

教育部顧問室 98 學年度第 1 學期通識教育課程計畫

成果報告書

計畫名稱：教育部顧問室 98 學年度第 1 學期優質通識教育課程計畫

計畫類別：A 類-一般大學校院組/基礎暨其他通識課程

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單位名稱：高雄醫學大學通識教育中心

計畫期程：98 年 8 月-99 年 1 月

計畫網址：<http://peyilu.dlearn.kmu.edu.tw/e-read/index.php>

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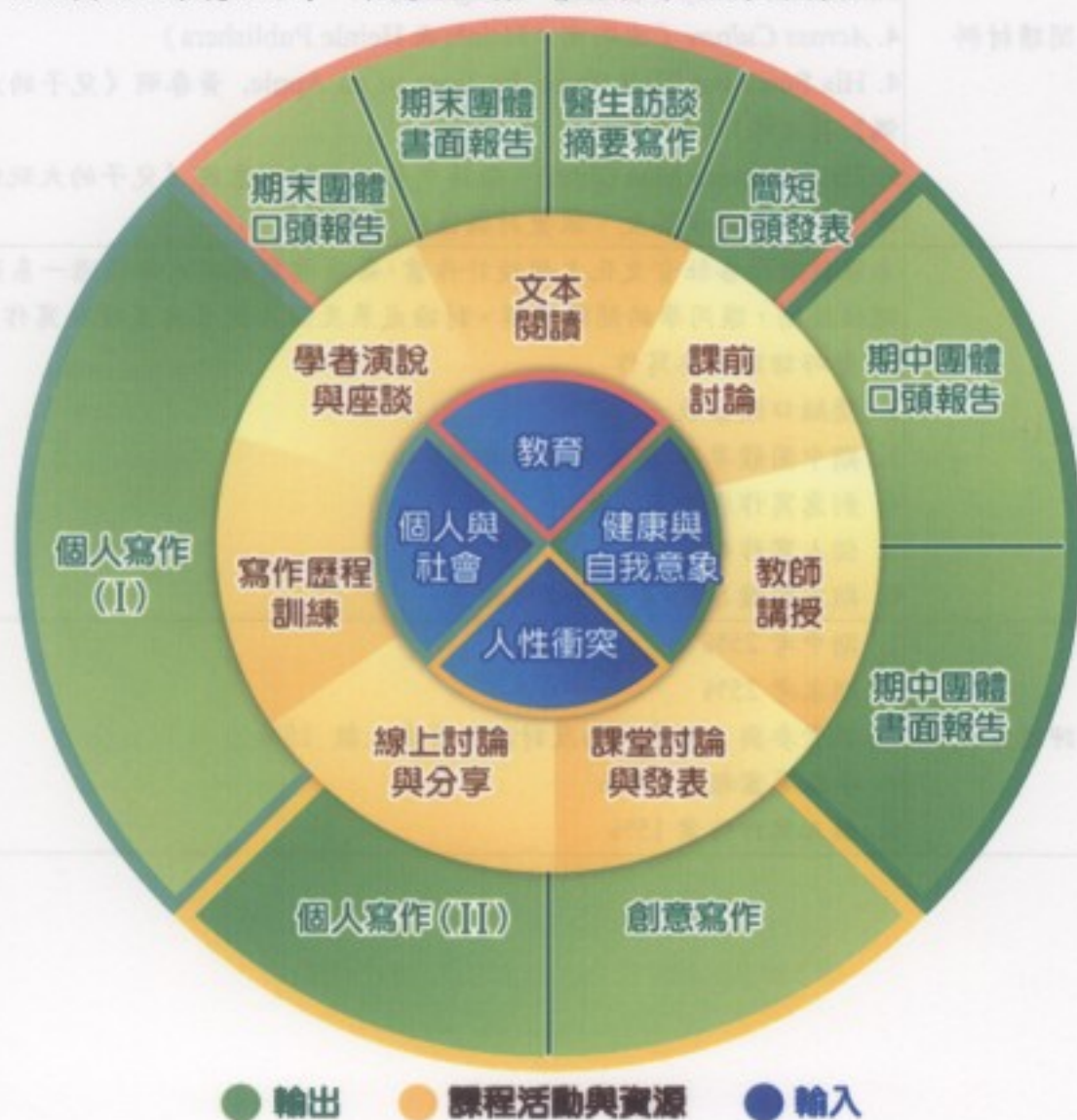
	<p>主題二 Health and Self-image</p> <p>第四週：HEALTH & SELF-IMAGE - <i>Barbie Doll</i> (Poem)</p> <p>第五週：HEALTH & SELF-IMAGE - <i>Heavy Judgment</i> (Essay)</p> <p>第六週：HEALTH & SELF-IMAGE - <i>Heavy Judgment</i></p> <p>主題三 Human Conflict</p> <p>第七週：HUMAN CONFLICT - <i>Mending Wall & Birthday Party</i> (Poem/Short Story)</p> <p>第八週：HUMAN CONFLICT - <i>Mother Tongue</i> (Essay)</p> <p>第九週：Midterm Exam</p> <p>主題三 Human Conflict + 主題四 SOCIETY & THE INDIVIDUAL</p> <p>第十週：HUMAN CONFLICT continued - <i>A Rose for Emily</i> (Short Story) (Intercultural Reading Group-The Sandwich Man)</p> <p>第十一週：HUMAN CONFLICT - <i>A Rose for Emily</i> (Intercultural Reading Group-The Sandwich Man)</p> <p>第十二週：SOCIETY & THE INDIVIDUAL - <i>Richard Cory/ Shame</i>(Poem/Essay)</p> <p>第十三週：SOCIETY & THE INDIVIDUAL - <i>Shame</i></p> <p>第十四週：SOCIETY & THE INDIVIDUAL - <i>Daddy Tucked the Blanket</i> (Essay)</p> <p>主題五 Back to Education</p> <p>第十五週： <i>Making the Grade</i>(Essay)</p> <p>第十六週： <i>Making the Grade/Why Grades Go Up</i>(<i>Excellence Without a Soul</i>)</p> <p>第十七週：Review and Discussion</p> <p>第十八週：Final Exam</p>
<p>■ 分組討論及教學助理之規劃與執行現況</p>	<p>分組討論之規劃與執行現況:</p> <p>A.課前討論：每週課前，兩位教學助理於駐校時間與各自負責的 4~5 小組對閱讀文本和其議題以中英文進行初步討論，目的為幫助學生釐清文本困難處並思考教師設計之引導式問題，本學期共有 9-11 次的課前小組討論，每次約 30 分鐘，於 English Lounge 專區及多功能討論室進行。</p> <p>B.課堂討論：教師每周課前在教學網站上放置引導式問題 (Pre-reading Questions and In-class Discussion)供學生思考，教師會在當週授課結束時，讓學生針對文本主題或教師擬定的問題進行 10 至 30 分鐘的深入討論，最後以英文發表個人理解與意見，本學期共有 15 次課堂小組討論。</p> <p>教學助理之規劃與執行現況:</p> <ul style="list-style-type: none"> ■ 課前任務：前一周課堂影音檔轉出、教材蒐集及製作、每周教材與討論問題上傳、與網站助理合作維護更新課程網頁、帶領課前小組討論、於討論區寫作小幫手對學生作業初稿或修改稿提供寫作建議，查看課程主題討論區給予同學回饋。 ■ 課堂中任務：出缺席管理、協助教師播放教材、協助同學

	<p>進行小組討論、攝影錄影、記錄同學發言情形。</p> <ul style="list-style-type: none"> ■ 課後任務：管理及歸檔各項資料及教材、繕改作業並給予初步評分、成績登記。 ■ 其它：經費核銷。
■「行動」、「欲解決的問題」之設計與規劃	非行動導向/問題解決導向通識課程。
■指定閱讀材料	<ol style="list-style-type: none"> 1. <i>An Introduction to Critical Reading</i>. 出版商：Thomson Wadsworth) 2. <i>Excellent Without a Soul : How a Great University Forgot Education</i> (出版商：Perseus Books Group) 3. <i>Medicine Today</i> (出版商：Longman) 4. <i>Across Culture</i> (出版商：Heinle & Heinle Publishers) 4. His Son's Big Doll (from the Taste of an Apple, 黃春明《兒子的大玩偶》英文版) 5. The Sandwich Man (Film)：徵得中影公司的同意將《兒子的大玩偶》電影字幕翻譯成英文，放置討論區供同學觀看。
■作業設計	<p>本課程配合各社會文化主題設計作業，每項作業的完成都經過一系列的課程活動，讓同學的閱讀理解、討論成果及個人反思與呈現在寫作上。</p> <ol style="list-style-type: none"> 1. 醫師訪談摘要寫作 2. 簡短口頭發表 3. 期中團體專案(書面與口頭報告) 4. 創意寫作與動畫配音 5. 個人寫作兩篇 6. 期末團體專案(書面與口頭報告)
■成績評定方式	<ol style="list-style-type: none"> 1. 期中考 25% 2. 期末考 25% 3. 課堂參與、課前討論及討論區發表次數 15% 4. 小組專案報告 20% 5. 個人寫作作業 15%

貳、計畫內容及執行情形

一、課程架構

本課程以社會文化議題為核心，規劃教材、課程活動與作業要求。社會文化議題上學期選定「教育」、「健康與自我意象」、「人性衝突」、「社會與個人」四大主題，以此為出發點所選擇的相關教材包括英文專欄、短篇小說、詩、散文、書本章節等不同文類。透過「文本閱讀」、「課前討論」、「教師講授」、「課堂討論與發表」、「線上討論與分享」、「寫作歷程訓練」、「學者演說與座談」等課程活動幫助學生將閱讀理解、討論成果，並融入自己的生活經驗與文化環境去思考，最後以口頭和書面形式呈現學習成果。



二、課程主題安排與閱讀文本

98 學年度上學期所選定的議題為以下四大主軸：

- 1、**Education(教育)**：引領大學生重新思考與其切身相關的大學教育，使大學生重視自身學習策略與意義。
- 2、**Health and Self-image(健康與自我意象-女性身體的迷思)**：探討當代社會對於女性身體的迷思，使學生反思對於自己與他人身體的價值觀。
- 3、**Human Conflict(人性衝突)**：探討人類衝突存在之可能性。
- 4、**Society and Individual(社會與個人)**：探討個人主體性與社會之間的關聯性。

各大議題搭配之閱讀教材十分多元涵括不同文章類型(genres)，有文學作品(短篇故事如 *A Beacon in the Light*、*A Rose For Emily*，詩如 *Barbie Doll*、*Mending Wall* 等)、小品(如 *Mother Tongue*)、專欄文章(*Making the Grade*)、書本章節(如“Why Grades Go Up” from *Excellence Without a Soul*)等，教導學生各種英文閱讀技巧，並從中思考文化社會主題。



