## 國立東華大學102學年度第1學期全英語授課課程一覽表

開課單位	花師教育學院 課程設計與潛能開發學系(所)			
課程名稱	跨文化研究與應用 (教育國際碩班、教育碩博班)	課程代碼	CDPD@1840 CDPD@1230 CDPD@0500	
授課教師	呂正雄			
開課班別	□學士班 ■碩士班 □碩專班	博士班		
每週上課 學分及時數	3_學分3小時	是否列入 教學評量計算	是	
課程名稱	文化與認知專題(教育國際碩班) 文化與認知專題研究(多元碩博班)	課程代碼	CDPD@1810 ME52900 ME72500	
授課教師	林意雪			
開課班別	□學士班 ■碩士班 □碩專班	博士班		
每週上課 學分及時數	3_學分3_小時	是否列入 教學評量計算	是	

101-2教院課委會第8案附件八 請尊重智慧財產權請合法影印資料 Please consult intellectual property Rights before making a photocopy.

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## 教學計畫表 Syllabus

中文課程名稱 Course Name in Chinese	跨文化研究與應用			學年/學期 Academic Year/Semester	102/1
英文課程名稱 Course Name in English	Research and App Cross-Cultures	Research and Application of Cross-Cultures			呂正雄
科目代碼 Course Code	SA 教育國際 Department & Year 硕士班			開課單位 Course-Offering Department	課程系
修別 Type	□ 必修 Required V 選修 Elective □ 學程 Program	學分數 Credit(s)	3	時數 Hour(s)	3
先修課程 Prerequisite	無 Nil				
課程描述 Course Description	This course intends to provide students with holistic view of cross-culture themes. To achieve such a goal, the course intends to equip students with research empirical skills and cross-cultural presentable ability. Thus, the course includes essential elements in conducting cross-cultural research and apply the researched knowledge into professional presentations.				

	This course is offered fo	r graduate students to con	duct	research of essence		
課程目標	of various cultures and is	of various cultures and implement the learned contents to the real setting				
Course Objectives	of educational scenarios					
	Anton上夕二上月刊的	は立ち夕ばり留切せる	1+ 1.1			
		·情境中多樣化學習者之				
	multicultural teachin	aracteristics of diversified	пеап	ners in		
A + W/H 1 \ / 1		情境中從事教育工作的	視野	與專業能力。		
系專業(基本)能力		and professional compete		A		
Basic Learning Outcomes	multicultural educati	on settings.				
		及開發多元潛能之方法		5000 1000 1000 100		
		ole human potentials and t	he me	eans in developing		
and the state of the state of	human potentials.					
課程目標與系專業能力	A	В		C		
相關性 Correlation betwee						
Course Objectives and Basic Learning Outcomes	•	•				
圖示說明 Illustration	● 高度相關 Highly cor	related ◎中度相關 Mo	derate	ely correlated		
	授課進度表 Teaching Schedule & Content					
週次	週次 內容 (Subject/Topics) 備註 Remar					
week	rt 合(Subject Topics) /用 註 Remarks					
1	Introduction of the course					
2	Applying electronic research instruments					
3	Paraphrase vs plagiarism					

101-2教院課委會第8案附件八 Study of APA format 5 Critique of writing format based on published papers Exploring cross-cultural theories 6 Bennett's Developmental Model of Intercultural Sensitivity (DMIS) 7 Everett Rogers: A Cross-Cultural Approach 8 Hazel Markus: Culture and the Self 9 Midterm Exam 10 11 Exploring presentable cultures Application of cultures in teaching scenarios 12 13 Linking across various cultures Designing cross-cultural events 14 Praxis of cross-cultural exhibition 15 Final project presentation I 16 Final project presentation II 17 18 Feedback and commentary to the course 學 教 V 分組討論 Group Discussion ■參觀實習 Field Trip 策 V 課堂講授 Lecture 略 □其他 Miscellaneous: Teaching Strategies 學期成 V 作業成績 Homework and/or Assignments: 50 % 績計算 V 期末考成績 Final Exam: 50 % 方 式 Grading 教科書與參考書目(書名、作者、書局、代理商、說明) Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.) Elmer, D. H. (2002). *Cross-cultural connections: Stepping out and fitting in around the world.* Downers Grove, IL: Intervarsity Press Matsumote, D., & Vijver, F. J. (2011). Cross-Cultural Research Methods in Psychology. New York: Cambridge University Press 課程教材網址(教師個人網址請列在本校內之網址) Teaching Aids & Teacher's Website (Personal website can be listed here.)

