单原件）以上的学生可免试。

大学英语分级考试成绩优秀和免试的学生，可直接在通用学术英语课程、专用学术英语课程、英语文化类课程和第二外语课程模块中自由选择修读课程。其余学生则进入综合英语课程学习，依据分级考试成绩选择 5 个修读起点的课程：大学英语（预备级）、大学英语 I、大学英语 II、大学英语 III 和大学英语 IV。若学生认为被确定的修读起点不符合自己实际情况，可在开学第一周和第二周自行在选课系统内进行调整。

小语种学生（特指在高中期间未修读英语的中国学生）、无任何英语基础的体育特招生和留学生无须按照以上各课程模块学分要求选修。大学英语教学部建议从大学英语预备级开始，逐次递进修读。

（4）复旦大学英语水平测试（FET）:
凡根据培养方案应修读大学外语 8 学分的学生（包括留学生），均需参加 FET，成绩及格者方能毕业；修读“留学生高级汉语”和“留学生专业汉语”的留学生无需参加此项测
试。

FET 在每学年的 12 月举行一次，以 2 个标准学分计算绩点（该学分不计入各专业培养方案要求的毕业总学分范围）。学生在校期间可以多次参加测试，第一次测试不需缴纳考试费用，第二次起需按学校有关规定缴费。具体成绩记载方式请参见《关于复旦大学英语水平测试和计算机应用能力水平测试成绩记载事宜的说明》。

大学外语课程列表

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</tbody>
</table>
附录 2：复旦大学英语水平测试大纲

1. 考试性质
复旦大学英语水平测试为标准参照性英语水平考试。本考试参照《复旦大学大学英语教学大纲》，以复旦大学本科非英语专业学生修完高级英语的普通英语水平为基准，设定相关考试成绩等级。

本测试的难度以大纲所附样题为基准，要求学生掌握的英语词汇约为 9300 个。

2. 考试目的
根据教育部的要求，我国大学英语的教学重点正在从语言知识的传授转向听、说、读、写等综合应用能力的训练。本考试通过较多的直接测试考生各项英语技能的考试题型，结合使用目前比较成熟的间接客观性试题来全面检测学生的英语水平，并借考试的后效作用，推动大学英语教学改革。

3. 考试形式
本测试含书面和口头两部分，其中书面考试的形式如下：

第一部分：听力（Listening, 25%），共 27 题，考试时间 30 分钟。所有录音均采用英语为母语者的正常语速。题型分为以下三类。

听写填空（Spot Dictation, 0.5 × 4 + 1 × 2 + 2 × 2），含一段 20000 字的讲话，播放两遍。考生试卷上印有留空的讲话稿，要求考生在 8 个留空处填上录音中播放的内容，前半部分每空填一词，后半部分每空所填的文字介于 2-8 个。播放讲话时无停顿，但在第一遍和第二遍全文播完后，各有一次半分钟的停顿。

会话型多项选择题（Multiple Choice Questions Based on Conversations, 1 × 8），含 3-5 组双人或多人会话，总长度为 500-500 多词，每组会话结束后有一至四个问题。要求考生从试卷所提供的每题四个选择项中选出正确的答案。

学术讲座型多项选择题（Multiple Choice Questions Based on Academic Lectures, 1 × 9），含两个学术讲座片段，总长度为 700-700 个词，每个片段后有 2-7 个问题。要求考生从试卷所提供的每题四个选择项中选出正确的答案。

第二部分：写作（Writing, 25%），共 2 题，考试时间 50 分钟。题型分为以下两类：

A. 论说文写作（Essay Writing, 1 × 15），要求考生在 30 分钟内根据听力部分的讲座内容（一般为第二个讲座）写一篇 180 词以上的论说文，其中需包含对讲座内容的评价、考生自己的观点及论据。

应用文写作（Practical Writing, 1 × 10），要求考生在 20 分钟内根据提示写一篇应用文，涉及范围包括：通知、问候、邀请、投诉、说明、备忘录、各类信件（含商业信件、求职信等）。

第三部分：阅读（Reading, 25%），共 25 题，考试时间 40 分钟。题型分为以下两类：

A. 多项选择题（Multiple Choice Questions Based on Short Reading Passages, 1 × 15），含 3 篇文章，阅读总量在 1300 词左右。每篇文章后有 3-8 个问题。要求考生从试卷所提供的每题四个选择项中选出正确的答案。选文的原则是：兼顾各类学科，难度相当于英美国家
大众媒体所刊文章。考生须在掌握这些文章内容细节的同时，把握它们的主旨要义。

