[其它教学单位]

《大学生安全文化》教学大纲

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | 大学生安全文化 | | | | | | | | | | | | | | | | | | | |
| College Students' Safety Culture | | | | | | | | | | | | | | | | | | | |
| **课程编码** | ETC021331020 | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | （未设置） | | |
| **学分** | 2.0 | **课内学时** | 40 | | | **讲授** | | 8 | | **实验** | 0 | **上机** | | (32) | | **实践** | | 0 | **课外学时** | 0 |
| **适用专业** | （公选课组） | | | | | | | | | | | | | | **授课语言** | | | 中文 | | |
| **先修课程** |  | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | （课程简介...） | | | | | | | | | | | | | | | | | | | |
| (Intro...) | | | | | | | | | | | | | | | | | | | |
| **负责人** | （教师姓名） | | | | **大纲执笔人** | | | |  | | | | **审核人** | | | |  | | | |

导出【二、课程目标】时出现问题，请检查是否为空

《大学生绘画心理分析》教学大纲

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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | | 大学生绘画心理分析 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Psychological Analysis of College Students' Painting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程编码** | | ETC020231010 | | | | | | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | | | | （未设置） | | | | | | |
| **学分** | | 1.0 | | | **课内学时** | | | 16 | | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 0 | | **实践** | | | | | 0 | | **课外学时** | | | | 0 |
| **适用专业** | | （公选课组） | | | | | | | | | | | | | | | | | | | **授课语言** | | | | | | 中文 | | | | | | |
| **先修课程** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | | 《大学生心理健康教育—绘画心理分析》是集知识性、趣味性、体验性和实践性为一体的心理健康教育公共课程。课程旨在使大学生学习心理健康基础知识，了解绘画心理分析基本技术，通过绘画分析来了解自我，认识自我，以此来应对大学阶段的心理困惑，培养大学生自我认知能力、人际沟通能力、自我调节能力，促进身心健康成长，切实提高心理素质。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| "Mental health education for college students-psychological analysis of painting" is a public course of mental health education integrating knowledge, interest, experience and practice. The course aims to enable college students to learn the basic knowledge of mental health, understand the basic techniques of painting psychological analysis, and understand themselves through painting analysis, so as to deal with the psychological confusion in college, cultivate college students' self-cognitive ability, interpersonal communication ability and self-regulation ability, promote the healthy growth of body and mind, and effectively improve their psychological quality. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **负责人** | | 赵小明 | | | | | | | | | **大纲执笔人** | | | | 赵小明 | | | | **审核人** | | | | | | 张万春 | | | | | | | | |
| 二、课程目标 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **代号** | **课程目标** | | | | | | | | | | | | | | | | | | | | | | **OBE** | | | | **毕业要求指标点** | | | | | |
| **任务** | | | **自选** | | |
| 1 | M1 | 目标1：能理解心理健康的基本知识 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 2 | M2 | 目标2：能了解并掌握绘画心理分析的基本理论 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 3 | M3 | 目标3：能通过绘画心理分析，了解自身性格、认识自我，完善自我。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 4 | M4 | 目标4：能通过绘画心理分析，了解自我与外在人际关系，增强人际交往能力。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 5 | M5 | 目标5：能通过绘画心理分析，了解自身情绪特点，掌握情绪调控方法，保持良好的情绪状态。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 6 | M6 | 目标6：能通过绘画心理分析，了解压力和挫折应对的基本知识，掌握通过绘画释放压力的方法。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 三、课程内容 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **章节号** | | **标题** | | | | **课程内容/重难点** | | | | | | | | | | | | | **支撑课程目标** | | | **课内学时** | | | **教学方式** | | | | **课外学时** | | **课外环节** | |
| 1 | 第一章 | | 认识绘画心理分析（体验） | | | | 本章教学内容：通过教学使学生初步认识绘画心理分析，了解绘画心理分析的心理学基础、激发学生学习的兴趣。 | | | | | | | | | | | | | / | | | 2 | | | 讲授 | | | | 0 | | 0 | |
| 2 | 1.1 | | 绘画心理分析基础 | | | | 绘画心理分析的心理学基础，基本理论方法。 | | | | | | | | | | | | | / | | | 1 | | | 讲授 | | | | 0 | | 0 | |
| 3 | 1.2 | | 我的第一幅绘画 | | | | 课上完成个人房树人绘画 | | | | | | | | | | | | | / | | | 1 | | | 讲授、实践 | | | | 0 | | 0 | |
| 4 | 第二章 | | 绘画心理分析与团队建设（实践） | | | | 本章教学内容：组建团队，使团队成员相互了解，减少防御，建立信任；团队角色定位，建立愿景。 | | | | | | | | | | | | | / | | | 2 | | | 讲授、实践 | | | | 0 | | 0 | |
| 5 | 2.1 | | 三个自我绘画 | | | | 我眼中的自我（现实我）、我希望的自我（理想我）、别人眼中的自我，三幅绘画。 | | | | | | | | | | | | | / | | | 1 | | | 讲授、实践 | | | | 0 | | 0 | |
| 6 | 2.2 | | 接龙画 | | | | 接龙绘画，建立学习小组。 | | | | | | | | | | | | | / | | | 0.5 | | | 讲授、实践 | | | | 0 | | 0 | |
| 7 | 2.3 | | 愿景图及团队分享 | | | | 绘画的分享环节，使小组成员相互熟悉和了解，打开自我，破除防御。 | | | | | | | | | | | | | / | | | 0.5 | | | 讲授、实践 | | | | 0 | | 0 | |
| 8 | 第三章 | | 绘画心理分析与自我认知（实践） | | | | 本章教学内容：分组实践教学，通过自画像分组分析，使学生了解自身性格，深入认识自我，完善自我，促使内省，使学生更好适应大学生活，获得自我充分发展。 | | | | | | | | | | | | | / | | | 4 | | | 讲授、实践 | | | | 0 | | 0 | |
| 9 | 3.1 | | 自画像绘画 | | | | 在A4纸上完成自画像。 | | | | | | | | | | | | | / | | | 0.5 | | | 实践 | | | | 0 | | 0 | |
| 10 | 3.2 | | 自画像分组分享 | | | | 个人在组员之间分享自己的绘画。 | | | | | | | | | | | | | / | | | 1.5 | | | 讲授、实践 | | | | 0 | | 0 | |
