

淡江大學 110 學年度第 1 學期課程教學計畫表

課程名稱	中華語言與文化	授課 教師	胡映雪 YING-HSUEH MOELLER
	CHINESE LANGUAGE AND CULTURE		
開課系級	華語文課程班 A	開課 資料	實體課程 選修 單學期 2學分
	ZAACW0A		
課程與SDGs 關聯性	SDG4 優質教育 SDG11 永續城市與社區 SDG12 負責任的消費與生產 SDG16 和平正義與有力的制度		
系（所）教育目標			
一、溝通。 二、文化。 三、多元。 四、辨思。 五、社群。			
本課程對應院、系(所)核心能力之項目與比重			
A. 具有基本華語溝通能力。(比重：20.00) B. 對中國文化有基本認識。(比重：20.00) C. 具有多元應用的能力。(比重：20.00) D. 具有語言與文化的思辨與比較能力。(比重：20.00) E. 具有融入所在社群的能力。(比重：20.00)			
本課程對應校級基本素養之項目與比重			
1. 全球視野。(比重：20.00) 3. 洞悉未來。(比重：20.00) 5. 獨立思考。(比重：20.00) 7. 團隊合作。(比重：20.00) 8. 美學涵養。(比重：20.00)			
課程簡介			

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, festivals, 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, language exchange and research in these areas.

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		At the end of course, students will be equipped with a satisfactory "intercultural competence" that allow them to 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. Stereotypes hurt and make no real contribution the world.

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	ABCDE	13578	講述、討論、體驗、模擬	測驗、作業、討論(含課堂、線上)、報告(含口頭、書面)、活動參與、keeping diaries/journals

授課進度表

週次	日期起訖	內容 (Subject/Topics)	備註
1	110/09/22~ 110/09/28	Ice-breaking and course introduction; Definition of culutre and intercultural competence; Culture and festivals: A case of Moon Festival	
2	110/09/29~ 110/10/05	Introduction to language and culture: world views (Weltanschauung) in Chinese writing system and cultural values encoded in idioms, sayings, legends, and fairy tales.	
3	110/10/06~ 110/10/12	Sharing sayings and stories and their cultural meanings; reading on different cultural orientations	

4	110/10/13~ 110/10/19	Globalization and Taiwan's Pop culture; Looking for "rich points" in Taiwan's culture; reading on Zhuang Zi	
5	110/10/20~ 110/10/26	Looking for rich points I: Food in Taiwan	
6	110/10/27~ 110/11/02	Looking for rich points II: Clothing and Fashion in Taiwan	
7	110/11/03~ 110/11/09	Looking for rich points III: Housing and Architecture in Taiwan	
8	110/11/10~ 110/11/16	Looking for rich points IV: Transportation and public/private spaces in Taiwan	
9	110/11/17~ 110/11/23	期中考試週	
10	110/11/24~ 110/11/30	Feedback on mid-term paper	
11	110/12/01~ 110/12/07	Culture in the language: the structure of Chinese characters	
12	110/12/08~ 110/12/14	Metaphors and metonymies in language and thought	
13	110/12/15~ 110/12/21	Emotion, language and culture: Metaphors and metonymies in Chinese	
14	110/12/22~ 110/12/28	Metaphor and metonymies in Phone-semantic characters	
15	110/12/29~ 111/01/04	Culture Relativity: Chinese classifiers	
16	111/01/05~ 111/01/11	Presentation on Taiwan's rich points	
17	111/01/12~ 111/01/18	Presentation on Taiwan's rich points	
18	111/01/19~ 111/01/25	Final exam week	
修課應 注意事項	Field work involves interviewing local people and visiting institutes/buildings that are under investigation. You should be able to design questionnaires, keep diaries and make notes of the people you speak to and the behavior/places you observe.		
教學設備	電腦、其它(invited speakers)		
教科書與 教材	藏在身體裡的漢字故事, 張一清、富麗、陳非著, 大是文化出版社		
參考文獻	Gudykunst, William and Young Yun Kim (1992) Communicating with Strangers: An Approach to Intercultural Communication, New York: McGraw-Hill, Kasper, G. (1995) Pragmatics of Chinese as a native and target language. Manoa: University of Hawaii Press. Lakoff, G. and Johnson, M. (1980) Metaphors we live by. Chicago: Chicago University Press. Iyor, Pico (2001) Global soul: Jet lag, shopping malls, and the search for home. New York: Vingtage Books Hofstede et. al. (2010, 3rd ed.) Cultures and Organizations: Software of the Mind. New York City: McGraw Hill		

批改作業 篇數	6 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： 30.0 % ◆平時評量：40.0 % ◆期中評量： % ◆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。