Course Information					
Course Code	BS415	* Credit Hours	153	* Credits	9
* Course Name	Graduation Thesis Project (English)				
A	Compulsory				
Audience	Senior English majors				
(Language of Instruction)	Chinese, English				
* School	School of Foreign Languages				
Prerequisite	none				
Instructor		(Course Webpage)			
* Description					
* Description	The undergraduate thesis project allows students to get involved and gain first-hand experience in some facet of research in their chosen areas by applying basic theories, professional knowledge and practical skills in a systematic and comprehensive manner. The project will focus on developing students' awareness of creativity and ability in carrying out innovative research projects. •				

(Class Schedule & Requirements)	Orientation /	2	/			
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		
		2	/	NCE		

	Kindgon Roger. The Groundwork of English Intonation. Peter A D *English Pronunciation.* Armstrong.*A Handbook of English Intonation.* Crystal David.*The Intonation System of English.* Trager George I *The Intonation System of American English.*
Notes	

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2 300-500

1

Course Information					
Course Code	EN116	* Credit Hours	64	* Credits	4
* Course Name	1				
	German (1)				
(Course Type)					
Audience					
(Language of					

<table>
<tr><td>Instruction)</td><td colspan="3"></td></tr>
<tr><td>* School</td><td colspan="3"></td></tr>
<tr><td>Prerequisite</td><td colspan="3"></td></tr>
<tr><td>Instructor</td><td></td><td>(Course Webpage)</td><td></td></tr>
<tr><td>* Description</td><td colspan="3"></td></tr>
<tr><td>* Description</td><td colspan="3">As a major foundation course for English minors in the first year, this course puts together language knowledge like pronunciation, grammar, vocabulary and language skills like listening, speaking, reading and writing, so as to develop students' communication skills. This is done from a pragmatic approach, i.e., language situations, purposes of communication, genres and themes. It covers German pronunciation, basic grammar, basic vocabulary, word building, situations and culture of German-speaking countries, listening comprehension, topic-specific conversations and writing. Explanation of language points, single-and-multi-purpose language training and real-life application are carried out for language purpose. The course also helps students improve their listening, speaking, reading and writing, as well as cross-culture communication, analysis & review and thinking in German, thus laying a solid foundation for their future study.</td></tr>
<tr><td colspan="4">course syllabus</td></tr>
<tr><td>* (Learning Outcomes)</td><td colspan="3">1. (A5.1.1-1.2)
2. (A5.1.1-1.2)
3. (A5.1.3)
4. (B1-4,B6, B9)
5. (B1-4,B9)
6. (B3, B4, B7, B8)
7. (C1-7)</td></tr>
<tr><td>* (Class Schedule</td><td colspan="3"><table>
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<tr><td></td><td>20</td><td></td><td></td><td></td><td></td></tr>
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& Requirements)		20				
		40				
		30				
		10				
* (Grading)	30% 70%					
* (Textbooks & Other Materials)	1 2004 1 2000 2 2004 3 2009 4 - H.Dreger R.Schmitt 2001 5 2000 6 1 2005 7 Lernziel Deutsch (1 2) Wolfgang Hieber / Marx Hueber 2001 8 2004					
More						
Notes						

1 *

2 300-500

* Description	
* Description	As a major foundation course for German minors in the first year, this course is based on Fundamental German 1, and puts together language knowledge like pronunciation, grammar, vocabulary and language skills like listening, speaking, reading and writing, so as to develop students' communication skills. This is done from a pragmatic approach, i.e., language situations, purposes of communication, genres and themes. It covers German pronunciation, basic grammar, basic vocabulary, word building, situations and culture of German-speaking countries, listening comprehension, topic-specific conversations, writing, translation and extensive reading. Explanation of language points, single-and-multi-purpose language training and real-life application are carried out for language purpose. For the purpose of reading comprehension, articles of different types and corresponding background knowledge are introduced and explained in class. The course also helps students improve their listening, speaking, reading, writing and translation, as well as cross-culture communication, analysis & review and thinking in German, thus laying a solid foundation for their future study.
course syllabus	
* (Learning Outcomes)	8. (A5.1.1-1.2) 9. (A5.1.1-1.2) 10. (A5.1.3) 11. (B1-4,B6, B9) 12. (B1-4,B9) 13. (B3, B4, B7, B8) 14. (C1-7)
* (Class Schedule	30 30

& Requirements)		40				
		40				
		20				

Course Information					
Course Code	EN118	* Credit Hours	64	* Credits	4
* Course Name	1				
	French foundation(as second foreign language)I				
(Course Type)	Mandatory				
Audience					
(Language of Instruction)					
* School	School of Foreign Languages				
Prerequisite					
Instructor		(Course Webpage)			
* Description					

	1	8				
	1	8				
	1	12				
	1	8				
		4				
	……					

* (Grading)	70% 20% 10% exam (70%); regular performance (20%) test 10%
* (Textbooks & Other Materials)	1. 1 2007 11 ISBN 9787560066325
More	
Notes	

* Description	This course is for students of English major who're interested in French language and cross-culture and who choose French as second foreign language. The course integrates linguistic knowledge and cultural knowledge, and gradually develops students' comprehensive proficiency in French and ability of intercultural communication, analysis and commentary as well as capacity to think in French through systematic language learning such as pronunciation, grammar, vocabulary, reading, listening and speaking; By the enlightenment of French culture and the comparative analysis of Chinese and Western multi-culture, the course not only introduces French culture and western culture to students, but also teaches students how to use knowledge of foreign language to make Chinese culture go global and improve cultural self-confidence. This course not only lays the foundation

	1 COI COD	10				
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* (Grading)	70% 30% exam (70%); regular performance (30%)
* (Textbooks & Other Materials)	1. 1 2007 11 ISBN 9787560066325
More	
Notes	

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2 300-500

(Course Information)					
(Course Code)	EN121	* (Credit Hours)	32	* (Credits)	2
* (Course Name)					
	English Speaking Cultures				
(Course Type)	Mandatory				
(Audience)	Freshman students				
(Language of Instruction)	English				
* (School)	School of Foreign Languages				
(Prerequisite)	none				
(Instructor)	Frank Lovell		(Course Webpage)		
* (Description)					
* (Description)	This course is designed to teach students about many of the cultural characteristics of various English speaking countries. The primary focus of the lessons will deal with Britain, Canada, New Zealand, Australia, and the United States. Students will learn about the shaping and changing of each culture. Study will involve a look at forms of government, marriage, death, music, entertainment, fashion, literature, holidays, religions and their influences on culture, sports and recreation, national symbols, and educational systems. Students will be required to speak only English in class, thus improving their English skills. Grading will be based upon written examinations, presentations, group and class participation, and assignment researching various aspects of these cultures. Students will present one group presentation in class. Assignments and activities are designed to improve the student's knowledge and understanding of each country in an effort to better appreciate each.				

(course syllabus)	
* (Learning Outcomes)	1. Demonstrate an in-depth understanding of various English speaking governments. (A5.1.2) 2. Demonstrate through written testing and speaking an understanding of American and British music and entertainment. (A5.1.1; B5) 3. Demonstrate and understand basic American and British customs, the dos and don'ts while living or visiting in these countries. (A5.1.2) 4. Demonstrate through written and oral testing a basic understanding of the United States and British history. (A5.2.2) 5. Gain a greater understanding of the educational systems in these countries. () 6. Begin to understand and appreciate more fully the daily life in each of these countries. (C 5)

Content	Time	Teaching Method	Assignment	Basic Requirement	Checking Method
Introduction and course expectations	1hr 40 min	Lecture and active group activities	Listening,		

SS*

(Class Schedule & Requirements)

In English

	American holidays, sports, and recreation	1hr 40 min	Lecture and active group activities, and video presentations	Listening, speaking, group discussion	Speaking, listening, and group participation	Teacher observation based upon individual participation
	Religions	1hr 40 min	Lecture and peer teaching	Listening, speaking, and teaching one another	Speaking, listening, and group participation	Teacher observation based upon individual participation
	Midterm	1hr 40 min	Testing	Testing	Testing	50 question examination
	Symbols, dos, and don't of English speaking countries	1hr 40 min	Lecture and active group activities	Listening, speaking, group discussion	Speaking, listening, and group participation	Teacher observation based upon individual participation
	Educational systems	1hr 40 min	Lecture and active group activities	Listening, speaking, group discussion	Speaking, listening, and group participation	Teacher observation based upon individual participation
	More holidays and traditions	1hr 40 min	Lecture and active group activities	Listening, speaking, group discussion	Speaking, listening, and group participation	Teacher observation based upon individual participation
	Final Exam	1hr 40 min	Testing	Testing	Testing	50 question examination
* (Grading) In English	1.Classwork and assignments– 30% 1. 30% Attendance – 10% 10% Homework and participation assignments – 20% 20% 2.Tests – 10% 2. 10% 3.Group presentation – 15% 3. 15% 4.Midterm - 20% 4. 20% 5.Final – 25% 5. 25%					

* (Textbooks & Other Materials) In English	There is no required text for this course, however, select assignments will be used throughout the term as appropriate. These will be submitted to students electronically.
(More)	
(Notes)	

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2 300-500

(Course Information)					
(Course Code)	EN122	* (Credit Hours)	32	* (Credits)	2
* (Course Name)	English Speech and Debate				
(Course Type)	Mandatory				
(Audience)	Second year English majors				
(Language of Instruction)	English				
* (School)	English Department, School of Foreign Languages				
(Prerequisite)	None				
(Instructor)	Marsha Lovell		(Course Webpage)		
* ( )	0				
* (Description)	This course will provide instruction and opportunity to present in various speaking genres. Students will develop their delivery skills by repeated oral presentations throughout the term. Some related writing assignments will also be given. Teams will collaborate on a formal group project and presentation. Additionally, a formal negotiation will be prepared and conducted. 1. Participate in daily class discussions and complete all class assignments. Grading is based on contribution, as well as reading, writing, speaking and listening skills. We speak, read and write only English in class. All discussions must be carried out in English. 2. Use of cell phones for any reason is not allowed during class time. 3. Prepare and deliver several pre-assigned and impromptu presentations throughout the term in a professional manner. 4. Work as a team to successfully prepare and deliver a professional presentation in class. 5. Successfully prepare for and deliver a coherent, well developed negotiation of a current topic for the final project. 6. Be courteous to others in the class. Listen when it is their turn to speak and be respectful. Reach out and help others as needed. 7. Plagiarized assignments will not be accepted and will result in a score of 0.				