#### 備註:

- 1.各開課單位請參考範例格式修正教學計畫表內容。
- 2.教學計畫表上傳步驟:教務處首頁點選「教務資訊系統」→「教務資訊系統—課務」→「教師開課查詢系統」→「上傳選取課程之教學計劃電子檔(.doc 或.pdf)」

(網址 http://web.ndhu.edu.tw/SUBJSELE/ATX\_TEACHER\_SUBJProj1\_BIG.htm)

# ②图玄東華大學

## 教學計畫表 Syllabus

中文課程名稱 Course Name in Chinese	跨文化研究與應用			學年/學期 Academic Year/Semester	102/1
英文課程名稱 Course Name in English	Research and App Cross-Cultures	Research and Application of Cross-Cultures			呂正雄
科目代碼 Course Code	CDPD@1230	系級 Department & Year	教育碩士班	開課單位 Course-Offering Department	課程系
修別 Type	□ 必修 Required V 選修 Elective □ 學程 Program	學分數 Credit(s)	3	時數 Hour(s)	3
先修課程 Prerequisite	無 Nil				
課程描述 Course Description	This course intends to provide students with holistic view of cross-culture themes. To achieve such a goal, the course intends to equip students with research empirical skills and cross-cultural presentable ability. Thus, the course includes essential elements in conducting cross-cultural research and apply the researched knowledge into professional presentations.				

課程目標 Course Objectives	This course is offered for graduate students to conduct research of essence of various cultures and implement the learned contents to the real setting of educational scenarios.			
系專業(基本)能力 Basic Learning Outcomes	A.具備教育學術研究的知識與能力。 B.具備對教育問題批判的知識與能力。 C.具備課程發展與教學創新的知識與能力。 D.具備潛能開發的知識與能力。			
課程目標與系專業能力 相關性 Correlation between	A	В	С	D
Course Objectives and Basic Learning Outcomes				
圖示說明 Illustration :	● 高度相關 High	nly correlated 〇中	度相關 Moderate	ly correlated

### 授課進度表 Teaching Schedule & Content

週次 week	內容(Subject/Topics)	備註 Remarks
1	Introduction of the course	
2	Applying electronic research instruments	
3	Paraphrase vs plagiarism	
4	Study of APA format	
5	Critique of writing format based on published papers	
6	Exploring cross-cultural theories	

101-2教院課委會第8案附件八 Bennett's Developmental Model of Intercultural Sensitivity (DMIS) 8 Everett Rogers: A Cross-Cultural Approach Hazel Markus: Culture and the Self 9 Midterm Exam 10 Exploring presentable cultures 11 Application of cultures in teaching scenarios 12 13 Linking across various cultures 14 Designing cross-cultural events Praxis of cross-cultural exhibition 15 16 Final project presentation I Final project presentation II 17 18 Feedback and commentary to the course 教 學 V 課堂講授 Lecture V 分組討論 Group Discussion □參觀實習 Field Trip 策 略 Teaching | 其他 Miscellaneous: Strategies 學期成 V 作業成績 Homework and/or Assignments: 50 % 績計算 V 期末考成績 Final Exam: 50 % 方式 Grading 教科書與參考書目(書名、作者、書局、代理商、說明) Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.) Elmer, D. H. (2002). *Cross-cultural connections: Stepping out and fitting in around the world.* Downers Grove, IL: Intervarsity Press Matsumote, D., & Vijver, F. J. (2011). Cross-Cultural Research Methods in Psychology. New York: Cambridge University Press 課程教材網址(教師個人網址請列在本校內之網址) Teaching Aids & Teacher's Website (Personal website can be listed here.) 備註: 1.各開課單位請參考範例格式修正教學計畫表內容。 2.教學計畫表上傳步驟:教務處首頁點選「教務資訊系統」→「教務資訊系統—課務」→