简答题/是非题(Short Answer Questions / True or False Questions Based on Long Reading Passages, 1 × 10), 含 2 篇文章，阅读总量在 1500 词左右，要求考生在快速阅读之后，回答简答题或是非题。

第四部分：口语（Speaking, 25%），共 2 题，考试时间 10 分钟。题型分为以下两类：

A. 听后评论（Responding to a Conversation or Short Talk, 1 × 10），考试时间 5 分钟。要求考生听一段普通语速的会话或听力短篇，约 1.5 分钟，然后在 3 分钟内口头回答 2 个问题并录入考场提供的录音设备中。

B. 命题说话（Talking about a Topic，1 × 15），考试时间 5 分钟。要求考生在拿到题目（可以是文字、图片、表格等各种形式）并准备 2 分钟后，围绕所给题目讲述或发表评论 3 分钟。

4. 答题及计分办法

本测试的客观题全部采用机器阅卷，所以考生必须将相关答案填涂在专用答题卡上。主观题的答案则需写在规定的答题区域。

试卷的题目数、计分和相应的考试时间列表如下：

<table>
<thead>
<tr>
<th>序号</th>
<th>题 号</th>
<th>各部分名称</th>
<th>题目数</th>
<th>计 分</th>
<th>考试时间</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>L1-L8，1-17</td>
<td>听力</td>
<td>25 题</td>
<td>25 分</td>
<td>30 分钟   (含考试须知)</td>
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<td>W1-W2</td>
<td>写作</td>
<td>2 题</td>
<td>25 分</td>
<td>50 分钟</td>
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<td>III</td>
<td>18-32，R1-R10</td>
<td>阅读</td>
<td>25 题</td>
<td>25 分</td>
<td>40 分钟</td>
</tr>
<tr>
<td></td>
<td>合计</td>
<td></td>
<td>52 题</td>
<td>75 分</td>
<td>120 分钟</td>
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</table>

口试
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<th>考试时间</th>
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<td>I</td>
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<td>5 分钟</td>
</tr>
<tr>
<td>II</td>
<td>命题说话</td>
<td>15 分</td>
<td>5 分钟</td>
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<td>合计</td>
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<td>25 分</td>
<td>10 分钟</td>
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考试总成绩为笔试和口试的合计得分之和，总时间为 140 分钟。

5. 考试日期和成绩

本测试每年 12 月举行。考生的卷面成绩用统计学方法等值处理后，参照本校大学英语课程的给分方法给出等级。
复旦大学语言学习中心服务简介

(一) 中心简介

复旦大学语言学习中心是复旦大学“985三期”本科教学实验室建设项目，成立于2013年10月，是大学英语教学部教学环境建设的重要组成部分，旨在为学生搭建个性化的语言学习平台，满足他们的个性化需求，是对大学英语课程体系的重要补充。作为改善学习环境促进学习者自主学习的重要实践手段，基于终生学习和自主学习理念，语言学习中心为实现从“以教师为中心”到“以学生为中心”转变的新型教学模式建构了自主语言学习系统，是当下大学英语教学不断深化改革新形势下的语言学习环境建设项目。

复旦大学语言学习中心位于我校邯郸校区第五教学楼5103室，常规开放时间为周一至周五8:30-20:30，周六不定期开放。中心环境温馨宁静，为学生提供了轻松友好的学习氛围。本校在籍学生刷“一卡通”进入后可免费使用中心的期刊、书籍、学习设备及资源，或使用中心作为自主学习场地。此外，大学英语教学部安排中外骨干教师在中心提供多个时段的师生一对一语言学习辅导，每个时段为30分钟。该辅导依托我校eLearning信息服务系统的在线预约功能，学生可事先登录该系统查询辅导老师的专项辅导内容，提前一周预约辅导时段，辅导日前一天eLearning通过学号邮箱提醒。学生也可以在预约时注明自己的咨询内容，这样就保证了辅导针对性和高效率。