(course syllabus)

* (Learning Outcomes)	• Improved confidence in expressing themselves using the English language. (A5.1; C3) • Increased use of English vocabulary in the proper manner. (A5.1.1) • Improved pronunciation and intonation through guided practice. (A 5.1.1) • Delivery of various type speeches with confidence. (A5.2.3) • Collaboratively prepare and present a professional group presentation in English. (B1) • Understand the nuances needed to conduct a win-win negotiation and participate with the team. (B4)

* (Class Schedule & Requirements) In English

Content	Time	Teaching Method	Assignment	Basic Requirement	Checking Method
Personal Brand	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Elevator Speech	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Job Application	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Professional Presentation	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Professional Dress	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Job Interviews	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Business Communication	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Business Communication	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Negotiation	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review
Business Ethics	1 hr 40 min	Lecture & Activity	Journal & Reading	Perform understanding	Weekly Review

* (Grading)

Graded on a scale of 0-100.

1.	Class participation, in class assignments, journal	20%	20%
2.	Speech presentations (impromptu and assigned)	30%	30%

	3. Team professional presentation 25% 25% 4. Final examination and team negotiation 25% 25%
* (Textbooks & Other Materials)	There is no required text for this course, however, select reading assignments will be used throughout the term as appropriate. Weekly electronic English readings will be assigned and weekly writing journal assignments are required.
(More)	
(Notes)	

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2 300-500

Course Information					
Course Code	EN127	* Credit Hours	32	* Credits	2
* Course Name	Intercultural Communication				

(Course Type)	Mandatory		
Audience	First-grade English undergraduates		
(Language of Instruction)	English		
* School	School of Foreign Languages		
Prerequisite	A Survey of English-speaking Countries		
Instructor		(Course Webpage)	
* Description	2 “ ” ,		

* Description	is a mandatory course for all undergraduates of English majors during the 2nd semester. It adopts the “eleventh five-year” national planned textbook and some popular reference books as teaching materials. The course employs actual cases in intercultural communication to arouse the interest of the students in this subject. By requiring the students to read extensively, think creatively and discuss lively, it helps the students to be aware of the similarities and differences between Chinese and Western cultures and to show more understanding and tolerance in communicating with people from different cultural backgrounds. The course aims to enhance the knowledge and skills in cross-culture

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2 300-500

(Course Information)					
(Course Code)		* (Credit Hours)	96	* (Credits)	6
*	1				

(Course Type))

* (Description)	( )
* (Description)	As a fundamental subject for English freshmen, this course is to connect the students' curiosity to the university major lessons and their high school knowledge of English. Focusing on textual details, teachers are to introduce culture and values of major English countries, namely, Britain, America and Canada. Moreover, as English majors, these students are required to obtain a panorama view of language theories: language development, language and thought, as well as language and politics. After providing such knowledge, this course also intends to cultivate the students' mode and ability of thinking, so its textbooks boast texts of disputing content. In studying this course, the students are not only to master relevant information, but also to establish their independent thought about both the western cultures and languages theories, and thus in extension, developing a critical view toward the world and toward different cultures.
(course syllabus)	

* (Learning Outcomes)

	Canadians: What Do They Want	10				
	Where the World Began	6				
	The Glorious Messiness of English	10				
	Let Them Die	6				
	On Various Means of Communicating Our Thoughts	10				
	Language and Thoughts	6				
	“Political Correctness”	10			PC	
	Rhetoric	6				
		6				
	5%		10%	10%		15%
* (Grading)	10% 50% Class attendance (5%); classroom performance (10%); reading reports (15%); oral test (10%); final exam (50%)					
* (Textbooks & Other Materials)	1. 2001 ISBN: 7309027663 2.					
(More)						
(Notes)						

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2 300-500

Course Information					
Course Code		* Credit Hours	96	* Credits	6
* Course Name	2				
	Advanced English Reading (2)				
(Course Type)	Mandatory				
Audience	First-grade English undergraduates				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	1 Advanced English Reading (1)				
Instructor		(Course Webpage)			
* Description	2 2				

* Description	is a mandatory course for all undergraduates of English majors during the 2nd semester. It uses China's top-rate intensive English reading textbooks, textbooks compiled by teaching staff of the Department of English, and other reading materials the teacher deems beneficial to English learning. The course is taught in English. The teaching is generally comprised of two parts: The intensive reading focuses on advancement of students' basic English abilities and their creative thinking, covering a wide range of aspects including English phonology, vocabulary, syntax, texture, rhetoric, cultural, etc. The extensive reading focuses mainly on expansion of students' reading scope, so as to help students efficiently acquire information, knowledge, vocabulary and understand stylistic features from reading. This course will be facilitated by multimedia and Internet technologies, and adopt various helpful teaching methods such as lecturing, presentations, tests, reading reports, discussions, etc., so as to lay a solid foundation for the students' overall mastery of the English language.
course syllabus	
* (Learning Outcomes)	1 A1 2 A5.1.1 3 A5.1.2 4 B1 5. C6
* (Class Schedule & Requirements)	

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	12				
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		4				
		6				
	5%		10%	10%		

*

(Grading)

Orientation /	3	/			

(Class Schedule & Requirements)

Unit One Daily Communication 12

<table>
<tr><td colspan="6">(Course Information)</td></tr>
<tr><td>(Course Code)</td><td></td><td>*
(Credit Hours)</td><td>32</td><td>*
(Credits)</td><td>2</td></tr>
<tr><td rowspan="2">*
(Course Name)</td><td colspan="5"></td></tr>
<tr><td colspan="5">Advanced Oral English</td></tr>
<tr><td>(Course Type)</td><td colspan="5">Mandatory</td></tr>
<tr><td>(Audience)</td><td colspan="5">Freshman students</td></tr>
<tr><td>(Language of Instruction)</td><td colspan="5">English</td></tr>
<tr><td>*
(School)</td><td colspan="5">School of Foreign Languages</td></tr>
<tr><td>(Prerequisite)</td><td colspan="5">none</td></tr>
<tr><td>(Instructor)</td><td colspan="2">Frank Lovell</td><td colspan="2">(Course Webpage)</td><td></td></tr>
<tr><td>*
(Description)</td><td colspan="5"></td></tr>
<tr><td>*
(Description)</td><td colspan="5">This course is designed to improve the students' ability and confidence in speaking English. It will entail using the English language not only in class, but outside as well for a specified amount of time. Students will improve their pronunciation and grammar skills through various activities and assignments. Each student will deliver prepared and extemporaneous speeches in class for a grade. Assignments and activities are designed to improve the student's fluency of the spoken language as well as their listening skills. Students will be graded on their speaking skills, class participation, and homework assignments.</td></tr>
<tr><td colspan="6">(course syllabus)</td></tr>
<tr><td>*
(Learning Outcomes)</td><td colspan="5">After the class, the students are expected to be able to
1. Speak for 30 minutes outside of class in English weekly. (A5.1.1)
2. Participate in class discussions. (A)
3. Successfully pass quizzes. (B2)
4. Actively participate in group and individual presentations.(B4) ()
5. Students will increase their English vocabulary. (A5.1.1)
6. Write a weekly e-journal to the professor describing who, when, what, and for how long the student spoke English outside of class. (A5.1.1)</td></tr>
<tr><td>SS*

(Class Schedule
& Requirements)</td><td colspan="5"><table>
<tr><th>Content</th><th>Time</th><th>Teaching Method</th><th>Assignment</th><th>Basic Requirement</th><th>Checking Method</th></tr>
<tr><td>Introduction</td><td>1hr 40 min</td><td>Lecture and active group activities</td><td>Listening, speaking, group discussion</td><td>Speaking, listening, and group participati</td><td>Teacher observation</td></tr>
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In English

				on	
Giving and following directions	1hr 40 min	Lecture and active group activities	Listening, speaking, group discussion	Speaking, listening, and group participation	Teacher observation
Midterm group and topic assignments, Grammar, TH sound	1hr 40 min	Lecture and active group activities	Listening, speaking, group discussion	Speaking, listening, and group participation	Teacher observation