| 11 | 3.3 | | 自画像分析及自我探索 | | | | 在教师的引导下，学生进行自我绘画分析和探索，认识自我。 | | | | | | | | | | | | | / | | | 2 | | | 讲授、实践 | | | | 0 | | 0 | |
| 12 | 第四章 | | 绘画心理分析与人际关系（实践） | | | | 本章教学内容：分组实践教学，通过房屋和树木绘画分析使学生了解内在自我和外在人际关系，理解人际交往对个人发展及心理健康的重要性，掌握基本的人际交往原则和技巧，增强人际交往能力。 | | | | | | | | | | | | | / | | | 4 | | | 讲授、实践 | | | | 0 | | 0 | |
| 13 | 4.1 | | 树木绘画 | | | | 树木绘画实践：在A4纸上画一棵树。 | | | | | | | | | | | | | / | | | 0.5 | | | 实践 | | | | 0 | | 0 | |
| 14 | 4.2 | | 绘画解读与分享 | | | | 通过树木绘画分析人际关系的基本方法。 | | | | | | | | | | | | | / | | | 1.5 | | | 讲授 | | | | 0 | | 0 | |
| 15 | 4.3 | | 绘画分析与人际关系解读 | | | | 树木绘画中的人际关系解读（引导学生自我分析、自我解读） | | | | | | | | | | | | | / | | | 2 | | | 讲授、实践 | | | | 0 | | 0 | |
| 16 | 第五章 | | 绘画心理分析与情绪管理（实践） | | | | 本章教学内容：分组实践教学，通过学生彩色绘画分析，使其了解自身的情绪特点，掌握情绪调适的方法，自主调控情绪，保持良好的情绪状态。 | | | | | | | | | | | | | / | | | 2 | | | 讲授、实践 | | | | 0 | | 0 | |
| 17 | 5.1 | | 彩色绘画 | | | | 彩色绘画心理分析：色彩心理学基础。 | | | | | | | | | | | | | / | | | 0.5 | | | 讲授 | | | | 0 | | 0 | |
| 18 | 5.2 | | 色彩心理分析 | | | | 色彩心理学基础。 | | | | | | | | | | | | | / | | | 0.5 | | | 讲授、案例 | | | | 0 | | 0 | |
| 19 | 5.3 | | 彩色绘画分析与情绪管理 | | | | 色彩与情绪、案例分析。 | | | | | | | | | | | | | / | | | 2 | | | 讲授、案例 | | | | 0 | | 0 | |
| 20 | 第六章 | | 绘画心理分析与压力应对（实践） | | | | 本章教学内容：分组实践教学，通过教学使学生正确理解压力和挫折，了解大学生压力及挫折的主要来源，了解压力与挫折对人生的意义，学会通过绘画释放负性情绪和压力的方法，正确管理压力和应对挫折。 | | | | | | | | | | | | | / | | | 2 | | | 讲授、实践 | | | | 0 | | 0 | |
| 21 | 6.1 | | 雨中人、爬山图 | | | | 雨中人绘画、爬山图绘画分析。 | | | | | | | | | | | | | / | | | 0.5 | | | 讲授、实践 | | | | 0 | | 0 | |
| 22 | 6.2 | | 绘画与压力应对 | | | | 曼陀罗绘画减压。 | | | | | | | | | | | | | / | | | 1 | | | 讲授、实践 | | | | 0 | | 0 | |
| 23 | 6.3 | | 房树人绘画解读 | | | | 以经典绘画——房树人绘画为例，总结绘画心理分析学的初步内容。 | | | | | | | | | | | | | / | | | 0.5 | | | 讲授、案例 | | | | 0 | | 0 | |
| 四、考核方式 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **考核环节** | | | **操作细节** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **总评占比** | |
| 1 | 课堂表现 | | | 随机检查学生上课状态，回答问题情况以及参与课内实践活动的积极性。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 2 | 课堂和平时作业 | | | 课堂实践作业完成情况；布置的课后作业完成情况。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 50% | |
| 3 | 期末考试 | | | 闭卷考试，考查学生对心理健康、绘画心理学基本知识的掌握程度；考查学生对绘画心理分析基本技能的掌握和运用情况。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 40% | |
| 五、评分细则 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **课程目标** | | | **考核环节** | | **大致占比** | | | **评分等级** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | M1 | | | 课堂表现 | | 100% | | | A-认真听讲、回答问题准确、积极主动。D-旷课、睡觉、不参加课堂活动。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | M2 | | | 课堂和平时作业 | | 70% | | | A-积极参加课堂实践教学、作业全部完成。B-积极参加课堂实践教学，作业基本完成。C-参加课堂实践教学，作业部分完成。D-不参加课堂实践教学、作业未完成。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | M2 | | | 期末考试 | | 30% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | M3 | | | 课堂和平时作业 | | 70% | | | A-积极参加课堂实践教学、作业全部完成。B-积极参加课堂实践教学，作业基本完成。C-参加课堂实践教学，作业部分完成。D-不参加课堂实践教学、作业未完成。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | M3 | | | 期末考试 | | 30% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | M4 | | | 课堂和平时作业 | | 70% | | | A-积极参加课堂实践教学、作业全部完成。B-积极参加课堂实践教学，作业基本完成。C-参加课堂实践教学，作业部分完成。D-不参加课堂实践教学、作业未完成。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | M4 | | | 期末考试 | | 30% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | M5 | | | 课堂和平时作业 | | 70% | | | A-积极参加课堂实践教学、作业全部完成。B-积极参加课堂实践教学，作业基本完成。C-参加课堂实践教学，作业部分完成。D-不参加课堂实践教学、作业未完成。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | M5 | | | 期末考试 | | 30% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | M6 | | | 课堂和平时作业 | | 70% | | | A-积极参加课堂实践教学、作业全部完成。B-积极参加课堂实践教学，作业基本完成。C-参加课堂实践教学，作业部分完成。D-不参加课堂实践教学、作业未完成。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | M6 | | | 期末考试 | | 30% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 评分等级说明：  [A,B,C,D,E]=[90-100,80-89,70-79,60-69,0-59];[A,B,C,D]=[90-100,75-89,60-74,0-59];[A,B,C]=[90-100,75-89,60-74,0-59];[A,B]=[80-100,0-79] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 六、教材与参考资料 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **教学参考资料明细** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 图书|揭开你人格的秘密：房树人绘画心理测验, 张同延、张涵诗, 中国文联出版社, 2007.6.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 图书|绘画分析与心理治疗手册, 严虎、陈晋东等, 中南大学出版社, 2019.4.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 图书|树木-人格投射测试, 吉沅洪, 重庆出版社, 2011.2.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 图书|透视心灵——绘画心理分析技术, 雷秀雅, 华东师范大学出版社, 2018.6.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 图书|绘画心理分析, 童欣, 机械工业出版社, 2017.12.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 图书|心理画外音, 严文华, 华东师范大学出版社, 2012.9.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 图书|多位添加画：一种全新的绘画心理技术, 严虎等, 武汉大学出版社, 2015.6.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 图书|绘画心理分析——揭开图画背后的秘密, 宋兴川, 厦门大学出版社, 2016.11.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

