

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	幸福學堂	授 課 教 師	游淑香
課 程 類 別	選修	開 課 班 級	博學涵養 <input type="checkbox"/> 人文 <input checked="" type="checkbox"/> 自然
學 分 數	2	授 課 時 間	週五第 1-2 節
科 目 代 碼		辦 公 地 點	軍訓室
開 課 代 號		請 益 時 間	週一至週四

課程描述

Course Description

大學階段是進入成年早期，也許會因為成長過程缺乏情感教育而對親密關係摸不著頭緒，或在過程中頻頻遭受挫折或傷害自己與對方。「幸福學堂」總共五個單元，主題包括戀愛症候群、男女大不同、情感經營學、分手的藝術與避孕大哉問等。希望讓學生了解，從生活小地方或觀念改變而找到幸福感，學習創造自己的幸福，促進更成熟面對情感問題。

課程目標

Course Objectives

認知：瞭解情感教育的內涵。
 情意：願意自我剖析內在親密關係的不足與需求。
 技能：能運用課堂上討論的相關技巧於日常生活中。

一般能力/專業能力

General/Core Learning Outcomes

一般能力

一、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。

二、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。

三、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。

評量標準

Assessment standards

<input type="checkbox"/> 期中考試 _____ %	<input checked="" type="checkbox"/> 期中報告 <u>25</u> %	<input type="checkbox"/> 平時考 _____ %
<input type="checkbox"/> 期末未試 _____ %	<input checked="" type="checkbox"/> 期末報告 <u>25</u> %	<input checked="" type="checkbox"/> 上課參與度 <u>30</u> %
<input checked="" type="checkbox"/> 出席 <u>20</u> %	<input type="checkbox"/> 口頭報告 _____ %	<input type="checkbox"/> 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
性別教育：超越兩性關係	葉肅科	紅葉文化	

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
兩性關係：心理測驗	索菲斯	柿藤出版社	
性、兩性關係與性教育 (第二版)	晏涵文	心理出版社	

授課進度

Course Schedule

週次 Week	科目主題 Course Subject	教學方式 Teaching Method	授課進度 Course Schedule
1	課程介紹	講述法/小組討論	學習契約/評分標準/分組
2	第一堂戀愛症候群(I)	講述法/小組討論	你會先看星座才決定是否交往嗎?
3	第一堂戀愛症候群(II)	講述法/小組討論	長相正不正真的很重要嗎?
4	第一堂戀愛症候群(III)	講述法/小組討論	真的有桃花運嗎?
5	第二堂從生理到心裡剖析異性相吸的因素(I)	講述法/小組討論	為什麼第一眼就看上你/妳?
6	第二堂從生理到心裡剖析異性相吸的因素(II)	講述法/小組討論	為何心中想的都是他/她?
7	第二堂從生理到心裡剖析異性相吸的因素(III)	講述法/小組討論	何時妳/你的吸引力爆表?
8	第二堂從生理到心裡剖析異性相吸的因素(IV)	講述法/小組討論	什麼樣的招式最能命中對方?
9	期中考	評量	期中考
10	第三堂從科學與人文的角度分析男女之間差異(I)	講述法/小組討論	男女大腦構造中，差異最大的地方在哪裡?
11	第三堂從科學與人文的角度分析男女之間差異(II)	講述法/小組討論	約會時，情侶間最容易吵架的原因?
12	第三堂從科學與人文的角度分析男女之間差異(III)	講述法/小組討論	為何男女對於性愛總是意見不合?

13	第三堂從科學與人文的角度，分析男女之間差異(IV)	講述法/小組討論	為何男女在日常生活中總是看法不同？
14	第四堂分手的藝術(I)	講述法/小組討論	自信與安全感
15	第四堂分手的藝術(II)	講述法/小組討論	如何提分手與分手後的療傷？
16	第五堂避孕方式實戰方法(I)	講述法/小組討論	避孕失敗了怎麼辦？
17	第五堂避孕方式實戰方法(II)	講述法/小組討論	你的避孕知識足夠嗎？
18	期末考	評量	期末考

科目主題對應一般能力/專業能力之涵蓋率 (填寫說明)

Coverage Rate of the Course Subject Correspond to the Ordinary Ability and Professional Ability

科目主題	能力指標涵蓋率%									
	專業能力%					一般能力%				
	1	2	3	4	5	1	2	3	4	
戀愛症候群	/	/	/	/	/	25%	25%	50%	0%	
從生理到心裡剖析異性相吸的因素	/	/	/	/	/	25%	25%	25%	25%	
從科學與人文的角度分析男女之間差異	/	/	/	/	/	25%	25%	25%	25%	
分手的藝術						25%	25%	25%	25%	
避孕方式實戰方法						25%	25%	0%	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									