* Course Name			
	Reading and composition		
(Course Type)	Mandatory		
Audience	Sophomores majoring in English		
(Language of Instruction)	English		
* School	School of Foreign Languages		
Prerequisite			
Instructor		(Course Webpage)	

* Description

(Course Type)	

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Instructor		(Course Webpage)	
* Description	1 2		
* Description	is a mandatory course for all second-grade undergraduates of English majors during the 3rd and 4th semesters. The course is conducted in English. English textbooks and classical articles in the development of linguistic theories are used as teaching material. The course covers both general linguistics and applied linguistics. The former includes phonetics, phonology, morphology, semantics, syntax and pragmatics; the latter contains language and society, language and culture, language and brain, first language acquisition, second language acquisition, computational linguistics and cognitive linguistics. Multimedia equipment together with internet access Is required. Diverse classroom activities such as lecturing, article reading and discussion, questions and answers, group discussion and presentation, homework, and rich extracurricular activities such language lab tour and language experiment demo combined together will make the course interesting, informative and inspiring. Thus, students are supposed to learn the basics of linguistics, including its knowledge, development, theory and methodology.		
course syllabus			
* (Learning Outcomes)	1 A1 2 A2 3 A5.2 4 A5.2.1 5 B3 6 C4		

* (Class Schedule & Requirements)	/	2			
		2			
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* (Grading)	70% 20% 10% Term paper (70%); mid-term test (20%); regular performance (10%)					
* (Textbooks & Other Materials)	1 /How to write a research paper 2009-1-1 1 ISBN 9787562430384; 2 /Handbook for writing research papers, reports and theses; Carole Slade, Rober Perrin ; ; 2011-2-1 1 ; ISBN 9787513502894					
More						
Notes						

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2 300-500

Course Information					
Course Code		* Credit Hours	32	* Credits	2
* Course Name	4				
	Advanced English Listening (4)				
(Course Type)					
Audience					
(Language of Instruction)					
* School					
Prerequisite	1-3				
Instructor		(Course Webpage)	http://www.gzikao.com/Article_Show.asp?ArticleID=3265		
* Description					

* Description	This course is for the English major students in their second academic school year. It aims to help the students to improve their comprehensive listening and speaking abilities. This course trains the student's listening comprehension in various ways. It helps students to improve the comprehensive listening skills in terms of English news, advertisements, TV series and movies. Students are able to reach the advanced English listening comprehension ability.
course syllabus	
* (Learning Outcomes)	1 1-3 2 3 << >>(Listen to This) 1993 << >>(Look Ahead) 1995 << >> Listening Tasks Sandra Schecter Cambridge University Press, 1984 1. 2. 3. 4.
* (Class Schedule	

1	4				

<table>
<tr><td>& Requirements)</td><td>
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<tr><td>*
(Grading)</td><td>40% 60%</td></tr>
<tr><td>*
(Textbooks & Other Materials)</td><td><< >>(Listen to This)
1993
<< >>(Look Ahead)
1995
<< >>
Listening Tasks Sandra Schecter Cambridge University Press, 1984</td></tr>
<tr><td>More</td><td></td></tr>
<tr><td>Notes</td><td></td></tr>
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2 300-500

course syllabus						
* (Learning Outcomes)	1. 2 3					
	English literature in Narrow Sense: An Introduction	2	Lecture	Survey the beginnings of English literature	Be informative	

*

(Class Schedule

& Requirements)

				poetry	
English novel in the 19th Century	2	Lecture	Reading Daniel Defoe, Jonathan Swift, Henry Fielding	Understanding the Rise of English novel	discussion
Preromantic Movement	2	Lecture	Reading Robert Burns, and William Blake	Seeing the major factors contributing to this movement	discussion
Romantic Poetry I	2	Lecture	Reading William Wordsworth, and Samuel Taylor Coleridge		

					in this era	
	Fiction in the 20th Century England	2	Lecture	Reading Thomas Hardy, Oscar Wilde, D. H. Lawrence, Virginia Woolf, James Joyce	Knowing the modernism/postmodernism distinction	discussion
	Fiction in the 21st Century England	2	Lecture	Reading Ian McEwan, Julian Barnes, Kazuo Ishiguro, Zadie Smith	Seeing the narrative Returns	discussion
	Review and summary	2	lecture	review	review	discussion
* (Grading)	80% 20% Term paper (0%); regular performance (0%)					
* (Textbooks & Other Materials)	Ronald Cater and John McRae, *The Routledge History of Literature in English*. London: Routledge, 2002.					
More						
Notes						

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2 300-500

Course Information					
Course Code	EN247	* Credit Hours	32	* Credits	2
* Course Name	2				
	Introduction to English Literature II				
(Course Type)	Mandatory				
Target Audience	Freshmen of English majors				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite					
Instructor		(Course Webpage)			
* Description	2 2 19 1837				
* Description	Introduction to English Literature II is a mandatory course designed for the first-year English majors during the second semester. By learning the course according to the genres and the periodization of English literature (after 1837), students are supposed to understand the basic aesthetic features of poetry, drama and fiction, appreciate the classical works of some major authors, get familiar to some major literary movements and acquire some basic methodology of literary criticism.				
Course Syllabus					

* (Learning Outcomes)	1 2 3					
* (Class Schedule&Requirements)						
	William Wordsworth's poems:	2	Lecture& discussion	Pre-read thetext & Think critically; Write a 300 word essay	Appreciate theme & poetic technique	Assessment of the writing assignment
	Langston Huges' poems	2	Lecture& discussion	Pre-read the text& Think critically; Write a 300 word essay	Appreciate theme & poetic technique	Assessment of the writing assignment
	Ezra Pound's poems:	2	Lecture& discussion	Pre-read the text& Think critically; Write a 300 word essay	Appreciate theme & poetic technique	Assessment of the writing assignment
	Walt Whitman's poems: O Captain! My Captain! I Hear America Singing	2	Lecture& discussion	Pre-read the text& Think critically; Write a 300 word essay	Appreciate theme & poetic technique	Assessment of the writing assignment
	William Shakespeare's	4	Lecture & discussion	Pre-read the text & answer questions	Appreciate basic elements of tragedy	Group presentation
	George Bernard Shaw's Pygmalion	2	Lecture & discussion	Pre-read the text & answer questions	Appreciate basic elements of tragedy	Writing assignment
	by Arthur Miller	2	Lecture & discussion	Pre-read the text & answer questions	Appreciate basic elements of tragedy	In-class performance
	Washington Irving and "The Legend of Sleepy Hollow"	2	Lecture & discussion	Pre-read the text & answer questions	Understand Irving as the inventor of the American short story; Appreciate the story's plot and character	In-class presentation

	"The Legend of Sleepy Hollow"	2	Lecture & discussion	Pre-read the text & answer questions	Understand Irving's language features and style	Discussion; recitation of some paragraphs
	Virginia Woolf's	2	Lecture & discussion	Pre-read the text & answer questions	Appreciate the stream of consciousness technique	In-class presentation
	Virginia Woolf's	2	Lecture & discussion	Pre-read the text & answer questions	Understand Woolf's technique and characterization	Discussion
	Jane Austen's	4	Lecture & discussion	Pre-read the text & answer questions	Understand Austen's writing style	Dubbing task
	Emily Bronte	4	Lecture & discussion	Pre-read the text & answer questions	Appreciate narrative style and Gothic elements	Group presentation
* (Grading)	50%+		50%			

2013 10

ISBN978-7-5446-3308-6

* (Textbooks & Other Materials)

Course Information					
Course Code	EN248	* Credit Hours	32	* Credits	2
* Course Name	Business English Reading				
(Course Type)	Mandatory				
Audience	Second-grade English undergraduates				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	Advanced English Reading				
Instructor	Wang Zhexi	(Course Webpage)			
* Description	4				
* Description	is a mandatory course for all undergraduates of English majors during the 4th semester. It adopts English textbooks as teaching materials, covering theories and cases in the fields of marketing, finance, and business management. Reading comprehension and discussion about issues in product, price, promotion and place (marketing), money and banking, corporate financing and accounting (finance), forms of business ownership, organizational structure (and) leadership (management) are involved. The course aims at helping students learn about the major departments in the daily operation of a business as well as the English expressions of technical terms in the related areas, on top of which students are supposed to apply their English language skills to the understanding of, discussion about and solution to issues and problems in the business field through the lectures, readings, presentations, analyses, and discussions.				
course syllabus					

* (Learning Outcomes)	1. A5.2.3 2. B2 3. B9 4. C7

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* (Class Schedule & Requirements)

* (Grading)	10% + 20% + 70%
* (Textbooks & Other Materials)	2014 1 ISBN 978-7-5663-0949-5
More	
Notes	

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2 300-500

Seeing & Writing	10				
Seeing & Writing	10				
Seeing & Writing	10				

* (Learning Outcomes)	1 A5.2.2 2 A5.2.2 3 A5.2.2 4 A5.2.2 5. B5

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(Class Schedule

& Requirements)

* (Textbooks & Other Materials)	1 2009 (ISBN: 9787544611657) 2 2010 (ISBN:9787544613927) 3 Newmark, Peter. . Shanghai: Shanghai Foreign Language Education Press, 2001.
More	
Notes	

