

National Taiwan Normal University Online Course Teaching Plan

Instructions: According to **Article 6 of the Implementation Regulations Regarding Distance Learning by Universities**, Departments/Programs offering distance learning courses, shall present a course plan and submit it for approval by the university-level academic affairs committee. The course plan referred to in the preceding paragraph shall set forth learning objectives, the target student group, a course outline, teaching methods, interactive student-teacher discussion, grading and course requirements. The course plan shall be posted on the Internet.

1. **Chinese Course Name:** 跨文化道家哲學：老子與莊子
2. **English Course Name:** Transcultural Daoist Philosophy: Laozi and Zhuangzi
3. **Course start date:** Spring semester of 2025
4. **Course review submission record** (■ if applicable):
 - (1) It is a new online course or an existing face-to-face course switching to online course in this semester
(University's Course Committee approval in the Fall semester of 2024)
 - ☐ (2) It is an existing online course; the latest University's Course Committee approval was in the ____ semester of ____ (academic year)
 - ☐ (2. 1) The 5-year validity period has expired; a new application is required.
 - ☐ (2. 2) In case of a major change in the original approved course or if the revision ratio exceeds 30%, reapplication is required.

5. Basic Course Information (■ if applicable)

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| (1) | Instructor Name & Title | Tsang-long Liu, Professor 劉滄龍教授; Fabian Heubel, Professor 何乏筆教授 |
| (2) | Instructor Sources | <input checked="" type="checkbox"/> Appointed by Departments <input type="checkbox"/> Appointed by General Education Center <input type="checkbox"/> Both of Above <input type="checkbox"/> Others: |
| (3) | College/Department/Center | Department of Chinese |
| (4) | School System | <input type="checkbox"/> Undergraduate Program <input type="checkbox"/> Master's Program <input checked="" type="checkbox"/> BA/MA Joint Course <input type="checkbox"/> MA/PhD Joint Course <input type="checkbox"/> PhD Program <input type="checkbox"/> Continuing Education Master's Program |
| (5) | Program Type | <input checked="" type="checkbox"/> Full-time Program <input type="checkbox"/> Part-time Program <input type="checkbox"/> Others: |
| (6) | Course Type | <input type="checkbox"/> Common Courses <input type="checkbox"/> General Courses <input type="checkbox"/> School Required Courses <input checked="" type="checkbox"/> Professional Courses <input type="checkbox"/> Educational Courses <input type="checkbox"/> Other: |
| (7) | Required Courses | <input type="checkbox"/> University-required <input type="checkbox"/> College-required <input type="checkbox"/> Graduate Institute-required <input checked="" type="checkbox"/> Department-required <input type="checkbox"/> Others: |
| (8) | Course Duration | <input checked="" type="checkbox"/> One Semester (half year) <input type="checkbox"/> Two Semesters (one year) <input type="checkbox"/> Others: |
| (9) | Required/Elective Course | <input type="checkbox"/> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Others: |
| (10) | Course Credits | 2 |

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| (11) | Average of Face-to-Face Teaching Hours Per Week | <u>2</u> hour(s)/week (Divide the total "face-to-face teaching" hours, including the hours of face-to-face teaching and synchronous teaching, by the total number of course weeks.) |
| (12) | Number of Classes | 1 |
| (13) | Estimated Total Number of Students | 10 |
| (14) | EMI Courses | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| (15) | Type of Cooperation with Domestic/Foreign Universities (omit if inapplicable) | 1. Cooperative University: <u>Free University in Berlin</u> ; Department/Institute: <u>Department of Philosophy</u> ; Instructor Name: <u>Fabian Heubel</u> ; Course Name: <u>Daoistische Philosophie</u> ; Number of Students: <u>15-20</u> 2. <input checked="" type="checkbox"/> Partner University <input type="checkbox"/> Dual-Degree Program <input checked="" type="checkbox"/> Global Virtual Classroom Course <input type="checkbox"/> Others: _____ |
| (16) | Course Platform Website (asynchronous teaching is required) | NTNU online learning platform: https://moodle.ntnu.edu.tw/ |
| (17) | Syllabus Website | http://courseap.itc.ntnu.edu.tw/acadmOpenCourse/index.jsp |

