

中臺科技大學課程計畫與簡介
(課程大綱)

Course Syllabus

開 課 學 期	109-1	部 別	■日間部
系 科	通識教育中心	學 制	大學部
課 程 名 稱	台灣原住民族歌謠與文化	授 課 教 師	劉智濬
課 程 類 別	選修	開 課 班 級	
學 分 數	2	授 課 時 間	
科 目 代 碼		辦 公 地 點	2809
開 課 代 號		請 益 時 間	
課程描述 Course Description			
<p>1.認識台灣原住民族歌謠發展脈絡。</p> <p>2.透過歌謠，理解並思考台灣原住民族文化重要議題。</p> <p>3.台灣原住民族歌謠影音作品欣賞與討論。</p>			
課程目標 Course Objectives			
<p>認知： 系統性認識台灣原住民族歌謠發展演變，思考台灣原住民族文化重要議題。</p> <p>情意： 透過歌謠，豐富學生藝術感受能力與美學涵養。</p> <p>技能： 歌謠影音符合資訊時代年輕學子的閱聽習慣，培養學生現代視聽媒體傳播能力。</p>			
一般能力/專業能力 General/Core Learning Outcomes			
<p>一般能力</p> <p>人文與思維</p> <p>1、能瞭解人文、社會科學的基本概念與理論。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>內省與關懷</p> <p>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。</p> <p>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。</p> <p>3、能對群己、環境的關懷產生價值感，成為態度。</p> <p>4、能具有持久且一致主動關懷環境、群己，推己及人的品格。</p>			

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	30 %	□ 期中報告	%	□ 平時考	%
■ 期末未試	40 %	□ 期末報告	%	□ 上課參與度	%
■ 出席	30 %	□ 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
課程 PPT	劉智濬	自編	
am 到天亮 (CD) 等	原音社	角頭唱片, 1999	

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
原住民觀點在漢人「多元文化」論述中的啟示：以原住民創作歌謠為例	劉智濬	中台學報 (16:2) 2004	
我不了解你的明白：從認同觀點看布農族歌手 Biung 王宏恩的語言策略	劉智濬	2008 年全國原住民族研究論文發表會。行政院原住民族委員會 台灣綜合研究院。2008	
部落歌謠傳唱及歌謠意義的再生產：以松鶴部落為研究場域。	劉智濬	中正漢學研究 (25) 2015	
主體性的再現與生產：以 1990 年代以來原住民創作歌謠為例。	劉智濬	中臺學報 (27:1)	

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	專題單元介紹台灣原住民族歌謠發展與文化重要思考議題	提供課後延伸閱覽自修曲目、片目及書目。
2	1980 年代 (1) 原住民族文化復振運動與歌謠	同上	同上
3	1980 年代 (2) 原運歌手：胡德夫、達卡鬧	同上	同上
4	1990 年代 (1) 原住民想像與商品化：台灣主流社會與大眾流行文化 郭英男、張惠妹、動力火車	同上	同上
5	1990 年代 (2) 離散與鄉愁、認同追尋與土地皈依 陳建年、王宏恩	同上	同上
6	2000 年後 (1) 從都蘭到電音：Suming 舒米恩	同上	同上
7	2000 年後 (2) 從雷鬼到回歸：Matzka	同上	同上
8	2000 年後 (3) 來自部落的新古調：桑布伊 Sangpuy	同上	同上
9	期中考試	筆試	筆試
10	紀錄片欣賞 (1) 陳龍男／以撒克·凡亞思《誰在那邊唱》 Who Is Singing There	同上	同上
11	紀錄片欣賞 (2) 陳龍男／以撒克·凡亞思《海洋熱》	同上	同上
12	紀錄片欣賞 (3) 美國國家地理頻道《愛上真台灣：華語樂之路》	同上	同上
13	紀錄片欣賞 (4) 公共電視台《舞動山海的旋律》1	同上	同上

14	紀錄片欣賞(5) 公共電視台《舞動山海的旋律》2	同上	同上
15	1950-1960 年代 林班歌與山地歌 謠	同上	同上
16	1960-1990 年代 歷代歌謠採集	同上	同上
17	當今部落歌謠傳唱:以松鶴部落為 例	同上	同上
18	期末考試	筆試	筆試

