



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	社會心理學研究		學年/學期 Academic Year/Semester	113/1
課程名稱(英文) Course Name in English	Seminar in Social Psychology			
科目代碼 Course Code	CP__58480	系級 Department & Year	碩士	開課單位 Course-Offering Department
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0	
授課教師 Instructor	/李沐齊			
先修課程 Prerequisite				
課程描述 Course Description				
藉由深度探討社會心理學領域之主要議題，本課程預期達成下述三項課程教學目標：(一) 對於當代社會心理學知識，擁有更廣泛而深入的瞭解；(二) 對於現代社會中的人文現象，能以社會心理學的角度予以合理解讀、詮釋、並進行整合批判；(三) 能將課程所學加以運用、構思與發展研究計畫。				
課程目標 Course Objectives				
圖示說明Illustration：● 高度相關 Highly correlated ○ 中度相關 Moderately correlated				
授課進度表 Teaching Schedule & Content				
週次Week	內容 Subject/Topics			備註Remarks
1	Course Introduction			9/12
2	Special Topics (I)			9/19
3	Special Topics (II)			9/26
4	Special Topics (III)			10/3
5	--- Holiday ---			10/10
6	Special Topics (IV)			10/17
7	Special Topics (V)			10/24
8	Special Topics (VI)			10/31
9	----- Midterm Exam Week ----- Consulting Time			11/7
10	Special Topics (VII)			11/14
11	Special Topics (VIII)			11/21
12	Special Topics (IX)			11/28
13	Special Topics (X)			12/5
14	---- Research Proposal/Review Article Presentation (Oral Presentation) (I) ----			12/12
15	---- Research Proposal/Review Article Presentation (Oral Presentation) (II) ----			12/19

16	---- Research Proposal/Review Article Presentation (Oral Presentation) (III) ----	12/26
17	----- Final Exam Week ----- ----- Final Research Proposal/Review Article -----	1/2
18	Consulting Time	1/9

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學 (Innovative Teaching)

- 問題導向學習 (PBL)
 團體合作學習 (TBL)
 解決導向學習 (SBL)
 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任 (Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-Academia Cooperation

跨域合作 (Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching
 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	60%			✓	✓				class participation: including attendance, group discussion, and contribution of ideas during classes, etc.
期中考成績 Midterm Exam									N/A
期末考成績 Final Exam									N/A
作業成績 Homework and/or Assignments	40%			✓	✓				
其他 Miscellaneous (_____)									

評量方式補充說明

Grading & Assessments Supplemental instructions

評量標準：

(一) 平時成績：60%

1. 平時paper閱讀口頭報告、分享、討論：

第 2~13 週 (共10個報告週次) 為同學帶領paper 閱讀時間。導讀者可以選擇準備ppt 或講義協助帶領討論過程，無硬性規定。重點是做paper簡介並點出研究問題核心、進行評論並帶領深入討論，老師會在過程中及最後進行回饋與講評。

每人負責口頭報告約2~3篇。1篇為老師建議書單，另1~2篇由同學自選與研究興趣相關、並與老師事先討論評估適用後決定之。(自選之paper：請於報告最晚兩週前與老師討論。)

時間規劃：

一週討論約一篇paper~

paper簡介約80 mins；評論與討論約70 mins。

2. 期末口頭報告 (擇一形式)

研究計畫 / 綜合評論

(research proposal / review article)

第 14~16 週為個人「研究計畫 / 綜合評論」之口頭報告分享時間。

(報告時間等規劃細節再依總修課人數而定。)

(二) 期末作業成績：40%

研究計畫 / 綜合評論 (擇一形式)

中英撰寫皆可。除了關於行高規定之外，請使用 APA 格式撰寫。

篇幅：無硬性規定，重點是能表達出你的理念與論述的完整性。

建議：單行間距—內文8-10 頁。1.5行高—內文12-15頁。

教科書與參考書目 (書名、作者、書局、代理商、說明)
Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

文獻閱讀：

- (1) Ai, A. L., Raney, A. A., & Paloutzian, R. F. (2023). Perceived spiritual support counteracts the traumatic impact of extreme disasters: Exploration of moderators. *Psychological Trauma: Theory, Research, Practice, and Policy*, 15(2), 199 - 209.
- (2) Cross, S. E., Morris, M. L., & Gore, J. S. (2002). Thinking about oneself and others: The relational-interdependent self-construal and social cognition. *Journal of Personality and Social Psychology*, 82(3), 399 - 418.
- (3) Heinrich, L. M., & Gullone, E. (2006). The clinical significance of loneliness: A literature review. *Clinical Psychology Review*, 26(6), 695 - 718.
- (4) Wang, C. C. D., & Mallinckrodt, B. (2006). Acculturation, attachment, and psychosocial adjustment of Chinese/Taiwanese international students. *Journal of Counseling Psychology*, 53(4), 422 - 433.
- (5) Charoensukmongkol, P. (2016). Mindful Facebooking: The moderating role of mindfulness on the relationship between social media use intensity at work and burnout. *Journal of Health Psychology*, 21(9), 1966 - 1980.
- (6) Yu, S. C. (2022). The more covid-19 information we shared; the more anxious we got? The associations among social media use, anxiety, and coping strategies. *Cyberpsychology, Behavior, and Social Networking*, 25(12), 776 - 783.
- (7) Alonzo, R., Hussain, J., Stranges, S., & Anderson, K. K. (2021). Interplay between social media use, sleep quality, and mental health in youth: A systematic review. *Sleep Medicine Reviews*, 56, 101414.
- (8) Pavic, K., Chaby, L., Gricourt, T., & Vergilino-Perez, D. (2023). Feeling virtually present makes me happier: The influence of immersion, sense of presence, and video contents on positive emotion induction. *Cyberpsychology, Behavior, and Social Networking*, 26(4), 238 - 245.
- (9) Lee, E. J., Lee, W., & Bae, I. (2023). What Is the Draw of the Metaverse? Personality correlates of Zepeto use motives and their associations with psychological well-being. *Cyberpsychology, Behavior, and Social Networking*, 26(3), 161 - 168.
- (10) van Heugten-van der Kloet, D., Cosgrave, J., van Rheede, J., & Hicks, S. (2018). Out-of-body experience in virtual reality induces acute dissociation. *Psychology of Consciousness: Theory, Research, and Practice*, 5(4), 346 - 357.

The Research Paper List will be announced in class.

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)
Teaching Aids & Teacher's Website(Including online teaching information.
Personal website can be listed here.)

Google 雲端

其他補充說明 (Supplemental instructions)

* Any information in this Syllabus is subject to change and will be announced in class.