

「文獻蒐集與分析」教師手冊

壹、給教師的話

設計理念：將獨立研究中蒐集資料的過程及實際做法，由淺入深介紹，引導初學者了解運用英語撰寫研究報告的方向與要點。

設計緣由：鼓勵學生對於朝向自己有興趣的領域進行發現問題及探索，進而內化知識甚至創造知識，是獨立研究課程的目標。儘管獨立研究成果可以多元方式表達，訓練學生寫小論文，甚至參賽，已蔚為風潮。帶領國中生經歷研究方法的訓練，尤其是英語學科，並不容易。本校資優加強方案學生，在應付外加的資優課程，特別是獨立研究，感受到相當大的挑戰。此時，授課老師需要發揮多重角色，在英語能力、情意輔導、和校內課業活動衝突處理、協助聯繫校內專業老師指導等各方面，皆需關照並陪伴獨立研究新手完成本階段的學習任務。本班學生皆為第一次接觸以英語做研究報告的初學者，能力指標以達成初階為主。

內容主題：著重在初步研究主題方向與文獻大量蒐集的階段，從廣泛搜尋、閱讀判斷到書寫簡易摘要、最後訓練口頭報告為主。

貳、課程/教學單元描述（含教材分析與課程架構）

本課程以獨立研究五大步驟（動機、文獻、設計、結果、建議）中，文獻探討為主。文獻資料蒐集可為研究的開端，中端及末端。找尋適合的題目時需要閱讀資料，設計研究方法時需要閱讀資料，解釋研究結果時也需要相關資料做佐證推測。因此，學習尋找適合的資料的方法，非常重要。

本單元十堂課設計中，主要以資料來源、資料閱讀、文獻簡報製作及最後文獻報告四個部分。

文獻蒐集與分析

資料來源 (4節)

1. 一般搜尋(1節)
2. 論文搜尋(1節)
3. 書籍搜尋(2節)

資料閱讀 (4節)

1. 筆記(2節)
2. 摘要(2節)

資料簡報 (1節)

1. 整理
2. 分類

資料發表 (1節)

1. 書面
2. 口頭

有鑑於過往經驗，在一般教室授課研究方法，沒有搭配實際操作，往往成為紙上談兵，由本單元課程開始，即和本校教務主任及資訊組長商借電腦教室給八年級資優課程使用，這樣一來，學生可在校練習，減少課後摸索時間。

第一階段資料來源包含一般搜尋、學術論文搜尋及圖書館書籍搜尋。第二階段主要教授做筆記及摘要的方法，運用自編講義搭配畢業校友作品，讓學生對於文獻處理不要畏懼，閱讀資料需要花很多時間精神，四節課只能初步介紹。第三階段整理已讀到的資料並學習製作簡報。第四階段練習發表本單元的進度，驗收學習成果。

參、課程計畫

一、基本資料與學習目標

課程名稱	文獻蒐集與分析		領域 (重大議題)	特殊需求	獨立研究
教學年級/ 班級/組別	八年級資優班			相關領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 自然 <input type="checkbox"/> 社會 <input type="checkbox"/> 健體 <input type="checkbox"/> 藝文
實驗學校/ 日期	臺北市立明德國民中學 2016.10.07~2016.11.17			重大議題	無
教學時間	共 10 節 450 分鐘		教學者/ 設計者	劉又禎	
教材來源	自編		參考資料	1.資優教育課程設計與教學模式應用(2015) 2. Building Better Essays (2013) 3. Keys for Writers (1999) 4. The Dissertation-An architecture student’s handbook (2000) 5. Research Papers for Dummies (2002) 6.Fun 學英文簡報：商務簡報技巧&範例 (2014) 7. 中學生網站 8. 國家圖書館博碩士論文網站(中外文摘要) 9. 獨立研究評量表(柯麗卿) 10.其他網站資源	
十二年國 教 課綱 核心素養 與學習重 點	核心素養	獨-J-A1 透過獨立研究，評估自我興趣傾向與優勢能力，擬定適切生涯發展方向與目標。 獨-J-B2 能善用科技、資訊與媒體，分辨資料蒐集可信程度，以獲得獨立研究過程中所需之資料。 獨-J-C2 透過獨立研究小組學習，發展與同儕溝通、共同參與、執行及討論的能力，能接納不同意見，具備與人和諧互動技巧。			
	學習表現	1a-III-1 能從日常生活經驗、自然環境觀察或領域學習課程等向度發現並提出自己感興趣的內容。 1b-II-3 能與同儕合作完成小組獨立研究活動內容。 1d-III-1 能了解學術與研究倫理客觀準則和規範並願意遵守之。 2b-II-2 能將蒐集的數據或資料，進行簡單紀錄與分類，依據領域知識，提出自己的看法或解釋。 3c-II-1 能運用圖書館、網路等，依據研究主題搜尋相關資料。			
	學習內容	1. 文獻蒐集管道：報紙、書刊、雜誌、網路、圖書館、線上資料庫 2. 文獻資料評估與校正 3. 文獻資料歸納分析			

	<p>4. 文獻資料的引用與附註</p> <p>5. 初步階段書面口頭發表</p>
獨立研究 課程能力 指標(計畫 研發)	<p>1.1.1.1 能從日常生活、學習經驗或自然環境觀察等向度發現或提出自己感興趣的方向或內容。</p> <p>1.1.1.2 能在教師的鼓勵與引導下，對感興趣的內容持續探索，並保有樂趣。</p> <p>1.1.2.1 能傾聽同儕的報告，進而提出相關的疑問或見解。</p> <p>1.1.3.1 能對生活中各種事物保持高度好奇心。</p> <p>1.1.4.1 在教師的引導下，能理解智慧財產權的概念並願意遵守。</p> <p>1.1.4.2 能清楚說明研究資料的來源與出處。</p> <p>2.1.3.1 能認識及運用不同資料搜尋方式，如圖書、網路等。</p> <p>2.1.3.2 能閱讀教師提供或自行蒐集的資料，並摘出與研究相關的內容。</p> <p>2.1.3.3 在教師引導下，能運用各種方法（EX：資料夾或概念圖分析），將資料加以分類整理。</p> <p>2.1.5.1 能使用常見文書或統計軟體紀錄研究過程、呈現研究資料或結果。</p> <p>2.1.5.2 能以簡易的簡報軟體報告研究成果。</p> <p>2.1.6.1 能了解基本研究報告的格式及要項。</p> <p>2.1.6.3 能運用簡單形式之口語、文字、海報、簡報軟體或其他形式，展現研究過程與成果。</p> <p>2.1.6.4 在教師的引導下，能以小組或個人的方式發表研究報告。</p> <p>3.1.1.1 能了解並應用某項研究的主張、理由或證據以及結論。</p> <p>3.1.2.1 在教師引導下，能針對蒐集的研究資料，抱持懷疑的態度，提出自己的看法。</p> <p>3.1.2.2 能將研究資料以系統化方式整理、組織及分析。</p> <p>3.1.2.3 在教師的引導下，能依據研究主題，蒐集過去相關研究資料，提出重點並加以比較。</p> <p>3.1.4.2 在教師的引導下，能依據研究主題，提出個人的想法，訂定研究目的。</p> <p>3.1.5.1 能依教師指導或自我安排的研究計畫進行研究。</p>
單元目標	<p>1、能運用線上搜尋引擎尋找研究主題相關理論與資料</p> <p>2、能運用圖書館資源尋找研究主題相關理論與資料</p> <p>3、能閱讀判斷相關資料並做筆記</p> <p>4、能閱讀判斷相關資料並做成摘要</p> <p>5、能分析評論相關資料</p> <p>6、能進行書面及口頭報告</p>
學習目標*	<p>1.1 使用 Yahoo 搜尋引擎</p> <p>1.2 使用 Google 搜尋引擎</p> <p>1.3 運用布林運算法</p> <p>2.1 進入瀏覽臺北市立圖書館網頁及搜尋資料</p> <p>2.2 進入瀏覽國家圖書館網頁及尋找相關資料</p>