三、課程活動與資源

閱讀英文文章甚至是文學作品，對母語非英語的台灣學生來說，仍有許多需要引導解說的部份，比如相關文化歷史背景知識、英文文章架構、以及較為難懂的句法等；故本課程規劃一系列的課程活動幫助同學進入跨文化的理解與反思過程，各項課程活動流程如下圖所示，並將於後詳述。

課前

- 文本閱讀－課前討論
- 課前討論問題 ※於課程網頁

課堂

- 教師講授
- 課堂討論與發表
- 教材／課堂討論問題

課後

- 線上討論與分享
- 課程討論區／跨文化平台／跨文化圖書會
- 寫作歷程訓練
- 寫作小幫手 ※於課程討論區
- 學者演說與座談

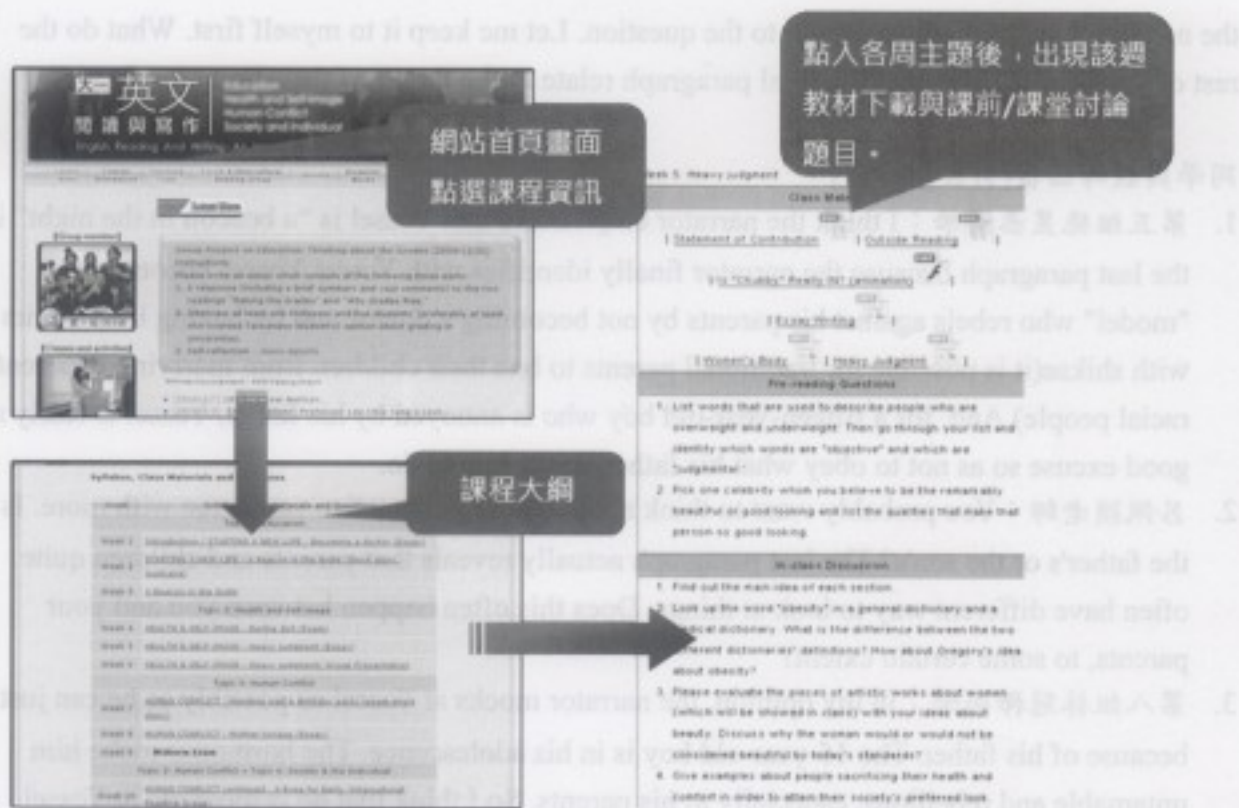
1、課前：文本閱讀與討論

(1) 目的

課前討論設計的目的，是於上課前幫助學生先釐清文本語言困難處並對議題進行初步的討論，同學上課時也更容易參與討論過程。

(2) 資源

教師依據各周閱讀文本及主題設計一系列前導問題以及課堂討論問題，讓教學助理先上傳至課程網站(路徑：課程資訊→每周課綱與問題下載)以此為課前討論架構與同學預習資源。



(3) 進行方式

每週課前兩位教學助理於駐校時間與各自負責的 4-5 個小組約定時間對閱讀文本和其議題以中英文進行初步討論，本學期共有 9-11 次的課前小組討論，每次約 30 分鐘，於 English Lounge 專區及多功能討論室進行。教學助理於討論中所扮演的角色是先讓同學提問對文本中理解有困難的地方，解決之後就讓學生針對課前問題或是課堂討論問題發表自己的理解與意見，進行討論，教學助理會適時給予引導，幫助同學以英文表達自己意見並將議題連結回自己的生活經驗與文化環境。助教在和各小組討論後也會將其中大家共同感到有趣的問題整理貼到討論區，讓其他組的同學也一起觀摩，分享看法。

(4) 舉例

A. 第二週主題：教育

閱讀文本：A Beacon in the Night

助教整理的問題：[引自討論區]

Coincidentally, Group 2 and 4 both raised an interesting question in today's meeting, they are wondering what the significance of the last paragraph to "A Beacon in the Night" is. As readers, we all know what happened by the revelation in the last part of the story but why the author put a paragraph talking about the narrator's wonder about Yossel Shepps, a not-good-looking guy finding himself a girl as the ending of the story. My first response is that the author might try to add a final ironic twist or an anti-climax through the mouth of the 15 year old narrator. Some say that the teenage boy might envy Yossel's luck in the respect of wooing girls. Others say that the narrator has a bias against Yossel (from some of his childish comments on Yossel's looks).After

the meeting I got a possible answer to the question. Let me keep it to myself first. What do the rest of you think? How does the final paragraph relate to the theme of this short story?

同學與教師回覆[引自討論區]：

1. 第五組施昱丞同學：I think the narrator emphasizes that Yossel is "a beacon in the night" in the last paragraph because the narrator finally identifies with Yossel. Yossel becomes a "model" who rebels against his parents by not becoming a doctor and by having love affairs with shikse(it is possible for traditional parents to ban their children from marrying different racial people). And, for a fifteen-year-old boy who is annoyed by his father, Yossel is really a good excuse so as not to obey what his father wants him to do.
2. 呂佩穎老師：You probably want to think about whose perspective you agree with more. Is it the father's or the son's? The last paragraph actually reveals that parents and children quite often have different way to look at things. Does this often happen between you and your parents, to some certain extent?
3. 第八組林冠樺同學：In my opinion, the narrator mocks at Yossel as possibly as he can just because of his father. The 15-year-old boy is in his adolescence. The hormones make him untamable and rebellious, especially to his parents. So I think that he is mocking at Yossel literally; reading between the lines, he is laughing at his father. That is actually what he wants to do. Thank you.

討論區實際畫面圖示：

The screenshot shows a forum thread with two posts. The first post is by Irene Cheng, dated Sep 20, 2009, at 7:15 pm. The post subject is 'A Question to think (on "A Beacon in the Night")'. The content of the post asks for opinions on the significance of the final paragraph and the narrator's perspective on Yossel. The second post is by Daniel Shih, dated Oct 06, 2009, at 12:45 am. The post subject is 'Re: A Question to think'. The content of the post provides an analysis of the narrator's bias against Yossel and how he uses Yossel as a 'model' to rebel against his father's expectations.

Author	Message
<p>Irene Cheng</p> <p>Offline</p> <p>Joined Thu Sep 10, 2009 4:20 pm</p> <p>Posts: 100</p> <p>Location: Kaohsiung City, Taiwan</p>	<p>Post subject: A Question to think (on "A Beacon in the Night")</p> <p>Posted: Wed Sep 23, 2009 7:15 pm</p> <p>Calculcednally, Group 2 and 4 both raised an interesting question in today's meeting, they are wondering what the significance of the last paragraph to "A Beacon in the Night" is. As readers, we all know what happened by the revelation in the last part of the story but why the author put a paragraph talking about the narrator's wonder at Yossel Shepps, a not-good-looking guy finding himself a girl as the ending of the story. My first response is that the author might try to add a final ironic twist or an anti-climax through the mouth of the 15 year old narrator. Some say that the teenage boy might envy Yossel's luck in the respect of wooing girls. Others say that the narrator has a bias against Yossel (from some of his childish comments on Yossel's looks). After the meeting I got a possible answer to the question. Let me keep it to myself first.</p> <p>What do the rest of you think? How does the final paragraph relate to the theme of this short story?</p> <p>Last edited by Irene Cheng on Tue Oct 06, 2009 8:31 pm, edited 1 time in total.</p>
<p>Daniel Shih</p> <p>Offline</p> <p>Joined Thu Sep 24, 2009 7:33 pm</p> <p>Posts: 25</p> <p>Location: Taiwan</p>	<p>Post subject: Re: A Question to think</p> <p>Posted: Tue Oct 06, 2009 12:45 am</p> <p>I think the narrator emphasizes that Yossel is "a beacon in the night" in the last paragraph because the narrator finally identifies with Yossel. Yossel becomes a "model" who rebels against his parents by not becoming a doctor and by having love affairs with shikse(it is possible for traditional parents to ban their children from marrying different racial people). And, for a fifteen-year-old boy who is annoyed by his father, Yossel is really a good excuse so as not to obey what his father wants him to do.</p>

B.第十六週主題：教育
閱讀文本：Why Grades Go Up

1. 課前問題 [引自課程網站每週問題]：

1. In your high school life, have you ever encountered the situation that the school decides to raise students' exam grades after most students have failed? What do you think about this practice?
2. In your opinion, what is the optimal grading scale or system?

學生於課前討論之口頭回應整理

1. I think to raise the grades for the whole class is not fair for students who already score high in the exam.
2. I think we should grade students as “not pass” or “pass.”

2、課堂：教師講授

教師上課時會先講解主題設計意義，說明文本特殊文化歷史背景，而後導讀閱讀文本中重要片段，最後引導同學思考議題以及討論。



3、課堂：討論

教師講授後，請同學對文本設計之教材或討論問題進行約十至十五分鐘小組討論，期間教師及教學助理會適時加入討論並給予協助。討論結束後，請各小組口頭發表討論結果，並在課後上線上討論區分享意見。

課堂討論實例

第四週主題：健康與自我形象

閱讀文本：Heavy Judgment

設計教材(以圖畫呈現男女性自我形象之差異)

搭配問題：What are the self-images of men and women?



