



教育部大學專業領域英語學習種子培訓暨
英語教育資源分享計畫

2014

加州大學全英語專業課程教學暑期精進課程

報名簡章

指導單位： 教育部中區區域教學資源中心

主辦單位： 靜宜大學外語教學中心

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重要日程一覽表

項目	日期	說明
報名簡章公告	103 年 3 月 17 日	於中區區域教學資源中心 (http://www.cctlrc.fcu.edu.tw)及靜宜大學外語教學中心網站 (http://www.flc.pu.edu.tw/UCI/index.htm)， 免費下載簡章。
活動報名	即日起至 103 年 4 月 23 日(三)止	1. 即日起至 103 年 4 月 23 日(三)止，由各 校承辦單位統一採線上及通訊報名。 2. 繳交資料：報名表、學校推薦表、佐證 資料影本 (詳見報名簡章)。 3. 資料繳交未完全者，視為未報名成功。
資格審查	103 年 4 月 24 日(四)至 103 年 5 月 1 日(四)止	主辦單位將召開審查委員會，召集相關領 域學者擔任審查委員，並得依符合受訓資 格教師之條件進行書面資料審查，必要時 得進行面試。
甄選結果公告	103 年 5 月 2 日(五)	1. 上午十點，統一公告入選名單於中區區 域教學資源中心及靜宜大學外語教學 中心網站。 2. 另以電子郵件或電話通知通過審核者。
前導課程 (含 TOEFL ITP 前測)	103 年 6 月 24 日(二)至 103 年 6 月 25 日(三)	1. 上課地點：靜宜大學 2. 住宿地點：靜宜大學宿舍 3. 課程共兩天，需全程參與。
全英語專業課程	103 年 7 月 8 日(二)至 103 年 7 月 30 日(三)止	1. 計畫課程為團去團回，並由主辦單位統 一訂購團體機票，班機資訊請參閱簡 章。 2. 上課地點：美國加州大學(UC Irvine) 3. 住宿地點：美國加州大學 4. 課程共 17 天，需全程參與。
加州大學全英語專業 課程教學暑期課程成 果發表展	103 年 7 月 30 日(三)	1. 地點：美國加州大學 2. 時間：16:30-18:30
TOEFL ITP 後測	103 年 8 月 5 日(二)	1. 考試地點：靜宜大學 2. 考試時間：(另行通知)
加州大學全英語暑期 課程成果發表會暨國 際化教育論壇	103 年 12 月中(暫訂)	地點：靜宜大學 時間：(另行通知)

壹、計畫緣起

為落實教育部高等教育與國際接軌之教育政策，透過與世界前百大名校加州大學爾灣分校(University of California, Irvine)合作培訓全英文授課與教學觀摩課程，以營造區域性全英語授課成長社群，提升大專院校專業課程教師之英語表達及學術英語教學知能，進而提升全英語授課之教學品質與成效，促進大學國際化之教學風氣。

貳、課程目標

配合教育部高教司「大學專業領域英語教學種子人員培訓暨英語教育資源分享計畫」，特規劃暑期密集全英語專業課師資培訓，本課程除了授課主題之外，著重於教學演練與觀摩，為達課程目標，規劃前導課程與UCI主課程，涵蓋主題如下列：

前導課程：

- TOEFL-ITP前測及UCI線上英語能力分級檢測
- UC Irvine視訊教學知能課程
- 全英語授課實務與教學技巧
- 打破全英語授課之教學迷思

UCI主課程：

- 翻轉式教學
- 學科內容語言教學
- 任務型教學等教學法
- 磨課師線上教學
- 教學演練與教學觀摩

參、招收對象及名額

- 一、研習對象：全國大專院校專任教師，英語能力為CEFR B1以上（相當於TOEIC 550以上），不含英（外）語相關科系之教師及以英語為母語之外籍教師。
- 二、共招收名額：20名學員。

肆、報名資格及甄選條件

一、報名資格

- (一)全國各大專院校遴選並推薦商管、資訊或理學相關領域專任教師一至兩名。
- (二)報名時請詳填【[附件一、報名表](#)】，並檢附以下資料：
 1. 全英語授課教學計畫：含已開設全英語授課課程大綱、教學回饋/成果或未來全英語授課課程開課計畫等。
 2. 教務長或院長等級以上之主管推薦函兩封。

3. 英語能力證明，以下擇一：

- (1). 近期英語能力檢定成績單
- (2). 20 分鐘全英語授課影音檔(以高解析度畫質錄製，格式為.wmv 或.avi 檔，檔名為校名-個人姓名)
- (3). 主題文章朗讀及簡答 mp3 錄音檔(檔名為校名-個人姓名)，請見【附件三】。

(三)上述資料請先行將【附件一】彙整為一份 PDF 電子檔(若有影音檔，請燒錄成光碟並連同紙本資料一併郵寄)，繳交至各校承辦單位統一上傳至活動報名系統 (<http://www.flc.pu.edu.tw/UCI/index.htm>)，並於 103 年 4 月 23 日(三)前(含當日，以郵戳為憑)掛號郵寄紙本資料至 **433 台中市沙鹿區台灣大道 7 段 200 號 靜宜大學外語教學中心 陳玲如助教收**，始完成報名程序。