1 *

2 300-500

Course Information					
Course Code	EN308	* Credit Hours	32	* Credits	2
* Course Name	(2)				
	English-Chinese Translation II				
(Course Type)	Compulsory				
	second-year English major undergraduates				

Audience			
(Language of Instruction)	English and Chinese		
* School	School of Foreign Languages		
Prerequisite	(1) English-Chinese Translation I		
Instructor		(Course Webpage)	
* Description	(2)		4
* Description	This course, intended for second-year English major undergraduates, covers both theoretical and practical aspects of translation from English into Chinese. It is designed to acquaint the students with stylistic features of non-literary, pragmatic texts, enlarge their general vocabulary, improve their translation skills and enrich their knowledge about English language and culture with a view to enabling them to accomplish practical translation tasks regarding a wide variety of domains. It centers around stylistic features of English texts and common translation techniques by means of lecture, discussion and translation practice so that the students could gain keener insights into the principles and methods of translation, challenges and solutions involved in translation based on an enhanced awareness of English language and culture, and of stylistic sensitivity plus felicitous use of translation skills. Trans		

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Course Information					
Course Code		* Credit Hours	32	* Credits	2
* Course Name	1				
	Interpreting 1				
(Course Type)					
Audience					
(Language of Instruction)	+				
* School					
Prerequisite					
Instructor		(Course Webpage)			

* Description	
* Description	Through systematic training, students are expected to demonstrate basic skills and entry-level competence in consecutive interpreting between English and Chinese.
course syllabus	
* (Learning Outcomes)	

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(Class Schedule & Requirements)

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* (Grading)	10%+	20%+	70%			
* (Textbooks & Other Materials)				2007	ISBN 978-7-04-022011-7	
More						
Notes						

1 *

2 300-500

2

Course Information					
Course Code	EN317	* Credit Hours	32	* Credits	2
* Course Name	2				
	Interpreting 2				
(Course Type)					
Audience					
(Language of Instruction)	+				
* School					
Prerequisite					
Instructor		(Course Webpage)			

* Description	
* Description	Through systematic training, students are expected to demonstrate professional skills and competence in consecutive interpreting between English and Chinese.
course syllabus	
* (Learning Outcomes)	
* (Class Schedule & Requirements)	

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* (Grading)	10%+	20%+	70%			
* (Textbooks & Other Materials)				2007	ISBN 978-7-04-022011-7	
More						
Notes						

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2 300-500

Course Information					
Course Code	EN322	* Credit Hours	32	* Credits	2
* Course Name	Famous English Poems				
(Course Type)	Optional Course				
Audience	Senior Students				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	British and American Literature				
Instructor		(Course Webpage)			

* Description	“ ”
* Description	This course is intended for literary perception. It suits senior students with a good command of English language, disregarding the student's academic background. In this course, students can inspect how a piece of artistic work, witty and inspiring, is forged by a literary master of English language, and how common scenes and events are transformed into plots and thoughts that are humorous, wise, sophisticated and touching so that both the elegant and the banal feel delighted at them. Poems to be studied in this course are dated back to the European Renaissance through the most recent period. The poets are both male and female. The poems are both romanticist and modernist. Some are narratives, while others are lyrical or philosophical. Students can learn the common rules of poetics, and they can also learn the unique ways of representation of each poet. This course can help students promote their knowledge of the English language, English poetry, and Western ideology.
course syllabus	
* (Learning Outcomes)	1 A5.1 2. A5.2 3. A1 4. A5.2.1 5. B3 B4 B5 6. B1 B2

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(Class Schedule & Requirements)

The Canterbury Tales (The General Prologue)	2	+	A page-length essay on either the form or themes	Clear division of functions of the composition	
Shakespeare's Sonnets 1-4	2	+	A page-length essay on Shakespeare's notion of love	Valid introduction and conclusion	
Robert Burns's poems	2	+	A page-length essay on Burns's	Logical division of the central	

				notion of love	idea into sub-ideas	
	William Wordsworth's ooems	2	+	A page-length essay on Wordsworth's favorite images	Sufficient examples and adequate interpretations	
	Shelley 's poems	2	+	A page-length essay on Shelley's use of nature and concern with nation	Combining form with content	
	Yeats's poems	2	+	A page-length essay on Yeats's view of beauty or creativity	Definitive ideas and relevant facts	
	Whitman's poems	2	+	A page-length essay on Whitman's optimism.	Collecting and using relevant details	
	Dickinson's poems	2		A page-length essay on Dickinson's combination of tenderness with firmness	Uniting historical data, biographical data with textual data	
	T. S. Eliot's poems	2		A page-length essay on Eliot's view of modernity	Uniting sub-ideas around the thesis	
	Robert Frost's poems	2	+	A page-length essay on Frost's	Striving for connectedness	

				metaphysical thoughts	among paragraphs and sentences	
	Wallace Stevens's poems	2		A page-length essay on Stevens's deconstruction of the post-modern society	Trying to set up a persuasive style in the writing	
	E. E. Cummings's poems	2	+	A page-length essay on Cummings's tradition-innovation paradox	Learning to cite from both inside and outside the text	
	Langston Hughes's poems	2	+	A page-length essay on the Black elements in Hughes's poems	Research before writing the essay	
	Hart Crane's poems	2	+	A page-length essay on Crane's queer life style and queer poetic style	Learning how to argue in a logical and persuasive way	
	Allen Ginsberg's poems	2	+	A page-length essay on Ginsberg's cuntercult ure	Trying to deal with a group of related issues in an essay	
	Ted Hughes's poems	2	+	A page-length essay on Hughes's odd	Lear to cope with seemingly	

				combination of beauty and violence	contradictory phenomena	
* (Grading)	10% + 30% + 10% + 50%					
* (Textbooks & Other Materials)	Perrine, Laurence. *Sound and Sense*, second edition. New York: Harcourt, Brace & World, INC.,1956. Ellmann, Richard and Robert O'Clair, eds. *The Norton Anthology of Modern Poetry*. New York: W. W. Norton & Company, INC., 1973. Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. Shanghai: Shanghai Foreign Language Education Press, 1990. Zhu, Gang. *Twentieth Century Western Critical Theories*. Shanghai: Shanghai Foreign Language Education Press, 2001.					
More						
Notes						

1 *

2 300-500

1

Course Information					
Course Code	EN111	* Credit Hours	32	* Credits	2
* Course Name	1				
	Advanced English Listening (1)				
(Course Type)	Mandatory				
Audience	Freshmen of English major				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite					
Instructor		(Course Webpage)			
* Description					

* Description	This course is compulsory for freshmen majoring in English. It mainly involves training of listening skill. The content of the course includes: ● To train course participants to be able to listen with understanding to talks, stories, news, interviews and discussions which run 5-15 minutes in length; ● To train them to be able to take notes on academic lectures or news reports in outline form and to give an oral/written summary, retell or do English-Chinese translation according to what they have listened to. The aim of the course is to help students lay solid foundation for higher level learning where listening comprehension is basic and indispensible.
course syllabus	
* (Learning Outcomes)	1 2 3 4 5 6

* (Class Schedule & Requirements)						
	1 /	2	/	1		
	2 Listen to This (I):10-11;	2		2		
	3 Listen to This (I):12-13;	2		3		
	4 Listen to This (I):14-15;	2		4		
	5 Listen to This (I):16-17;	2		5		

6 Listen to This (I):18-19;	2		6		
7 Listen to This (I):20;	2		7		
8 Listen to This (I):21;	2		8		
9 Listen to This (I):22;	2		9		
10 Listen to This (I):23;	2		10		
11 ;	2				
12 Listen to This (I):24;	2				
13 Listen to This (I)25;	2				
14. ;	2				

	15. ;	2				
	16	2				

* (Grading)	70% 10% 20% Term paper (70%); mid-term test (20%); regular performance (10%)
* (Textbooks & Other Materials)	1 Listen to this: I 2. 3 How to Master Skills for the TOEFL Listening Intermediate
More	
Notes	

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2 300-500

Course Information					
Course Code	EN330	* Credit Hours	32	* Credits	2
* Course Name	2				
	Advanced Viewing and Listening				
(Course Type)	Mandatory				
Target Audience	English major				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	1-3 Advanced Viewing and Listening (1-3)				
Instructor			(Course Webpage)		
* Description	This course is a mandatory course for sophomore students of English major during the fourth semester. It aims to help students develop viewing, listening				

* Description

* (Textbooks & Other Materials)	( ) 2002. • 2011.
More	
Notes	

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2 300-500

Course Information

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2 300-500

Course Information					
Course Code	EN332	* Credit Hours	51	* Credits	3
* Course Name	Professional Internship (English)				

* (Grading)	100% Final report (100%)
* (Textbooks & Other Materials)	
More	
Notes	

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2 300-500

Course Information					
Course Code	EN334	* Credit Hours	32	* Credits	2
* Course Name	An Introduction to European Culture				
(Course Type)	Optional				
Audience	Third-grade English Majors				
	English				

(Language of Instruction)			
* School	School of Foreign Languages		
Prerequisite			
Instructor		(Course Webpage)	
* Description			
* Description	This course aims to provide students with an overview of European culture. It takes a historical perspective and helps students, through text reading relevant documentary watching, picture appreciation, better understand the genesis of European culture, important movements and achievements in the process of its evolvement and their influences upon social life. It is hoped that the course will enhance students' humanistic awareness, broaden their academic view and increase their ability in critical-thinking. Furthermore, the course is intended to benefit its takers as far as the use of English language is concerned.		
course syllabus			
* (Learning Outcomes)	-- -- The course aims to familiarize students with major cultural achievements in European history during such periods as ancient Greece and Rome, the Middle Ages, the Renaissance and the Reformation and the Enlightenment Movement in the hope that they will expand their vision in this regard.		

