

課程編號：26N087

115 全國夏季學院課程計畫書

所屬學校	國立臺灣大學
課程中文名稱	普通心理學
課程英文名稱	General Psychology
授課教授中文姓名	周珮雯
任職單位/系所	心理學系
授課教授 e-mail	cpwchou@ntu.edu.tw

二、課程規劃							
課程名稱	普通心理學						
課程類別	<input type="checkbox"/> A 類討論課 <input checked="" type="checkbox"/> C 類一般課						
授課方式	<input checked="" type="checkbox"/> 實體課程 <input type="checkbox"/> 同步遠距課程 (請檢附相關通過辦法之文件、會議記錄等) <input type="checkbox"/> 非同步遠距課程						
課程領域	<input type="checkbox"/> 文學與藝術 <input type="checkbox"/> 歷史思維 <input type="checkbox"/> 世界文明 <input type="checkbox"/> 哲學與道德思考 <input checked="" type="checkbox"/> 公民意識與社會分析 <input type="checkbox"/> 數學數位與量化分析 <input type="checkbox"/> 物質科學 <input checked="" type="checkbox"/> 生命科學						
與課程相關之 聯合國永續發展目標(SDGs) (複選)	<input type="checkbox"/> SDG1 消除貧窮 (No Poverty) <input type="checkbox"/> SDG2 消除飢餓 (Zero Hunger) <input checked="" type="checkbox"/> SDG3 良好健康和福祉 (Good Health and Well-being) <input type="checkbox"/> SDG4 優質教育 (Quality Education) <input type="checkbox"/> SDG5 性別平等 (Gender Equality) <input type="checkbox"/> SDG6 潔淨水與衛生 (Clean Water and Sanitation) <input type="checkbox"/> SDG7 可負擔的潔淨能源 (Affordable and Clean Energy) <input type="checkbox"/> SDG8 尊嚴就業與經濟發展 (Decent Work and Economic Growth) <input type="checkbox"/> SDG9 產業創新與基礎設施 (Industry, Innovation and Infrastructure) <input type="checkbox"/> SDG10 減少不平等 (Reduced Inequalities) <input type="checkbox"/> SDG11 永續城市與社區 (Sustainable Cities and Communities) <input type="checkbox"/> SDG12 負責任的消費與生產 (Responsible Consumption and Production) <input type="checkbox"/> SDG13 氣候行動 (Climate Action) <input type="checkbox"/> SDG14 水下生命 (Life below Water) <input type="checkbox"/> SDG15 陸域生命 (Life on Land) <input type="checkbox"/> SDG16 和平正義與有力的制度 (Peace, Justice and Strong Institutions) <input type="checkbox"/> SDG17 夥伴關係 (Partnerships for the Goals)						
英文授課比例	<input type="checkbox"/> 全中文授課(上課語言、材料皆無英文) <input checked="" type="checkbox"/> 全英文授課(上課語言、材料皆無中文) <input type="checkbox"/> 中文、英文皆有 上課語言 (中文： %；英文： %) 教材 (中文： %；英文： %) (因同學英文程度不同，請務必註明，以供學生選課評估)						
修課人數上限	100 人						
特殊限制	<table border="1"> <tr> <td>是否開放高中生修課</td> <td><input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否</td> </tr> <tr> <td>是否開放準大學生 (高三升大一之新生) 修課</td> <td><input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否</td> </tr> <tr> <td>是否開放研究生修課</td> <td><input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否</td> </tr> </table>	是否開放高中生修課	<input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否	是否開放準大學生 (高三升大一之新生) 修課	<input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否	是否開放研究生修課	<input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否
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是否開放研究生修課	<input checked="" type="checkbox"/> 是 <input type="checkbox"/> 否						
學分數	3 學分						
上課起迄日	2026-06-22 ~ 2026-07-15						

上課總週數	上課共4週，是否連續每週排課？ <input checked="" type="checkbox"/> 是，上課時間連續數週不中斷 <input type="checkbox"/> 否，中間中斷 週
上課地點	<input type="checkbox"/> 國立臺灣大學 總校區 校區
上課教室	<input type="checkbox"/> 已確定：教室 <input checked="" type="checkbox"/> 尚未確定
上課時間及節數	06/22 06/29 07/06 07/13 Week 一 09:10 ~ 12:00 Total 4 times 06/23 06/30 07/07 07/14 Week 二 09:10 ~ 12:00 Total 4 times 06/24 07/01 07/08 07/15 Week 三 09:10 ~ 12:00 Total 4 times 06/25 07/02 07/09 Week 四 09:10 ~ 12:00 Total 3 times 06/26 07/03 07/10 Week 五 09:10 ~ 12:00 Total 3 times

