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2.課程進度表及課程內容

Class schedule

WARM UP.

- W1 02/22 M *Course introduction.
*Introduction to “place” and its application.
洪蘭。〈會「說故事」才有創造力〉。《天下》 428 (2009年8月12日至8月25日): 160。
- 02/24 W Tim Cresswell 著, 王志弘、徐苔玲譯(2006)。〈導論：定義地方 (Introduction: Defining Place)〉。《地方：記憶、想像與認同(Place: a Short Introduction)》。台北：群學出版社。5-25。
- W2 03/01 M *Tim Cresswell 著, 王志弘、徐苔玲譯(2006)〈運用地方(Working with Place)〉。《地方：記憶、想像與認同 (Place: a Short Introduction)》。台北：群學出版社。131-97。
*Analysis of the group projects from last semester, in terms of “place.”
- 03/03 W Project instructions。

ROLE MODELS AND HEROES

- W3 03/08 M Rudolph W. Giuliani, “A Call to Courage”
Reading Taiwan:
〈反戰爭，要和平！---展現台灣人的道德勇氣〉
<http://hef.yam.org.tw/news/17.htm> Retrieved on October 29, 2009.
- 03/10 W Group facilitation and discussion. (Four groups: Bess’s, Ellyn’s, Hawi’s, Julie’s)**
- W 4 03/15 M Scott Fisher, “Lessons from Two Ghosts”
Reading Taiwan:
〈高材生……人情世故 0 分〉及回應。
<http://www2.lssh.tp.edu.tw/~lib/share/familyedu.htm> Retrieved on October 29, 2009.
- 03/17 W Group facilitation and discussion. (Four groups: Serena’s, Wendy’s, Vivian’s, Tracy’s)**

GENDERED RELATIONSHIPS

- W5 03/22 M Ron Beathard, “Over 40 and Unmarried”
Reading Taiwan:
〈單身：男女有別？〉
<http://www.commonhealth.com.tw/article/index.jsp?page=3&id=867> Retrieved on October 29, 2009.

- 03/24 W Group facilitation and discussion. (Four groups: Julia's, Yishine's, Natalie's, Jim's)**
- W6 03/29 M Julie Showalter, "Vows"
 Reading Taiwan:
 〈夫妻是一輩子的事〉 Retrieved on October 29, 2009.
<http://www2.lssh.tp.edu.tw/~lib/share/member.htm>。
- 03/31 W No Class.
- W7 04/05 M 清明節 (放假)。
 04/07 W Project discussions.
- Series of Taiwan Cultures I: Gay, Family, Stories**
- W8 04/12 M Film: 《無偶之家 往事之城》
- 04/14 W Group facilitation and discussion. (Four groups: Bess's, Ellyn's, Hawi's, Julie's)**
- W9 04/19 M Mid-term exam week.
 04/21 W Mid-term exam week.

POPULAR CULTURE

- W10 04/26 M Tricia Rose, "Rap Music and the Demonization of Young Black Males"
 Reading Taiwan:
 "Taiwan Street Dancing Hops from Basement to Stage"
 Retrieved on October 29, 2009.
<http://www.reuters.com/article/lifestyleMolt/idUSTRE56S1VF20090729>
- 04/28 W Group facilitation and discussion. (Four groups: Serena's, Wendy's, Vivian's, Tracy's)**

Series of Taiwan Cultures II: Youth, Music, Care

- W11 05/03 M 邀請拷秋勤樂團講談 (兩位講者)。¹
- 05/05 W Group facilitation and discussion. (Four groups: Julia's, Yishine's, Natalie's, Jim's)**

¹拷秋勤為當代台灣樂團，由五位團員組成，分別是主唱魚仔林及范姜、DJ J-CHEN 以及兩位樂手阿雞和尤寶。主要是以嗩吶、椰子等傳統樂器作為演奏工具，音樂大量使用來自台灣的本土素材，包括客家八音、歌仔戲、勸世歌、民謠，台語歌曲都是拷秋勤製作音樂的素材來源。強調族群團結、反思歷史，以及呼籲大家保護環境生態、維護文化資產，立意將代表台灣的音樂傳送各國，讓世界更加認識台灣。(主唱林家鴻與范姜峻宏會在 5/3, 1:00-3:00p. m., 6:00-8:00p. m., 各有一場演講，題目為：1. 在地特色在流行音樂創作中之呈現 2. 音樂工作與社會實踐。)

PREJUDICE AND DISCRIMINATION

W12 05/10 M William Rasberry, "Symbolic Arguments"
Reading Taiwan:
〈青天白日滿地紅，陸生也愛〉
【2009/10/11 聯合報】@ <http://udn.com/> Retrieved on October 29, 2009.

05/12 W Group facilitation and discussion. (Four groups: Bess's, Ellyn's, Hawi's, Julie's)

W13 05/17 M Toni Cade Bambara, "The Lessons"
Reading Taiwan:
〈快速變化的台灣社會〉
<http://mass-age.com/wpmu/blog/2008/04/07/3033/>
〈台灣變 M 型社會？學者：台灣社會需改革〉
<http://www.epochtimes.com/b5/7/12/18/n1946174.htm> Retrieved on October 29, 2009.

05/19 W Group facilitation and discussion. (Four groups: Serena's, Wendy's, Vivian's, Tracy's)

TERRORISM, WAR, AND VIOLENCE

W14 05/24 M Ellen Goodman, "War Culture"
Reading Taiwan:
"China's 'Taiwan complex' hurting war on terror: US" Retrieved on October 29, 2009.
<http://www.taipeitimes.com/News/front/archives/2006/04/30/2003305311>

05/27 W Group facilitation and discussion. (Four groups: Julia's, Yishine's, Natalie's, Jim's)

Group projects

W15 05/31 M Initial project discussions.
06/02 W Group conference with TAs.
W16 06/07 M Proposal presentation.
06/09 W Merge with project presentation.

W17 06/14 M Project presentation. (12:10-15:00)
06/16 W Dragon Boat Festival. (No class.)
W18 06/21 M **Final exam.**

3.教學內容及教材展示

3.1 The instructor:劉開鈴教授大班授課講義 February 22, 2010

Introduction to Place and Its Application
<ul style="list-style-type: none">□ This course experiments<ul style="list-style-type: none">■ on cultivating your awareness of your relations to where you are (from) and■ on your ability to tell a story about these relations.□ My story of putting myself in place (out of place?) without my own knowing.<ul style="list-style-type: none">■ “The Unsent/Unanswered Letter in the Epistolary Fiction by Modern Women Writers of Color
Readings <ul style="list-style-type: none">□ Tim Cresswell 著，王志弘、徐苔玲譯 (2006)。〈導論：定義地方〉。《地方：記憶、想像與認同》。台北：群學出版社。5-25。□ Cresswell, Tim. “Defining Place.” <i>Place: a Short Introduction</i>. By Cresswell. Malden, USA; Oxford, UK; Victoria, Australia: Blackwell Publishing, 2004. 1-14.
Defining place - 1 <ul style="list-style-type: none">□ In Agnew’s terms, a place involves three dimensions:<ul style="list-style-type: none">■ location,■ locale, and■ sense of place (14-16).■ Location is a geographical site, identifiable on a map.■ Locale refers to the material conditions of social relations, such as people, architecture, streets, public spaces, etc.■ Sense of place suggests people’s affect to a place. This may bring about their sense of belonging (in place), sense of loss (out of place), or sense of in-between-ness.□ Native Americans were forced to leave their land. This is pathetic.□ Lynn Randall, “Grandma’s Story”<ul style="list-style-type: none">■ Location■ Locale■ Sense of place

Defining place -2

- Place means people's relation to a specific location which entails privacy and sense of belonging. As such, it also engages border making.
 - Example: your room in the dorm
 - Place is not fixed; rather, it's always in flux, formed by and forming the material conditions of social relations.
 - your room in the dorm,
 - a village,
 - a city,
 - a community,
 - a nation.
 -

Readings

- Tim Cresswell 著，王志弘、徐苔玲譯 (2006)。〈運用地方〉。《地方：記憶、想像與認同》。台北：群學出版社。131-197。
- Cresswell, Tim. "Working with Place." *Place: a Short Introduction*. By Cresswell. Malden, USA; Oxford, UK; Victoria, Australia: Blackwell Publishing, 2004. 81-123.

Working with place

- The four modes of creating a place include
 - Border-making through local production,
 - Memory,
 - Home-making, and
 - Nation-state as place.
- In place and out of place.
 - Inside and outside
 - Order-making
- Border-making through local production
 - This "concerns the continued importance of place in a mobile and globalized world at the scale of the room and the region" (Cresswell 82; translation 133).
- This alerts us to two facts. First, "the world is flat" so that every person, every place, and every thing are interrelated. Second, at the same time, people in different places form distinct sense of place by highlighting its uniqueness, its being different from any other places. To make this possible, one has to notice the daily life, the individual, and relate this daily life and the individual to the world.

Memory

- “One of the primary ways in which memories are constituted is through the production of places. Monuments, museums, the preservation of particular buildings (and not others), plaques, inscriptions and the promotion of whole urban neighborhoods as ‘heritage zones’ are all examples of the placing of memory” (Cresswell 85; translation 138).

Home-making

- “Most people are familiar with the attempt to make somewhere feel like home. Even if there are many instances where they do not succeed, the attempt is important. The creation of ‘nice places to live’ is one the of the central ways in which places are produced. But take this activity beyond the seemingly innocent practices of decorating walls and arranging furniture and it soon becomes a political issue” (Cresswell 93; translation 148).
- Example: “A Jury of Her Peers”.

Nation state as place

- “A nation-state . . . Combines the abstraction of space with the deeply-felt emotions of place” (Cresswell 99; translation 158).
 - Examples: “A Spirit Reborn”

In place and out of place

洪蘭。〈會「說故事」才有創造力〉。《天下》 428 (2009年8月12日至8月25日): 160。

他曾經一針見血地指出學校教育的通病：只重視事實的灌輸與記憶，不注重橫向的連接與思考。他說找出任何兩件事的關係就是創意的來源。他訓練員工的方式是給他們一堆事實，請他們講個故事出來。當講得出故事時，他們就了解這些事實背後的關係了。

他的話使我想起我們幾十年來的教學方式，真是很感慨。改變歐洲歷史十大事件的年代，我高中畢業四十四年了還會背，但是我卻不知道它們彼此的關係與相互的影響。我們的知識確實缺少橫向的連接，因此影響我們思想網路的綿密。在美國念書時，老師考我

Rap Music and the Demonization of Young Black Males

by Tricia Rose

Instructor: Dr. Kai-ling Liu**TAs: David Huang, Ingrid Sung,****Andrea Wang, Cynthia Wei****FLLD Freshman English Spring 2010**

Outline of presentation

- Play rap.
 - Geto Boys: music and the lyrics.
- Hip hop and African influence
- Gangsta music and its criticisms
- Tricia Rose' s position
- Your response
- Globalization and localization of rap music

Rap: Damn it feels good to be a gangsta**Thanks to Andrea Wang for providing the lyrics and the music.**