同學於討論區分享：

<p>Wuu-hua Lin</p> <p>Offline</p> <p>Joined: Mon Sep 28, 2009 6:55 pm Posts: 17</p> <p>Top</p>	<p>Post subject: v4 pictures</p> <p>Posted: Sun Oct 18, 2009 11:08 pm</p> <p>I think the mirror is a reflection of oneself. The man is very confident of his appearance but the woman is totally different. She could have faith that "the thinner the better." So she always feels she is fat. This is my point of view, thank you.</p> <p> <input type="button" value="Reply"/> <input type="button" value="Post a reply"/> </p>
<p>wenpenlong</p> <p>Offline</p> <p>Joined: Thu Sep 24, 2009 9:00 pm Posts: 17</p> <p>Top</p>	<p>Post subject: Re: Week 4's pictures</p> <p>Posted: Mon Oct 19, 2009 8:23 pm</p> <p>I think picture 1 is a little too exaggerative and not telling the truth. Men with money and status may think that they are attractive, but I don't think they would deceive themselves as well as others to such extent.</p> <p>About Picture 2, I think it may be true. Quite a few women think about another 1 kilogram to lose all the time.</p> <p>Above are my opinions, thank for reading.</p> <p> <input type="button" value="Reply"/> <input type="button" value="Post a reply"/> </p>

1. 林冠樺同學：I think the mirror is a reflection of oneself. The man is very confident of his appearance but the woman is totally different. She could have faith that "the thinner the better." So she always feels she is fat. This is my point of view. Thank you.
2. 溫博翔同學：I think picture 1 is a little too exaggerative and not telling the truth. Men with money and status may think that they are attractive, but I don't think they would deceive themselves as well as others to such extent. About Picture 2, I think it may be true. Quite a few women think about another 1 kilogram to lose all the time. Above are my opinions, thanks for reading.

4. 課後：線上討論

(1) 目的：同學課後仍可利用討論區學習，分享課堂討論成果並延伸議題討論，同儕觀摩學習，激發更大學習能量，且網路突破空間時間限制，讓本課程同學可以和英國格拉斯哥大學跨文化英語教學課程學生及阿根廷國立 La Plata 大學學生針對課程議題交流以及組成跨文化讀書會共同閱讀黃春明《兒子的大玩偶》並進行討論。

(2) 資源：

A. 本課程討論區(Intercultural Reading Group)

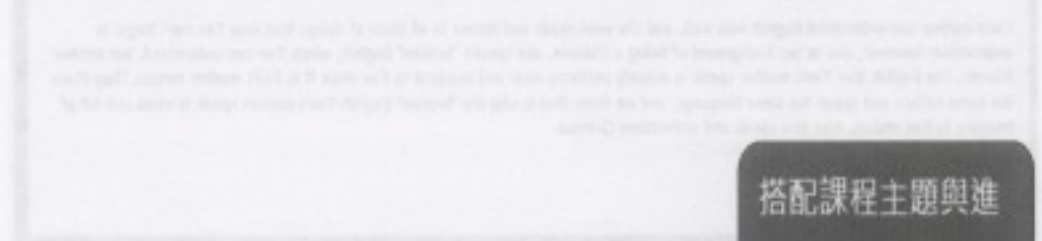
討論區主畫面

The screenshot shows the forum's main page with several callouts pointing to specific features:

- 討論區架構與使用簡介** (Forum Structure and Usage Introduction) points to the 'About the Intercultural Reading Group' post.
- 自我介紹區** (Self-introduction Area) points to the 'Break the Ice' post.
- 課程主題討論區** (Course Topic Discussion Area) points to the 'Share Your Ideas' post.
- 寫作小幫手** (Writing Assistant) points to the 'English Writing Helper' post.

Topic	Posts	Replies	Last Post
About the Intercultural Reading Group	-	-	15 Nov 2009 09:30
Break the Ice	48	57	23 Nov 2009 1:38
Share Your Ideas	28	260	08 Jan 2010 10:50
English Writing Helper	40	194	10 Jan 2010 10:50

課程主題討論區版面：同學可以在此分享收集之資料、對課堂問題進行延伸討論與分享、發表對課外補充資料的想法、進行跨國讀書會交流、並繳交作業電子檔。



搭配課程主題與進度設置五大討論版

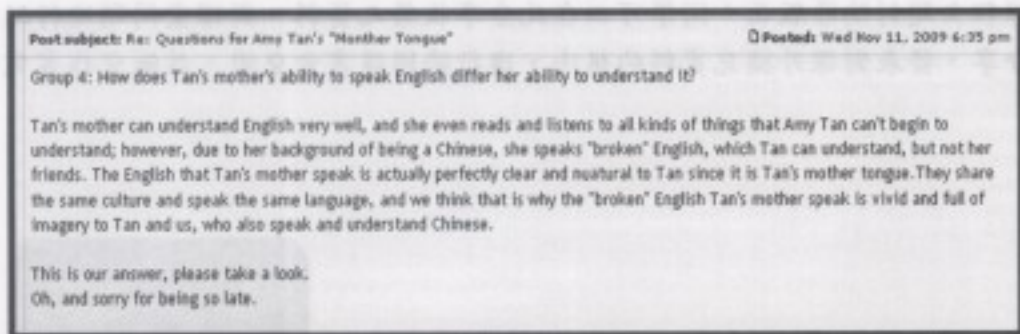
Topic	Posts	Replies	Last Post
Education Discussion and assignments based on the readings "Becoming a Doctor" and "A Beacon in the Night" Moderator: TA	4	22	Tue Nov 17, 2009 9:23 pm ku ming yu
Health and Self image Discussion and assignments based on the readings, "Barbie Doll" and "Heavy Judgment," plus some outside readings and class materials. Moderator: TA	13	95	Mon Dec 28, 2009 8:54 pm Yin-Chih Feng
Human Conflict Discussion and assignments based on the readings, "Mending Wall," "Birthday Party," "Mother Tongue." Moderator: TA	4	71	Thu Jan 07, 2010 2:56 pm vincenzo
Society and the Individual Discussion and assignment based on the readings, "His Son's Big Doll/Sandwich Man (film)," and "A Rose for Emily," "Richard Cory," "Shame," "Daddy Tucked the Blanket." Moderator: TA	6	57	Thu Jan 07, 2010 10:18 pm cckanous
Back to Education Discussion and assignments based on the readings, "Making the Grade," and "Why Grades Go Up." Moderator: TA	1	9	Wed Jan 13, 2010 12:42 am Qua chi yu

B. 英國格拉斯哥大學課程網站(Intercultural Connections)

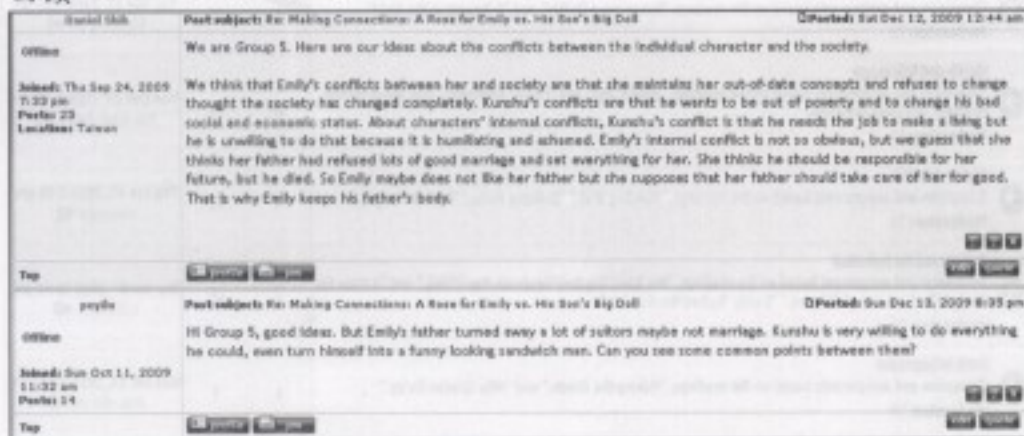


(3) 舉例：

第四組同學對 Amy Tan 的 "Mother Tongue" 之課堂討論問題分享



第五組對黃春明《兒子的大玩偶》及 Faulkner's *A Rose for Emily* 的比較分析與教師回饋



跨校議題討論:健康與自我形象

Author: Anne Message

Post subject: Body Image on Curriculum- joke or social imperative? Posted: Sun Nov 22, 2009 1:53 am

Office

Joined: Thu Sep 24, 2009 12:25 am Posts: 3

Hey!!

From your contributions on health and self-image I gathered that you're concerned about the extent to which we're influenced by what we see on TV or in magazines and the effect these unreal body representations have on how we perceive ourselves. Can you think of any way to tackle these issues?

As far as the UK is concerned, a petition has been signed. The content of the petition (which can be found here) includes a proposal for a new compulsory hour per year to their appearance. The lesson will attempt to educate teenagers about the influence of the media and the role of psychologists and will include preliminarily: • the influence of fashion houses employ to make models/celebs look better than they are • the influence of the media on appearance and not to use as much make-up/fake tan; • the influence of the media on self-esteem and the role of psychologists.

This is an incredibly important campaign, as nothing is being done in the UK about the negative influence of the media exposure and its consequent negative influence on teenage self-esteem. Your backing would be greatly appreciated!

So... I was wondering what you guys think about introducing body image classes into the national curriculum?

Looking forward to your answers!

Cheers
Anne

格拉斯哥大學同學分享英國目前將身體形象課程列入國家課綱之提案，並詢問我們的意見。

Author: An-Li Yu Message

Post subject: Body Image on Curriculum- joke or social imperative? Posted: Sat Dec 05, 2009 8:28 pm

Office

Joined: Thu Sep 24, 2009 12:25 am Posts: 3

同學認為社會對青少年自我形象問題影響很大，不確定將此議題列入課程是否有效，但值得一試，不過適用年齡層應該降低至小學。

Se, I think it is hard to tackle these issue by giving teenagers this kind of classes, but I do hope the government can try to do so, to see if it really works. Since I have no idea how to change teenagers mind toward their self-image, I think it is not a bad idea to introduce body image classes into the national curriculum, but it might be better if it is given to younger children.

跨文化讀書會《兒子的大玩偶》

Author: Doreen Chang Message

Post subject: "His Son's Big Doll" (The Sandwich Man Film) Posted: Thu Nov 22, 2009 2:38 pm

Office

Joined: Thu Sep 24, 2009 4:25 am Posts: 121 Location: Taichung City, Taiwan

You could view the film (at low definition) online by clicking "play" below and download the pdf file of "His Son's Big Doll" (His_Son's_Big_Doll.pdf). After reading, you can start the discussion by replying to this topic.

