

淡江大學 109 學年度第 2 學期課程教學計畫表

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| 課程名稱 | 數位智慧財產權與政策 | 授課 教師 | 葉斯偉 YEH SZU-WEI |
| | DIGITAL INTELLECTUAL PROPERTY AND POLICY | | |
| 開課系級 | 資傳三A | 開課 資料 | 實體課程 必修 單學期 2學分 |
| | TAIXB3A | | |
| 課程與SDGs 關聯性 | SDG8 尊嚴就業與經濟發展 SDG9 產業創新與基礎設施 SDG16 和平正義與有力的制度 SDG17 夥伴關係 | | |
| 系 (所) 教育 目 標 | | | |
| 一、強化專業知識與倫理。 二、訓練實務知能與技能。 三、開發創意思維與潛能。 | | | |
| 本課程對應院、系(所)核心能力之項目與比重 | | | |
| A. 能理解資訊傳播基本學理。(比重：100.00) | | | |
| 本課程對應校級基本素養之項目與比重 | | | |
| 5. 獨立思考。(比重：100.00) | | | |
| 課程簡介 | 本課程的教學目的，係對當前我國之資訊傳播政策與法規主要內涵做整體與概念性之介紹，透過互動式教學與上課講授的方式，俾使學員對本學科之概念有基本的認識，以及了解當前資訊傳播運作與法制之趨勢。 | | |
| | The innovation of modern digital technologies influences the police maker to inspect the justification of policies, regulations and rules, all of which interact with information society. Thus, an appropriated analysis for the integration and comparison would drive a framework to understand the related policies and rules of Taiwan. | | |

本課程教學目標與認知、情意、技能目標之對應

將課程教學目標分別對應「認知 (Cognitive)」、「情意 (Affective)」與「技能(Psychomotor)」的各目標類型。

- 一、認知(Cognitive)：著重在該科目的事實、概念、程序、後設認知等各類知識之學習。
- 二、情意(Affective)：著重在該科目的興趣、倫理、態度、信念、價值觀等之學習。
- 三、技能(Psychomotor)：著重在該科目的肢體動作或技術操作之學習。

| 序號 | 教學目標(中文) | 教學目標(英文) |
|----|---|--|
| 1 | 1介紹我國當前數位匯流對政策與法規的制訂。 2了解我國當前政策制訂的邏輯、程序與方法。 3分析當前我國數位匯流相關議題與其對社會的影響。 | 1. To introduce the practice of digital convergence to the policy-making and rule-making provisions. 2. To understand the logic, process and methodology of the policy-making. 3. To analyze the information and communication policies of related countries in the world, and to analyze the significant issues in Taiwan. |
| 2 | 1介紹我國當前數位匯流對政策與法規的制訂。 2了解我國當前政策制訂的邏輯、程序與方法。 3分析當前我國數位匯流相關議題與其對社會的影響。 | 1. To introduce the practice of digital convergence to the policy-making and rule-making provisions. 2. To understand the logic, process and methodology of the policy-making. 3. To analyze the information and communication policies of related countries in the world, and to analyze the significant issues in Taiwan. |
| 3 | 本課程的教學目的，係對當前我國之資訊傳播政策與法規主要內涵做整體與概念性之介紹，透過互動式教學與上課講授的方式，俾使學員對本學科之概念有基本的認識，以及了解當前資訊傳播運作與法制之趨勢。 | The innovation of modern digital technologies influences the police maker to inspect the justification of policies, regulations and rules, all of which interact with information society. Thus, an appropriated analysis for the integration and comparison would drive a framework to understand the related policies and rules of Taiwan. |
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教學目標之目標類型、核心能力、基本素養教學方法與評量方式

| 序號 | 目標類型 | 院、系(所) 核心能力 | 校級 基本素養 | 教學方法 | 評量方式 |
|----|------|----------------|------------|-------|-----------------------------|
| 1 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 2 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上) |
| 3 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 4 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
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| 5 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 6 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 7 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 8 | 認知 | A | 5 | 講述、討論 | 測驗、作業、報告(含口頭、書面) |
| 9 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 10 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 11 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 12 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
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| 16 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 17 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 18 | 認知 | A | 5 | 講述、討論 | 測驗、作業、報告(含口頭、書面) |
| 19 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
| 20 | 認知 | A | 5 | 講述、討論 | 測驗、作業、討論(含課堂、線上)、報告(含口頭、書面) |
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授課進度表

