

103-2 Preliminary Syllabus, Da-Yeh Univ

Information			
Title	語法與修辭J1	Serial No. / ID	1795 / CDC7005
Dept.	共同教學中心	School System / Class	進修學士班6年2班
Lecturer	歐秀慧	Full or Part-time	兼任
Required / Credit	Optinal / 2	Graduate Class	NO
Time / Place	(五)AB / A402-1	Language	Chinese

Introduction

一、課程簡介Introduction

本課程以學生為中心，課程內容依學生個別需求，制定成5個單元主題，共十八週完成。透過教師講述華語的語言特徵以及在寫作上的表現手法，以幫助學生提昇語言能力，增長中華文化知識為主要教學目的。授課語言以英文為主，講述華語各項語言特徵及修辭手法等知識及引導學生進行練習和課室活動，以中文為輔，教授相關生詞、句型。

This course is student-centered. The content of the course is based on the individual needs of the students, and the 5 unit themes are formulated and completed in 18 weeks. The main purpose of teaching is to help students improve their language skills and increase their knowledge of Chinese culture through the teacher's presentation of the language characteristics of Chinese and their writing styles and techniques. The teaching language is mainly English, telling the knowledge of various language features and rhetoric techniques of Chinese, and guiding students to practice and classroom activities. With Chinese as a supplement, relevant new words and sentence patterns are taught.

二、課程目標Course Objectives

培養學生下列能力：

1. 求知方法：培養學生良好的求知興趣與態度，讓所學應用於日常生活。
2. 重要智能：教授學生語文的表達能力，運用電腦及其它重要實用科技。
3. 審美能力：培養學生欣賞並參與文學、朗誦、音樂、歌劇等藝文活動，使語文與生活情趣結合，培養高尚的審美品味與格調。
4. 做事能力方面：從分組研討中，培養學生分析、判斷與解決問題的能力。
5. 處人能力方面：培養學生從人本觀點看人看事的習慣，瞭解、容忍及尊重別人的能力。

Cultivate students the following abilities:

1. Method of seeking knowledge: Cultivate students' good interest and attitude in seeking knowledge and apply what they have learned to daily life.
2. Important intelligence: teach students the ability to express in Chinese, use computers and other important practical technologies.
3. Aesthetic ability: cultivate students to appreciate and participate in arts and cultural activities such as literature, recitation, music, opera, etc., to combine language and life interest, and cultivate a noble aesthetic taste and style.
4. Ability to do things: from group discussions, students will be trained to analyze, judge and solve problems.

5. Ability to deal with people: cultivate students' habit of seeing people and things from a humanistic point of view, and the ability to understand, tolerate and respect others.

三、課程與SDGs之關聯

本課程於SDGs之關聯在於提供豐富的教學內容，引導學生認識華語語言當中的諸多特點及修辭風格。藉由不同的討論主題及學習活動，讓學生培養教學目標的能力，以符合SDGs 4「優質教育」項目。

The connection between this course and SDGs is to provide a wealth of teaching content to guide students to understand the many characteristics and rhetorical styles of Chinese language. Through different discussion topics and learning activities, students are allowed to develop the ability of teaching goals to meet the SDGs 4 "Quality Education".

SDG 1：終結貧窮 (No Poverty)

SDG 2：終結飢餓 (Zero Hunger)

SDG 3：良好健康與福祉 (Good Health and Well-being)

SDG 4：優質教育 (Quality Education)

SDG 5：性別平等 (Gender Equality)

SDG 6：潔淨水資源 (Clean Water and Sanitation)

SDG 7：可負擔之永續能源 (Affordable and Clean Energy)

SDG 8：良好工作及經濟成長 (Decent Work and Economic Growth)

SDG 9：工業化、創新及基礎建設 (Industry, Innovation and Infrastructure)

SDG 10：消弭不平等 (Reduced Inequalities)

SDG 11：永續城鄉 (Sustainable Cities and Communities)

SDG 12：負責任之生產消費循環 (Responsible Consumption and Production)

SDG 13：氣候變遷對策 (Climate Action)

SDG 14：海洋生態 (Life below Water)

SDG 15：陸域生態 (Life on Land)

SDG 16：和平與正義制度 (Peace, Justice and Strong Institutions)

SDG 17：全球夥伴關係 (Partnerships for the Goals)

Outline

語法的目的是把話說得正確，讓人能夠理解；而修辭的目的即是把語言漂亮地表達出來，因此，在學習語言的過程中，不但要知道話要怎麼說，更要知道怎麼樣漂亮地表達。除此之外，修辭亦存在於不同的語言之中，因而學習起來更較語法有趣，且更能取得學習者的共鳴。本課程除介紹多種辭格理論外，也以實務上的操練、生活中的例子為輔，讓學生更能在生活中發現修辭的存在，並進而能加以運用修辭。

單元內容如下：

第一部分、導論：介紹華語語言學、華人地區的語言及修辭界說

第二部分、語音的應用：臺灣的語音現象、華語語調和節奏等

第三部分、語詞的應用：現代漢語的構詞、詞類、詞義的分辨等

第四部分、修辭與辭格的應用：各種辭格的範例與應用

第五部分、語言風格與語體：介紹各種多元的語言風格和語體。

The purpose of grammar is to speak correctly so that people can understand it; and the purpose of rhetoric is to express the language beautifully. Therefore, in the process of learning a language, you must not only know how to say it, but also how beautiful it is. To express. In addition, rhetoric also exists in different languages, so it is more interesting to learn than grammar, and it can resonate with learners. In addition to introducing a variety of rhetoric theories, this course is also supplemented by practical exercises and life examples, so that students can better discover the existence of rhetoric in life, and then use it.