语言学习中心还定期举行丰富多彩的第二课堂活动。中心现已开设的第二课堂活动包括：

本科生基础语音一对一训练
医学英语演讲比赛
英语读书会
医学英语第二课堂
英文原著阅读小组
英语模仿秀
纯写作工坊
复旦Pre
英语写作比赛
英语演讲培训及比赛
词汇工坊
英语阅读技巧工作坊
写作精英训练营

英语议会制辩论训练
英语聊天室
英语流行音乐简介
英语潜规则系列讲座
演讲名篇赏析
美国考试词汇讲与练
美国历史讲座
跨文化系列讲座
演说家之夜
助力腾飞训练营
国际期刊研究论文写作
本中心除了利用eLearning发布相关信息外, 还开设了5103微信平台, 为学生们在线提供优质学习资源和活动信息。同时中心依托外文学院和复旦大学的微博和微信平台，进行广泛宣传。此外，中心和复旦大学学生发展中心、校学生会以及一些语言类学生社团也进行了一些合作，力争使5103成为学生们语言学习场所的第一选择。

中心开放以来，已有许多学生受益, 语言学习中心提供的各项服务也受到了本科生、研究生使用者的广泛好评。

(二) 中心基本信息
地址：邯郸校区第五教学楼 5103 室
电话：65642116
邮箱：fd_languagecenter@163.com
二维码:

微信号: llc5103
开放时间:
第 2 周 (周一至周五)：9:00-11:00, 14:00-16:00
第 3-15 周（周一至周五）: 8:30-20:30