課程目標		
1. To acquire a foundational knowledge of various psychological theories and evidenced research studies.		
2. To cultivate critical thinking skills that enable students to evaluate research.		
3. To integrate information from multiple psychological perspectives and identify areas of consistency and inconsistency across theories.		
4. To establish connections between psychological theories and personal values and goals.		
5. To foster enthusiasm and curiosity for the subject matter of psychology, promoting an increased appreciation for psychology.		
教學內容及進度		
次別	上課日期/時間	課程內容
1	2026/06/22 (一) 09:10 - 12:00	<p>Introduction to the Course/Syllabus</p> <ul style="list-style-type: none"> • Description: Students will be introduced to the course structure, objectives, and expectations. We will discuss the scope of psychology and its relevance in understanding human behavior and mental processes. The session will also provide an overview of the grading policy, assignments, and course materials. Students will participate in icebreaker activities to foster a collaborative learning environment. • Learning Objectives: <ol style="list-style-type: none"> 1. Understand the course objectives and structure. 2. Familiarize with the syllabus, assignments, and expectations. 3. Establish a supportive and interactive classroom environment.
2	2026/06/23 (二) 09:10 - 12:00	<p>Introduction to Psychology</p> <ul style="list-style-type: none"> • Description: We will talk about psychology, exploring its definition, key research areas, and historical evolution. We will uncover the seven unifying themes that guide the field and explore significant milestones in the history of psychology. From the pioneering works of Wundt and James to modern perspectives such as positive psychology, we will shed light on the varied landscape of psychological exploration. • Learning Objectives: <ol style="list-style-type: none"> 1. Define psychology and identify its primary research areas. 2. Explore the principles in psychology. 3. Trace the historical development of psychology, including major figures and schools of thought.
3	2026/06/24 (三) 09:10 - 12:00	<p>Research in Psychology</p> <ul style="list-style-type: none"> • Description: This session introduces students to the methods and principles that underpin psychological research. Students will gain insights into various research designs, including experiments, quasi-experiments, correlational studies, qualitative methods, and surveys. We will discuss how to evaluate research critically. Ethical challenges and methodological considerations in psychological

		<p>research will also be discussed.</p> <ul style="list-style-type: none"> • Learning Objectives: <ol style="list-style-type: none"> 1. Understand the scientific method and its application in psychological research. 2. Differentiate between quantitative and qualitative research designs, including their advantages and limitations. 3. Evaluate research methodologies for reliability, validity, and biases. 4. Discuss ethical considerations in psychological studies.
4	2026/06/25 (四) 09:10 - 12:00	<p>Consciousness</p> <ul style="list-style-type: none"> • Description: We will examine consciousness and its various levels in this chapter. Students will explore the dual-track theory and the phenomena of selective attention and inattention. The session will also cover the measurement of brain activity using EEG. Lastly, we will examine sleep, its stages, cycles, and the importance of sleep hygiene for physical and mental health. <ul style="list-style-type: none"> • Learning Objectives: <ol style="list-style-type: none"> 1. Define consciousness and describe its different levels. 2. Explain the dual-track theory and understand selective attention and inattention. 3. Explore the use of EEG in measuring brain activity and its associated wave patterns. 4. Describe the stages and cycles of sleep, including the characteristics of REM and non-REM sleep. 5. Analyze the effects of sleep deprivation on health and the importance of sleep hygiene.
5	2026/06/26 (五) 09:10 - 12:00	<p>Sensation and Perception</p> <ul style="list-style-type: none"> • Description: This chapter explores how we sense and interpret the world around us. We will differentiate between sensation and perception, discussing bottom-up and top-down processing. The lecture will focus on the visual system, including the structure and function of the eye, visual pathways to the brain, and theories of color vision. Students will also learn about depth perception, perceptual constancies, and visual illusions, such as the Müller-Lyer and Ponzo illusions, to understand how perception shapes our interpretation of reality. <ul style="list-style-type: none"> • Learning Objectives: <ol style="list-style-type: none"> 1. Differentiate between sensation and perception and understand their roles in interpreting stimuli. 2. Describe the anatomy of the eye and the visual system, including visual pathways to the brain. 3. Compare and contrast theories of color vision and their applications. 4. Explain depth perception, including binocular and monocular cues. 5. Analyze visual illusions and their implications for understanding perceptual processes.
6	2026/06/29 (一) 09:10 - 12:00	<p>Lifespan Development</p> <ul style="list-style-type: none"> • Description: The chapter will go through the journey of human development from conception to aging. We will explore prenatal

