

兼任教師簡歷表

姓名	中：游明正		身分證 字號	U120157884	出生 年月日	1958-03-14
	英：Ming-Cheng Yu					
學制 別	日間部		新續 聘	新聘	性別	男
教師 證	證書字號：副字第〇二八五三〇號				擬聘職 級表	副教授
	年資起算：2002-01-01					
連絡 方式	地址：40662臺中市北屯區大坑里11鄰東山路2段100巷91弄47				手機	0912-335604
	E-mail：mcyu84@yahoo.com				電話	04-22395911
學歷	學校名稱	系所	學位 名稱	修業起迄 (年月)	授予學年 (年月)	畢業國家
	淡江大學	西洋語文研究所	博士	081/09~090/06	090/06	中華民國
專業 執照					銀行帳號 (新聘填寫)	
					01414720031560(中 華郵政)	
學位 別	論文名稱				指導教授	
	"The Still, Sad Music of Humanity": Aesthetics and Ethics in Wordsworth				Dr. Frank W. Stevenson	
授課 資料	課程名稱：大一英文(一)，授課時數：3.0，授課時段：每週星期三第7節至第9節 課程名稱：英語教材教法，授課時數：2.0，授課時段：每週星期一第5節至第6節					
現職 及 主要 經歷	服務機關名稱		職稱	專兼任	任職起迄(年月日)	
	私立靜宜大學		副教授	專任	2001/09/01~2023/07/31	

勞保 勞退 & 健保 申報 調查	勞工保險	勞工退休金		全民健康保險
	本人已滿65歲退休或已請領退休給付，擬參加職災或投保勞保	※本人已退休或已領退休給付 勞退個人自願提繳率 0%		本人不具本職無須重複投保健保 ※如有其他眷屬需依附加保，請另填本校提供之申報表並簽章，由單位送人事室以憑辦理加保作業。
其他	是否具有原住民身分： 非原住民族		是否領有身心障礙手冊： ~	
聘任 單位 圈核 欄位	應聘資格條件： 講授專業課程		填表人簽章	系所主任核章
			游明正	應用英語系 吳雅玲 主任

淡江大學博士學位證書
學號：八八二〇一〇〇一三號

淡江大學博士學位證書

學生游明正 生於

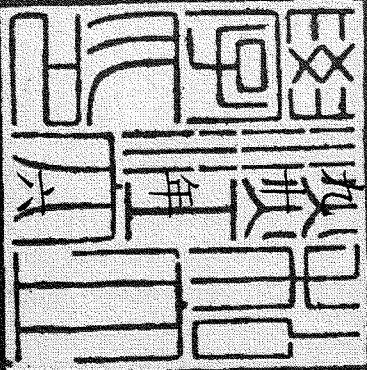
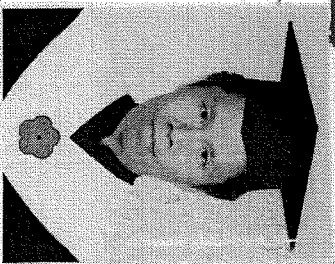
中華民國四十七年三月十四日

在本校外國語文學院西洋語文研究所博士班
修業期滿成績及格准予畢業依學位授
予法之規定授予文學博士學位

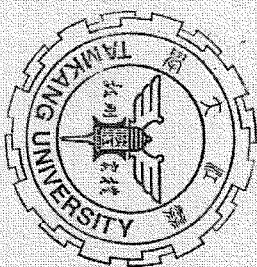
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校長 院長

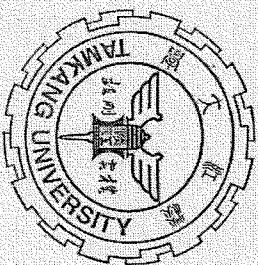
張 張
銘 銘
福 福



中華民國



Tamkang



University

In Recognition of the Fulfillment of the Prescribed Requirements

YU MING-CHENG (游明正)

Is Awarded the Degree of

DOCTOR OF ARTS

In Western Languages & Literature

With All Its Privileges and Obligations

Given at Tamsui, Taipei, Taiwan, Republic of China

This Fifteenth Day of June, Two Thousand and One

Hsi Jenfu

Dean of Academic Affairs

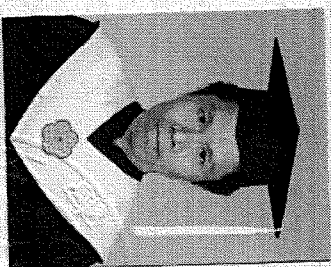
Hongjind Chang

President of the University

881010051

副教授證書

副字第〇二八五三〇號



姓名：游明正

身分證字號：U120157884

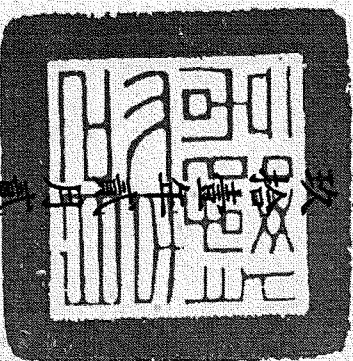
出生年月日：肆拾柒年參月壹拾肆日

年資起算：玖拾壹年壹月

送審學校：靜宜大學

經本部依專科以上學校教授資格審定辦法審定合於
副師資格 此證

教育部部長 黃榮村



中華民國 玖拾壹年貳月貳拾貳日

游明正 Yu, Ming-Cheng

最高學歷：淡江大學西洋語文研究所文學博士
職稱：副教授
專長：[1]美學 [2]英美文學
[3]文學理論與批評 [4]浪漫時期詩學
[5]西洋文學概論

學位論文：

1. Yu, Ming-Cheng (2001/6/30). The Still, Sad Music of Humanity: Aesthetics and Ethics in Wordsworth. Ph.D. Dissertation, Tamkang University, Taipei, Taiwan.
2. Yu, Ming-Cheng (1988/6/30). An Integrated Whole: A Phenomenological Study of Henry James's The Portrait of a Lady, What Maisie Knew, and The Ambassadors. Master's Thesis, Tamkang University, Taipei, Taiwan.

