

中臺科技大學  
課程計畫與簡介  
Course Syllabus

|   |        |      |   |
|---|--------|------|---|
| 開課學期  | 107-2  | 部別   | <input checked="" type="checkbox"/> 日間部 <input type="checkbox"/> 進修部      |
| 系科  | 通識教育中心 | 學制   | 大學部   |
| 課程名稱  | 文學故事新讀 | 授課教師 | 林青蓉   |
| 課程類別  | 文學領域選修 | 開課班級 | <input type="checkbox"/> 博學涵養<br><input checked="" type="checkbox"/> 基本素養 |
| 學分數   | 2      | 授課時間 |   |
| 科目代碼  |        | 辦公地點 | 2805  |
| 開課代號  |        | 請益時間 |   |
| 課程描述<br>Course Description  |        |      |   |
| 創作的價值是持續性的精神，每一部作品都是對先前作品的回應，故而文學傳統與新編之間，足以展開豐富的對照與觀看，本課程藉由閱讀代表作品，帶領學生進入古典與新編的各種實驗創新、多媒體、影像敘事等等的異想領域。課程取材古今對照的作品，並設計議題單元，從中解讀文化脈絡，進而啟發學生對文學與生活、影像科技的「整合性」理解及想像力。進而培養學生透過主題故事敘寫與創作，開展自我思辨能力與視察文化脈絡之多元觀點。   |        |      |   |
| 課程目標<br>Course Objectives   |        |      |   |
| <p>認知：能分析題材、再現、主題表現等關係，共同討論、賞析各式文學作品與視聽媒體所展現出來的差異觀點。</p> <p>情意：能培養學生文學及創意媒介作品鑑賞能力，以及開展自我感受與審美能力。</p> <p>技能：能培養自主研究、批判的精神，與創意發想的敘事能力。</p>  |        |      |   |
| 一般能力/專業能力<br>General/Core Learning Outcomes   |        |      |   |
| <p>一般能力</p> <p>人文與思維</p> <ol style="list-style-type: none"> <li>1、能瞭解人文、社會科學的基本概念與理論。</li> <li>2、能基於人文、社會學的基礎認識，將此知識解釋人文社會的現象，並舉例說明。</li> <li>3、能在生活中運用人文、社會學的知識，思辨、分析、批判探討人類與社會現象。</li> <li>4、能覺知人文涵養教育所引發的心靈感動，欣賞、體悟多元文化與人文內涵之美。</li> </ol> <p>內省與關懷</p> <ol style="list-style-type: none"> <li>1、能進行內觀反省，了解自己的優、缺點，並據此作出適當的行為。</li> <li>2、能藉由內觀反省，了解周遭人的感受，對群己、環境主動表現出關懷。</li> <li>3、能對群己、環境的關懷產生價值感，成為態度。</li> <li>4、能具有持久且一致主動關懷環境、群己，推己及人的品格。</li> </ol> <p>創意與表達</p> <ol style="list-style-type: none"> <li>1、能有效運用口頭語言、書面文書清楚表達自己的想法和他人的意見。</li> <li>2、能運用適當工具與方式表述資料，且表述的內容論述與結構皆完整。</li> <li>3、能有創意性的表述，並清楚傳達自己的想法。</li> <li>4、表述的內容具有獨創見解，並與接收者可以進行有效的溝通與論辯。</li> </ol> <p>四、科學與邏輯</p> <ol style="list-style-type: none"> <li>1、能認識科學方法與科學精神的基本論述及主要內涵。</li> <li>2、能運用多種思考方法，思索事務變化的因果和形式，探討事物間邏輯性關聯。</li> <li>3、能依據邏輯推理原則，進行批判性思考。</li> </ol> |        |      |   |