「教師開課查詢系統」→「上傳選取課程之教學計劃電子檔(.doc 或.pdf)」 (網址 http://web.ndhu.edu.tw/SUBJSELE/ATX TEACHER SUBJProj1 BIG.htm)

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## 教學計畫表 Syllabus

中文課程名稱 Course Name in Chinese	跨文化研究與應用			學年/學期 Academic Year/Semester	102/1
英文課程名稱 Course Name in English	Research and App Cross-Cultures	Research and Application of Cross-Cultures			呂正雄
科目代碼 Course Code	CDPD@0500	S級 教育 Department 提士班		開課單位 Course-Offering Department	課程系
修別 Type	□ 必修 Required V 選修 Elective □ 學程 Program	學分數 Credit(s)	3	時數 Hour(s)	3
先修課程 Prerequisite	無 Nil				
課程描述 Course Description	This course intends to provide students with holistic view of cross-culture themes. To achieve such a goal, the course intends to equip students with research empirical skills and cross-cultural presentable ability. Thus, the course includes essential elements in conducting cross-cultural research and apply the researched knowledge into professional presentations.				

課程目標 Course Objectives	This course is offered for graduate students to conduct research of essence of various cultures and implement the learned contents to the real setting of educational scenarios.				
系專業(基本) 能力 Basic Learning Outcomes	A.具備卓越教育學術研究的知識與能力 B.具備對教育問題批判的知識與能力 C.具備領導教育革新的知識與能力 D.具備課程與教學的專業知識與能力				
課程目標與系專業能力 相關性 Correlation between	A B C D  • • • •				
Course Objectives and Basic Learning Outcomes					
圖示說明 Illustration : (	● 高度相關 High	nly correlated 〇中	度相關 Moderate	ly correlated	

### 授課進度表 Teaching Schedule & Content

週次 week	內容 (Subject/Topics)	備註 Remarks
1	Introduction of the course	
2	Applying electronic research instruments	
3	Paraphrase vs plagiarism	
4	Study of APA format	
5	Critique of writing format based on published papers	
6	Exploring cross-cultural theories	

101-2	教院課委會第8案附件八					
7	Bennett's Developmental Model of Intercultural Sensitivity (DMIS)					
8	Everett Rogers: A Cross-Cultural Approach					
9	Hazel Markus: Culture and the Self	1				
10	Midterm Exam					
11	Exploring presentable cultures					
12	Application of cultures in teaching scenarios					
13	Linking across various cultures					
14	Designing cross-cultural events					
15	Praxis of cross-cultural exhibition					
16	Final project presentation I					
17	Final project presentation II					
18	Feedback and commentary to the course					
教 學 策 略 Teaching Strategies	V 課堂講授 Lecture V 分組討論 Group Discussion □参觀實□其他 Miscellaneous:	習 Field Trip				
學期成	V 作業成績 Homework and/or Assignments: 50 % V 期末考成績 Final Exam: 50 %					
教科書與	多考書目(書名、作者、書局、代理商、說明) & Other References (Title, Author, Publisher, Agents, Remarks, etc.)					
Elmer, D.	. H. (2002). Cross-cultural connections: Stepping out and fitting in aroun	ed the world.				
Dow	ners Grove, IL: Intervarsity Press					
Matsumo	te, D., & Vijver, F. J. (2011). Cross-Cultural Research Methods in Psychology	ology. New York:				
Cam	abridge University Press					
課程教材約	周址(教師個人網址請列在本校內之網址)					
Teaching	Aids & Teacher's Website (Personal website can be listed here.)					