二、甄選條件

(一)主辦單位將召開審查委員會議，召集相關領域學者擔任審查委員，並得依符合受訓資格教師之條件進行書面資料審查，必要時得進行面試。審查過程將考量各校推薦序、名額分散原則及該校國際化之可行性評估，以決定錄取名單。

(二)書面審查標準：

項 目	配 分
全英語授課教學學習計畫(已開設全英語授課課程大綱、教學回饋/成果或未來全英語授課課程開課計畫等)	40%
其他(含推薦函、英語能力證明、相關研究計畫等)	60%

伍、上課時間及地點

一、課程期間：課程分為兩階段進行，詳如下列：

- (一)前導課程：103 年 6 月 24 日(二)至 103 年 6 月 25 日(三)，上午 9:00 至下午 5:00。
- (二)UCI 主課程：103 年 7 月 8 日(二)至 103 年 7 月 30 日(三)，每週一至週五，上午 8:30 至下午 4:00。

培訓時間共計 19 天，總計 132 小時(含前後測共 4 小時)，採全英文授課方式。課程內容請詳閱【[附件二、課程進度表](#)】。

二、訓練地點：於靜宜大學及美國 University of California, Irvine 辦理，附設完善數位化設備、圖書館與學習中心，全英語學習環境將有助教師提升全英語授課教學技巧之學習效益。

陸、報名方式

- 一、報名期間：即日起至 **103 年 4 月 23 日(三)**止。
- 二、報名方式：採用網路及通訊報名，於活動網址(<http://www.flc.pu.edu.tw/UCI/index.htm>)進行線上報名。教師需同時檢附活動報名表及相關證明文件，彙整為一份完整 PDF 電子檔(若有影音檔，請於通訊報名附上燒錄光碟)，繳交由各校承辦單位統一上傳至活動報名系統(<http://www.flc.pu.edu.tw/flc/>)，並於截止日期前(含當日，以郵戳為憑)掛號郵寄紙本資料至 **433 台中市沙鹿區台灣大道 7 段 200 號 靜宜大學外語教學中心 陳玲如助教收**，始完成報名程序。

柒、錄取公告

103 年 5 月 2 日(五)前統一公告於中區區域教學資源中心及靜宜大學外語教學中心網站。

捌、補助費用

一、計畫補助：

(一) 全額補助：

1. 國內研習期間之課程費、住宿費、個人平安保險及上課時間膳食費等。
2. 海外研習學費、保險費、住宿費、交通費(含 LAX 機場接送、UCI 校園接駁公車)及上課期間部分膳食費等。

(二) 部分補助：

1. 推薦學校需支付該校推薦教師之台北-洛杉磯經濟艙來回機票(費用為新臺幣 49,000 元整，將由靜宜大學統一訂購團體票)。
2. 參訓教師須於錄取通知後一週內將機票費用匯入指定帳戶，再自行向原學校申請核銷。未於規定期限內完成機票繳費者，視同放棄參加課程，並由候補順位依序遞補。
3. 教師須全程參加前導課程、主課程及 TOEFL ITP 後測，始可獲得機票費用補助，補助金額以新台幣 5,000 元為上限。補助費用統一於後測施測當日填寫領據後，以現金給付。

玖、參訓教師之義務

- 一、全程參加靜宜大學前導課程與美國加州大學爾灣分校(UCI)主課程。
- 二、全程參加美國加州大學於 103 年 7 月 30 日舉辦之「2014 加州大學全英語專業課程教學暑期課程成果發表會」。
- 三、國外培訓期滿後，須於主辦單位規定之日期進行 TOEFL ITP 測驗，以作為成效評估之依據。(預計於 103/8/5(二)施測，詳細施測日期以最新公告為主)

- 四、國外培訓期滿後，須於返國一個月內繳交研習成果檔案(內容視 UCI 實際規定)，經任職學校簽核後提交給主辦單位(靜宜大學外語教學中心)彙整結案報告報部。
- 五、全程參加靜宜大學於 103 年 12 月舉辦之「加州大學全英語暑期課程成果發表會暨國際化教育論壇」。
- 六、擔任區域與推薦學校之英語授課種子教師，協助全英授課計畫與課程推廣相關課程與活動。

壹拾、課程內容其他注意事項

- 一、課程內容包含前導課程、TOEFL ITP 前後測、專業課程學術英語教學講座、英語溝通與表達、教學專業知能發展與觀摩，共計 132 小時。
- 二、進度課程表：103 年 6 月 24 日(二)至 6 月 25 日(三)、103 年 7 月 8 日(二)至 103 年 7 月 30 日(三)，共計 19 天。課程進度詳見【[附件二、課程進度表](#)】，惟上課內容及時數，得視需要調整。