* (Class Schedule & Requirements)	I.	8	/		
	II-III.	8	/		

	IV.	6	/			
	V. VI.	8	/			
	VII.	2	/			
	……					
* (Grading)	20% 30% 50% Class participation (20%); mid-term test (30%); Term paper (50%)					
* (Textbooks & Other Materials)	European Culture: an Introduction 2004 1 2 1997 Survey of European Culture Duncan Sidwell 2008					
More						
Notes						

1 *

2 300-500

Instructor		(Course Webpage)	
* Description	300-500		
* Description	Subject Overview: This course aims at giving a broad introduction to Shakespeare's dramatic works from a variety of thematic, historical or formal vantages. Approaches taken to the plays may include a chronological introduction to the development of Shakespeare's plays with considerations of principal themes through a number of Shakespearean plays in historical context. Students are required to read original versions of Shakespeare's dramatic works and prepare for text-analysis, in-class discussion, themed writings and performance. Critical thinking is of vital importance in class-participation, panel discussion and group-presentation. The course encourages the students to render theoretical as well as aesthetic evaluations and exchange their own thoughts in class.		
course syllabus			
* (Learning Outcomes)	1 (A1) 2 (A1) 3 (A1) 4 (C1) 5. (C1) …… Learning outcomes: After the course, the students would be able to meet the following requirements. 1. Be familiar with major dramatic works by Shakespeare. 2. Understand the cultural and literary traditions of the English world. 3. Be familiar with the main elements of drama as a literary genre. 4. Understand and apply some general approaches to the analysis of dramatic works. 5. Be able to write a short episode of a play and put it on stage.		

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(Class Schedule & Requirements)

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* (Grading)	20% +20% +60% 20% Attendance+ 20% Performance+ 60% Course Paper
* (Textbooks & Other Materials)	1. Margreta de Grazia and Stanley Wells, eds. The Cambridge Companion to Shakespeare, Cambridge University Press, 2001. 2. David M. Bevington. . New Jersey: Baker & Tayl, 2006.
More	
Notes	

1 *

2 300-500

Course Information					
Course Code	EN336	* Credit Hours	32	* Credits	2
* Course Name	Innovation Practice(English)				
A	Optional				
Audience	Third-grade English undergraduates				
(Language of Instruction)	Chinese, English				
* School	School of Foreign Languages				
Prerequisite	none				
Instructor		(Course Webpage)			
* Description					

Innovation Practice (English) is to guide and organize undergraduates of English Department to carry out researches

*

Description

* (Textbooks & Other Materials)	
More	
Notes	

1 *

2 300-500

Course Information					
Course Code	EN338	* Credit Hours	32	* Credits	2
* Course Name	Business English Writing				
(Course Type)	Mandatory				
Audience	Third-grade English undergraduates				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	English Writing				
Instructor	Wang Zhexi	(Course Webpage)			
* Description	5				

* Description

is a mandatory course for all undergraduates of English majors during the 5th semester. It adopts teaching materials prepared by the teacher. The course aims at teaching students to prepare personal materials in job application and to write correspondences in international trade and business reports and proposals. Personal materials in job application include the resume, application letter, recommendation letter, and certifiations. Correspondences in international trade cover the stages in a business transaction from establishing business relations, making inquiries and quoations, placing orders and executing orders, to issues arising in payment, shipment and complaints. Busniess reports and proposals are mainly based on serveys in the areas of marketing and administration. The students are supposed to learn about their basic formats, conte(r)3.1(e97 T55(r4r >4n8(l)3.8(e)

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Course Information					
Course Code	EN339	* Credit Hours	64	* Credits	4
* Course Name	Selective Readings in Chinese Philosophy				
(Course Type)	Mandatory				
Audience	Third-grade English undergraduates				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	Selective Readings in Western Philosophy				
Instructor		(Course Webpage)			
* Description	300-500				

ıtion

	Students would be able to illustrate basic ideas of prominent Chinese philosophers with reference to the cultural traditions in China. This subject also focuses on enhancing students' abilities in reading and logical analysis, therefore preparing them for interpreting more difficult articles and writing their thesis in the future.
course syllabus	
* (Learning Outcomes)	1 (A1) 2 (A1) 3 A2 4 (A5.1.2; B1; B3) 5. (C3; C5) 6 (C4)
* (Class Schedule & Requirements)	
* (Grading)	20%+ 10%+ 10%+ 60%

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* (Textbooks & Other Materials)	2013 ISBN: 978-7-301-21520-3 2009 ISBN: 978-7-229-01263-2,
More	
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2 300-500

* Credits	2
ajors	
Literature	

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& Requirements)

y English Fiction			Contemporary English Fiction	state of research on Contemporary English Fiction	
Ian McEwan	2	lecture	Reading *The Children Act*	Reading and close analysis	discussion
Julian Barnes	2	lecture	Reading *The Sense of an Ending*	Reading and close analysis	discussion
Kazuo Ishiguro	2	lecture	Reading *The Remains of the Day*	Reading and close analysis	discussion
Zadie Smith	2	lecture	Reading *White Teeth*	Reading and close analysis	discussion
James Kelman	2	lecture	Reading *The Good Times*	Reading and close analysis	discussion
Salman Rushdie	2		Reading *Shalimar the Clown*	Reading and close analysis	

86 5.13 scETEMCJim Grace.04

	Wallace				close analysis	
	Review and summary	2	review	review	review	discussion

* (Grading)	80% 20% Term paper (0%); regular performance (0%)
* (Textbooks & Other Materials)	Peter Boxall, *Twenty-First-Century Fiction: A Critical Introduction*, Cambridge: Cambridge University Press, 2013 Caren Irr, *Toward the Geopolitical Novel: U.S. Fiction in the Twenty-First Century*, New York: Columbia University Press, 2013 Siân Adiseshiah and Rupert Hildyardf, *Twenty-First Century Fiction: What Happens Now*, Basingstoke: Palgrave, 2013.
More	

Notes

Course Code	EN353	* Credit Hours	32	* Credits	2
* Course Name	2 Chinese-English Translation(2)				
(Course Type)					
Audience					
(Language of Instruction)					
* School					
Prerequisite					
Instructor		(Course Webpage)			
[redacted]cription	1				
[redacted] * Description	This course is compulsory. It mainly involves the examination of translating principles, strategies and techniques corresponding to translating processes, namely, the interpreting process, the transforming process and the expressing process. Taking Chinese-English course (1) as its basis, course (2) is intended to further survey the characteristics of C-E translation by covering semantic, syntactic and pragmatic levels and taking phrase, sentence and text as the units for translation. In this way, it is hoped to enable students to theoretically grasp translating techniques, and thus substantially improve their C-E translating capabilities.				
course syllabus					
* (Learning Outcomes)	1 A5.2.2 2 (B2) 3 A1 4 (B9)				

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(Class Schedule

& Requirements)

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* (Textbooks & Other Materials)	2012
More	
Notes	

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2 300-500

Course Information					
Course Code	EN362	* Credit Hours	32	* Credits	2
* Course Name					
	Sociolinguistics				

(Course Type)	Mandatory		
Audience	Fourth-grade English undergraduates		
(Language of Instruction)	English		
* School	School of Foreign Languages		
Prerequisite			
Instructor		(Course Webpage)	
* Description	Goldvarb X		
* Description	This course is designed to familiarise students with the key concepts of sociolinguistics with a focus on the Labovian variation theory and the quantitative approach to the study of natural language data gathered in a range of linguistic and social contexts. This course will address different aspects of phonological, grammatical, and pragmatic variation, and language contact, focusing on key issues such as identifying variables, circumscribing the variable context, extracting, coding and analysing data using GoldVarb X, and examining social and linguistic factors that condition linguistic variation. We will also look at the language use in the Chinese speech community and examine the implications of variation for SLA theory. Students will also apply the insights gleaned to an original study of a linguistic variable of their choice.		
course syllabus			

*
(Learning Outcomes)

Phonological Variation					
Types of variation II: Morphological variation	2				
Types of variation III: Grammatical variation	2				
Types of variation IV: Discourse variation	2				
Student presentation	2				
Social and stylistic correlation of variability	2				
Language change	2				
(Gender, space)					

	University Press. 3. Walker, James (2012). Variation in Linguistic Systems. London/New York: Routledge. 4. 2007 5. 2006 6. 2010
More	
Notes	

* Description	
* Description	English lexicology is an optional course for English-major students, which is available in Spring Semester. The course is given in English and the course book is also written in English. The course mainly covers the following topics: the development of English vocabulary, the classification of English vocabulary, loan words in English, English word formation, roots and affixes, spelling and pronunciation rules of English words, English collocation, English idioms and allusions, English vocabulary and culture, ways of English words memorization. The course is given mainly by lectures from the teacher and projects by the students in groups with an aim to cultivate students' knowledge of English vocabulary and ability to do research into English vocabulary.
course syllabus	
* (Learning Outcomes)	1 A1 A5.1.1 2 A5.1.2 3. A2 4 B2
* (Class Schedule & Requirements)	