《大学生心理健康教育》教学大纲

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | | 大学生心理健康教育 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mental Health Education For College Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程编码** | | ETC021031010 | | | | | | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | | | | 大学生心理健康教育授课团队 | | | | | | |
| **学分** | | 1.0 | | | **课内学时** | | | 16 | | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 0 | | **实践** | | | | | 0 | | **课外学时** | | | | 0 |
| **适用专业** | | （公选课组） | | | | | | | | | | | | | | | | | | | **授课语言** | | | | | | 中文 | | | | | | |
| **先修课程** | | 大学生心理健康教育 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | | 《大学生心理健康教育》涉及到心理学、心理咨询学、心理健康教育学等，是一门综合性较强的素质教育课程，总体上阐述自我意识、情绪情感、人际关系、恋爱与性心理、人格心理、挫折压力管理以及心理健康综述等重要内容。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| "College students' mental health education" involves psychology, psychological counseling, mental health pedagogy, etc. It is a comprehensive quality education course, which generally expounds self-awareness, emotion, interpersonal relationship, love and sexual psychology, personality psychology, frustration stress management and mental health review and other important contents. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **负责人** | | 韩旭东 | | | | | | | | | **大纲执笔人** | | | | 韩旭东 | | | | **审核人** | | | | | | 张万春 | | | | | | | | |
| 二、课程目标 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **代号** | **课程目标** | | | | | | | | | | | | | | | | | | | | | | **OBE** | | | | **毕业要求指标点** | | | | | |
| **任务** | | | **自选** | | |
| 1 | M1 | 目标1：能理解心理健康对健康的重要性 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 2 | M2 | 目标2：能客观认识自我、评价自我、接纳自我 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 3 | M3 | 目标3：掌握情绪调控策略 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 4 | M4 | 目标4：能与周围人员和睦相处，人际关系和谐 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 5 | M5 | 目标5：具备压力、挫折下积极面对的能力 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 6 | M6 | 目标6：能够形成并维持良好亲密关系 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 三、课程内容 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **章节号** | | **标题** | | | | **课程内容/重难点** | | | | | | | | | | | | | **支撑课程目标** | | | **课内学时** | | | **教学方式** | | | | **课外学时** | | **课外环节** | |
| 1 | 第一章 | | 第一章 大学生心理健康综观 | | | | 本章重点难点：正确看待心理学和心理咨询、心理健康的标准和积极心理理念的建立、大学生常见心理问题及其应对 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 2 | 1.1 | | 1.1如何看待心理学和心理咨询 | | | | 心理学是研究人的行为现象和行为规律的科学，心理咨询是心理咨询师协助解决心理问题的过程。 | | | | | | | | | | | | | M1 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 3 | 1.2 | | 1.2心理健康的标准和积极心理理念的建立 | | | | 马斯洛和米特尔曼提出的心理健康的十条标准 | | | | | | | | | | | | | M1 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 4 | 1.3 | | 1.3大学生常见心理问题及其应对 | | | | 适应、自我认知、情绪管理、人际关系等多个方面 | | | | | | | | | | | | | M1 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 5 | 第二章 | | 第二章 自我意识与心理健康 | | | | 重难点：自我意识概述及自我认知的误区，培养正确的自我意识 | | | | | | | | | | | | |  | | | 3 | | | / | | | | / | | / | |
| 6 | 2.1 | | 2.1自我意识概述及自我认知的误区 | | | | 自我意识的起源、发展和误区 | | | | | | | | | | | | | M2 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 7 | 2.2 | | 2.2培养正确的自我意识 | | | | 培养正确的自我意识 | | | | | | | | | | | | | M2 | | | 2 | | | 讲授、讨论 | | | | / | | / | |
| 8 | 第三章 | | 第三章 情绪管理与调控 | | | | 重难点：情绪及其活动特点、情绪与身心健康、情绪的调控 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 9 | 3.1 | | 3.1情绪及其活动特点 | | | | 情绪的定义及特征 | | | | | | | | | | | | | M3 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 10 | 3.2 | | 3.2情绪与身心健康 | | | | 积极与消极情绪对健康的影响 | | | | | | | | | | | | | M3 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 11 | 3.3 | | 3.3情绪的调控 | | | | 情绪的调节措施 | | | | | | | | | | | | | M3 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 12 | 第四章 | | 第四章 人际关系 | | | | 重难点：人际关系概述、影响人际关系的因素、人际关系的调适 | | | | | | | | | | | | |  | | | 3 | | | / | | | | / | | / | |
| 13 | 4.1 | | 4.1人际关系概述 | | | | 人际关系的定义、分类、特征 | | | | | | | | | | | | | M4 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 14 | 4.2 | | 4.2影响人际关系的因素 | | | | 影响人际关系的因素 | | | | | | | | | | | | | M4 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 15 | 4.3 | | 4.3人际关系的调适 | | | | 拥有和谐人际关系的策略 | | | | | | | | | | | | | M4 | | | 1.5 | | | 讲授、讨论 | | | | / | | / | |
| 16 | 第五章 | | 第五章 压力、挫折及应对 | | | | 重难点：压力、挫折的认识、压力、挫折的心理反应、压力与挫折的有效应对 | | | | | | | | | | | | |  | | | 3 | | | / | | | | / | | / | |
| 17 | 5.1 | | 5.1压力、挫折的认识 | | | | 压力、挫折的定义 | | | | | | | | | | | | | M5 | | | 1 | | | 讲授 | | | | / | | / | |
| 18 | 5.2 | | 5.2压力、挫折的心理反应 | | | | 压力、挫折下的不同心理感受及与行为之间的关系 | | | | | | | | | | | | | M5 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 19 | 5.3 | | 5.3压力与挫折的有效应对 | | | | 压力、挫折应对策略 | | | | | | | | | | | | | M5 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 20 | 第六章 | | 第六章恋爱及性心理健康 | | | | 重难点：恋爱心理的一般问题、提升爱与被爱的能力、健康性心理的培养 | | | | | | | | | | | | |  | | | 3 | | | / | | | | / | | / | |
| 21 | 6.1 | | 6.1恋爱心理的一般问题 | | | | 亲密关系的定义、特征 | | | | | | | | | | | | | M6 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 22 | 6.2 | | 6.2提升爱与被爱的能力 | | | | 亲密关系中常见问题及发展亲密关系的措施 | | | | | | | | | | | | | M6 | | | 2 | | | 讲授、讨论 | | | | / | | / | |
| 23 | 6.3 | | 6.3第三节 健康性心理的培养 | | | | 性知识普及及教育 | | | | | | | | | | | | | M6 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 四、考核方式 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **考核环节** | | | **操作细节** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **总评占比** | |
| 1 | 课堂表现 | | | 随机检查学生上课精神状态、回答问题情况 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 2 | 平时作业 | | | 随机设置课后作业，要求学生总结学习笔记 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 3 | 期末考试 | | | 闭卷考试，主要考察学生心理健康知识的掌握程度，运用所学知识分析问题解决问题的能力 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 80% | |
| 五、评分细则 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **课程目标** | | | **考核环节** | | **大致占比** | | | **评分等级** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | M1 | | | 课堂表现 | | 100% | | | A-认真听讲，积极提问，主动展示、分享。D-旷课，上课睡觉 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | M2 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | M2 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | M3 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | M3 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | M4 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | M4 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | M5 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | M5 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | M6 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | M6 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 评分等级说明：  [A,B,C,D,E]=[90-100,80-89,70-79,60-69,0-59];[A,B,C,D]=[90-100,75-89,60-74,0-59];[A,B,C]=[90-100,75-89,60-74,0-59];[A,B]=[80-100,0-79] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 六、教材与参考资料 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **教学参考资料明细** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 图书|现代心理学, 张春兴, 上海人民出版社, 1994.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 图书|大学生心理素质教程, 樊富珉, 北京出版社, 2002.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 图书|心理学与生活, 理查德•格里格等，（王垒等译）, 人民邮电出版社, 2003.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 图书|大学生心理健康教育, 段鑫星、赵玲, 科学出版社, 2003.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

