

中臺科技大學
課程計畫與簡介
Course Syllabus

| | | | |
|------|------------|------|--|
| 開課學期 | 107-2 | 部別 | <input type="checkbox"/> 日間部 <input checked="" type="checkbox"/> 進修部 |
| 系科 | 通識教育中心 | 學制 | 大學部 |
| 課程名稱 | 歷史、行旅與臺灣文學 | 授課教師 | |
| 課程類別 | 文學領域選修 | 開課班級 | <input type="checkbox"/> 博學涵養 <input type="checkbox"/> 基本素養 |
| 學分數 | 2 | 授課時間 | |
| 科目代碼 | | 辦公地點 | |
| 開課代號 | | 請益時間 | |

課程描述

Course Description

文學記錄歷史，歷史是文學的元素，但文史與行旅究竟有甚麼樣的關係？每當我們去到日本，往往都是到著名的神社、城廓、神宮，看著被保存良好的古蹟，聽著導覽員述說那個時代的故事；我們到歐洲，參觀著名音樂家的故居，特別住進文學家住過的旅店，歷史、文學，一直與觀光、行旅離不開關係。而台灣，是不是也有機會可以從我們值得我們驕傲的歷史、人物、故事，讓外地人真正認識我們，從而找到更多具有特色的文化觀光景點，讓旅行更有意義。

這堂課，我們從行旅出發，探討歷史進程當中，許許多多的文學記錄下這些動人的時刻，在地文學家的介紹、台中公園裡文人們的唱和、文學家走過台灣各個角落寫出來的作品、美食家眼中的市場，他們吃完美食後的感動是怎麼呈現的、台灣經過多個統治政權，文學家又是怎麼看待這些變動？這些都是我們想探討的。

我們讓學生從閱讀入手，學習閱讀自己生長的這塊土地發生過的事件、故事，利用旅行、深度旅遊、美食吸引學生不排斥接觸文學作品，並在往後願意閱讀文學，讓文學不再那麼有距離感、可怕。也試圖帶領學生從文學地景中，認識生長的環境與歷史，讓學生知道文章的元素俯拾皆是，端看你願不願意思考並開始下筆撰寫，開始對自己生長的地方感到驕傲，回頭試著認識而且介紹自己的家鄉，找到更多台灣精彩的故事，看見更美的故鄉。

課程目標

Course Objectives

認知：增進文學賞析與表達能力、從文學進行自我反思

情意：旅行是人生中，重要的一個部分！我們期待讓學生重新思索旅行的意義。

技能：能欣賞文學書寫並知道如何學習

一般能力/專業能力

General/Core Learning Outcomes

一般能力

人文與思維

- 1、能瞭解人文、社會科學的基本概念與理論。
- 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。
- 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。
- 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。

內省與關懷

- 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。
- 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。
- 3、能對群己、環境的關懷產生價值感，成為態度。

4、能具有持久且一致主動關懷環境、群己，推己及人的品格。

創意與表達

- 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。
- 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。
- 3、能有創意性的表述，並清楚傳達自己的想法。
- 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。

四、科學與邏輯

- 1、能認識科學方法與科學精神的基本論述及主要內涵。
- 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。
- 3、能依據邏輯推理原則，進行批判性思考。
- 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

- 期中考試 _____ % 期中報告 30 % 平時考 _____ %
 期末未試 _____ % 期末報告 40 % 上課參與度 10 %
 出席 20 % 口頭報告 _____ % 其它 _____ %

教科書(書名、作者、出版社、備註)

Textbook (Title, Author, Publisher, Remarks)

| 書名 Title | 作者 Author | 出版社 Publisher | 備註 Remarks |
|-------------|--------------|------------------|---------------|
| 自編教科書 | | | |

參考書目(書名、作者、出版社、期刊、備註)

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

| 書名 Title | 作者 Author | 出版社/期刊 Publisher/ Journal | 備註 Remarks |
|-------------|--------------|---------------------------------|---------------|
| 裨海紀遊 | 郁永河 | 圓神出版社 | |
| 11 元的鐵道旅行 | 劉克襄 | 遠流出版社 | |
| 裡台灣 | 劉克襄 | 玉山社 | |
| 男人的菜市場 | 劉克襄 | 遠流出版社 | |
| 後山鯨書 | 廖鴻基 | 聯合文學 | |
| 領土出航 | 廖鴻基 | 聯合文學 | |
| 台 11 線藍色太平洋 | 廖鴻基 | 聯合文學 | |
| 鯨生鯨世 | 廖鴻基 | 晨星出版社 | |
| 環球遊記 | 林獻堂 | 天下雜誌 | |

