

考 試 科 目	英 文 寫 作	所 別	英 國 語 文 學 系	考 試 時 間	2 月 7 日(五) 第一節
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Read the following article taken from the Opinion column of the *New York Times* and answer all questions.

The Medium Is the Medium (by David Brooks JULY 8, 2010)

Recently, book publishers got some good news. Researchers gave 852 disadvantaged students 12 books (of their own choosing) to take home at the end of the school year. They did this for three successive years.

Then the researchers, led by Richard Allington of the University of Tennessee, looked at those students' test scores. They found that the students who brought the books home had significantly higher reading scores than other students. These students were less affected by the "summer slide" — the decline that especially afflicts lower-income students during the vacation months. In fact, just having those 12 books seemed to have as much positive effect as attending summer school.

This study, along with many others, illustrates the tremendous power of books. We already knew, from research in 27 countries, that kids who grow up in a home with 500 books stay in school longer and do better. This new study suggests that introducing books into homes that may not have them also produces significant educational gains.

Recently, Internet mavens got some bad news. Jacob Vigdor and Helen Ladd of Duke's Sanford School of Public Policy examined computer use among a half-million 5th through 8th graders in North Carolina. They found that the spread of home computers and high-speed Internet access was associated with significant declines in math and reading scores.

This study, following up on others, finds that broadband access is not necessarily good for kids and may be harmful to their academic performance. And this study used data from 2000 to 2005 before Twitter and Facebook took off.

These two studies feed into the debate that is now surrounding Nicholas Carr's book, "The Shallows." Carr argues that the Internet is leading to a short-attention-span culture. He cites a pile of research showing that the multidistraction, hyperlink world degrades people's abilities to engage in deep thought or serious contemplation.

Carr's argument has been challenged. His critics point to evidence that suggests that playing computer games and performing Internet searches actually improves a person's ability to process information and focus attention. The Internet, they say, is a boon to schooling, not a threat.

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But there was one interesting observation made by a philanthropist who gives books to disadvantaged kids. It's not the physical presence of the books that produces the biggest impact, she suggested. It's the change in the way the students see themselves as they build a home library. They see themselves as readers, as members of a different group.

The Internet-versus-books debate is conducted on the supposition that the medium is the message. But sometimes the medium is just the medium. What matters is the way people think about themselves while engaged in the two activities. A person who becomes a citizen of the literary world enters a hierarchical universe. There are classic works of literature at the top and beach reading at the bottom.

A person enters this world as a novice, and slowly studies the works of great writers and scholars. Readers immerse themselves in deep, alternative worlds and hope to gain some lasting wisdom. Respect is paid to the writers who transmit that wisdom.

A citizen of the Internet has a very different experience. The Internet smashes hierarchy and is not marked by deference. Maybe it would be different if it had been invented in Victorian England, but Internet culture is set in contemporary America. Internet culture is egalitarian. The young are more accomplished than the old. The new media is supposedly savvier than the old media. The dominant activity is free-wheeling, disrespectful, antiauthority disputation.

These different cultures foster different types of learning. The great essayist Joseph Epstein once distinguished between being well informed, being hip and being cultivated. The Internet helps you become well informed — knowledgeable about current events, the latest controversies and important trends. The Internet also helps you become hip — to learn about what's going on, as Epstein writes, "in those lively waters outside the boring mainstream."

But the literary world is still better at helping you become cultivated, mastering significant things of lasting import. To learn these sorts of things, you have to defer to greater minds than your own. You have to take the time to immerse yourself in a great writer's world. You have to respect the authority of the teacher.

Right now, the literary world is better at encouraging this kind of identity. The Internet culture may produce better conversationalists, but the literary culture still produces better students.

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It's better at distinguishing the important from the unimportant, and making the important more prestigious.

Perhaps that will change. Already, more "old-fashioned" outposts are opening up across the Web. It could be that the real debate will not be books versus the Internet but how to build an Internet counterculture that will better attract people to serious learning.

<https://www.nytimes.com/2010/07/09/opinion/09brooks.html?searchResultPosition=1>

1. Answer all questions:

- (a) Brooks discusses many societal issues in this article. Name at least THREE of them and explain the author's point of view on each. (30%)
- (b) Brooks presents studies to support his ideas in this article. Do you think these studies are convincing? Why or why not? (20%)

2. Write a response essay of at least three paragraphs based on the situation in Taiwan. In the essay, you should voice your agreement or disagreement. You should also explain why you (dis)agree. Do not exceed 600 words. (50%)

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- 一、作答於試題上者，不予計分。
二、試題請隨卷繳交。

考 試 科 目	英美文學	系 所 別	英國語文學系(文學組)	考 試 時 間	2 月 7 日(五)第 3 節
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I. British Literature (60%)

Essay Questions: Choose ANY TWO of the following questions and present your answer/argument in essay format (each 30%)

1. Please choose two works suggested below to compare and contrast the nature of revenge and crime born out of ignorance, circumstance, power, desire, or terrorism.