Damn it feels good to be a gangsta

A real gangsta-ass nigga plays his cards right

A real gangsta-ass nigga never runs his fuckin mouth

'cause real gangsta-ass niggas don't start fights

And niggas always gotta high cap

Showin' all his boys how he shot em

But real gangsta-ass niggas don't flex nuts

'cause real gangsta-ass niggas know they got em

And everythings cool in the mind of a gangsta

'cause gangsta-ass niggas think deep

Up three-sixty-five a year 24/7

'cause real gangsta ass niggas don't sleep

Damn it feels good to be a gangsta

Feedin' the poor and hepin out wit they bills

Although I was born in jamaica

Now I'm in the us makin' deals

Damn it feels good to be a gangsta

I mean one that you don't really know

Ridin' around town in a drop-top benz

Hittin' switches in my black six-fo'

Now gangsta-ass niggas come in all shapes and colors

Some got killed in the past
But this gangsta here is a smart one
Started living for the lord and I'll last
Now all I gotta say to you
Wannabe, gonnabe, pussy-eatin' cocksuckin' prankstas
When the shit jumps off what the fuck you gonna do
Damn it feels good to be a gangsta

Damn it feels good to be a gangsta
A real gangsta-ass nigga knows the play
Real gangsta-ass niggas get the flyest of the bitches
Ask that gangsta-ass nigga little jake
Now bitches look at gangsta-ass niggas like a stop sign
And play the role of little miss sweet
But catch the bitch all alone get the digit take her out
And then dump-hittin' the ass with the meat
'cause gangsta-ass niggas be the gang playas
And everythings quiet in the clique
A gangsta-ass nigga pulls the trigger
And his partners in the posse ain't tellin' off shit
Real gangsta-ass niggas don't talk much
All ya hear is the black from the gun blast
And real gangsta-ass niggas don't run for shit
'cause real gangsta-ass niggas can't run fast
Now when you in the free world talkin' shit do the shit
Hit the pen and let the mothafuckas shank ya
But niggas like myself kick back and peep game
'cause damn it feels good to be a gangsta

Geto Boys -1

The Geto Boys earned notoriety for its transgressive lyrics which included gore, psychotic experiences, necrophiliac: and misogyny.

Geto Boys -2

- Geto Boys** (originally spelled **Ghetto Boys**) is a hip hop group from Houston, Texas, consisting of Scarface, Willie D and Bushwick Bill.
- Years active** 1986-present

Hip hop / Rap music

- Hip hop** is a musical genre which developed alongside Hip Hop culture, which began in the South Bronx in the 1970s.
- The term *rap* is often used synonymously with *hip hop*, but *hip hop* denotes

the practices of an entire subculture.

Rapping, also referred to as MCing or emceeing, is a vocal style in which the artist speaks lyrically, in rhyme and verse, generally to an instrumental or synthesized beat. . . . Rappers may write, memorize, or improvise their lyrics and perform their works . . . to a beat.

Source: 24 April 2010. http://en.wikipedia.org/wiki/Hip_hop_music



South Bronx in orange; the rest of the borough is in yellow.

Source: 24 April 2010. http://en.wikipedia.org/wiki/South_Bronx

Rap and the Afro-American influence

- Hip hop arose during the 1970s when block parties became increasingly popular in New York City, especially in the Bronx, where African-American, Jamaican and Latino influences combined.
- The roots of hip hop are found in African-American music and ultimately African music. The griots of West Africa are a group of traveling singers and poets who are part of an oral tradition dating back hundreds of years. Their vocal style is similar to that of rappers.

Gangsta music - 1

- Gangsta (gangster) rap** is a subgenre of hip hop that reflects the violent lifestyles of inner-city youths. . . . The genre was pioneered in the mid 1980s by rappers such as Schooly D and Ice T, and was popularized in the later part of the 1980s by groups like N.W.A.

Gangsta music - 2 (criticism)

- Critics "have accused the genre of promoting violence, profanity, sex, homophobia, racism, promiscuity, misogyny, rape, street gangs, drive-by shooting, vandalism, thievery, drug dealing, alcohol abuse, substance abuse and materialism."
- Critics such as Spike Lee have criticized that in this genre, "performers – both black and white – were made up to look African American, and acted in

a stereotypically uncultured and ignorant manner for the entertainment of audiences.”

Source: 24 April http://en.wikipedia.org/wiki/Gangsta_rap

Gangsta music – 3 (self-defense)

- “Gangsta rappers often defend themselves by saying that they are describing the reality of inner-city life, and that they are only adopting a character, like an actor playing a role, which behaves in ways that they may not necessarily endorse.”

Source: 24 April http://en.wikipedia.org/wiki/Gangsta_rap

Gangsta music – 4

(Rose’ s position)

- Rose expresses similar ideas as gangsta rappers’ , that rap (gangsta) music articulates the everyday life experiences of “young black inner city males” (274).
- In addition, Rose holds that to do justice to gangsta rappers critics have to consider the “larger structural forces and historical contextualization” (274) that bring about these young black inner city experiences.

- Then, what are the strengths and weakness of Rose’ s argument?

Young black inner city males who are gangsta rappers are mis-represented as criminals.

- Crimes and criminals are social-linguistically constructed so that fissures exist between criminal acts and perceptions of crimes and criminals.
- Gangsta rappers are demonized by media, including black and white leaders and law enforcement officials.

Key ideas -1

- How does Rose reason that false impressions of the increased crime and violence is created by “mediated-crafted frenzies” (272; para. 1-2)?
- In Rose’ s opinion, why does media want to make use of street crime? (272; para. 3).
- Why is it important to “distinguish criminal acts and the social language” that “talk[s] about and . . . define[s] criminals” (272-273; para. 4-5)?

The South Bronx -1

- The South Bronx has been historically a place for working class families. Its image as a poverty-ridden area developed in the latter part of the 20th century.
- In the 1930s and 1940s, the Bronx was once considered the "Jewish Borough."
- In the 1950s and 1960s, South Bronx went from being two-thirds

non-Hispanic white in 1950 to being two-thirds black or Puerto Rican in 1960.

- In the 1970s and 1980s, poverty prevailed in the South Bronx due to white flight, landlord abandonment, changes in economic demographics, and also the construction of the Cross Bronx Expressway.

Source: 24 April 2010. http://en.wikipedia.org/wiki/South_Bronx,_Bronx

The South Bronx -2

- In the 1970s and 1980s, poverty prevailed in the South Bronx due to white flight, landlord abandonment, changes in economic demographics, and also the construction of the Cross Bronx Expressway.
- While some parts of the South Bronx have been renewed, many others have fallen into more severe decay as of the late 2000's. Crime is rampant, abandoned buildings are a common sight, and the poverty level seems to be rising. Even some of the structures renovated as a result of revitalization have deteriorated and/or have been abandoned. This phenomenon has been attributed to the current recession.

Source: 24 April 2010. http://en.wikipedia.org/wiki/South_Bronx,_Bronx

- For a further interpretation of the South Bronx as a place, please read “Defining Place” (2-8).

Key ideas -2

- Descriptions about the people (“poor blacks and Latino) and their environment as criminals and crime sites are partial. Why so? What additional information should be provided alongside these descriptions? (273; para. 6-7)
- What are the policies and the practice that the “municipal and corporate” do which exacerbate the inner city problems? (273; para. 8-9)
- What is the social violence that the government orchestrate? (274; para. 10-11)

Key ideas - 3

- Demonization of young black males by popular media involves a process of other-ing. Who is the we? Who is the they? (274-275; para. 12-13, 14, 15, 16, 19)
- Rose displays both the strength and the criticism of gangsta music. What is its strength? (275; para. 15, 18) What’ s the criticism? (275; para. 15, 16, 18) What are the two reasons of the criticism? (para.16)

Key ideas - 4

- What rhetorical questions does Rose ask to defend gangsta rappers? (275-276; para. 19)

<p><input type="checkbox"/> How does Rose argue for Gangsta rappers in her conclusion? (276; para. 20)</p>
<p>What are the strengths and weakness of Rose' s argument?</p>
<p>Globalization and localization of Hip Hop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hip Hop began as a distinctive Afro-American sub-culture but is now “global in scope.” <input type="checkbox"/> Hip hop is attractive in its ability to give a voice to disenfranchised [underprivileged] youth in any country, and as music with a message it is a form available to all societies worldwide. <input type="checkbox"/> 23 April 2010. http://en.wikipedia.org/wiki/Hip_hop
<ul style="list-style-type: none"> <input type="checkbox"/> Taiwanese hip hop music started in the early 1990s, popularized by the early <u>hip hop</u> trio <u>L.A. Boyz</u>. A distinctive style of rap emerged using <u>Taiwanese</u> as opposed to the <u>Mandarin Chinese</u> used in <u>Mandopop</u>. Since the late 1990s, various underground hip hop groups started gaining mainstream attention. <input type="checkbox"/> Kou Chou Ching [拷秋勤] is one of the underground hip hop groups. <p>Source: 24 April 2010. http://en.wikipedia.org/wiki/Taiwanese_hip_hop</p>
<p>Kou Chou Ching 拷秋勤</p> <ul style="list-style-type: none"> <input type="checkbox"/> http://www.myspace.com/koucc <input type="checkbox"/> The band was founded in 2003 by Fan Chiang and fishLIN. <input type="checkbox"/> Kou Chou Ching mixes “multiple races and cultures in music style. It adapts languages and traditional music broadly used in Taiwan as elements. It makes sounds and intro of Taiwan to the audience overseas through its melody.”

3.3 小組報告為主

TA Cynthia's group (魏韶綺) (學校補助款人員)

The facilitation group:

Wendy (劉楓文), Alice (陳宇婕), Joyce (張馨勻), Jocelyn (林嘉音), Ara(金豎嬪)

<p>1. "Lessons from Two Ghosts" written by Scott Fisher</p> <p>2. <高材生 . . . 人情世故零分> 蔣碧君著</p>
<p>Scott M. Fisher</p> <ul style="list-style-type: none">▪ Teacher (English, Vocational automotive, Aircraft technology)▪ Freelance worker (Video publications, Books, Short fiction)▪ Lessons from Two Ghosts (published in June 14, 1996)
<p>Summary</p> <ul style="list-style-type: none">▪ The author explains why he goes back to his office and stays for work although he likes to go out for playing. It is because his old two friends who already became ghosts force him to do it.▪ He admired his old two friends, Pritchard and Simplett, a lot because of their characteristics. They have natural gifts in sports and writings.▪ They faced difficulty with Professor Rivers who is old fashioned in the attitudes of teaching.▪ He considers what kind of teacher is more reliable to students.
<p>Thesis Statement</p> <ul style="list-style-type: none">▪ There were two talented and gifted young men. But they couldn't get chance to shine because Professor Rivers was a pedant. So the lessons that the author gets from two ghosts are educator should be open-minded and tolerated and talk to their student as much as possible.
<p>Key Ideas</p> <ul style="list-style-type: none">▪ 1~3 Introduction▪ 4~20 Subject▪ 21 Conclusion
<p>Key Ideas</p> <ul style="list-style-type: none">▪ Paragraph 1~3: The truth is that there are ghosts in his office that force him to stay there and work, even when he'd rather be somewhere else.▪ Paragraph 4~10: Fisher was in awe of his friend's talents, not only in writing but also as educators. However, his friends challenged

<p>Professor Rivers because they did not approve of his teaching style.</p> <ul style="list-style-type: none"> ▪ Paragraph 11~20:Fisher couldn't understand both Professor Rivers and his two friends. ▪ Paragraph 21:Fisher decided to persevere in his efforts to give extra help where he can.
<p>Students' Reaction</p> <ul style="list-style-type: none"> ▪ Most of us decided just to go with the flow, earn our solid C's, and get on with our lives. (p.211, paragraph 14) → negative but steady ▪ However, Pritchard and Simplett were not satisfied. They each spent hours preparing for their essays and read literary analysis to prove their points.(p.211, paragraph 14) → more aggressive, refuse to accept the unreasonable situation
<p>The Author's Reflection</p> <ul style="list-style-type: none"> ▪ I couldn't understand why a teacher at the college to whom we were paying such high tuition could be so aloof and arrogant.(p.212, paragraph 18) → the author is against the professor ▪ Neither could I understand why two intelligent guys would keep trying to buck the system when they knew Rivers wasn't going to change. (p.212, paragraph 18) → the author also does not approve of his friends'manner
<p>Discussion</p> <ul style="list-style-type: none"> ▪ They could just get through the class and pursue their ideas after they graduate.(p.212, paragraph 18) →Why did not Pritchard and Simplett do so? <ul style="list-style-type: none"> • The two students have a lot of talents, as the author says. However, they took much insulting action to humiliate the professor because he did not accept their points. We can tell from their behavior that they were not the kind of people that would abide by unreasonable rules and authority.
<p>高材生 . . . 人情世故零分</p> <ul style="list-style-type: none"> ▪ Author: A junior high school teacher ▪ Thesis : 許多高材生在課業上表現良好，但卻都不會替別人著想，在人情世故方面的表現遠不如課業耀眼。
<p>Summary</p> <ul style="list-style-type: none"> • The author invited her students who did well in the examination to her house as a reward.