学习资源:
- 英语视/音频资料
- 英文报纸
- 原版期刊
- 一对一辅导
- 第二课堂活动
- 口语训练平台
- 写作训练平台
- 英文图书出借阅览
- 英语学习软件应用
- 英语达人答疑时间
- 英语应试辅导
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<tr>
<td>LLC001</td>
<td>经典英语歌曲学唱</td>
<td>吴宝雷</td>
<td>Sing Out Loud</td>
<td>学唱英语歌曲不仅能够帮助增强语感，提高语音辨析能力，扩大单词量和知识面，更能激发学习者对于英语语言和文化学习的兴趣，是非常典型的寓教于乐式的语言学习活动。</td>
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<tr>
<td>LLC002</td>
<td>English Mission Town 英语密语堂</td>
<td>叶如兰</td>
<td>EMT-Your Ideal Platform of Language Learning and Intercultural Communication</td>
<td>English Mission Town 旨在为学生创造一个活跃的语言学习环境，通过丰富的主题和形式多样的活动搭建一个中外学生语言与文化交流的平台。</td>
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<td>LLC003</td>
<td>Curious George Reading Club 复旦英语读书会</td>
<td>向丁丁</td>
<td>Reading Maketh a Full Man.</td>
<td>引进在英美已经十分普及的一种集体阅读方式，让有兴趣的学生能结成一个松散的团体，共同阅读有益有趣的英文书籍，同时自由地交流感受与思考。阅读的书目主要由指导教师挑选，挑选标准主要在于文学性、诵读性和思想性。</td>
</tr>
<tr>
<td>LLC004</td>
<td>英语阅读技巧工作坊</td>
<td>黄红霞</td>
<td>Read Faster, Read Better</td>
<td>英语阅读技巧工作坊将引导同学们审视自己的阅读习惯，评估自己的阅读速度，了解掌握常用的英语阅读技巧，并在阅读练习中有意识运用这些技巧策略，努力提高阅读速度，改善阅读能力。</td>
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<tr>
<td>LLC005</td>
<td>英语模仿秀</td>
<td>张宁宁</td>
<td>English Pronunciation: Mystery Solved</td>
<td>活动针对的是那些认为自己的英语发音存在缺陷的本科生和研究生，活动目的是帮助学生了解英语发音的技巧，改善他们的英语发音，希望经过数次活动以后，学生能够掌握语音模仿的要领，提升学好英语发音的信心。</td>
</tr>
<tr>
<td>LLC006</td>
<td>英语演讲培训</td>
<td>时丽娜</td>
<td>Lose the bind, speak your mind.</td>
<td>以小组授课和实战训练为模式，由最富有演讲教学和比赛辅导经验的教师和特邀嘉宾针对对演讲有浓厚兴趣并具备较好基础的同学进行系统深度培训，使其演讲能力逐步提高，演讲技巧日臻完善。</td>
</tr>
<tr>
<td>LLC0 07</td>
<td>英国议会制辩论训练</td>
<td>何静</td>
<td>Don’t raise your voice. Improve your argument. Why do I support what I support? Why do I oppose what I oppose? The great things we derive from these questions, are not the conclusion we eventually make, but the understanding that certain compromises are valid; that stories always have two sides; that we need to learn and tolerate both of them. We use debate to develop our critical thinking abilities, speaking skills, and personal advocacy. We do this through competitive debate and public or informal speaking situations. Join our sport of debate!</td>
<td></td>
</tr>
<tr>
<td>LLC0 08</td>
<td>复旦 Pre</td>
<td>彭华 孙东云 陈洁倩 王绍梅</td>
<td>We Shine. We Share. 复旦 Pre 主要是为那些选题新颖，视角独特，愿意与更多的人分享经历和思想的同学提供一个超越大学英语课堂的舞台，同时，来自大英部教师全程的英语指导，将为每位渴望展示自我风采的同学增添极大的信心。Pre 珍贵的录像和照片资料会保存在相关网站，一方面为校内其他同学提供了课堂英语演讲的参考范本，同时也为参与本活动的学生们留下他们在复旦求学时的风采，而且为他们未来求职留学也提供了一份难得的 video CV。</td>
<td></td>
</tr>
<tr>
<td>LLC0 09</td>
<td>Vocabulary Workshop 词汇工坊</td>
<td>陈洁倩</td>
<td>30 Days to a Superior Vocabulary 在外语学习中，词汇的作用不容小觑。词汇工坊为学生提供课外必要集中训练，根据他们的需求，进行为期一个月的高强度练习，帮助他们在短期内掌握记忆单词的诀窍，把握记忆的规律。通过组织这个 30 天词汇速成训练，使同学能够了解记忆的规律，单词记忆的技巧，在原来基础上，在 30 天内大幅度提高词汇量。</td>
<td></td>
</tr>
</tbody>
</table>
| LLC0 10 | 医学英语演讲比赛 | 凌秋虹 | 医学英语演讲比赛给师生提供更多、更自由的交流平台，给学生创造更多使用英语语言的机会，营造更好的英语学习氛围，贯彻“以学生为中心”、“以用
<table>
<thead>
<tr>
<th>LLC011</th>
<th>听力训练营</th>
<th>王绍梅</th>
<th>Listen Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>在外语学习中，听力的作用不容小觑。听力训练营为同学们搭建这样一个平台，使参与同学能够熟悉一些常用的听力技巧，掌握一些听力题材的常用词汇，能够听懂不同口音、不同语速的材料，提高整体听力理解水平。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LLC012</th>
<th>英文原著阅读小组</th>
<th>王绍梅</th>
<th>In Reading We Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>英文原著阅读小组由教师给出阅读的书目和阅读计划，定期组织学生就所读内容展开交流和讨论。通过搭建这样一个阅读平台，使参与同学能够完成阅读英文原著著作的目标，帮助同学就所读书目进行深层次的探讨，给予学生人生观、价值观以正面引导；同时，鼓励学生用英文参与讨论，就阅读内容用英文写出感悟，借此提高学生口语和书面表达。</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LLC013</th>
<th>写作精英训练营</th>
<th>杜方圆</th>
<th>Writing makes an exact man.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>写作精英训练营主要为“外研社”杯全国写作大赛储备人才，每两周一次集中授课，针对不同体裁和不同内容的写作对学生进行培训。学生每周的阅读量为5小时，并布置一篇相关的作文，由老师提出意见，反复修改后定稿。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>LLC014</td>
<td>English Vocabulary Practice</td>
<td>Zhang Bingyan</td>
<td>This course focuses on explaining the common word formation methods of English vocabulary, such as roots, prefixes, suffixes, derivatives, compound, blending, etc. In addition to explaining word formation, this course also explains basic vocabulary in biology, geology, economics, sociology, mathematics, literature, etc., to improve students' vocabulary system. Practice is integrated, with vocabulary exercises corresponding to the lectures after each class. This course takes a practice-and-teach approach, with teachers explaining common word formation methods in each class and students practicing vocabulary exercises to consolidate their learning.</td>
</tr>
<tr>
<td>LLC015</td>
<td>American Culture</td>
<td>Yao Yanjing</td>
<td>History?有点枯燥有点远。文化?隔岸看花花朦胧。话说美国那些事儿，让我们轻轻松松侃历史，说说笑笑聊美国。</td>
</tr>
<tr>
<td>LLC016</td>
<td>English Lecture Analysis</td>
<td>Shu Lan</td>
<td>Enjoy classic literature, taste the culture. This activity aims to cultivate students' interest in English, especially English speaking, through appreciation, reading, discussion, and analysis of several representative popular English speeches. It helps improve students' ability to appreciate speeches, thus improving their understanding of English language and culture, as well as their intercultural communication ability.</td>
</tr>
<tr>
<td>LLC017</td>
<td>English Reading Strategies</td>
<td>Chen Jieqian</td>
<td>“English reading strategies” introduces the key to your overall language proficiency. This activity aims to introduce some basic theories and strategies involved in intercultural communication, hoping to foster in students the proper attitude towards different cultures and enhance their intercultural awareness in intercultural communication.</td>
</tr>
<tr>
<td>LLC018</td>
<td>Intercultural Communication Series Lectures</td>
<td>Yang Xia</td>
<td>Culture plays an inseparable role in communication. But the truth is that not many people are aware of that. Misunderstandings or even conflicts inflicted by lack of cultural awareness can be found everywhere. This series of lectures are intended to introduce some basic theories and the strategies involved in intercultural communication, hoping to foster in students the proper attitude towards different cultures and enhance their intercultural awareness in intercultural communication.</td>
</tr>
<tr>
<td>LLC0 19</td>
<td>英美流行音乐</td>
<td>Jeff</td>
<td>Rock around the Clock with Jeff</td>
</tr>
<tr>
<td>LLC0 20</td>
<td>英语溯源-英语拉丁语沙龙</td>
<td>复旦大学拉丁语社和美芹社</td>
<td>领略语言之美,把握语言之根</td>
</tr>
<tr>
<td>LLC0 21</td>
<td>英语潜规则</td>
<td>董宏乐</td>
<td>Learning English by Learning about and through English</td>
</tr>
</tbody>
</table>
| LLC0 22 | Toastmasters’ Evening 演说家之夜 | 万江波 | Empower yourself. Empower others. | 每周三晚 6:00-8:00 的“演说家之夜”活动将汇聚复旦大学各院系的英语演讲人才,由国内资深英语演讲教练策划并辅导,由获奖英语演讲人才轮值主持,借鉴国际流行的 Toastmasters International 的会议式互助学习的培训方式,针对热门话题进行系统性的英语演讲训练。
### (三) 一对一辅导 “使用指南”