課程內容		授課主題
前導課程	1. 前導課程	說明整體課程主軸與目標及赴美受訓前相關注意事項，並邀請國內相關領域專家學者進行講座，並透過 UC Irvine 視訊教學知能課程，協助學員了解密集課程內容及銜接。
	2. TOEFL ITP 前測	瞭解學員受訓前語言基本能力，並透過密集課程間持續加強英語學習弱點處。
	3. 美國加州大學(UCI)線上英語能力分級檢測	於靜宜大學語言教室進行，此檢測成績將作為 UCI 英語課程分班上課之參考。
	4. 專業課程學術英語教學講座	邀請國內全英語授課之專業講師分享並加強全英語授課之概念、未來發展趨勢及教學技巧。
UCI 主課程	5. 英語溝通與表達	安排專業授課教師強化學員英語溝通與表達技巧，並透過與加州大學教師、學生及學伴互動親自體驗跨文化溝通及國際化教學。
	6. 教學專業知能發展與觀摩	由加州大學之專業授課教師規劃全英語教學課程，透過專業教學知能課程，如：學科內容語言教學、任務型教學法、翻轉式教學、磨課師數位課程、教學演練與觀摩等活動，以提升學員全英語授課知能與技巧。
7. TOEFL ITP 後測		於返台後一週內進行 TOEFL ITP 後測，以檢測學員密集訓練後之英語能力進步成效。

壹拾壹、 其他注意事項

- 一、 本計畫課程為團去團回(班機時間如下表)，並由主辦單位統一訂購團體機票，請於報名前妥善審視並預留往返桃園中正機場之時程。

班機時間	班機編號	航空公司	起飛城市	抵達城市	起飛時間	抵達時間
2014/07/07 (星期一)	BR16	長榮航空	台北	洛杉磯	23:55	21:20
2014/07/31 (星期四)	BR11	長榮航空	洛杉磯	台北	17:45	22:00+1

- 二、 參訓學員需於出發前自行辦理 F1 美簽，將於審核通知時寄發美國加州大學爾灣分校 I-20 文件，相關申請及辦理方法可參考【[附件四、美國學生簽證辦理手續](#)】或至美國在臺協會網站(<http://www.ait.org.tw/zh/visas.html>)查詢。
- 三、 其他未盡事宜，依靜宜大學外語教學中心加州大學全英語專業課程教學暑期精進課程專區(<http://www.flc.pu.edu.tw/UCI/index.htm>)公告為準。

附件一、報名表

填寫說明	表一、學校承辦單位資料	由學校承辦單位填寫。
	表二、學校推薦名單	由學校承辦單位填寫，每校以推薦一名為原則，若有多位候選教師，請依推薦優先序排列。
	表三、教師申請表	由教師填寫，並檢齊有利申請之相關資料後，送各校承辦單位辦理推薦。

表一、學校承辦單位資料

學校名稱		
承辦單位		
聯絡人資料	姓 名	
	服務單位	
	辦公室電話	
	行動電話	
	E-mail	

表二、學校推薦名單

優先序號	姓名	服務單位	職稱	授課領域
1				☐ 商管 ☐ 資訊 ☐ 理工 ☐ 其他:_____
2				☐ 商管 ☐ 資訊 ☐ 理工 ☐ 其他:_____

承辦人(簽章)

承辦單位主管(簽章)

校長(簽章)

- ◎本專案採部分補助，推薦學校需支付該校參與研習教師之台北-洛杉磯來回機票(經濟艙，新臺幣49,000元整，由辦理單位統一訂購團體票，覈實報支)。
- ◎各校辦理教師推薦**無需備函**，推薦表及教師資料請於**103年4月23日**前將申請文件彙整成一份完整之電子檔上傳至[線上報名系統](#)，並掛號郵寄紙本資料至**433 台中市沙鹿區台灣大道7段200號 靜宜外語教學中心陳玲如助教收(以郵戳為憑)**。各校資料表件一經收迄，本校將覆以電子郵件確認。

表三、教師申請表

(一) 教師個人資料表(請確實填寫)

報名序號 (由主辦單位填寫)		入選序號 (由主辦單位填寫)	
基本資料			
中文姓名		英文姓名 (與護照同)	
具中華民國 國籍	☐ 是 ☐ 否	性 別	☐ 男 ☐ 女 (男性須役畢)
身分證字號		護照號碼	
出生年月日		葷素食	☐ 葷 ☐ 素
聯絡電話	研究室：_____ 手 機：_____ 住 處：_____ 其 他：_____		
E-mail	(1) _____ (2) _____		
現居地址	□□□-□□		
永久地址	□□□-□□ (若同上欄位，則無需重複)		
緊急聯絡人	姓名：_____ 電話：_____ 與本人關係：_____ 手機：_____ 地址：□□□-□□ _____		
主要學歷(由最高學歷，依次填寫)			
學校名稱	國別	主修學門系所	學位

現職及與專長相關之經歷(請依任職時間先後順序往前追溯)			
服務機構	服務部門/系所	職稱	起訖年月(西元年/月)

專長(請自行填寫與研究方向有關之學門及次領域名稱)			
1.	2.	3.	4.

著作目錄	

申請人 切結事項	本人已閱讀教育部「2014 年教育部大學專業領域英語學習種子培訓暨英語教育資源分享試辦計畫 加州大學全英語專業課程教學暑期精進課程」課程簡章，瞭解課程內容與規定，且願意全程參與課程、不隨意脫隊或自由行動。本人保證所填各項資料及所附文件均經本人詳實核對無誤，若有不實或繳交資料不全者，願喪失參訓資格，絕無異議。 本人簽名：103 / /
注意事項	1. 報名手續完成後，各項資料一律存查不予退還。 2. 報名表內各欄所填資料經確認送出後，即不得以任何理由要求更改，請審慎填寫。 3. 資料內容未勾選(填)或勾選(填)錯誤，若因此影響權益，其責任概由報名者自行負責。

