

中臺科技大學課程計畫與簡介

Course Syllabus

| | | | |
|---|--------|------|--|
| 開課學期 | | 部別 | <input 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 | 學而食習 | 授課教師 | 周安邦 |
| 課程類別 | | 開課班級 | <input type="checkbox"/> 博學涵養 <input type="checkbox"/> 基本素養 |
| 學分數 | 2 | 授課時間 | |
| 科目代碼 | | 辦公地點 | 2805 |
| 開課代號 | | 請益時間 | |
| 課程描述 Course Description | | | |
| <p>國以民為本，民以食為天。食物，或食物名稱，永遠是歷史學的主題，飲食傳播本身也是一種文化間的交流。本課程以授課、討論及講座方式進行，透過多面向的專題討論與田野調查方式，引導學員認識台灣飲食發展的脈絡、了解台灣飲食文化的內涵並培養飲食藝術的生活品味。</p> | | | |
| 課程目標 Course Objectives | | | |
| <p>認知：認識台灣飲食發展的脈絡 情意：了解台灣飲食文化的內涵 技能：培養飲食藝術的生活品味</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> <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>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>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> | | | |

- 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 _____ %
 期中進度報告 20 %
 學習札記 20 %
 期末未試 _____ %
 期末專題報告 20 %
 上課參與度 20 %
 出席 _____ %
 個人書面報告 20 %
 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 | 周安邦 | 自編 | |
| 課程 PPT | 周安邦 | 自編 | |

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 |
|-------------------------------|---------------|---------------------------------|---------------|
| 蚵仔煎的身世：台灣食物名小考 | 曹銘宗 | 貓頭鷹， 2016/11/05 | |
| 百年飯桌：吃飯不讀書，踩雷徒傷悲！鞭神老師的常民美食研究室 | 鞭神老師（李迺 浩） | 寫樂文化， 2018/08/14 | |

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 | 講述 | 分組、評量說明 |
| 2 | 台灣食物語源考察 | 講述 電腦輔助教學 | 提供課後延伸閱讀自修網站、片目及書目。 |
| 3 | 最佳助選員：鳳梨、蘿蔔、蒜頭 | 同上 | 同上 |
| 4 | 馬鈴薯：大航海時代的寶物 | 同上 | 確認田野調查分組名單 |
| 5 | 芥菜的孩子：酸菜、覆菜、梅乾菜 | 同上 | 提供課後延伸閱讀自修網站、片目及書目。 |
| 6 | 阿兜仔的舶來品：敏豆、菜豆、荷蘭豆 | 同上 | 同上 |
| 7 | 紅豆餅 | 同上 | 同上 |
| 8 | 泡麵小史 | 同上 | 同上 |
| 9 | 田野調查進度報告 | 同儕合作學習法 觀察與評量 | 綜合討論 |
| 10 | 台灣的麵食文化：切仔麵、擔 | 講述 | 提供課後延伸閱讀自修網站、片目 |

| | | | |
|----|---------------|------------------|-------------|
| | 仔麵、外省麵 | 電腦輔助教學 | 及書目。 |
| 11 | 辣豆瓣與台灣牛肉麵的故事 | 同上 | 同上 |
| 12 | 去廟口若咧行灶腳 | 同上 | 同上 |
| 13 | 台灣傳統過年食物的吉祥涵義 | 同上 | 同上 |
| 14 | 中日韓歲時食粥風俗 | 同上 | 同上 |
| 15 | 春餅的由來 | 同上 | 繳交個人報告、學習扎記 |
| 16 | 歲時飲食的禁忌 | 同上 | 同上 |
| 17 | 田野調查期末報告 | 同儕合作學習法 觀察與評量 | 綜合討論 |
| 18 | 田野調查期末報告 | 同儕合作學習法 觀察與評量 | 綜合討論 |

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 |
| 食物的身世 | / | / | / | / | / | | 100 | 75 | 50 | 50 |
| 特色的飲食 | / | / | / | / | / | | 100 | 75 | 50 | 50 |
| 飲食的風俗 | / | / | / | / | / | | 100 | 75 | 50 | 50 |
| 飲食的傳播 | | | | | | | 100 | 75 | 50 | 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

填寫說明:

1. 紅底部份為統一格式請不要更動內容。
2. 「授課進度與內容」為每週上課之小單元名稱，「課程主題/單元」為整門課程之大單元名稱(填寫約 4-6 項主題)。
3. 「課程主題/單元」之能力百分比(淺綠色塊)計算方法依據下方說明，依符合項次累積總百分比，每一能力上限為 100%。

| 1. 人文與思維 (下方小項次各占 25%，依符合項次累計總百分比) | 2. 內省與關懷 (下方小項次各占 25%，依符合項次累計總百分比) | 3. 創意與表達 (下方小項次各占 25%，依符合項次累計總百分比) | 4. 科學與邏輯 (下方小項次各占 25%，依符合項次累計總百分比) |
|--|---|--|--|
| (1) 能瞭解人文、社會科學的基本概念與理論。 (2) 能基於人文、社會學的基本認識，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。 | (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。 | (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。 | (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。 |

此一主題符合
 1. 人文與思維中之(1)、(4)，所以為 50%
 2. 內省與關懷中之(2)、(3)、(4)所以為 75%
 3.

