

國立屏東大學應用英語學系

113 學年度第 2 學期第 3 次系課程委員會議紀錄

開會時間：114 年 04 月 28 日(星期一)上午 10 時 00 分整

開會地點：EMAIL

主席：潘主任怡靜

紀錄：陳佳貞

出席(列席)人員：全系專任教師

壹、主席報告：(無)

貳、提案討論：

提案

提案人：林青穎老師

案由：林青穎老師提出 EMI 課程開設申請與認定，請討論。

說明：

1. 旨揭教師依據 EMI 課程採認基準修正全文提出申請，本系須依據基準要點內容進行審查。
2. 林師提出追認 113 學年度第 2 學期開設「電影與文化」課程並申請 114 學年度第 1 學期「國際禮儀」課程。
3. 課程申請內容請詳附件。

辦法：會議通過後，送提系務會議審議。

決議：「電影與文化」、「國際禮儀」符合 EMI 課程認證標準。

壹、臨時動議：(無)

貳、主席結論：(無)

參、散會。(同日 11：00)

國立屏東大學 EMI 課程採認基準 修正全文

112年10月30日本校112學年度第1學期第1次大武山學院課程會議通過

112年11月30日本校112學年度第1學期第2次教務會議通過

114年3月13日本校113學年度第2學期第1次大武山學院課程會議修正通過

114年3月27日本校113學年度第2學期第1次教務會議修正通過

- 一、為推動本校專任(案)教師以英語授課，營造英語學習環境，落實 EMI 教學品質及提升學生學習成效，參考教育部大專校院學生雙語化學習計畫，特訂定本校 EMI (English as a Medium of Instruction)課程採認基準。
- 二、本基準所稱 EMI 課程適用本校日間學制、進修學士班開授之課程，惟不適用之課程及對象：
 - (一) 英語課程。
 - (二) 個別指導課程(如論文、音樂學系主副修、專題課程、校外實習課程)。
- 三、本基準所稱 EMI 課程指教師所開授課程皆使用英語，包含：
 - (一) 課程大綱
 - (二) 學術教材和內容講解
 - (三) 師生討論和互動（學生以英文提出其討論成果）
 - (四) 學生學習成果報告（口頭和作業書寫）
 - (五) 學習評量
- 四、授課教師於課堂開始應明確說明教學進行的原則，包括師生英語互動、小組討論方式、報告與作業繳交規範等，以利學生有清楚的依循準據並建立正確的學習態度。
- 五、新增之 EMI 課程需依照本校「增修課程暨開排課辦法」完成審查程序，並將通過審查之「新增課程申請表」送至 EMI 發展中心採認；非屬新增之 EMI 課程，應於開課前一學期結束前，填寫審查表提送課程委員會審查(各系(所)課程應經各系(所)、學院課程委員會二級二審；各學院、中心共選課程應經學院、中心課程委員會審查)，並將通過審查之審查表(表格另訂之)送至 EMI 發展中心採認。
- 六、已通過 EMI 採認流程認定之 EMI 課程，三年內再次開課，無需送審，課程採認後超過三年則需重新送審採認。
- 七、本基準經院課程委員會與教務會議通過後，自發布日施行，修正時亦同。

本規章負責單位：大武山學院 EMI 發展中心

國立屏東大學 EMI 課程開設申請書

一、教師基本資料

申請日期: 114 年 4 月 3 日

所屬系(所)/中心	應用英語學系	職稱	助理教授
教師姓名	林青穎	電話	0960306566

二、課程相關資料

開 課 單 位	應用英語學系			申請學年 學期	114 學年度第 1 學期	
擬 開 設 課 程 名 稱	中文	國際禮儀				
	英文	International Manners and Etiquette				
	必 選 修 別	選修	學分數	2	時數	36