4、能運用邏輯推理、批判性思辨能力，運用於生活與工作之中。

學習評量方式與配分  
Evaluation Methods & Ratio

|  |  |   |
|--|--|---|
| <input type="checkbox"/> 期中考試 _____ %  | <input type="checkbox"/> 課堂討論 25 _____ % | <input type="checkbox"/> 平時考 _____ %      |
| <input type="checkbox"/> 期末未試 _____ %  | <input type="checkbox"/> 期末專題 30 _____ % | <input type="checkbox"/> 上課參與度 15 _____ % |
| <input type="checkbox"/> 出席 10 _____ % | <input type="checkbox"/> 期中報告 20 _____ % | <input type="checkbox"/> 其它 _____ %       |

教科書(書名、作者、出版社、備註)  
Textbook (Title, Author, Publisher, Remarks )

| 書名<br>Title   | 作者<br>Author | 出版社<br>Publisher | 備註<br>Remarks |
|---------------|--------------|------------------|---------------|
| 文學閱讀與創意表達資料彙編 | 林青蓉          |                  | 自編講義          |

參考書目(書名、作者、出版社、期刊、備註)  
Reference Materials (Title, Author, Publisher/Journal, Remarks )

| 書名<br>Title | 作者<br>Author | 出版社/期刊<br>Publisher/<br>Journal | 備註<br>Remarks |
|-------------|--------------|---------------------------------|---------------|
| 《故事新編》      | 魯迅           | 唐山出版社                           |               |
| 《故事裡的故事》    | 西西           | 洪範出版                            |               |
| 《比較文學》      | 金榮華          | 福記文學出版                          |               |

授課進度與內容(週次、課程綱要、教學策略、作業/考試)  
Schedule & Content (Week, Content of Unit, Teaching Strategies, Assignments/Quizzes)

| 週次<br>Week | 課程綱要/單元<br>Content of Unit | 教學策略<br>Teaching Strategies | 作業/考試進度<br>Assignments/Quizzes |
|------------|----------------------------|-----------------------------|--------------------------------|
| 1          | 課程介紹、導言/如何閱讀               | 課程規定                        | 課程規定                           |
| 2          | 故事的元素/古今對談                 | 講述。多媒體                      |                                |
| 3          | 故事的元素/故事新編—奔月              | 講述。多媒體                      | 課堂討論                           |
| 4          | 原型與改編/故事新編—傳說              | 模擬與變化                       | 擬作                             |
| 5          | 原型與改編/關於屈原的最後一天            | 閱讀。講述。                      |                                |
| 6          | 原型與改編/封神榜裡的哪吒 vs 青少年哪吒     | 講述。多媒體                      | 課堂討論                           |
| 7          | 原型與改編/詩的今古對話               | 觀點比較                        | 課堂討論                           |
| 8          | 原型與改編/人物文化脈絡               | 模擬與變化                       | 作業檢討                           |
| 9          | 議題討論範本分享                   | 實作。仿寫                       | 佳作分享                           |
| 10         | 故事與文化—灰闌記                  | 閱讀。講述。                      | 課堂討論                           |
| 11         | 故事與文化/婦解現代版才子佳人            | 閱讀。講述。                      | 擬作                             |
| 12         | 故事與文化/莊周夢蝶與大劈棺             | 影片。觀點比較                     | 故事接龍                           |
| 13         | 轉化與再現/人環                   | 觀點比較                        | 故事接龍                           |
| 14         | 轉化與再現/從白蛇傳到許士林的獨白          | 主題類型討論                      | 故事接龍                           |
| 15         | 專題報告                       | 影片欣賞、分組討論                   | 故事創寫                           |
| 16         | 專題報告                       | 各組報告                        | 故事創寫                           |
| 17         | 專題報告                       | 各組報告                        | 故事創寫                           |
| 18         | 期末成績                       |                             |                                |

課程綱要對應一般能力/專業能力之涵蓋率(填寫說明)

