

# 慈濟大學英美語文學系『專題報導』寫作及評審辦法

101年3月20日系務會議修訂通過

101年11月7日系務會議修訂通過

專題報導課程實施方式：

- 一、學生以分組的方式撰寫製作，分組原則得依照學生興趣及專業組別，每組人數以多至四人為上限。
- 二、根據學生志趣，由學生自行分組，於三年級下學期時，學生即可自行與老師協調安排指導老師，一組以一位指導老師為原則，主要指導老師必得為本系教師，學生若有必要可再尋妥另一指導老師參與指導。
- 三、學生得主動地、不斷地、與其指導老師們討論其研究方向、方法及結果。
- 四、不得有偽造或抄襲事件。請參考“Ethics of Scientific Publication” in Publication Manual of APA”, pp. 348-356. (5th edition, 2001)。若有偽造或抄襲事件，則該專題報導以零分計算。
- 五、「專題報導」以英文撰寫，論文方式由指導老師決定，但得有相當之規模。報導長度建議學生小組論文至少 15 至 20 頁。A4 紙、字型 12、2 倍行距，由主要指導老師指定 APA(American Psychological Association)或 MLA(Modern Language Association) 之格式，或其它格式。
- 七、指導老師在評分時宜依據：  
該篇論文並針對個別學生之寫作能力、團隊合作精神、學習態度及口試時之表達能力，予以加減評分，以作為學生之學期論文成績。
- 八、專題寫作時程表如下：
  1. 第一學期第十五週前繳交題目給論文指導老師。指導老師將於第十六週討論其題目之適當性。
  2. 專題報導書面於五月一日前完成，並繳交給指導老師。
  3. 專題報導之口試，定於每年五月，為一天全天進行。
  4. 學生必須於應屆畢業生畢業考試週後的第一個星期一將定稿膠裝之專題報導繳交給指導老師，否則不予計分。
- 九、本辦法經系務、院務及教務會議通過後，報請校長核定後實施，修正時亦同。

請同學們自行於英美系首頁下載本表，一組一張即可，請指導老師簽名後，統一交給班代。  
請各班班代於大四上學期**第十五週週五**以前收齊、彙整完畢、並交到英美系辦公室。

## Senior Project Advisor Application Form

Names (姓名)	English: Chinese:
Student ID (學號)	
Research Title (計劃名稱)	English: Chinese:
Research Rationale (研究動機)	Briefly explain the main reasons for conducting this research.
Research Questions (研究問題)	What do you want to find out? List 1~3 research questions.
Research Methodology (研究方法)	Specify the methods that you will employ to answer your research questions.
Provisional Research Timetable (執行進度規劃)	Briefly outline your research timetable.
Advisor(s) (指導老師)	Name(s): Signature(s):

Date: \_\_\_\_\_

- ★學生以分組的方式撰寫製作，分組原則得依照學生專業組別，每組人數以至多四人為上限。
- ★學生得主動地、不斷地與其指導老師們討論其研究方向、方法及結果。
- ★指導老師在評分時宜依據該篇報導的完整性，並針對個別學生之寫作能力、團隊合作精神、學習態度及口試時之表達能力，予以評分，以作為學生之學期成績。

## 專題報導封面須知

1. 首頁及第二頁(簽名頁)格式需統一，請參照附件。
2. 自行膠裝 1 式 2 份，送交班代統一交給系辦公室。交給系辦公室時請完成指導老師簽名，系主任簽名處待文件收齊後，系辦統一處理。
3. 系上統一收膠裝論文 2 本，外頁顏色統一。(2 本論文—系上一本、指導老師一本)，如需加印自行運用，請自行增加裝訂。
4. 截止日期：以系辦公告日期為準
5. 缺交者零分計算。
6. 如有疑問速洽英美語文學系辦公室。

簽名頁範本二(有一位指導教授及次指導教授)

## PROJECT TITLE

By

(Chinese Name) (English Name)

(Chinese Name) (English Name)

A project submitted  
in partial fulfillment of the requirements  
for the degree of  
Bachelor of Arts in English Language and Literature

Approved by

\_\_\_\_\_  
xxxxxxxxx, Ph.D.