- However, the students' inappropriate words and behavior insulted her and made her feel uncomfortable.
- Despite the high scores they made, the students have not already prepared well to support the country and become the leader in the future.

Discussion

- When the teacher asked the students what they want to eat, they gave out some demands that made the teacher feel unhappy? → Does this case show that the two generations have different values? If not, what is the problem?
 - The students wanted to talk to their teacher in a casual way, but they did not consider the teacher's feeling about it. They did not deem it a big deal to say such things to their elders, but the teacher did concern.

Comparison

	Lessons from Two Ghosts	高材生 . . . 人情世故零分
Published in	The Chronical of Higher Education, 1996	聯合報(UDN), 2004
Readers	Who want to promote American High Education, especially governors and school faculties.	Mainly Taiwanese Readers, for all ages
Author	Scott Fisher, College professor	蔣碧君, a junior high school teacher

Comparison

	Lessons from Two Ghosts	高材生 . . . 人情世故零分
Author's Standpoint	The author took a objective view to see what his friends and Professor Rivers did and analyzes their behavior in a critical view.	The students trespassed against the teacher, so the teacher advocates that all students, no matter they earn good grades or not, should be polite.

Purpose	The author dedicates himself to his students because he doesn't want the tragedy to recur again.	To arouse our attention of the importance of morality education.
<p>Lessons From Two Ghosts</p> <ul style="list-style-type: none"> ▪ “In place” : Those who followed professor Rivers's principles, whose writing reflected Freud's theories. ▪ “Out of place” : Pritchard and Simplett, who tried hard to break professor Rivers's rule and worked out their own way. ▪ “Knows his place” : Scott Fisher spends long hours staying in his office, working. He dedicates himself to teaching and his students. 		
<p>高材生 · · · 人情世故零分</p> <ul style="list-style-type: none"> ▪ “The border has been trespassed” : When the three students went into the room belonging to the teacher and her husband without her permission, the teacher felt her privacy was infringed. ▪ “Boarder for defining” : To the teacher, there's a boarder defining whether or not a student behave him/herself. 		
<p>Questions</p> <ul style="list-style-type: none"> ▪ It's really not Old Man Rivers's fault that my friends died. <u>It was just a cruel trick of timing.</u> (p.212) → What does the author mean by this sentence? Who does the author think is the main cause of the outcome? ▪ Compared with the two students in <i>Lessons from Two Ghosts</i>, do you think that the conditions in these two stories are similar or different? 		
<p>Question 1</p> <ul style="list-style-type: none"> ▪ It's really not Old Man Rivers's fault that my friends died. <u>It was just a cruel trick of timing.</u> (p.212) → What does the author mean by this sentence? Who does the author think is the main cause of the outcome? ▪ The author thinks that the professor is not the only cause to his friends' death. Pritchard and Simplett, however, also had to shoulder some responsibilities. 		

Question 2

- **Compared with the two students in *Lessons from Two Ghosts*, do you think that the conditions in these two stories are similar or different?**
- **We think that although the conditions are different, but the texts show two kinds of abnormal behavior. In *Lessons from Two Ghosts*, both the professor and the two students conducted some displaced action. In the Chinese article, the students were mainly the ones that did inappropriate things.**

3.4 小組報告為主

TA David's group (黃紹維) (學校補助款人員)

The facilitation group:

張舒涵 (Tiffany); 許荷君(Zoe); 許桂菱(Bella); 蔡東霖(Tony); 王人禾(Jennifer)

彭鈺涵 (Julie)

Article: Symbolic Arguments
Digest of Symbolic Arguments <ul style="list-style-type: none">• The Confederate flag, has become the symbolic equivalent of the “N word;” its meaning is uniform- and negative-no matter how those who use it describe their intent.• Ask black Alabama legislator Alvin Holmes who won a years-long fight to have the Confederate battle flag removed from atop the state capitol-a site states traditionally reserve only for the U.S. flag and their own state flag.
<ul style="list-style-type: none">• But it is reasonable to suppose that everyone who honors the flags of those who states also despises black folk and longs for a return to slavery?• Does anybody really imagine that Chief Justice William H. Rehnquist, who led a recent 4th Circuit Judicial Conference in the signing of “Dixie,” was signaling his support for the Confederacy and its discredited ideals?
<ul style="list-style-type: none">• Sometimes the symbols don’t symbolize much of anything. (Richmond, Lee)• I hate these battles over symbolism. They can occupy your energies and your resources and still leave you with nothing worthwhile, even when you win.• The dilemma, of course, is that you dare not ho-hum each of these battles as they crop up-even paranoiacs can have real enemies-yet you don’t want to be a sucker for every slight, intended or not, that catches your eyes. (the story of Marin Officer)
Digest-青天白日滿地紅，陸生也愛 <p>一名北大的台灣留學生表示，她在連續四年的雙十節當天，都在學生宿舍的陽台掛出國旗，並在窗戶掛上國民黨黨旗，很多台灣留學生看到後，都會心地微笑，還有人專程跑過來，跟他一起唱國歌。一些大陸同學則感到好奇，甚至議論紛紛。</p>
<ul style="list-style-type: none">• 一九四九年那年已經決定了一切，現在這面旗不過是歷史罷了！• 任何有關國旗象徵的圖案全被攔下，現在這批國旗反倒成為許多大陸同學的最愛，紛紛珍藏，還有大陸同學就掛在宿舍的牆上，他們說，「物

以稀為貴。」

- 就好像，也有部分台灣同學會唱「義勇軍進行曲」一樣，他們的心中依然是中華民國，「義勇軍進行曲」只是代表一首能振奮人心的歌曲罷了。

Key ideas of Symbolic Arguments

- **Sometimes the symbols don't symbolize much of anything. The author is tired of connecting certain concept with a symbol. For example, some people broaden the symbols of "Dixie" to racial discrimination, ignoring the original intent of those Southern, who just want to preserve their traditional spirit. (William H. Rehnquist)**

Key ideas of 青天白日滿地紅，陸生也愛

The flag of Republic of China should be just an image, containing no political intent. Moreover, in recent Mainland China historical drama, flags of R.O.C. and K.M.T. are everywhere, showing that to some extent that K.M.T. and Communist Party have reached a compromise.

Critical questions

- What symbols will remind you of political concept? Is there any symbol that makes you think of some special meanings? Ex. Red Ribbon is related to AIDS.
- Does the Confederate flag still has original meaning toward the new generation of blacks and whites? As young men in new generation, what comes to your minds when seeing the flag of R.O.C.?

3.5 小組報告為主

TA: Ingrid's group (宋英禎) (計畫補助款人員)

The facilitation group:

Julie(洪卿樺), Julia(郭姿紋), Jane(張捷), Lisa(林千郁), Lily(田嘉瑜), Cindy(潘維欣)

兩個課文: Over 40 and Unmarried & 單身，男女有別?
Author: Ron Beathard (Writer and Columnist) <ul style="list-style-type: none">● Summary: Single men are misunderstood.● Despite misunderstanding against them, men have his own way of living and contribution to the whole society.
Thesis: <ul style="list-style-type: none">● The single life is not in direct opposition to family life.● They are complementary. Key Ideas <ul style="list-style-type: none">● As the minority group of the society, the unmarried men over 40 are viewed in a curious and amusing way.(par.1~3)● Single men receive more acceptability compared to single women.(par.4) (We are bachelors; they are old maids.) <ul style="list-style-type: none">● Single men feel ease toward their lives despite of their solitary state.(par.5~8)● Single men are not excluded in the contemporary culture, instead, they are conscious of the suspicions they arouse and still contribute themselves to the society.(par.9~12)
Local Thinking <ul style="list-style-type: none">● Location: the American society● Locale: the unmarried men over 40(including the author) and the rest of people in America● Sense of place: for those single men, they feel they are out of place
單身，男女有別? <ul style="list-style-type: none">● Author: 蕭蔓(Xiāo Mǎn) Graduated from the Chinese Department of CCU (Chinese Culture University 文化大學)● Studied Anthropology(人類學) and then Journalism in France for eight years● An editor in chief● An consultant● Works in <i>Common Wealth</i>(天下雜誌)
Summary

- **The public's reaction, which is influenced by the movies' stereotypes, toward single men and women are extremely different and unfair.**
- **The images that a single man and woman provide are also two opposing extremes to the public.**
- **Single people shouldn't be framed by the society's dogmas and stereotypes.**

Thesis

- **Single men's and women's life shouldn't be manipulated by the stereotypes that the public impose on them. As long as they have a positive and optimistic attitude toward their single status, they'll live a happy and carefree life against all odds.**

Key Ideas- Part I (par1~ par 9)

- **The author compares the public's view to single men and women.**

◇ **In an interview, if the interviewer is a single man, he will have higher opportunity to be enrolled. As a single woman, that would be a taboo to say that she is single.**

◇ **If a single man traveled alone, then he represents free and enjoyment. As a single woman, people will feel that she is brave but pitiful.**

To conclude, people feel that a single man didn't need to worry in that he is free and can enjoy his life. On contrary, if there is a single woman, then people will worry about her life.

Key Ideas- Part II (par10- par 19)

- **The author tells her opinion of this issue.**

◇ **These stereotypes occurred in the movies.**

◇ **Whether single men and women happy or not, it depends on their feelings and how they watch this world. The important thing is that they can't be confined in the stereotypes, and have a positive life style.**

Local Thinking

- **Location: In the public society**
- **Locale: The contrary between single men and women**
- **Sense of Place: out of place**

	Over 40 and Unmarried	單身男女有別
Purpose	Persuasive	
Sense of Place	Out of Place	
Idea	Single old male is superior than single old female	
Main Role	Majorly discussing men	Both men and women
Point of View	Subjective	Objective
Background	American : individualism (個人主義)	Taiwan : collectivism (集體主義)
Others	Mention the age of single men,40	Without mentioning age
Critical Questions		
<ul style="list-style-type: none"> ● Is single man superior than single woman? Why did you think so? Was it influenced by chauvinism(沙文主義) or traditional stereotypes? ● Does our society accept single person and without bias? 		