#### 備註:

- 1.各開課單位請參考範例格式修正教學計畫表內容。
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### 教學計畫表 Syllabus

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中文課程名稱 Course Name in Chinese	文化與認知專題			學年/學期 Academic Year/Semester	102/1
英文課程名稱 Course Name in English	Seminar in Culture a	Seminar in Culture and Cognition			林意雪
科目代碼 Course Code	CDPD@1810	CDPD@1810			課程系
修別 Type	□ 必修 Required ✓ 選修 Elective □ 學程 Program	學分數 Credit(s)	3	時數 Hour(s)	3
先修課程 Prerequisite			無 Nil		
課程描述 Course Description	Culture has been defined as a phenomenon in traditional anthropology, because culture is a product of mentality, but mentality is studied by psychologists while culture is by anthropologists. This course aims to explore this new field "culture and cognition" by bridging the gap between fields and creating new ways of studying human beings and their culture.				
	explore this new field "culture and cognition" by bridging the gap				

課程目標 Course Objectives	2 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
A.瞭解在多元文化教學情境中多樣化學習者之特性。 A. Understanding the characteristics of diversified learners in multicultural teaching situations.  B.具備在多元文化教育情境中從事教育工作的視野與專業能力。 B. Obtaining the visions and professional competency of teaching in multicultural education settings.  C.認識人類的多元潛能及開發多元潛能之方法。  C. Understanding multiple human potentials and the means in develophuman potentials.				ers in 與專業能力。 of teaching in	
課程目標與系專業能力 相關性 Correlation between	A	В		С	
Course Objectives and Basic Learning Outcomes	•	©			
圖示說明 Illustration :	● 高度相關 Highly cor	related ◎中度相關 Mo	derate	ely correlated	
授課進度表 Teaching Schedule & Content					
週次 week 内容 (Subject/Topics) 備註			備註 Remarks		
1 課程介紹 Introduction					
2 取徑一:人類學與文化 Approach 1: Anthropology and culture					
3 取徑二:文化心理學 Approach 2: Cultural psychology					

	教院課委會第8案附件八	(				
4	取徑三:社會心理學 Approach 3: Social psychology					
5	取徑四:認知人類學 Approach 4: Cognitive anthropology					
6	取徑五:民俗生物學 Approach 5: Folkbiology					
7	取徑六:認知科學 Approach 6: Cognitive science					
8	語言是否形塑思考? (一) Does language shape thinking? (I)					
9	語言是否形塑思考?(二)Does language shape thinking?(II)					
10	婚姻及親屬 Marriage and kinship					
11	道德 Morality					
12	家庭與人類發展 Family and human development					
13	自我與心靈概念 Self and mind					
14	認同與主體性 Identity and agency					
15	概念與分類 Concepts and categorization					
16	文化傳遞 (一) Cultural transmission (I)					
17	文化傳遞(二) Cultural transmission (II)					
18	綜合討論 Discussion					
教 學						
	✓課堂講授 Lecture ✓分組討論 Group Discussion □參觀實	羽 Field Trin				
		自 Field Hip				
	□其他 Miscellaneous:					
Strategies						
學期成	✓平時成績 General Performance: % □期中考成績 Midterm Exam	: %				
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教科書與多	*考書目(書名、作者、書局、代理商、說明)					
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Textbook	& Other References (Title, Author, Publisher, Agents, Remarks, etc.)					
Bloch, M	. (1998). How we think they think. Oxford: Westview Press.					
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#### 備註:

- 1.各開課單位請參考範例格式修正教學計畫表內容。
- 2.教學計畫表上傳步驟:教務處首頁點選「教務資訊系統」→「教務資訊系統—課務」→「教師開課查詢系統」→「上傳選取課程之教學計劃電子檔(.doc 或.pdf)」

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# ②國玄東華大學

## 教學計畫表 Syllabus

7.2 7					
中文課程名稱 Course Name in Chinese	文化與認知專題研究			學年/學期 Academic Year/Semester	102/1
英文課程名稱 Course Name in English	Seminar in Culture and Cognition			授課教師 Instructor	林意雪
科目代碼 Course Code				開課單位 Course-Offering Department	課程系
修別 Type	□ 必修 Required ✓ 選修 Elective □ 學程 Program	學分數 Credit(s)	3	時數 Hour(s)	3
先修課程 Prerequisite	無 Nil				
課程描述 Course Description	Culture has been defined as a phenomenon in traditional anthropology, because culture is a product of mentality, but mentality is studied by psychologists while culture is by anthropologists. This course aims to explore this new field "culture and cognition" by bridging the gap between fields and creating new ways of studying human beings and their culture.				