1	2	/			Presentation
2	2	/			Presentation
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* (Grading)	70% 20% 10% project paper (70%); assignment (20%); attendance and participation (10%)					
* (Textbooks & Other Materials)	Handout of English Lexicology					
More						
Notes						

1 *

2 300-500

* Description	The course “Methods and Techniques in Corpus Research” is an optional course designed for juniors of English Majors. This course aims to provide students with the basic knowledge of corpus linguistics, and the methods and techniques employed in corpus research as well, such as corpus compilation, text annotation, practice of concordance softwares, concordancing, corpus-based linguistics research, etc. After the systematic study of this course, students are supposed to not only have a command of the advanced techniques and methods in the field of corpus linguistics, but also cultivate interests in linguistic research and build a solid foundation for Bachelor degree dissertation and future studies in MA.
course syllabus	
* (Learning Outcomes)	1 A1 2 A2 3 A5.2 4 A5.2.1 5. CA

* (Class Schedule & Requirements)

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3 ——	2				
1 —— AntConc	4			AntConc	
2 —— WordSmith	4			WordSmith	
1	2				

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Course Information					
Course Code	EN407	* Credit Hours	32	* Credits	2
* Course Name	1				
	Chinese-English Translation 1				
(Course Type)					
Audience					
(Language of Instruction)					
* School					
Prerequisite					
Instructor		(Course Webpage)			
* Description					
* Description	This course is compulsory. It mainly consists of three parts: difference, cognition and interface. In the difference part, the differences in the way of thinking between Chinese and English are highlighted, and correspondingly the translating strategies and techniques are formulated. The cognition part intends to analyze the cognitive characteristics in both languages and then bring the cognitive transformations from Chinese to English into relief. The interface part examines how the semantic content in the original is realized as the syntactic structure in the target language, and thus cultivates the transferring awareness for C-E translation in students' mind.				
course syllabus					

* (Grading)	70% 30%
* (Textbooks & Other Materials)	2009
More	
Notes	

1 *

2 300-500

Course Information					
Course Code	EN415	* Credit Hours	32	* Credits	2
* Course Name	(I)				
	Introduction to English Linguistics I				
(Course Type)	Mandatory				
Audience	Second-grade English undergraduates				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	English grammar, English Phonetics				
Instructor		(Course Webpage)			
* Description	I, II				
* Description	is a mandatory course for all second-grade undergraduates of English majors during the 3rd and 4th semesters. The course is conducted in English. English textbooks and classical articles in the development of linguistic theories are used as teaching material. The course covers both general linguistics and applied linguistics. The former includes phonetics, phonology, morphology, semantics, syntax and pragmatics; the latter contains language and society, language and culture, language and brain, first language acquisition, second language acquisition, computational linguistics and cognitive linguistics. Multimedia equipment together with internet access Is required. Diverse classroom activities such as lecturing, article reading and discussion, questions and answers, group discussion and presentation, homework, and rich extracurricular activities such language lab tour and language experiment demo combined together will make the course interesting, informative and inspiring. Thus, students are supposed to learn the basics of linguistics, including its knowledge, development, theory and methodology.				
course syllabus					

* (Learning Outcomes)	1 A1 2 A2 3 A5.2 4 A5.2.1 5 B3 6 C4

* (Class Schedule & Requirements)						
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* (Grading)	70% 20% 10% Term paper (70%); mid-term test (20%); regular performance (10%)
* (Textbooks & Other Materials)	(1) A new concise course on linguistics for students of English 2002-7 1 ISBN 7810804022; (2) *The Study of Language (3rd edition),* George Yule, Cambridge University Press, 2006 ISBN 0521543207
More	
Notes	

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2 300-500

Course Information

Course Code	EN428	* Credit Hours	32	* Credits	2
* Course Name	Business English Practice				
A	Optional				
Audience	Fourth-grade English undergraduates				
(Language of Instruction)	Chinese, English				
* School	School of Foreign Languages				
Prerequisite	none				
Instructor		(Course Webpage)			
* Description					
* Description	Business English Practice is to guide and organize undergraduates of English Department to do intern work based on their own professional knowledge and interest. Students are encouraged to select internship according to their own interest and specialty. Students need complete an internship report and exchange their experience with their classmates. They also need complete an analysis report on intercultural issues that they have encountered during their intership.				
course syllabus					
* (Learning Outcomes)	1. 2.				
* (Class Schedule & Requirements)					
	/	2	/		
		12			
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		12				

* (Grading)	50% + 50% Internship experience (50%)+Final report (50%)
* (Textbooks & Other Materials)	1. Chaney L. . , 2013. Samovar, L.A. . , 2004.(Chapter 7) Hofstede, G. 2008. Chapter 8 Snow, D. —— 2004. Hall, E. . Fawcett Publications, 1961. (High-context vs low context) 6. Hall, E. Anchor Books, 1990.
More	
Notes	

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2 300-500

Course Information					
Course Code	EN438	* Credit Hours	32	* Credits	2
* Course Name					
	Language and cognition				
(Course Type)	: optional				
	: Third-year English majors				

Target Audience			
(Language of Instruction)	; English		
* School	; School of Foreign Languages		
Prerequisite			
Instructor		(Course Webpage)	
* Description	16 2 Timothy B. Jay Psychology of Language		
* Description	The course of Language and Cognition is an optional course for undergraduates of English majors at their sixth semester. The course will reference to books like Psychology of Languagewritten by Timothy B.Jay, published with Peking University Press in 2004 and well-known published papers in the field . In this course, we will systematically and critically examine the arguments for treating language as a series of special systems. The course will focus on several key subdomains of psycholinguistics and influences of non-linguistic aspects of cognition on language acquisition and processing. Topics to be covered are: What is the physiological mechanisms of language and cognition? How is language processed and represented in the mind and the brain? The course will adopt multimedia technology and diverse teaching methods such as writing, discussion, and presentation to make the class insightful and useful.		

Course Syllabus

* (Learning Outcomes)	1 (A3, A5) 2 (A3, A5) 3 (A3, A5) 4 (B2, C2)

* (Class Schedule & Requirements)						
1.		2				
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3.	2	2				

4. 1	2				
5. 1	2				
6. 1	2				
7. 2	2				
8.	2				
9. 1	2				
10. 2	2				
11. 3	2				

12. AÆ0AØe

2 300-500

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Systemic Functional Grammar

Course Information					
Course Code	EN439	* Credit Hours	32	* Credits	2
* Course Name	Systemic functional linguistics				
(Course Type)	Compulsory for linguistics majors				

Target

School	School of Foreign Languages		
Prerequisite			
Instructor	Yang Bingjun	(Course Webpage)	
* Description	300-500 “ ”		
* Description	Systemic Functional Linguistics is a course which provides a balance between theory and practice, and it is helpful for students in linguistics to broaden their academic horizons on the one hand, and to cultivate the capability of analyzing spoken discourses and written texts on the other hand. Contents of the course include the history of systemic functional linguistics, M.A.K. Halliday (the founder of Systemic Functional Grammar) and the relation to China and the Chinese language, metafunctions, methods of discourse (text) analysis, ideational metaphor and interpersonal metaphor, and so on. Two purposes shall be attained. First, students are expected to grasp the basic methods of discourse (text) analysis. Second, students will be trained to build up a strong sense of theory after obtaining a systematic understanding of language (with systemic functional linguistics as example).		
Course Syllabus			
* (Learning Outcomes)	1. 2. 3. 4. 5. 6. 7. 1. To know the relationship between linguistic theory and discursive practice 2. To know the developmental history and the current status of systemic functional linguistics 3. To know about M.A.K. Halliday (the founder of Systemic Functional Grammar) and the relation of SFL to China and the Chinese language 4. Through specific methods, students may grasp the core thoughts of SFL which include system, stratification, probability and metafunctions 5. Students may be able to analyze discourse (text) by means of metafunctions. 6. Through real text, students may be able to use the basic methods for discourse (text) analysis 7. Students may grasp the knowledge of ideational metaphor and interpersonal metaphor and apply them to create and/or analyze discourse (text)		

* (Class Schedule						
	Introduction:	2	Instructing, exemplifying, discussing	Watch the movie		Random questioning in class

& Requirements)	Linguistic Theory and Language practice			about John Nash:	Get a clear picture of what theory and discursive practice are	
	The history and current status of systemic functional linguistics	2	Introducing and questioning	Pre-class reading	What is the use or value of understanding the history and current status of SFL?	Random questioning in class
	Halliday, China and the Chinese Language	2	Introducing	Pre-class readig	An outline of the relations	Random questioning in class
	System, stratification, and probability	2	Introducing	Pre-class reading	An outline of the relations	Random questioning in class
	Ideational function	2	Introducing and group discussion	Pre-class reading and in-class prac.	Mastering the key concepts	Random questioning in class
	Interpersonal function	2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
	Textual function	2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
		2	Group discussion and cooperation	Pre-class reading in-class prac.	Case sudy	Random questioning in class
		2				