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	
1980 年代台灣原住民族歌謠	/	/	/	/	/	100%	75%	50%	50%	
1990 年代台灣原住民族歌謠	/	/	/	/	/	100%	75%	50%	50%	
2000 年後台灣原住民族歌謠	/	/	/	/	/	100%	75%	50%	50%	
1970 年代前台灣原住民族歌謠						100%	75%	50%	50%	
台灣原住民族歌謠紀錄片						100%	75%	50%	75%	

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

Course Syllabus

Academic Year/Semester	109-1	Day/Night School	Night
Department	Education Center	Program	Undergraduate
Course Title	Songs and Culture of Taiwan Aboriginal	Instructor	Liu Chih-Chun
Course type	Elective	Class	Humanities erudite
Credit Hour	2	Hour(s)	Friday, 9-10 11-12
Course Code		Office	2809
Subject Code		Advisory Time	
Course Description			
<ol style="list-style-type: none"> 1. The development of Taiwan Aboriginal Songs and Culture. 2. Researching and on Taiwan Aboriginal Cultural important issues 3. Watching the documentary of Taiwan Aboriginal Songs. 			
Course Objectives			
<p>I: To understand the evolution of Taiwan Aboriginal Songs.</p> <p>II : To learn the way of expression as song dose.</p> <p>III :To understand the capabilities of audio-visual media communication.</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.

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

Mid Exam 30%

Final Exam 40%

Attendance 30%

Textbook (Title, Author, Publisher, Remarks)

Title	Author	Publisher	Remarks
Course ppt	Instructor Liu Chih-Chun		
A-Minor Until The Sunrise (CD) and others	Am Family	TCM	1999

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

Title	Author	Publisher/ Journal	Remarks
An Inspiration Derived from Multicultural Essays of Hans through Aboriginal Viewpoint--The Aboriginal Composed Songs in Taiwan	Liu Chih-Chun	Chungtai Journal (16 : 2) 2004	
Singing of Tribal Chants and Re-production of Chant Meanings: Songhe Tribe as the Research Setting	Liu Chih-Chun	Chung Cheng Chinese Studies (25) 2015	

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

Week	Content of Unit	Teaching Strategies	Assignments/Quizzes
1	Introduction	Thematic introduction and appreciation	Providing tracks to Listen to after-school
2	1980s Taiwan aboriginal songs	Thematic introduction and	Providing tracks to

	(1)	appreciation	Listen to after-school
3	1980s Taiwan aboriginal songs (2)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
4	1990s Taiwan aboriginal songs (1)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
5	1990s Taiwan aboriginal songs (2)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
6	Taiwan aboriginal songs After 2000 (1)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
7	Taiwan aboriginal songs After 2000 (2)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
8	Taiwan aboriginal songs After 2000 (3)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
9	Mid Exam		
10	Documentaries of Taiwan aboriginal songs (1)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
11	Documentaries of Taiwan aboriginal songs (2)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
12	Documentaries of Taiwan aboriginal songs (3)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
13	Documentaries of Taiwan aboriginal songs (4)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
14	Documentaries of Taiwan aboriginal songs (5)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
15	Taiwan aboriginal songs before the 1970s (1)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
16	Taiwan aboriginal songs before the 1970s (2)	Thematic introduction and appreciation	Providing tracks to Listen to after-school
17	Singing of Songhe Tribe	Thematic introduction and appreciation	Providing tracks to Listen to after-school
18	Final Exam		

Correlation of Unit Content and General/Core Learning Outcomes

Unit Content	Learning Outcomes %									
	Core %					General %				
	1	2	3	4	5	1	2	3	4	
1980s Taiwan aboriginal songs	/	/	/	/	/	100%	75%	50%	50%	
1990s Taiwan aboriginal songs	/	/	/	/	/	100%	75%	50%	50%	

Taiwan aboriginal songs After 2000	/	/	/	/	/		100%	75%	50%	50%
Taiwan aboriginal songs before the 1970s	/	/	/	/	/		100%	75%	50%	50%
Documentaries of Taiwan aboriginal songs	/	/	/	/	/		100%	75%	50%	75%
Core Learning Outcomes		General Learning Outcomes								
		<ol style="list-style-type: none"> 1. Humanities and Cogitation 2. Introspection and Solicitude 3. Creativity and Utterance 4. Science and Logic 								