	BS415		153		9
	Graduation Thesis Project (English)				
A	Compulsory				
	Chinese,				
	none				
* Description					
	•				

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	2	/	NCE		NCE
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	2	/	NCE		
	2	/	NCE		

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. . 1997

. (*College English*) 1 .

1992 6 ISBN 7-5600-0650-7/G.316

Alexander, L. G. *New Concept English: Practice and Progress.* London: Longman Group Limited,1967.

. . 1994

Jones Daniel. *An Outline of English Phonetics.*
Gimson A G *An Introduction to the Pronunciation of English* (3rd edition).

	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.*

1

	EN116		64		4
	1				
	German (1)				

	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.		

	40				
	20				

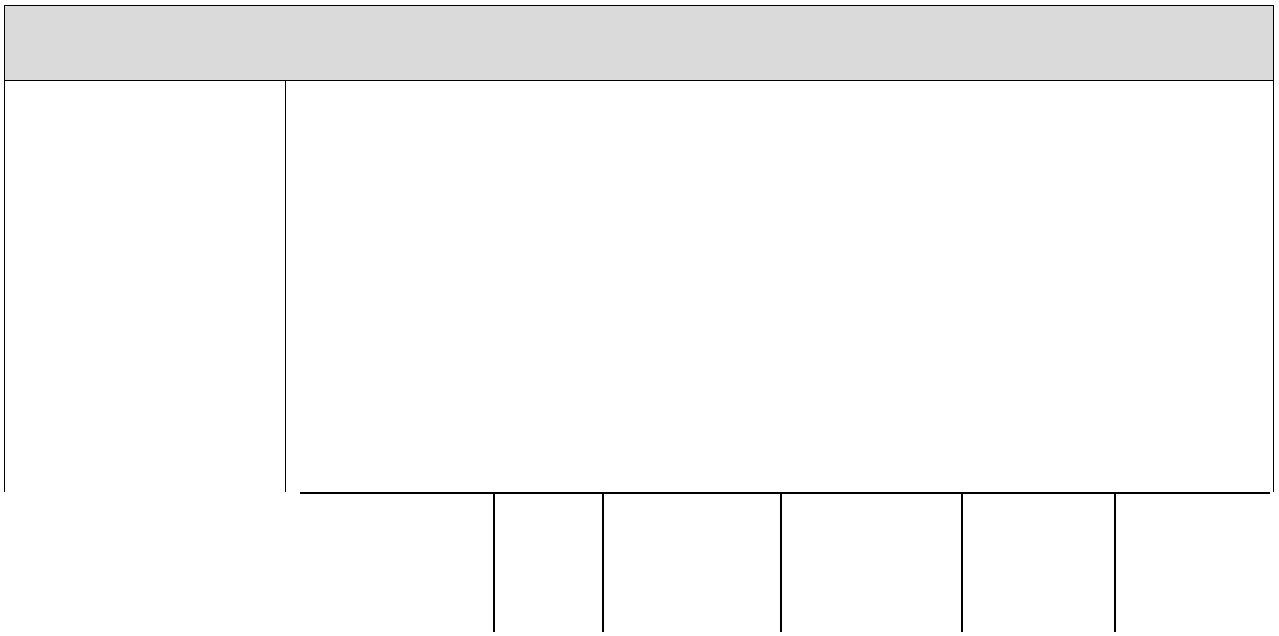
2

	EN117		160		10
	2				
	German (2)				
	1				

	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 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					

* Description	
course syllabus	
* (Learning Outcomes)	
* (Class Schedule & Requirements)	



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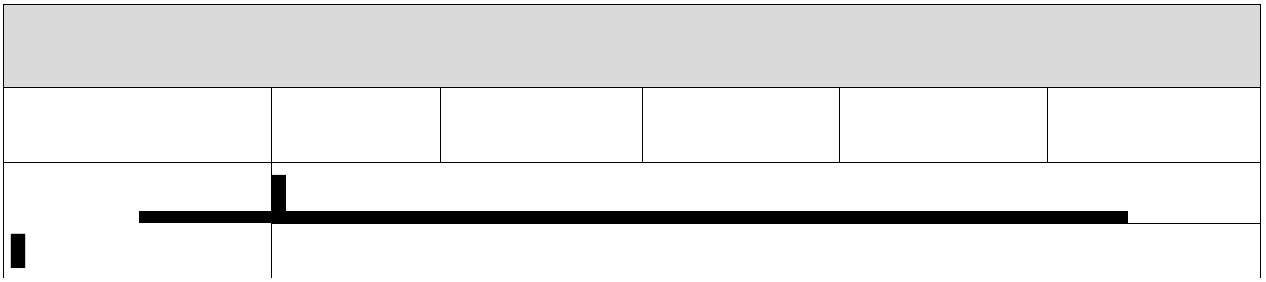
Intercultural Communication



	Advanced English Reading (2)
	A1 A5.1.1 A5.1.2 B1 . C6

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5%		10%	10%		

	EN133 EN134		192		12
	3 4				
	Advanced English Reading 3/4				
	1/2 Advanced English Reading 1/2				
					http://cc.sjtu.edu.cn/G2S/intensivereading.cc
* Description	3 4				

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Unit One Daily Communication	12

	Close Reading

	EN220				

	Reading and composition		
	English		
	School of Foreign Languages		

	Seeing & Writing	10				
	.....					
	40% 30% 30%					
	Seeing & Writing, Donald McQuade and Christine McQuade. A Writer's Reference, 7th edition, Diana Hacker and Nancy Sommers.					