	2.3 使用中學生網站搜尋相關資料 2.4 了解杜威十進位分類法 2.5 借閱研究主題相關資料 3.1 閱讀研究主題相關資料 3.2 了解做筆記並實作 3.3 記下資料出處 3.4 了解 APA 格式 4.1 了解摘要並實作 4.2 了解改寫並實作 5.1 對閱讀資料提出觀點 5.2 將閱讀資料做成大綱 6.1 分享文獻蒐集進度 6.2 報告文獻整理成果
教學資源	1.教材分析：結合研究方法中英文書籍、網路資源、歷屆校內及網路優秀小論文作品 2.教學資源：PPT/上課講義/電腦/學習單
教學方法/ 教學型態	講述法、實地參觀、實際上機操作、討論、口頭發表
教學環境/ 地點	一般教室、電腦教室、圖書館

註：在學習目標方面，可視學生能力及程度分為高能力組（H）、中能力組（M）與較弱能力組（L）擬定不同層次目標，並在各學習目標後面註明該目標適用的對象。例如：三組皆須達到的標準（H, M, L）或高組要達到的標準（H）。

二、區分性教學設計

學生組別	英語綜合能力弱	英語綜合能力中	英語綜合能力高
學習優弱勢分析	優勢： 能欣賞同學的優點，有意願跟上大家的進度。 弱勢： 學習態度較不積極，較有負面思考，常會拖延作業	優勢： 能盡量達成老師的要求，依照指示慢慢學習，配合意願高，態度佳。 弱勢： 時間管理需加強，缺少主動性。	優勢： 依據老師規畫進度，達到水準的成果。能融會貫通，自我要求高。 弱勢： 有自己主張，稍固著，較缺變通。
起點行為 (研究能力)	學生於七年級下學期開始進入「加強推動英語資優方案」學習加強課程，每週進行一節研究方法概論，初步介紹小論文結構、搜尋相關資料、嘗試選題等。雖然經過簡易介紹，學生受限英語閱讀能力尚淺，仍在摸索。新學期開始，有兩位校本方案通過者加入我們的課程，他們更是從未接觸研究的新手。		
教學策略	大班教學搭配個別指導，	依據上課講義，多一點等	依據上課講義，給予大原

	運用同儕觀摩機會及互評回饋，多加引導。	待時間。隨時關注進度，與隔壁同學討論。	則。有疑惑時，適時指導。
評量方式/ 評量標準	1.口頭評量 40% (簡報進度) 2.書面評量 50% (學習單、簡報等) 3.上課觀察參與 10%	1.口頭評量 40% (簡報進度) 2.書面評量 50% (學習單、簡報等) 3.上課觀察參與 10%	1.口頭評量 40% (簡報進度) 2.書面評量 50% (學習單、簡報等) 3.上課觀察參與 10%

三、教學計畫與進度

[illegible]

		<p>3. 閱讀中文資料相對輕鬆許多，但仍要求學生閱讀英語資料，比重老師可依據學生實際情況調整。閱讀英語時，學生會花費較多時間查閱單字及理解文意，如遇到挫折，老師勿忘大量的支持與鼓勵。</p>		
		<p>-----第五節結束-----</p> <p>第六節：作筆記實作</p> <p><<準備活動>></p> <p>A. 攜帶個人資料及講義至電腦教室</p> <p><<發展活動>></p> <p>A. 閱讀資料並試著建立個人筆記</p> <ol style="list-style-type: none"> 1. 能力高者→研究方向明確 2. 能力中者→研究方向模糊 3. 能力弱者→持續探索 <p>B. 協助困難者了解講義內容</p> <p><<綜合活動>></p> <p>A. 老師再次提醒做筆記重點</p> <div> <p>說明：</p> <p>視學生不同需求，做個別指導。</p> </div> <p>-----第六節結束-----</p> <p>第七節課：摘要</p> <p><<準備活動>></p> <p>A. 學生準備已搜尋的資料</p> <p><<發展活動>></p> <p>A. 摘要</p> <ol style="list-style-type: none"> 1. 定義 2. 範例參考 <p>B. 改寫</p> <ol style="list-style-type: none"> 1. 定義 2. 範例參考 <p>C. 資料加註及尊重原作者</p> <p><<綜合活動>></p> <p>A. 老師再度說明摘要、改寫及著作權的重要</p> <div> <p>說明：</p> <ol style="list-style-type: none"> 1. 收集資料並閱讀後開始考慮資料呈現順序，製作簡易大綱。 2. 此時除了教導學生重視作者著作權，也要提醒研究倫理的必要，文內引用 APA 格式的寫法。 3. 由淺入深進行寫作技巧的概要及改寫的教學及練 </div>	<p>44mins</p> <p>1 min</p> <p>40mins</p> <p>5 min</p>	<p>上課觀察</p> <p>上課觀察； 個人筆記本</p>
3.3				
3.4				
4.1				
4.2				
3.3				
3.4				
4.1				
4.2				