期刊論文：

1. Yu, Ming-Cheng (1997/7/31). Reading as an Interpretative Approach: A Comparative Study of Wolfgang Iser's Reading Theory and Maurice Merleau-Ponty's Phenomenology. Journal of Humanities, No. 8, p.p.141 -155.

研究報告（研究計畫）：

1. [共同主持人]游明正(20170701~20180228)。『106年度基礎語文及多元文化能力培育計畫—多元文化語境之英文學習革新活動計畫』(B類)：翻轉吧!阿譯!2.0(教育部，PU105-11110-EDU30)。

學術榮譽與活動：

1. (2019/8/15-2019/9/5)。HRPUB (Horizon Research Publishing)。Peer Review。
2. (2018/11/21-2018/12/14)。國立台東大學人文學院教師升等審查。升等審查委員。
3. (2018/5/4-2018/5/25)。國立台中教育大學學報。論文審稿委員。
4. (2018/4/26-2018/5/18)。逢甲大學人文社會學院《逢甲人文社會學報》。論文審稿委員。
5. (2017/10/13-2017/11/2)。靜宜大學外語學院《靜宜語文論叢》。期刊論文審稿委員。
6. (2017/9/18-2017/9/30)。太葉大學 外語學院。升等著作外審委員。
7. (2017/8/16-2017/9/7)。HRPUB (Horizon Research Publishing)。Peer Reviewer。
8. (2017/7/12)。教育部國民及學前教育署 2017 群英行腳。訪視委員。
9. (2017/5/18-2017/6/30)。中國文化大學 外國語文學院。教師升等著作與資格外審委員。

10. (2016/3/31-2016/4/20)。靜宜大學外語學院《靜宜語文論叢》。審稿委員。
 11. (2016/3/7-2016/3/15)。高雄醫學大學通識教育中心。課綱審查委員。
 12. (2015/10/16-2015/11/3)。靜宜大學外語學院《靜宜語文論叢》。審稿委員。
 13. (2015/5/8)。國立中興大學第四屆英美文學與文化研究生論文發表會。講評人。
 14. (2015/4/20-2015/5/8)。靜宜大學外語學院《靜宜語文論叢》。審稿委員。
 15. (2015/4/10-2015/4/30)。靜宜大學外語學院《靜宜語文論叢》。審稿委員。
 16. (2014/5/7-2014/6/7)。國立中興大學外國語文學系學報。審稿委員。
 17. (2013/12/20-2014/1/10)。國立台中科技大學 應用語文學報。審稿委員。
 18. (2013/10/22-2013/11/22)。中國文化大學人事室。教師升等著作外審委員。
 19. (2013/7/1-2013/8/20)。太華大學 外語學院。升等著作外審委員。
 20. (2013/6/11-2013/7/8)。中國文化大學 華岡英語學報。論文外審委員。
 21. (2012/11/22-2012/12/14)。實踐大學高雄校區博雅學部。教師升等資格審查。
 22. (2011/11/29-2011/12/29)。建國科技大學應用外語系。學位升等論文審查外審審查委員。
 23. (2011/7/1-2011/7/30)。文藻外語學院「語文與國際研究期刊」。審稿委員。
 24. (2011/6/23-2011/7/17)。中興大學外文系學報。審稿委員。
 25. (2011/4/14-2011/5/6)。靜宜大學外語學院靜宜語文論叢。審稿委員。
 26. (2010/3/15-2010/5/21)。中台科技大學中台學報(人文社會卷)。審稿委員。
 27. (2010/3/5-2010/3/19)。弘光科技大學弘光學報。審稿委員。
 28. (2009/11/16-2009/12/3)。國立高雄第一科技大學外語學院。審稿委員。
 29. (2009/11/16-2009/12/3)。淡江大學人文社會學刊。審稿委員。
 30. (2009/4/2-2009/7/15)。國立高雄第一科技大學外語學院。審稿委員。
 31. (2008/1/4-2008/1/31)。國立台中教育大學 人文社會藝術學院。新聘教師審查委員。
 32. (2007/10/22-2007/11/30)。嶺東科技大學 嶺東學報。審稿委員。
 33. (2007/9/5-2007/9/30)。輔仁大學 研究發展處研究組。計畫書審查委員。
 34. (2007/8/20-2007/9/30)。長榮大學人文社會學院。新聘教師論文外審委員。
 35. (2007/2/8-2007/3/31)。嶺東科技大學 學術發展中心。審稿委員。
 36. (2005/9/23-2005/10/31)。朝陽人文社會學刊。審稿委員。
 37. (2005/4/8-2005/4/30)。彰化師範大學 國外學歷審查小組。審查委員。
 38. (2005/4/1-2005/5/15)。東海大學 人文社會學院期刊。審稿委員。
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游明正老師審稿委員經歷