本学期未选修“大学英语教学部”开设课程的同学，第一次进行预约时，首先要加入“大学英语教学部”站点，加入的步骤如下：

使用信息门户的用户名和密码登录 eLearning 网站，登录成功后点击“所属站点”按钮，然后点击“可加入站点”按钮，在搜索栏中输入“大学英语教学部”，点击“搜索”按钮进行搜索。

<table>
<thead>
<tr>
<th>课号</th>
<th>课程名称</th>
<th>讲师</th>
<th>课程内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC0 23</td>
<td>英语精听</td>
<td>徐欣</td>
<td>Let’s listen and glisten 《英语精听》的口号是（Let’s listen and glisten），通过集中训练，精听精练，提高英语听力的辨音、筛选、判断等的综合运用能力。增加的新闻听力可以帮助学生适应改革后的四、六英语听力题目。</td>
</tr>
<tr>
<td>LLC0 24</td>
<td>国际期刊研究论文写作系列讲座</td>
<td>蔡基刚</td>
<td>插上学术英语翅膀，冲向国际学术天空 我校 2012 届本科生彭博在本科生期间在其专业国际期刊 SCI 上发表了 6 篇科研论文。在他的鼓舞下，越来越多的本科生和研究生跃跃而试，尝试向他们专业国际期刊投稿，交流自己的研究成果。但是，英语写作往往阻碍他们思想的表达。为此我们将举办 5 次讲座，介绍国际期刊研究论文写作的一些基本方法。本系列讲座旨在帮助学生提高用英语在 SCI 科技期刊上发表论文的能力。课程主要涉及科技论文的主要结构（IMRD）写法，如何进行文献回顾、研究方法介绍如语料库、数据结果统计、发现意义挖掘等。同时介绍科技论文的元话语手段（如逻辑衔接语、委婉限制语、引用技巧等）正式文体的写作（如名词化、被动语态，非生命表达等）和规避学术剽窃的方法。对象：本科生和研究生</td>
</tr>
</tbody>
</table>
搜索后，出现如下界面，点击“加入”，即可将“大学英语教学部”加入到所属站点中。