		<p>習。若時間不足，請學生嘗試先從自己尋找的資料中選出一小段練習，也可進行學生分組練習。</p> <p>-----第七節結束-----</p> <p>第八節：<u>摘要實作</u></p> <p><<準備活動>></p> <p>A. 攜帶個人筆記資料及講義至電腦教室</p> <p><<發展活動>></p> <p>A. 閱讀中英文資料並整合個人筆記</p> <ol style="list-style-type: none"> 1. 能力高者→鼓勵資料來源更多元 2. 能力中者→鼓勵增加英文資料 3. 能力弱者→確認研究方向清楚 <p>B. 試著將資料分類並做成大綱</p> <p>C. 協助困難者了解講義內容及研究任務</p> <p><<綜合活動>></p> <p>A. 老師提醒摘要重點</p> <p>B. 叮嚀準備製作簡易簡報及發表</p> <div> <p>說明：</p> <ol style="list-style-type: none"> 1. 視學生不同需求，做個別指導。 2. 確認學生們明白摘要重點和做法，由少量慢慢要求。 </div> <p>-----第八節結束-----</p>	43mins	
資料簡報	5.1 5.2	<p>第九節：<u>文獻分析作簡報</u></p> <p><<準備活動>></p> <p>A. 學生有部分閱讀資料</p> <p><<發展活動>></p> <p>A. 簡報製作要領</p> <ol style="list-style-type: none"> 1. 訊息清楚 2. 簡單明瞭不花俏 3. 背景插圖色調一致性 4. 6-6-6 原則 5. 7 秒原則 6. 字體字型原則 <p>B. 文獻報告提醒事項</p> <ol style="list-style-type: none"> 1. 文獻引用要點 2. 學長姐範例參考 <p><<綜合活動>></p> <p>A. 完成簡易文獻簡報並寄出給老師</p> <div> <p>說明：</p> </div>	43mins	簡報完成檔
			2 mins	

		<p>1. 依據上課講義，告知學生簡報製作方式。</p> <p>2. 分享學長姐文獻部分整理作品可供觀摩，請學生們特別留意書面報告和簡報格式不同的呈現重點。</p> <p>-----第九節結束-----</p>		
資料發表	<p>6.1</p> <p>6.2</p>	<p>第十節：口頭發表文獻整理</p> <p><<準備活動>></p> <p>1. 寄出簡報檔</p> <p>2. 學生熟悉自己的報告內容</p> <p><<發展活動>></p> <p>A. 報告前準備</p> <p>1. 三人一組在組內分享</p> <p>2. 發下互評單並告知評分準則</p> <p>B. 個人報告</p> <p>1. 抽籤決定順序</p> <p>2. 第一位報告結束，接著抽第二位同學</p> <p>C. 老師講評，同學互相回饋</p> <p><<綜合活動>></p> <p>A. 完成互評單</p> <div> <p>說明：</p> <p>1. 依據全班學生人數規定發表時間，讓學生提前了解需準備的報告時間。</p> <p>2. 為降低學生舞台恐懼症，可發下印製簡報講義，分組在組內分享練習。</p> <p>3. 評分表提醒學生演說技巧與觀察重點，也讓學生了解自己報告時需做到的各項目。</p> <p>4. 講評時，鼓勵學生挑戰自我，修正弱勢項目。</p> <p>5. 可使用錄影機，錄下學生報告畫面，於下一節課播放檢討。</p> </div> <p>-----第十節結束-----</p>	<p>5 mins</p> <p>2.5*15 mins</p> <p>2 mins</p> <p>1 min</p>	上課觀察；互評學習單

四、應用與建議

延伸應用	本單元介紹各文獻蒐集及文獻整理的方法仍需要多練習，尤其是做筆記和摘要更與後續研究設計習習相關，如果選擇歷史文獻分析法，大量的資料閱讀和整合及分析比較等，考驗著研究者的耐心與毅力。
對超前或落後學生的建議	超前學生可以蒐集更多的相關資料，畢竟對於國中學生閱讀英語資料並不容易，也可以鼓勵學生探索有興趣領域的碩博士論文，並提出自己的見解。相反地，落後者可建議從較生活相關議題討論，篇幅酌量減輕。

<<第一節課>>

Internet Search

Search tools

A. **Search engines**, such as Google, Yahoo! Search, or Ask, are the kind many people consult first. When you type in a keyword or phrase, the search engine comes up with a list of webpages containing terms that match your search terms.

B. In contrast, webpages in a **subject directory** are hand-picked by humans. Yahoo is an example. You go to a general category (health), find a more narrowed designation (diseases and conditions), and zero in specifically. You can use fairly broad search terms, because you are searching for categories and descriptions, not for specific words.

Search strategies

A. **Use accurate Internet addresses.** If you already know the address of a useful site, type it exactly, paying attention to spaces (or, lack of spaces), dots, symbols, and capital or lowercase letters. Just one small slip can ruin your search. If you get a message saying “site not found,” check your use of capitals and lowercase letters (and avoid inserting spaces as you type an address), and try again.

B. **Find sites by using keywords.** Most of the time, you will not directly access a site by its address, but you will link to it through a hypertext link or through a search that you conduct using keywords in a search engine or subject directory. Without a carefully planned and executed search strategy, you may waste a great deal of time.

Keywords are the lifeblood of Web searches. Spend time thinking of ones that best describe what you are looking for. If a search yields few hits, try different keywords or combinations of keywords, or try another search engine. In addition, try out variant spellings for names of people and places: *Chaikovsky*, *Tchaikovsky*, *Tschaikovsky*. If a search yields thousands of hits, try requiring or prohibiting terms and making terms into phrases.

C. Require or prohibit a term. Many search engines allow you to use a symbol like + and so space before a term that must be included in the document indexed; a—symbol with no space following it prohibits a term: +”Civil War”—Gettysburg.

D. Make terms into phrases. Generally, you can use double quotes —“Michael Jackson”—or parentheses—(Michael Jackson)—to surround a search term and group the words into a phrase. *Michael Jackson* entered as a term without quotes or parentheses signaling a phrase would produce references to other Michaels—Johnson and Jordan, for instance – and to other Jacksons—Stonewall Jackson, Jackson Pollock, and so on.

E. Use the wildcard character to truncate a term. The wildcard is a useful search feature. It allows you to use at the end of a phrase a character that indicates that more letters can be attached. Common wildcard characters are *, ?, and \$. The truncated search term *addict** will produce references to *addict*, *addicts*, *addiction*, *addictive*, and so on. A wildcard character can also be used to indicate variant spelling, such as *colo?r*.

F. Use Boolean searches. Many library databases and Web search engines operate with Boolean principles of linking search terms with terms like AND, OR, and AND NOT to limit, expand, or link your search. Imagine that you want to find out how music can affect intelligence. A search for “music AND intelligence” would find sources in the database that include both the word music and the word intelligence. A search for “music AND (intelligence OR learning)” would expand the search. You would find sources in the database that included both the word music and also the word intelligence or the word learning.