期刊	期間	天數
國立台中教育大學學報	2018/5/4-2018/5/25	22
逢甲大學人文社會學院《逢甲人文社會學報》	2018/4/26-2018/5/18	23
靜宜大學外語學院《靜宜語文論叢》	2017/10/13-2017/11/2	21
靜宜大學外語學院《靜宜語文論叢》	2016/3/31-2016/4/20	21
靜宜大學外語學院《靜宜語文論叢》	2015/10/16-2015/11/3	19
靜宜大學外語學院《靜宜語文論叢》	2015/4/20-2015/5/8	19
靜宜大學外語學院《靜宜語文論叢》	2015/4/10-2015/4/30	21
國立中興大學外國語文學系學報	2014/5/7-2014/6/7	32
國立台中科技大學 應用語文學報	2013/12/20-2014/1/10	22
文藻外語學院「語文與國際研究期刊」	2011/7/1-2011/7/30	30
中興大學外文系學報	2011/6/23-2011/7/17	25
靜宜大學外語學院靜宜語文論叢	2011/4/14-2011/5/6	23
中台科技大學中台學報(人文社會卷)	2010/3/15-2010/5/21	38
弘光科技大學弘光學報	2010/3/5-2010/3/19	15
國立高雄第一科技大學外語學院	2009/11/16-2009/12/3	18
淡江大學人文社會學刊	2009/11/16-2009/12/3	18
國立高雄第一科技大學外語學院	2009/4/2-2009/7/15	105
嶺東科技大學 嶺東學報	2007/10/22-2007/11/30	40
嶺東科技大學 學術發展中心	2007/2/8-2007/3/31	52
朝陽人文社會學刊	2005/9/23-2005/10/31	39
東海大學 人文社會學院期刊	2005/4/1-2005/5/15	45
總計		648

游明正的履歷表

聯絡資訊:

姓名: 游明正

手機號碼: 0912335604

電子信箱: mcyu84@yahoo.com

教學生涯簡介:

我於 1988 年在淡江大學西洋語文研究所取得碩士學位後年開始我的教學生涯，首先是在淡江大學擔任兼任講師，主要教授的科目為大一英文和英語口語訓練。在 1993 年間舉家遷居到台中市，同年也在靜宜大學英國語文學系擔任兼任講師，教授文學課程和英文系的作文等課程。2001 年我取得淡江大學西洋語文學系的博士學位後開始成為靜宜大學英國語文學系的專任副教授，教授的課程還是以文學相關的課程為主，例如: 西洋文學概論，英國文學，美國文學，歐洲文學，文學理論與批評，英詩導讀等。此外，還有教授一般英文課程，例如初級到高級英文寫作課程，初級到高級英文會話課程，以及新聞英文。我是一位對教學充滿熱忱的老師，也非常享受教學的工作。

教育背景:

1980 到 1985 就讀輔仁大學英國語文學系夜間部，並於 1985 年取得學士學位

1985 到 1988 就讀私立淡江大學西洋語文研究所碩士班，並於 1988 通過碩士論文口試後取得碩士學位

1992 到 2001 就讀私立大江大學西洋語文研究所博士班，並於 2001 通過博士論文口試後取得博士學位

教學經驗簡介:

1988 到 2000 在淡江大學擔任兼任講師，教授大一英文和英文口語訓練課程

1995 到 2013 在中山醫學大學擔任兼任講師(取得博士學位後升等為兼任副教授)，主要教授應用外語學系的英文寫作課程，也被醫學系主任邀請教授醫學系大一新生的醫學英文課程，以及醫學系二到三年級的醫學會話課程，還有教授生物醫學科學系碩士班的論文寫作課程

2004 到 2009 在台中女子高級中學擔任兼任教師的課程，主要因為該校的語文資優班需要一位能夠教授文學導讀的老師，因此到靜宜大學英國語文學系請求支援，在該校主要教授文學導讀給二年級的語文資優生學習，還有初級英文作文給一年級的語文資優生學習

2017 到 2020 年在私立東海大學外國語文學系擔任兼任副教授，主要教授文學課程為西方文明史和浪漫英詩選讀等課程

1993 到 2001 在私立靜宜大學英國語文學系擔任兼任講師的教職，主要教授語文學相關的課程，例如：西洋文學概論，英國文學，美國文學，歐洲文學，文學理論與批評，英詩導讀，聖經文學等；同時也教授一般英文課程，例如：初級英文寫作，中級英文寫作，高級英文寫作，初級英文會話，中級英文會話，高級英文會話和新聞英文等課程

2001 到 2023 在私立靜宜大學英國語文學系擔任專任副教授，主要教授的課程還是以文學課程為主，同時也教授英文系的一般英文課程，在研究所也開設課程，例如：美學，自然書寫，法蘭克福學派，烏托邦文學，存在主義與現象學，存在主義小說和論文寫作等課程

教學想法闡述：

在我的教學過程中幾乎都是以全英的方式教學，主要有這種堅持的想法是認為以全英的方式可以讓學生能夠更全方位的學習，雖然難免遇到非英文系學生的反彈和抗議，我都會說明我為何要以全英的方式教學，學生聽完我的說明後大都就能接受這樣的學習方式，也能夠逐漸的進入全英的學習環境，學習成效反而逐步改善。對於各種課程也都勇於嘗試，主要是因為這樣可督促自己不斷地學習新的學科，開闊教學的範疇，所以，除了教授我專長的文學相關課程外，也教授過一些比較特別的學生，例如教授中山醫學大學醫學系一年級的醫學英文和二三年級的醫學會話是一般教授英文的老師不敢去嘗試的，因為我本來就對醫學相關知識有興趣，平時就會看英文的醫學文章和書籍，以及在網路上搜尋英文的醫學知識，因此，教授醫學系的學生對我來說完全沒問題，另外，也教授中山醫學大學生物醫學科學系碩士班研究生的論文寫作，全程也是用英文教學，對自己是一種挑戰，也是一種全新的學習，因此，非常享受這樣的教學經驗。最特別的教學經驗應該是在台中女子高級中學教授語文資優班一年級跟二年級的課程，一年級開的是初級英文寫作，二年級則是文學導讀，語文資優班的學生也很喜歡我用全英教學的方式。總觀我整個的教學生涯，我會不斷地更換使用的教科書本書寫新的課綱，主要是讓自己在安排課程時有新的想法，而不是千篇一律的方式來教學，因為這樣的教學對我自己和學生都不好。我相信不斷的思考改進才會有更多教學動力來從事教學工作。