(二) 檢附資料

1. 身分證影本/掃描檔黏貼處

身分證影本/掃描檔正面	身分證影本/掃描檔反面
-------------	-------------

2. 護照影本/掃描檔黏貼處

護照影本/掃描檔放置處(有效期需 6 個月以上，內容需清晰可辨)

3. 有利審查之書面文件

書面審查資料請於下表列出清單，並將文件依序檢附於後。(表格如不敷使用，請自行增加列數)

編號	文 件 名 稱
(1)	全英語授課教學學習計畫
(2)	英語能力證明
(3)	
(4)	

(1) 全英語授課教學學習計畫

(含已開設全英語授課課程大綱、教學回饋/成果或未來全英語授課課程開課計畫等)

(2)學校教務長或院長等級以上主管撰寫之推薦函(請彌封好，隨紙本報名文件寄送至主辦單位)

(3)英語能力證明

(以下項目擇一提供，除 A 項需黏貼成績單影本外，其餘項目請燒錄成光碟連同報名資料郵寄至主辦單位。)

☐A.近期英語能力檢定成績單

☐B.20 分鐘全英語授課影音檔(以高解析度畫質錄製，格式為.wmv 或.avi 檔，檔名為校名-個人姓名)

☐C.主題文章朗讀及簡答 mp3 錄音檔(檔名為校名-個人姓名) 各領域朗讀文章請見【附件三】。

附件二、課程進度表（得視實際授課情形調整）

Pre-departure Orientation (Providence University, Taiwan)
(6/24~6/25)

Day Time	6/24 Tuesday	6/25 Wednesday
08:30-09:00	Register & Orientation	
09:00-12:00	Seminar (1): English as medium of instruction	Seminar (3): English as medium of instruction
Lunch		
14:00-17:00	Seminar (2): English as medium of instruction	Pre-departure Briefing& TOEFL ITP pre-test

Course (University of California Irvine, USA)
Week 1 (7/7~7/11)

Day Time	7/7 Monday	7/8 Tuesday	7/9 Wednesday	7/10 Thursday	7/11 Friday
08:30-11:30	Arrival	Academic Orientation	English for English Teaching Professionals		
12:00-13:00		Lunch with Conversation Partners & Campus Tour	Lunch	Lunch	
13:00-14:00				Specialized Training Workshop: English Medium Instruction Practicum Baseline 1	Specialized Training Workshop: English Medium Instruction Practicum Baseline 2
14:00-16:00					
		English Medium Instruction Practicum Introduction (14:00-15:00)	Introduction to Content-Based Instruction		

Week 2 (7/14~7/18)

Day Time	7/14 Monday	7/15 Tuesday	7/16 Wednesday	7/17 Thursday	7/18 Friday
08:30-11:30	English for English Teaching Professionals	Content Class Observations (08:30-12:00)	English for English Teaching Professionals		
11:30-13:00	Lunch				
13:00-16:00	Specialized Training Workshop				Content Class Observations
	English Medium Instruction Practicum Baseline 3	The Flipped Classroom	Assessment	Task-based Learning	

Week 3 (7/21~7/25)

Day Time	7/21 Monday	7/22 Tuesday	7/23 Wednesday	7/24 Thursday	7/25 Friday
08:30-11:30	English for English Teaching Professionals				
11:30-13:00	Lunch				
13:00-16:00	Specialized Training Workshop				
	Cooperative Language Teaching	Classroom Management	Whole Language Approach	Open Courseware	English Medium Instruction Practicum Final 1

Week 4 (7/28~7/31)

Day Time	7/28 Monday	7/29 Tuesday	7/30 Wednesday	7/31 Thursday
08:30-11:30	English for English Teaching Professionals			Departure
11:30-13:00	Lunch			
13:00-16:00	Specialized Training Workshop			
	English Medium Instruction Practicum Final 2	English Medium Instruction Practicum Final 3	English Medium Instruction Practicum Final 4	
16:30-18:30			Graduation Ceremony	

附件三、朗讀文章及簡答

管理領域

Participating in the Multilateral Trade Negotiations of the Doha Round

From Taiwan's formal accession to the World Trade Organization (WTO) in January 2002 to the end of December 2007, our government dispatched 800 representatives from relevant departments to attend the WTO Ministerial Conference and General Council meetings, and various other WTO councils, committees and working groups. We also actively participated in the special sessions of the Doha negotiations. Taiwan submitted 204 position papers and suggestions for discussion among members.

At these meetings, we fully expressed our concerns to ensure that Taiwan acquired the most benefits possible from these talks. Multilateral trade liberalization is an important goal for Taiwan. Trade accounts for a vital proportion of our nation's GDP, so trade liberalization is seen as very meaningful and beneficial to our economy. The Doha Round of negotiations covers nine major topics, and we will continue to participate in all future talks to help formulate new international economic and trade principles, and to open deeper and broader international trade opportunities.

Using WTO mechanisms to secure Taiwan's rights and protect its interests, Taiwan has resolved many trade conflicts within the WTO dispute settlement framework. Since its accession, Taiwan has become familiar with WTO dispute settlement procedures by participating as a third party in more than 40 dispute settlement cases. Meanwhile, in response to complaints from local businesses that they have been treated unfairly by other countries, or that the trade measures of other countries' might be in violation of WTO regulations, the government has, following internal discussions among relevant government agencies and consultations with legal professionals, initiated conflict resolution procedures within the WTO framework.