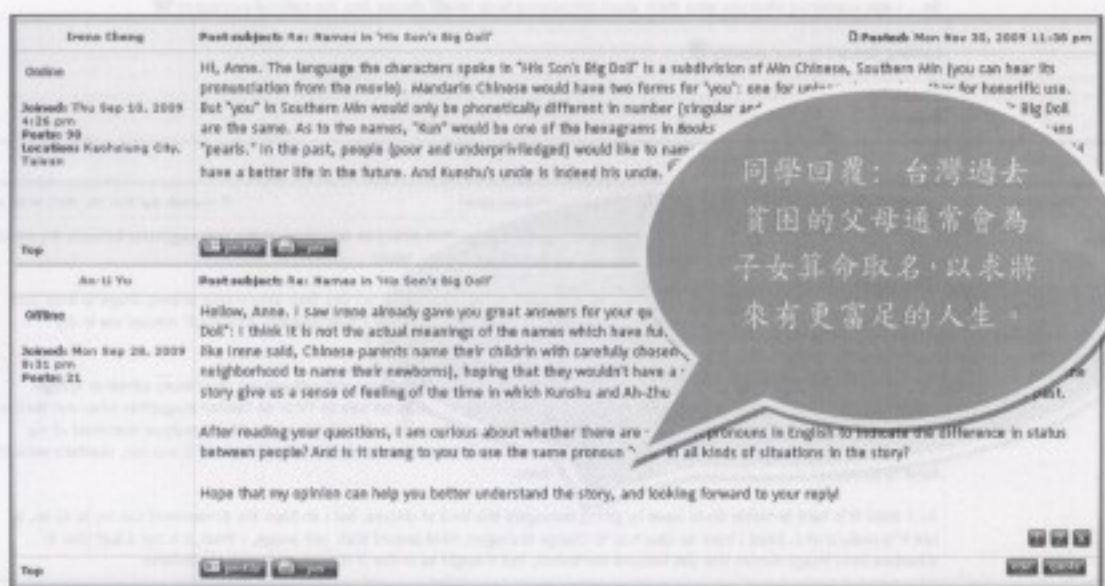
01 His son's big doll-01
02 His son's big doll-02
03 His son's big doll-03
04 His son's big doll-04
05 His son's big doll-05

討論區中放置《兒子的大玩偶》影片(經中央電影公司授權播放)並由本課程團隊製作英文字幕供本課程及國外學生觀賞

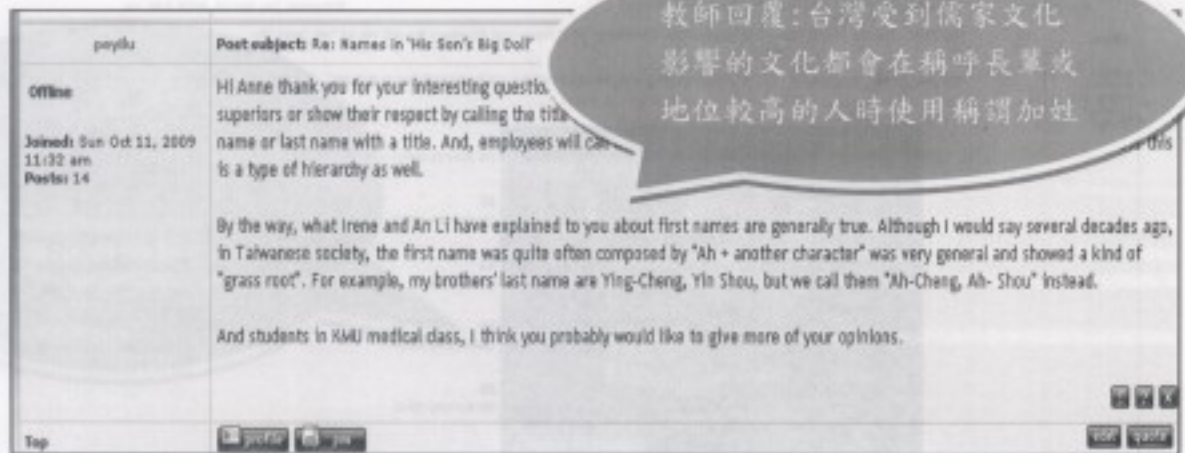
Notice: This film clip could only be displayed for educational purpose. Please do not try to download, reproduce, or distribute the video and do not post this link at other web space.



格拉斯哥大學學生 Anne 詢問兒子的大玩偶中命名之意義與角色間使用稱呼「You」是否有尊卑差異。



同學回覆：台灣過去貧困的父母通常會為子女算命取名，以求將來有更富足的人生。



教師回覆：台灣受到儒家文化影響的文化都會在稱呼長輩或地位較高的人時使用稱謂加姓。

(4) 課程討論區使用分析：

主題	題目數	性質	發表篇數	發表篇數總計	觀看次數總計	
Education	4	團體作業繳交	2	9/5	22	374
		文本討論	1	4		
		票選	1	0		
Health and Self-image	1 3	團體報告繳交	1	7	95	867
		跨文化討論	2	1/0		
		對設計之教材回應	3	5/37/3		
		文本結構分析	2	2/1		
		課外補充教材回應	1	13		
		資料分享	4	4/5/4/0		
Human Conflict	4	團體作業繳交	1	10	71	463
		個人寫作繳交	1	47		
		課堂討論成果分享	1	10		
		票選	1	0		
Society and the Individual	6	個人寫作繳交	1	39	67	418
		跨文化讀書會	1	3		
		黃春明座談分享	1	2		
		課堂討論分享	1	11		
		跨文本討論	1	6		
		兒子的大玩偶電影觀看	1	0		
Back to Education	1	團體報告繳交	1	4	5	22
總計					260	2144

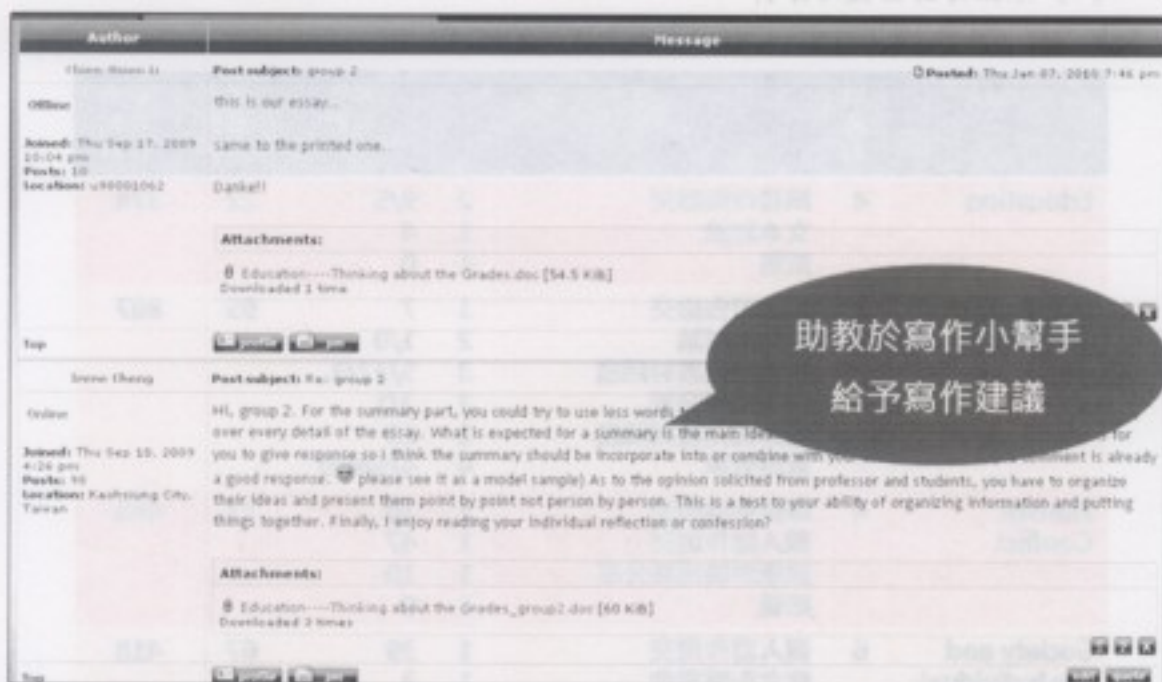
5. 寫作歷程訓練

在議題討論後，學生將腦力激盪之後的想法，就主題繳交團體（約 1000-1500 字）及個人（約 300 至 500 字）之作業。首先同學將規劃及起草之內容上傳至課程討論區:English Writing Helper (寫作小幫手)，助教給予首次的修改建議，請學生重新修潤發展出一篇更新後的文章，再一次上傳由助教提供第二次之修改及建議，反覆至最終，繳交至教師再給予適切的指引，重新作修正。學生每次繳交的作業也會上傳至課程討論區: Share Your Ideas (議題討論暨意見交流)，接受其他同學的觀摩與建議回饋，教師再從修潤之後的文章給予更深入的指正與回饋。從同一篇作業的來回修正，同學可以更清楚學習到寫作精進的技巧。

示意圖如下：



寫作小幫手實際畫面



寫作小幫手版面使用分析(資料統計至 2010/1/10)

作業	於作業繳交前後尋求助教之寫作建議並修改	
	組/人次	最高來回修改次數
小組醫師訪談作業	6組(30人)	4
期中團體專案報告	9組(46人)	2
文本故事重述 (團體創意寫作)	2組(11人)	2
期末團體專案報告	6組(30人)	2
個人寫作談人性衝突	17人	5
個人寫作談個人與社會	14人	2

寫作歷程實例(下圖以柯明佑同學為例)：

Introspect and Mature

Conflicts would not pop up without reasons. First, in "Mending wall", the speaker implied the viewpoint that he doesn't want the wall to exist. Oppositely, his neighbor said, "Good fences make good neighbors," stubbornly. He wanted to mend the wall because, in "birthday party", the wife prepared her husband's party wholeheartedly. However, she took everything in her own sight, for example, she wore a big hat, chose a pink candle, which made her husband embarrassed. She celebrated it in the way she wanted, but neglected her husband's feeling. Last, in "Mother tongue", Amy Tan is an America-born Chinese. There are significant differences in language between Amy's family and the American. Her mother discriminated those who speak English in all tones.

We couldn't avoid conflict completely, but each of us can resolve it wisely. If I were the husband of "birthday party", I would not turn hostile suddenly. Although she made me embarrassed, she devoted every effort to give me a romantic dinner. I would not reject her feeling. I would try to understand her feeling after we went home. I would have a romantic dinner with her ahead of time. I would not neglect her feeling. I would have a romantic dinner with her ahead of time after we went home. It would not make the atmosphere so awkward. I could also learn to put herself in my shoes. ...

After these three readings, I started to try to view conflicts on a more objective. Hence, I would not focus on being rude. By self-reflection, I become thoughtful. As time goes on, I thought continuously. We should not stick to our own views. ... and to accept others' suggestions will make the interpersonal relationship better.