3.6 小組報告為主

TA: Andrea's group (王芊惠) (計畫補助款人員)

The facilitation group:

Group Members:

Katy 朱玉馨; Vivian 楊孟珣; Crystal 邱宇晨; Amy 陳恩亭; Elinor 林玟廷; Chloe 王蕙容

Article: THE LESSON and DISTRICT NO.9
Summary <ul style="list-style-type: none"><input type="checkbox"/> The protagonist, Sylvia, recalls her experience of visiting a chain toy store with her teacher Miss Moore and childhood friends. The experience turns out to be an unforgettable lesson of self-awakening and identity-redefinition.
Thesis <ul style="list-style-type: none"><input type="checkbox"/> Sylvia shows her opinion about Miss Moore, an educated lady who is voluntarily responsible for their education. (para 1)<input type="checkbox"/> One day they took a trip downtown. On the taxi, Sylvia didn't give the ten percent tip to the taxi driver as she was told to. (para 3)<input type="checkbox"/> The children gather in front of the windows, arguing about the toys. (para 4)
<ul style="list-style-type: none"><input type="checkbox"/> They notice a four hundred eighty dollars paperweight, which arouse a discussion with Miss Moore of what an ideal desk should be and their real situation. (para 12)<input type="checkbox"/> Another toy sailboat, which out of Sylvia's imagination, costs \$1195. Both Sylvia and Sugar feel funny and shame while others tumble in the toy store. (para 40)<input type="checkbox"/> Sugar's voicing herself evokes Sylvia's self-reflection and awakening. (para 51)
ELEMENTS OF A SHORT STORY
The Setting
Characters
Plot
The Setting: <ol style="list-style-type: none">1. the toy shop (F.A.O. Schwarz, New York)2. the Lower Eastside
Characters: <ol style="list-style-type: none">1. Sylvia – The narrator; the trip reminded her of equality and the human rights.2. Miss Moore –

<p>An African-American woman who just moved in; she tried to convey something about racism through the trip.</p> <p>3. Sugar-Sylvia's friend; she also underwent some changes throughout the trip. In the end, she stood up and confronted the unfair situation resulted from racism.</p>
<p>Plot</p> <p>Exposition</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p>
<p>Interpret this story as a story of place</p> <ul style="list-style-type: none"> <input type="checkbox"/> Places where the author has been to: New York City, Queens College, City College, New York, Europe <input type="checkbox"/> Places in Sylvia's neighborhood: North, the block, parks, handball walls, apartment (home) <input type="checkbox"/> Places where contain the scenes of satisfaction: church, the Sunset, Fifth Avenue, the museum, the entrance of F.A.O. Schwarz, Catholic Church
<p>Working with Place: (2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does each movement into a new place enlighten Sylvia, giving her a sense of place or a sense of out of place?
<p>Working with Place: (2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The sense of place <input type="checkbox"/> Before Miss Moore led the children to the toy store, Sylvia hadn't have learned the lesson of the economic inequalities. She stayed in the slum she always lived, without comparing herself to the rich and the white. She's in place of her poor, deficiently-educated neighborhood. <input type="checkbox"/> When Sylvia entering the F.A.O. Schwarz, she felt a sort of fear and shame, which may regarded as the climax of the story. She began to perceive the reality of her poor social status. Her attitude changed to be kind of angry.
<p>District No.9</p> <p>For the Question:</p> <p>Choose a text (a story, a movie, etc) about wherever you've stayed where you may explore how migration gives a sense of belonging or loss.</p>
<p>Brief Summary</p>

1. Science Fiction movie about aliens.
2. The aliens: the refugee, poor, and exploited by HUMAN
3. The human: money-oriented, cold-blooded
4. The man that gradually become an alien: gradually know the condition of the aliens.

Motivation

- Comparison between the aliens in the movie and the slavery of the African American

Condition	The alien in the movie	The slavery of the African American
The identity (in earth/in the colony)	Refugee	Slaves
Exploitation	From Human	From the white
Place	Johannesburg in South Africa (the place that used to have <u>racial segregation</u>)	South America

Both of them: No freedom, endure the discrimination from the Exploiter, lower status.

The aliens(Parktown Prawn), migration, sense of loss

Reasons:

1. Migration from the outer space.◇ Missing home
 2. The differences from the human
 - ◇ the misunderstanding and discrimination
 3. The bad treatment from the human
 - ◇ make them feel depressed
- They felt a huge sense of loss and wanted to go home so badly.

The special

- Why I think this movie worth seeing
- The way of shot: Documentary
- Reveal many serious issues: racial discrimination, the commercial profit preference, the media, the information control...etc.
- Irony
- Trailer:

<http://www.youtube.com/watch?v=cCc-bXg1Y7E&feature=related>

Questions for thinking/discussion

- 1. Why was the movie filmed in Johannesburg, *South Africa*? Is there any special meaning?**
- 2. Why does the director use documentary as the way of shot?**
- 3. Did the author of “the lesson” use any symbols to help communicate the theme? If yes, explain some of them.**

4.課程進行中照片

4.1 大班授課



大班上課教學情況



期初授課教師與學生討論小姐報告情況

上課教學/學生主動發言



TA 領導及指導討論



教授與學生討論問題及交換意見





上台回答問題 及 教師問題解析

4.2 課程進行中照片(以小組為主)

W3 03/08 M Rudolph W. Giuliani, "A Call to Courage"

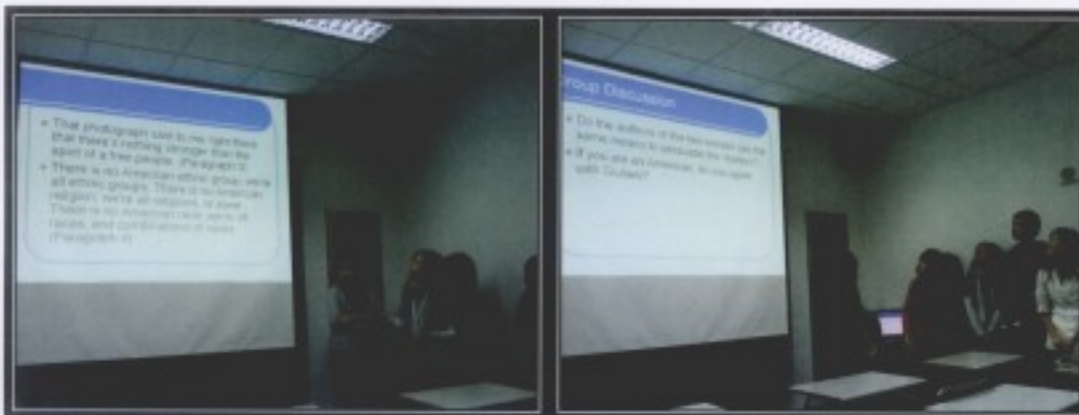
Reading Taiwan:

〈反戰爭，要和平！—展現台灣人的道德勇氣〉

TA: David /(黃紹維)

First group: Julie, Jennifer, Tony, Bella, Tiffany, Zoe

Julie is presenting the article "A Call to Courage."



The first group is facilitating the discussion.



TA: Ingrid /(宋英禎)

W3 03/08 M Rudolph W. Giuliani, "A Call to Courage"

Reading Taiwan:

〈反戰爭，要和平！---展現台灣人的道德勇氣〉

First group: Bess, Emily, Crystal, Micheli, Rita, Teresa

Bess's group is talking about the article.



Bess's group is facilitating the discussion.



TA: Andrea/王芊惠

W3 03/08 M Rudolph W. Giuliani, "A Call to Courage"

Reading Taiwan:

〈反戰爭，要和平！—展現台灣人的道德勇氣〉

Facilitation Group: Hawi, Kirsten, Ariel, Fisk, Zack, Gina, Rebecca



They are facilitating their preparation for other students.

Kirsten is sharing her opinion with the critical questions, and giving clues for critical thinking to the article.



Discussion for the critical questions.

TA: Cynthia/魏韶琦

W10 04/26 Tricia Rose, "Rap Music and the Demonization of Young Black Males"

Reading Taiwan:

"Taiwan Street Dancing Hops from Basement to Stage"

Facilitation Group: Yishine, Yuchun, Hazel, Elsie, Peggy



They are introducing
Taiwan hip-hop culture
to their classmates



Yishine is sharing her opinion
about Taiwan rap culture to
engage other students into the
discussion of critical questions



4.3 拷秋勤樂團演講照片



演講者：范姜正在講解拷秋勤的成立原因



臺下學生聽講中



學生觀賞拷秋勤影片

拷秋勤介紹影響樂團的音樂



Q & A 時間



學生跟演講者合照

5.教學助理的工作方式與進行概況。

Minutes of TA meeting 2010spring

TA meeting 20100205

1. 2/8 老師將 revised syllabus 傳給 Andrea 以便上傳針對每篇文章 TA 提題綱 (related to the sense of local place);並給予要做 facilitation 的組別當作參
2. Ingrid: 將“地方”做成講義並發給學生
3. Next meeting: 2/22 10:00-overview of the course syllabus(How to relate the articles to the sense of “Place”?); preview Week 3 reading.
4. 下學期帶討論的重點: Significance of student’s project (“How does the project transform your sense of place?”).

Tentative topics:

→Start from “where are you from?”

→Encourage students to take photos, and analyze it (p.142-146 地方);

→Start with a specific place, concerning the relation between the place and you.

→ Family study: what are the features of your family heritage? Photos, jewelry, ex: the wedding gowns in 1950’ in Taiwan?

5. 2/22, 2/24, 3/1, 3/3 共 6 堂課:

1th -Introduction of the course.(合班)

學生分組並且 TA 公佈 facilitation 流程()

2nd - Lecture on 地方 with PPT (合班)

3rd - 2/24 TA 上地方導論(重點是讓學生舉例)(分組)

4th - TA 示範如何運用地方概念(分組)

5th -學生分析上學期的 project. (分組)

6th -Introduction to the project (合班)

3/8 -Introduction to the project (detailed discussion); 第二節課讓學生討論上學期的 project

6. PC required reading materials: 天下雜誌, 中央

TA meeting 20100222

1. 每篇文章的提綱改為在週一 meeting 時討論.
2. 3/1 TA meeting 討論重點:
 - grading for group facilitation. (TA 是否也要評分? 評分表格統一?學生是否要準備 PPT?要不要給書面資料?)
 - preview of the article “Lesson from two ghosts”
3. 2/24 discussion session: group discussion of four modes of creating the place.(p.131-162)

- students are divided into four groups. Each group will work on one mode.
- two examples for each mode: one is from the text, one is from students' daily life.

4. **3/1 Group conference with the instructor:** (8 minutes for each group)

13:00-13:10 Ellyn's group: Makah's Endangered Culture of Whaling

13:10-13:20 Elsie's group: Do International Students Come to NCKU for Scholarship?

13:20-13:30 Wendy's group: Part-Time Working of High School Students in Taiwan and America

13:30-14:00 David's group

14:00-14:30 Andrea's group

14:30-15:00 Ingrid's group

(please send me the order as soon as possible ☺)

3/3 Discussion session: group discussion of place and out of place. (p/163-197)

- two examples(one for insider and one for outsider) for the four modes of creating the place, respectively.