《大学生幸福导论》教学大纲

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | | 大学生幸福导论 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to College Students' Happiness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程编码** | | ETC020331010 | | | | | | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | | | | 大学生心理健康教育授课团队 | | | | | | |
| **学分** | | 1.0 | | | **课内学时** | | | 16 | | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 0 | | **实践** | | | | | 0 | | **课外学时** | | | | 0 |
| **适用专业** | | （公选课组） | | | | | | | | | | | | | | | | | | | **授课语言** | | | | | | 中文 | | | | | | |
| **先修课程** | | 大学生幸福导论 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | | 有的人只追求眼前的享乐，不关心未来的幸福；有的人历经坎坷，抱怨世态炎凉，从而放弃了寻找幸福；有的人拥有财富、地位和名望，但内心仍然感受不到幸福；有的人奔波劳碌，把对快乐的期望放在未来，却无法享受当下的幸福。现代人的生活是越来越好，幸福却越来越少；读书工作的目的是为了生活的更好，可是幸福却离人们越来越远。大学生幸福导论课就是对最理想的人类机能进行科学的研究，其目标是“发现使得个体和团体、社会良好发展的因素，运用这些因素来增进人类的健康、幸福，促进社会的繁荣。”  大学生幸福课首创于哈佛大学泰勒·本-沙哈尔教授的课程，该课程也被人们称为“幸福课”。泰勒教授被誉为哈佛大学“最受欢迎讲师”，他的幸福课引起了前所未有的轰动，成为哈佛受欢迎排名第一的课程。开设大学生幸福导论课旨在通过借鉴积极心理学及幸福心理学的理论，探讨提高大学生幸福感的方法和途径，让大学生学会快乐学习，幸福生活。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some people only pursue the enjoyment in front of them and do not care about the happiness in the future. Some people have gone through ups and downs and complained about the fickleness of the world, thus giving up looking for happiness. Some people have wealth, status and fame, but I still can't feel happiness in my heart; Some people work hard and put their expectations of happiness in the future, but they can't enjoy the happiness of the moment. The life of modern people is getting better and better, but happiness is getting less and less. The purpose of reading work is to live better, but happiness is getting farther and farther away from people. The introduction to college students' happiness is to carry out scientific research on the most ideal human function. Its goal is to "discover the factors that make individuals, groups and society develop well, use these factors to promote human health and happiness and promote social prosperity."  The college students' happiness course was first created by Professor Taylor Ben Shahar of Harvard University, which is also called "Happiness Course". Professor Taylor is known as the "most popular lecturer" of Harvard University. His happiness class caused an unprecedented sensation and became the first popular course in Harvard. The purpose of setting up an introduction to college students' happiness is to explore ways and means to improve college students' happiness by learning from the theories of positive psychology and Happiness Psychology, so that college students can learn to study happily and live happily. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **负责人** | | 韩旭东 | | | | | | | | | **大纲执笔人** | | | | 韩旭东 | | | | **审核人** | | | | | | 张万春 | | | | | | | | |
| 二、课程目标 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **代号** | **课程目标** | | | | | | | | | | | | | | | | | | | | | | **OBE** | | | | **毕业要求指标点** | | | | | |
| **任务** | | | **自选** | | |
| 1 | M1 | 目标1：掌握幸福以及主观幸福感的理论研究 | | | | | | | | | | | | | | | | | | | | | | 否 | | | |  | | |  | | |
| 2 | M2 | 目标2：理解健康人格与幸福的关系，自我评价自我改进 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 3 | M3 | 目标3：掌握亲密关系相处技巧 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 4 | M4 | 目标4：确定目标 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 5 | M5 | 目标5：正确应对压力和挫折，获得幸福 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 6 | M6 | 目标6：掌握人际交往技巧，获得幸福 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 7 | M7 | 目标7：理解学涯生涯与幸福的关系 | | | | | | | | | | | | | | | | | | | | | | 否 | | | |  | | |  | | |
| 三、课程内容 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **章节号** | | **标题** | | | | **课程内容/重难点** | | | | | | | | | | | | | **支撑课程目标** | | | **课内学时** | | | **教学方式** | | | | **课外学时** | | **课外环节** | |
| 1 | 第一章 | | 第一章绪论 | | | | 本章重点难点：幸福与幸福感的理论、幸福感的生理、心理、社会和家庭的影响因素 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 2 | 1.1 | | 1.1幸福与幸福感的理论 | | | | 幸福的定义、理论 | | | | | | | | | | | | | M1 | | | 1 | | | 讲授 | | | | / | | / | |
| 3 | 1.2 | | 1.2幸福感测量的发展历程、取向和趋势 | | | | 幸福感的测量方式方法 | | | | | | | | | | | | | M1 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 4 | 1.3 | | 1.3幸福感的生理、心理、社会和家庭的影响因素 | | | | 幸福感的影响因素 | | | | | | | | | | | | | M1 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 5 | 第二章 | | 第二章 健康人格与幸福 | | | | 本章重点难点：人格与人格理论、健康性格的塑造、人格与幸福感的关系、从修饰人格角度获得幸福的方法 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 6 | 2.1 | | 2.1人格与人格理论 | | | | 人格的定义及相关理论 | | | | | | | | | | | | | M2 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 7 | 2.2 | | 2.2健康性格的塑造 | | | | 性格的定义及影响因素 | | | | | | | | | | | | | M2 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 8 | 2.3 | | 2.3人格与幸福感关系的研究成果 | | | | 人格与幸福感关系的研究成果 | | | | | | | | | | | | | M2 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 9 | 2.4 | | 2.4让幸福来敲门 | | | | 从修饰人格角度获得幸福的方法 | | | | | | | | | | | | | M2 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 10 | 第三章 | | 第三章人生目标与幸福 | | | | 本章重点难点：人生目标的内涵、衡量与制定 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 11 | 3.1 | | 3.1人生目标的内涵 | | | | 人生目标的内涵、定义 | | | | | | | | | | | | | M3 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 12 | 3.2 | | 3.2人生目标的衡量与制定 | | | | 人生目标的衡量与制定 | | | | | | | | | | | | | M3 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 13 | 3.3 | | 3.3构建和谐幸福的人生目标 | | | | 人生目标的评价与调整 | | | | | | | | | | | | | M3 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 14 | 第四章 | | 第四章人际关系与幸福 | | | | 本章重点难点：人际交往的概述、人际交往与幸福的获得 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 15 | 4.1 | | 4.1人际交往的概述 | | | | 人际交往的定义、影响因素 | | | | | | | | | | | | | M4 | | | 1 | | | 讲授 | | | | / | | / | |
| 16 | 4.2 | | 4.2人际交往与幸福的获得 | | | | 人际交往的技巧 | | | | | | | | | | | | | M4 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 17 | 第五章 | | 第五章 爱情、婚姻与幸福 | | | | 本章重点难点：爱情与婚姻的相似与不同、爱情与婚姻的相处之道 | | | | | | | | | | | | |  | | | 3 | | | / | | | | / | | / | |
| 18 | 5.1 | | 5.1爱情与婚姻的面面观 | | | | 爱情与婚姻的相同与不同 | | | | | | | | | | | | | M5 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 19 | 5.2 | | 5.2幸福爱情的真谛 | | | | 爱情的本质及相处之道 | | | | | | | | | | | | | M5 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 20 | 5.3 | | 5.3美满婚姻的匹配 | | | | 婚姻的本质 | | | | | | | | | | | | | M5 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 21 | 5.4 | | 5.4浇灌幸福的婚姻之花 | | | | 婚姻的相处之道 | | | | | | | | | | | | | M5 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 22 | 第六章 | | 第六章压力、挫折与幸福 | | | | 本章重点难点：压力和挫折的概述、压力和挫折的应对、压力、挫折以及与幸福的关系 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 23 | 6.1 | | 6.1压力和挫折的概述 | | | | 压力和挫折的定义、内涵及特征 | | | | | | | | | | | | | M6 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 24 | 6.2 | | 6.2压力和挫折的应对 | | | | 压力和挫折的应对方式 | | | | | | | | | | | | | M6 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 25 | 6.3 | | 6.3压力、挫折以及与幸福的关系 | | | | 不同的压力和挫折应对方式与幸福的关系 | | | | | | | | | | | | | M6 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 26 | 第七章 | | 第七章生活智慧与幸福 | | | | 本章重点难点：学习、生活和工作与幸福的关系 | | | | | | | | | | | | |  | | | 3 | | | / | | | | / | | / | |
| 27 | 7.1 | | 7.1学习模式与快乐学习 | | | | 学习模式与快乐学习 | | | | | | | | | | | | | M7 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 28 | 7.2 | | 7.2生涯规划与个体成长 | | | | 生涯规划与个体成长 | | | | | | | | | | | | | M7 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 29 | 7.3 | | 7.3开心工作与事业成功 | | | | 开心工作与事业成功 | | | | | | | | | | | | | M7 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 30 | 7.4 | | 7.4简朴生活和幸福人生 | | | | 简朴生活和幸福人生 | | | | | | | | | | | | | M7 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 31 | 7.5 | | 7.5身心整合与自我超越 | | | | 身心整合与自我超越 | | | | | | | | | | | | | M7 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 四、考核方式 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **考核环节** | | | **操作细节** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **总评占比** | |
| 1 | 课堂表现 | | | 随机检查学生上课精神状态、回答问题等情况 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 2 | 平时作业 | | | 随机设置课后作业，要求学生总结学习笔记 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 3 | 期末考试 | | | 闭卷考试，主要考察学生所学知识的掌握程度，及运用所学知识解决实际问题的能力 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 80% | |
| 五、评分细则 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **课程目标** | | | **考核环节** | | **大致占比** | | | **评分等级** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | M1 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | M1 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | M2 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | M2 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | M3 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | M3 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | M4 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | M4 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | M5 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | M5 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | M6 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | M6 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | M7 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | M7 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 评分等级说明：  [A,B,C,D,E]=[90-100,80-89,70-79,60-69,0-59];[A,B,C,D]=[90-100,75-89,60-74,0-59];[A,B,C]=[90-100,75-89,60-74,0-59];[A,B]=[80-100,0-79] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 六、教材与参考资料 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **教学参考资料明细** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 图书|真实的幸福, 塞利格曼, 中国人民大学出版社, 2010.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 图书|象与骑象人, 海特著，李静瑶译, 中国人名大学出版社, 2008.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 图书|幸福与幸福感——积极心理学之维, 朱翠英等, 人民出版社, 2011.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 图书|带着快乐去上班, 张西超, 中信出版社, 2010. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 图书|成长零存，幸福整取, 张西超, 科学出版社, 2010. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 图书|幸福的方法, 泰勒·本—沙哈尔著，汪兵译, 当代中国出版社, 2012. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