Central Taiwan University of Science and Technology

Course Syllabus

Academic Year/Semester	107/2	Day/Night School	Day School
Department	General education center	Program	University department
Course Title	Happiness schoolroom	Instructor	YU Shu SHIANG
Course type	Elective course	Class	Naturally
Credit Hour	2	Hour (s)	Friday 1-2
Course Code		Office	Military training room
Subject Code		Advisory Time	Monday to Thursday

Course Description

The university stage is to enter the early adulthood. Maybe because of the lack of emotional education during the growth process, the intimate relationship can't be grasped, or the process often suffers setbacks or hurts each other. There are a total of five modules in the "Happiness Schoolroom". The topics include love syndrome, differences between men and women, emotional management, Art of breaking up and contraception. I hope that students can understand that they can find happiness from small places or ideas, learn to create their own happiness, and promote more mature face to emotional problems.

Course Objectives

Cognition: Understand the connotation of emotional education.

Affection: Willing to self-analyze the insufficiency and needs of inner intimacy.

Skills: Ability to use the relevant skills discussed in class in everyday life.

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.

Assessment standards

Attend 20%

Interim report 25%

Final report 25%

Class participation 30%

Textbook (Title, Author, Publisher, Remarks)

Title	Author	Publisher	Remarks
Gender Education: Beyond the Gender Relationship	Ye Suike	Red Leaf Culture	

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

Title	Author	Publisher/ Journal	Remarks
Gender relations: psychological test	Sophie	Persimmon Press	

Course Schedule

Week	Course Subject	Teaching Method	Course Schedule
1	Course Introduction	Narrative	Learning contract / scoring standard / grouping
2	lesson one: Love syndrome(I)	Narrative group discussion	Do you want to see the constellation before deciding whether to associate?
3	Love syndrome(II)	Narrative group discussion	Is it really important to look good?
4	Love syndrome(III)	Narrative group discussion	Really romantic encounters it?
5	lesson two: Analyze the factors of heterosexual attraction from the physiological to the psychological(I)	Narrative group discussion	Why do you see you at first sight?
6	Analyze the factors of heterosexual attraction from the physiological to the psychological(II)	Narrative group discussion	Why do you think about him?
7	Analyze the factors of heterosexual attraction from the physiological to the	Narrative group discussion	When will you/your attraction burst?

	psychological(III)		
8	Analyze the factors of heterosexual attraction from the physiological to the psychological(IV)	Narrative group discussion	What kind of moves can best hit each other?
9	Midterm exam	Interim report	Interim report
10	lesson three: Analysis of differences between men and women from the perspective of science and humanities(I)	Narrative group discussion	Male and female brain structure, where the greatest difference in place?
11	Analysis of differences between men and women from the perspective of science and humanities(II)	Narrative group discussion	When dating, what is the easiest reason for a couple to quarrel?
12	Analysis of differences between men and women from the perspective of science and humanities(III)	Narrative group discussion	Why do men and women always disagree with sex?
13	Analysis of differences between men and women from the perspective of science and humanities(IV)	Narrative group discussion	Why do men and women always think differently in their daily lives?
14	lesson four: Art of breaking up (I)	Narrative group discussion	Confidence and security
15	Art of breaking up (II)	Narrative group discussion	How to mention the breakup and the healing after breaking up ?
16	lesson five: Contraceptive method(I)	Narrative group discussion	What should I do if my contraception fails?
17	Contraceptive method(II)	Narrative group discussion	Is your contraceptive knowledge enough?
18	Final exam	Class participation	Final report

Coverage Rate of the Course Subject Correspond to the Ordinary Ability and Professional Ability

Course Subject	Learning Outcomes %									
	Core %					General %				
	1	2	3	4	5	1	2	3	4	
Love syndrome	/	/	/	/	/		25%	25%	50%	0%
Analyze the factors of heterosexual attraction from the physiological to the psychological	/	/	/	/	/		25%	25%	25%	25%

Analysis of differences between men and women from the perspective of science and humanities	/	/	/	/	/		25%	25%	25%	25%
Art of breaking up							25%	25%	25%	25%
Contraceptive method	/	/	/	/	/		25%	25%	0%	50%
Core Learning Outcomes	General Learning Outcomes 1. Humanities and Cogitation 2. Introspection and Solitude 3. Creativity and Utterance 4. Science and Logic									