Resumé of David Ming-Cheng Yu

Contact Information:

Name: David Ming-Cheng Yu

Cellphone Numbers: 0912335604

Email Address: mcyu84@yahoo.com

Professional Summary:

I started my teaching career back to 1988 after I earned my Master's Degree. I taught as a part-time Instructor at Tamkang University, Tamsui, Taichung County. In 1993, I moved together with my wife and son to Taichung and started my teaching at Providence University as a part-time Instructor as well. After I earned my Doctor's Degree in 2001, I taught as a full-time Associate Professor in the Department of English Language, Literature and Linguistics at Providence until I retired in 2023. Though my expertise is on Literature, I am also good at teaching normal English courses such as composition classes from Beginning Level to Advanced Level, conversation also from Beginning Level to Advanced Level, Journalism English, Medical English and some other ESP courses. I am a very enthusiastic teacher and enjoy teaching as a life career very much.

Education:

Bachelor's Degree: The Department of English at Fu Jen University from 1980 to 1985

Master's Degree: The Department of Western Literature (changed to English Department later) at Tamkang University from 1985 to 1988

Doctor's Degree: The Department of Western Literature (changed to English Department later) at Tamkang University from 1992 to 2001

Teaching Profile:

1988 to 2000: A Part-Time Instructor at Tamkang University, teaching Oral Training and Freshman English mainly

1995 to 2013: A Part-Time Instructor at Chung-Shan Medical University, teaching Medical English to Medical students, Medical English Conversation to Medical students, Research Matters to Graduate students of Biomedical Sciences as well as English Compositions to students of the Department of Applied Foreign Languages

2004 to 2009: A Part-Time teacher at Taichung Girls' Senior High School, teaching Introduction to Literature to the Second Year students of Humanities Experimental and Gifted Program as well as Beginning Level of English Compositions to the First Year students of Humanities Experimental and Gifted Program

2017 to 2020: A Part-Time Associate Professor in the Department of Foreign Languages at Tunghai University, Teaching History of Western Civilization and Introduction to Romantic Poetry to English Majors

1993 to 2001: A Part-Time Instructor at Providence University, teaching mainly courses related to Literature, Composition courses, Conversation courses to both English Majors and students taking English as a Minor.

2001 to 2023: A Full-Time Associate Professor at Providence University, teaching mainly courses related to Literature, such as Introduction to Literature, English Literature, American Literature, European Literature, Literary Theory and Criticism, Introduction to Poetry and many others as well as normal English courses such as Compositions from Beginning Level to Advanced Level, Conversations from Beginning Level to Advance Level and Journalism English; teaching six different seminars to the Graduate student of the Department of English, including Aesthetics, Nature Writing, Frankfurt School, Utopian/Dystopian Novels, Existentialism and Phenomenology and Existentialist Novels; also teaching English course to MBA and EMBA of the Department of Business Administration at Providence University

A Clarification of Teaching Philosophy:

In my teaching career, I always believe that teaching any English course fully in English, as what EMI does nowadays, is a good way not only for myself as a teacher but also for the learners (I usually call those students in my classroom learners rather than students because the former are usually active in learning while the latter passive). In my teaching career, I enjoy not only teaching courses related to Literature or English learning but also some special courses such as Medical English to the First Year Medical students and Research Matters to Graduate students of Biomedical Sciences at the Chung-Shan Medical University. I also taught some courses such as Introduction to Literature and Beginning English Writing courses to some smart and special ladies as Humanities Experimental and Gifted students at the Taichung Girls' Senior High School. In Tunghai University, I also taught Western Civilization and Introduction to Romantic Poetry to the students of the Department of Foreign Languages. Generally speaking, teaching any course in English fully is always so helpful for the learners because through such a learning environment, the learners can truly immerse themselves in improving their English proficiency on their own rather than through their instructor.

游明正自傳

人生與學習過程簡述:

我的名字叫游明正，是 1958 年 3 月 14 日出生在台灣花蓮市，從出生後到十五歲都在花蓮生活與就學，十五歲到二十歲獨自北上到台北就讀世界新聞專科學校五專部的廣播電視科，畢業後進入軍中服役，於 1980 年間退伍，隨後進入花蓮市更生日報擔任記者，因為覺得擔任記者非本人的興趣，雖然考取了當時相當難考上的中國廣播公司的國語記者，薪資也非常的好，本人最後選擇就讀私立輔仁大學夜間部英國語文學系，因為本人一直對英文的學習有極大的興趣，主要是因為中文學習的過程中總是無法自由的使用中文表達，反而使用英文讓自己的思想更自由與寬廣，在唸五專期間就用英文書寫日記，也因此不斷地增進自己的英文能力。在進入輔仁大學英文系後更是對文學課程有著先天的能力與喜好，英文寫作總是讓一些老師感到驚訝，還在上課時特別的褒獎本人，讓自己的學習更有動力。1985 年從輔仁大學英文系畢業同年考上私立淡江大學西洋語文學系碩士班，經過三年的努力於 1988 年通過論文口試後取得碩士學位。1985 年也進入婚姻，還好研讀碩士班期間並無子女，所以能夠專心就學。1988 年得到碩士學位後隨即在淡江大學兼任講師的工作，主要教授的課程為大一英文和英語口語訓練。1992 年淡江大學西洋語文學系剛設立博士班，本人本著嘗試的心情去應試，很幸運的正取了，前前後後花了九年的時間才在 2001 年通過論文口試取得博士學位，在就讀博士班的其間十分辛苦，因為 1991 年喜獲一子，因此身兼數職，是丈夫，也是父親，還是老師和學生，要同時面對四種角色是十分的辛苦。念博士班期間主要是在台中的私立靜宜大學兼課為主，因為當時兼任老師並未被限制教課時數，也剛好靜宜大學英國語文學系就讀的學生十分多，本人所兼的課程是專任老師時數的將近三倍之多，也因此在經濟上不用擔憂，可以安心的讀完博士班，並獲得學位。2001 年到 2023 年間都在靜宜大學英國語文學系以副教授任教，2023 年退休後還繼續兼教一兩堂課至今。

教學理念闡述:

在我整個教學的過程中我幾乎都用全英的方式來教學，主要是因為全英的授課能夠讓學習者處在一個好的學習環境下，自然而然的自己發展出適合自己的學習模式，讓學習的效果更好，主動的學習總是比被動的學習更有效力。在教授任何曾經教授過的課程，我總是會重新選擇新的教材，主要是要敦促自己不斷的思考更適合學習者的學習方式，也可以不斷的擴展自己學習的範圍，而不是以師者自居，一直用同樣的內容與方式教學，因為這樣的教學態度不僅會讓自己毫無精進的動力，也容易讓自己對教學得倦怠，不是一種好的教學態度。

以教授英文寫作為例，自己就發展出一套讓學習者能更有效率的學習過程，主要是以西方世界教授寫作時的三個步驟: 文法，修辭，邏輯來思考安排教學大綱。個人認為台

灣學生學習英文的過程有很大的問題，主要是因為大多數的英文老師都是以中文翻譯的方式來教英文，造成學生以為自己英文能力很好的假象，因此，有很多本來對英文能力有極大的自信心者來英文系念後就受挫更大，尤其是文學中使用的英文，因為英文系著重以全英上課的方式來讓學習者學習英文，原本依賴中文翻譯的學習者就會受到極大挫折，進而打擊原來對英文學習的自信心。

其實把英文能力的自信心放在中文的理解是一種很危險的學習方式，一旦老師用全英上課就會全都聽不懂了，因為用中文翻譯的方式來教英文只是會讓學習者接觸中文，完全沒有進入英文的世界裡，進而體驗語言架構所構成的思考邏輯，學習成效自然不好。初級的英文課程以常用的英文句型為學習範疇，進而讓學習者知道如何解構句子，以片語和子句的方式來閱讀和使用英文，這樣的學習才能透過句子組合的修辭技巧來進入用英文思考的邏輯裡。這樣的英文學習過程是要讓學習者自己慢慢地體驗英文，而不是強迫學習者去死記一些他們也不懂語言中為何如此的道理了。語言學習應該是著重於透過每種語言基於語言架構產生的思考邏輯來學習，而不是一直停留在簡單的英文句型理解裡自我滿足。

教學經驗簡述:

我是從 1988 年得到碩士學位後開始我的教學人生。1988 年從淡江大學西洋語文學系畢業後，幸運地剛好淡江大學也需要新血擔任教職的工作。在淡江大學擔任兼任講師其間，我主要教授的課程是大一英文和英語口語訓練，因為創辦人張建邦博士十分重視淡江學生的英文能力，因此，英文相關的課程特別多，也因為這樣我有許多的課可以教授。

1993 年間因為台中沙鹿的靜宜大學英國語文學系給我一份兼任講師的教職工作，所以舉家遷居到台中，從 1993 到 2001 年間，雖然我身為兼任講師，可是我在該系間的課數居然可以高達每週二十七小時之多，主要是因為當時後並沒有限制兼任教師的教課時數，再加上我當時年輕力壯的，所以都能充分的備每堂課的教材，讓學習者喜歡上我的課。除了一般學期之外，我也教了將近十年的暑修課程，所教的時數也不亞於一般的學期，主要是因為當時靜宜英文系有七個班級(應該是當時最大的英文系吧!)，所以有許多課程需要老師教授。2001 年間我從淡江大學西洋語文學系獲得博士學位後，靜宜英文系改聘我為專任副教授，主要教授的課程跟我讀的博士學位有關，大多是文學課程，例如：西洋文學概論，英國文學，美國文學，歐洲文學，聖經文學，文學理論與批評，英詩導讀等。此外，我也教授一般英文課程，例如：初級英文作文，中級英文作文，高級英文作文，初級英文會話，中級英文會話，以及高級英文會話，新聞英文等。有好幾年我還應企業管理學系邀請教授該系的碩士班(MBA 跟 EMBA)學生英文課程。2023 年間我從靜宜英文系屆齡退休。

2004 年到 2009 年間，靜宜英文系收到了台中女子高中學教務處的信函，請求介紹一位可以教授文學導讀的老師到該校支援教授語言資優班二年級學生該課程，我就被指派了這個工作，本來只教授二年級資優生文學導讀，後來該校的教務處後詢問我是否可以加