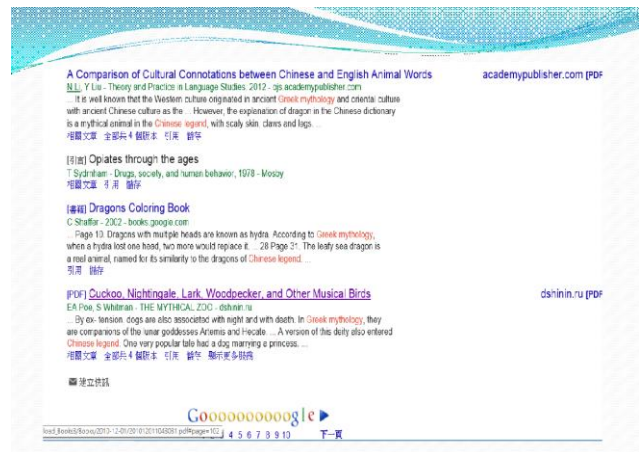
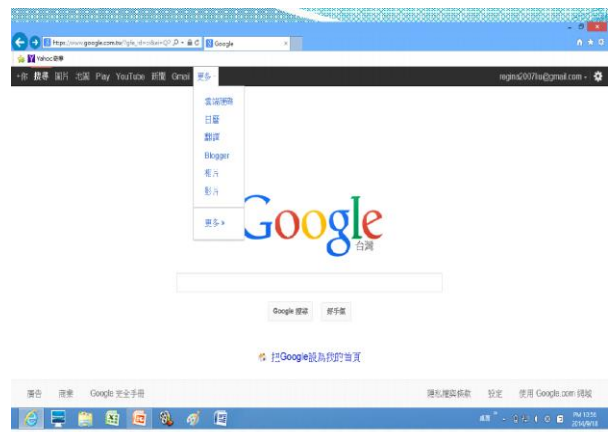
G. Use subject searches. Some subject directories, such as Yahoo! will help you narrow your subject by using a hierarchical list. Such a search is particularly useful when you want to narrow

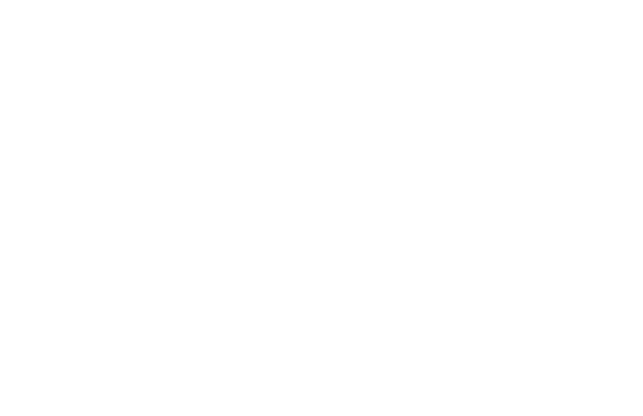
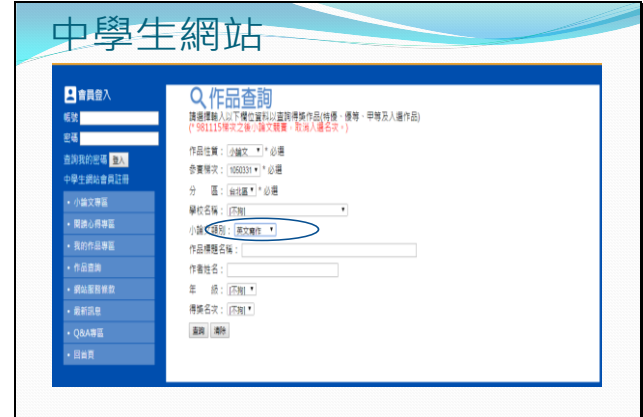
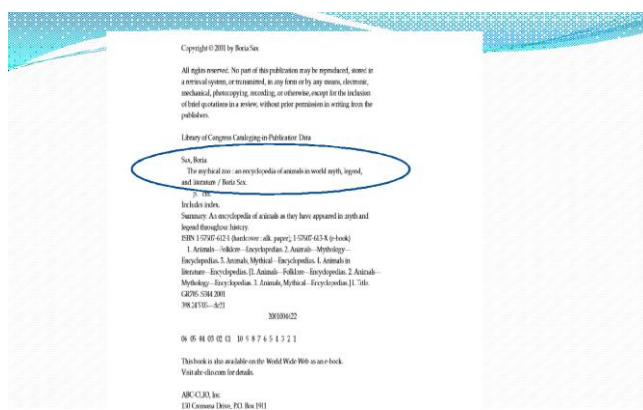
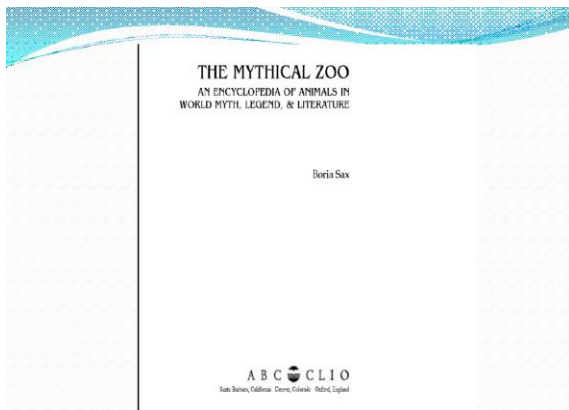
down a research topic and need suggestions on how to do it. For instance, within Yahoo!, a few clicks will take you from “health” to “public health and safety” to “lead poisoning.” There four sites are listed, one of which is the National Lead Information Center homepage.

Evaluate Internet Resources

- A. the thoroughness of the document and the number of reliable print and Web sources it cites
- B. the relevance of the material to your topic
- C. the date of the material and when the information was last updated
- D. the objectivity of the information, its perspectives and biases (beware of advertising in the guise of information, and beware of slick Web sites presenting politically biased information)
- E. the seriousness, quality, and accuracy of the writing
- F. the likelihood that your readers will regard the information as a substantial contribution

<<第二節課>>





<<第三、四節課>>

Discover Taipei City Library

Dewey Decimal Classification System

source: http://www.libdipper.com.tw/cat/class/ddc/ddc_index.htm

English	Chinese
000 Generalities	000 總類
010 Bibliography	010 書目
020 Library & information sciences	020 圖書館及資訊科學
030 General encyclopedic works	030 一般的百科全書的作品
040 Unassigned	040 未使用
050 General serials & their indexes	050 連續性出版品期刊及索引
060 General organizations & museology	060 學會基金會組織和博物館學
070 News media, journalism, publishing	070 新聞媒介，新聞業，出版
080 General collections	080 叢書
090 Manuscripts & rare books	090 手稿本和珍善本
100 Philosophy and Psychology	100 哲學和心理學
110 Metaphysics	110 形而上學
120 Epistemology, causation, humankind	120 認識論，引起，人類
130 Paranormal phenomena, Occult	130 超自然現象，神祕
140 Specific philosophical schools	140 具體的哲學的學派
150 Psychology	150 心理學
160 Logic	160 邏輯
170 Ethics (moral philosophy)	170 倫理學(倫理學)
180 Ancient, medieval, Oriental philosophy	180 古老，中世紀，東方的哲學
190 Modern Western philosophy	190 現代西方的哲學
200 Religion	200 宗教
210 Natural theology	210 自然的神學
220 Bible	220 聖經
230 Christian theology	230 基督教徒神學
240 Christian moral & devotional theology	240 基督教徒道德和用于祈禱神學
250 Christian orders & local church	250 基督教徒預訂和本地教堂
260 Christian social theology	260 基督教徒社會神學
270 Christian church history	270 基督教徒教堂歷史
280 Christian denominations & sects	280 基督教徒名稱和教派
290 Other & comparative religions	290 其他和比較宗教
300 Social sciences	300 社會科學