《积极心理学》教学大纲

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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | | 积极心理学 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Positive Psychology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程编码** | | ETC020431010 | | | | | | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | | | | 大学生心理健康教育授课团队 | | | | | | |
| **学分** | | 1.0 | | | **课内学时** | | | 16 | | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 0 | | **实践** | | | | | 0 | | **课外学时** | | | | 0 |
| **适用专业** | | （公选课组） | | | | | | | | | | | | | | | | | | | **授课语言** | | | | | | 中文 | | | | | | |
| **先修课程** | | 积极心理学 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | | 积极心理学(positive psychology) 是20 世纪末西方心理学界兴起的一股新的研究思潮。其创始人是美国当代著名的心理学家马丁·塞里格曼。积极心理学主张研究人类积极的品质，充分挖掘人固有的潜在的具有建设性的力量，促进个人和社会的发展，使人类走向幸福。  对大学生而言，探索和认识自身的积极品质，探讨与领悟人生的幸福尤为重要，因为他们正面临着日益激烈的竞争和挑战，感受着诸多方面的心理困惑。学习积极心理学可以学会以积极的心态面对生活中的挑战与挫折，充分发掘自身潜力，促进个人成长。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| positive psychology is a new research trend in Western psychology at the end of the 20th century. Its founder is Martin Seligman, a famous contemporary American psychologist. Positive psychology advocates studying the positive qualities of human beings, fully tapping the inherent potential constructive power of human beings, promoting the development of individuals and society, and making human beings move towards happiness.  For college students, it is particularly important to explore and understand their own positive qualities and to explore and comprehend the happiness of life, because they are facing increasingly fierce competition and challenges, I feel psychological confusion in many aspects. Learning positive psychology can learn to face challenges and setbacks in life with a positive attitude, fully explore their own potential and promote personal growth. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **负责人** | | 韩旭东 | | | | | | | | | **大纲执笔人** | | | | 韩旭东 | | | | **审核人** | | | | | | 张万春 | | | | | | | | |
| 二、课程目标 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **代号** | **课程目标** | | | | | | | | | | | | | | | | | | | | | | **OBE** | | | | **毕业要求指标点** | | | | | |
| **任务** | | | **自选** | | |
| 1 | M1 | 目标1：掌握积极心理学的基本理论，了解其发展历程以及积极心理学关注要点和应用。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 2 | M2 | 目标2：学习到积极情绪的表现，明白并体会积极、消极情绪的不同力量。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 3 | M3 | 目标3：确立积极认知理念，建立乐观态度，确立合理的目标水平。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 4 | M4 | 目标4：更好的了解积极自我，远离自卑，学会悦纳自我。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 5 | M5 | 目标5：让个体学会如何爱，同时变得更加积极、乐观 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 三、课程内容 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **章节号** | | **标题** | | | | **课程内容/重难点** | | | | | | | | | | | | | **支撑课程目标** | | | **课内学时** | | | **教学方式** | | | | **课外学时** | | **课外环节** | |
| 1 | 第一章 | | 第一章 绪论 | | | | 本章重点难点：积极心理学的关注要点 、积极心理学对大学生的启发与应用 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 2 | 1.1 | | 1.1积极心理学的基本理论 | | | | 塞利格曼的积极心理学理论 | | | | | | | | | | | | | M1 | | | 1 | | | 讲授 | | | | / | | / | |
| 3 | 1.2 | | 1.2积极心理学发展历程 | | | | 积极心理学的发生发展及壮大 | | | | | | | | | | | | | M1 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 4 | 1.3 | | 1.3积极心理学关注要点 | | | | 积极的情绪和体验、积极的人格特征、积极的社会环境 | | | | | | | | | | | | | M1 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 5 | 1.4 | | 1.4积极心理学对大学生的启发与应用 | | | | 指导大学生们如何追求幸福生活 | | | | | | | | | | | | | M1 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 6 | 第二章 | | 第二章 积极情绪 | | | | 本章重难点：积极和消极情绪的各自表现及作用 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 7 | 2.1 | | 2.1积极和消极情绪的各自表现 | | | | 积极和消极情绪的思维、生理、行为表现 | | | | | | | | | | | | | M2 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 8 | 2.2 | | 2.2积极情绪的力量 | | | | 积极情绪的正向作用 | | | | | | | | | | | | | M2 | | | 1 | | | 讲授 | | | | / | | / | |
| 9 | 第三章 | | 第三章 积极人格 | | | | 本章重难点：不同人格特质的表现与影响 | | | | | | | | | | | | |  | | | 4 | | | / | | | | / | | / | |
| 10 | 3.1 | | 3.1气质型乐观和乐观解释风格 | | | | 乐观的思维模式 | | | | | | | | | | | | | M2 | | | 1 | | | 讲授 | | | | / | | / | |
| 11 | 3.2 | | 3.2乐观者与悲观者的表现 | | | | 乐观与悲观的区分 | | | | | | | | | | | | | M2 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 12 | 3.3 | | 3.3提升乐观的认知技术及方法 | | | | 提升乐观的认知技术及方法 | | | | | | | | | | | | | M2 | | | 2 | | | 讲授、讨论 | | | | / | | / | |
| 13 | 第四章 | | 第四章 积极认知 | | | | 重难点：目标对积极认知的导向作用 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 14 | 4.1 | | 4.1目标和希望的定义 | | | | 人际关系的定义、分类、特征 | | | | | | | | | | | | | M3 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 15 | 4.2 | | 4.2目标和希望的意义及其作用 | | | | 目标和希望的意义及其作用 | | | | | | | | | | | | | M3 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 16 | 4.3 | | 4.3确立合理目标，提升希望水平 | | | | 确立合理目标，提升希望水平 | | | | | | | | | | | | | M3 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 17 | 第五章 | | 第五章 积极自我 | | | | 本章重难点：认识自我、悦纳自我 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 18 | 5.1 | | 5.1认识自己 | | | | 认识自我途径 | | | | | | | | | | | | | M4 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 19 | 5.2 | | 5.2自卑、自尊和自我效能感 | | | | 自我认知偏差对生活的影响 | | | | | | | | | | | | | M4 | | | 1 | | | 讲授、讨论 | | | | / | | / | |
| 20 | 5.3 | | 5.3积极人生，悦纳自我 | | | | 悦纳自我 | | | | | | | | | | | | | M4 | | | 0.5 | | | 讲授、讨论 | | | | / | | / | |
| 21 | 第六章 | | 第六章积极关系 | | | | 本章重点难点：感恩的积极心理功能、提高感恩和宽容的能力 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 22 | 6.1 | | 6.1感恩和宽容 | | | | 感恩和宽容的关系 | | | | | | | | | | | | | M5 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 23 | 6.2 | | 6.2感恩和宽容的测评 | | | | 感恩和宽容的测评、相关研究 | | | | | | | | | | | | | M5 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 24 | 6.3 | | 6.3感恩和宽容的积极心理功能 | | | | 感恩和宽容对积极心理的作用 | | | | | | | | | | | | | M5 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 25 | 6.4 | | 6.4提高感恩和宽容的能力 | | | | 提高感恩和宽容能力的方式 | | | | | | | | | | | | | M5 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 26 | 第七章 | | 第七章积极心理治疗 | | | | 本章重点难点：积极心理治疗的理论、方法及应用 | | | | | | | | | | | | |  | | | 2 | | | / | | | | / | | / | |
| 27 | 7.1 | | 7.1积极心理治疗理论及方法 | | | | 关心、权威性形象、亲和力、信任等 | | | | | | | | | | | | | M1,M5 | | | 1 | | | 讲授 | | | | / | | / | |
| 28 | 7.2 | | 7.2积极心理治疗对大学生的意义 | | | | 让大学生通过积累或发展自己的积极力量来摆脱心理问题 | | | | | | | | | | | | | M1,M5 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 29 | 7.3 | | 7.3积极心理治疗在大学生中应用 | | | | 积累或发展自己的积极力量 | | | | | | | | | | | | | M1,M5 | | | 0.5 | | | 讲授 | | | | / | | / | |
| 四、考核方式 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **考核环节** | | | **操作细节** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **总评占比** | |
| 1 | 课堂表现 | | | 随机检查学生上课精神状态，回答问题情况 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 2 | 平时作业 | | | 随机设置课后作业，要求学生总结学习笔记 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 3 | 期末考试 | | | 闭卷考试，主要考察学生积极心理学知识的掌握程度，运用所学知识分析问题形成积极心态的能力 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 80% | |
| 五、评分细则 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **课程目标** | | | **考核环节** | | **大致占比** | | | **评分等级** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | M1 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | M1 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | M2 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | M2 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | M3 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | M3 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | M4 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | M4 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | M5 | | | 平时作业 | | 20% | | | A-按时提交作业或笔记，字迹清晰，要点得当。 B-按时提交作业或笔记，写作符合基本规范。 C-写作存在问题。 D-未提交作业 | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | M5 | | | 期末考试 | | 80% | | | （见试卷评分标准） | | | | | | | | | | | | | | | | | | | | | | | | |
| 评分等级说明：  [A,B,C,D,E]=[90-100,80-89,70-79,60-69,0-59];[A,B,C,D]=[90-100,75-89,60-74,0-59];[A,B,C]=[90-100,75-89,60-74,0-59];[A,B]=[80-100,0-79] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 六、教材与参考资料 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **教学参考资料明细** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 图书|活出最快乐的自己, 塞利格曼著，洪兰译, 万卷出版社, 2011.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 图书|认识自己，接纳自己, 塞利格曼著，任俊译, 万卷出版社, 2011. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 图书|象与骑象人, 海特著，李静瑶译, 中国人民大学出版社, 2008. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 图书|积极情绪的力量, 弗勒德里克森著，王珺译, 中国人民大学出版社, 2011.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 图书|当代积极心理学, 刘翔平, 中国轻工业出版社, 2010.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

