課程名稱:(1141)人文學科(音樂與旅行)(9029)_ (1141)Humanities(Musical Journeys)(9029)

授課教師:姜宜君

《尊重智慧財產權,請使用正版教科書,勿非法影印書籍及教材,以免侵犯他人著作權》

開課班級: 授課老師: 姜宜君 學分數:2

課程大綱:

1.本課程為全英語教學 (EMI: English as Medium of Instruction)

2.以音樂和旅行做結合,有系統地學習音樂的要素,欣賞經典音樂作品與曲式分析,練習表演創作。

3..介紹當地文化與音樂風格,認識其人文采風及音樂特色,同時享受旅遊與音樂欣賞的樂趣,進而了解音樂與人類文化之密不可分的關係。

outline:

1. To learn knowledge associated with the composers and their musical pieces 2. To learn the musical elements 3. To learn Taiwan indigenous culture and music (Paiwan Tribe) 4. To present music represents one's own cultural root 5. Being motivated to explore diverse music types

教學型態: 成績考核方式:

課堂教學+小組討論 平時成績:10%

期中考:% 期末考:%

其它:出缺席紀錄列入平時成

績參考.

請假依照學校規定曠課六次 扣考 Class summaries (4 in total) 20%, Bi-weekly group presentation: 10%, Ukulele

performance: 10%,

Three-minute presentation 20%, Written Exam 20%, Suno AI practice 10/31:

10%%

本科目教學目標:

1. To learn knowledge associated with the composers and their musical pieces 2. To study the musical elements 3. To present music represents one's own cultural root 4. Being motivated to explore diverse music types

參考書目:

Music: The Definitive Visual History 作者: DK出版社: DORLING KINDERSLEY

LTD.出版日期:2019/12/12

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課程谁度表・

| 課程進度 | 支: | | |
|------|-------------|---|----------------------------------|
| 週次 | 起訖月日 | 授課單元(內容) | 備註 |
| 第1週 | 9.08~9.15 | 徵求課代兩名(開關教室,冷氣,復原) | 8日正式上課。8~12日課程加 |
| | | Icebreakers: MBTI vs.; Music Preferences | 退選,轉學(系)生、復學生及 |
| | | https://www.16personalities.com/articles/mus | 延修生選課,雙主修、輔系 |
| | | ic-preferences-by-personality-type Class | 申請,12日申辦抵免學分截 |
| | | activity: Reveal your music preferences Course | 止日 |
| | | introduction | |
| 第2週 | 9.15~9.22 | Unit 1: American Protest Folk Music Place: | |
| | | Green; Village, New York Artist: Pete Seeger | |
| | | Music: (Song): Where Have All the Flowers | |
| | | Gone, If I Had a Hammer, We Shall | |
| | | Overcome Element of Music: Rhythm Meter, | |
| | | Syncopation | |
| 第3週 | 9.22~9.29 | Unit 1: American Protest Folk Music, | 28日(日)孔子誕辰紀念日/教 |
| | | continued Bi-Weekly 2-minute group | 師節(放假),29日(一)補假 |
| | | presentation: Grouped by MBTI. Each group | |
| | | contains 4-5 people. Please upload your | |
| | | group's findings and drawings on padlet. | |
| 第4週 | 9.29~10.06 | Unit 2: Jazz Place: New Orleans Artist: Louis | 29日成績優異提前畢業者提 |
| | | Armstrong Music:Cornet Chop Suey ,;Let's | 出申請截止日 |
| | | Call the Whole Thing | |
| | | Off,;Heebie-jeebies,;When the Saints Go | |
| | | Marching In Black history month, USA Jazz | |
| | | Music: Straight eighths vs. Swing eighths | |
| 第5週 | 10.06~10.13 | 10日(五)國慶日(放假) | 6日(一)中秋節(放假) , 10日(五)國慶日(放假) |
| 第6週 | 10.13~10.20 | Unit 2: Bi-Weekly 2-minute group | 14日學生宿舍安全輔導暨複 |
| | | presentation: Each group gives a 2-minute | 合式防災疏散演練。18日多 |
| | | presentation on the subject of current and past | 益測驗 |
| | | week. The PPT should have 4~6 slides, and | |
| | | each slides has no more than 40 words. The | |
| | | group's representative should upload the | |
| | | presentation video and PPT files to Padlet, no | |
| | | later than 11:59pm on the same day. Unit 2: | |
| | | Jazz, continued Presentation Guidelines: | |
| | | *2-minute presentation with 4~6 slides* *Greet | |
| | | the audience and introduce yourself.* *Thank | |
| | | the audience and invite questions.* 1. Keep it | |
| | | simple. (clear topic, one subject, simple PPT | |
| | | design, easy-to-read word font, use everyday | |
| | | English, short sentences) 2. 40 words (5 points x | |
| | | 8 words) 3. Provide a definition to your | |
| | | presentation's subject. 4. ODIR procedure: | |
| | | Orientation, Delivery, Interaction, Recap 5. | |
| | | | |