300 Sociology and anthropology 310 General statistics 320 Political science 330 Economics 340 Law 350 Public administration 360 Social services; associations 370 Education 380 Commerce, communications, transport 390 Customs, etiquette, folklore	300 社會學和人類學 310 一般的統計 320 政治學 330 經濟學 340 法律 350 公共行政 360 社會服務；協會 370 教育 380 商業，通訊，運輸 390 海關，禮儀，民間風俗
400 Language 410 Linguistics 420 English & Old English 430 Germanic languages German 440 Romance languages French 450 Italian, Romanian languages 460 Spanish & Portuguese languages 470 Italic languages, Latin 480 Hellenic languages, Classical Greek 490 Other languages	400 語言 410 語言學 420 英國和老的英語 430 德國的語言德語 440 浪漫語言法語 450 義大利語，羅馬尼亞語語言 460 西班牙語和葡萄牙語語言 470 Italic 語言，拉丁語 480 古希臘語語言，古典希臘語 490 其他語言
500 Natural sciences & mathematics 510 Mathematics 520 Astronomy & allied sciences 530 Physics 540 Chemistry & allied sciences 550 Earth sciences 560 Paleontology, paleozoology 570 Life sciences 580 Botanical sciences 590 Zoological sciences	500 自然科學和數學 510 數學 520 天文學和聯合科學 530 物理學 540 化學和聯合科學 550 地球科學 560 古生物學，古動物學化石動物學 570 生命科學 580 植物學的科學 590 動物學的科學
600 Technology (Applied sciences) 600 General technology 610 Medical sciences and medicine 620 Engineering & allied operations 630 Agriculture 640 Home economics & family living 650 Management & auxiliary services 660 Chemical engineering	600 技術(應用科學) 600 一般的技術 610 醫學和醫學 620 工程和聯合行動 630 農業 640 家政學和家庭生活 650 管理和輔助服務 660 化學工程

670 Manufacturing	670 生產
680 Manufacture for specific uses	680 具體的用途的產品
690 Buildings	690 建築物大樓
700 The Arts	700 藝術
710 Civic & landscape art	710 市政和風景藝術
720 Architecture	720 建築
730 Plastic arts, sculpture	730 雕塑藝術，雕刻品
740 Drawing & decorative arts	740 張畫和裝飾的藝術
750 Painting & paintings (museums)	750 幅畫和畫(博物館)
760 Graphic arts, printmaking & prints, postage stamps	760 圖表藝術，版畫複製術和印刷品，郵票
770 Photography & photographs	770 攝影和照片
780 Music	780 音樂
790 Recreational & performing arts	790 娛樂的和表演秀藝術
800 Literature & rhetoric	800 文學和修辭
810 American literature	810 美國文學
820 English & Old English literatures	820 英國和老的英國文學
830 Literatures of Germanic languages	830 德國文學及語言
840 Literatures of Romance languages	840 拉丁文學及語言
850 Italian, Romanian literatures	850 義大利，羅馬尼亞文學
860 Spanish & Portuguese literatures	860 西班牙&葡萄牙文學
870 Italic literatures, Latin	870 斜體文學，拉丁語
880 Hellenic literatures, Classical Greek	880 古希臘國文學，古典希臘語
890 Literatures of other languages	890 其他語言及文學
900 Geography & history	900 地理和歷史
900 World History	900 世界歷史
910 Geography and travel	910 地理和旅行
920 Biography, genealogy, insignia	920 傳記，系譜，勳章
930 History of the ancient world	930 古代史
940 General history of Europe	940 歐洲的一般的歷史
950 General history of Asia, Far East	950 亞洲，遠東的一般的歷史
960 General history of Africa	960 非洲的一般的歷史
970 General history of North America	970 北美洲的一般的歷史
980 General history of South America	980 南美洲的一般的歷史
990 General history of other areas	990 其他領域的一般的歷史

<<第五、六節課>>

Note-taking

When you find a good source

1. Make up a bibliography card or fill out a bibliographical database on your computer. Record all the relevant information for each source you read and intend to use, including reference works.

Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study.
Indonesian Journal of Applied Linguistics, Vol. I, No.1.

Tan, V. (2007). Understanding the reading habits of children in Singapore. *Journal of Educational Media & Library Sciences* 45: 2, 187-198

連啟舜 (2001)。國內閱讀理解教學研究成效之統合分析研究。國立臺灣師範大學，臺北市。

2. Make copies of material you know you will use: complete journal or magazine articles and the periodical's table of contents; book chapters, along with the title page and copyright page of the book. You will need information for your list of works cited.

Example:

Example (1)

Tan's study (2007) shows that playing on computers or the Internet is children's first choice in their spare time; next one is hobbies and sports and the third one is reading.

Singapore children read mysteries, crimes and detective story most of the time and the next is adventure stories (Tan, 2007).

In fact, reading is a high complex ability, combined with people's own experiences and knowledge (Lien, 2001).

Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, and that is the ability to understand rather than condemn (Noor, 2011).

Example (2)

About the Advantages

Whitman (2000) said that the advantages of GMF are pest resistance, herbicide tolerance, disease resistance, cold tolerance, drought tolerance, salinity tolerance, the increase of the nutritional and pharmaceuticals, etc. The top three advantages of GMF that the consumers think are, increasing the food production (51%), reducing the use of pesticides (49%) and increasing the nutritional value (45%) (Sun, Xu & Liu, 2007).

孫智麗、許嘉伊、劉翠玲 (2007)。我國消費者對基因改造食品認知度與接受度之調查。農業生技產業季刊，食品生技第 11 期。

Whitman, D. B. (2000). Genetically Modified Foods: Harmful or Helpful?

3. Save material you find on the Internet, either by printing it out or by saving it on a disk, along with the date you access the material.
4. Give the copies you have made a careful reading. Annotate the copies with comments relating the source to your topic and thesis.

5. Take careful notes, separating them into ideas that you can include in your paper. Give each note a heading.
6. Distinguish exact quotation from summary and paraphrase, and record all page numbers.

Source

Georg Simmel, 'The Metropolis and Mental Life', P. K. Hatt and A. J. Reiss (eds), *Cities and Society: the Revised Reader in Urban Sociology*. New York: Free Press, 1951), pp. 635-46.

Notes

GS - Sees cities as a place of punctuality. [637-8]

Quote –

If all clocks and watches in Berlin would suddenly go wrong in different ways, even if only by hour, all economic life and communication of the city would be disrupted for a long time. [end quote] [638]

IB – does this apply to all cities, or just to Berlin??

GS – Quantitative nature of the metropolis leads to:

- individual independence
- elaboration of individuality itself [646]

IB – might this relate to Loos' interior designs for bourgeois houses in Vienna? See Ronstaid article for more on this.

A notation system shows what is a paraphrasing of Simmel (GS), what is quote (Quote) and what is the researcher's own thoughts or question (IB).