点击“我当前所属站点”按钮，可以查看所有所属站点信息，其中可以看到刚刚加入的“大学英语教学部”站点。

本学期选修了“大学英语教学部”开设课程的同学，和已经加入了“大学英语教学部”站点的未选修“大学英语教学部”开设课程的同学，请按照以下步骤进行预约：

1. 使用信息门户的用户名和密码登录 eLearning 网站，登录成功后点击“所属站点”中的“大学英语教学部”，然后点击左侧“预约”，如下图：

2. 点击“预约”选项后，会弹出如下图界面：
点击上图中任一个预约活动名称，可以查看该活动的具体情况，包括：辅导老师、辅导专项、辅导日期以及辅导时间段等，如下图：

图中“操作”列表下，如果显示为“预约”状态，表示该时间段无人预约，可以点击“预约”按钮进行预约，预约界面如下图：

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点击“完成”按钮后，会跳出如下界面，并在相应的预约时段“您的状态”显示为“已预约”。如果点击“取消预约活动”按钮，则“您的状态”又变为空白。

<table>
<thead>
<tr>
<th>时间段</th>
<th>可预约人数</th>
<th>参与人</th>
<th>您的状态</th>
<th>操作</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30上午 - 9:00上午</td>
<td>无</td>
<td>不显示</td>
<td>已预约 06</td>
<td>取消预约活动</td>
</tr>
<tr>
<td>9:00上午 - 9:30上午</td>
<td>1</td>
<td>不显示</td>
<td>预约</td>
<td></td>
</tr>
<tr>
<td>9:30上午 - 10:00上午</td>
<td>1</td>
<td>不显示</td>
<td>预约</td>
<td></td>
</tr>
<tr>
<td>10:20上午 - 10:50上午</td>
<td>1</td>
<td>不显示</td>
<td>去</td>
<td></td>
</tr>
<tr>
<td>10:50上午 - 11:20上午</td>
<td>无</td>
<td>不显示</td>
<td>去</td>
<td></td>
</tr>
</tbody>
</table>

“操作”一列如果显示为“加入等候列表”，表示该时段已经被别的同学预约，点击“加入等候列表”按钮，在相应预约时段“您的状态”显示为“在等候列表”中。如下图：

<table>
<thead>
<tr>
<th>时间段</th>
<th>可预约人数</th>
<th>参与人</th>
<th>您的状态</th>
<th>操作</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30上午 - 9:00上午</td>
<td>1</td>
<td>不显示</td>
<td>预约</td>
<td></td>
</tr>
<tr>
<td>9:00上午 - 9:30上午</td>
<td>1</td>
<td>不显示</td>
<td>预约</td>
<td></td>
</tr>
<tr>
<td>9:30上午 - 10:00上午</td>
<td>1</td>
<td>不显示</td>
<td>在等候列表中</td>
<td></td>
</tr>
<tr>
<td>10:20上午 - 10:50上午</td>
<td>1</td>
<td>不显示</td>
<td>预约</td>
<td></td>
</tr>
<tr>
<td>10:50上午 - 11:20上午</td>
<td>无</td>
<td>不显示</td>
<td>在等候列表中</td>
<td></td>
</tr>
</tbody>
</table>

点击“离开等候列表”按钮，则“您的状态”又变为空白。

“您的状态”显示为“在等候列表中”并不表示预约成功，只有当预约的同学取消了预约，处在等候列表第一位的同学会自动补位。“您的状态”显示为“已预约”才能表示预约成功。
特别提醒：预约时段提早一周开放，预约成功后，会出现“已预约”图标。预约日前一天相关提醒邮件会送达学生本人的学号邮箱。如果该时段预约取消，等候队列的第一位同学会自动补位，预约成功的提醒邮件会送达学生本人的学号邮箱。学生根据自己的需要，选择辅导时间段，在同一活动中一个学生最多只能预约两个时间段。另外，未能预约成功或是忘记预约的同学可直接到中心前台或是致电65642116向管理员查询当天空余时段。如有空余时段，也可现场报名参加辅导。