開一班一年級的英文寫作課，因此，我同時在該校教授這兩門課程。教授這兩班語文資優生對我來說是極大的挑戰，因為兩班的學生都是頂尖的，後來畢業後也都上國內外的名校，也因此讓我有不同的實驗教學安排，從教授這些學生中自己有增長不少。

從 1995 到 2013 年間，我也在台中的中山醫學大學兼課，主要是教授該校應用外語學系的英文組學生初級英文作文，此外，我也應該校醫學系主任之邀請教授該系一年級生的醫學英文課程，二跟三年級的醫學英文會話課程，生物醫學系碩士班論文寫作課程，此外，還有教授該校其他學系的大一英文課程。在教授醫學系學生的課程時，尤其是醫學英文課程，我花在備課的時間比我教文學課程更多，主要是因為一直都在研讀文學領域的相關知識，雖然平常自己也都會基於興趣閱讀醫學相關的英文文章和書籍，教授醫學系學生就必須要有更多的醫學字彙和知識來上課，教授這些醫學相關課程讓我學習到更多不同領域的英文知識，收穫極多。

從 2017 到 2020 年間，我也在台中東海大學外國語文學系擔任兼任副教授教職，主要教授的課程為西方文明史和浪漫英詩導讀。因為這兩門課都是跟我的文學專長有關，所以教授起來格外親切，也實驗了用不同的方式來教授不同學校的英文系學生，讓我有更不一樣的想法來思考如何讓學習者喜歡文學課程。

對未來的期許:

儘管我已經在 2023 年從專任的教職工作屆齡退休了，我依然對教學這項工作保有強烈的熱忱，希望在未來的幾年中能夠再教授不同的學科和不同的學生，讓自己活到老學到老，保有不斷學習的心態，豐富自己的人生。

Autobiography of David Ming-Cheng Yu

A Summary of Life and Learning:

My name is David Ming-Cheng Yu. I was born in Hualien City on March 14, 1958, grew up and lived there till I was fifteen. From fifteen to twenty, I studied in the Department of Broadcasting and Television in the Junior College of The World College of Journalism. After graduating from that school, I went to the military service from 1978 to 1980. Then, I worked as a journalist at a local newspaper company called Keng-Sheng Daily News. However, I considered that being a journalist was not what I intended to work for in my life. Though at the same time I passed a very difficult application to be recruited as a Mandarin journalist for Broadcasting Cooperation of China (BCC), I went to study in the Department of English at Fu Jen University instead because I considered that I would be more interested in English learning than being a journalist again. Because I was a transfer student, it took me only four years rather than five to finish my study there and earned a Bachelor's Degree in 1985. In the same year, I luckily passed the entrance exam for the Graduate Program at the Graduate Institute of the Department of Western Literature and earned my Master's Degree in 1988. From 1988 on, I started my teaching career at Tamkang University, teaching mainly Freshman English and English Oral Training courses to non-English majors. In 1992, the Department of Western Literature at Tamkang University started to recruit Doctoral students and I luckily passed the exam again. It took me nine years to finish my study and earned my Doctor's Degree in 2001. In 1993, I moved together with my family, my wife and my son, to Taichung for better weather as well as had a part-time teaching job at the Department of English at Providence University in Taichung. During my days of studying at Tamkang University, I mainly worked as a part-time teacher and was offered with many hours for teaching because the Department of English at Providence University then recruited many classes of students each year. Thus, after I earned my Doctor's Degree in 2001, I was offered a full-time teaching position in the Department of English at Providence University and was hired as an Associate Professor from 2001 till I retired in 2023.

A Clarification of Teaching Philosophy:

Throughout my teaching career, I mainly use English fully in almost any course either for English majors or non-English majors because I truly believe that a fully English learning environment provides a better circumstance for the learners to learn the language. Moreover, whenever I have a new course to teach or a course I have taught for many times, I would always choose a new textbook for the course in order to push myself to have a different and more interesting way to plan and teach the same course. For me, using the same text for the same

course would truly make a teacher lazy and would be a disaster not only for the teacher but also for the students because there would be no “creativity” and “innovation” in the teaching as well as learning.

Let me take English Composition courses I ever taught as an example to explicate my philosophy in teaching them. I take the so-called Trivium from the western world as a classical educational framework, including Grammar, Rhetoric and Logic, as the way to plan and teach those courses. Concerning Grammar as the first stage, the learners should be familiar with the “structure” of the language they are learning till they can internalize the “structure” and understand how to use the language naturally. After that, it goes on to the second stage, namely “Rhetoric” as the way to deconstruct every single sentence to make phrases and clauses in order to use them as “materials” in writing as well as recognize them in reading for logical understanding based on the “structure” of the language. The last stage is the so-called “Logic” for making the learners know how to judge and be more critical in thinking. In contrast, the English learning in Taiwan is normally taught through Chinese translation, making the students consider they have learned English quite well but in fact not really so. However, when these students come and study at English Department, they would become very frustrated because they would find the English taught there is not what they thought it could be but very difficult for them to truly comprehend anything completely through English, especially those courses related to Literature. By using Trivium as the “framework” to teach English as a language will let the learners become more active and delighted in learning rather than teach them by translating anything into Chinese.

The main problem of using Chinese in translating everything in English learning is to stop the learners from learning the “logical thinking and understanding” in the learning process. By using “Trivium” mentioned previously, the learners would start to learn how to get familiar with the “structure” (Grammar) of the language they are learning. Then, by knowing how to get rid of the structure of each independent clause to make phrases and clauses (Rhetoric) and choose the proper “structure” for the proper “expression” (Logic), the learners can read well and use the language well in writing on their own. After getting familiar with the “structure” of the language (Grammar), both “Rhetoric” and “Logic” would take place together in the learners while using the language naturally.