3/8 lecture session: reading "A Call to Courage"

5. 5/27 group facilitation 由 TA 負責

6. 4/9 借影片

7. 5/3 前: Andrea 聯絡拷秋勤樂團&想 1-2 個問題&準備回郵信封(樂團填單據用)

8. Group facilitation:

- comparison between two articles in terms of ton, purpose, theme, author's perspective and so on. (see the last PPT slide of "A Call to Courage" for details).
- the facilitators have to prepare 2-3 questions for other group. The members of the facilitating group should engage themselves into the discussion with other groups.
- the facilitating group should save 10 minutes for wrap-up.
- grading: the criteria of project grading without time control.
- equipment (projector, laptop) should be prepared and set up by students before the class.

TA meeting 20100301

1. Group facilitation:

- Four modes of creating a place as the approach for facilitation.
- time distribution: facilitation(15mins)→group discussion(15mins)→wrap-up(10 mins)→TA comments (5mins).
- grading criteria: richness of the content; cooperation; facilitation.
- score range: over 85→excellent; 75-84→great; 65-74→ needs improvement.
- PPT is required &should be uploaded to Moodle after the class.
- students are required to post their response or feedback (3-4 sentences) on

Moodle.

2. TA 於每次小組討論時拍照作為計畫檔案用
3. TA 於 3/3 discussion session 提醒學生預習“A Call to Courage” & PPT.
4. Next meeting(20100308): reconfirm of “A Lesson from Two Ghosts” & PPT; 討論計畫所需之資料(照片,影片,錄音檔)收集
5. For lecture session:後半段將大班分組討論 PPT 上的問題→上台報告→老師講評

TA meeting 20100308

1. 注意台灣文史計劃期中報告繳交時間(also the outline of the paper)
2. Next meeting (3/15)
 1. project proposal (老師)
 2. reading selection from ch.1-5(10 articles); supplementary reading -Taiwan context, literary works etc. (TAs)
 3. theme, direction, approach,....(note:增加閱讀量)
 4. Review “Working with place” p.102-104
 5. Preview “The story for two ghosts”, “Over 40 and unmarried”

TA meeting 20100315

1. (四月初)與學生討論 Project，解釋 summary & thesis 的差異(寫作課講義)。
2. 務必提醒學生預習“Over forty and unmarried”(PPT 已上傳 MOODLE);下星期一(3/22)可能會有課堂小考，主要為 PPT 內容與問題。
3. 提醒學生 presentation 小細節(eye contact, count 5); 照片出處直接附於該頁面而非最後頁。
4. 3/22 TA meeting:
 - supplementary readings for the 7 selected articles. (“The Gettysburg Address”, “How to Speak to a Nation’s Suffering”: David; “A Jury of Her Peers”, “Grandma’s Story”: Andrea; “Shooting an Elephant”, “Just Walk on By”: Cynthia; “The House on Mango Street”: Ingrid),統一由 Ingrid 統整
 - proposal (老師)
 - preview “Vows”
 - 4/9 David 確定影片借出(TA 先看過影片); 需要 DV 的日期:5/3 (兩位演講者需各別鏡頭 15 分鐘)以及 final project presentation (待確認)
4. 3/29 討論考題;essay questions: from PPT or group facilitation?
5. 4/7 (Wed.) 12:10-13:10 開會,確認考題

TA meeting 20100322

1. 書林書單:Ingrid; 下星期採購清單出來。

2. 計劃經費撥予學生期末報告:列項目(影印,海報,美工耗材 etc)規定各組金額上限
3. 下學年:
 - reading notes + story telling: the sense of place in the assigned readings.
 - Wed. class: group sharing of reading notes; volunteer sharing of reading notes, TA comments.
 - assigned** outside reading? (CNN, BBC, 光華 magazine)
 - PC: 2-3 students as a group sharing with the TA. (tentative)
4. Next meeting 20100329:
 - 8:30 開會,David 借教室看影片;討論問題。
 - final presentation: 跑台制(tentative)
 - midterm 考題
 - Essay questions: 2 (from PPT)
 - Vocabulary:10
 - “A call to courage”: Cynthia
 - “Lesson from two ghosts”: Andrea
 - “Over forty and unmarried”: David
 - “Vows”:Ingrid
 - (due: 3/26 Friday. Mail to Ingrid)

TA Meeting 20100329

1. 期中考題出好 mail 給老師
2. Ingrid 整理報帳表格(4.5.6 月各一張)再分發給各小組
3. 4/7 12:10-13:00 開會
4. 4/12 先給學生看記錄片相關之介紹(handout)→老師引言(introduction to the episode, context, people; 5mins)→film →TA 引言(5mins)
5. 4/12 film sharing: Memory(Ingrid, Cynthia); Family(David, Andrea)

TA meeting 20100412

1. 4/26 11:00 出席成鷹
2. About the guest speakers:
 - 請拷秋勤樂團準備演講題目(2 個題目)
 - generated questions: “作為一個台灣樂團,你們如何定位自己?”;”拷秋勤樂團和台南的淵源?”;”對台灣生態議題的看法?”;”是否有被他人妖化或污名化的經驗?”
 - 海報(樂團介紹,題目,時間,地點 etc);評論性文章(Andrea)
3. Andrea 上傳期中考 vocabulary list
4. 期中考改卷勿像上學期嚴格

5. Ingrid 向會計室詢問外包攝影及錄影是否可算為特別教材一併報帳。
6. W13:學生與 TA 討論 proposal for term project; proposal 繳交期限為當週週五 (需為 PPT 格式)。
W14:TA 與老師討論學生 proposal;當週發還學生。
W15:學生與老師討論 group project.
7. Next meeting(4/19)
-preview of the article “symbolic argument”
-期中考改題標準(?)

TA meeting 20100426

1. 下週一(5/3) 開會時間改至 9:30-10:50
-討論期中考卷
-學生表現(attendance, class participation, PC):TA 針對組內“表現優良” & “需要救援”的學生作簡報
-TAs 提供對 “The Lesson”的心得感想
2. Speech poster 記得拿至系辦蓋章；並加註計劃名稱
3. 演講照片及影片記得要有兩位講者各自的畫面
4. Andrea 將 MOODLE 上各組討論改成共同論壇

TA meeting 20100503

1. 學生期中分數統計表(總分數分佈與各題分數分佈), 5/10 上課公佈
2. TA 就各題各挑一個最高分數的學生並詢問是否可將其答案上傳 MOODLE 供同學參考
3. Group facilitation 每組皆完成兩次之後，5/12 發給學生個人目前成績(出席，PC，期中考，facilitation etc)結算表
4. 期末針對 PC 超過十次仍持續投入的學生給予額外獎勵(ex: 一本書)
5. Paper revision: (1)加入 TA 本身的省思 (2)affect 部份:TA 與學生的互動，TA 以學習者的身份出發,TA 如何讓學生投入課程? (3)投稿方向:英語教學期刊<必需大幅修改 Methodology 部份,閱讀更多英教 paper 參考語氣與格式;若獲刊登必在 acknowledgement 部份增加對研討會上提供建議的王老師之感謝>;通識教育期刊
6. 提醒學生複習講義《地方》的第一章以增進對課程文章“The Lesson”的閱讀理解

TA meeting20100510

1. TA 請將 midterm essay questions 學生範本傳給 Andrea 以便統一上傳 MOODLE
2. 期末總成績出來後討論學生 PC 優異表現如何獎勵(加分與否)
3. Term project:題目越精準越好(ex: General description→ “The Gay Culture in

Taiwan ”; specific topic: “The story of my gay friend John ”)

4. 5/17 TA meeting: 討論 “War Culture”
5. 5/24 TA meeting: 討論學生 group project
6. 5/31 TA meeting: 討論期末考題(round 1)
7. Weekly schedule:

Week 13 -TA office hour:小組討論 term project,每組 10-15 分鐘; 5/21 學生上傳 proposal PPT (6 ppt slides included; see the PPT file “Project Instruction ” for format reference); Ingrid 作各組 topics 的表格方便下週(5/24)TA meeting 討論用

Week 14- 5/24 TA meeting 討論學生 proposal (TAs 記得印 PPT 出來); Ingrid 排各組與老師 meeting(5/31)順序;一組 8 分鐘; 5/26-TA 將 proposal PPT 發還學生; 5/28 學生上傳 proposal 2(需附上 bibliography)

Week 15- 5/31 13:10-15:10 各組與老師 meeting, 一組 8 分鐘;

Week 16- 6/7 proposal presentation(David 借教室); 各組 30 分鐘(15-20 分鐘報告;10 分鐘台下提問);需用 PPT 且附 bibliography

8. 期末報告每組約 10-12 分鐘

TA meeting 20100517

1. 5/24 9:00 開會討論各組 Proposal(Ingrid 排各組與老師開會(5/31)+期末報告順序);TAs 不用把各組 proposal PPT 印出來.
2. TAs 討論期末考題
3. 5/30 老師記得把各組 proposal PPT 印出來以便 5/31 與學生討論用
4. David 借 7F 教室(找文學院陳先生);6/7proposal presentation 使用
5. 6/7 錄影: Cynthia 記得帶 DV;Andrea 記得帶腳架

TA meeting 20100524

1. 通知學生記得上傳 revised proposal (deadline: 5/30 Sunday)
 - file name: proposal0530 Wendy (要有檔名/日期/組別,日期為:與老師 meeting 的日期,Proposal presentation 的日期,final projection presentation 的日期)
 - project 必要和課程文章有關聯性
 - proposal 0530 的檔案必需要附 Bibliography
2. 5/31 Meeting 討論期末考題
3. 5/31 參加成鷹會議
4. 通知學生期末 project presentation 至少要有四張 PPT (motivation, thesis statement, methods, bibliography)

TA meeting 20100531

1. Andrea 記得將拷秋勤的演講 ppt 上傳
2. TA 寄信通知學生本週三(6/2)要上課<討論 project>

3. 6/7 proposal presentation 事先架設錄影設備
4. Ingrid 詢問 DV 轉檔與光碟製作的費用與素材(“亮點”照相館)
5. 期末考期分配(每課出 10 單字, deadline: Friday, mail to Ingrid)
“Rap music”-Andrea;
“Symbolic argument”-David;
“The lesson”-Cynthia;
“War culture”-Ingrid
6. 6/7 classroom 分配:
Ingrid,大教室
Andrea:原教室
David: 7F 會議室
Cynthia: 原教室

TA meeting 2010067

1. Next meeting: 6/25; 8:30 at 奇美咖啡館:討論期末考成績&學期成績 (Ingrid 作成績分配表)
2. 6/14, 6/21: no meeting
3. 6/21: deadline of PC & 經費單
4. 6/14 將期末考單字表上傳 Moodle (Andrea)
5. TA 將期末報告議程表寄給學生;通知各組 moderator

6. 網頁或部落格：說明網頁設計、運作概念，以及互動方式。

網頁部分及說明

Part one: 網頁介紹與運作方式

網址: <http://moodle.ncku.edu.tw>

本網頁設置配合國立成功大學數位學習平台(moodle)系統來輔助教學課程的進行與指導。數位學習平台的設計提供學生與教師間一個完善的互動教學平台，並且具備教學上必備的課程規畫區及討論區。此外，學生對學校教學系統較為熟悉，因此使用學校的數位學習平台能使學生更能得心應手的使用並幫助學習。指導者與助教更能容易的直接與學生互動與指導。