Suggested works: *Beowulf*, *Hamlet*, *Frankenstein*, *Great Expectations*, *Wuthering Heights*, *The Rime of the Ancient Mariner*,

2. Although written more than 250 years apart in different styles, both John Milton's *Paradise Lost* and Aldous Huxley's *Brave New World* aim to define what constitutes a utopia. Please compare or contrast these two works and develop your argument on the concept of utopia/dystopia in British literature.
3. Please compare and contrast the portrayal of marriage in two works from different periods of time. What cultural differences, critical aims and methods emerge from the treatment of similar theme(s) and concern(s)?

II. American Literature (40%)

1. Choose **ANY TWO** of the following terms. Discuss each in detail and flesh out your answer with specific references to relevant literary texts. (20%)

- A. Beat Generation
- B. Gilded Age
- C. Great Awakening
- D. Harlem Renaissance
- E. Vorticism
- F. Lost Generation
- G. Frontier
- H. Transcendentalism

2. Ever since the first encounter with Native Americans in the early 17th century, race has long been a hotly contested issue in American literature. To what extent can those "people of color" be distinguished from the "white race"? Are those "foreign elements" entitled to be assimilated into the so-called "melting pot"? If "melting pot" is neither an apt descriptor nor a grand vision for a multicultural society, then how can the "hyphenated Americans" secure a place in the mosaic-like "salad bowl"? The civic rights movement started up by African Americans in 1950s and other concurrent struggle for recognition prove that these questions have yet to be properly answered. Choose **TWO** relevant literary texts (of any genre, from any period you prefer) and discuss in detail how they address the thorny race issues. (20%)

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- 二、試題請隨卷繳交。

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- I. Read the following three sonnets written by different English/American poets of different historical periods. Answer the following questions respectively in essay style : (50%)
- Explain the introduction of the sonnet form as a literary genre into English literature. (10%)
 - In what way(s) does Shakespeare endow his sonnet quoted below with innovative and/or reformist spirit? (10%)
 - In what way(s) does Shakespeare's couplet differ from its preceding stanzas/quatrains, octave or sestet in the entire sonnet poem? (10%)
 - What is Wordsworth's attitude toward and/or evaluation of sonnet as a literary form? (10%)
 - What is Billy Collins' attitude toward and/or evaluation of sonnet as a literary form? (10%)

“Sonnet 130” by William Shakespeare (1564-1616)

My mistress' eyes are nothing like the sun;
 Coral is far more red than her lips' red;
 If snow be white, why then her breasts are dun;
 If hairs be wires, black wires grow on her head.
 I have seen roses damask'd, red and white,
 But no such roses see I in her cheeks;
 And in some perfumes is there more delight
 Than in the breath that from my mistress reeks.
 I love to hear her speak, yet well I know
 That music hath a far more pleasing sound;
 I grant I never saw a goddess go;
 My mistress, when she walks, treads on the ground:
 And yet, by heaven, I think my love as rare
 As any she belied with false compare.

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<p style="text-align: center;">“Scorn not the Sonnet” by William Wordsworth (1770-1850)</p> <p>Scorn not the Sonnet; Critic, you have frowned, Mindless of its just honours; with this key Shakespeare unlocked his heart; the melody Of this small lute gave ease to Petrarch's wound; A thousand times this pipe did Tasso sound; With it Camöens soothed an exile's grief; The Sonnet glittered a gay myrtle leaf Amid the cypress with which Dante crowned His visionary brow: a glow-worm lamp, It cheered mild Spenser, called from Faery-land To struggle through dark ways; and, when a damp Fell round the path of Milton, in his hand The Thing became a trumpet; whence he blew Soul-animating strains—alas, too few!</p> <p style="text-align: center;">“Sonnet” by Billy Collins (1941-)</p> <p>All we need is fourteen lines, well, thirteen now, and after this next one just a dozen to launch a little ship on love's storm-tossed seas, then only ten more left like rows of beans. How easily it goes unless you get Elizabethan and insist the iambic bongos must be played and rhymes positioned at the ends of lines, one for every station of the cross. But hang on here while we make the turn into the final six where all will be resolved, where longing and heartache will find an end, where Laura will tell Petrarch to put down his pen, take off those crazy medieval tights, blow out the lights, and come at last to bed.</p>					
備註	<p>一、作答於試題上者，不予計分。</p> <p>二、試題請隨卷繳交。</p>				