

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	地方創生與超域整合	授課教師	林政勳
課程類別	選修	開課班級	博學涵養 <input type="checkbox"/> 人文 <input type="checkbox"/> 自然
學分數	2	授課時間	(請安排)
科目代碼		辦公地點	質能館二樓
開課代號		請益時間	周一-周三 1.2 節
課程描述 Course Description			
學科可以單一面向，但思考卻需要超域整合，才能培育斜槓青年；城市可以沒有記憶，但城市不能沒有歷史，每一個偉大的城市都有一條美麗柔情的河流。台中市幸蒙三川五溪圍繞，家鄉之美韻育多少公民不服從的歷史故事？本課程試圖從美的三十張犁出發，發掘這塊土地的人、文、地、產、景，讓大學發揮社會責任，讓學生願意沃土讓地方創生。			
課程目標 Course Objectives			
<p>認知：藉由認識三十張犁的圳路與其承載的歷史故事，發掘學生自己家鄉的過去，進而迷戀家鄉。</p> <p>情意：憑藉課程的刺激、互動與啟發，進而了解家鄉的美麗與弱勢之處，油生關懷之情。</p> <p>技能：依據田野調查法、影像紀錄等實作演練，學生學得方法願意返鄉創業，進行地方創生。</p>			
一般能力/專業能力 General/Core Learning Outcomes			
<p>一般能力</p> <p>一、人文與思維</p> <ol style="list-style-type: none"> 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。 <p>二、內省與關懷</p> <ol style="list-style-type: none"> 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。 <p>三、創意與表達</p> <ol style="list-style-type: none"> 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。 <p>四、科學與邏輯</p> <ol style="list-style-type: none"> 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

- 期中考試 _____ % 期中報告 _____ % 平時考 _____ %
 期末未試 _____ % 期末報告 30 % 上課參與度 20 %
 出席 15 % 口頭報告 15 % 圳路旅行 20 %

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
地方創生	木下 齊	不二家	譯者：張佩瑩

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
地方創生戰鬥篇	木下 齊	行人	譯者：林書嫻

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	超域整合與地方創生導論	PPT	導讀本課程內容及評分標準
2	大學應該扮演的社會責任	PPT 與討論	說明大學社會責任的亮點與實踐
3	三十張犁的愛與牽掛-圳路篇	PPT 與討論	北屯舊稱三十張犁，有 1862 年戴潮春的反清運動及 1895 年舊社的抗日事件均寫下在地人民公民不服從的歷史故事，此區域水圳有頭家厝分圳水路與北屯分圳、更有古蹟與菸樓文化，是以課程浸潤進行人才培育的最佳實踐場域。
4	三十張犁的愛與牽掛-菸樓篇	PPT 與討論	
5	三十張犁的愛與牽掛-歷史篇	PPT 與討論	
6	三十張犁的愛與牽掛-古蹟篇	PPT 與討論	
7	三十張犁的愛與牽掛-文創篇	PPT 與討論	
8	三十張犁的愛與牽掛-人文篇	PPT 與討論	
9	期中考試		
10	超域人才培育的困境與迷失	PPT 與討論	說明超域人才培育的瓶頸與希望
11	限界集落與拿破崙之村(一)	影片觀賞與解析	這二部日劇分別說明年輕人及公務員漂鳥返鄉地方創生的故事。
12	限界集落與拿破崙之村(二)	地方創生啟發討論	
13	田野調查法	PPT	學生參與實地的調查研究工作
14	影像記錄法	PPT	一般攝影及空拍機操作
15	沿著圳路輕旅行	圳路旅行	利用假日進行野外圳路輕旅行
16	沿著圳路輕旅行	圳路旅行	
17	期末報告		
18	期末報告		

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
地方創生與超域整合	/	/	/	/	/		50%	30%	10%	10%
三十張犁的愛與牽掛	/	/	/	/	/		20%	60%	10%	10%
圳路調查方法學	/	/	/	/	/		10%	10%	20%	70%
場域實踐教學							20%	20%	50%	10%
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
Department	Dept. of Medical Imaging and Radiological sciences	Program	Humanity
Course Title	Regional Revitalization and Transdisciplinary Integration	Instructor	Dr. Lin ChengHsun
Course type	Integrated course	Class	
Credit Hour	2	Hour (s)	2
Course Code		Office	4203
Subject Code		Advisory Time	Mon-Wed 8-10am

Course Description

Course relies on one subject but thought should be integrated by multiple considerations. One city could be lost its vague figure but could not be erased its glory history, likewise every great city has its own tender river to across. Taichung city is surrounded by three rivers and five creeks. This city bloomed many civil disobedience stories to provide much histories for thought. This course tries to dig out the beautiful stories from pei-tun along the waterway and also try to find the cultural industry for students and further more for their devotion to this land they live.

Course Objectives

Cognitive Domain : Students recognize the city histories along wayways and therefore to observe this hometown.

Affective Domain : Students understand great city has its own beauty and weakness inducing their motivation to care about this land.

Psychomotor Domain : Students learn how to conduct report by doing field research, imaging making to create their thinking to stay at their hometown to run the cultural and creative industries and beautify their homeland.

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

Attendance 15%

Participation 20%

Oral report 15%

Jauntt along waterways 20%

Final report 30%

Textbook (Title, Author, Publisher, Remarks)

Title	Author	Publisher	Remarks

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

Title	Author	Publisher/ Journal	Remarks

Course Schedule

Week	Course Subject	Teaching Method	Course Schedule
1	Introduction to subject	PPT	Outline and evalaion of the course
2	How does an University do?	PPT and discussion	How to play good role to society
3	Love Pei-Tun-waterways		Introduction of the waterways, tobacco barn, battle fields, heritage, cultural industry and people of pei-tun disctrict to enhance students thinking loving and concerning the land they live.
4	Love Pei-Tun-tobacco barn		
5	Love Pei-Tun-battle field		
6	Love Pei-Tun-heritage		
7	Love Pei-Tun-cultural industry		
8	Love Pei-Tun-people		
9	Midterm exam		
10	Thinking of difficulties of subject	PPT and discussion	Discuss hurdle and current problem
11	Japanese dram and subject (1)	Discussion and feedback	Indicate people save village and rice field abandoned by government
12	Japanese dram and subject (1)		
13	Field research	PPT	How to carry out field research
14	Imag making	PPT	Using air camera to make image
15	Jaunt along waterways (1)	Waterway trip	Jaunt along waterway on holiday
16	Jaunt along waterways (2)		

17	Oral report									
18	Final exam									
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
Regional Revitalization and Transdisciplinary Integration	/	/	/	/	/		50%	30%	10%	10%
Love Pei-Tun	/	/	/	/	/		20%	60%	10%	10%
field reseach of Waterway	/	/	/	/	/		10%	10%	20%	70%
Placement of homeland	/	/	/	/	/		20%	20%	50%	10%
Core Learning Outcomes					General Learning Outcomes					
					1. Humanities and Cogitation 2. Introspection and Solicitude 3. Creativity and Utterance 4. Science and Logic					