		<p>development, emotional growth and changes, cognitive milestones, and the complexities of psychosocial development across the lifespan. From infancy through adolescence to adulthood and aging, we will discuss the characteristics in various life stages and transitions that shape the trajectory of each individual's life.</p> <ul style="list-style-type: none"> • Learning Objectives: <ol style="list-style-type: none"> 1. Understand the stages and processes of prenatal development. 2. Explore emotional and social development, such as attachment and morality, across the lifespan. 3. Examine cognitive development from Piaget's stage theory.
7	2026/06/30 (二) 09:10 - 12:00	<p>Lifespan Development (cont.)</p> <ul style="list-style-type: none"> • Description: Continuing from the previous session, we will focus on physical, cognitive, and psychosocial changes, going through the journey of human development from conception to aging. • Learning Objectives: <ol style="list-style-type: none"> 1. Discuss the unique features of adolescence and emerging adulthood. 2. Identify the changes and challenges associated with adulthood and aging.
8	2026/07/01 (三) 09:10 - 12:00	<p>Stress and Health</p> <ul style="list-style-type: none"> • Description: This chapter explores the concept of stress, its sources, and how individuals respond to it emotionally, physiologically, and behaviorally. Students will learn about the processes of cognitive appraisal and the types of conflicts. Key topics include Selye's General Adaptation Syndrome, the fight-or-flight response, and the impact of stress on health,. Finally, we will discuss effective stress-coping strategies to promote resilience and well-being. • Learning Objectives: <ol style="list-style-type: none"> 1. Define stress and understand how stressors are perceived through cognitive appraisals. 2. Identify and differentiate among the three types of conflict. 3. Explore physiological responses to stress, including Selye's General Adaptation Syndrome and the fight-or-flight response. 4. Analyze the connection between stress and health. 5. Evaluate effective coping strategies to manage stress and improve overall well-being.
9	2026/07/02 (四) 09:10 - 12:00	<p>Review</p> <ul style="list-style-type: none"> • Description: This session is designed for students to review and consolidate their understanding of key concepts covered in the first half of the course. Activities include a review game and a Q&A session to address specific topics and prepare for the exam. • Learning Objectives: <ol style="list-style-type: none"> 1. Summarize and integrate key topics from the covered chapters. 2. Engage in collaborative discussions to clarify concepts. 3. Prepare for the midterm exam.
10	2026/07/03 (五) 09:10 - 12:00	Midterm Exam
11	2026/07/06 (一)	Learning

	09:10 - 12:00	<ul style="list-style-type: none"> • Description: The chapter focuses on the principles and processes of learning. Students will learn about Pavlov's classical conditioning, exploring concepts such as acquisition and extinction. We will also examine B. F. Skinner's operant conditioning, discussing reinforcement, punishment, and various conditioning schedules. Observational learning, including Bandura's Bobo Doll study, will highlight how behavior is influenced by observing others. • Learning Objectives: <ol style="list-style-type: none"> 1. Define learning and distinguish among classical conditioning, operant conditioning, and observational learning. 2. Identify the elements and processes involved in classical conditioning. 3. Understand reinforcement and punishment in operant conditioning and differentiate between types and schedules of operant conditioning. 4. Explore Bandura's Social Learning Theory and its implications for prosocial and antisocial behavior.
12	2026/07/07 (二) 09:10 - 12:00	<p>Memory</p> <ul style="list-style-type: none"> • Description: We will explore how memory works, focusing on encoding, storage, and retrieval processes. Students will learn about sensory memory, short-term memory, and long-term memory, including the characteristics of each system. Common memory phenomena will be illustrated. We will also cover strategies for improving memory and overcoming forgetting. • Learning Objectives: <ol style="list-style-type: none"> 1. Understand the processes of encoding, storage, and retrieval in memory. 2. Differentiate among sensory, short-term, and long-term memory systems. 3. Discuss how memory can be reconstructed and the implications of the misinformation effect. 4. Analyze the causes of forgetting and identify strategies for improving memory.
13	2026/07/08 (三) 09:10 - 12:00	<p>Brain and Neuroscience</p> <ul style="list-style-type: none"> • Description: The invited speaker, Dr. Jen-Hau Yang (Assistant Professor, Doctoral Program of Clinical and Experimental Medicine, National Sun Yat-sen University), will introduce the biological foundations of behavior by exploring the structure and function of the nervous system. Students will learn about the basic components of nervous tissue and the processes involved in synaptic transmission. We will also cover neurotransmitters and their roles in behavior and mental processes. Students will explore the organization of the nervous system and examine the structure of the brain. • Learning Objectives: <ol style="list-style-type: none"> 1. Identify the components of neurons and glia and understand their roles in the nervous system. 2. Explain the processes involved in synaptic transmission. 3. Describe the functions of key neurotransmitters and their influence on behavior.