Correlation of Unit Content and General/Core Learning Outcomes

| 課程主題/單元    | 能力指標涵蓋率% |   |   |   |   |       |    |    |    |  |
|------------|----------|---|---|---|---|-------|----|----|----|--|
|            | 專業能力%    |   |   |   |   | 一般能力% |    |    |    |  |
|            | 1        | 2 | 3 | 4 | 5 | 1     | 2  | 3  | 4  |  |
| 主題一:故事的元素  | /        | / | / | / | / | 50    | 25 | 75 | 50 |  |
| 主題二: 原型與改編 | /        | / | / | / | / | 50    | 25 | 75 | 25 |  |
| 主題三:故事與文化  | /        | / | / | / | / | 75    | 25 | 25 | 50 |  |
| 主題四:轉化與再現  | /        | / | / | / | / | 25    | 50 | 75 | 50 |  |
|            | /        | / | / | / | / |       |    |    |    |  |

專業能力說明

通識課程以訓練一般能力為主軸

一般能力說明

1. 人文與思維
2. 內省與關懷
3. 創意與表達
4. 科學與邏輯

## 填寫說明:

- 紅底部份為統一格式請不要更動內容。
- 「授課進度與內容」為每週上課之小單元名稱，「課程主題/單元」為整門課程之大單元名稱(填寫約 4-6 項主題)。
- 「課程主題/單元」之能力百分比(淺綠色塊)計算方法依據下方說明，依符合項次累積總百分比，每一能力上限為 100%。

| 1. 人文與思維<br>(下方小項次各占 25%，依符合項次累積總百分比)  | 2. 內省與關懷<br>(下方小項次各占 25%，依符合項次累積總百分比)   | 3. 創意與表達<br>(下方小項次各占 25%，依符合項次累積總百分比)  | 4. 科學與邏輯<br>(下方小項次各占 25%，依符合項次累積總百分比)  |
|--|---|--|--|
| (1) 能瞭解人文、社會科學的基本概念與理論。<br>(2) 能基於人文、社會學的基本認識，將此知識解釋人文社會的現象，並舉例說明。<br>(3) 能在生活中運用人文、社會學的知識，思辨、分析、批判探討人類與社會現象。<br>(4) 能覺知人文涵養教育所引發的心靈感動，欣賞、體悟多元文化與人文內涵之美。 | (1) 能進行內觀反省，了解自己的優、缺點，並據此作出適當的行為。<br>(2) 能藉由內觀反省，了解周遭人的感受，對群己、環境主動表現出關懷。<br>(3) 能對群己、環境的關懷產生價值感，成為態度。<br>(4) 能具有持久且一致主動關懷環境、群己，推己及人的品格。 | (1) 能有效運用口頭語言、書面文書清楚表達自己的想法和他人的意見。<br>(2) 能運用適當工具與方式表述資料，且表述的內容論述與結構皆完整。<br>(3) 能有創意性的表述，並清楚傳達自己的想法。<br>(4) 表述的內容具有獨創見解，並與接收者可以進行有效的溝通與論辯。 | (1) 能認識科學方法與科學精神的基本論述及主要內涵。<br>(2) 能運用多種思考方法，思索事務變化的因果和形式，探討事物間邏輯性關聯。<br>(3) 能依據邏輯推理原則，進行批判性思考。<br>(4) 能運用邏輯推理、批判性思辨能力，運用於生活與工作之中。 |

此一主題符合

1. 人文與思維中之(1)、(4)，所以為 50%
2. 內省與關懷中之(2)、(3)、(4)所以為 75%
3. ....

## 範例: 發現大坑

| 課程主題/單元 | 專業能力% |   |   |   |   | 一般能力% |      |     |      |
|---------|-------|---|---|---|---|-------|------|-----|------|
|         | 1     | 2 | 3 | 4 | 5 | 1     | 2    | 3   | 4    |
| 大坑飲食    | /     | / | / | / | / | 50%   | 75%  | 25% | 25%  |
| 大坑生態    | /     | / | / | / | / | 75%   | 75%  | 25% | 75%  |
| 大坑環境    | /     | / | / | / | / | 75%   | 50%  | 25% | 50%  |
| 大坑健康    |       |   |   |   |   | 100%  | 100% | 75% | 100% |