Conflicts Between Human Beings

Conflicts usually happen because of intransigence, selfishness, and discrimination. First, in "Mending wall", the speaker implied that he doesn't want the wall to exist. Oppositely, his neighbor said, "Good fences make good neighbors," stubbornly. The speaker decided the neighbor to mend the wall. He criticized the neighbor's old conventions. Second, in "birthday party", the wife prepared her husband's party wholeheartedly. However, she took everything in her own sight. She wore a big hat, chose a pink candle, which made her husband embarrassed. She celebrated it in the way she wanted, but neglected her husband's feeling. Last, in "Mother tongue", Amy Tan is an America-born Chinese. Her mother speaks limited English only. In the eyes of the formal English speaker, she is inferior. The reason of discrimination originates from Westerners' prejudice against other races and their descents. Due to the win of historical wars, the western may think that their cultures and language are superior.

We couldn't avoid conflict completely, but each of us can resolve it wisely. If I were the husband of "birthday party", I would not turn hostile suddenly. Although she made me embarrassed, she devoted every effort to give me an unforgettable dinner. I would not neglect her feeling. I would have a romantic dinner with her ahead of time. I would not neglect her feeling. I would have a romantic dinner with her ahead of time after we went home. It would not make the atmosphere so awkward. I could also learn to put herself in my shoes. ...

After these three readings, I started to try to view conflicts on a more objective. Hence, I would not focus on being rude. By self-reflection, I become thoughtful. As time goes on, I thought continuously. We should not stick to our own views. ... and to accept others' suggestions will make the interpersonal relationship better.

5次來回修改與諮詢

結構變清楚，並加入最後一段自我反思。
對文本的分析更精闢。
題目與主題呼應。
主題句更明確。

The original text is handwritten in black ink on lined paper. There are several blue annotations (underlines and highlights) and red corrections (crossed-out words and new words written in red). The text is a continuation of the student's reflection on conflicts, discussing the importance of understanding others and resolving conflicts wisely. The student mentions that after reading three stories, they started to view conflicts more objectively and became more thoughtful through self-reflection.

同學繳交作業後，教學助理進行第一次批改(藍字部分)，教師再做批改與建議



- A paragraph has three parts: a **topic sentence**, several **supporting sentences**, and a **concluding sentence**.

教師於課堂整理同學寫作問題並講解英文寫作重點。

B. Supporting sentences

The supporting sentence give **details** about the topic.

- Supporting sentences explain the topic by giving more information about it.
- Tip: you can use signal phrases, "for example," or "for instance" to begin a supporting sentence.

Writing Problems you may have

- organization
 - Thesis statement
 - Topic sentence for each paragraphs
- logic
- Be clear
- Chinese English

Topic 3: Human Conflict

Individual Essays on Human Conflict

The Impact of Family and Social Expectations

Chien-Hsien Li



Family and social expectations are becoming who we are. We are expected both to be successful and to have an interest in it.

學生作品最後會請網站助理幫忙放至課程網站的成果分享區，同學可以在此互相觀摩彼此的作品，而較優秀的作品會由老師評選為 Teacher's Choice

The Family and Social Expectations

Peter Hsieh (謝露琛)



Parents always want the best for their children. Therefore, parents do everything to make their children the very one. However, such high expectation always gives children a lot of pressure. (...more)

點擊 more 可展開整篇文章。

6. 學者演說與作家座談

本課程規劃讓同學在課後參加高雄醫學大學語言教學組不定期舉辦之語言與文化講座，本學期舉辦過的主題如” 'Knowing me, knowing you: Exploring Aspects of Intercultural Communicative Competence ”、“漫談英國文化”、“Devouring time: Love and Urgency in Some 17th-Century English Poems 17世紀英詩賞析：時光與愛情”，不但增加學生文化知能，也增加生活中運用英文溝通之機會。此外，本課程期間在個人與社會主題時，進行黃春明先生的作品《兒子的大玩偶》是跨文化讀書會的閱讀，此期間適逢黃春明先生至高雄醫學大學演講，乘此機會邀請作家演講之後特地留下來和本班學生座談，和同學分享自己的寫作歷程與文學作品中的永恆的人性與社會邊緣小人物的主題。另外，同學在閱讀兩篇國外教授所寫的大學教育問題後，票選李家同教授為最想聽取其看法的教育家，於是教師便邀請李家同先生到校演講「大學生的競爭力」，提供同學他對教育與成績的看法，和閱讀文本有所呼應與對照。而該演講也給予同學相當的啟發與反思。



與黃春明先生合影(98.12.18)



「大學生的競爭力」—李家同教授講座

(99.01.04)



同學熱烈參與並發問

四、作業設計

本課程配合各社會文化議題設計作業，每個作業的完成都經過一系列的課程活動，讓同學的閱讀理解、討論成果及個人反思與呈現在寫作上，團體作業部份，分為期中與期中專案報告，各對「健康與自我形象」和「教育主題」以多個文化面向進行分析與反思，並需將成果於課堂上以五到十分鐘進行簡短的口頭發表。其他的團體作業包含醫師訪談摘要寫作與創意寫作。教師皆要求同學在團體作業後附交自我貢獻表，讓同學自我評鑑在團體合作中的個人表現，並讓小組其他成員簽名，以確保其真實性。藉此，同學可以自我督促，也可以互相激勵投入程度。以下根據各主題詳列搭配之作業設計。

(1) 設計

I. 教育主題：

1. 團體醫師訪談摘要寫作

配合“Becoming a Doctor”中所談之美國醫師養成過程與所需特質，各組同學需找一位醫師進行訪談，了解台灣醫師的養成經驗，並將訪談內容寫成摘要。

2. 小組簡短口頭發表

配合“A Beacon in the Night”中猶太裔家庭努力培養兒子成為醫生之故事，要同學思考家庭與社會對青少年教育與職涯規劃選擇的影響，並藉以反思自己的歷程，在課堂簡短以口頭發表小組討論結果。

題目：Every young person should be completely free to choose the kind of education and job or profession he wishes without parental interference.

3. 期末團體專案 (Back to Education)

特呼應學期一開始教育主題，在一學期將結束時，再回到該主題，配合“Making the Grade”和“Why Grades Go Up”請同學先對這兩篇文章中討論的美國大學成績膨脹現象做摘要與回應，第二部分整理訪談台灣大學教師一名和學生五名對此議題的看法，第三部分書寫自我反思，除了繳交書面報告外也將成果進行口頭發表。

II. 健康與自我形象：

期中團體專案

配合“Barbie Doll”和“Heavy Judgment”兩個討論女性身體迷思的文本，要求同學針對指定文章“Heavy Judgment”撰寫摘要與主旨分析「文章解析」、經過意見與事實的蒐集後，整理歸納出對於體重、身材的各種觀點及相關迷思，嘗試指出問題癥結與原因寫於「議題討論」部分。「台灣社會意見」部分希望同學訪問收集相關資料來描繪台灣社會對於體重、身材的普遍觀點。「東西方差異」希望同學能透過Intercultural Connections平台了解外國學生或收集相關資料來了解西方社會對於體重、身材的觀點，並比較與台灣民眾想法的差異。「自我反思」的部分則是希望同學在綜觀各種意見與觀點之後，能反思自己的內在想法與認知，並經過小組討論，

互相激盪出針對「體重與身材迷思」問題，應如何自我校正，以及如何改善社會中的「體重與身材迷思」之策略。教師也會鼓勵學生在作報告時，盡量可以跟自身體驗或新聞時事結合，如某國法律禁止模特兒過度瘦身，加強文章與生活經驗的連結。完成團體報告，最後在期中發表呈現研究討論的結果。

III. 人性衝突

1. 團體創意寫作

配合 Katherine Brush 的“Birthday Party”這篇短篇故事，用動畫呈現文本中重要情境，要求同學以有別於故事原本的第三人稱觀點重述故事，創作新的故事，並根據改寫的文本幫動畫配音。

2. 個人寫作

同學必須針對教師設計的整合性題目對文本中的議題撰寫分析與回應並反思個人經驗寫成一篇約 300 -- 500 字的文章。

1. Based on the readings, *A Beacon in the Night*, *Becoming a Doctor*, *Barbie Doll*, we see how social and family expectations affect an adolescent or young adult's life. Please discuss how the characters from *A Beacon in the Night* and *Barbie Doll* are trapped in the family/social expectations and your own viewpoints on this as well. In addition, how might family and social expectations affect you in terms of choosing medicine as your career?

2. Please briefly discuss the reasons which have caused the conflicts in *Mending Wall*, *Birthday Party*, and *Mother Tongue*. Please briefly state if you were in either one of the situation, how would you ease out the conflict?

IV. 個人與社會

個人寫作 II.

同學必須針對以下兩個議題，引用閱讀文本 "A Rose for Emily," "His Son's Big Doll," "Shame," "Daddy Tucked the Blanket," "Richard Cory," 中之例證來表達自己的意見。

1. Money can buy happiness.
2. People are always what they appeared to be.

(2) 學生作品摘錄[引自課程網站成果分享區]

第四組同學的醫師訪談摘要

■ Suggestions from Dr. Shih for Medical Students in Taiwan

Group 4

We all know that being a medical student might not be an easy job, but the process of becoming a doctor is not known to many. To know what a medical student in Taiwan will face in the process of becoming a doctor, we interviewed an experienced doctor, Dr. Shih, about his opinions, and after practicing medicine for almost 30 years, there are things that Dr. Shih wants us, the medical students nowadays, to be aware of. (...more)

First of all, Dr. Shih thinks that the real challenges for a medical student emerge only when the clinical work comes. Therefore, it's important to master essential medicine such as histology and anatomy. After entering the department of medicine, medical students will be busier and busier, and we will have no time to waste on trifles. So, if we can digest the important points in essential medicine, we will be able to handle the situation and make precise decisions more quickly.

Another crucial thing is our attitude toward patients we faced. In the past, a doctor can make a fortune by opening a private practice, and it seemed that it was very easy to become a rich man by being a doctor. However, such situation has changed nowadays because of the enforcement of the National Health Insurance. Recently, we consider the job of being a doctor included in the service industry.

Consequently, as medical students who are going to be doctors in the future, we must adjust our attitude toward patients. In other words, we must learn how to help patients with great passion.

Dr. Shih said that he used to think that everything would go just fine after he graduated from medical school. However, the real situation was not like what he had thought and the two things he mentioned above become much more important. Moreover, they also have a great effect upon our future of becoming doctors.

配合 “Becoming a Doctor” 中所談之美國醫師養成過程與所需特質，各組同學需找一位醫師進行訪談，了解台灣醫師的養成經驗，並將訪談內容寫成摘要。同學將訪談目的「從現職醫師學習經驗去了解身為醫學生應該學習的事」在一開始清楚點明，並將訪談醫師的建議分段條列。

第二組同學的團體創意寫作

Birthday Party

Group 2

There is much time that I think of my wife, although she has already gone many years ago. Everything is so clear as if it just happened yesterday. It was 1987. She has developed cancer for few months.