For example, in February 2005, Taiwan held bilateral negotiations with India regarding that nation's anti-dumping measures on seven Taiwanese products. In the end, India agreed to cancel measures on five of these products. In addition, via bilateral negotiations, Taiwan's government has persuaded trading partners to adopt trade relief measures, based on the principles of justice and objectivity. For example, in May and November 2007, Taiwan requested bilateral negotiations with Argentina, in response to that nation's safeguard measure against Taiwanese compact disc-recordables (CD-R).

Future Goals

Taiwan expects to expand benefits for domestic industries and to formulate more comprehensive national policies by taking advantage of WTO membership. We also hope to cultivate more talent in international trade to strengthen our relations with foreign countries and enhance our overall competitiveness. In the Doha Round negotiations, we look forward to forming alliances with other crucial members whose positions on trade issues are similar to ours. In this way, we may maintain our trade interests while maximizing our influence. As for the future outcomes of Doha Round, the

relevant authorities of our government will analyze the pertinent impact on Taiwan and prepare responsive measures in advance in order to assist Taiwanese industries in making the right adjustments or changes. In addition, Taiwan will continue to utilize the WTO mechanism to eliminate trade barriers, create business opportunities, assist less-developed nations and raise our international economic and trade status. We will also use the WTO as a bridge for participating in activities of other international economic and trade organizations.

The article is an excerpt from “The Development of International Trade in the Republic of China in 2007”, published by the BOFT in June, 2008.

簡答

1. Briefly describe, in your own words, the anti-dumping case between Taiwan and India.
2. How could participating in the Doha Round enhance Taiwan’s trade competitiveness?

以上文章與簡答問題均節錄自 ESP:English for Economics 成功大學專業英文系列-經貿英文(書林出版社)

資訊領域**Yahoo! Inc. and Google Inc. Abandon their Advertising Agreement**

Resolves Justice Department's Antitrust Concerns, Competition Is Preserved in Markets for Internet Search Advertising

WASHINGTON—Yahoo! Inc. and Google Inc. abandoned their advertising agreement after the Department of Justice informed the companies that it would file an antitrust lawsuit to block the implementation of the agreement. The Department said that, if implemented, the agreement between these two companies accounting for 90 percent or more of each relevant market would likely harm competition in the markets for Internet search advertising and Internet search syndication.

“The companies’ decision to abandon their agreement eliminates the competitive concerns identified during our investigation and eliminates the need to file an enforcement action,” said Thomas O. Barnett, Assistant Attorney General in charge of the Department’s Antitrust Division. “The arrangement likely would have denied consumers the benefits of competition—lower prices, better service and greater innovation.”

The agreement would have enabled Yahoo! To replace a significant portion of its own Internet search results advertisements with those sold by Google. After an extensive investigation that was facilitated by the companies’ cooperation and agreement to provide the Department time to investigate the proposed deal prior to implementation, the Department concluded that Google and Yahoo! would have become collaborators rather than competitors for a significant portion of their search advertising businesses, materially reducing important competitive rivalry between the two companies. Although the companies proposed various modifications to their original agreement in an effort to address the Department’s antitrust concerns, the Department determined that such modifications would not eliminate the competition concerns raised by the deal.

The Department and the Canadian Competition Bureau cooperated extensively throughout the course of their investigations. Attorney Generals from 15 states—California, Connecticut, Delaware, Florida, Hawaii, Iowa, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, New York, Texas, Wisconsin, and Washington—also participated in the investigation.

Google and Yahoo! are search engine companies. A search engine allows people to search for information on the Internet. In response to a search request (or query), a search engine presents a web page listing links to other pages that are relevant to the query. Those listings consist of so-called “natural” or “algorithmic” results of the search engine’s survey of the web, as well as paid or sponsored advertisements that are relevant to the query. Google and Yahoo! both display search advertising results above the natural search results, in the so-called “north block,” and to the right of the natural search results, in the so-called “east block.” Informative, relevant search advertisements provide a uniquely efficient and increasingly important means for advertisers to reach potential consumers. When a person clicks on a search ad, he or she is sent to a web page designated by the advertiser. An advertiser typically pays the search engine when its advertisement

is “clicked on” by a user, and the advertiser hopes the user will perform some action (called a “conversion”) when the user reaches the destination page, such as purchasing the advertised product.

Companies such as Google and Yahoo! also offer their search engine and search advertising services to third-party syndication partners, such as the web sites of retail stores or newspapers. The syndication partner will use the search engine provider to search the Internet and their own web site to provide relevant advertisements. If a user clicks on an advertisement provided in response to a search on the partner’s web site, the search engine shares the revenues it generates from the click with the syndication partner.

The agreement granted Yahoo! the option to use Google to sell ads for placement on Yahoo!’s search results pages and certain third-party syndication partner web sites in place of ads sold through Yahoo!’s competing search advertising platform.

The Department of Justice’s investigation revealed that Internet search advertising and Internet search syndication are each relevant antitrust markets, and that Google is by far the largest provider of such services, with shares of more than 70 percent in both markets. Yahoo! Google’s most significant competitor in both markets, and together the companies have combined market shares of 90 percent and 95 percent in the search advertising and search syndication markets, respectively. Yahoo! provides an alternative to Google for many advertisers and syndication partners, and it recently had begun making significant investments in order to compete more effectively against its rival, including the 2007 introduction of its Panama search advertising platform. Had the companies implemented their arrangement, Yahoo! would have had significantly reduced incentives to invest in its search advertising business, as simply outsourcing such ads to Google would have made more financial sense.

