

淡江大學 101 學年度第 1 學期課程教學計畫表

課程名稱	跨文化學習	授課 教師	胡映雪 YING-HSUEH MOELLER
	CROSS--CULTURAL LEARNING		
開課系級	華語文課程班 A	開課 資料	選修 單學期 2學分
	ZAACW0A		
系 (所) 教育目標			
<p>一、溝通 (Communication)。</p> <p>二、文化 (Cultures)。</p> <p>三、多元 (Connection)。</p> <p>四、辨思 (Comparisons)。</p> <p>五、社群 (Communities)。</p>			
系 (所) 核心能力			
<p>A. 具有基本華語溝通能力。</p> <p>B. 對中國文化有基本認識。</p> <p>C. 具有多元應用的能力。</p> <p>D. 具有語言與文化的思辨與比較能力。</p> <p>E. 具有融入所在社群的能力。</p>			
課程簡介			
	<p>This course aims at, but not limited to, TKU international students, who wish to understand Chinese language and culture in depth. We will not only explore surface culture such as customs, festival, and food, but also deep culture that is manifested in folk beliefs, values, and cultural models. The latter can be found in the Chinese linguistic system, folklore, architecture, music, and paintings. International students will pair up with local students to do field work and research in these areas.</p>		

本課程教學目標與目標層級、系(所)核心能力相關性

一、目標層級(選填)：

- (一)「認知」(Cognitive 簡稱C)領域：C1 記憶、C2 瞭解、C3 應用、C4 分析、C5 評鑑、C6 創造
- (二)「技能」(Psychomotor 簡稱P)領域：P1 模仿、P2 機械反應、P3 獨立操作、P4 聯結操作、P5 自動化、P6 創作
- (三)「情意」(Affective 簡稱A)領域：A1 接受、A2 反應、A3 重視、A4 組織、A5 內化、A6 實踐

二、教學目標與「目標層級」、「系(所)核心能力」之相關性：

- (一)請先將課程教學目標分別對應前述之「認知」、「技能」與「情意」的各目標層級，惟單項教學目標僅能對應C、P、A其中一項。
- (二)若對應「目標層級」有1~6之多項時，僅填列最高層級即可(例如：認知「目標層級」對應為C3、C5、C6項時，只需填列C6即可，技能與情意目標層級亦同)。
- (三)再依據所訂各項教學目標分別對應其「系(所)核心能力」。單項教學目標若對應「系(所)核心能力」有多項時，則可填列多項「系(所)核心能力」。(例如：「系(所)核心能力」可對應A、AD、BEF時，則均填列。)

序號	教學目標(中文)	教學目標(英文)	相關性	
			目標層級	系(所)核心能力
1		students will understand first and foremost how Chinese written language is intricately connected to univeral human cognition and specific cutural heritage. Through such an understanding, they will be able to reflect on their own langauge and culture and campare those with other langauges and cultures with a critcal mind.	C2	BCDE
2		As we will also explore issues of displacement, acculturation, colonialism, and globalization through literature, students should be able to reflect on their own country's history as well as personal experience with a more critical point of view.	C2	ABCDE

教學目標之教學方法與評量方法

序號	教學目標	教學方法	評量方法
1		講述、討論、賞析、實作	紙筆測驗、實作、報告、上課表現
2		講述、討論、賞析、實作	紙筆測驗、實作、報告、上課表現

本課程之設計與教學已融入本校校級基本素養

淡江大學校級基本素養	內涵說明
◆ 全球視野	
◇ 洞悉未來	
◆ 資訊應用	
◇ 品德倫理	
◆ 獨立思考	
◇ 樂活健康	
◆ 團隊合作	
◇ 美學涵養	

授課進度表

週次	日期起訖	內容 (Subject/Topics)	備註
1	101/09/10~ 101/09/16	Ice-breaking and course introduction	
2	101/09/17~ 101/09/23	Introduction to language and culture: world views (Weltanschauung) in writing system	
3	101/09/24~ 101/09/30	Metaphors and metonymies--formation of Chinese characters	
4	101/10/01~ 101/10/07	GRILL unit one and two--senses and meaning	
5	101/10/08~ 101/10/14	GRILL unit three, four, five--more senses and meaning	
6	101/10/15~ 101/10/21	idioms, sayings and cultural value	
7	101/10/22~ 101/10/28	more on cultural value--from pop culture to Confucius	
8	101/10/29~ 101/11/04	GRILL unit six, seven--body parts and meaning	
9	101/11/05~ 101/11/11	GRILL unit eight, nine--body parts and meaning	
10	101/11/12~ 101/11/18	期中考試週	
11	101/11/19~ 101/11/25	nature in language-- GRILL unit ten and eleven	
12	101/11/26~ 101/12/02	Plants in language--GRILL unit twelve, thirteen, and fourteen	

13	101/12/03~ 101/12/09	Emotion, language and culture	
14	101/12/10~ 101/12/16	politness in communication	
15	101/12/17~ 101/12/23	field work	
16	101/12/24~ 101/12/30	field wrok	
17	101/12/31~ 102/01/06	Review	
18	102/01/07~ 102/01/13	期末考試週	
修課應 注意事項	field work involves visiting local schools, designing cross-cultural activities to enhance mutual understanding without stereotyping		
教學設備	電腦、投影機		
教材課本	GRILL, an interactive on-line Chinese culture and language learning materials (15 units) designed by Prof. Hu Ying-Hsueh and her team		
參考書籍	<p>Gudykunst, William and Young Yun Kim (1992) Communicating with Strangers: An Approach to Intercultural Communication, New York: McGraw-Hill.</p> <p>Kasper, G. (1995) Pragmatics of Chinese as a native and target language. Manoa: University of Hawaii Press.</p> <p>Lakoff, G. and Johnson, M. (1980) Metaphors we live by. Chicago: Chicago University Press.</p> <p>Iyor, Pico (2001) Global soul: Jet lag, shopping malls, and the search for home. New York: Vingtage Books</p>		
批改作業 篇數	篇 (本欄位僅適用於所授課程需批改作業之課程教師填寫)		
學期成績 計算方式	<p>◆出席率： 20.0 % ◆平時評量：20.0 % ◆期中評量：20.0 %</p> <p>◆期末評量：20.0 %</p> <p>◆其他〈final field work〉：20.0 %</p>		
備考	<p>「教學計畫表管理系統」網址：http://info.ais.tku.edu.tw/csp 或由教務處首頁〈網址：http://www.acad.tku.edu.tw/index.asp/〉教務資訊「教學計畫表管理系統」進入。</p> <p>※不法影印是違法的行為。請使用正版教科書，勿不法影印他人著作，以免觸法。</p>		