課程目標 Course Objectives	<ol> <li>Understand the topics studied in the field of culture and cognition;</li> <li>Build capacities to read and construct the related researches;</li> <li>Create insights in understanding different cultures.</li> </ol>				
系專業(基本)能力 Basic Learning Outcomes	A.具備理解台灣 B.具備理解不同 C.具備統整台灣 D.具備從多元層 E.具備與跨領域 力。	司類型的社會2 學社會現象與t 廣泛探索中尋找	、平等現象、主 生界重要文化 、 、 、 、 、 、 、 、 、 、 、 、 、	透視霸權運作 事件的能力。 的能力。	莫式的能力。
課程目標與系專業能力 相關性 Correlation between	A	В	С	D	Е
Course Objectives and Basic Learning Outcomes	•		0	0	
圖示說明 Illustration :	● 高度相關 Hi	ghly correlated	◎中度相關	Moderately co	rrelated

### 授課進度表 Teaching Schedule & Content

週次 week	內容 (Subject/Topics)	備註 Remarks
1	課程介紹 Introduction	
2	取徑一:人類學與文化 Approach 1: Anthropology and culture	
3	取徑二:文化心理學 Approach 2: Cultural psychology	
4	取徑三:社會心理學 Approach 3: Social psychology	
5	取徑四:認知人類學 Approach 4: Cognitive anthropology	
6	取徑五:民俗生物學 Approach 5: Folkbiology	

101-2	<u> </u>					
7	取徑六:認知科學 Approach 6: Cognitive science					
8	語言是否形塑思考? (一) Does language shape thinking? (I)					
9	語言是否形塑思考? (二) Does language shape thinking? (II)					
10	婚姻及親屬 Marriage and kinship					
11	道德 Morality					
12	家庭與人類發展 Family and human development					
13	自我與心靈概念 Self and mind					
14	認同與主體性 Identity and agency					
15	概念與分類 Concepts and categorization					
16	文化傳遞(一) Cultural transmission (I)					
17	文化傳遞(二) Cultural transmission (II)					
18	綜合討論 Discussion					
教 學						
策略	✓課堂講授 Lecture ✓分組討論 Group Discussion □參觀實習 Field Trip					
Teaching	□其他 Miscellaneous:					
Strategies						
子切成	✓平時成績 General Performance: % □期中考成績 Midterm Exam: %					
1 / 1 / 1	期末考成績 Final Exam:  %   '作業成績 Homework and/or Assignments: %					
刀式	✓其他 Miscellaneous: () %					
Grading						
	考書目(書名、作者、書局、代理商、説明)					
Textbook	& Other References (Title, Author, Publisher, Agents, Remarks, etc.)					
Bloch, M	. (1998). How we think they think. Oxford: Westview Press.					
D'Andrac	le, R. (1995). The development of cognitive anthropology. New York: Cambridge					
Univ	versity Press.					
	d, L. A. (1996). Race in the making: Cognition, culture, and the child's construction of					
	an Kinds, Cambridge, MA: MIT Press.					
	D. & Quinn, N. (1987): Cultural models in language and thought. Cambridge, MA: Cambridge					
	rsity Press.					
	2. (1996). Concepts, kinds, and cognitive development. Cambridge, MA: MIT Press.					
Lakoff, G. (1990). Women, fire and dangerous things: What categories reveal about mind. Chicago:						
Univ	versity of Chicago Press.					
Nisbett, F	Nisbett, R. (2003). The Geography of Thought: How Asians and Westerners Think Differently					
and '	and Why. New York: Free Press. Rogoff, B. The cultural nature of human development. New					
	ork: Oxford University Press.					
	son, D. R., & Torrance, N. (Eds.) (1996). <i>Modes of thought: Explorations in culture</i>					
	and cognition. New York: Cambridge University Press.					
Sperber, I	D. (1996). Explaining culture: A naturalistic approach. London: Blackwell.					
1						