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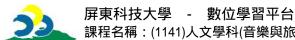
屏東科技大學 - 數位學習平台

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| | • | 1 | |
|------|-------------|--|-------------------|
| | | Visual Aids (photos, pictures, video/sound | |
| | | clips, graphs, charts,) 6. Practice 7. Smile | |
| 第7週 | 10.20~10.27 | 24日(五)補假 | 24日(五)補假,25日(六)光復 |
| | | | 暨古寧頭大捷日(放假)。 |
| 第8週 | 10.27~11.03 | Unit 2: Jazz, continued Presentation | 30日校課程委員會 |
| | | Guidelines: *2-minute presentation with 4~6 | |
| | | slides* *Greet the audience and introduce | |
| | | yourself.* *Thank the audience and invite | |
| | | questions.* 1. Keep it simple. (clear topic, one | |
| | | subject, simple PPT design, easy-to-read word | |
| | | font, use everyday English, short sentences) 2. | |
| | | 40 words (5 points x 8 words) 3. Provide a | |
| | | definition to your presentation's subject. 4. | |
| | | ODIR procedure: Orientation, Delivery, | |
| | | Interaction, Recap 5. Visual Aids (photos, | |
| | | pictures, video/sound clips, graphs, charts,) | |
| | | 6. Practice 7. Smile | |
| 第9週 | 11.03~11.10 | Unit 3: Ukulele Place: Hawaii Artist: Daniel | 3~9日期中考試 |
| | | Ho Music: Pineapple Mango Ukulele Practice: | |
| | | Play and sing the song: Pineapple Mango | |
| 第10週 | 11.10~11.17 | Unit 3: Ukulele, continued Ukulele | 13日教務會議,16日教師期中 |
| | | Performance: Play and sing the song: | 成績上網登錄截止日 |
| | | Pineapple Mango | |
| 第11週 | 11.17~11.24 | ; Performance grade: 100: can play along with | |
| | | the music with changing the chords smoothly | |
| | | and using "folk rock" strumming pattern. 80: | |
| | | can play along with the music with changing | |
| | | the chords smoothly and using two downward | |
| | | strumming pattern. 60: can play four chords | |
| | | smoothly but slowly. Unit 5: AI tools for | |
| | | English speaking Unit 6: Pentatonic Scale | |
| | | Place: Paris Artist: Debussy Music:La fille aux | |
| | | cheveux de lin Element of Music: Melody | |
| | | Conjunct vs. Disjunct | |
| 第12週 | 11.24~12.01 | 28日全體師生參加校慶運動大會停課,但須 | 1 |
| | | 自主學習, 完成線上學習表單(抵一篇class | 路跑。27日運動大會夜間開 |
| | | summary), 至11/30晚上11:59截止 Unit 4: | 幕,28日運動大會活動,29 |
| | | TED Talk:;Lead like the great conductors | 日101週年校慶活動日,照常 |
| | | 觀看影片時請同步開啟Relingo | 上班 |
| | | https://www.youtube.com/watch?v=R9g3Q-c | |
| | | vtss Presented by: Itay Talgam Check List: | |
| | | Please check the following presenting skills | |
| | | while watching the TED talk. Did the | |
| | | speaker 1.Engage and interest the audience; | |
| | | 2.Explain complex ideas clearly and | |
| | | coherently; 3.Develop an argument in a logical | ·l l |

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coherent, and engaging way; 4.Present views based on reason and evidence; 5.Include an effective opening that arrests the interest of the audience; 6.Include an effective close that leaves an impact on the viewer; 7.Use precise and concise language; 8.Use engaging vocal delivery and professional visual aids; 9.Show confidence and passion through appropriate use of body language.