網頁設立配合國立成功大學數位學習平台(moodle)

網頁管理者

本網頁為 982_英文(二) English (2)

主課大綱

- 0202 "Course introduction: "Introduction to "place" and its application."
 - Course introduction
 - Project instruction
 - The introduction of "place"
- 0301 "Analysis of the group projects from last semester, in terms of "place"
 - Project instructions
- 0308 Rudolph W. Giuliani, "A Call to Courage"
 - Reading Taiwan < 威爾遜、羅勃斯！——讓有台灣人的價值觀 >
 - A Call to Courage
 - A Call to Courage (new)
 - W3 互動學 counter reading
- 0315 Scott Fisher, "Lessons from Two Ghosts"
 - Reading Taiwan < 高林生.....人鬼情未了 >
 - Lessons from Two Ghosts
- 0322 Ron Beuthard, "Over 40 and Unmarried"
 - Reading Taiwan < 單身、對友有例? >
 - Over 40 and Unmarried
 - 單身男女有例
- 0329 Julie Showalter, "Voices"
 - Reading Taiwan < 夫妻是一輩子的事 >
 - Voices
- 0405M 清明節 (假期)
 - Project instructions
 - Project Instructions (new)
 - Developing Strong Thesis Statements
- 0412M Film < 無情之家 往事之疑 >
 - 0414 W Group Facilitation and Discussion
 - 論 < 記憶同志、歷史遺棄——無情之家、往事之疑 >
 - < 無情之家 往事之疑 >
- 0419 mid-term exam
- 0430 Tracy Rose, "Rap Music and the Demonization of Young Black Males"
 - Reading Taiwan
 - "Taiwan Street Dancing Hops from Basement to Stage"
- 0505 跨族戀關係誌
- 0510 William Raspberry, "Symbolic Arguments"
 - Reading Taiwan < 黃天白日滿地紅，發生什麼? >
- 0517 Toni Cade Bambara, "The Lessons"
 - Reading Taiwan < 供讀課文的台灣社會 >
 - < 台灣與M型社會? 學者：台灣社會與改革 >
- 0524 Ellen Goodman, "War Culture"
 - Reading Taiwan
 - "China's 'Taiwan complex' hurting war on terror: US"

學生各組的分組討論區

管理者可透過此處進行內容新增與編輯

此處為最新訊息公布處。凡上載檔案或更新公佈欄，即可從此處得到最新消息。

此處為本學期課程進度明細。紅框處為每星期課程所使用之投影片及檔案。每周上課前會將每周上課所需之檔案放置在平台，學生可在平台中直接下載並事前預習與閱讀。



16	05/01 M Initial project discussions 05/02 W Group conference with TAG	<input type="checkbox"/>
16	05/07 M Proposal presentation 05/09 W Merge with project presentation	<input type="checkbox"/>
17	05/14 M Project presentation. (12:15-18:00) 05/15 W Dragon Boat Festival. (No class.)	<input type="checkbox"/>
18	05/21 Final exam	<input type="checkbox"/>

國立 Cheng Kung University, Teaching & Researching Station Development
Firefox3, Safari 4, Chrome1.0.154.48 and IE8, IE9** Not Recommended

Part two: 互動方式

學習平台提供公佈欄區塊，使指導者與助教能即時張貼訊息通知學生。此外，藉由討論區的規劃，學生使用教學平台中的討論區來討論課程文章與問題。指導者與助教亦能清楚的知曉訊息及給予建議。



討論	開始於	回覆	最新文章
PPT update about the first	王平惠/Andrea	0	王平惠/Andrea 2010年03月11日(四) 12:42
Article content	王平惠/Andrea	0	王平惠/Andrea 2010年03月10日(三) 00:04
Article Project	王平惠/Andrea	0	王平惠/Andrea 2010年04月09日(二) 12:11
about your reflection of facilitation	王平惠/Andrea	0	王平惠/Andrea 2010年03月22日(一) 11:35
PPT update	王平惠/Andrea	0	王平惠/Andrea
PPT update	王平惠/Andrea	0	王平惠/Andrea
PPT update	王平惠/Andrea	0	王平惠/Andrea
For Facilitator	王平惠/Andrea	0	王平惠/Andrea

Announcement one:

about your reflection of facilitation
由王平惠/Andrea 發表於2010年 03月 22日(一) 11:35

Dear all,

Please upload your reflection of facilitation to your discussion area for each group.
Someone who upload on the discussion area of course should upload your reflection again over your area.
I'll cancel the posts next week.
Remember to move it as soon as possible.

Best,
Andrea

[編輯](#) | [刪除](#) | [回應](#)

您以王平惠/Andrea 身分登
National Cheng Kung University, Teaching & Res
Firefox3, Safari 4, Chrome1.0.154.48 and IE8

Announcement two:

PPT update
由王平惠/Andrea 發表於2010年 03月 12日(五) 22:46

Dear All,

I've updated the PPT of **Lessons from Two Ghosts**.
Please check it before you come to class on Mon.

Besides,
please bring your "PLACE" of English version on Mon.
It would be used in the course.

Best,
Andrea

[編輯](#) | [刪除](#) | [回應](#)

您以王平惠/Andrea 身分登
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主題大綱

- 公佈欄
- 982 課程大綱
- 課程討論區
- Facilitation-Andrea's group
- Facilitation-Cynthia's group
- Facilitation-Ingrid's group
- Facilitation-David's group

成立四個組別討論區：

四位 TA 分別指導 17-20 位學生，因此將四個討論區分開，以便學生與自己的組員討論，也較不易與相同英文名字之同學搞混。此外，因四位 TA 運用 facilitation 的方式並不相同，所以每一組的討論方式也有所不

Andrea's group

NCKU Moodle > 982_B219486_1 > 討論區 > Facilitation-Andrea's group

For upload the facilitation and discussion about the topic

選擇一個討論主題

討論	開始於	回應
Over 40 and Unmarried - Esther's group	Cindy-林雨潔	0
A Call to Courage - Haw's Group	王平惠	0
Lessons from Two Ghosts - Vivian's Group	Chloe-王惠芬	0
<u>Remember to upload your PPT of facilitation!!</u>	王平惠/Andrea	0
You can start to make the discussion	王平惠/Andrea	0

您以王平惠/Andrea 身分登入 (退出)

National Cheng Kung University, Teaching & Researching Division Development
Firefox3, Safari 4, Chrome1.0.154.48 and IE8, 1024*768 Recommended

A Call to Courage - Haw's Group
自王平惠發表於2010年 03月 11日(四) | 01:19

Facilitation3 ppt

I've posted it once, but I think I need to post it here as well.

編輯 | 刪除 | 回應

回覆: A Call to Courage - Haw's Group
自Hatsie-楊宜升發表於2010年 03月 11日(四) | 14:27

I think group one did a good job.
Our group all agreed that they were well-prepared.
The whole presentation went smoothly.

顯示上層文章 | 編輯 | 刪除 | 回應

回覆: A Call to Courage - Haw's Group
自Cathy-陳怡君發表於2010年 03月 11日(四) | 15:00

I think that group one did spend a long time preparing for their facilitation.
They had provided some critical questions to make us think deeper and also some answers to
They made me understand the two article more clearly.

顯示上層文章 |

回覆: A Call to Courage - Haw's Group
自Cindy-林雨潔發表於2010年 03月 11日(四) | 22:10

I think their facilitation was done fluently and their PPTs were well-organized. Moreover, their ideas about two articles are clear and easy to understand.

TA's announcement:

Remember to upload your PPT of facilitation!!
自王平惠/Andrea發表於2010年 03月 10日(四) | 00:57

Dear All,

Remember to upload your PPT as soon as possible.

Besides, please do the response for the group facilitation.
For the presentation last week, there are only seven giving the responses. What about other two?

Please pay attention on your course seriously.

You can also meet the time for earning PC.
There are only five persons starting to do the PC.
Before the end of the semester, you can have lot times for your PC or you don't want the 10 grade.
Since that I'm quite busy everyday this semester.
So, I can try to arrange some time for you to do the PC.
Don't give up your chance.
And if you have any question about the course or other things,
please mail to me or contact me by using MSN.

Best,
Andrea

3/10 | 1/0 | 1/0

2010年03月 30日(二) | 00:57

Gina-張麗娟

整篇討論串

The screenshot shows a Moodle discussion thread. At the top, there is a post by 'Gina-張麗娟' with the subject 'Remember to upload your PPT of facilitation!!'. Below it, there are several replies from other users, including 'Hatsie-楊宜升', 'Cathy-陳怡君', and 'Cindy-林雨潔'. The replies discuss the facilitation process and the quality of the presentations. A PPT file named 'Facilitation3 ppt' has been uploaded to the thread. The thread is titled 'A Call to Courage - Haw's Group'.

Cynthia's group

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NCKU Moodle > 902_0210400_1 > 討論區 > Facilitation-Cynthia's group

這個討論區允許每個人自由選擇要訂閱或是不要
[取消每個人訂閱](#)
[我的訂閱表](#)
[訂閱本討論區](#)

For upload the facilitation and discussion about the topic

選擇一個討論主題

討論	開始於	回覆	最新文章
Over 40 and Unmarried	Peggy-楊品潔	0	Yishine-李國華 2010年04月5日(一) 19:32
Lessons From Two Ghosts - Wendy's Group	Joyce-楊慧勻	0	Yishine-李國華 2010年03月23日(二) 01:22
Facilitation from Elym's group	His-吳志華	0	Elyse-林品儀 2010年03月18日(四) 00:44
Joy's response of Wendy's group	Joy-莊宜儀	0	Joy-莊宜儀 2010年03月17日(三) 20:03
Reflection of Elym's group-A Call to Courage	Alice-陳學慧	0	Alice-陳學慧 2010年03月15日(一) 23:42

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 Firefox, Safari 4, Chrome 1.5.104.48 and IE8, 1024*768 Recommended

整篇討論串

Facilitation from Elym's group
 A Call to Courage ppt
 Facilitation from Elym's group

Facilitation from Elym's group
 I am Yishine
 really like your PPT because you had a clear chart which provided us to compare "A Call to Courage" with 苦難者. 雖然我
 can find the differences between the two articles easily through the chart. In addition, I like the atmosphere we had
 during the discussion. Your member joined our discussion and brought the discussion to its. However, I think you have a great
 disadvantage. Your summary is too long. Maybe you need to reduce it and make it concise because it's "summary". At last,
 thanks for your presentation.

Facilitation from Elym's group
 For Elym's group, think they really did a very good job. Their ppt are quite clear and systematic. The analysis they made
 of two articles were profound and detailed. From their presentation, it's also good to use the comparison chart so that
 have better understanding of two articles. Furthermore, the questions they raised were also critical and important. Thanks
 for all the efforts they made. I really appreciate it.

Facilitation from Elym's group
 As the first group to do their
 comparison between the two
 articles, I think they did a
 very good job. Their ppt are
 quite clear and systematic.
 The analysis they made
 of two articles were
 profound and detailed.
 From their presentation,
 it's also good to use the
 comparison chart so that
 have better understanding
 of two articles. Furthermore,
 the questions they raised
 were also critical and
 important. Thanks for all
 the efforts they made. I
 really appreciate it.

Facilitation from Elym's group
 I appreciated the presentation much. The ppt and content from Elym's group truly made me understand the text more,
 especially the chart's content part. They did really do a good job and set a good example for the following teams.