	EN243		32		2
	3				
	Advanced English Listening (3)				

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	6	2				
	7	2				
	8	2				
	……					

	40% 60%
	<< >>(Listen to This) 1993 << >>(Look Ahead) 1995 << >> Listening Tasks Sandra Schecter Cambridge University Press, 1984

	1 2		
	Introduction to English Linguistics (I & II)		
	A1 A2 A5. 2 A5. 2. 1 B3 C4		

			32		2
	4				
	Advanced English Listening (4)				
	1-3				
					http://www.gzikao.com/Article_Show.asp?ArticleID=3265

	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.
	1 1-3 2 3 << >>(Listen to This) 1993 << >>(Look Ahead) 1995 << >> Listening Tasks Sandra Schecter Cambridge University Press, 1984 1. 2. 3. 4.

1	4				

	2	4				
	3	4				
	4	4				
	……					
	40% 60%					
	<< >>(Listen to This) 1993 << >>(Look Ahead) 1995 << >> Listening Tasks Sandra Schecter Cambridge University Press, 1984					

	EN246		32		2
	1				
	Introduction to English Literature I				
	Mandatory				
	English				
	School of Foreign Language				
	Comprehensive English				

	.

English literature in Narrow Sense: An Introduction	2	Lecture	Survey the beginnings of English literature	Be informative

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

					in this era	
	Fiction in the 20th Century England	2		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		Reading Ian McEwan, Julian Barnes, Kazuo Ishiguro, Zadie Smith	Seeing the narrative Returns	discussion
	Review and summary	2	lecture	review	review	discussion
	80% 20% Term paper (0%); regular performance (0%)					
	Ronald Cater John McRae, *The Routledge History of Literature in English*. London: Routledge, 2002.					

	I Wandered Lonely as a Cloud, Lines Written in Early Spring					
	Before Sleep, Masks, The Seafarer					
	Song at Sunset,					
	Macbeth					
	Death of a Salesman					

	Mrs. Dalloway					
	Mrs. Dalloway					
	Pride and Prejudice					
	Wuthering Heights					

	EN248		32		2
	4				
	Business English Reading				

	1. A5.2.3 2. B2 3. B9 4. C7

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	2				
	6				

	10% + 20% + 70%
	2014 1 ISBN 978-7-5663-0949-5

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

	(1)				
	English-Chinese Translation I				
	(1)				

			1 2		
1					

	A Textbook of Translation

	(2)				
	English-Chinese Translation II				

	(1) English-Chinese Translation I		
	(2)		

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	Interpreting 1				
	+				

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	10%+ 20%+ 70%					
	2007 ISBN 978-7-04-022011-7					

2

	EN317		32		2
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	Interpreting 2				
	+				

		2	/			
	10%+ 20%+ 70%					
	2007 ISBN 978-7-04-022011-7					

	EN322		32		2
	Famous English Poems				
	Optional Course				
	Senior Students				
	English				
	School of Foreign Languages				
	British and American Literature				

	“ ”
	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.
	A5.1 2. A5.2 3. A1 4. A5.2.1 5. B3 B4 B5 6. B1 B2

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	

				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	
	10% + 30% + 10% + 50%					
	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.					

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5 Listen to This (I):16-17;			5		

6 Listen to This (I):18-19;			6		
7 Listen to This (I):20;			7		
8 Listen to This (I):21;			8		
9 Listen to This (I):22;			9		
10 Listen to This (I):23;			10		
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13 Listen to This (I)25;					
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	Listen to this: I 2. 3 How to Master Skills for the TOEFL Listening Intermediate					

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	Listen to This

	EN331		64		4

	EN332		51		3
	Professional Internship (English)				

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	How to read a Shakespeare play					

	EN336		32		2
	Innovation Practice(English)				
A					
	Chinese,				
	none				
* Description					