一、培養國際溝通與跨文化能力

1. 全球化趨勢下的需求：

在商業、外交、旅遊、國際教育等領域，具備良好的國際禮儀與溝通技巧是基本職場能力。

2. 跨文化理解與尊重：

課程能幫助學生了解不同文化背景下的禮儀差異，避免文化衝突，提高與不同國家人士互動的敏感度與尊重度。

二、提升學生英語表達與實務應用能力

1. 強化專業英語能力：

透過英語授課，學生在學習禮儀的同時，也在實境中強化英語口語、寫作與溝通技巧。

2. 模擬國際場合：

EMI 課程提供學生一個模擬國際工作場域的環境，例如會議場合、商務晚宴、跨文化社交活動等，增進實戰應對能力。

三、增強就業競爭力與國際移動力

1. 因應職場多元化：

無論是在國內外企業、非營利組織或是政府機構，良好的國際禮儀與專業英語能力都是加分項。

2. 符合留學與交換學生需求：

EMI 課程讓學生習慣英語授課環境，為未來申請國外大學、參與國際交換或實習計畫做準備。

四、對學校與教師的正面影響

1. 提升國際化程度：

EMI 課程有助於學校整體國際化發展，如吸引外籍學生、申請國際認證、參與國際合作計畫。

	2. 教學多元與創新： 教師可透過這類課程發展創新教學方法，如翻轉教室、情境模擬、角色扮演等，提升教學品質。 五、課程內容本身具有高度實用性與趣味性 1. 貼近生活與職場： 課程涵蓋的主題如穿著儀態、用餐禮儀、溝通語調、會議行為等，皆可直接應用於真實生活與職場中。 2. 文化與禮儀的整合教學： 結合文化學、心理學與溝通學，讓學生從多元觀點理解禮儀背後的意涵與價值。
是否曾開設過相同 課程之全英語授課	☐ 否 ☒ 是
本案經 學年度第 學期第 次 院課程委員會通過	

三、課程大綱（請以英文撰寫，並於選課前上網輸入）

Course Syllabus (Please write in English and post on the internet before school enrollment day)

國立屏東大學 113 學年度第 2 學期課程大綱					
National Pingtung University Course Syllabus Year				Semester	
課程名稱 Course Name	國際禮儀	授課教師 Instructor's Name	林青穎	研究室 分機 Office Phone Number	31639
開課班級 Class Name	應英一甲	E-mail	chingyinglin6@gmail.com		
時數/學分數 Hour(s) / Credit(s)	36/2		必修別 Required / Elective	☐ 必修 Required ☒ 選修 Elective	
教學目標 Teaching Objectives	This course, International Manners and Etiquette, is designed to provide an in-depth and critical exploration of global etiquette practices and intercultural protocols through a structured combination of lectures, case studies, and guided discussions. Delivered entirely in English, the course adopts an EMI (English as a Medium of Instruction) approach, not only to enhance students' academic and professional English proficiency but also to simulate real-world international communication contexts. In today's increasingly globalized and interconnected world, the ability to navigate social and professional interactions with cultural sensitivity has become an indispensable skill across disciplines and industries. Etiquette, far from being a superficial set of rules, reflects deeply rooted cultural values, historical traditions, and socio-political dynamics. Misunderstandings or breaches in etiquette can lead to communication breakdowns, reputational harm, or even the failure of international collaborations. Thus, this course aims to cultivate in students a critical awareness of cross-cultural differences in manners and protocols, fostering both intellectual empathy and practical competence. The first half of the course provides a comprehensive overview of international etiquette protocols. Topics include diplomatic and business etiquette, formal and informal social behavior, greeting customs, dress codes, dining etiquette, gift-giving practices, and communication styles in diverse cultural contexts. Students will analyze key frameworks such as Hofstede's Cultural Dimensions and Edward Hall's High- and Low-Context Communication Theory to better understand how cultural values manifest in behavior and expectations. The second half of the course takes a more focused and comparative				