Though we were impoverished, I made every effort in order to let my wife recover. However, all the therapies failed. And the situation only got worse. (...more)

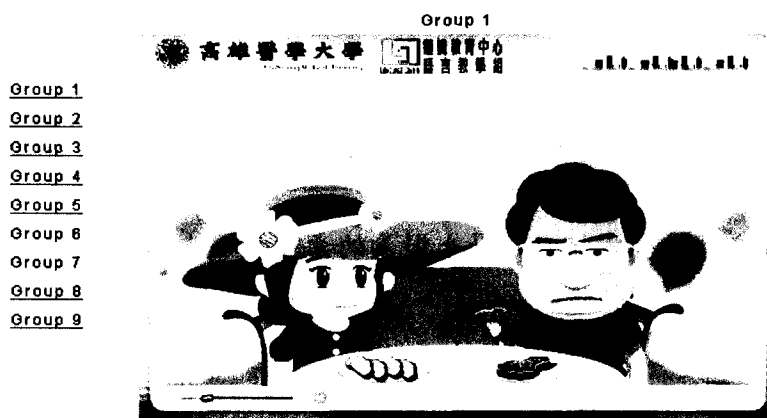
My wife seemed so desperate, and she even cried out that she wanted to give up and let it go. I couldn't accept her negative attitude. What I only wanted was that she could have the willpower to defeat the cancer and accompanied me forever. I was an optimist, because I always looked things on the bright side.

Even though the doctor said she could do nothing to stop her cancer spreading, I still hoped she could be healthy again. However, it seemed that she thought she should not fight any more but try to give me the best memory rest. I supposed to know that...how could I did that to her that day? I always remembered that day at the restaurant. It happened to be my 37th birthday, but I was so worried about my wife that I did not notice. My wife dressed up perfectly at that day. She wore a colorful big hat to hide her wig and smiled as if everything were wonderful. I hoped this meal wouldn't cost too much because I wanted to save money for her later treatment. However, I heard the orchestra playing my favorite song "forever love" and the waiter showed up with a glossy birthday cake. I couldn't help but to be anger because she couldn't think for herself much more? So I scolded her for her childish ideas.

What I neglected was that she might think that it was the last birthday she could prepare for me. I saw the tears on her face just like the raindrops, but at that time my anger still burst out. I asked her why she couldn't use the limited money in a proper way. However, she turned her face away and tried not to look at me. Then the celebration came to a halt. After three days later, she past away. Then suddenly did I realize that how cruel I was. I misunderstood her good intent. I was not considerate enough, and didn't understand her love. I felt so sorry for her. And every time I walked by the restaurant, I couldn't help but thinking the unfinished birthday party.

將 Katherine Brush 的短篇故事 *Birthday Party* 改以故事中丈夫的觀點陳述故事，並增加了事件發生前的背景，合理地詮釋事件發生時角色動作背後之心理因素。

Retelling Katherine Brush's short story "Birthday Party" according to the plot illustrated in the animation.



經過同學配音的自製動畫放置於成果分享區



同學閱讀“Barbie Doll”和“Heavy Judgment”兩個討論女性身體迷思的文本後，以「美的標準」為題去撰寫期中專案報告，第八組同學在口頭報告時以圖片比照古今以及東西方社會對美的觀感。另外並反思台灣社會中受西方及日本文化影響的現象。

第八組期中團體專案報告[書面報告「東西方差異」節錄]

Differences between western and eastern culture

When it comes to the differences between western and eastern culture, we asked an overseas Chinese, San, who having lived in Canada for 10 years, some questions about beauty. Girls in western countries care much about their appearance and are more likely to make up at an earlier age in order to be better-looking. Canadian teenagers start to pay attention on their looks much earlier than Taiwan. There are more obese girls in Canada than in Taiwan, but they do care how they look. Canadian girls are more likely to suffer from peer pressure than girls in Taiwan. That is, they are more likely to go on diets in order to be thin and fit just because of peer pressure.

We also asked a student in Argentina through e-mail about his opinions of beauty. He indicated that women have become obsessed with beauty in Argentina. Since early years girls are mostly influenced by the media and highly pressed by their peers at school to take care about beauty as if it were another value. Women feel a lot of pressure to live up the social standards of beauty. Perfection is the word that better describes the standards of beauty in Argentina- standards that are far distant from healthy, real ones. Mass media, unfortunately, contributes a lot to foster the ideal of perfection. We are bombarded all time and everywhere with perfect, well-toned bodies that do not even look real. It is not a mere coincidence the dramatic increase of eating disorders among women, adolescents

同學將訪談海外僑生與阿根廷學生對美的意見呈現在報告中



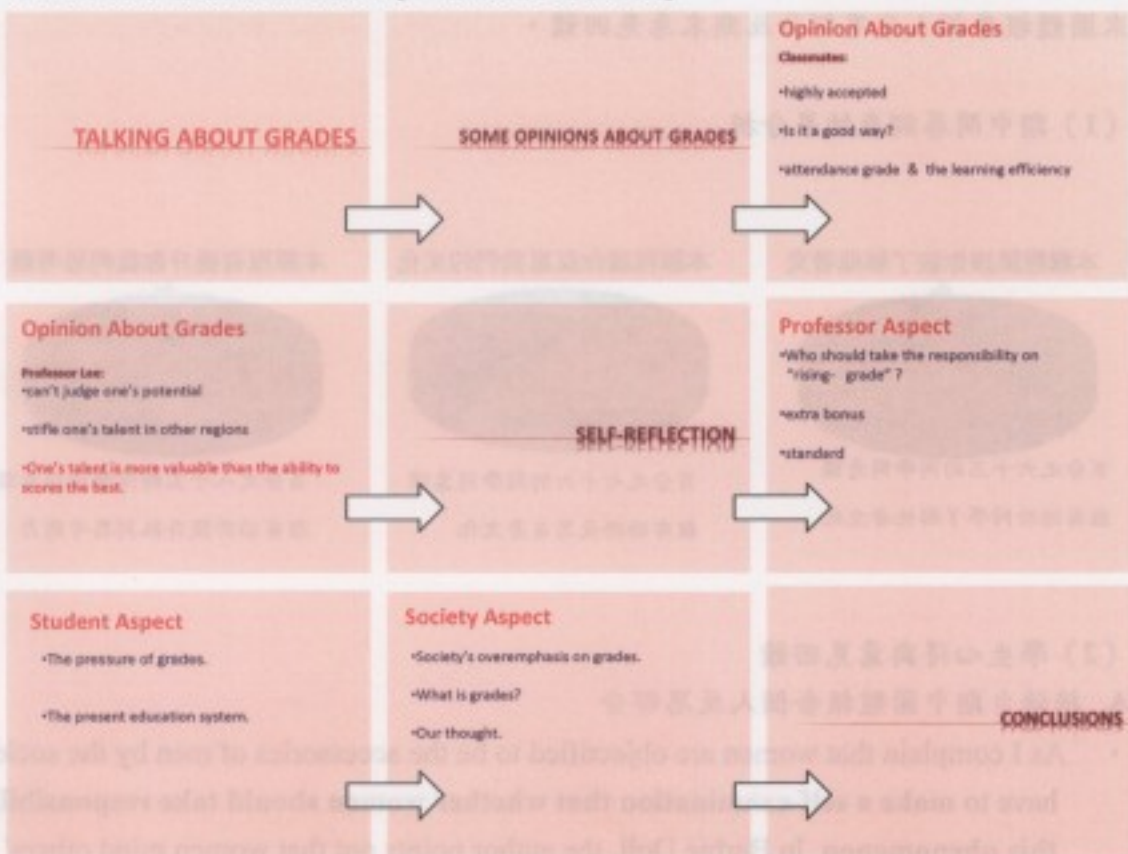
第二組同學的期末團體專案報告[節錄個人反思部分]

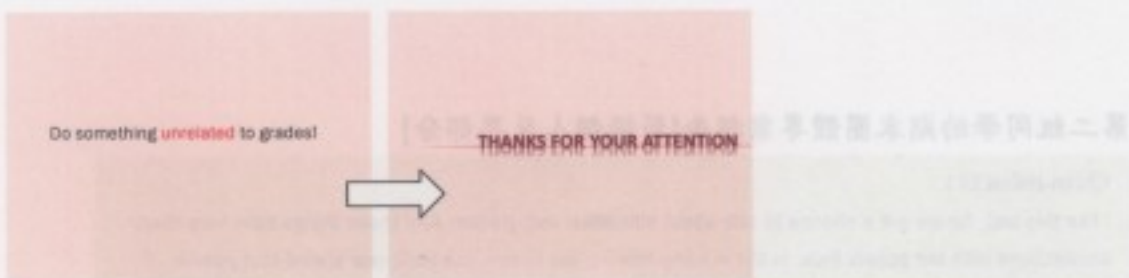
Chien-Hsien Li :

I like this unit, for we get a chance to talk about education and grades. And these things have very close connections with our school lives. In the reading Making the Grade, the professor stated that people should blame students for letting the society to lead their thoughts as well as behaviors rather than to tell right from wrong by their own judgments, which is somehow in contrast that professor Li said (in the lecture on 1/4) that people should of course blame teachers for not teaching the student the right thing. Furthermore, professor Li also stated that students today are no difference from students at his school years. As for me, I think the issue (grade problem) is owing to so many factors that it's not the teachers' or the students' problem only. I mean...it is almost part of the society, people prefer things to be better. They tend to put a lot emphasis on numbers, such as clothes sizes, McDonald's Super Size food... etc. If a little change in numbers can make everybody happy, then why not?