部分回應內容與討論

回應: Facilitation from Elym's group
 由 Peggy-楊品潔發表於 2010年 03月 16日(二) 23:59

I'm Peggy
 I thought Elym's group gave us a very good example because their group was the first group. They didn't have the further one
 to refer to. Although their summary might be too long for us in PPT, they made some excellent charts that really let us
 understand the comparison of this two article. In the end, I thought their questions were very critical for us to stimulate deep
 thought. I appreciated their presentation deeply.

顯示上層文章 | 編輯 | 分割 | 刪除 | 回復

回應: Facilitation from Elym's group
 由 Joyce-楊慧勻發表於 2010年 03月 17日(三) 12:47

think today's presentation is very organized because all group members from the first group are devoted to their own job.
 They all had clear duty division and did their job well. Also, I think their PPT form is a good one, and helped to provide me
 some ideas to revise ours. I would like to add some significant elements, such as the comparison chart, into our PPT.
 Although you are the first group, you did a good job. I hope that our group members can also do a good job in helping other
 groups to discuss the questions.
 It is a good point that you blend the indigenous issue and opinion into your project. I can see the central idea in your
 presentation. I am still wondering how to put the indigenous issue into our project.

顯示上層文章 | 編輯 | 分割 | 刪除 | 回復

Ingrid's group

982_英文(二) ENGLISH (2)

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Response to Julia's Group (Steven)	Steven 王新元	0	Steven 王新元 2010年04月7日(三) 10:08
The reflection about Julia's group	Sam 郭俊誠	0	Sam 郭俊誠 2010年04月2日(五) 22:37
The response to Julia's group	Tammy 鄧雅詩	0	Tammy 鄧雅詩 2010年03月28日(日) 10:36
Serena's reflection	Serena 吳盈如	0	Serena 吳盈如 2010年03月28日(日) 10:20
The response of Julia's group	Rita 謝嘉怡	0	Rita 謝嘉怡 2010年03月27日(六) 11:33

學生回應

The response to Julia's group
 由 Tammy 鄧雅詩 發表於 2010年 03月 28日(日) | 10:36

I enjoyed the facilitation from Julia's group. The topic also interested me. In general, people often think that single men are more valuable than single women. This is a kind of stereotype to male and female. Although some people will think that people who choose to remain single are trying to get rid of the responsibility to family, I think that this kind of idea is not correct. Just like the article from text book, *Over forty remain single*, the author mentioned that people remaining single like him will use different way to make their contribution to society. Besides, we should respect other people's choice.

編輯 | 刪除 | 回應

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每人獨自做回應(與其他組別較為不同處)

David's group

982_英文(二) ENGLISH (2)

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新增一篇討論主題

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National Cheng Kung University, Teaching & Researching Division Development
Firefox, Safari 4, Chrome 3.5, IE 4.0 and IE 8, 1024*768 Recommended

Julie Peng's Group - A Call to Courage

The PDF of the facilitation

Julie's group really did a good job. They not only summarized the two articles but also made a great comparison of them which leading us to think about the same and/or different parts. These two articles are amazing and we're leaning toward the nation's suffering. However, Taiwanese people are not the same as the Americans who are in the terrible situation of being the prisoners. As a result, the "恐懼中覺悟" is less persuasive to make the feelings of what the author want to express. After listening to Julie's group's facilitation, I think I become understanding toward these two articles.

Comparing two new articles, the member works of particular about the political analysis of the two sides do not contain them. The "A Call to Courage" is a better analysis of the political status and it is better to agree with the author, as in the "恐懼中覺悟" I think the author is not really trying to agree with the author's point of view but rather to agree with the author in his own way, so I should have more opinion rather than just copying the public opinion of the author's point of view. After the group has done a good job.

Doing the "open sharing," I heard some opinions about "恐懼中覺悟." One of the presenter said that the article captured the actual situation of T'W so much that they are hardly convinced. On the other hand, since we are not American people, it's also difficult for "A Call to Courage" to fully express our emotions toward the good I was thinking, we know the circumstances in T'W is not that simple, for we are the statisticians here. But I thought surely a persuasive article ought to supply teacher points a little bit so that he/she can understand something better and stronger. So, as an English, who is not familiar with the actual situation, he constructs "恐懼中覺悟."

I think they did a good job in this presentation. The comparison between the two articles made me think a lot too. I am not a Taiwanese so it is normal for me to not understand the true feelings toward the article "恐懼中覺悟" but after listening to the group's presentation and the discussing session I think I finally found out the real feelings that they have for their own country and public perspectives. The point that the author was in his point of view for the perspective of the article was not in it. Maybe the Americans have different points of view with us in the "A Call to Courage" article, just like the other article. Taiwanese group members have the different perspectives from the article Chinese article.

Although one of the main purposes of these two articles is to only the people in the country, I think there's still a slight difference between them. For in the essay "A Call to Courage" the author is to try to convince Americans to remedy the hurt that the article brought, while the other is to only people in Taiwan to fight against American's unfair attack toward their country. Besides, from the point of the other article was in his point of view in the conception that we should never endure any injustice deeds among countries. Hence, I don't consider it will make us much difficulties to people who are not Taiwanese to realize the second article. (Perhaps to some extent it's much better I think.)

I think Julie's group really did a good job. Their comparison of the two articles was clear and well organized. And their guidelines require to look the two articles in a new way. "A Call to Courage" is a successful article which can improve Americans' spirits. But "恐懼中覺悟" is not so specific and less persuasive. Actually their facilitation really helps me to understand the two articles better!

I think Julie Peng's group did a very good job in this articles comparison project. First, they presented some important information to give us a clear picture of the key ideas of the two articles. Then they constructed different positions and point of views. Later, they discussed two questions which they came up with with us. And finally, each of the group members shared their thoughts/ideas with us and we discussed them. I think they were well prepared and also made a really good sample for us.

After the presentation of Julie's group, I had more specific about these two articles. In "A Call to Courage, I am really impressed by the definition which the author defined the word "courage". Their presentation makes me think about the deeper meaning. And the discussion they helped us in the past weeks, because they also shared their opinions. I really like their facilitation!

I appreciated the efforts that Julie's group has made. They analyzed and organized the two articles in a clear and straightforward way. Moreover, each group member did an well-prepared performance as well as I can see how serious they did in their facilitation. I also enjoyed the discussions led by Julie's group members. The significant perspective I learned from the facilitation is that "courage is not lack of fear but how you manage the fear". This is indeed enlightening for the concept about how to manage one's fear and transform it into a powerful strength. I was actually inspired and enlightened.

I want to mention two things. First, the superb job Julie's Group did last week. All the members share their opinions with the audience. I really enjoy hearing the presentation, especially the feeling of disappointment I had after reading "A Call to Courage". I think readers touching stories and realize that there is nothing new about the article. The author is repeating to hear after a tragedy, the message that the country should stay together and improve.

Though Julie's group is the first among us to present the facilitation on class, it is really an eye-opening for us. It provides us a rich understanding toward the viewpoint which differs from nation to nation, and provide us a chance to discuss. I enjoyed the last part most since all of their members share their own opinion with sharing indeed inspired more thoughts in my mind.

Through Julie's group in the beginning us to present the facilitation on class, it is really an enlightening discussion. They gave us a rich understanding toward the viewpoint which differs from nation to nation, and provide us some useful ideas and discuss. I enjoyed the last part most since all of their members share their own opinion with the whole class. Hearing the sharing indeed inspired more thoughts in my mind.

Through this article, personally I think it's simply amazing to encourage people after the writing of 11 attack. I am particularly impressed by their regard of the stories from our textbook, because they feature something that I didn't fully figure out. I think it's better position that what the professor want and what we learn in the facilitation. The discussion part write so well.

完整討論串

7. 執行成果分析

7.1 主要成就及成果之價值與貢獻度:

- 7.1.1 教學小組的任務與學習。在上學期末得知計畫通過後，教學小組於寒假期間（01/27 及 02/05）即開過兩次教學會議，分別討論（1）整體計畫進行細節，以及（2）如何將文化地理的「地方」研究做為牽動學生關照在地的切入方法。學期中每週皆固定討論課程及計畫進程。由於課程牽涉到文字與文化的雙重翻譯，也涉及理論及其應用的挑戰，教師與助教從團隊討論與實際教學的互動過程裡學習如何從閱讀英文文本的美國情境呼應關懷在地文化，也從彼此互動的過程體會教學的趣味。
- 7.1.2 我們的切入點為，人與地方的關係。地方的尺度可以是具體而微的個人休憩之處，亦可是離鄉遊子想像的家國；無論是何者，移動的人一旦停駐，對於所停駐的地方或產生情感的依附，或產生隔隔不入的疏離，甚或若即若離，又即又離。人與地方的依附或疏離影響其觀看世界的位置，例如當人認同地方時，她以此地方為基點來看世界，於是外於此地方的即為他人，也因此人與地方的關聯總牽涉到疆界的劃定。「地方」的劃定以四種模式運作，以在地生產作為劃界方法（藉由強調地方特產以顯示地方特色，例如蓮花季等）、透過記憶勾勒地方（例如紀念碑）、家園就是地方（例如都市或社區改造計畫）以及國族就是地方（例如以省籍或旗幟呼喚國族的認同感）。
- 7.1.3 儘管課文內容多元，涉及性別、階級、種族等議題，但泰半透露美國中心的意識形態。因此，當本課程以上述「地方」的概念為取徑時，教師教學特別注意文章中敘事者的發言位置，以提供學生一個分析方法來比較討論類似議題的上課英文文本和指定的台灣文本。以 "A Call to Courage" 說明。這一課課文的作者是紐約市長 Rudolph W. Giuliani，指出 911 事件發生時消防隊員捨身救人的英雄事蹟。教師提出四個問題做為文本討論的方向：Who is the "we" in lines 2 and 3? Who is the intended reader? Who is the narrator? From what position does he speak? How does this position affect what he says and how he says it? 教師希望這四個問題能夠帶領學生覺察到，在當時的危機時刻，身為紐約市長的 Giuliani 必須營造以國家為主體的認同感，亦即以國家做為地方的尺度，以建國的基本信念做為認同的指標。在這樣的目的導向之下，文中的「我們」是被同質化的美國公民（無論海內外），並不容許有異己。上課時，教師也補充紐約市 Esperanza 改建的例子，試圖說明 Giuliani 以家園做為都市規劃的尺度時，卻造成該區弱勢居民失所(out of place) 的現象。在這兩個例子裡，Giuliani 的身份都是紐約市長，但由於他依附的地方尺度不同，產生不同的行事原則與世界觀。對照閱讀的台灣文本為「反戰爭，要和平！---展現台灣人的道德勇氣」，也是針對 911 事件的回應，不過其主旨卻是在反對布希政府以無證據的「反恐」為名，進行軍事行動。因此，教師提供學生兩個問題來比較兩篇文章的宗旨與預設讀

者：What are the narrator's relations to where s/he is (from)? Does s/he want to envision a nice place to live? How does s/he succeed in achieving the aim? By marking a boundary, arousing memories, or home-making?