	approach by examining the etiquette norms and sociocultural idiosyncrasies of specific countries or regions. Case studies will be drawn from a range of cultural spheres including East Asia, the Middle East, Europe, Africa, and the Americas. Through these focused explorations, students will develop a nuanced understanding of how history, religion, politics, and societal structures shape etiquette practices within particular cultural contexts. This approach encourages students not only to recognize difference but also to critically engage with the reasons behind such differences, fostering intercultural respect and adaptability. Pedagogically, the course emphasizes active learning through interactive discussions, role-playing simulations, intercultural dialogue, and reflective assignments. Students are encouraged to draw upon their own cultural backgrounds and experiences to enrich classroom dialogue and deepen mutual understanding. In addition to scholarly texts, authentic materials such as video clips, news articles, and guest speaker presentations will be utilized to bridge theory and real-world application. Upon successful completion of the course, students will have developed the knowledge and skills necessary to behave appropriately in diverse intercultural environments, avoid common cross-cultural pitfalls, reduce the risk of miscommunication, and engage respectfully and effectively with individuals from a wide range of cultural backgrounds. The course ultimately seeks to produce globally competent individuals who are equipped to thrive in complex international settings with both confidence and cultural intelligence.
預期學習成果 Intended Learning Outcomes (ILOs)	Upon successful completion of this course, students will be able to: 1. Critically analyze the role of international etiquette as a form of intercultural communication and social regulation, identifying how etiquette practices are embedded in cultural, historical, and sociopolitical contexts across different global regions. 2. Demonstrate advanced awareness of cross-cultural differences in social behavior, communication styles, and value systems, and apply this understanding to navigate complex intercultural interactions with sensitivity and appropriateness. 3. Evaluate and interpret theoretical models of culture and communication, such as Hofstede's Cultural Dimensions and

	Hall's Context Theory, to explain variations in etiquette and behavioral norms among societies. Effectively apply appropriate international etiquette protocols in both professional and social contexts, including greetings, introductions, gift-giving, business correspondence, and formal dining, demonstrating cultural fluency and adaptability. Compare and contrast the etiquette norms of selected countries or regions, identifying both universal principles and culturally specific practices, and articulating their implications for international collaboration and diplomacy. Synthesize personal experience, theoretical insight, and empirical observation to engage in critical reflection on one's own cultural assumptions and behavioral tendencies in intercultural settings. Communicate complex ideas and cultural insights with clarity and academic rigor in English, through both oral presentations and written assignments, demonstrating proficiency in English for academic and professional purposes. Design context-sensitive strategies to prevent intercultural misunderstandings and manage etiquette-related challenges in globalized workspaces or multicultural social environments.		
每週課程內容及教學方法 Weekly Course Content and Teaching Methods	教學規劃與進度 (如有校外演講者，請載明其姓名、單位及職稱)	週次	課程內容 (主題、教學活動、作業設計、指定閱讀教材等)
		第 1 週	Etiquette Introduction, PPT, lecture, group discussion; Video Textbook ;supplementary materials class participation; pair work
		第 2 週	Why the need to learn international etiquette? PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 3 週	The connotation of Dining Etiquette

			PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work; quiz
	第 4 週	Fine Dining	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
	第 5 週	Scene oof Food and Wine	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
	第 6 週	The Art of Wine /Wine Testing	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
	第 7 週	Presentation Project I	
	第 8 週	Presentation Project II	
	第 9 週	Public transportation Etiquette	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
	第 10 週	Airline Etiquette	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
	第 11 週	Airlines Crew Preparation and Etiquette	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work; quiz
	第 12 週	Accommodation Etiquette	PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
	第 13	Basic Competency and Etiquette for Hotel	

		週	Personnel PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 14 週	Set Performance Project
		第 15 週	Final project and presentation I
		第 16 週	Final project and presentation II
		第 17 週	Alternative Learning Periods
		第 18 週	Alternative Learning Periods
與預期學習 成果搭配的 多元評量 Multiple Assessments for the ILOs	1) Regular attendance and participation (30%) 2) Mid-term exam (Presentation Project ---Written and oral reports) (30%) 3) Final project and presentation (30%) 4) Quiz (10%)		
主要讀本 Textbook(s)	Peng J. & Chang H. (2023). International Etiquette. Yang-Chih Book Co.		
參考書目 Reference(s)	Ting-Toomey, S., & Chung, L. C. (2012). Understanding Intercultural Communication (2nd ed.). Oxford University Press. Norvell, L. (2016). Modern Etiquette for a Better Life: Master All Social and Business Exchanges. Skyhorse Publishing.		