Teaching Profile:

Though my expertise is related to Literature, I am also interested in teaching different kinds of courses to different students of different fields. Let me expose what courses I ever taught in the past as follows:

From 1993 to 2001, I taught in the Department of English at Providence University as a part-time Instructor. There were also some courses for students who took English as either a Major or a Minor. From 2001 to 2023, after earning my Doctor’s Degree, I was hired as a full-time Associate Professor. Being a Literature teacher teaching in the Department of English at Providence University, I taught many different kinds of courses, including English Literature

from the Middle Ages till the Victorian Literature, American Literature from the Colonial Period to the American Renaissance and European Literature from the Ancient Time with both Plato and Aristotle till the Nineteenth Century. Some other Literature courses I ever taught are Introduction to Western Literature, Introduction to Fiction and Poetry and Utopian and Dystopian Novels. There are also some normal English courses, including Compositions, Conversation and Journalism English. For the Graduate students in the Department of English, I offered six seminar courses, including Aesthetics, Nature Writing, Frankfurt School, Utopian and Dystopian Novels, Existentialism and Phenomenology and Existentialist Novels. For a few years, I ever taught English course to some Graduate students (Both MBA and EMBA) of the Department of Business Administration at Providence University.

From 2004 to 2009, I was a part-time teacher teaching some very excellent and gifted students of Humanities Experimental and Gifted Program at the Taichung Girls' Senior High School. There were two courses I taught for both Second and First Year students, including Introduction to Literature and Beginning English Composition. It was really a very challenging job for me because the students I taught were really so witty and smart.

From 1995 to 2013, I taught as a part-time Instructor first and later a part-time Associate Professor to the students of the Department of Applied Foreign Languages as well as students of Medical School at Chung-Shan Medical University. The courses I taught to those English Majors mainly were writing courses while the courses I taught to those Medical students including Medical English, English Medical Conversation as well as Research Matters for the Graduate students studying for their Master's Degree in the Department of Biomedical Sciences. My teaching to those Medical students was another challenge for me because I needed to study knowledge concerning Medical Science as those students did. Though so tough and busy in the teaching, I enjoyed the teaching job there very much.

From 2017 to 2020, I taught as a part-time Associate Professor to the students of the Department of Foreign Languages at Tunghai University. The courses I taught there include History of Western Civilization and Introduction to Romantic Poetry. My teaching there allowed me to compare the language competence of those I taught at Providence University and Tunghai University and was very helpful for me to adjust my teaching methods later.

Future Goals:

Though I have been a teacher from 1988 to 2026, teaching at different university and retired from a full-time teaching position in 2023, I am still very enthusiastic in thinking about having more different courses and students to teach because teaching new subject matters and facing new students can always let me stand in front of time to see more in the future.

A Tentative Syllabus for *English Literature (II)*

Global Foreign Language Education Program

Providence University

Spring 2024

Course Description:

The course aims to introduce those major writers in English Literature and some basic literary terms and concepts for the learners to have more advanced learning concerning the subject in the future.

Texts Required:

To be provided on Tronclass

Course Requirements:

Class Participation (including attendance and assignments) 50%; Midterm 20%; Final Exam 30%

Classes and Schedule:

Week One (Feb. 23): Orientation

Week Two (Mar. 1): General Introduction of the Course

Week Three (Mar. 8): Thomas More's *Utopia* and Utopian/Dystopian Literature

Week Four (Mar. 15): Edmund Spenser's *Fairie Queene* and Epic Conventions

Week Five (Mar. 22): Edmund Spenser's *Shepherd's Calendar* and Pastoral Eclogues

Week Six (Mar. 29): William Shakespeare's Tragedy and Comedy/*King Lear* and *The Twelfth Night*

Week Seven (Apr. 5): A Short Spring Break

Week Eight (Apr. 12): Midterm

Week Nine (Apr. 19): Ben Jonson's *Everyman in His Humor* and The Comedy of Humors

Week Ten (Apr. 26): Introduction to The Metaphysical Poets in General/John Donne and His Metaphysical Poems

Week Eleven (May 3): George Herbert's Shaped Poems

Week Twelve (May 10): Andrew Marvell and His Metaphysical Poem

Week Thirteen (May 17): John Milton's *Paradise Lost* and Epic Tradition

Week Fourteen (May 24): Thomas Hobbes' *Leviathan* and Political Writing

Week Fifteen (May 31): John Locke's *An Essay Concerning Human Understanding* and British Empiricism

Week Sixteen (Jun. 7): Final Exam

Week Seventeen (Jun. 14): A Brief Introduction to Neo-classicism and Romanticism

Week Eighteen (Jun. 21): General Review of the Course on Teams

My Email Address: mcyu84@yahoo.com

A Tentative Syllabus for *American Literature (II)*

English Department, Providence University

Spring 2022

Course Description:

The course aims to provide knowledge of the study of American Literature in general for the better understanding of American culture through the study of those representative works by the major writers in American Literature.