Retrieved at: http://www.usdoj.gov/atr/public/press_releases/2008/239167.htm

簡答

1. Google and Yahoo both display search advertising results in the “north block,” and “east block” of the screen. In your opinion, which block is more valuable? Please explain.
2. Why would the implementation of the agreement between Yahoo and Google have harmed competition in the market?

以上文章與簡答問題均節錄自 ESP:English for Economics 成功大學專業英文系列-資訊科技英文(書林出版社)

理科領域**Essential Things to Do in Space**

—Planetary scientists have articulated going for exploring the solar system

By George Musser

Break Out of the Solar System

Two year ago the venerable Voyager space probes went through a funding scare. NASA, desperate for money, said it might have to shut them down. The ensuing public outcry kept them going. Nothing that human hands ever touched has gone as far as Voyager 1: as of press date, 103 astronomical units (AU)—that is, 103 times as far from the sun as Earth is—and picking up another 3.6 AU every year. In 2002 or 2004 (scientists disagree), it enter the mysterious multilayered boundary of the solar system, where outgoing solar particles and inflowing interstellar gases go mano a mano.

But Voyager was designed to study the outer planets, not interstellar space, and its plutonium batteries are running down. NASA has long had a mind to dispatch a dedicated probe, and an NRC report on solar physics argued in 2004 that the agency should start working toward that goal.

The spacecraft would measure the abundance of amino acids in interstellar particles to see how much of the solar system's complex organics came from beyond; look for antimatter particles that might have originated in miniature black holes or dark matter; figure out how the boundary screens out material, including cosmic rays, which may affect Earth's climate; and see whether nearby interstellar space has magnetic field, which might play a crucial role in star formation. The probe could act as a miniature space telescope, making cosmological observations unhindered by the solar system's dust. It might investigate the so-called Pioneer anomaly—an unexplained force acting on two other distant spacecraft, Pioneer 10 and 11---and pinpoint where the sun's gravity brings distant light rays to a sharp focus, as a test of Einstein's general theory of relativity. For good measure, scientists could aim the probe for a nearby star such as Epsilon Eridani, although it would take tens of thousands of years to get here.

Getting the thing hundreds of AU out within the lifetime of a researcher (and of a plutonium power source) would mean boosting it to a speed of 15 AU a year. The options boil down to large, medium and small—propelled, respectively, by an ion drive powered by a nuclear reactor, an ion drive powered by plutonium generators, or a solar sail.

The large (36,000kilogram) and medium (1,000-kilogram) missions were honed in 2005 by team led, respectively, by Thomas Zurbuchen of the University of Michigan at Ann Arbor and by Ralph McNutt of the Johns Hopkins University Applied Physics Laboratory. The small option seems the most likely to fly. ESA's Cosmic Vision program is now considering a proposal from an international team of scientists led by Robert Wimmer-Schweingruber of the University of Kiel in Germany. NASA might join in, too.

A solar sail 200 meters across could carry a 500-kilogram spacecraft. After launch from Earth, it would first swoop toward the sun, going as close as it dared—just inside Mercury's orbit—to get flung out by the intense sunlight. Like a windsurfer, the spacecraft would steer by leaning to one side or the other. Just before passing Jupiter's orbit, it would cast off the sail and glide outward. To get ready, engineers need to design a sufficiently lightweight sail and test it on less ambitious missions first.

“Such a mission, be it ESA-or NASA-led, is the next logical step in our exploration of space,” Wimmer-Schweingruber says. “After all, there is more to space than exploring our very, very local neighborhood.” The estimated price tag is about \$2 billion, including three decades’ operating expenses. Studying the other planets has helped humans figure out how Earth Plugs into a grander scheme, and studying our interstellar environs would do the same for the solar system at large.

Posted on *Scientific American*, November 2007, issue#69

簡答

1. What is the main idea in this article?
2. In the last paragraph, we learn that it would cost approximately \$2 billion dollars to accomplish this mission. Do you think it is worth spending so much money? Give reasons for your answers.

以上文章與簡答問題均節錄自 ESP:English for Economics 成功大學專業英文系列-基礎科學(書林出版社)

附件四、美國學生簽證辦理時程與手續

- 一、以下時程表及手續僅供參考，美國學生簽證申請詳細注意事項，以美國在台協會
(http://www.ustraveldocs.com/tw_zh/tw-niv-visatypeinfo.asp)最新公告為準。
- 二、申請時程表(教師可參考此時程表辦理簽證，請務必於6月底前取得美國F-1簽證)。

項目	日期或時程
甄選結果公告	103年5月2日(五)
UCI 核發 I-20 文件	約需 10 個工作天
完成線上 DS-160 表格填寫	103年5月24日(六)前需完成
預約面試時間	約需等待 7~10 個工作天 (最遲需於 103年6月6日(五)前完成)
取得簽證	約 7~10 個工作天 (最遲需於 103年6月底前取得)

1. 首先，必須要先持有學校核發的 I-20 文件，並且核對個人資料是否無誤，並於底下【學生姓名】&【學生簽名】處簽名。(請簽與護照相同的英文名，並且簽在線的上方)

U.S. Department of Justice
Immigration and Naturalization Service

Certificate of Eligibility for Nonimmigrant (F-1) Student
Status - For Academic and Language Students. (OMB NO. 1115-0051)

Page 1

Please read instructions on Page 2.
This page must be completed and signed in the U.S. by a designated school official.