Using this kind of system methodically and consistently may seem like overkill at this stage, but rest assured it will save you a big amount of effort and potential trouble later on.

Exercise:

1. Write down notes on the note pad.

Subtopic (source)		
point 1	notes	thoughts

Example of Chapter 2 Literature Review

Disney Company Makes Our Lives Different

II. Literature Review

II.1. History of Disney Company

Disney Company is best famous for bringing fantasy and joy to people through its amusement parks, television series, classic live-actions and animated movies. With a lot of hopes, the company's founder, Walt Disney, went to California in 1923. At that time, he sold the copyright of a series of "Alice Comedies" to a distributor and established the Disney Company with his brother. In 1927, he created a character named Oswald the Lucky Rabbit, which got high opinions. However, Walt Disney found out that the distributor had the character copyrighted and hoped to make the cartoons in his own studio. It was a painful lesson for Walt Disney. Then he created a new character named Mickey Mouse. On the third Mickey Mouse cartoon, Disney

Company added a new technology, fully synchronized sound, to *Steamboat Willie*, which made a hit at the Colony Theater in New York on November 18, 1928. From then on, there were many lengthy series of Mickey Mouse cartoons released. Walt Disney began to develop other businesses while earning enough money from a series of Mickey Mouse films. Today, Disney Company still makes a lot of breakthroughs on many fields. (Reference for Business, 2016) McClendon (2013), a freelance writer who has published some books, said that “Disney is not only a company of success, but it is also a story of overcoming its limitations.”

II.2. Business Segments of Disney Company

The Disney Company industry can be divided into five parts, all of which are Parks and Resorts, Studio Entertainment, Disney Consumer Products, Media Networks, and Disney Interactive.

II.2.1. Parks and Resorts

It is responsible for designing buildings, managing all Walt Disney parks and resorts, and handling other entertainment for customers who are mainly families. There are 5 theme parks around the world— Disneyland in California, Disney world in Florida, Disneyland Paris, Hong Kong Disneyland, and Tokyo Disneyland. Green (2014), a Disney Company’s staff, considered that Walt Disney parks and resorts received several awards which approved their creativity and concern about the staff and imaginers who create Disney magic and provide outstanding service.

II.2.2. Studio Entertainment

It mainly makes animations and movies, such as Alice’s Adventures in Wonderland, Monsters University, and Maleficent. In recent years, however, Disney traditional hand-drawn animations are gradually replaced by computer animation.

II.2.3. Disney Consumer Products

Disney Company uses the brand to produce the dolls, clothes and everything about the characters of Disney, such as the puzzles which were printed Mickey Mouse.

II.2.4. Media Networks

This industry is in charge of about Disney programs, including the television business sector, such as DISNEY CHANNEL. We can see Snow White, Seven Dwarfs, Sleeping Beauty, and others were televised on the channel.

II.2.5. Disney Interactive

Interactive Media lets people know more about Disney Company through the Internet, communication software, social media or others. Exhibition of Disney 90th Anniversary in Taipei is one of the examples. Many people went there and had a wonderful time.

References

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<http://www.businessbrief.com/walt-disneys-8-secrets-to-success/>
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<http://edition.cnn.com/2014/01/06/showbiz/movies/box-office-frozen/index.html>
3. Hubpages. Retrieved October 17, 2015, from
<http://simondixie.hubpages.com/hub/The-Disney-Company-Success-Strategies-and-Risk-Factors>
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<http://www.referenceforbusiness.com/history2/75/The-Walt-Disney-Company.html>
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<https://thewaltdisneycompany.com/blog/walt-disney-parks-and-resorts-honored-land-and-sea>
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http://www.vorkon.com/knowledge_main.asp?yy=2009&mm=06&dis_id=00019&kind_id=00001
7. 梁實秋 (主編) (1982)。華德迪斯奈—名人偉人傳記全集之 **20**。臺北市：名人出版社。
8. 蔡芳紘 (2011)。迪士尼創造顧客高滿意度的關鍵：SCSE 法則。經理人月刊，**85**。

Retrieved at <http://www.shs.edu.tw/>(中學生網站) on October 20, 2016

Summarizing and Paraphrasing

Summary

BUILDING TIP

A summary is:

- ⊙ Shorter than the original since it includes only the main points of the original work and leaves out the irrelevant ideas.
- ⊙ About one-third the size of the original piece of writing.
- ⊙ Cited with a parenthetical notation at the end to give credit to the original source.

Consider this summary example:

Original Passage

important emphasis on status	The notion of the existence of an <u>opportunity structure</u> in U.S. society assumes that in order for available social and economic slots to be filled by appropriately “qualified” individuals, the nature of the structure itself must <u>somehow</u> be communicated to society members. It is the job of the family and the school to equip youth with the skills, knowledge, attitudes, and personal attributes for both high- and low-status social roles as adults, so that all slots are filled and all necessary societal functions are served. Moreover, the skills, knowledge, attitudes, and personal attributes that determine a low-status position in this society must be differentiated from those suitable for a high-status position. Given this, and assuming that all the slots are in some sense “necessary,” it follows that some individuals must be socialized to occupy high-status positions, while others <u>must be socialized or adapted to fill low-status positions</u> . Under these differential socialization processes, certain groups can be specially socialized to occupy certain positions in society	Note this.
But is it the job of family to teach about low-status roles?	Indeed, historically, it has been the case that individuals <u>from</u>	How are people to know what the structure is?
Which ones,		Do other writers agree this must happen? Minorities and status

specifically?	<u>racial, ethnic, and linguistic minority groups</u> have tended to occupy low-status positions in our society.	
---------------	--	--

Example of a summary

Education, language, and low-status jobs (summary)

Spencer, "Transitional" → brief reference to source: full detail on bibliography card

Education patterns in the U.S. serve to prepare minorities for undesirable low-status jobs, and the limited time span of TBE (transitional bilingual education) programs functions in this way. Immigrant children do not learn enough English, do not have time to learn academic skills in their native language, do not get good jobs, and so perpetuate the social stratification. Spencer sees TBE and early mainstreaming as contributing to racist stereotyping. → summary of thesis of article [See Porter, Forked Tongue, for a more extreme view.] → student inserts her own comment and refers to another source.

Paraphrase

BUILDING TIP

Paraphrase is:

- ⊙ The same length as the original since the purpose is to rephrase without leaving out anything, and not to shorten.
- ⊙ Cited with a parenthetical notation at the end to give credit to the original source.

Example of a paraphrase (the first three sentences of the original)

Educational preparation for jobs → heading: topic of paraphrase (paraphrase)

Spencer, "Transitional": 134 → author, source, and page number

If we accept that the U.S. has an "opportunity structure" (→ student quotes actual words of original) in which all jobs, high and low, must be filled by competent people, then it is clear that citizens have to know what the structure is. All the requirements for desirable and undesirable jobs must be taught within the family or school so that all the jobs will be filled and society will function. In addition, citizens must be taught what the differences are in the requirements for jobs offering high or low status.