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 Week | 課程綱要/單元 Content of Unit | 教學策略 Teaching Strategies | 作業/考試進度 Assignments/Quizzes |
|------------|----------------------------|-----------------------------|--------------------------------|
| 1 | 課程說明 | 口述說明 | 課後思考報告內容 |
| 2 | 閱讀文學地景 | 口述搭配文字、影像 | 課後自行閱讀 |
| 3 | 閱讀文學地景 | 口述搭配文字、影像 | 課後自行閱讀 |
| 4 | 文學與歷史如何帶動觀光 | 口述搭配文字、影像 | 課後自行閱讀 |
| 5 | 中部文學作家概述 | 口述搭配文字、影像 | 課後自行閱讀 |
| 6 | 從文學看台中歷史發展 | 口述搭配文字、影像 | 課後自行閱讀 |

| | | | |
|----|------------|-----------|----------|
| 7 | 從文學看台中歷史發展 | 口述搭配文字、影像 | 課後自行閱讀 |
| 8 | 楊逵與其文學地景 | 口述搭配文字、影像 | 課後自行閱讀 |
| 9 | 期中報告 | 輔助簡報並評論 | 期中報告 I |
| 10 | 期中報告 | 輔助簡報並評論 | 期中報告 II |
| 11 | 期中報告 | 輔助簡報並評論 | 期中報告 III |
| 12 | 美食家的菜市場 | 口述搭配文字、影像 | 課後自行閱讀 |
| 13 | 旅行的意義 | 口述搭配文字、影像 | 課後自行閱讀 |
| 14 | 自然書寫與海洋文學 | 口述搭配文字、影像 | 課後自行閱讀 |
| 15 | 自然書寫與海洋文學 | 口述搭配文字、影像 | 課後自行閱讀 |
| 16 | 報導文學中的臺灣歷史 | 口述搭配文字、影像 | 課後自行閱讀 |
| 17 | 報導文學中的臺灣歷史 | 口述搭配文字、影像 | 課後自行閱讀 |
| 18 | 期末考週 | | |

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 | |
| 文學中的歷史意義 | / | / | / | / | / | 75 | 25 | 25 | 25 | |
| 旅行的意義 | / | / | / | / | / | 75 | 50 | 50 | 25 | |
| 閱讀文學地景 | / | / | / | / | / | 75 | 75 | 50 | 25 | |
| 報導文學與歷史 | | | | | | 50 | 50 | 50 | 25 | |
| 文學閱讀 | | | | | | 50 | 50 | 75 | 25 | |
| | / | / | / | / | / | | | | | |

專業能力說明 一般能力說明

通識課程以訓練一般能力為主軸

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 (下方小項次各占25%，依符合項次累計總百分比) | 2. 內省與關懷 (下方小項次各占25%，依符合項次累計總百分比) | 3. 創意與表達 (下方小項次各占25%，依符合項次累計總百分比) | 4. 科學與邏輯 (下方小項次各占25%，依符合項次累計總百分比) |
|--|---|--|--|
| (1) 能瞭解人文、社會科學的基本概念與理論。 (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。 (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。 (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。 (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。 (3) 能對群己、環境的關懷產生價值感，成為態度。 (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。 (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。 (3) 能有創意性的表述，並清楚傳達自己的想法。 (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。 (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。 (3) 能依據邏輯推理原則，進行批判性思考。 (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 | Night School |
| Department | | Program | University |
| Course Title | History, Travel and Taiwan Literature | Instructor | LIN TSUNG TE |
| Course type | Elective | Class | |
| Credit Hour | 2 | Hour(s) | |
| Course Code | | Office | 1636 |
| Subject Code | | Advisory Time | 17:00~18:00 |

Course Description

Literature records history, history is an element of literature, but what is the relationship between literature and history and travel? Every time we go to Japan, we often go to the famous shrines, castle walls and shrines, watching the well-preserved monuments and listening to the guides who tell the story of that era. When we arrived in Europe to visit the former residence of famous musicians, In particular, lived in a hotelist lived in the hotel, history, literature, has always been with sightseeing, travel is inseparable from the relationship. And Taiwan is not also given the opportunity to find out more unique cultural attractions from the history, people and stories that deserve our pride so that the outside world can truly know us and make travel more meaningful.

During this lesson, we set off from our journey to explore the historical process. Many literary records of these touching moments were written by geographers, sung by literary people in Taichung Park, and written by writers across all corners of Taiwan Works, the market in the eyes of the foodies, how they moved after they ate their food, and how do the writers think about these changes after the multiple ruling regimes in Taiwan? These are all we want to explore.

We let students start from reading and learn to read the events and stories that have taken place in this land where they grew up. They use tourism, in-depth tourism and food to attract students not to exclude literary works and to read literature later so that literature is no longer so A sense of distance, terrible. Also try to lead students from the literary landscape, recognize the growth.

