

## Course Syllabus

開課學期	107-2	部別	■日間部 ■進修部
系科	通識教育中心	學制	大學部
課程名稱	生活危機管理	授課教師	熊秀蘭
課程類別	選修	開課班級	博學涵養■人文 □自然
學分數	2	授課時間	
科目代碼		辦公地點	
開課代號		請益時間	

## 課程描述

## Course Description

危機是「危險與轉機的分水嶺」，度過危機才有轉機。面對危機，才能測試一個人或一個組織的鎮定；經過危機，才能知曉一個人或一個組織態度的優劣及其價值的高低。本課程希望幫助學生透過認識危機並把握契機形成轉機，建立正確面對日常生活管理應有的態度。

## 課程目標

## Course Objectives

- 認知：能理解危機管理的理論及危機診斷的重要性  
能明白面對危機應有的態度及日常生活管理的重要
- 情意：能思考日常生活危機發生的種類及其影響  
能了解危機與轉機的意義學會積極正向的面對
- 技能：能分析報告生活週遭危機發生後如何因應  
能診斷並處理生活發生的危機

## 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

■ 期中考試 20 %     期中報告 \_\_\_\_\_ %     平時考 \_\_\_\_\_ %  
■ 期末未試 20 %     期末報告 \_\_\_\_\_ %     上課參與度 30 %  
 出席 \_\_\_\_\_ %     口頭報告 30 %     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
自編教材			

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
危機處理聖經	張慧英/編，邱強口述	台北：天下文化	
危機管理	于鳳娟譯，Otto Lerbinger 著	台北：五南	
戰爭與危機啟示	熊秀蘭等著	新北市：泰宇	

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	導論	課程介紹	
2	生活危機管理面面觀	生活危機影片說明	
3	危機管理的基本概念	簡報講解	
4	生活危機之兩性關係	個案分析	分組報告
5	危機管理理論	簡報討論	
6	生活危機之科技法律	個案分析	分組報告
7	生活危機之網際網路	個案分析	分組報告
8	生活危機診斷	診斷表說明	
9	期中考試	測驗	
10	生活危機之分類	簡報討論診斷表	
11	生活危機之人際關係	個案分析	分組報告
12	生活危機之社會災難	個案分析	分組報告
13	危機管理的範圍與分類	簡報講解	
14	生活危機之政治風暴	個案分析	分組報告
15	生活危機應變計畫	影片；實作討論	
16	生活危機之國家安全	個案分析	分組報告
17	綜合討論	分享心得	
18	期末考試		

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	
主題一 生活危機面向	/	/	/	/	/		30%	40%	15%	15%
主題二 與危機對話	/	/	/	/	/		25%	25%	25%	25%
主題三 危機與轉機之應變	/	/	/	/	/		20%	20%	30%	30%
主題四 有備有防即時應變							25%	25%	25%	25%
	/	/	/	/	/					
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/Night School
Department	General Education Center	Program	Undergraduate
Course Title	Life Crisis Management	Instructor	Elective
Course type	Elective	Class	
Credit Hour	2	Hour (s)	2
Course Code		Office	
Subject Code		Advisory Time	
<b>Course Description</b>			
<p>The crisis is a dangerous turning point of the watershed, through the crisis have a turn for the better. This course wants to help students through the understanding of the crisis to grasp the opportunity to form a turn for the better, to establish the right to face the right attitude to daily life management.</p>			
<b>Course Objectives</b>			
<p>1, Cognitive            Can understand the theory of crisis management and crisis the importance of diagnosis            Can understand the face of the crisis should be the attitude and daily life management</p> <p>2, Affective            To think about the type of daily life crisis and its impact            The significance of understand the crisis and turnaround learn to respond positively to the face</p> <p>3, Skills            To analyze how to respond to the report life around crisis            To diagnose and deal with life crises</p>			
<b>General/Core Learning Outcomes</b>			
<p><b>General Learning Outcomes</b></p> <p>I. Humanism and thinking</p> <ol style="list-style-type: none"> <li>1. Can comprehend the basic concepts and theories of humanistic and social sciences.</li> <li>2. Can use the knowledge acquired from humanistic and social sciences to explain and illustrate humanistic and social phenomena.</li> <li>3. Can use the knowledge of humanistic and social sciences to discern, analyze, and criticize human and social phenomena in daily life.</li> <li>4. Can perceive the emotional blast triggered from humanistic nurture and appreciate the beauty of multiple cultures and humanistic spirit.</li> </ol> <p>II. Reflection and care</p> <ol style="list-style-type: none"> <li>1. Can reflect upon oneself, know one's good and bad qualities and thereby act accordingly.</li> <li>2. Can empathize with people around them through one's reflection, and show their care towards others and the environment.</li> <li>3. Can create a sense of value and thereby form a positive attitude from their care towards others and the environment.</li> <li>4. Can become empathetic towards others and develop a virtuous character that cares for others and their environment in an active manner.</li> </ol> <p>III. Creativity and expression</p> <ol style="list-style-type: none"> <li>1. Can express oneself or others' opinions in a clear and effective manner, through oral or written</li> </ol>			

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

- |                             |                           |
|-----------------------------|---------------------------|
| ■ Mid-term exam <u>20</u> % | ■ Final exam <u>20</u> %  |
| ■ Attend <u>30</u> %        | ■ Oral report <u>30</u> % |

#### Textbook ( Title, Author, Publisher, Remarks )

Title	Author	Publisher	Remarks
Their own teaching materials			

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

Title	Author	Publisher/Journal	Remarks
危機處理聖經	張慧英/編, 邱強口述	台北：天下文化。	
Harvard business review on crisis management	Norman R. Augustine 吳佩玲譯	台北：天下文化。	
戰爭與危機啟示。	熊秀蘭等著	新北市：泰宇。	

#### Course Schedule

Week	Course Subject	Teaching Method	Course Schedule
1	Course Introduction	PPT. Explanations, discussions	
2	Crisis Aspects of life	PPT. Explanations, discussions	
3	The basic concept of crisis management	PPT. Explanations, discussions	
4	Theory of crisis management	PPT. Explanations, discussions	Group reports 1
5	The classification of modern life crisis	PPT. Explanations, discussions	
6	Life crisis diagnosis	PPT. Explanations, discussions	Group reports 2
7	Internet crisis of modern life	PPT. Explanations, discussions	Group reports 3
8	Modern life crisis of science and technology law	PPT. Explanations, discussions	
9	Mid-term exam		
10	The scope of crisis management and classification	PPT. Explanations, discussions	
11	Modern life crisis of relations between the sexes	PPT. Explanations, discussions	Group reports 4
12	Modern life crisis, relationships	PPT. Explanations, discussions	Group reports 5
13	The social disaster of modern life crisis	PPT. Explanations, discussions	
14	Life crisis and political turmoil	PPT. Explanations, discussions	Group reports 6

15	The national security of living crisis	PPT. Explanations, discussions								
16	Life crisis response plan	PPT. Explanations, discussions	Group reports 7							
17	General Discussion	PPT. Explanations, discussions								
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	
1. facing the life predicament	/	/	/	/	/		30%	40%	15%	15%
2. Plight with the Dialogue	/	/	/	/	/		25%	25%	25%	25%
3. Plight of the turning point of the strain	/	/	/	/	/		20%	20%	30%	30%
4. equipped with anti-immediate response	/	/	/	/	/		25%	25%	25%	25%
	/	/	/	/	/					
	/	/	/	/	/					
Core Learning Outcomes					General Learning Outcomes					
					1. Humanities and Cogitation					
					2. Introspection and Solicitude					
					3. Creativity and Utterance					
					4. Science and Logic					