Central Taiwan University of Science and Technology  
Course Syllabus

|   |                                |                  |                |
|---|--------------------------------|------------------|----------------|
| Academic Year/Semester  | 107-2                          | Day/Night School | ■Day School    |
| Department  | General Education Center       | Program          | Undergraduate  |
| Course Title  | Re-reading of Literary Stories | Instructor       | Lin Ching-Rong |
| Course type   | Elective                       | Class            |                |
| Credit Hour   | 2                              | Hour(s)          | 2              |
| Course Code   |                                | Office           | 2805           |
| Subject Code  |                                | Advisory Time    |                |
| <b>Course Description</b>   |                                |                  |                |
| <p>1. To read beyond The Classical Literature and The New Version. discussing new views reveal in the adapted version.</p> <p>2. The course design unit topics of comparative literature ,to discuss among the ancient and contemporary Chinese literary writers and prevalent across the world. So as to inspire students to understand and imagine the aspects of literature, and cultural context .</p> <p>3. For elevating the abilities in writing and researching, and for exploring reading and encouraging updating information.</p>  |                                |                  |                |
| <b>Course Objectives</b>  |                                |                  |                |
| <p>Cognition: In the work of the Story Re-write genre, one can see that those famous classics of the past and present. Ideas and thoughts inspired in the process of reading fictional creations. as a reader and voicing a challenge to the classic texts.</p> <p>Emotions: To discuss together, appreciate different texts, diversified reading of various literary works and audio-visual media show differences point of view.</p> <p>Skills: Ability to cultivate independent research topics and develop creative ability .</p>   |                                |                  |                |
| <b>General/Core Learning Outcomes</b>   |                                |                  |                |
| <p><b>General Learning Outcomes</b></p> <p>I. Humanism and thinking</p> <ol style="list-style-type: none"> <li>1. Can comprehend the basic concepts and theories of humanistic and social sciences.</li> <li>2. Can use the knowledge acquired from humanistic and social sciences to explain and illustrate humanistic and social phenomena.</li> <li>3. Can use the knowledge of humanistic and social sciences to discern, analyze, and criticize human and social phenomena in daily life.</li> <li>4. Can perceive the emotional blast triggered from humanistic nurture and appreciate the beauty of multiple cultures and humanistic spirit.</li> </ol> <p>II. Reflection and care</p> <ol style="list-style-type: none"> <li>1. Can reflect upon oneself, know one's good and bad qualities and thereby act accordingly.</li> <li>2. Can empathize with people around them through one's reflection, and show their care towards others and the environment.</li> <li>3. Can create a sense of value and thereby form a positive attitude from their care towards others and the environment.</li> <li>4. Can become empathetic towards others and develop a virtuous character that cares for others and their environment in an active manner.</li> </ol> <p>III. Creativity and expression</p> <ol style="list-style-type: none"> <li>1. Can express oneself or others' opinions in a clear and effective manner, through oral or written</li> </ol> |                                |                  |                |

presentation.

2. Can use proper tools and methods to verbalize data and produce a logical and organized content.
3. Can convey one's ideas in an original and lucid manner.
4. Can produce insightful thoughts and make effective communication or arguments with the audience.

#### IV. Science and logic

1. Can comprehend the basic discourse and major contents of scientific spirit and method.
2. Can exercise multiple thinking methods to ponder on the cause and format of issues and explore their correlations.
3. Can make critical thinking based on logical principles.
4. Can apply one's logical rationalization and critical thinking to their everyday life and work.

#### Evaluation Methods & Ratio

- 1 Attendance-10.0%
2. Express opinions-15.0%
3. Oralreport and notebook-25.0%
4. Mid-term essay -20.0%
5. Final essay-30.0%

#### Textbook (Title, Author, Publisher, Remarks )

| Title                    | Author         | Publisher | Remarks  |
|--------------------------|----------------|-----------|----------|
| Study on Story Re-writes | Lin Ching-rong |           | Handouts |