Chairperson of the Committee

\_\_\_\_\_  
xxxxxxxxx, Ph.D.

Member of the Committee

\_\_\_\_\_  
xxxxxxx, Ph.D.

Chairperson of the Department of English Language and Literature

Title of the person

1. Ph.D.
2. Ed.D.
3. M.A.
4. M.S.
5. M.Ed.
6. ....etc.

Department of English Language and Literature

Tzu Chi University

Hualien

Taiwan

June, 2012

簽名頁範本一(只有一位指導教授)

## PROJECT TITLE

By

(Chinese Name) (English Name)

(Chinese Name) (English Name)

A project submitted  
in partial fulfillment of the requirements  
for the degree of  
Bachelor of Arts in English Language and Literature

Approved by

\_\_\_\_\_

xxxxxxx Ph.D.

Chairperson of the Committee

\_\_\_\_\_

xxxxxxx, Ph.D.

Chairperson of the Department of English Language and Literature

Title of the person

7. Ph.D.

8. Ed.D.

9. M.A.

10. M.S.

11. M.Ed.

12. ....etc.

Department of English Language and Literature

Tzu Chi University

Hualien

Taiwan

June, 2012

## Scoring Guides for Thesis Writing (for Undergrad Program)

		Very good	Ok	Poor	Very poor
Thesis Writing 50%	Content (60%)	(48-60) A complete and well developed rationale for the research/project as well as a distinct thesis statement (or clear research purposes and/or questions); a thorough review of relevant literature provided; an in-depth analysis of data or documents; and a sound conclusion made on the basis of the analysis	(40-47) Rationale for the research/ project not clear enough and the thesis statement/ research purposes not clearly pointed out; the literature review insufficient and weak in the number of cited references; the methods for analyses being adequate; and the conclusion made on the basis of the analysis	(12-39) Research/project rationale not clear enough and the thesis statement/ research purposes not clearly pointed out; the literature review insufficient and weak in terms of the citations used; the methods for analyses being inadequate; and the conclusion made irrelevant to the research findings or analysis	(0-11) Content irrelevant to the title of the research

	<b>Organization (40%)</b>	<b>(30-40)</b> Important points made with a clear structure of a research paper or a project; coherence and cohesion achieved	<b>(20-29)</b> Main sections inappropriately organized; Main sections not of appropriate proportion; inappropriate but acceptable coherence and cohesion	<b>(10-19)</b> Points made vaguely; lack of coherence and cohesion	<b>(0-9)</b> No organization; not to the point
	<b>Individual students' cooperation considered</b>				



## Scoring Index for Evaluating Seniors' Speaking Proficiency

<p>Oral Performance and Defense 50%</p>	<p style="text-align: center;"><b>Comprehensibility +Fluency:</b> Clearly, purposefully and concisely communicate verbally <b>(90%)</b></p>	<p><b>Excellent (Superior)</b> 72-90 1.Successfully constructs logical and coherent arguments Shows a full understanding of the topic. 2.All verbal communication is clear, purposeful, and concise.</p>	<p><b>Good (Effective)</b> 45-71 1.Adequately constructs logical and coherent arguments Shows a good understanding of the topic. 2.Most verbal communication is clear, purposeful, and concise.</p>	<p><b>Marginally Acceptable/Needs Work</b> 27-44 1.Occasionally constructs logical and coherent arguments Shows some understanding of parts of the topic. 2.Verbal communication minimally clear, purposeful, and concise.</p>	<p><b>Unacceptable/Needs Considerable Reworking</b> 0-26 1.Does not construct logical and coherent arguments Does not seem to understand the topic very well. 2.Verbal communication completely lacking in clarity, purposefulness, and concision.</p>
	<p><b>Individual students' defense considered (10%)</b></p>				