Unit 6: Pentatonic Scale, continued Bi-Weekly

第13週

12.01~12.08

Unit 6: Pentatonic Scale, continued Bi-Weekly 2-minute group presentation:Pentatonic Scale in Pop music Each group gives a 2-minute presentation on the subject of current and past week. The PPT should have 4~6 slides, and each slides has no more than 40 words. The group's representative should upload the presentation video and PPT files to Padlet, no later than 11:59pm on the same day.

自然英語三要素 1. Chunking(字群區塊): 將一句話**依意義分組(區塊)**來說,而 不是逐字逐字地唸出來。

幫助聽者更容易理解,也讓說話者的語調更 自然,節奏更有「呼吸感」。 例子:

請比較以下兩種唸法:

,也更具情緒或強調。

不自然(逐字唸): > I / want / to / go / to / the / store / because / I / need / some / milk. 自然(chunking): > I want to go to the store // because I need some milk. 斜線或 " // "表示短暫的停頓。Chunking 就像把英文句子「分段呼吸」,每個段落是有意義的單位。 2. Adding Stress(語意重音)在句中對**關鍵字或重要資訊**加重語氣(重音),讓語意更清楚

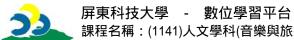
幫助聽眾抓到重點,並讓說話更有表情和層次。 例子: 句子:**I didn't say he *stole* the money.**;;

這句話根據哪個字加重音,意義就會完全不同: - I *didn't* say he stole the 同: - I *didn't* say he stole the money.(不是我說的) - I didn't say *he* stole the money.(我不是說是他) - I didn't say he *stole* the

money.(他可能只是借的) 3. Changing Pace(語速變化)

根據內容或語氣的需要,**有意識地放慢、 加快、停頓**,而不是全程用同樣的速度說

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| | | 話。-放慢語速:強調、引人注意。- | |
|------|-------------|--|----------------|
| | | 加快語速:帶過不太重要的背景資訊。 - | |
| | | 停頓:建立情緒張力、讓聽者思考。 | |
| | | 例子: > So I opened the door (停頓);; > | |
| | | and there it was — **a huge bear**!; Unit | |
| | | 7: Tango Place: Buenos Aires, Argentina Artist: | |
| | | Astor Piazzolla Music:Yo Soy Maria,;Por Una | |
| | | Cabeza,;Libertango,;Milonga del Angel How | |
| | | to write a script for your final presentation | |
| 第14週 | 12.08~12.15 | Written Exam (占學期總成績20%): Content | 12日申請停修課程截止日 |
| | | of Unit 1 through Unit 7 1.Multiple choice | |
| | | 2. Terms matching 3. Listening tests: choose the | |
| | | correct song's title or type of the music you | |
| | | hear Preparation for the Final Presentation | |
| | | How to write a script for your final | |
| | | presentation | |
| 第15週 | 12.15~12.22 | How to write a script for your final | |
| | | presentation | |
| 第16週 | 12.22~12.29 | Practice your three-minute presentation in | 22日校務會議。25日行憲紀 |
| | | class. Unit 7: Paiwan Music (If Time allows) | 念日(放假) |
| | | Place: Pingtung, Taiwan Music:Paiwan | |
| | | Traditional Songs Double-tube nose-flute | |
| | | 雙管鼻笛吹奏體驗 Artist: 謝水能, | |
| | | 鼻笛國寶演奏大師 Artist: 戴曉君Tai | |
| | | Siao-Chun,; a talented young singer and | |
| | | songwriter from the Paiwan tribe, performs a | |
| | | medley of songs dedicated to her hometown in | |
| | | Mudan Township, Pingtung County. | |
| | | https://www.ted.com/talks/siao_chun_tai_son | |
| | | gs_of_life_from_the_paiwan_tribe/transcript | |
| | | Presentation practice and preparation: speech | |
| | | script, slides, pronunciation | |
| 第17週 | 12.29~1.05 | Presentation: Rehearsal in class(Oral + PPT) | 1日(四)開國紀念日(放假) |
| 第18週 | 1.05~1.12 | Three-minute presentation 1. Apply TED-style | |
| | | · | 學生退宿 |
| | | performances if capable | |
| | | 2. The topic should be course related. | |
| | | 3. Audio or video showing (if necessary) should | |
| | | be no more than 30 seconds long. | |

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