

中臺科技大學
課程計畫與簡介
Course Syllabus

開課學期	108-2	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	人生易學	授課教師	江弘遠
課程類別	文學領域選修	開課班級	<input type="checkbox"/> 博學涵養 <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

Course Description

「易」是雙關語，包含《易經》的「變易」及「容易」兩個意思。由於《易經》卦象是由人心變化所呈現出的符號，它的功能，和螢幕的影像投射及背面意涵相似。但《易經》又是講陰陽到太極，寓含有從對比到統一，從衝突到融合的許多啟示。比如：講優缺點的相對性、講男女的相處、講身段的抬高或放下、講心的動或不動、講美與醜、講身殘與心殘、講缺憾及動力、講正面及反向貴人，可以談的現象複雜而多變，其象徵符號是再簡單也不過。

課程目標

Course Objectives

認知：用圖象輔助文字，從生活經驗來驗證課堂所學。

情意：用討論方式，激發師生及同學們思辨方面判斷及選擇的寬廣度。

技能：每堂十分鐘心得寫作，增進同學申論的表達能力。

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			
<input type="checkbox"/> 期中寫作 <u>15</u> % <input type="checkbox"/> 期中報告 _____ % <input type="checkbox"/> 心得 <u>15</u> % <input type="checkbox"/> 期末寫作 <u>15</u> % <input type="checkbox"/> 期末報告 _____ % <input type="checkbox"/> 上課參與度 <u>15</u> % <input type="checkbox"/> 出席 <u>20</u> % <input type="checkbox"/> 口頭報告 _____ % <input type="checkbox"/> 筆記 <u>20</u> %			
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
易經讀本	郭建勳(注釋)	三民書局	自由購買
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
人文的生命對話			數位學習網講義
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	課程介紹	點名提問及分組討論	心得
2	從心性的分合來談現象的對比與統一	從太極到陰陽談起	心得
3	男女關係中的施與受、健與順	從陰陽到〈乾〉 〈坤〉兩卦談起	心得
4	意識與感知之間的內化和外衍	從六識到判斷選擇 談起	心得
5	人際關係中的抬高與放下	從天尊地卑到地天 〈泰〉天地〈否〉 兩卦的對照談起	心得
6	名模和流浪漢的故事	從陰陽善惡由樞機 之心決定談起	心得
7	由看優點而獲得的自信	從人性本質之優劣 非先天存在談起	心得
8	心裡面的動靜來談心之鏡象， 恐懼煩惱則鏡象晃動，平靜祥和則鏡象寧靜	從時間的次序空間 的上下左右分割由 心決定談起	心得
9	期中寫作	open book 申論	期中寫作
10	從自閉症患者的奮鬥故事來談 身殘而心不殘的道理	從〈未濟〉卦的缺憾 意象談虛實相依 及行動力的展現	心得
11	正面貴人的典範及反向貴人的 激勵	從儒家君子小人價值 相對到道家陰陽 價值等同談起	心得
12	眼盲心不盲，盲者的創意天空	從〈離〉卦的雙 眼、色彩、太陽、 光線等卦象的串連	心得

		談起	
13	從對錢財的執著來看內在的慾望及私心	從〈蒙〉卦六三：「勿用取女；見金夫，不有躬，无攸利。」談起	心得
14	從關係的隔絕來看死亡的中斷隔絕性質	從〈復〉卦生命的往來特性和〈剝〉卦死亡的單向特性談起	心得
15	從行萬里路來增強實際感受的驗證	從〈履〉〈旅〉卦外出的風險到〈臨〉〈觀〉卦經驗的搜尋談起	心得
16	談數化身價的虛幻與細菌病毒的本質	比較象數〈易〉和義理〈易〉對心性的影響	心得
17	誰心裡面的玫瑰有刺？媽媽還是小 baby？談受傷哲學	從〈无妄〉卦之災難談福禍互依的道理	心得
18	期末家書及心得寫作	從寫作中實現情感的真實體驗	家書寫作