Course Objectives

Cognition: Enhance literary appreciation and expression ability, self-reflection from literature
Love: travel is an important part of life! We look forward to getting students to rethink the meaning of travel.
Skills: Appreciation of literary writing and knowing how to learn

General/Core Learning Outcomes

General Learning Outcomes

- I. Humanism and thinking
 1. Can comprehend the basic concepts and theories of humanistic and social sciences.
 2. Can use the knowledge acquired from humanistic and social sciences to explain and illustrate humanistic and social phenomena.
 3. Can use the knowledge of humanistic and social sciences to discern, analyze, and criticize human and social phenomena in daily life.
 4. Can perceive the emotional blast triggered from humanistic nurture and appreciate the beauty of multiple cultures and humanistic spirit.
- II. Reflection and care
 1. Can reflect upon oneself, know one's good and bad qualities and thereby act accordingly.
 2. Can empathize with people around them through one's reflection, and show their care towards others and the environment.
 3. Can create a sense of value and thereby form a positive attitude from their care towards others and the environment.

4. Can become empathetic towards others and develop a virtuous character that cares for others and their environment in an active manner.

III. Creativity and expression

1. Can express oneself or others' opinions in a clear and effective manner, through oral or written 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

Textbook (Title, Author, Publisher, Remarks)

| Title | Author | Publisher | Remarks |
|-------------------------|--------|-----------|---------|
| Self-compiled textbooks | | | |

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

| Title | Author | Publisher/ Journal | Remarks |
|---|--------------------------|---------------------------|---------|
| Three Kingdoms | Luo Guanzhong | Good read | |
| On Taiwan 's History from Taiwan Proverbs | Dai Baocun, Wang Zhiping | Yushan society | |
| The wisdom of Taiwan proverbs | Li He | paddy | |
| Green Island book | Yang kui | Morningstar Press | |
| 11 yuan of rail travel | Liu Kexiang | Far flow publishing house | |
| In Taiwan | Liu Kexiang | Yushan society | |
| Men's food market | Liu Kexiang | Far flow publishing house | |
| After the whales book | Liao Hongji | Joint literature | |
| Territory sailing | Liao Hongji | Joint literature | |
| Taiwan Line 11 Blue Pacific Ocean | Liao Hongji | Joint literature | |
| Whale whale world | Liao Hongji | Morningstar Press | |
| Report literature | Xiangyang, to Wen Wei | Two fish culture | |

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

| Week | Content of Unit | Teaching Strategies | Assignments/Quizzes |
|------|--|-----------------------------------|--|
| 1 | Course description | 口述說明 | After school to think about the contents of the report |
| 2 | The meaning of travel - Liu Kexiang 's travel literature | Oral text, image | After school to read their own |
| 3 | The Meaning of Travel - Liao Hongji 's Ocean Literature | Oral text, image | After school to read their own |
| 4 | How Literature and History Drive Sightseeing e | Oral text, image | After school to read their own |
| 5 | Central literature writer overview | Oral text, image | After school to read their own |
| 6 | Viewing the Historical Development of Taichung from Literary Perspective | Oral text, image | After school to read their own |
| 7 | Viewing the Historical Development of Taichung from Literary Perspective | Oral text, image | After school to read their own |
| 8 | 楊逵 and his literary landscape | Oral text, image | After school to read their own |
| 9 | Mid-term report | Auxiliary briefing and commentary | Midterm report |
| 10 | Mid-term report | Auxiliary briefing and commentary | Mid-term Report II |
| 11 | Mid-term report | Auxiliary briefing and commentary | Midterm report III |
| 12 | Gourmet food market | Oral text, image | After school to read their own |
| 13 | the meaning of traveling | Oral text, image | After school to read their own |
| 14 | Natural Writing and Ocean Literature | Oral text, image | After school to read their own |
| 15 | Natural Writing and Ocean Literature | Oral text, image | After school to read their own |
| 16 | Taiwan History in Literature | Oral text, image | After school to read their own |
| 17 | Taiwan History in Literature | Oral text, image | After school to read their own |
| 18 | Final 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 | |
| Historical Significance in Literature | / | / | / | / | / | 75 | 25 | 25 | 25 | |
| The meaning of traveling | / | / | / | / | / | 75 | 50 | 50 | 25 | |
| Reading literature landscape | / | / | / | / | / | 75 | 75 | 50 | 25 | |
| Report literature and history | / | / | / | / | / | 50 | 50 | 50 | 25 | |
| Literary reading | / | / | / | / | / | 50 | 50 | 75 | 25 | |
| | / | / | / | / | / | | | | | |

Core Learning Outcomes

General Learning Outcomes

1. Humanities and Cogitation
2. Introspection and Solicitude
3. Creativity and Utterance