配合“Making the Grade”和“Why Grades Go Up”請同學先對這兩篇文章中討論的美國大學成績膨脹現象做摘要與回應，第二部分整理訪談台灣大學教師一名和學生五名對此議題的看法，第三部分書寫自我反思。第二組的李玠賢同學於個人反思部分表達他對教育主題很有共鳴，因為和自己學生生活很貼近，並很高興能夠有機會去思考如成績這樣切身之議題，他將閱讀文本中的觀點與李家同教授的意見比較分析最後表達自己的意見。

第四組同學的期末專題報告[口頭報告之簡報檔]





同學將對大學教師與學生之訪談結果整理列點出來，並且在自我反思部份，將成績的議題分為三大部分討論，第一部分為教師所應有的反思、第二部份是身為學生應如何看待成績、第三部份是檢討社會過分重視成績分數的迷思，最後結論勉勵自己要去發展跟學校成績無關的個人志趣。

五、課程執行成果

1、課程之跨文化學習模式，提升同學批判思考能力

本課程除了奠定、提升大一新生的英文閱讀與寫作能力與素養之外，並以社會文化議題式主題單元，藉由探討國外問題，反思其生活相同面向，旨在使學生有能力使用英文來思考生活中各種社會文化現象，並激勵學生成為跨文化語言使用者。從期中線上問卷結果分析，整體而言，四分之三以上的同學皆同意本課程有助於了解自身及他者文化，並藉由文化議題討論提升其批判思考能力。以下呈現期中問卷調查結果與學生於期中、期末團體報告個人反思部分及期末意見回饋。

(1) 期中問卷調查結果分析



(2) 學生心得與意見回饋

A. 摘錄自期中團體報告個人反思部分

- As I complain that women are objectified to be the accessories of men by the society, I have to make a self-examination that whether women should take responsibility for this phenomenon. In Barbie Doll, the author points out that women mind others'

viewpoints about their figures too much, and even forget her inborn natural beauty. That means women do not cherish themselves enough, and they simply fall into the trap set by the society. **Because women care it so much, the standard of beauty emphasized and transported by the mass media becomes so persuasive.**

I think that if I judged myself merely by my appearance, it is impossible for me to lead a healthy and confident life; on the contrary, I may be in low spirit due to the dissatisfaction to my looks because every woman gets older every single day. **What I can do is to improve my inner beauty by developing my professional skills and accumulating my knowledge. As the author in Heavy Judgment claims “Any women who relies solely on her looks for self-esteem will always be at someone else’s mercy!”** ---引自廖翌喬同學「期中團體報告(談自我形象)個人反思」部份

B. 同學期末回饋部份

- The article “Making the Grades” is the one that impresses me most. To me, this article is not an article merely for class and exam. It’s an issue that have been around our education system for a long time. **After reading this essay, it gave me an insight into my longstanding question towards the grading system.** I think that students should learn to grow up and be responsible for what we have done and haven’t done. We can’t beg for a better grade for good. Eventually, we have to enter the society, what truly matters is our specialty and professional ability. So when we fail, we can’t cry for a better grade but accept it. ---引自戴逸凡同學期末回饋

- The “Shame” which gave me more impression is the article I like best. I can’t image how can a person live in such this terrible environment. Although he did many part time job, he still felt hungry all the time. Sadly, no one knows the fact. One day, a incident hurt his self-esteem seriously. Everyone felt sorry for him, and he had no face to meet other people for a long time. As for me, if I were the little boy in this story, I would have the same behavior. **Poverty sometimes become a terrible experience in people life. It will influence a person forever. Some work harder try to escape from poverty, while some abandon themselves.**---引自郭致佑同學期末回饋

- I think Daddy Tucked the Blanket is impressive and really touched. **It reminds me an elementary classmate. I didn’t know why he performed so strange action until reading it. It is a window for me to understand the struggling of the poor.** 引自簡碩麟同學期末回饋

I love "Daddy Trucked the Blanket" best. The description in the article is so vivid, I can't imagine what lives William had been through. William's dad crying in the night is the most touching part. I almost cried for the condition they met when I read this paragraph.

Being poor may not be a experience for most of us, and reading others' experiences is a good way to remind us to cherish what we have and sympathize the poor for what they meet in their daily life. 引自溫博翔同學期末回饋

由同學們的回饋來看，本課程安排的閱讀文本與討論議題都開展了他們的文化視野、對他者的了解與同情心、以及批判思考的能力，具體而言同學對教育主題文本很有共鳴也對自我形象產生問題意識並在接受多元社會文化背景衝擊後，反思自我經驗與文化。

2、多元課程議題及活動滿意度

同學對本課程規畫的多元化主題與課程活動大多表示同意或非常同意，整體而言，三分之二以上的同學對於課程主題之安排以及活動設計感到滿意。

(1) 期中問卷調查結果分析

對課程主題安排感到滿意



百分之八十三的同學對課程主題安排感到滿意

其他課程活動讓你對各議題有深入了解



百分之七十五的同學同意課程活動有助於深入了解課程

(2) 學生心得與意見回饋

A. 期末團體報告個人反思部分

I like this unit, for we get a chance to talk about education and grades. And these things have very close connections with our school lives. In the reading *Making the Grade*, the professor stated that people should blame students for letting the society to lead their thoughts as well as behaviors rather than to tell right from wrong by their own judgments, which is somehow in contrast that professor Li said (in the lecture on 1/4) that people should of course blame teachers for not teaching the student the right thing. Furthermore, professor Li also stated that students today are no difference from students at his school years. As for me, I think the issue (grade problem) is owing to so

many factors that it's not the teachers' or the students' problem only. I mean...it is almost part of the society, people prefer things to be better. They tend to put a lot emphasis on numbers, such as clothes sizes, McDonald's Super Size food...etc. If a little change in numbers can make everybody happy, then why not?---引自李玢賢同學「期末團體報告(談教育)個人反思」部份

B 期末同學回饋。

- His son's big doll impresses me most because in this essay, we can imagine we really live in the same situation that Kunshu lives in. And the character's thoughts and behaviors are vivid in the essay. **Finally, after the author came to talk with us, I can really realize the humilities behind the essay and want to study more seriously.** 引自郭峻延同學期末回饋

由同學的回饋來看，學者演說與作家座談加深了他們對文本的理解並提升了他們思考之廣度。

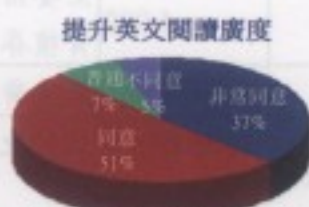
3、提升學生英文聽說讀寫能力

整體而言約四分之三的同學同意課程有助於提升其英文閱讀能力、英文表達能力以及英文思考社會文化現象之能力。

(1) 期中問卷調查結果分析



百分之六十二的同學同意課程增進其英文表達能力



百分之八十八的同學同意課程有提升其英文閱讀廣度



百分之六十八的同學同意課程增進了其使用英文思考社

(2) 學生心得與意見回饋[引自期中匿名線上回饋問卷]

- 基本上來說，我們練習寫了很多東西，練習了寫作技巧和文章架構的規劃。
- 英文閱讀課是大一生的我，花作多心力的課了，因為有很多的報告和 rewrite 要交，不過也是讓我感覺收穫最多的一堂課。因為在一次次的修正中，感覺自己寫作的功力正逐漸累積。一份報告的完成，花費整組不眠不休的討論和磨合，成品出爐後那份成就感更是不可言喻

肆、執行成果分析與檢討

一、教學改進事項與成效

課程執行過程中，教師會根據學生之表現進行教學改進，在課程進行中不斷調整教學策略、改進執行方式。以下整理改進策略與成效。

強化事項	改進策略	改進成效
創意閱讀— 輸入與再輸出 (課程進行中所衍伸的 新策略)	針對 Katherine Brush 的短篇 故事 “Birthday Party” 我們 自製動畫呈現文本中重要 情境，使閱讀材料更為活潑 與豐富，並利用動畫設計作 業讓同學重述故事並配音。	同學發揮創意重述故事，用 不同觀點進行創意寫作，具 體了解敘事觀點對故事的重 要性並為動畫設計對話，讓 畫面有了聲音更加有趣。
完整英文寫作的架構與 方式 教師及助教發現，同學亦 反應在高中時期並未有 完整寫作價購之訓練	整理同學第一次作業的寫 作問題，並製作英語寫作指 導的教材於課堂上講解。	同學之後的寫作有明顯的改 進，會將主題句於開始時點 明並將自己的想法用清楚的 架構表達。同學亦反應雖反 覆修改雖辛苦，但寫作進步 良多。
反思能力 同學一開始對議題的較 弱，不知道許多現象背後 可能有許多因素的影 響，而將其視為理所當 然，如女性越瘦越好看的 迷思。	教師與教學助理在課前與 與課堂討論過程適時引 導、反問讓同學發現問題。	同學在之後的期中團體專 案、期末團體專案以及個人 寫作中反思的能力進步許 多、批判性也變強。

二、教學助理配置之成效

(1) 教學助理任務分配

本課程設有教學助理兩位協助帶領小組討論及其他事宜，其任務分配如下：

教學助 理姓名	教育背景	主要工作內容	駐校時間
鄭筱薇	國立中山大學外 國語文研究所	協助課程計畫執行、帶領小組討論、教材資 料蒐集與設計、線上討論區維護、跨文化讀	週三 14:00~18:00

		書會連絡事宜、於討論區給予同學寫作建議、初步繕改作業。	週四 8:00~12:00 14:00~17:00
莊佳慈	國立高雄師範大學英語學系研究所	協助課程計畫執行、帶領小組討論、教材資料蒐集與設計、教學網站維護、成績管理及行政事宜、於討論區給予同學寫作建議、初步繕改作業。	週二 10:00~12:00 13:00~17:00 週四 13:00~18:00

(2) 教學助理配置之成效

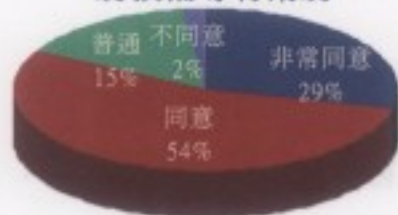
本課程計畫之執行，除了教師的投入與規劃，教學助理在許多面向皆能提供協助，使教師能致力於教學，提升教學品質。尤其在語言學習課程中，同學在閱讀文本遇到困難與寫作修改需要尋求個人輔導與協助的部份，教學助理可以經由課前討論時間與其他駐校時間和討論區寫作小幫手給予協助。以下分項說明本課程設置教學助理之成效：

甲、教學助理分散各組帶領小組討論

本課程修課學生共 51 位，分為 9 組，為了瞭解每個小組的學習情形、引導學生討論，2 位教學助理必須分工合作，每人分配 4-5 組參與討論、觀察討論情形。教學助理首先會詢問同學是否對文本有感到疑難之處，解決之後就讓學生針對課前問題或是課堂討論問題發表自己的理解與意見，進行討論，教學助理會適時給予引導，幫助同學以英文表達自己意見並將議題連結回自己的生活經驗與文化環境。助教在和各小組討論後也會將其中大家共同感到有趣的問題整理貼到討論區，讓其他組的同學也一起觀摩，分享看法。

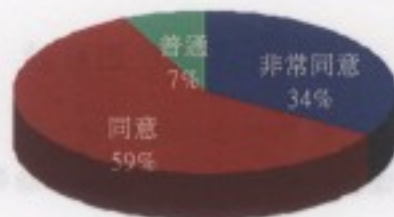
其次，在小組討論中，教學助理視情形參與討論或提出一些反思，引導同學產生更多想法。小組中通常存在較靦腆、較少發表意見的同學，教學助理此時也會適時詢問其意見，鼓勵發表自己的看法。以下問卷調查分析顯示整體而言，80%~90%的同學同意課前小組討論及 TA 引導有助於其對議題的思考。