6. Course Teaching Design and Implementation Method

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| (1) | Course Goals | This course will discuss translations of <i>Laozi</i> and <i>Zhuangzi</i> , focusing mainly on English versions. It will also introduce ancient Chinese commentaries alongside contemporary philosophical interpretations, with the goal of helping students understand the diversity of interpretations and debates surrounding Daoist philosophy. Finally, the course aims to explore transcultural relationships, particularly focusing on the development and possibilities of transcultural connections in contemporary Daoist philosophy. Through comparative analysis of ancient and modern interpretations of Daoism, as well as East-West philosophical contrasts, the course seeks to enhance students’ transcultural understanding and communication skills, while also discussing different approaches for translating philosophical texts. | | | | | | |
| (2) | Target Student Group | Students from the Department of Chinese (undergraduate 1 st to 4 th year and master’s 1 st to 2 nd year), as well as students from the Department of Philosophy of FU in Berlin. | | | | | | |
| (3) | Prerequisite(s) | English competence | | | | | | |
| (4) | Course Content Outline: | | | | | | | |
| | Week | Topics (If there are multiple instructors, please specify instructor names in each week) | Learning Objectives (From the perspective of students) | Teaching Interactive Design (Multiple choices allowed) | Testing/Evaluation Activities (Multiple choices allowed. Choose “None” if not designed for the week.) | Teaching Method and Hours (fill-in the number of hours, omit if none) | | |
| | | | | | | Face-to-Face Teaching | Distance learning | |
| | | | | | | | Synchronous | Asynchronous |

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| | | 1 | Emotion and Communication | 1. To learn the Zhuāngzǐ 17.13 (Translations). 2. Students can understand the meaning of “Joy of Fish”. | <input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | 2 | | |
| | | 2 | Emotion and Communication | 1. To learn the Zhuāngzǐ 17.13 (Translations). 2. Students can understand the meaning of “Joy of Fish”. | <input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | 2 | | |
| | | 3 | Emotion and Communication | 1. To learn Zhuāngzǐ 4.1 (Translations). 2. To explore the commentaries and interpretations of Zhuāngzǐ 4.1 | <input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | 2 | | |
| | | 4 | Emotion and Communication | 1. To learn Zhuāngzǐ 4.2 (Translations). 2. To explore the commentaries and interpretations of Zhuāngzǐ 4.2 | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> <u>group</u> report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | 2 | | |
| | | 5 | Nurturing Life | 1. To learn Zhuāngzǐ 3.2 (Translations). 2. Students can understand the | <input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> <u>group</u> report <input type="checkbox"/> Others: _____ | 2 | | |

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| | | | idea of nurturing life. | <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____ | <input type="checkbox"/> None | | | |
| 6 | Nurturing Life | 1. To learn Zhuāngzǐ 3.2 (Translations). 2. To discuss the contemporary meaning of nurturing life. | <input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> group report <input type="checkbox"/> Others:_____ | 2 | | | |
| 7 | Holiday (Tomb Sweeping Festival) | | | | | | | |
| 8 | Transformation | 1. To learn Zhuāngzǐ 2.14 (Translations). 2. Students can understand the idea of transformation. | <input checked="" type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____ | <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> group report <input type="checkbox"/> Others:_____ | 2 | | | |
| 9 | Listening with Qi | 1. To learn Zhuāngzǐ 4.2 (Translations). 2. To discuss the contemporary meaning of Qi. | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> group report <input type="checkbox"/> Others:_____ | 2 | | | |
| 10 | Qi and Force | 1. To discuss the transcultural correspondence of qi and force. 2. To present the transcultural difference of qi and force. | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others:_____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> group report <input type="checkbox"/> Others:_____ | 2 | | | |
| 11 | Reversal, Way and Ontology | 1. To learn Lǎozǐ 40 | <input checked="" type="checkbox"/> Topic discussion | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments | 2 | | | |

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| | | | 2. (Translations). Students can explain the ideas of Reversal, Way and Ontology. | <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> <u>group</u> report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | | | |
| 12 | Reversal, Way and Ontology | 1. To learn Lǎozǐ 40 (Chinese Commentaries and Interpretations). 2. To discuss the contemporary meaning of Reversal and Way in Daoism. | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> <u>group</u> report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | | 2 | | |
| 13 | Reversal, Way and Ontology | 1. To learn the transcultural correspondences of Reversal, Way and Ontology. 2. To discuss the transcultural differences of Reversal, Way and Ontology. | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> <u>group</u> report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | | 2 | | |
| 14 | Technique and the Mechanical Heart | 1. To learn Zhuāngzǐ 12.11 (Translations). 2. Students can explain the idea of the mechanical heart. | <input type="checkbox"/> Topic discussion <input type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input checked="" type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input type="checkbox"/> _____ report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | | 2 | | |