#### Reference Materials (Title, Author, Publisher/Journal, Remarks )

| Title    | Author | Publisher/<br>Journal | Remarks  |
|----------|--------|-----------------------|----------|
| 《故事新編》   | 魯迅     | 唐山出版社                 | 《故事新編》   |
| 《故事裡的故事》 | 西西     | 洪範出版                  | 《故事裡的故事》 |
| 《比較文學》   | 金榮華    | 福記文學出版                | 《比較文學》   |

#### Schedule & Content (Week, Content of Unit, Teaching Strategies, Assignments/Quizzes)

| Week | Content of Unit  | Teaching Strategies                    | Assignments/Quizzes              |
|------|--|--|----------------------------------|
| 1    | General Discussion/ How to read  | Teacher teaching                       | discussing of course             |
| 2    | Curriculum design and Course evaluation introduction : From reading to onlooking | Multimedia teaching                    |                                  |
| 3    | Lu Xun's "Story Re-writes" /Chang's Flues To The Moon                            | Reading/Multimedia teaching            |                                  |
| 4    | Lu Xun's "Story Re-writes"   | Multimedia teaching                    |                                  |
| 5    | Archetypal and Adaptation/New Legend - Qu Yuan                                   | Teacher teaching                       | in-depth discussion of one topic |
| 6    | Archetypal and Adaptation/Model of prince ne- zha                                | Teacher teaching<br>Video appreciation | in-depth discussion of one topic |
| 7    | Archetypal and daptation/ Modern and Contemporary Dialogue of Poetry             | Teacher teaching                       | in-depth discussion of one topic |
| 8    | Dialogue between Modern Poetry and Classical Characters                          | Teacher teaching<br>Video appreciation | in-depth discussion of one topic |
| 9    | Outline report of each group   | Teachers and students to discuss       | in-depth discussion of one topic |
| 10   | Story and Culture/ The Circle Chalk  | Teacher teaching                       |                                  |
| 11   | Story and Culture/Verdict novels of Gifted scholars and Beautiful ladies.        | Teacher teaching<br>Video appreciation | group discussion and oral report |

|    |  |  |                                  |
|----|--|--|----------------------------------|
| 12 | Verdict novels/Zhuangzi dreamt he was a butterfly.   | Teacher teaching                       | group discussion and oral report |
| 13 | Transformation and Presentation /Chain of person / Feminist adaptation fiction               | Teacher teaching<br>Video appreciation | group discussion and oral report |
| 14 | Transformation and Presentation /Tale of the White SnakeMadam/Feminist adaptation of fiction | Teacher teaching                       | group discussion and oral report |
| 15 | Final essay and oral report  | Teacher teaching<br>Video appreciation | group discussion and oral report |
| 16 | Final essay and oral report  | group discussion and oral report       |                                  |
| 17 | Final essay and oral report  | group discussion and oral report       |                                  |
| 18 | Final essay and oral report  | group discussion and oral report       |                                  |

**Correlation of Unit Content and General/Core Learning Outcomes**

| Unit Content                    | Learning Outcomes %  |   |   |   |   |           |    |    |    |  |
|---------------------------------|--|---|---|---|---|-----------|----|----|----|--|
|                                 | Core %   |   |   |   |   | General % |    |    |    |  |
|                                 | 1  | 2 | 3 | 4 | 5 | 1         | 2  | 3  | 4  |  |
| Elements of the Story           | /  | / | / | / | / | 50        | 25 | 75 | 50 |  |
| Archetypal and Adaptation       | /  | / | / | / | / | 50        | 25 | 75 | 25 |  |
| Story and Culture               | /  | / | / | / | / | 75        | 25 | 25 | 50 |  |
| Transformation and Presentation | /  | / | / | / | / | 25        | 50 | 75 | 50 |  |
|                                 | /  | / | / | / | / |           |    |    |    |  |
|                                 | /  | / | / | / | / |           |    |    |    |  |
| <b>Core Learning Outcomes</b>   | <b>General Learning Outcomes</b><br>1. Humanities and Cogitation<br>2. Introspection and Solicitude<br>3. Creativity and Utterance<br>4. Science and Logic |   |   |   |   |           |    |    |    |  |