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

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	EN350		32		2
	Contemporary English Fiction				
	mandatory				
	the third-year English majors				
	English				
	School of Foreign Languages				
	An Introduction to English Literature				
	20 70				

y English Fiction			Contemporary English Fiction		
Ian McEwan	2		Reading *The Children Act*		
Julian Barnes	2		Reading *The Sense of an Ending*		
Kazuo Ishiguro	2		Reading *The Remains of the Day*		
Zadie Smith	2		Reading *White Teeth*		
James Kelman	2		Reading *The Good Times*		
Salman Rushdie	2		Reading *Shalimar the Clown*	R1(d)-0.7(i)-1.3(n)-0.7(g)2.1( )]TJ ET analysc	
Hilary Mantel	2				

Reading

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<tr><td>Wallace</td><td></td><td></td><td></td><td>close analysis</td><td></td></tr>
<tr><td>Review and summary</td><td>2</td><td>review</td><td>review</td><td>review</td><td>discussion</td></tr>
</table>
</td></tr>
<tr><td></td><td>80% 20%
Term paper (0%); regular performance (0%)</td></tr>
<tr><td></td><td>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
Si n Adiseshiah and Rupert Hildyardf, Twenty-First Century Fiction: What Happens Now, Basingstoke: Palgrave, 2013.</td></tr>
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	EN353		32		2
	2				
	Chinese-English Translation(2)				
	1				
	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.				
	A5.2.2 (B2) A1				

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	4. 2007 5. 2006 6. 2010

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2					Presentation
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	EN364		32		2
	Methods and Techniques in Corpus Research				
	optional				
	English Majors				
	English				

	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.
	A1 A2 A5.2 A5.2.1 5. CA

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2 WordSmith	4			WordSmith	
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	3	2				
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		2				
	10% + 20% + 70% Attendance and participation 10% + assignment 20% + project paper 70%					
	“The Routledge Handbook of Corpus Linguistics”by Anne O Keeffe and Michael McCarthy “Corpus Linguistics: Method, Theory and Practice”by Tony McEnery and Andrew Hardie					

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	EN407		32		2
	1				
	Chinese-English Translation 1				
	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.				

	70% 30%
	2009

	EN415				
	(I)				
	I, II				
	Introduction to English Linguistics (I & II)				

	A1 A2 A5.2 A5.2.1 B3 C4

	EN428		32		2
	Business English Practice				
A					
	Chinese,				
	none				
* 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.				
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	12				
	2				

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Systemic Functional Grammar

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				A Beautiful Mind		

Audience			
(Language of Instruction)			
* School	School of Foreign Languages		
Prerequisite	2		
Instructor		(Course Webpage)	
* Description			
* Description			

course syllabus

* (Learning Outcomes)						
* (Class Schedule & Requirements)						

* (Grading)	70% 30% exam (70%); regular performance (30%)
* (Textbooks & Other Materials)	1. 1 2007 11 ISBN 9787560066325 2 2 2009 ISBN 9787560085661
More	

Notes	

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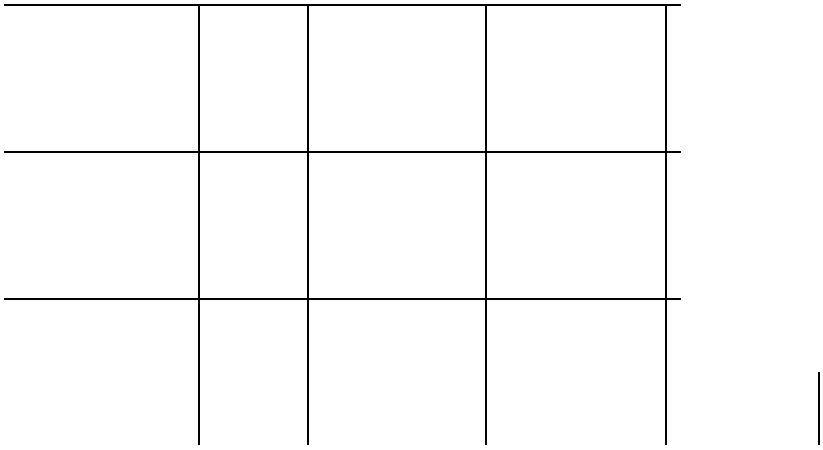
Course Information					
Course Code	FR218	* Credit Hours	64	* Credits	4
* Course Name	4 French foundation(as second foreign language)IV				
(Course Type)	Mandatory				
Audience					
(Language of Instruction)					
* School	School of Foreign Languages				
Prerequisite	3				
Instructor		(Course Webpage)			

* Description			
* Description			
course syllabus			
* (Learning Outcomes)			
* (Class Schedule & Requirements)			



3

	GE217		128		8
	3				
	German (3)				
	2				

	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.

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	GE218		128		8
	4				
	German (4)				
	3				
	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.
	30% 70%
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	EN115				
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	B9 A5.1.2 A5.1.3 B6 (C3)

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AC311

			Lecture & Class	√		

			Discussion			
			Lecture & Class Discussion	√		
			Lecture & Class Discussion	√		

			Discussion			
			Lecture & Class Discussion	√		
			Lecture & Class Discussion			