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	
內在思維的建立	/	/	/	/	/	75	75	75	50	
人際關係的圖解	/	/	/	/	/	75	75	75	75	
語文的表達技巧	/	/	/	/	/	75	75	75	50	
概念分析與統合						75	75	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 (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 (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 (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 (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。 (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。 (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	108-2	Day/Night School	Day School
Department	General Education Center	Program	University Department
Course Title	Life and I Ching	Instructor	Jiang Hong-Yuan
Course type	Literary field elective	Class	Basic literacy
Credit Hour	2	Hour(s)	
Course Code		Office	2805
Subject Code		Advisory Time	W1-3,4 W3-5,6 W4-1,2 W5-3,4
Course Description			
<p>"Yi" is a pun, including "Book of Changes" and "easy" two meanings. As the "Book of Changes" is a symbol of the changes presented by the people, its function, and the screen image projection and similar meaning on the back. But "Book of Changes" is about yin and yang to Tai Chi, from contrast to unity, from conflict to fusion of many inspiration. For example: stresses the relative shortcomings of the pros and cons, talk about men and women get together, talk about the elevation of the body was put down, the heart of the move or not move, talk about the United States and ugly, speech and residual heart, talk about regret and power, speak positive and reverse Elegant, can talk about the phenomenon of complex and varied, but its symbol is simple.</p>			
Course Objectives			
<p>Cognition: use the image to assist the text, from the life experience to verify the classroom learning. Affection: with discussion, to stimulate teachers and students and students to determine the breadth of choice and choice. Skills: every 10 minutes of writing experience, to improve students' abilities to express.</p>			
General/Core Learning Outcomes			
<p>Genera Learning Outcomes</p> <p>I. Humanism and thinking</p> <ol style="list-style-type: none"> 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. <p>II. Reflection and care</p> <ol style="list-style-type: none"> 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. <p>III. Creativity and expression</p> <ol style="list-style-type: none"> 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. <p>IV. Science and logic</p> <ol style="list-style-type: none"> 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			
Book of Changes		Guo Jianxun			Sanmin bookstore					
Reference Materials (Title, Author, Publisher/Journal, Remarks)										
Title		Author			Publisher/Journal		Remarks			
Humanistic life dialogue							Digital Learning Network Handouts			
Week	Content of Unit		Teaching Strategies			Assignments/Quizzes				
1	Course Introduction		Named and group discussion			Write experience				
2	On the Contrast and Unification of the Phenomenon of Mind		Speaking from Tai Chi to Yin and Yang			Write experience				
3	The relationship between men and women in the relationship with the Health and Shun		Speaking from the yin and yang to "Chian""Kun"			Write experience				
4	The internalization and externality between consciousness and perception		With Six consciousness to judge and select			Write experience				
5	Interpersonal elevation and drop		To contrast "Thai" and "Pi"			Write experience				
6	Supermodel and tramp story		Good and evil decided by heart			Write experience				
7	From the merits of the self-confidence		Human nature is not inherent			Write experience				
8	Heart of the movement, to talk about the mirror in our mind		The space-time phenomenon is determined by the heart			Write experience				
9	Midterm period Writing					Midterm period Writing				
10	From the story of the struggle of autistic patients to talk about the residual heart and no remnants		From the shortcomings of the "WeiJi" Gua to talk about the show of the mobility			Write experience				
11	Positive elegance of the example and reverse the excitement of the elegant		Compare the relative value of Confucianism with the equal value of Taoism			Write experience				
12	Eye blindness is not blind, blind creative sky		Talk about the series of hexagrams like eyes, colors, sun, light and other hexagrams of the "Li" Gua			Write experience				
13	From the dedication of money to look at the desire and selfishness		From "Mong" Gua talk that do not marry the gold girl			Write experience				
14	The disruptive nature of death from the isolation of relations		The complex features of the complex life of the "Fu" Gua and the unidirectional character of the death of the "Bo"			Write experience				
15	From the line to enhance the actual experience of the verification		Search for the risks and experiences of going out			Write experience				
16	Talk about the illusory value of the individual and the nature of the bacteria and viruses		Comparison of the number of "Yi" and theory of "Y i" on the impact of the heart			Write experience				
17	Who has a rose inside the roses? Mother or small baby? Talk about the philosophy of injury.		"WuWang" Gua disasters talk about blessings interdependence			Write experience				
18	Final period Writing		Realistic experience of realizing emotion from writing			Final period Writing				
Correlation of Unit Content and General/Core Learning Outcomes										
Unit Content		Learning Outcomes %								
		Core %					General %			
		1	2	3	4	5	1	2	3	4
The establishment of inner thinking		/	/	/	/	/	75	75	75	50
Interpersonal relationship diagram		/	/	/	/	/	75	75	75	75

Language expression skills	/	/	/	/	/		75	75	75	50
Conceptual analysis and integration	/	/	/	/	/		75	75	75	50
	/	/	/	/	/					
	/	/	/	/	/					
Core Learning Outcomes	<p style="text-align: center;">General Learning Outcomes</p> <ol style="list-style-type: none"> 1. Humanities and Cogitation 2. Introspection and Solicitude 3. Creativity and Utterance 4. Science and Logic 									