1. Family Name (surname):
First (given) Name: _____ Middle Name: _____
Country of birth: _____ (Date of birth (month/day/year))
Country of citizenship: _____ Address (city and state):
Country of birth: _____ Address (city and state):

2. School (School district) name:
University of Pennsylvania
University of Pennsylvania
School Official to be notified of status:
Alan Johnson
SEVIS Coordinator and I-20
School address (include zip code):
3701 Chestnut Street
Suite 100
Philadelphia, PA 19104-3399
School code (including 1-digit suffix, if any) and approval date:
PHI224F00151000 approved on: 01/21/2003

3. This certificate is issued to the student named above for:
Continued attendance at this school.

4. Level of education the student is pursuing or will pursue in the United States:
DOCTORATE

5. The student named above has been accepted for a full course of study at this school, majoring in Business Administration and Management. The student is expected to report to the school no later than 09/09/1999 and complete studies not later than 08/08/2003. The normal benefit of study is 72 months.

6. English proficiency:
This school requires the student to have the following English proficiency:
The student has the following English proficiency:

7. This school estimates the student's expenses (up to 12 months to be):
a. Tuition and fees \$ 4,344.00
b. Living expenses \$ 12,500.00
c. Expenses of dependents (if any) \$ 0.00
d. Other (specify): summer expenses \$ 3,000.00
Total \$ 20,944.00

8. This school has information showing the following as the student's means of support, estimated for an academic term of 3 months (Use the same number of months given in item 7):
a. Student's personal funds \$ 0.00
b. Funds from this school \$ 0.00
c. Funds from another source \$ 0.00
d. Campus employment \$ 0.00
Total \$ 0.00

9. Remarks:

10. School Certification: I certify under penalty of perjury that all information provided above in items 1 through 9 was completed before I signed this form and is true and correct; I executed this form in the United States after review and evaluation in the United States by me or other officials of the school of the student's application, transcripts, or other records of courses taken and proof of financial responsibility, which were received at the school prior to the execution of this form; the school has determined that the above named student's qualifications meet all standards for admission to the school; the student will be required to pursue a full course of study as defined by 8 CFR 214.2(b)(6); I am a designated official of the above named school and am authorized to issue this form.
Alan Johnson Immigration Specialist 05/07/2003 Philadelphia, PA
Name of School Official: Signature of Designated School Official: Title: Date Issued: Place Issued (city and state)

11. Student Certification: I have read and agreed to comply with the terms and conditions of my admission and those of any extension of stay as specified on page 2. I certify that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily and solely for the purpose of pursuing a full course of study at the school named on page 1 of this form. I also authorize the name of my nonimmigrant status.
Name of Student: _____ Date: _____
Name of parent or guardian: _____ Signature of parent or guardian: _____ Address (city): _____ (State or Province) (Country): _____ (Date): _____
If student under 18

Form I-20 A-B (Rev. 04-27-98)N

For Official Use Only
Microfilm Index Number

2. **準備符合規格的照片**，線上遞交 DS-160 申請表的同時，必須上傳一份的照片 電子檔。另外，在最後完成 DS-160 表格時，需要列印一張 DS-160 確認單，請於**確認單左下角實貼一張照片**(需與上傳的電子檔照片相同)
3. **照片規格：**

照片尺寸為 5*5 CM
背景色需為白色或灰白色。
需為申請者“六個月”內近照 **(請特別注意，如果你的護照辦理已超過 六個月，就不可用與護照相同的照片)**
因人像比例有特別規定，建議與相館確認為【辦理美簽】用照片。
詳細照片規格說明：<http://www.ait.org.tw/zh/photo-specifications.html>
4. **填寫線上申請表 DS-160**，填寫之前，建議先將以下資訊準備好。
(需準備英文資料)

個人資料

- 出生日期以及出生地
- 住宅地址
- 電話號碼
- 護照號碼、發照日期、效期截止日期以及核發地點。
- 薪資(以就業地點當地幣值顯示)
- 配偶和父母的姓名以及他們的出生日期
- 目前及過去所受教育記錄：包括從國中開始曾就讀過的所有學校名稱和地址、以及學位或主修科目。
- 工作經驗：包括公司/機構地址並敘述您的工作職責內容。
- 在美國其他親戚的資訊

這次旅行目的以及過去旅行記錄

- 行程表，內容包括班機資料(如已預定)、預計出發日、美國停留地址、以及赴美目的
- 美國聯絡人的姓名、地址以及聯絡資訊
- 之前曾到過美國的旅行記錄，包括日期及每次停留時間(如果無法確定時間，請先提供大約的日期)
- 之前獲准過的美國簽證，包括核准日期以及簽證號碼(如有，請翻閱舊護照簽證資訊)
- 過去五年到訪過的國家
- 若情況適用，回答有關過去兵役的相關問題。

5. **DS-160** : <https://ceac.state.gov/genniv/> (申請頁面)