國立屏東大學 EMI 課程開設申請書

一、教師基本資料

申請日期: 114 年 4 月 3 日

所屬系(所)/中心	應用英語學系	職稱	助理教授
教師姓名	林青穎	電話	0960306566

二、課程相關資料

開 課 單 位	應用英語學系			申請學年 學期	113 學年度第 2 學期	
擬 開 設 課 程 名 稱	中文	電影與文化				
	英文	Movie and Culture				
	必 選 修 別	選修	學分數	2	時數	36
簡 述 開 設 EMI 課程之原因	電影與文化課程中使用英語作為媒介語言（English as a Medium of Instruction, EMI）的重要性，體現在其對於學生跨文化理解、全球化素養及批判性思維的全面促進。以下從學術與教育的角度進行探討： ● 全球文化傳播的媒介需求 英語的全球化地位：英語作為全球最具影響力的語言，是電影產業與文化研究中不可或缺的溝通工具。大多數國際電影作品、理論文獻、批評文章均以英語發表，使得 EMI 成為學生接觸原始資料的必要途徑。 原始文本的理解：許多經典電影、導演訪談及評論使用英語，使用 EMI 授課能幫助學生直接與原始材料互動，避免因翻譯造成的文化與語意流失。 ● 學生國際視野的拓展 電影作為文化交流的載體：電影不僅是一種藝術形式，也是文化價值、歷史記憶與社會問題的再現工具。EMI 使學生能夠以國際化視角分析電影作品，理解全球文化間的相互影響。 適應國際職場需求：電影與文化領域的職業（如影評、策展、文化研究等）日益國際化。EMI 為學生提供了運用英語進行專業交流的環境，為未來的職業發展鋪路。 ● 促進語言與學科能力的整合 EMI 不僅是語言學習的方式，更是一種提升學科素養的手段。在電影與文化課程中，使用英語有助於學生在學科知識與語言技能之間實現有機整合，從而在學術與實務層面獲得雙重收益。 電影與文化課程使用 EMI 授課，不僅能提升學生的英語能力，還能促進其全球文化理解、批判性思維與專業競爭力。這種教學模式在全球化的背景下，具有顯著的教育價值與長遠的發展意義。透過精心設計的課程與多層次的支持機制，EMI 可成為連結語言學習與學科素養的強大工具，為學生開拓更加廣闊的學術與職業前景。					

是否曾開設過相同
課程之全英語授課

☐ 否

☒ 是

本案經 學年度第 學期第 次

院課程委員會通過

三、課程大綱（請以英文撰寫，並於選課前上網輸入）

Course Syllabus (Please write in English and post on the internet before school enrollment day)

國立屏東大學 113 學年度第 2 學期課程大綱					
National Pingtung University Course Syllabus Year				Semester	
課程名稱 Course Name	電影與文化	授課教師 Instructor's Name	林青穎	研究室 分機 Office Phone Number	31639
開課班級 Class Name	應英一甲	E-mail	chingyinglin6@gmail.com		
時數/學分數 Hour(s) / Credit(s)	36/2		必選修別 Required / Elective	☐ 必修 Required ☒ 選修 Elective	
教學目標 Teaching Objectives	This course offers an advanced introductory survey of film as a unique artistic and cultural medium, emphasizing its capacity not only to reflect societal realities but also to critique dominant ideologies, reshape cultural narratives, and influence public consciousness. It positions cinema as a dynamic intersection of art, communication, technology, and socio-political discourse, and equips students with analytical tools to interrogate both its aesthetic construction and cultural implications. The first half of the course centers on film form and narratology. Students will examine the formal structures that distinguish cinematic storytelling from other narrative media such as literature, theater, and photography. Through detailed study of narrative conventions and visual grammar, students will gain insight into how meaning is constructed and conveyed through specific cinematic devices. Key formal components—including cinematography, mise-en-scène, editing, and sound design—will be analyzed for their role in shaping audience interpretation and emotional engagement. The second half of the course delves into the socio-cultural dimensions of film. Students will explore cinema's historical development, its function in constructing national identities, and its critical role in representing (and sometimes reinforcing) issues of race, gender, class, sexuality, and power. Films from a variety of genres, time periods, and cultural contexts will be used to interrogate how visual narratives respond to, or resist, dominant cultural discourses.				