《计算机信息检索》教学大纲

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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | 计算机信息检索 | | | | | | | | | | | | | | | | | | | |
| Computer Information Retrieval | | | | | | | | | | | | | | | | | | | |
| **课程编码** | ETC020531020 | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | （未设置） | | |
| **学分** | 2.0 | **课内学时** | 32 | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 16 | | **实践** | | 0 | **课外学时** | 0 |
| **适用专业** | （公选课组） | | | | | | | | | | | | | | **授课语言** | | | 中文 | | |
| **先修课程** |  | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | （课程简介...） | | | | | | | | | | | | | | | | | | | |
| (Intro...) | | | | | | | | | | | | | | | | | | | |
| **负责人** | （教师姓名） | | | | **大纲执笔人** | | | |  | | | | **审核人** | | | |  | | | |

导出【二、课程目标】时出现问题，请检查是否为空

《汽车概论》教学大纲

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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | 汽车概论 | | | | | | | | | | | | | | | | | | | |
| Introduction to Automobile | | | | | | | | | | | | | | | | | | | |
| **课程编码** | ETC021231010 | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | （未设置） | | |
| **学分** | 1.0 | **课内学时** | 24 | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 0 | | **实践** | | 8 | **课外学时** | 0 |
| **适用专业** | （公选课组） | | | | | | | | | | | | | | **授课语言** | | | 中文 | | |
| **先修课程** |  | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | （课程简介...） | | | | | | | | | | | | | | | | | | | |
| (Intro...) | | | | | | | | | | | | | | | | | | | |
| **负责人** | （教师姓名） | | | | **大纲执笔人** | | | |  | | | | **审核人** | | | |  | | | |