MEMORY TIP

Learn how to choose between summarizing and paraphrasing.

Summarize when:

- # You want to identify only the main ideas of the writer.
- # You want to simplify and condense a complex idea or ideas.

Paraphrase when:

- # You want to use another writer's words without the use of quotes.
- # You want to use another's words without plagiarizing.
- # You think that the words of the other writer are too difficult for your readers.

Hogan, G.B. (2013). "Argumentation." *Building Better Essays*. pp. 185-88.

Raimes, Ann. (1999). *Keys for Writers*. 2ed. New York: Houghton Mifflin Company.

<<第九節課>>

EXAMPLES OF LITERATURE REVIEW-2014 VERSION

Literature Review-Brian

- The development of ASEAN and Taiwan's economy
 - the development of regional economic integration in East Asia
 - ASEAN : YES
 - ASEAN +3 (China, Japan and Korea)
 - ASEAN +1(China)
 - Taiwan : NO
 - Taiwan has **NO** opportunities to participate in consultations

Literature Review

- Samuels (1979) and Dahl (1974) first introduced the method of repeated readings. The general format for repeated readings has a student reading a grade-level passage multiple times until reaching a goal.

- Kubina and Starlin (2003) who categorized CWPM (**correct words per minute**) reading scores into three groups

- Frustration level - less than 50 CWPM
- Instructional level - 50-150 CWPM(my participant)
- Fluent level - faster than 150 CWPM

▪ **CWPM (Correct words per minute)**

(Words of the article – Incorrect words)

Time

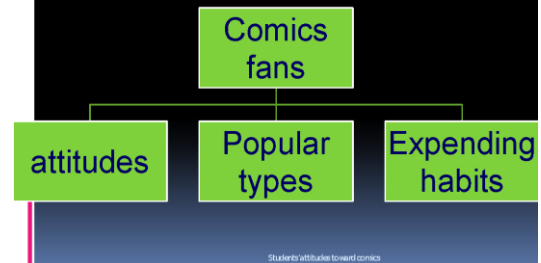
Repeated Reading Study in L1

- RR have been used by many researchers to improve learner's reading. (e.g., Fuchs et al., 2001; Fuchs & Fuchs, 2005; Green, Alderman, & Liechty, 2004; Oddo et al., 2010; Staubitz, Cartledge, Yurick, & Lo, 2005; Yurick et al., 2006).

Repeated Reading Study in Taiwan

- Lin (2011) compared the effects of repeated reading and non-repeated reading on 59 fourth grader' oral reading rate and accuracy rate.
- Jan (2011) also compared the effects of extensive reading and repeated reading on EFL sixth graders' reading speed

Literature review-Ann



Literature Review-Mandy

What is reading?

Leisure time preference except reading

Reading Habits

frequency

motivation

relationship with academic performance

changes

preference

A Study on Reading Habits in MCH H 2014/03/06

2. Literature Review-Juilanne



Literature Review-Vickie

1. Achievement(Shen-Yu Chen, 2012)
2. Relieve stress(Shu-Hua Lin, 2013)
3. Willingness to participate(Hsin-Hung Chen, 2013)

spout habit

11

1051111

LITERATURE REVIEW PRESENTATION

文獻引用

- 1、文獻的引用能扣住研究主題（適切性）。
- 2、文獻資料的來源多元，不會只引用某一個人的資料（多元性）。
- 3、對文獻進行整理或組織。
- 4、有註明參考資料的來源。
- 5、從研究中發現問題並提出建議。

✧ Original Passage:

- ✧ Genetically-modified foods (GM foods) have made a big splash in the news lately. European environmental organizations and public interest groups have been actively protesting against GM foods for months, and recent controversial studies about the effects of genetically-modified corn pollen on monarch butterfly caterpillars, have brought the issue of genetic engineering to the forefront of the public consciousness in the U.S. In response to the upswelling of public concern, the U.S. Food and Drug Administration (FDA) held three open meetings in Chicago, Washington, D.C., and Oakland, California to solicit public opinions and begin the process of establishing a new regulatory procedure for government approval of GM foods.

My Summary:

Recently, some organizations and interest groups have been protesting GM foods, and there was even a study about the GM corn pollen inspire the public **consciousness**. To confront the public concern, FDA held meetings in the U.S. to gather opinions and establish a new **regulation** for government approval of GM foods.

CHAPTER 2 LITERATURE REVIEW-MELODY

I. The Related Definition of Genetic Modification

A. Definition of Genetically Modified Organisms

B. Definition of Genetically Modified Crops

C. Definition of Genetically Modified Foods

II. Awareness of GMF

A. The Preliminary Awareness of GMF

1. The Percentage of Hearing of GMF

2. **The Ways to Receive the Information of GMF**

3. **GMC's Present Development in Taiwan and the World**

B. The Advantages and Disadvantages of GMF

1. About the Advantages

2. About the Disadvantages

3. Some of the Criticisms against GMF

C. The Safety of Genetically Modified Technique

1. Willingness to Accept GMF

D. The Frequency of Looking at the Sign of GMF before Buying

1. The Willingness to Have GMF

The Ways to Receive the Information of GMF

Most of the responding people get the information through newspapers, magazines or books. The second highest votes are through TV or broadcast, and the third is through e-mail or Internet. They account 64.5%、63% and 28.5% respectively (**Sun, Xu & Liu, 2007**). Moreover, the elementary students get the information through TV mostly (25%). Those who get the information from teachers、elders、magazines and books account 14% for each (**Huang, Cheng & Chen, 2004**).

Guidelines for laying out slides
1051111 (Independent Study-9)

PRESENTATION SKILLS-1

GUIDELINES FOR LAYING OUT SLIDES

大題	內容
Well-designed layout	主要訊息必須清楚明顯

GUIDELINES FOR LAYING OUT SLIDES

大題	內容
Simplicity	中性色調 不要在同一張投影片放上太多資訊 使用相同的主題顏色, 避免鮮豔及多餘複雜圖像 有些版式花俏, 容易擾亂視聽, 避免簡報主題不符版式

大題	內容
Consistency	用色背景插圖互相搭配

GUIDELINES FOR LAYING OUT SLIDES

大題	內容
The 6-6-6 Rule	每個要點說明盡量不超過6個字 每張投影片不超過6個要點 每張投影片句子不超過6行

大題	內容
The 7-second rule	每張投影片所傳達的訊息, 必須讓聽眾在7秒內清楚

GUIDELINES FOR LAYING OUT SLIDES

大題	內容
Font size and font type	不要使用小於24字級字體 不要在投影片上用超過三種以上的字型 避免在單一投影片上使用太突兀的字 避免使用粗體斜體全部大寫英文字 字型簡單乾淨 投影片標題用35-45的字級