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| | | 15 | Technique and the Mechanical Heart | 1. To learn Zhuāngzǐ 12.11 (Chinese Commentaries & Interpretations) 2. To discuss the Chinese Commentaries & Interpretations of Zhuāngzǐ 12.11. | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> group report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | | 2 | |
| | | 16 | When Daoism meets AI | 1. To discuss the mechanical heart and AI. 2. To Discuss the connection between Daoist philosophy and contemporary technology using ChatGPT. | <input type="checkbox"/> Topic discussion <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Peer review <input checked="" type="checkbox"/> Instructor feedback <input type="checkbox"/> Others: _____ | <input type="checkbox"/> Tests <input type="checkbox"/> Assignments <input type="checkbox"/> _____ exam <input checked="" type="checkbox"/> group report <input type="checkbox"/> Others: _____ <input type="checkbox"/> None | | 2 | |
| (5) | Teaching Methods | (<input checked="" type="checkbox"/> if included; multiple choices allowed) <input checked="" type="checkbox"/> 1. Provide primary and supplementary materials for online courses <input checked="" type="checkbox"/> 2. Provide face-to-face teaching, number: <u>6</u> time(s), total hour(s): <u>12</u> hour(s) <input checked="" type="checkbox"/> 3. Provide synchronous teaching, number: <u>10</u> time(s), total hour(s): <u>20</u> hour(s) <input type="checkbox"/> 4. Provide asynchronous teaching, number: _____ time(s), total hour(s): _____ hour(s) <input checked="" type="checkbox"/> 5. Provide topic discussion activities <input checked="" type="checkbox"/> 6. Provide cooperative learning activities between students <input checked="" type="checkbox"/> 7. Mutual learning through students' works <input checked="" type="checkbox"/> 8. Others: <u>Workshop in FU Berlin: Presentation and Panel Discussion (End of the course)</u> | | | | | | | |
| (6) | Learning Management | Which moodle functions are used in this course? (<input checked="" type="checkbox"/> if included; multiple choices allowed) Note: For teachers and students from domestic or foreign universities who are participating in joint programs that | | | | | | | |

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| | System (moodle) | <p>require access to Moodle, please have the course instructor contact the platform manager at extensions 5673 or 5579. E-mail: elearn@ntnu.edu.tw</p> <p><input checked="" type="checkbox"/> 1. Personal data</p> <p><input checked="" type="checkbox"/> 2. Course information</p> <p><input checked="" type="checkbox"/> 3. Latest News release & browse</p> <p><input checked="" type="checkbox"/> 4. Course materials viewing & download</p> <p><input type="checkbox"/> 5. Grade system management & inquiry (omit if inapplicable)</p> <p><input checked="" type="checkbox"/> 6. Perform online testing (omit if inapplicable)</p> <p><input checked="" type="checkbox"/> 7. Learning information</p> <p><input checked="" type="checkbox"/> 8. Interactive learning design (chat room or discussion area)</p> <p><input type="checkbox"/> 9. Other related functions: (please specify)</p> |
| (7) | Public Information about Interactive Teaching | <p>Instructor Profile and Published Works (webpage link instructions can be attached): https://docs.google.com/document/d/1nVEv4AsI5DyF6tP6PLdbN10JoxmpEpcukXPZvfzWwV4/edit</p> <p>Instructor E-mail: synapsea@ntnu.edu.tw</p> <p>Online Office Hours (at least 1 hour per week): Every Thursday, 14-16</p> <p>Teaching Assistant's Name/E-mail (omit if inapplicable):</p> <p>Others(omit if inapplicable):</p> |
| (8) | Course Material Production | <p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <p><input checked="" type="checkbox"/> 1. Provide appropriate reminders of key points</p> <p><input checked="" type="checkbox"/> 2. Provide teaching-related examples</p> <p><input checked="" type="checkbox"/> 3. Provide teaching-related exercises and reflective activities</p> <p><input checked="" type="checkbox"/> 4. Provide supplementary teaching materials or online resources</p> <p><input checked="" type="checkbox"/> 5. Provide instructions for self-directed learning</p> <p><input checked="" type="checkbox"/> 6. Learning objectives are consistent with course goals</p> <p><input type="checkbox"/> 7. Others:</p> |
| (9) | Assignment Submission Method | <p>(<input checked="" type="checkbox"/> if included; multiple choices allowed)</p> <p><input checked="" type="checkbox"/> 1. Provide online assignment content description</p> <p><input checked="" type="checkbox"/> 2. Assignment file upload and download</p> <p><input type="checkbox"/> 3. Others:</p> |
| (10) | Assessment | <p>※ To comply with the spirit of online course design, please understand and agree to the contents of the following</p> |

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| | | <p>3 items, and provide detailed description:</p> <ul style="list-style-type: none"> ■ 1. The course can provide evaluation results and feedback for each learning evaluation ■ 2. The evaluation has taken the students online learning history and participation level into account ■ 3. The percentage of each score is explained in detail below: (Evaluation methods, and their total score percentage) <p>(1) Attendance and Online Q&A (30%): Students will have 10 points deducted for each instance of unauthorized absence, and those who are absent without permission more than 4 times will not be able to complete the course. Additional points will be awarded for well-answered online Q&A.</p> <p>(2) Presentation Project (70%): 15 minutes</p> |
| (11) | Precautions for Class: | Students must turn on their cameras and show their faces during online classes. |
| (12) | <p><u>Observe intellectual property rights in the creation of course content.</u></p> <p>※ Pay attention to any infringement of copyright or other rights in the creation of relevant teaching content.</p> <p>※ If the copyright for any part of the teaching content is owned by others and authorization has been obtained from the rights holder, please indicate the source of the material.</p> | |