导出【二、课程目标】时出现问题，请检查是否为空

《摄影技艺》教学大纲

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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | | 摄影技艺 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Photography Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程编码** | | ETC020731015 | | | | | | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | | | | （未设置） | | | | | | |
| **学分** | | 1.5 | | | **课内学时** | | | 24 | | | | **讲授** | | 24 | | **实验** | 0 | **上机** | | 0 | | **实践** | | | | | 0 | | **课外学时** | | | | 0 |
| **适用专业** | | （公选课组） | | | | | | | | | | | | | | | | | | | **授课语言** | | | | | | 中文 | | | | | | |
| **先修课程** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | | 摄影是一门古老而又富有现代气息的科学，它最大的特点就是技术与艺术的统一，因此它既可以作为工业设计等美术类专业的专业基础课，又可以作为面向大众欣赏性质的选修课。为了让学生在有限的时间里对摄影有个较为系统的认识，既要了解摄影的基本理论知识，又要掌握摄影的技术技巧，所以在课时安排上采取了先浅后深，理论与实践相结合、穿插进行的方式。先了解摄影发展史及相机、镜头和成像元件的构造、功能及使用维护知识；进而学习曝光、测光、色彩以及摄影附件的相关常识，在此基础上掌握构图技巧和布光基本方法，然后再学习各种体裁照片的拍摄技巧和照片的冲印制作过程，最后的数字影像部分对新兴的数码摄影作简要的介绍。学习的目标是，能拍出符合自己表达意图的好照片，会欣赏图片。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Photography is a long-established science with modern features. Its most prominent characteristic is the combination of techniques and art, so it can be the basic course for the industrial design and other majors of fine art, or the optional course for the common learners. In order to make the students get overview of this course in limited time, including the basic knowledge and some skills, so the course is arranged from the basic to more professional, theory combined with practice. The course mainly focus on the following aspects: the structure of camera and how to use it, characteristics and usage of lens and flash lamp, the rationale of photograph and methods of exposure .It also deals with metering and control of depth of fields, basic approaches of photographic composition, digital image technology and commonly-used techniques of photograph of scenery sports and people. In this course that combines theoretical instruction and shooting practice, students can obtain a basic understanding of photography equipment and techniques for photography. The objective is to make the learner take photos as they like and appreciate the pictures. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **负责人** | | 靳国栋 | | | | | | | | | **大纲执笔人** | | | | 靳国栋 | | | | **审核人** | | | | | |  | | | | | | | | |
| 二、课程目标 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **代号** | **课程目标** | | | | | | | | | | | | | | | | | | | | | | **OBE** | | | | **毕业要求指标点** | | | | | |
| **任务** | | | **自选** | | |
| 1 | M1 | 目标1：通过摄影创作过程熟悉摄影艺术涉及到的透视、色彩、构图等艺术和美学基础。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 2 | M2 | 目标2：能够通过摄影的方式准确表达自己的情感、思想和创作意图。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 3 | M3 | 目标3：学会欣赏主题鲜明、艺术水准高的摄影作品，增强美学感悟，提高艺术修养。 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 三、课程内容 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **章节号** | | **标题** | | | | **课程内容/重难点** | | | | | | | | | | | | | **支撑课程目标** | | | **课内学时** | | | **教学方式** | | | | **课外学时** | | **课外环节** | |
| 1 | 1 | | 第一节：摄影概述 | | | | (1)感光材料及相机发展简史；  (2)摄影的定义；  (3)相机分类及基本结构；  (4)相机基本使用常识。 | | | | | | | | | | | | | M3 | | | 2 | | | 讲授 | | | | / | | / | |
| 2 | 2 | | 第二节：镜头结构、特性及使用 | | | | (1)镜头基本知识及分类；  (2)镜头的影像特性及选择；  (3)光圈与快门的结构及配合。 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 3 | 3 | | 第三节：景深与焦深的概念及滤镜的使用 | | | | (1)景深与焦深的含义；  (2)景深控制与超焦距的应用；  (3)滤镜的使用。 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 4 | 4 | | 第四节：拍摄实践一 | | | | 主要体会调焦、变焦、曝光与景深，让学生体会如何拍出一张结焦清晰、曝光准确、表现意图明确的照片。  此照片成绩计入总分。 | | | | | | | | | | | | | M2 | | | 2 | | | 实践 | | | | / | | / | |
| 5 | 5 | | 第五节：摄影构图（上） | | | | (1)拍摄点与画面变化；  (2)视觉中心与三分法；  (3)稳定与空白；  (4)画幅与虚实；  (5)前景与背景。 | | | | | | | | | | | | | M2 | | | 2 | | | 讲授 | | | | / | | / | |
| 6 | 6 | | 第六节：拍摄实践二 | | | | 主要掌握三分法构图技巧，同时考虑前景与背景、稳定与空白等构图方法。  此照片成绩计入总分。 | | | | | | | | | | | | | M2 | | | 2 | | | 实践 | | | | / | | / | |
| 7 | 7 | | 第七节：摄影构图（下） | | | | (6)色调与影调；  (7)线条与质感；  (8)平衡的三要素；  (9)对比与和谐；  (10)排列与节奏。  (11)开放与封闭；  (12)二次构图。 | | | | | | | | | | | | | M2 | | | 2 | | | 讲授 | | | | / | | / | |
| 8 | 8 | | 第八节：拍摄实践三 | | | | 三分法之外的构图方法。  此照片成绩计入总分。 | | | | | | | | | | | | | M2 | | | 2 | | | 实践 | | | | / | | / | |
| 9 | 9 | | 第九节：摄影用光 | | | | (1)光线的特征：光度、光位、光质、光型、光比、光色  (2)补光技巧。 | | | | | | | | | | | | | M2 | | | 2 | | | 讲授 | | | | / | | / | |
| 10 | 10 | | 第十节：新闻、风光与人像摄影简介 | | | | (1)新闻摄影；  (2)风光摄影；  (3)人像摄影。 | | | | | | | | | | | | | M3 | | | 2 | | | 讲授 | | | | / | | / | |
| 11 | 11 | | 第十一节：拍摄实践四 | | | | 主要体会不同光线情况下拍摄效果的差异，尤其是逆光和侧逆光情况下的测光和补光技巧。  拍两张照片，第二张是期末综合发挥。  此照片成绩计入总分。 | | | | | | | | | | | | | M2 | | | 2 | | | 实践 | | | | / | | / | |
| 12 | 12 | | 第十二节：作业总结点评及名作欣赏 | | | | (1)对上课期间拍摄的作品进行总结点评；  (2)欣赏名家作品。  (3)课程总结。 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 四、考核方式 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **考核环节** | | | **操作细节** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **总评占比** | |
| 1 | 平时作业 | | | 1. 每节理论课之后都布置2~3道题目。  2. 成绩采用百分制，根据作业完成准确性、是否按时上交、是否独立完成评分。  3. 考核学生对授课内容基本知识的掌握能力。  4. 含课堂表现和考勤。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10% | |
| 2 | 大作业 | | | 1.根据讲课内容安排4张图片大作业，涉及景深控制、构图方法和用光技巧。  2.边讲边拍，拍摄难度逐步提升，分值也逐渐递增:5-10-15-20。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 50% | |
| 3 | 期末考试 | | | 自由发挥拍摄1张照片，综合运用课堂学习的所有技能。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 40% | |
| 五、评分细则 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **课程目标** | | | **考核环节** | | **大致占比** | | | **评分等级** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | M1 | | | 平时作业 | | 10% | | | A-独立思考、按时完成，内容完整、表述准确，答案正确，字迹工整。  B-独立完成、按时上交，内容比较完整，答案正确，书写规范。  C-独立按时完成，内容完整，无缺项。  D-书写不规范，字迹潦草，未能按时完成。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | M2 | | | 大作业 | | 50% | | | A-照片在规定时间和地点拍摄；完全按照要求的题材和拍摄内容拍摄；画面清晰，主题明确；照片背书规范，各项参数齐全；构图用光有创新。  B-照片在规定时间和地点拍摄；完全按照要求的题材和拍摄内容拍摄；技术运用合理，主题明确；照片背书规范，各项参数齐全。  C-照片在规定时间和地点拍摄；基本按照要求的题材和拍摄内容拍摄；画面清晰，主题较明确。  D-照片没在规定时间和地点拍摄；未按照要求的题材和拍摄内容拍摄；主题不明确，画面不清晰。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | M1 | | | 期末考试 | | 40% | | | A-照片在规定时间和地点拍摄；完全按照要求的题材和拍摄内容拍摄；画面清晰，主题明确；照片背书规范，各项参数齐全；构图和用光有创新。  B-照片在规定时间和地点拍摄；完全按照要求的题材和拍摄内容拍摄；技术运用合理，主题明确；照片背书规范，各项参数齐全。  C-照片在规定时间和地点拍摄；基本按照要求的题材和拍摄内容拍摄；画面清晰，主题明确。  D-照片不在规定时间和地点拍摄；未按照要求的题材和拍摄内容拍摄；主题不明确，画面不清晰。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 评分等级说明：  [A,B,C,D]=[90-100,80-89,70-79,60-69]; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 六、教材与参考资料 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **教学参考资料明细** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 图书|法理学（第五版）, 张文显, 高等教育出版社, 2018.07, ISBN:9787040499445.（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 图书|《摄影技艺教程》, 颜志刚, 复旦大学出版社, 2018年12, ISBN:9787309140576 .（\*主教材） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