Texts Required:

To be given on E-Learning

Course Requirements:

Class Participation (Including attendance, reading assignments and group discussions)
40%; Midterm 30%; Final Exam 30%

Classes and Schedule:

1. Feb. 23: Orientation and General Introduction to the Course
2. Mar. 2: Henry David Thoreau and Nature Writing
3. Mar. 9: Nathaniel Hawthorne's "Young Good Man Brown" and the Original Sin
4. Mar. 16: Herman Melville's "Bartleby, the Scrivener" and Existentialism
5. Mar. 23: Walt Whitman's "Song of Myself" and Atomism
6. Mar. 30: Emily Dickinson's Poems and Gender Studies
7. Apr. 6: Short Spring Break
8. Apr. 13: Henry James' "The Beast in the Jungle" and Fiction Theory
9. Apr. 20: Midterm
10. Apr. 27: Mark Twain's Tall Tales and American Realism; Edgar Allan Poe's Short Stories
11. May 4: Kate Chopin's "The Storm," "The Story of an Hour" and Feminist Criticism
12. May 11: Robert Frost's Poems and Modernism in Literature
13. May 18: Gertrude Stein's "Ada" as "Portray" and Cubist Poems
14. May 25: Ezra Pound and Imagist Poems
15. Jun. 1: Wallace Stevens and Imagism
16. Jun. 8: T. S. Eliot's "The Love Song" and "Objective Correlative" in His Poems
17. Jun. 15: Final Exam
18. Jun. 22: General Review of the Course on Teams

My Email Address: mcyu84@yahoo.com

A Tentative Syllabus for *Intermediate English Composition (II)*

English Department, Providence University

Spring 2023

Course Description:

The course in this semester aims to cultivate the learners' writings skills for making essays and making presentations on the essays. Each learner should have a specific "field" and choose a specific topic from the "field" in order to write step by step three essays. The third essay should be submitted as the final one based on the oral presentation done for it. Each learner should write a good paragraph first before it can be turned into an essay later. The first paragraph should be a "definition paragraph" on a specific "term" or some "terms" having closely related relationship to be chosen from the "field" chosen by the learner. The second paragraph should be a paragraph with the "key term/terms" defined in the first paragraph still on any specific "topic" derived from the "field" the learner has chosen. The third paragraph can be the "combination" of both first and second paragraph/essay, with more specific "topic" on the "field" the learner has chosen. The final goal of the course is to let the learners know how to learn and study any subject independently.

Text Required:

Brandon, Lee and Kelly Brandon. *At a Glance: Writing Paragraphs and Beyond with Integrated Readings*. Stamford: Cengage Learning 2015.

Course Requirements:

Class Participation (Including attendance, assignments and discussions) 50%; Oral Presentation 20%; Final Essay 30%

Classes and Schedule:

1. Feb. 16: Orientation
2. Feb. 23: General Introduction to the Course
3. Mar. 2: Introduction to the Essay Writing
4. Mar. 9: Introductory Section in an Essay (Submission of the first paragraph)
5. Mar. 16: Thesis Statement in Introductory Section in an Essay (Discussions of the first paragraph)
6. Mar. 23: Supporting Section in an Essay (Submission of the first essay)
7. Mar. 30: Short Spring Break/Supporting Section in an Essay (Submission of the second paragraph)
8. Apr. 6: Supporting Section in an Essay/Discussion Class (Discussion of the second paragraph)
9. Apr. 13: Concluding Section in an Essay (Submission of the second essay)

10. Apr. 20: Review of the Previous Topics
11. Apr. 27: Reading and Analysis of an Essay (Submission of the third paragraph)
12. May 4: Essay Writing and Academic Papers (Discussion of the third paragraph)
13. May 11: Essay Writing and Academic Papers (Cont.)
14. May 18: Effective Ways for Making Oral Presentations
15. May 25: Oral Presentations
16. Jun. 1: Oral Presentations
17. Jun. 8: Oral Presentations (Submission of the third essays for those making presentations on Jun. 1/2)
18. Jun. 15: General Review of the Course on Teams (Submission of the third essays for those making presentations on Jun. 8/9; Jun. 29 will be the date for those making presentations on Jun. 15/16)

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A Tentative syllabus for *Western Cultural History*

English Department, Providence University

Spring 2025

Course Description:

This course aims to provide general knowledge concerning the political, social and intellectual backgrounds for the European Literature in order to let the learners get familiar with the western world.

Texts Required:

Horton, Rod W. and Vincent F. Hopper. *Backgrounds of European Literature: The Political, Social and Intellectual Development Behind the Great Books of Western Civilization*. Taipei: Bookman Books Ltd.

Course Requirements:

Class Participation (including attendance and assignments) 40%; Midterm 20%; Final Exam 20%; Term Paper in MLA Style 20%

Classes and Schedule:

Week One (Feb. 20): Orientation and General Introduction to the Course

Week Two (Feb. 27): Brief Introduction of the Development of Western World (Chapter One)

Week Three (Mar. 6): Introduction to Classicism in General (Chapter Two and Three)

Week Four (Mar. 13): Greek Religion, Mythology and Drama (Chapter Four to Seven)

Week Five (Mar. 20): Greek Philosophy (Chapter Eight)

Week Six (Mar. 27): Roman Culture (Chapter Nine to Eleven)

Week Seven (Apr. 3): Spring Break

Week Eight (Apr. 10): Midterm

Week Nine (Apr. 17): Hebraism (Chapter Twelve and Thirteen)

Week Ten (Apr. 24): Medieval Fusion (Chapter Fourteen to Sixteen)

Week Eleven (May 1): Brief Introduction to Modern Time

Week Twelve (May 8): Renaissance (Chapter Seventeen)

Week Thirteen (May 15): Neo-Classicism (Chapter Eighteen)

Week fourteen (May 22): Rationalism and Romanticism (Chapter Nineteen)

Week Fifteen (May 29): German Eclecticism (Chapter Twenty)

Week Sixteen (Jun. 5): Final Exam

Week Seventeen (Jun. 12): The Development of French and Russian Culture (Chapter Twenty-one and Twenty-two/Paper Due) on Teams

Week Eighteen (Jun. 19): General Review on Teams

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