	Through this course, students will cultivate the following key competencies: • Critical Thinking and Analytical Skills: Students will engage in close reading of film texts and theoretical materials, enabling them to synthesize complex information, formulate original interpretations, and critically evaluate the ideological underpinnings of visual narratives. • Communication Skills: Students will develop proficiency in articulating nuanced arguments through multiple modalities—written essays, oral presentations, and visual analysis. Emphasis will be placed on constructing evidence-based interpretations and communicating them with academic precision. • Collaborative and Interdisciplinary Teamwork: Film analysis often necessitates diverse perspectives. Students will work in groups to examine films through interdisciplinary lenses (e.g., cultural studies, gender theory, postcolonialism), fostering intellectual dialogue, respect for differing viewpoints, and shared problem-solving. • Social and Intercultural Responsibility: By analyzing international films and representations of marginalized voices, students will enhance their global awareness, intercultural sensitivity, and civic literacy. They will learn to critically assess how media participates in shaping societal norms and to engage ethically with diverse cultural artifacts. Ultimately, this course aims to foster a critical, reflective, and globally engaged mode of spectatorship. Students will leave the course not only as more informed viewers but also as culturally aware thinkers capable of interrogating the complex relationships between media, meaning, and society.
預期學習成果 Intended Learning Outcomes (ILOs)	By the end of the course, students are expected to: 1. Understand film as a cultural and social artifact, and analyze how it represents values, ideologies, and historical contexts across different societies.

	2. Identify and interpret cultural symbols and messages embedded in cinematic narratives, such as representations of gender, race, class, family, and identity. 3. Develop cross-cultural awareness and comparative insight, recognizing how similar themes are explored differently across global cultures through film. 4. Enhance critical viewing skills and media literacy, by analyzing cinematic techniques such as narrative structure, visual style, sound, symbolism, and directorial perspective. 5. Express thoughtful and well-supported cultural critiques in English, through both written assignments and oral presentations, thereby improving academic communication skills in an intercultural context.		
每週課程內容及教學方法 Weekly Course Content and Teaching Methods	教學規劃與進度 (如有校外演講者，請載明其姓名、單位及職稱)	週次	課程內容 (主題、教學活動、作業設計、指定閱讀教材等)
		第 1 週	Introduction, PPT, lecture, group discussion; Video Textbook ;supplementary materials class participation; pair work
		第 2 週	Film one-Nanny diaries PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 3 週	Film one-Nanny diaries PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work; quiz
		第 4 週	Film two-Tom hanks is forrest gump PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 5 週	Film two-Tom hanks is forrest gump PPT, lecture, group discussion; Video

			;supplementary materials class participation; pair work
		第 6 週	Set Presentation Project
		第 7 週	Presentation Project I
		第 8 週	Presentation Project II
		第 9 週	Film three- On the basis of sex PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 10 週	Film three- On the basis of sex PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 11 週	Film four-Intern PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work; quiz
		第 12 週	Film four-Intern PPT, lecture, group discussion; Video ;supplementary materials class participation; pair work
		第 13 週	Color, films & culture
		第 14 週	Set Performance Project
		第 15 週	Final project and presentation I
		第 16 週	Final project and presentation II
		第 17 週	Alternative Learning Periods
		第 18 週	Alternative Learning Periods

與預期學習 成果搭配的 多元評量 Multiple Assessments for the ILOs	1) Regular attendance and participation (30%) 2) Mid-term exam (Presentation Project ---Written and oral reports) (30%) 3) Final project and presentation (30%) 4) Quiz (10%)
主要讀本 Textbook(s)	There will be no textbook in this class. This class will use movies and other materials prepared by the instructor.
參考書目 Reference(s)	Giannetti, L. (2007). 認識電影(understanding movies)，焦雄屏譯 (第十版)，遠流出版。 Bordwell, D. & Thompson K. (2007). 電影藝術:形式與風格，曾偉 禎譯，遠流出版。