- 進入 DS-160 申請表格，先選擇右上方的語言提示(Select Tooltip language) 為【中文(繁體)(Chinese-Tradition)】之後只要將滑鼠移到填寫的欄位，多數問題都有提供中文翻譯。
- 另外會有一組【Application ID】要先記下來，後面如果有需要暫停填表 並重新填表時，都需要填入這組代碼。

接下來，請按照所要求填寫，**強烈建議閱讀此部落格教學文：**

<http://findlifevalue.blogspot.tw/2011/07/usa-ds-160-visa-i.html>

<http://findlifevalue.blogspot.tw/2011/07/usa-ds-160-visa-ii.html>

<http://findlifevalue.blogspot.tw/2011/07/usa-ds-160-visa-iii.html>

<http://findlifevalue.blogspot.tw/2011/07/usa-ds-160-visa-iv.html>

(完整教學，共有四篇文章，請全部閱讀)

- 重點提醒: 填寫每一頁的問題時，不可閒置過久，不然系統會自動登出。建議每 填寫完一頁就先存檔，避免沒有存檔需要重新填寫資料的麻煩。另外， 要存檔一定要一整頁的問題填寫好之後才能存，如果一個頁面中有問題 沒有寫到，就會無法存檔。
- 重點提醒:學生簽證申請的類別請選擇 **STUDENT / EXCHANGE VISA (F, J, M, Q)**：學生/交換訪客

重點提醒: 對於【Travel Companions Information】

a. Are there other persons traveling with you?是否有人同行?請選【Yes】

b. Are you traveling as part of a group or organization?請選【Yes】並填寫跟團單位
Providence University

- 完成表格後，請印出 Confirmation (確認單)[請在確認單左下角貼上美 簽申辦照片，請盡量與上傳的照片電子檔箱同] 並拿到確認號碼 (Confirmation Number)，再去申請預約面談的日期。

6. **預約面試:** <https://cgifederal.secure.force.com/?language=Mandarin&country=Taiwan> (申請頁面)

請根據自己適合時間進行安排，並提早 10-15 分鐘到達美國在台協會(台北) 美國在台協會位

置: <http://www.ait.org.tw/zh/hours-of-operation-and-location.html>

7. **完成繳費:**

辦理學生簽證，需完成以下三項費用繳交，並在面試當天將繳費收據攜帶至 美國在台協會。(a.b.兩項需到郵局劃撥，c.需用信用卡線上繳款)

a. 簽證申請手續費: 新台幣\$4,800 元

劃撥帳號: 19189005

戶名: 美國銀行代收美國在台協會簽證手續費專戶

b. 資料處理中心服務費: 新台幣\$390 元

劃撥帳號: 19832104

戶名: 台灣源訊科技股份有限公司

(以上 a.b.實際繳費費用與繳費方式，以[美國在台協會網站](#)公告為主)

c. SEVIS I-901 費用

SEVIS Fee : <https://www.fmjfee.com/i901fee/index.jsp> (申辦頁面)

SEVIS Fee 辦理教學:<http://www.wretch.cc/blog/freshego/10900534>

費用說明: 由於繳交費用有可能調整，建議繳費前先前往 AIT 網頁確認最新費率。

<http://www.ait.org.tw/zh/nonimmigrant-visas-fees.html>

8. **面試文件確認:**

完成以上繳費後，會有以下文件:

- **【Confirmation(確認單)】**(有照片及條碼在上面的就可以)
- 面談預約單
- 郵局繳款劃撥單兩張
- SEVIS FEE 付款確認單一張
- 個人照片一張(需為 5x5 公分見方，最好同網路傳送的照片，需貼在確認單左下角)
- 護照正本，效期必須比預定停留美國期間還多出六個月(如有舊護照的話也一併攜帶)

建議其他佐證資料:

- 可於學校辦理”在職證明”
- 其他的財力證明(如銀行存款資料影本等)、學校核發邀請函或許可信、身份證明文件也可以選擇攜帶。

9. **前往面談**，請於預約時段準時前往美國在台協會進行面試。

美簽面談經驗教學:

<http://findlifevalue.blogspot.tw/2010/05/usa-visa-interview-xperience.html>

10. **如果簽證獲准後，護照及 I-20 文件將會被簽證官先收走。**

簽證及護照將透過快遞服務送交給簽證申請人。申請人必須在遞交簽證申請 文件前填寫好快遞託運單。快遞託運單在非移民簽證科的等候大廳內即可取得。在遞交簽證申請文件給美國在台協會的人員後，請至快遞服務窗口遞交 填好的快遞託運單。這項服務是由超峰速件運送股份有限公司以新台幣 \$170 元的費用提供。貨到付費。

請留意：護照發還時，請**確保 I-20 文件有夾帶於護照中與簽證一同發回。**

11. **輔助資訊:**

若需要協助，可以到以下網站查詢如何將中文姓名轉為拼音:

<http://www.boca.gov.tw/sp?xdURL=E2C/c2102-5.asp&CtNode=677&mp=1>

DS-160 表格常見問題整理:

<http://findlifevalue.blogspot.tw/2010/06/ds-160-q.html>

靜宜大學外語教學中心

Providence University Foreign Language Center

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中國區域教學資源中心
Centre of Taiwan Teaching/Learning Resource Center

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