			Group discussion and cooperation	Pre-class reading in-class prac.	Case sudy	Random questioning in class
		2	Group discussion and cooperation	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
		2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
		2	Introducing and group discussion	Pre-class reading in-class prac.	Mastering the key concepts	Random questioning in class
		2	Introducing and group discussion	Pre-class reading in-class prac.	Case sudy	Random questioning in class
		2	Group discussion and cooperation	Pre-class reading in-class prac.	Case sudy	Random questioning in class
		2	Group discussion and cooperation	Pre-class reading in-class prac.	Case sudy	Random questioning in class
	.....					
* (Grading)	50% 50% Everyday performance (50%), Final exam (50%)					
* (Textbooks & Other Materials)	978-7-04-026850-8 By Christian Matthiessen and Michael Halliday, Higher Education Press, 2009. 1. 2008. 978-7-301-09384-9 2. (Geoff Thompson) Routledge, 2014. (3rd edn.) 978-0-415-82630-3					

More	
Notes	

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2 300-500

Course Information					
Course Code	EN440	* Credit Hours	32	* Credits	2
* Course Name	Research Methodology and Paper Writing				
(Course Type)	Mandatory				
Audience	Fourth-grade English undergraduates				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	English grammar, English writing				
Instructor		(Course Webpage)			
* Description	7 SSCI				

* Description	is a mandatory course for all undergraduates of English majors during the 7th semester. It adopts English textbooks and papers from SSCI journals as teaching materials. The course aims at developing learners' basic qualities in academic research and paper writing. It will enable learners to appropriately select topics, collect documents, review literature, master qualitative and quantative methods, present and discuss the results, and draw appropriate conclusions, help them understand and analyze the macro-structure of research papers, the elements and style of each stage and apply them to paper writing, and understand the basic procedures for paper submission. The course adopts multimedia Internet technology and diverse teaching methods such as writing, discussion, analysis, presentation, and operation to make the class insightful, interesting and useful.
course syllabus	
* (Learning Outcomes)	1 A5.3.1 2 A5.3.1 3 A5.3.1 4 A5.3.1 5. C5

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(Class Schedule & Requirements)

Orientation /	2	/	/ SSCI		
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* 70% 20% 10%
(Grading)

	; 2011-2-1 1 ; ISBN 9787513502894
More	
Notes	

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2 300-500

Course Information					
Course Code	EN441	* Credit Hours	32	* Credits	2
* Course Name	1				
	A Selected Reading of British and American Essays				
(Course Type)	Compulsory Course				
Audience	Senior Students of English Major				
(Language of Instruction)	English				
* School	School of Foreign Languages				
Prerequisite	Comprehensive Reading				
Instructor	Suo Yuhuan		(Course Webpage)		cc. sjtu.edu.cn
* Description					
* Description	Senior students of English major are supposed to transcend the basic ability of understanding the literal meaning of the language and to aim at the ability of comprehending the deeper, subtle and rhetoric meaning of the language. And their reading material should no longer be limited to narration and description, but to expand to exposition and argumentation, works of witty and original ideas. Classical British and American essays are models of beautiful language and smart ideas, and therefore are best suitable for the purpose of senior students. Besides, Good essays are helpful to the promotion of students' persuasive use of English and logical thinking. A Selected Reading of British and American Essays is intended to serve that purpose. This is a compulsory course that recommends a selected, close, critical reading of the excerpts. The Essays were produced since the European and American Renaissance, dealing with subjects like philosophy, aesthetics, literature, education, society, ethics, and arts. Students are required to participate in class discussions and complete written works after class. By attending this class, students can expect to				

	command wise men's mind and cultivate creative thoughts of their own.
course syllabus	
* (Learning Outcomes)	1 (A3) 2 (A5.1, A5.4) 3 (B2, C2) A5.3, B3, C1

*

(Class Schedule

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Course Information					
Course Code	EN442	* Credit Hours	2 /	* Credits	1 /
* Course Name	2 Selected Readings in English Essays 2				
(Course Type)	(Required)				
Audience	Senior Students Majoring in English)				
(Language of Instruction)	English)				
* School	School of Foreign Languages)				
Prerequisite	Advanced English Reading)				
Instructor	Peng Qinglong	(Course Webpage)			
* Description					
* Description	Selected Readings in English Essays is a required course for senior students majoring in English. Through reading classic essays from America, Britain, Australia and Canada, under the guidance of teachers, students are expected to elevate their mind, and enhance their ability in critical thinking and writing. The content of the course includes Francis Bacon: Of Studies; Ralph Waldo Emerson: Art; Lord Chesterfield: Lord Chesterfield's Letter to His Son; Samuel Johnson: Letter to Lord Chesterfield; Abraham Lincoln: Gettysburg Address; Mark Twain: The Boy's Ambition; Alfred North Whitehead: Universities and Their Function; Stephen Leacock: How We Kept Mother's Day; Bertrand Russell: What I have Lived For; Winston Churchill: I have Nothing to Offer but Blood, Toil, Tears and Sweat and Norman Lindsay: Henry Lawson.				
course syllabus					

* (Learning Outcomes)	1 To Impart knowledge of English essays 2 To Enhance their ability in Analyzing English Essays 3 To Improve critical thinking Competence 4 To Improve their English Writing 5. To elevate their mind in literary art .....

* (Class Schedule &Requirements)						
	Universities and Their Function	4	Lecturing and discussion	Presentation and peer work; writing	General knowledge; writing	Question and answer; writing
	How We Kept Mother's Day	4	Lecturing Lecturing and discussion and discussion	Presentation and peer work; writing	General knowledge; writing	Question and answer
	What I have Lived For	4	Lecturing and discussion	Presentation and peer work; writing	General knowledge; writing	Question and answer; writing
	I have Nothing to Offer but Blood, Toil, Tears and Sweat	4	Lecturing and discussion	Presentation and peer work; writing	General knowledge; writing	Question and answer; writing

* (Grading)	40%+ 60%=100%
* (Textbooks & Other Materials)	A Comparative Approach to English and Chinese Essays 2011

More	
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2 300-500

Course Information					
Course Code	EN444	* Credit Hours	32	* Credits	2
* Course Name	Discourse Analysis				
(Course Type)	optional				
Audience	: Fourth-year English majors				
(Language of Instruction)	English				
* School	: School of Foreign Languages				
Prerequisite					
Instructor		(Course Webpage)			
* Description	7 1 Routledge2008 Vijay Bhatia, John Flowerdew & Rodney Jones Advances in Discourse Studies 2 Routledge2007 James Paul Gee An Introduction to Discourse Analysis: Theory and method 1 (conversation analysis) 2 (critical discourse analysis) 3 (corpus-based discourse analysis) 4 (ethnographic-based discourse analysis) 5 (multimodal discourse analysis) 6 (genre analysis) (project-based)				
* Description	The course of Discourse Analysis is an optional course to be delivered at the 7th semester for those fourth-year English majors. The course will reference to two books, one is Advances in Discourse Studies (1st edition) written by Vijay Bhatia, John Flowerdew & Rodney Jones, published with Routledge in 2008, the other is An Introduction to Discourse Analysis: Theory and method (2nd edition) written by James Paul Gee, published with Routledge in 2007. These two books will bring students systematic knowledge regarding various approaches to discourse analysis. The course will be focus on six major approaches to discourse analysis, that is, Conversation Analysis, Critical Discourse Analysis, Corpus-based Discourse Analysis, Ethnographic-based Discourse Analysis, Multimodal Discourse Analysis and Genre Analysis. With such knowledge, students will be encouraged to focus on their own project investigating a specific topic of their own interest. The data could be collected by themselves or drawn on an established corpus.				
course syllabus					

* (Learning Outcomes)	1. A2 2. A2 3. (B2) 4. B3

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(Class Schedule

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Audience			
(Language of Instruction)			
* School	School of Foreign Languages		
Prerequisite	2		
Instructor		(Course Webpage)	
* Description			
* Description	This course is for students of English major who're interested in French language and cross-culture and who choose French as second foreign language. The course integrates linguistic knowledge and cultural knowledge, and gradually develops students' comprehensive proficiency in French and ability of intercultural communication, analysis and commentary as well as capacity to think in French through systematic language learning such as pronunciation, grammar, vocabulary, reading, listening and speaking; By the enlightenment of French culture and the comparative analysis of Chinese and Western multi-culture, the course not only introduces French culture and western culture to students, but also teaches students how to use knowledge of foreign language to make Chinese culture go global and improve cultural self-confidence. This course not only lays the foundation for further French learning, but also fosters students' aesthetic appreciation of multi-culture from East and West and improves their humanistic quality.		
course syllabus			
* (Learning Outcomes)	1 2 3 3		

* (Class Schedule & Requirements)						
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2 300-500

Course Information					
Course Code	FR218	* Credit Hours	64	* Credits	4
* Course Name	4 French foundation(as second foreign language)IV				
(Course Type)	Mandatory				
Audience					
(Language of Instruction)					
* School	School of Foreign Languages				
Prerequisite	3				
Instructor		(Course Webpage)			