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# ②国玄東華大學

## 教學計畫表 Syllabus

中文課程名稱 Course Name in Chinese	文化與認知專題			學年/學期 Academic Year/Semester	102/1
英文課程名稱 Course Name in English	Seminar in Culture and Cognition			授課教師 Instructor	林意雪
科目代碼 Course Code	ME_72500		開課單位 Course-Offering Department	課程系	
修別 Type	□ 必修 Required ✓ 選修 Elective □ 學程 Program	學分數 Credit(s)	3	時數 Hour(s)	3
先修課程 Prerequisite	無 Nil				
課程描述 Course Description	Culture has been defined as a phenomenon in traditional anthropology, because culture is a product of mentality, but mentality is studied by psychologists while culture is by anthropologists. This course aims to explore this new field "culture and cognition" by bridging the gap between fields and creating new ways of studying human beings and their culture.				

culture.							
		1. Understand th	e topics studied	d in the field of	f culture an	nd co	gnition;
課程目標 Course Objectives		<ul><li>2. Build capacities to read and construct the related researches;</li><li>3. Create insights in understanding different cultures.</li></ul>					
系專業(基本)能力 Basic Learning Outcomes		A.具備多元文化學術研究的知識與對於族群、階級、性別等不平等處境之深度分析能力。 B.具備專業領域推動多元文化教育創新的能力與精神。 C.具備多元文化溝通、運用跨領域之資訊、傳達多元文化教育觀點之能力。 D.具備多元文化社群行動能力,主動發掘教育與社會革新議題,參與教育與社會改革行動。 E.具備運用跨國多元文化教育觀點,發展在地理論與實踐視角的能力。					
課程目標與系專業能力		A	В	С	D		E
相關性 Correlation between Course Objectives and Basic Learning Outcomes			•				(i)
圖示說明 Illustration :		● 高度相關 Hi	ghly correlated	□□中度相關	Moderate	ly co	rrelated
		授課進度表	Teaching Sc	hedule & Cont	tent		
週次 week	內容 (Subject/Topics) 備註 Remarks			註 Remarks			
	課程介紹 Intro						
	取徑一:人類學與文化 Approach 1: Anthropology and culture						
3	取徑二:文化心理學 Approach 2: Cultural psychology						

101-2	<u> </u>					
4	取徑三:社會心理學 Approach 3: Social psychology					
5	取徑四:認知人類學 Approach 4: Cognitive anthropology					
6	取徑五:民俗生物學 Approach 5: Folkbiology					
7	取徑六:認知科學 Approach 6: Cognitive science					
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9	語言是否形塑思考?(二)Does language shape thinking? (II)					
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策略	✓課堂講授 Lecture ✓分組討論 Group Discussion □參觀實習 Field Trip					
Teaching	□其他 Miscellaneous:					
Strategies						
學相式						
	✓平時成績 General Performance: % □期中考成績 Midterm Exam: %					
傾引升	□期末考成績 Final Exam: % 「作業成績 Homework and/or Assignments: %					
刀工	✓其他 Miscellaneous: () %					
Grading						
	*考書目(書名、作者、書局、代理商、説明)					
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	de, R. (1995). The development of cognitive anthropology. New York: Cambridge					
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Hirschfel	d, L. A. (1996). Race in the making: Cognition, culture, and the child's construction of					
Hum	an Kinds, Cambridge, MA: MIT Press.					
Holland, I	D. & Quinn, N. (1987): Cultural models in language and thought. Cambridge, MA: Cambridge					
Univer	rsity Press.					
Keil, F. C	. (1996). Concepts, kinds, and cognitive development. Cambridge, MA: MIT Press.					
Lakoff, G	. (1990). Women, fire and dangerous things: What categories reveal about mind. Chicago:					
	versity of Chicago Press.					
17.50	Nisbett, R. (2003). The Geography of Thought: How Asians and Westerners Think Differently					
	and Why. New York: Free Press. Rogoff, B. The cultural nature of human development. New					
	York: Oxford University Press.					
Olson, D.	, D. R., & Torrance, N. (Eds.) (1996). Modes of thought: Explorations in culture					
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Sperber, D. (1996). Explaining culture: A naturalistic approach. London: Blackwell.						
10						

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