《校史文化》教学大纲

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| 一、课程基本信息 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程名称** | | 校史文化 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Culture of UPC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程编码** | | ETC021431010 | | | | | | | | **开课院部** | | | 其它教学单位 | | | | | | | | **课程团队** | | | | | | （未设置） | | | | | | |
| **学分** | | 1.0 | | | **课内学时** | | | 16 | | | | **讲授** | | 16 | | **实验** | 0 | **上机** | | 0 | | **实践** | | | | | 0 | | **课外学时** | | | | 0 |
| **适用专业** | | （公选课组） | | | | | | | | | | | | | | | | | | | **授课语言** | | | | | | 中文 | | | | | | |
| **先修课程** | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **课程简介**  **（任选）** | | 1953年新中国成立之初，应国民经济建设之所需，以清华大学石油工程系为基础，汇聚北京大学、天津大学、大连工学院等著名高校的相关师资力量和办学条件，组建成立了新中国第一所石油高等学府、中国石油大学的前身——北京石油学院。自成立以来，学校四次建校、三次更名，从首都北京到黄河之畔，再到渤海之滨，从北京石油学院到华东石油学院，从石油大学到中国石油大学，一代代石大人接续奋斗，参加石油会战、援建石油学院、服务国家重大战略，走出了以“实”为显著特色的辉煌历程，形成了实事求是、艰苦奋斗的校风，惟真惟实的校训和以家国同心的担当精神、艰苦奋斗的无畏精神、惟真惟实的治学精神、追求卓越的进取精神为内涵的石大精神，为国家培养了近50万名优秀毕业生，其中走出了一大批学术大家、政界领袖、商业巨贾、行业精英。学校更是被教育部陈宝生部长称为值得尊敬的大学。  读史使人明智，在通才教育背景下，应加大对大学生的人文素养。《校史文化》课以石大精神为统领，以石油高等教育发展为主线，将学校发展的四个阶段——北京石油学院、华东石油学院、石油大学、中国石油大学的历史进程有机地融为一体，同时将名师文化、科研成绩、人才培养硕果融入其中，全面回顾学校建校以来走过的光辉历程，以及为中国石油工业所做出的重大贡献，使学生全面地了解学校的历史沿革和发展脉络，增强对学校的认同感和自豪感。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At the beginning of the founding of New China in 1953, in response to the needs of national economic construction and based on the Department of Petroleum Engineering of Tsinghua University, relevant teachers and school conditions of famous universities such as Peking University, Tianjin University and Dalian Institute of Technology were gathered, established the first petroleum institution of higher learning in New China and the predecessor of China University of Petroleum-Beijing Institute of Petroleum. Since its establishment, the school has been established four times and renamed three times, from the capital Beijing to the bank of the Yellow River, then to the coast of the Bohai Sea, from Beijing Petroleum Institute to East China Petroleum Institute, from the University of Petroleum to China University of Petroleum, generations of Masters of Stone continued to struggle, participated in the oil battle, aided the construction of the Petroleum Institute, and served the country's major strategies, and walked out of the glorious course with "reality" as its distinctive feature, it has formed a school spirit of seeking truth from facts and struggling hard. Only the school motto is true and the spirit of taking responsibility with the same heart of the country, the fearless spirit of struggling hard, and the spirit of scholarship, the spirit of pursuing excellence and enterprising spirit has cultivated nearly 500,000 outstanding graduates for the country, including a large number of academic masters, political leaders, business giants and industry elites. The school is called a respectable university by Minister Chen Baosheng of the Ministry of Education.  Reading history makes people wise. Under the background of general education, we should increase the humanistic quality of college students. The course of "School History and Culture" is guided by the spirit of Shi Da and takes the development of petroleum higher education as the main line, and combines the four stages of school development-Beijing Institute of Petroleum, East China Institute of Petroleum, University of Petroleum, the historical process of China University of Petroleum is organically integrated. At the same time, it integrates the culture of famous teachers, scientific research achievements and the fruits of talent cultivation, and comprehensively reviews the glorious history of the school since its establishment, as well as the significant contribution made to China's petroleum industry, students can fully understand the historical evolution and development of the school and enhance their sense of identity and pride in the school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **负责人** | | 牛庆玮 | | | | | | | | | **大纲执笔人** | | | | 牛庆玮 | | | | **审核人** | | | | | |  | | | | | | | | |
| 二、课程目标 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **代号** | **课程目标** | | | | | | | | | | | | | | | | | | | | | | **OBE** | | | | **毕业要求指标点** | | | | | |
| **任务** | | | **自选** | | |
| 1 | M1 | 目标1：使学生全面地了解学校的历史沿革、发展脉络、人才培养硕果和科研取得成就 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 2 | M2 | 目标2：使学生深刻感受学校的校史文化和名师文化，体会学校家国同心、追求卓越的优良传统 | | | | | | | | | | | | | | | | | | | | | | 是 | | | |  | | |  | | |
| 三、课程内容 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **章节号** | | **标题** | | | | **课程内容/重难点** | | | | | | | | | | | | | **支撑课程目标** | | | **课内学时** | | | **教学方式** | | | | **课外学时** | | **课外环节** | |
| 1 | 1 | | 第一节：建国伊始 百业待兴——建校前夜 | | | | (1)学习方法和基本概念；  (2)新中国石油资源的严重匮乏；  (3)新中国石油工业的恢复与发展；  (4)石油工业人才的严重缺乏。  (5)石油工业寻求与高校的联合  (6)清华大学石油工程系的成 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 2 | 2 | | 第二节：肇始京华 承济国运——北京石油学院成立 | | | | (1)当年建校、当年招生、当年开学；  (2)建校初期的基本情况；  (3)国际化视野的师资力量;  (4)教学科研齐头并进;  (5)文艺体育两枝花;  (6)丰富多彩的校园生活;  (7)参加石油会战、援建石油院校;  (8)迁校山东东营 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 3 | 3 | | 第三节：艰苦创业 逆境重生——华东石油学院时期 | | | | (1)艰苦建校，再续弦歌；  (2)重建重生，徘徊前进；  (3)深化改革，加速发展。 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 4 | 4 | | 第四节：与时俱进 扬帆起航——石油大学时期 | | | | (1)两地办学格局的形成  (2)“211工程”建设  (3)教育部直属与共建  (4)青岛校区建设  (5)与时俱进  (6)冠名中国. | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 5 | 5 | | 第五节：名师荟萃 大家辈出——致敬我校历史上的教学名师 | | | | (1)两弹功臣——曹本熹；  (2)科学史家、玻尔研究专家、篆刻家——戈革；  (3)石油化工专家——朱亚杰 | | | | | | | | | | | | | M2 | | | 2 | | | 讲授 | | | | / | | / | |
| 6 | 6 | | 第六节：科研兴校 为国加油——我校历史上的科研故事. | | | | (1)乘济国运，家国同心——北京石油学院时期科研故事  (2)艰难维系，埋头科研——华东石油学院时期科研故事  (3)甘于平淡，躬身奉献——石油大学时期科研故事  (4)高瞻远瞩，争创一流——中石大时期科研. | | | | | | | | | | | | | M2 | | | 2 | | | 讲授 | | | | / | | / | |
| 7 | 7 | | 第七节：群星璀璨 光耀寰宇——礼赞我校知名校友 | | | | (1)政坛精英；  (2)学术泰斗；  (3)行业精英。 | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 8 | 8 | | 第八节：追求卓越 扬帆远航——中国石油大学时期 | | | | (1)大事年表（学校更名、办学结构调整、合作共建、“双一流”建设）  (2)综述（师资队伍、科学研究、学科建设、本科教育、研究生教育、学生工作、党建工作、校园文化、服务地方、其他工作） | | | | | | | | | | | | | M1 | | | 2 | | | 讲授 | | | | / | | / | |
| 四、考核方式 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **考核环节** | | | **操作细节** | | | | | | | | | | | | | | | | | | | | | | | | | | | | **总评占比** | |
| 1 | 平时作业 | | | 1. 每节课之后都布置2~3道思考题，学生在课程群讨论。  2. 含课堂表现和考勤，考勤2次不到即为零分。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 40% | |
| 2 | 大作业 | | | 每次课后布置思考题，根据自己兴趣选择一个命题，自命题目，撰写论文，必须手写完成，字数不得少于2000字。 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 60% | |
| 五、评分细则 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **序号** | **课程目标** | | | **考核环节** | | **大致占比** | | | **评分等级** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | M1 | | | 平时作业 | | 40% | | | A-独立思考、按时完成，内容完整、逻辑清晰，观点性强。  B-独立思考、按时完成，内容比较完整，有一定的逻辑性和观点性。  C-独立思考，按时完成，内容不完整，逻辑不清晰。  D-完成不及时，内容不完整。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | M1 | | | 大作业 | | 60% | | | A-论文独立完成，观点表达准确，逻辑思路清晰，论证方法合理，语言流畅，用词恰当精准。  B-论文独立完成，观点表达比较准确，逻辑思路比较清晰，论证方法比较合理，语言比较流畅。  C-论文独立完成，观点表达不明确，逻辑思路不清晰，论证方法不合理。  D-论文有抄袭现象。 | | | | | | | | | | | | | | | | | | | | | | | | |
| 评分等级说明：  [A,B,C,D]=[90-100,80-89,70-79,60-69]; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 六、教材与参考资料 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| （无） | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

《新闻知识与新闻写作》教学大纲

（本大纲尚未开始编辑。。。）

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