範例: 發現大坑

| 課程主題/單元 | 授課進度與內容 | | | | | 課程主題/單元 | | | |
|---------|---------|---|---|---|---|---------|------|-----|------|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| 大坑飲食 | / | / | / | / | / | 50% | 75% | 25% | 25% |
| 大坑生態 | / | / | / | / | / | 75% | 75% | 25% | 75% |
| 大坑環境 | / | / | / | / | / | 75% | 50% | 25% | 50% |
| 大坑健康 | | | | | | 100% | 100% | 75% | 100% |

Central Taiwan University of Science and Technology
Course Syllabus

| | | | |
|------------------------|--------------------------------|------------------|--------------------|
| Academic Year/Semester | | Day/Night School | |
| Department | Education Center | Program | |
| Course Title | Discussion on diet and customs | Instructor | Chou An Pang |
| Course type | Elective | Class | Humanities erudite |
| Credit Hour | 2 | Hour(s) | |
| Course Code | | Office | 2805 |
| Subject Code | | Advisory Time | |

Course Description

The country is based on the people, and the people are eating for the sky. Food, or the name of food, is always the subject of history, and food communication itself is an intercultural exchange. The course is conducted in lectures, discussions and lectures. Through multi-faceted discussion and field surveys, students are guided to understand the veins of Taiwan's dietary development, understand the connotation of Taiwan's food culture and cultivate the lifestyle of eating arts.

Course Objectives

Cognition: Understanding the context of Taiwan's diet development
Affection: Understanding the Connotation of Taiwan's Food Culture
Skills: Cultivating the lifestyle of eating art

General/Core Learning Outcomes

Genera 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.

Evaluation Methods & Ratio

Mid-term progress report ___20___ % Study notes ___20___ % Final report ___20___ %
 Class participation __20__ % Personal written report _____20___ %

Textbook (Title, Author, Publisher, Remarks)

| Title | Author | Publisher | Remarks |
|------------|----------------------------|-----------|---------|
| Course ppt | Instructor Chou An Pang | | |

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

| Title | Author | Publisher/ Journal | Remarks |
|-------|--------|-----------------------|---------|
| | | | |

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

| Week | Content of Unit | Teaching Strategies | Assignments/Quizzes |
|------|--|---|---|
| 1 | Course Introduction | Teaching | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 2 | Taiwanese food source survey | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 3 | Best assistant: pineapple, radish, garlic | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 4 | Potato: the treasure of the great voyage era | Teaching, computer-assisted instruction | Confirm the field survey group list |
| 5 | Children of mustard: sauerkraut, lasagna, dried plum | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 6 | Imported goods: sensitive beans, kidney beans, peas | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 7 | Red bean cake | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 8 | History of instant noodles | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 9 | Field survey progress report | Peer-to-peer learning method, | Comprehensive discussion |

| | | | |
|----|---|--|---|
| | | observation and evaluation | |
| 10 | Taiwanese noodle culture | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 11 | The story of spicy bean paste and Taiwanese beef noodles | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 12 | Dim Sum at Miaokou | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 13 | The auspicious meaning of Taiwanese traditional Chinese New Year food | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 14 | China, Japan and South Korea eat porridge customs | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 15 | The origin of spring cake | Teaching, computer-assisted instruction | Pay personal reports, learn to write |
| 16 | Taboo for festive diet | Teaching, computer-assisted instruction | Provide extended reading of self-study websites, titles and bibliographies after class. |
| 17 | Field investigation final report | Peer-to-peer learning method, observation and evaluation | Comprehensive discussion |
| 18 | Field investigation final report | Peer-to-peer learning method, observation and evaluation | Comprehensive discussion |

Correlation of Unit Content and General/Core Learning Outcomes

| Unit Content | Learning Outcomes % | | | | | | | | | |
|---------------------|---------------------|---|---|---|---|-----------|----|----|----|--|
| | Core % | | | | | General % | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | |
| Source of food | / | / | / | / | / | 100 | 75 | 50 | 50 | |
| Characteristic diet | / | / | / | / | / | 100 | 75 | 50 | 50 | |
| Dietary customs | / | / | / | / | / | 100 | 75 | 50 | 50 | |
| Spread of diet | / | / | / | / | / | 100 | 75 | 50 | 50 | |
| | / | / | / | / | / | | | | | |
| | / | / | / | / | / | | | | | |

Core Learning Outcomes

General Learning Outcomes

1. Humanities and Cogitation
2. Introspection and Solicitude

3. Creativity and Utterance
4. Science and Logic