| 週次 | 日期起訖 | 內容 (Subject/Topics) | 備註 |
|-------------|-------------------------|---|-------------------|
| 1 | 110/02/22~ 110/02/28 | 本課程緒論 | 課程簡介 |
| 2 | 110/03/01~ 110/03/07 | 公共政策目標與規範 | 定性 |
| 3 | 110/03/08~ 110/03/14 | 政策分析的模式與政策制定與法規之運作 | 法規 |
| 4 | 110/03/15~ 110/03/21 | 我國當前資訊傳播法規的介紹 - 商標法 (一) | 提供一案例作為期中報告的案例分析 |
| 5 | 110/03/22~ 110/03/28 | 我國當前資訊傳播法規的介紹 - 商標法 (二) | 提供一案例作為期中報告的案例分析 |
| 6 | 110/03/29~ 110/04/04 | 我國當前資訊傳播法規的介紹 - 商標法 (三) | 提供一案例作為期中報告的案例分析 |
| 7 | 110/04/05~ 110/04/11 | 我國當前資訊傳播法規的介紹 - 商標法 (四) | 提供一案例作為期中報告的案例分析 |
| 8 | 110/04/12~ 110/04/18 | 我國當前資訊傳播法規的介紹 - 商標法 (五) | 提供一案例作為期中報告的案例分析 |
| 9 | 110/04/19~ 110/04/25 | 課外讀物探討 | 列入期中考試 |
| 10 | 110/04/26~ 110/05/02 | 期中考試週 | |
| 11 | 110/05/03~ 110/05/09 | 我國當前資訊傳播法規的介紹 - 著作權法 (二) | 提供一案例作為期中報告的案例分析 |
| 12 | 110/05/10~ 110/05/16 | 我國當前資訊傳播法規的介紹 - 著作權法 (三) | 提供一案例作為期中報告的案例分析 |
| 13 | 110/05/17~ 110/05/23 | 我國當前資訊傳播法規的介紹 - 著作權法 (四) | 提供一案例作為期中報告的案例分析 |
| 14 | 110/05/24~ 110/05/30 | 我國當前資訊傳播法規的介紹 - 著作權法 (五) | 上提供一案例作為期中報告的案例分析 |
| 15 | 110/05/31~ 110/06/06 | 我國當前資訊傳播法規的介紹 - 專利法 (一) | 上提供一案例作為期中報告的案例分析 |
| 16 | 110/06/07~ 110/06/13 | 我國當前資訊傳播法規的介紹 - 專利法(二) | 上提供一案例作為期中報告的案例分析 |
| 17 | 110/06/14~ 110/06/20 | 課外讀物談討 | 列入期中考試 |
| 18 | 110/06/21~ 110/06/27 | 期末考試週 | |
| 修課應 注意事項 | | 1 本課程期中考(期中報告)佔30%，期末考(筆試)佔30%，出席率佔40% 2 曠課(次)，扣總成績4分；請假事假病假(次)，扣總成績2分，公假喪假不扣分。 3 上課嚴禁吃東西，聊天，玩手機或平板，違者(次)扣總成績2分。 4 因防疫需求，有必要時，分艙分流，本課程提早至0745分上課 | |
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| 教學設備 | 電腦、投影機 |
| 教科書與教材 | 教師自編 |
| 參考文獻 | 謝銘洋, 智慧財產權之基礎理論, 翰蘆, 最新版. 薛義誠, 策略規劃與管理, 雙葉, 最新版. |
| 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 | ◆出席率： 40.0 % ◆平時評量： % ◆期中評量：30.0 % ◆期末評量：30.0 % ◆其他〈 〉： % |
| 備考 | 「教學計畫表管理系統」網址： https://info.ais.tku.edu.tw/csp 或由教務處首頁→教務資訊「教學計畫表管理系統」進入。 ※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。 |