* Description			
* Description	This course is for students of English major who're interested in French language and cross-culture and who choose French as second foreign language. The course integrates linguistic knowledge and cultural knowledge, and gradually develops students' comprehensive proficiency in French and ability of intercultural communication, analysis and commentary as well as capacity to think in French through systematic language learning such as pronunciation, grammar, vocabulary, reading, listening and speaking; By the enlightenment of French culture and the comparative analysis of Chinese and Western multi-culture, the course not only introduces French culture and western culture to students, but also teaches students how to use knowledge of foreign language to make Chinese culture go global and improve cultural self-confidence. This course not only lays the foundation for further French learning, but also fosters students' aesthetic appreciation of multi-culture from East and West and improves their humanistic quality.		
course syllabus			
* (Learning Outcomes)	1 2 3 3		

* (Class Schedule & Requirements)	2 tout	8				
	2	14				
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2	6				
	4				

Course Information					
Course Code	GE217	* Credit Hours	128	* Credits	8
* Course Name	3				
	German (3)				
(Course Type)					
Audience					
(Language of Instruction)					
* School					
Prerequisite	2				
Instructor		(Course Webpage)			
* Description					

* Description	As a major foundation course for German minors in the second year, this course puts together language knowledge like pronunciation, grammar, vocabulary and language skills like listening, speaking, reading and writing, so as to develop students' communication skills. This is done from a pragmatic approach, i.e., language situations, purposes of communication, genres and themes. It covers German pronunciation, basic grammar, basic vocabulary, word building, situations and culture of German-speaking countries, listening comprehension, topic-specific conversations, writing, translation and extensive reading. Explanation of language points, single-and-multi-purpose language training and real-life application are carried out for language purpose. For the purpose of reading comprehension, articles of different types and corresponding background knowledge are introduced and explained in class. The course also helps students improve their listening, speaking, reading, writing and translation, as well as cross-culture communication, analysis & review and thinking in German.
course syllabus	
* (Learning Outcomes)	15. (A5.1.1-1.2) 16. (A5.1.1-1.2) 17. (A5.1.3) (B1-4,B6, B9) 18. (B5) 19. (B1-4,B9) 20. (B3, B4, B7, B8) 21. (C1-7) 22. (C1-7)

- c B%D A6bBai

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(Class Schedule

& Requirements)

* (Grading)	30% 70%
* (Textbooks & Other Materials)	3 2004 1 2000 2 2004 3 2009 4 - H.Dreger R.Schmitt 2001 5 2000 6 1 2005 7 Lernziel Deutsch (1 2) Wolfgang Hieber / Marx Hueber 2001 8 2004 9 2001
More	
Notes	

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4

Course Information					
Course Code	GE218	* Credit Hours	128	* Credits	8
* Course Name	4				
	German (4)				
(Course Type)					
Audience					
(Language of Instruction)					
* School					
Prerequisite	3				
Instructor		(Course Webpage)			
* Description					
* Description	As a major foundation course for German minors in the second year, this course puts together language knowledge like pronunciation, grammar, vocabulary and language skills like listening, speaking, reading and writing, so as to develop students' communication skills. This is done from a pragmatic approach, i.e., language situations, purposes of communication, genres and themes. It covers German pronunciation, basic grammar, basic vocabulary, word building, situations and culture of German-speaking countries, listening comprehension, topic-specific conversations, writing, translation and extensive				

	reading. Explanation of language points, single-and-multi-purpose language training and real-life application are carried out for language purpose. For the purpose of reading comprehension, articles of different types and corresponding background knowledge are introduced and explained in class. The course also helps students improve their listening, speaking, reading, writing and translation, as well as cross-culture communication, analysis & review and thinking in German.
course syllabus	
* (Learning Outcomes)	23. (A5.1.1-1.2) 24. (A5.1.1-1.2) 25. (A5.1.3) (B1-4,B6, B9) 26. (B5) 27. (B1-4,B9) 28. (B3, B4, B7, B8) 29. (C1-7) 30. (C1-7)
* (Class Schedule & Requirements)	22 22 32 40 12
* (Grading)	30% 70%
* (Textbooks & Other Materials)	4 2004

	1 2000 2 2004 3 2009 4 - H.Dreger R.Schmitt 2001 5 2000 6 1 2005 7 Lernziel Deutsch (1 2) Wolfgang Hieber / Marx Hueber 2001 8 2004 9 2001
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<tr><td>Course Code</td><td>EN114</td><td>* Credit Hours</td><td>64</td><td>* Credits</td><td>4</td></tr>
<tr><td rowspan="2">* Course Name</td><td colspan="5">1</td></tr>
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<tr><td>(Course Type)</td><td colspan="5">Mandatory</td></tr>
<tr><td>Audience</td><td colspan="5"></td></tr>
<tr><td>(Language of Instruction)</td><td colspan="5"></td></tr>
<tr><td>* School</td><td colspan="5">School of Foreign Languages</td></tr>
<tr><td>Prerequisite</td><td colspan="5"></td></tr>
<tr><td>Instructor</td><td colspan="2"></td><td>(Course Webpage)</td><td colspan="2"></td></tr>
<tr><td>* Description</td><td colspan="5"></td></tr>
<tr><td>* Description</td><td colspan="5"></td></tr>
<tr><td colspan="6">course syllabus</td></tr>
<tr><td>* (Learning Outcomes)</td><td colspan="5">1 (A5. 1)
2 (A5. 2)
3 (B1)
4 .(B10)
5 (C3)</td></tr>
<tr><td>* (Class Schedule & Requirements)</td><td colspan="5"><table>
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* (Grading)	80% 20% Term paper (70%); mid-term test (20%); regular performance (10%)
* (Textbooks & Other Materials)	: 2005-4 1 :
More	
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(Class Schedule & Requirements)	13	4	/	, 2.	, , .	
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		4				

* (Grading)	80% 20% Term paper (70%); mid-term test (20%); regular performance (10%)
* (Textbooks & Other Materials)	: 2005-4 1 :
More	

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Course Information					
Course Code	JA223	* Credit Hours	32	* Credits	2
* Course Name	1				
(Course Type)	Mandatory				
Audience					
(Language of Instruction)					
* School	School of Foreign Languages				
Prerequisite					
Instructor	Moumou Lai		(Course Webpage)		

* (Learning Outcomes)	1 . .(B9) 2 (A5. 1. 2) 3 (A5. 1. 3) 4 (B6) 5 (C3)

* (Class Schedule & Requirements)

28	2	/	, . .	, , , .	
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30	2	/	1, 2	,	
31	2	/	1, 2	,	
32	2	/	1, 2	, ,	
32	2	/	1, 2	, ,	
33	2	/	1, 2	,	
33	2	/	1, 2		
34	2	/	1, 2		
35	2	/	1, 2		
35	2	/	1, 2	,	
36	2	/			

* (Grading)	80% 20% Term paper (70%); mid-term test (20%); regular performance (10%)
* (Textbooks & Other Materials)	: 2005-4 1 : 1 2 2001 1
More	
Notes	

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Course Information					
Course Code	JA224	* Credit Hours	32	* Credits	2
* Course Name	1				
(Course Type)	Mandatory				

* (Learning Outcomes)	1 (A5. 1. 3) 2 (B9) 3 3 (A5. 1. 2) 4 (A5. 2) 5 (B5) 6 (C3)

* (Class Schedule & Requirements)

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42	2	/	1, 2	, ,	
42	2	/	1, 2	,	
43	2	/	1, 2		
44	2	/	1, 2		
45	2	/	1, 2		
46	2	/	1, 2	,	
47	2	/ /	1, 2		
48	2		1, 2	, ,	
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* (Grading)	80% 20% Term paper (70%); mid-term test (20%); regular performance (10%)
* (Textbooks & Other Materials)	: 2005-4 1 : 1 2 2001 1
More	
Notes	

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AC311

Course Information

Course Code	AC311	* Credit Hours	32	* Credits	2
* Course Name					
	Accounting				
(Course Type)					
Audience					
(Language of Instruction)					
* School					
Prerequisite					
Instructor		(Course Webpage)			
* Description	“ ” “ ” “ ” “ ”				

* Description	Accounting is the langrage of business. As a specialized basic course, the course is divided into three sections. The first section aims to enhance the students' understanding of basic concepts and principles of accounting. The second section aims to provide a sound understanding of how business activities are measured and communicated to stakeholders through the accounting information system. It covers the elements of financial statements, double entry book-keeping system and accounting for financing, investing and operating activities. The final section of the course introduces the preparation of income statement and classified balance sheet, the financial statement analysis and the use of accounting information in decision making scenarios.
Course Syllabus	
* (Learning Outcomes)	1 2 3 Its objectives are to provide students a sound understanding of the basic concepts and principles of accounting. Furthermore, it also focuses on enhancing the students' understanding of business and the role of accounting in business, the accounting information system and the challenges facing organizations and accountants nowadays. The third objective of the course is to develop the students' self-learning abilities, analytical skills, attitudes towards active learning and the ability to use accounting information for problem solving and decision making in business scenarios.

* (Class Schedule & Requirements)						
	Introduction	2	Lecture			
	Basic Financial	2	Lecture & Class	√		

	Statements		Discussion			
	Accounting Cycle	4	Lecture & Class Discussion	√		
	Accounting Cycle II	2	Lecture & Class Discussion	√		

Merchandising Activities

	Retained Earnings		Discussion			
	Statement of Cash Flows	2	Lecture & Class Discussion	√		
	Financial Statement Analysis	2	Lecture & Class Discussion			