課前小組討論及
助教輔導有幫助



百分之八十三的同學同意課前小組討論及助教輔導有幫助

TA能引導你對議題之思考



百分之九十三的同學同意TA能引導議題之思考

乙、反應同學意見，適時提供作業製作上之協助

學生的意見除了向教師反映之外，教學助理因時常與學生互動，與學生保持良好關係，當學生有任何問題需要反映時，教學助理也是其表達意見的途徑。此外，教學助理在日常相處中，也會詢問學生對於課程規劃、上課內容的看法，或者關心其作業準備進度。

丙、經營教學網站與維護討論區

教學助理的重要工作之一，就是經營維護教學網站與討論區，從最初架設網站時，就必須規劃出網頁架構、功能，使網站助理能依照規劃設計出功能完善的教學網站。隨著課程不斷進行，教學助理也必須將各種新資訊，如影音紀錄、照片、學生作品、各周討論題目與上課教材...等，匯整給網站助理上傳，充實教學網站的內容。更重要的是透過「最新消息」的功能，發佈重要訊息，讓教學網站成為學生可以依賴的學習管理資源，例如公告作業繳交時間與規定、公告演講時間地點等。

此外，教學助理也會在討論區回應同學的各種意見，或者針對議題與同學思想交流，透過不同觀點的激盪，使雙方都能擴大思考的廣度與深度。教學助理也會在討論區的寫作小幫手上提供同學寫作修改建議，讓同學發現寫作問題並釐清想法。

丁、參與平時成績評量

兩位教學助理在學期初便訂出參與評分部分之標準，兩位教學助理各自負責輔導 4-5 組學生，針對學生表現進行三個部分的評分。第一部分為出席狀況及上課參與度評量。第二部分為線上討論區參與度評量，登記學生在線上討論區發表意見以及回應次數供教師參考做為評分依據。第三部分為小組討論參與踴躍度，根據學生在課前與教學助理一同進行之小組討論以及議題討論之表現做出評量。而學生所繳交之個人及分組報告或期中期末專案報告，教學助理協助學生之寫作歷程後，根據其寫作歷程表現及報告成果做第一次評分供教師參考，再由教師做最後批改及寫作建議。

三、課程網站建置及其成效

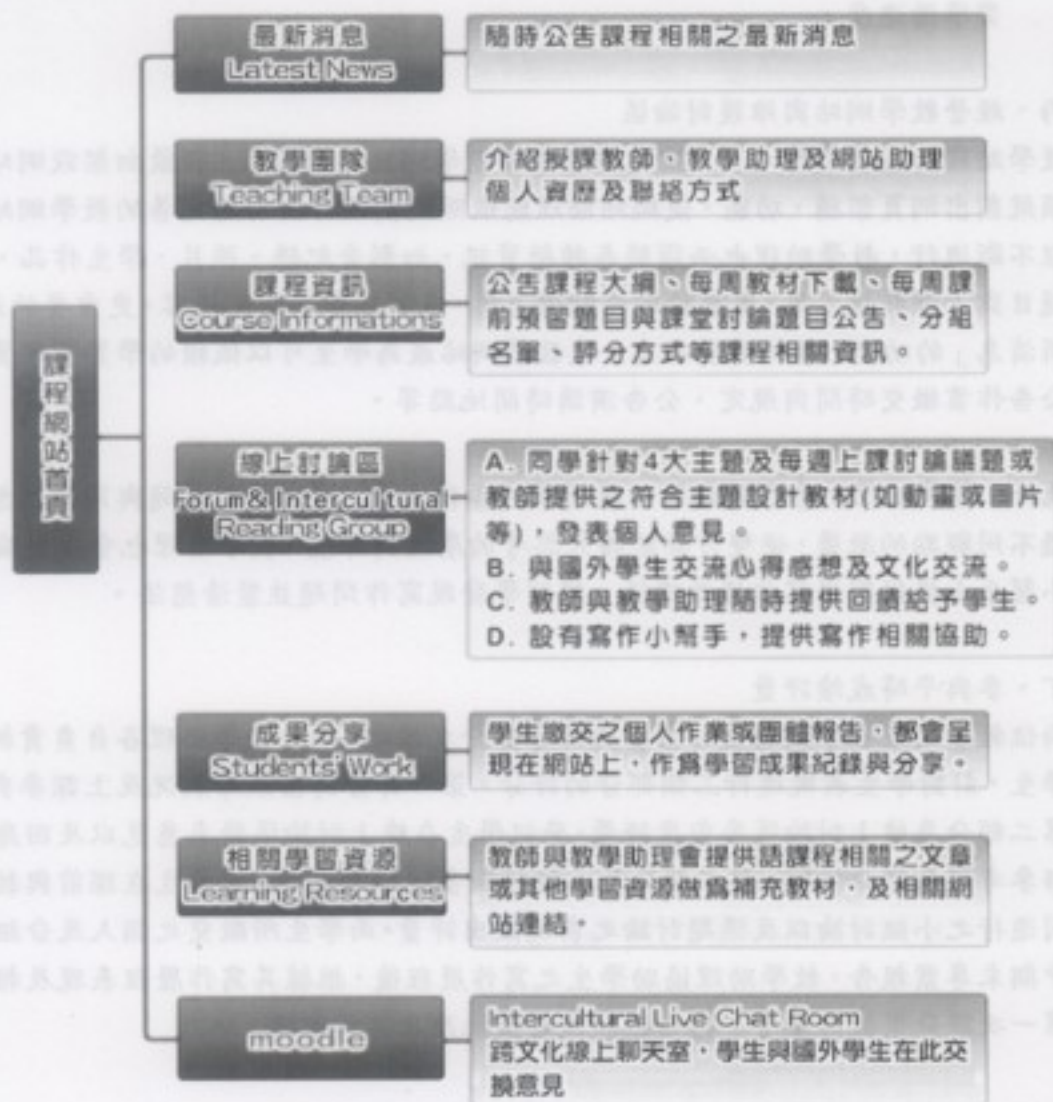
(1) 課程網站有助教學品質

課程網站的功能與其效益包括下列各項，皆對教學品質與學生學習成效有所幫助：

- 公告最新資訊：使學生隨時掌握課程動態與配合事項
- 提供教材檔案：在上課前事先提供相關教材與補充資料，學生能事先預習。
- 提供影音紀錄：各周上課皆錄影上傳至網站，讓學生能課後複習，或使請假缺課之同學能自行補課。
- 分享學習成果：學生的各項作業均上傳至網站上，各組同學之間能互相觀摩學習。

- 線上課程問卷：利用教學網站進行便捷的問卷調查，所得的資料有助於教師調整教學策略，進而提升教學品質。

整體網站架構圖如下：



(2) 學生回饋

根據期中問卷調查資料顯示，有三分之二以上同學認為教學網站規劃完善，能提供充分資料，期中之後更是強化網站功能使網站資源更充足，陸續也提供更多樣化的學習資源，如學習資源與語言文化講座、學者演說、作家座談之影音觀賞區。該網站點擊次數高達 3364 次。未來本課程的網站規劃也會徵求學生意見加以改善，以達到最大的輔助學習成效。

伍、結論與建議

隨著課程計畫實際執行過程，我們獲得許多學生對課程安排、課程活動正面的回饋也發現當初規畫時可以更完善的地方，以下幾點為綜合上述心得與回饋，所獲致的結論，也是往後規劃「大一英文與閱讀」課程時的參考。

1、課程討論深度

同學多覺得課程議題能夠讓他們反思自己的生活與文化經驗，並相當肯定議題的廣度與深度，惟希望有更多時間準備討論或是增加討論次數以求更深入議題並加強印象。但礙於該課無法增加討論的週數以及與課程性質為每週兩小時的通識課程，課程期間更受到 H1N1 疫情影響停課一週。由於本課程希望除了增進同學英文閱讀及表達能力外，更希望也能提升同學思辯能力、迎接多元化及全球化社會的能力，在課程主題設計時，首先考慮的是其涵蓋面向的廣度，因此本學期的各項主題多進行 2~3 週，鑒於同學希望對各項主題都能有足夠時間深入探討，未來將思考調整學期涵蓋的主題數，使單項主題所分配的授課時間增加，加強其知識建構的深度。

2、學生參與規劃課程主題

從期中線上問卷開放性的回饋欄位中，同學條列了許多其他想了解之議題如環境、經濟、流行文化、政治與青年、社會現象、希臘神話、古文明興衰、科學文章、世界奇觀、自然生態、種族歧視、民俗風情、各國歷史、兩性關係、英語的流變、複製人、高齡化社會、傑出運動家、網路…等。故下學期規畫課程主題時，將參考「協商式課程」(Negotiated Syllabus)精神，採納學生對課程主題的建議。於學期初徵詢或票選學生最希望了解的議題，教師再於學期末安排 2~3 週時間加入此主題的探討。如此提升了學生的自主學習，將使其更投入課程。

3、增加課程活動之多元性

學生對於本學期配合「教育」與「個人與社會」主題邀請學者演說與作家座談的活動都感到獲益良多。未來將配合各主題邀請國內相關學者，讓學生更具多元思考。而同學在線上問卷回饋部分也建議將來可以有戶外教學的活動和在課程進行中安排狀況劇或是辯論使課程更有挑戰性與趣味。

4、跨文化平台待整合並加強同學交流自信

本學期與英國格拉斯哥大學合作跨文化語言教室，雙方課程各有自己專用的討論區平台。一開始同學對要到哪個討論區發言感到困惑，對方也大多在自己學校的討論區發言。未來雙平台有待整合，以求交流更為頻繁。此外同學也向助教反應對自己英文書寫能力尚未有足夠自信，但是其實參與我們討論區的英國同學認為本課程學生語言程度很好，也對議題很有想法只是無法克服心理障礙，往後將會多鼓勵同學，增加信心。

5、增加寫作技巧指導

本學期規劃的作業需要運用到許多學術寫作的技巧，下學期將會更深入介紹引用文章的規範與格式，讓同學在呈現蒐集資料時清楚標明資料來源。

6、教學助理參與成效良好

本課程計畫之執行，除了教師的投入與規劃，教學助理在許多面向皆能提供協助，使教師能致力於教學，提升教學品質。尤其在語言學習課程中，同學在閱讀文本遇到困難與寫作修改需要尋求個人輔導與協助的部份，教學助理可以經由課前討論時間與其他駐校時間和討論區寫作小幫手給予協助，教學助理對課程的參與及協助成效良好，希望往後能夠延續此對教學助理的安排與規劃。

陸、附錄

附錄 1：學生所有作業之電子檔集錦

附錄 2：赴教育部成果報告之課程集錦短片

柒、附件(課前小組討論錄影)

附件 1：內含---

- 鄭筱薇教學助理於第 13 週課前小組討論錄影。
(當週主題：個人與社會;閱讀文本：Daddy Tucked the Blanket)
- 莊佳慈教學助理於第 6 週課前小組討論錄影。
(當週主題：健康與自我形象;閱讀文本：Heavy Judgment)