7.1.3 學生對課堂學習的回應，可見於其小組帶動討論。儘管小組討論時間是由四位助教分別在四間教室帶領，對於如何帶領討論，也沒有規定，但學生帶領基本上遵循一定的模式：摘要課文重點、補充資料、條列比較、提問。學生會以地方的元素（區位 location，場所 locale，地方感 sense of place）或者教師提示的方向（例如宗旨、預設讀者等）來做比較。學生提問可大分為三類，個人經驗（「如果你是...，你會如何？」），文本內容比較，文化情境（“Have the people of the Mid East faced some irrational treatment after the attack of 911? 台灣人民在甚麼樣的情況中可以跳脫政府來思考?”）。大抵而言，在學習中的同學們思考答案時較偏向一般性的答案，例如有同學回應小組帶動討論逾適婚年齡單身問題時，雖然提到自己朋友的例子，但可能因為臨場問答，並沒有機會做些研究，所以大多會針對問題回答問題，還不太能指出其回答如何呼應台灣的在地性。

7.2 重大突破：

7.2.1 觀看《無偶之家》與聆聽「拷秋勤唸歌團」演講引起很大迴響，因為這是在課堂裡直接討論在地素材的課程。我們之所以挑選這部影片是因為教材裡有一課講到年過四十卻依然未婚的男性作者幽默地道出可能被人誤為同志的憂心，因此想藉由這部紀錄片來讓同學反思「家」的社會文化建構。邀請「拷秋勤」來演講則是因為有另一課講到美國文化對饒舌樂的偏見顯示對非裔美人年輕男孩的歧視，殊不知非裔美人年輕男孩正是以此種樂風表達他們對主流文化的批判。上課時，我們也講到饒舌雖起自黑人文化，但現在已是全球化的一部份。拷秋勤兩位講者自陳其創團淵源及樂風發展，雖受到美風影響，但採用本土文化中的樂器或曲調。現場效應比老師上課熱鬧許多，也吸引了好幾位老師與外系同學來聽。樂團台灣身份的強調迅速被學生回應在接下來的小組帶動討論裡。有一組學生在提問時如此總結對拷秋勤的討論：“They are a sign of a Taiwanese-styled Hip-Hop culture, which do not imitate the original Hip-Hop culture, but to articulate in their own way, to introduce Taiwanese culture. Hip-Hop became a method of expressing **local** [sic] features. That is to say, KCC is a sign of Taiwanese traditional culture responding a universalized global Hip-Hop culture; KCC fuse traditional elements and take Hip-Hop as a pursuit of an expression to our own **culture and identity** [sic].” 這樣清楚而強烈的自我指稱在之前的課堂與小組討論是少見的。學生提問還包括：“Would people's political agenda influence people?” “Kou Chou Ching is not popular in Taiwan. But they are still praised by other countries. Why? What do you think foreigners' view about them? And our view about them?” “[KCC] are widely accepted by the

youngsters, but do you think whether they will be tolerated by the aged who are used to listening to lyric songs like 江蕙 or not?" "Do you know any other genre that has already localized in Taiwan? How does it represent Taiwanese culture?"

7.2.2 學生整體學習成果可見於其期末小組報告。期初時，教學小組曾說明，期末小組報告的三項要點：報告主題必須和地方相關，且這地方對組員有特殊的意義，報告時也必須到物件，例如照片、地標、地圖等。期末報告由學生自選主題，但其間經過與助教二次討論，第一次討論構想，第二次討論主題與研究方法。助教在與學生第二次討論前，教學小組週聚時先行討論各小組所繳交的報告規劃書（the project proposal）。學生在與助教第二次討論過並修改規劃書後，再與教師小組會談。十二組報告，有三組以食物為主題，探討異鄉的小吃能否給遊子歸鄉的感覺；兩組探討成大校園裡的榕園與外文系所在的修齊大樓與學生生活的關聯；三組探討家的主題，其中有兩組與政府政策有關，呈現台南眷村改建與原住民遷村的問題，另一組則討論台灣社會裡同志婚姻的問題；兩組以台南市為主題，分別探討全美戲院做為地方歷史的發展，以及安平樹屋在歷史變遷的過程中對居民的影響；另有一組探討台灣加入 WTO 後米農的未來；最後一組探討男女分校或合校的利弊。

7.2.3 從每一小組一學期三次小組帶動討論以及小組期末報告來看，本班雖為一年級的學生，但對地方研究概念的吸收與運用是令人感動的。期末報告的主題反應人與不同尺度地方的聯結或失落。小組帶動討論時的生澀在期末報告時取而代之的是流利的表述與豐富的資料（這和學生花費比小組帶動討論多許多時間與心力準備有關吧）。學生分析的力道也許還可再加強，然而許多組為了做報告，實地走訪、拍攝實景（例如榕園、樹屋、全美戲院、修齊大樓）；或者因為做報告，發現來自不同國家和不同地區組員的觀點（例如食物三組）；或者訪談外婆（精忠三村）、訪談組員高中經驗（男女分合校）、分析影片與文本（無米樂、原住民遷村、同志婚姻）。學生從討論與實作的過程中（重新/從心）看見在地的文化（包括國際生與僑生原居地的文化）。換言之，學生對在地文化的感知並不是來自教材的閱讀和教師的教導，而是來自課程對其批判能力與研究能力的培養。這些能力的培養對大一的學生而言更是重要。不過，可能也因為課程起自概念的解析，對於期末小組報告也強調學術的走向，或者因為學生初次做研究，即使可能非常個人生活化的主題，例如訪談外婆，陳述個人旅日經驗或交換來台生活經驗，學生報告總似乎缺了些感情，彷彿個人是外於「地方」的訪客呢！

7.2.4 可改進處。

7.2.4.1 在授課時必須增加對照文本的解析與補充資料。教師原以為中文是大部份學生的母語，且文章多為新聞評論性質之短文，在文意理解應無太大問題，因此並未多花時間引導。但從學生帶動小組討論時的研究方法，以

及拷秋勤現身說法的刺激來看，母語文化的情境並不一定是母語的文字能傳達的。

7.2.4.2 如何增加學生對地方情意的表述，也就是強調日常生活的觀點，說故事的技巧，可能是來日有機會再去嘗試的功課了。

7.3 與計畫書之差異及其原因

7.3.1 原計畫書申請四位講者至課堂講授台灣文化系列，因為經費僅核定兩位，故僅請兩位講者講授。

7.3.2 增加對地方的討論。

7.3.3 在拷秋勤演講之後，開放學生自形選擇比較或延伸討論的教材或題材。

7.3.4 囿於學生空堂時間有限，及因為增加地方論文閱讀與討論，小組期末報告籌備與發表時間縮短，並以課室發表為主。以下標示者為修改部份。

週次(日期)	原定每週進度	修改後每週進度
W1 02/22 N	課程介紹	<p>*Course introduction.</p> <p>*Introduction to “place” and its application.</p> <p>*A-hong 講古，張裕宏注解。Sherry Thompson 插圖。〈Pa-pa Ma-ma Sái-chhia〉。《阿鳳姨 ê 五度 ê 空間》。高雄：台灣羅馬字協會，2005 年。68-69。</p> <p>*洪蘭。〈會「說故事」才有創造力〉。《天下》428 (2009 年 8 月 12 日至 8 月 25 日)：160。</p>
W 1 02/24 W	<p>*A-hong 講古，張裕宏注解。Sherry Thompson 插圖。〈Pa-pa Ma-ma Sái-chhia〉。《阿鳳姨 ê 五度 ê 空間》。高雄：台灣羅馬字協會，2005 年。68-69。</p> <p>*洪蘭。〈會「說故事」才有創造力〉。《天下》428 (2009 年 8 月 12 日至 8 月 25 日)：160。</p>	<p>*Tim Cresswell 著，王志弘、徐苔玲譯(2006)。〈導論：定義地方 (Introduction: Defining Place)〉。《地方：記憶、想像與認同 (Place: a Short Introduction)》。台北：群學出版社。5-25。</p>
W2 03/01 M	<p>Rudolph W. Giuliani, “A Call to Courage”</p> <p>閱讀台灣： 〈反戰爭，要和平！---展現台灣人的道德勇氣〉</p>	<p>*Tim Cresswell 著，王志弘、徐苔玲譯(2006)。〈運用地記 (Working with Place)〉。《地方：記憶、想像與認同 (Place: a Short Introduction)》。台北：群學出版社。1391-97。</p>

	http://hef.yam.org.tw/news/17.htm	
W2 03/03 W	小組帶動與討論。	Project instructions
W3 03/08 M	*Scott Fisher, "Lessons from Two Ghosts" *閱讀台灣： 〈高材生……人情世故 0 分〉及回應。 http://www2.lssh.tp.edu.tw/~lib/share/familyedu.htm	Rudolph W. Giuliani, "A Call to Courage" Reading Taiwan: 〈反戰爭，要和平！---展現台灣人的道德勇氣〉 http://hef.yam.org.tw/news/17.htm Retrieved on October 29, 2009.
W 4 03/15 M	Ron Beathard, "Over 40 and Unmarried" 閱讀台灣： 〈單身：男女有別？〉 http://www.commonhealth.com.tw/article/index.jsp?page=3&id=867	Scott Fisher, "Lessons from Two Ghosts" *閱讀台灣： 〈高材生……人情世故 0 分〉及回應。 http://www2.lssh.tp.edu.tw/~lib/share/familyedu.htm
W5 03/22 M	Julie Showalter, "Vows" 閱讀台灣： 〈夫妻是一輩子的事〉 http://www2.lssh.tp.edu.tw/~lib/share/member.htm	Ron Beathard, "Over 40 and Unmarried" 閱讀台灣： 〈單身：男女有別？〉 http://www.commonhealth.com.tw/article/index.jsp?page=3&id=867
W6 03/29 M	13:00-15:00 影片： 《無偶之家 往事之城》。 18:00-20:00 擬邀請《無偶之家 往事之城》陳俊志導演講談	Julie Showalter, "Vows" 閱讀台灣： 〈夫妻是一輩子的事〉 http://www2.lssh.tp.edu.tw/~lib/share/member.htm
W 7 04/07 W	合併 03/31 課程，移為 03/29 晚間講談。	Project discussions.
W8 04/12 M	擬邀請拷秋勤樂團講談(兩位講者)	Film: 《無偶之家 往事之城》
W9 04/19 M	Tricia Rose, "Rap Music and the Demonization of Young Black Males" 閱讀台灣： "Taiwan Street Dancing	Mid-term exam week

	Hops from Basement to Stage” http://www.reuters.com/article/lifestyleMolt/idUSTRE56S1VF20090729	
W 9 04/21 W	小組帶動與討論。	Mid-term exam week
W10 04/26 M	Mid-term Exam week.	Tricia Rose, “Rap Music and the Demonization of Young Black Males” 閱讀台灣： “Taiwan Street Dancing Hops from Basement to Stage” http://www.reuters.com/article/lifestyleMolt/idUSTRE56S1VF20090729
W 10 04/28 W	Mid-term Exam week.	小組帶動與討論。
W11 05/03 M	擬邀請桃米社區發展協會 講談	邀請拷秋勤樂團講談（兩位講者）
W15 05/ 31 M	小組研究報告短片錄製	Initial project discussions
W 15 06/02 W	小組研究報告短片錄製	Group Conference with TAs.
W16 06/07 M	小組研究報告短片公開播 放與解說 新增小組報告 計畫書討論	Proposal presentation
W 16 06/09 W	小組研究報告短片公開播 放與解說	Merge with project presentation
W17 06/14 M	小組研究報告討論與評分。	Project presentation (12:00-15:00)