<<第十節課>>

學生獨立研究作品(文獻探討)評量表

評量向度	評 量 項 目	評量標準					平均
		1 很差	2 欠佳	3 可	4 良	5 優	
(二) 文獻引用	1、文獻的引用能扣住研究主題（適切性）。						
	2、文獻資料的來源多元，不會只引用某一個人的資料（多元性）。						
	3、對文獻進行整理或組織。						
	4、有註明參考資料的來源。						
	5、從研究中發現問題並提出建議。						

2、文獻引用

(1) 文獻的引用扣住研究主題（適切性）。

(2) 文獻資料的來源多元，不會只引用某一個人的資料（多元性）。

(3) 對文獻進行整理或組織。

(4) 有註明參考資料的來源。

取自 柯麗卿 獨立研究的教學與評量

六、學生手冊(講義、學習單)

A. 學習單

<<第一、二節課>>

Worksheet-Source of Data

My possible topic : _____

Search tools

A. Search engines

Date	Topic	Note

B. subject directory

Date	Topic	Note

Search strategies

A. Use accurate Internet addresses.

Date	Topic	Note

B. Find sites by using keywords.

Date	Topic	Note

C. Require or prohibit a term..

Date	Topic	Note

D. Make terms into phrases.

Date	Topic	Note

E. Use the wildcard character to truncate a term.

Date	Topic	Note

F. Use Boolean searches.

Date	Topic	Note

<<第三、四節課>>

My topic: _____

A. Find three books (at least one English book) that are about your topic.

Example:

Chic-tionary : the little book of fashion faux-cabulary

Simons, Stephanie.

出版者: Skyhorse Publishing,

出版日期: c2014.

面頁冊數: 199 p. :

ISBN: 9781629145464

館藏分佈狀況: 1 館藏於 L13 石牌 Shipai.

館藏

L13 石牌 Shipai

編號	館藏類型	館藏位置
----	------	------

391.003	S611 1	書刊	一般書庫區
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No.	Title	Author	Year
ex	Chic-tionary : the little book of fashion faux-cabulary	Simons, Stephanie	c2014
1			
2			
3			

<<第十節>>
文獻探討報告互評表

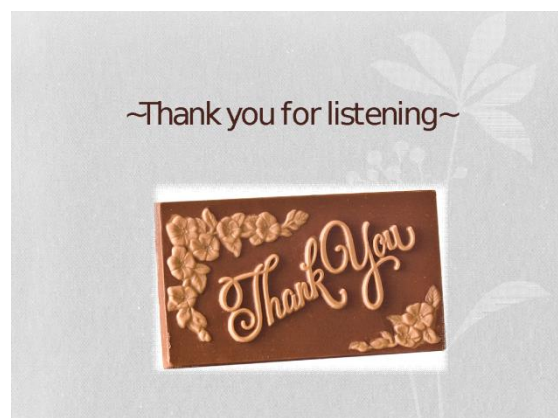
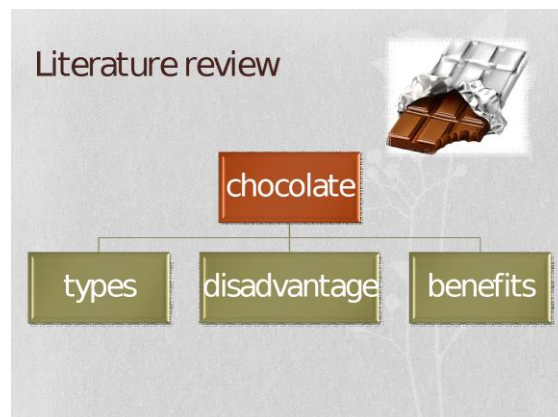
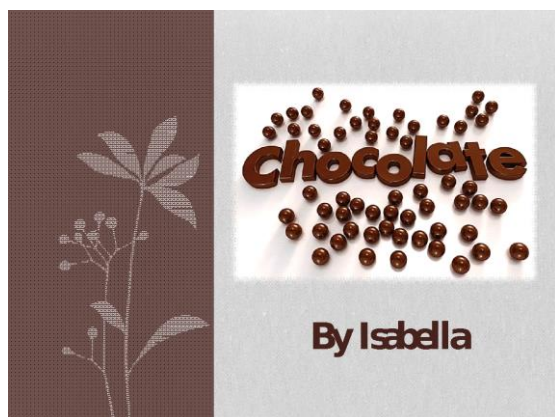
Name	Chinese	內容	組織	表達	簡報	總分	說明
W	801 李○○						
T	802 吳○○						
V	803 許○○						
V	805 許○○						
A	807 劉○○						
S	807 鄭○○						
I	808 李○○						
A	808 蕭○○						
A	808 施○○						
T	808 洪○○						
C	811 張○○						
A	812 林○○						
A	814 鄭○○						
K	815 劉○○						
N	816 賴○○						

Who's the best? Why?

Who needs to improve most? Why?

B. 學生簡報作品

(1)



(2)

LITERATURE REVIEW

<DESSERT-Macaron>

Name: Amy
Class: 814
Number: 08

Information-Collected

- Macaron
- Taste
- Macaron in different countries

Macaron

A macaron is a sweet meringue-based confection made with egg white, icing sugar, granulated sugar, almond powder or ground almond, and food coloring. The macaron is commonly filled with ganache, buttercream or jam filling sandwiched between two cookies.



Taste

The intricate confection is characterized by smooth, squared top, ruffled circumference (referred to as the "foot" or "pied"), and a flat base. It is mildly moist and easily melts in the mouth. They are often said to be difficult to make.



Macaron in different countries

- **French**
Several French cities and regions claim long histories and variations. Macaron Amiens, made in Amiens, are small, round-shaped biscuit-type macaron made from almond paste, fruit and honey, which were first recorded in 1855.



- **Switzerland**
In Switzerland, a Luxemburgerli is a macaron comprising two disks of almond meringue with a buttercream filling. Luxemburgerli are smaller and lighter than macarons from many other vendors.
- **Korea**
Macarons are popular in South Korea, pronounced as "ma-ka-rong" in Korean. Green tea powder or leaves can be used to make green tea macarons.





- **Japan**
Macarons in Japan are a popular confection. There is also a version of the same name which substitutes peanut flour for almond and is flavored in wagashi style, widely available in Japan.
- **Taiwan**
Macaron in Taiwan, costs \$ 50 NT, it is considered a high-level food, has been popular for a while.

Data Source

- <http://www.shs.edu.tw/works/essay/2016/04/2016040110320769.pdf> 全「星」馬卡龍，「蔥」擊你的味蕾
- <http://www.shs.edu.tw/works/essay/2016/03/2016033012195241.pdf> 五彩繽紛的點心~馬卡龍
- <http://www.shs.edu.tw/works/essay/2013/03/2013031120051932.pdf> 就是瘋 --- 法式甜點
- <http://www.shs.edu.tw/works/essay/2016/03/2016030115471578.pdf> 紅蘿蔔與馬卡龍的初戀
- <https://en.wikipedia.org/wiki/Macaron>

THE END

Thank You