		<p>4. Differentiate between the peripheral and central nervous systems and their subcomponents.</p> <p>5. Examine the structures of the brain and the functions of the lobes of the cerebrum.</p>
14	2026/07/09 (四) 09:10 - 12:00	<p>Personality</p> <ul style="list-style-type: none"> • Description: In this session, we will talk about personality, exploring various theories and perspectives that attempt to define and understand human personality. We will examine various perspectives, including Freud's psychoanalytic theory, Erikson's stage theory, and behavioral, social-cognitive, humanistic, and trait perspectives. We will explore the key concepts, stages, and mechanisms that shape individuals' unique personality. • Learning Objectives: <ol style="list-style-type: none"> 1. Define personality and understand its significance in psychology. 2. Explore Freud's psychoanalytic theory and Erikson's psychosocial stage theory. 3. Examine behavioral, social-cognitive, humanistic, and trait perspectives to understand personality. 4. Discuss various methods of personality assessment, including objective and projective tests.
15	2026/07/10 (五) 09:10 - 12:00	<p>Psychological Disorders</p> <ul style="list-style-type: none"> • Description: We will explore psychological disorders outlined in the DSM-5-TR in this chapter. We will introduce the various types and symptoms of anxiety disorders, dissociative disorders, depressive and bipolar disorders, schizophrenia, and eating disorders. We will then focus on the critical issue of suicide and how to prevent it. • Learning Objectives: <ol style="list-style-type: none"> 1. Define and differentiate abnormal behavior from normal behavior. 2. Understand the role of the DSM-5-TR in classifying psychological disorders. 3. Identify and describe different types of anxiety disorders, dissociative disorders, depressive and bipolar disorders, schizophrenia, and eating disorders. 4. Explore the relationship between mental illness and suicide, including warning signs and suicide prevention strategies.
16	2026/07/13 (一) 09:10 - 12:00	<p>Motivation & Emotion</p> <ul style="list-style-type: none"> • Description: This chapter examines the concepts of motivation and emotion, focusing on physiological and psychological influences. Topics include the regulation of hunger and eating, the role of intrinsic and extrinsic motivators in achievement, and theories of emotion. Students will explore the psychology of sex, social belonging, and happiness, integrating evolutionary perspectives and modern research to understand human behavior. • Learning Objectives: <ol style="list-style-type: none"> 1. Define motivation and distinguish between a drive and an incentive. 2. Understand the physiological and environmental influences on motivations, such as eating, sexual behavior, belonging, and

		<p>achievement.</p> <ol style="list-style-type: none"> 3. Compare theories of emotion, including the James-Lange, Cannon-Bard, and Two-Factor theories. 4. Explore the psychological components of happiness and discuss how to increase happiness.
17	2026/07/14 (二) 09:10 - 12:00	<p>Review</p> <ul style="list-style-type: none"> • Description: This session is dedicated to helping students consolidate their knowledge and prepare for the final exam. We will revisit key concepts from the second half of the course. Students will have the opportunity to engage in reviews and discuss application-based scenarios. • Learning Objectives: <ol style="list-style-type: none"> 1. Recap major topics and theories from the second half of the course. 2. Identify and address areas of difficulty or misunderstanding. 3. Apply psychological concepts to real-world examples. 4. Prepare for the final exam.
18	2026/07/15 (三) 09:10 - 12:00	Final Exam

教學助理規劃	<p>教學助理將協助以下課程相關規劃：</p> <ol style="list-style-type: none"> 1. 隨班跟堂參與課程，協助課堂活動進行（如課堂小組討論）。 2. 確認學生出缺席情況。 3. 批改學生作業，給予回饋。 4. 批改期中考與期末考考卷。 5. 登記學生各項活動分數並管理成績系統。 6. 協助管理 NTU COOL 課程平台（如發佈公告、上傳課程簡報等）。 7. 每週記錄工作日誌、課堂照片。
指定用書	無
參考書籍	<ol style="list-style-type: none"> 1. 梁庚辰、周泰立 (主編) (2023): 《心理學：身體、心靈與文化的整合 (第二版)》。台大出版中心。 2. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., Lutz, C., Hilgard, E., & Atkinson, R. (2014). Atkinson & Hilgard's Introduction to Psychology. Cengage Learning.
作業設計	<ol style="list-style-type: none"> 1. Midterm Exam: 30% <p>The midterm exam consists of multiple-choice questions and assesses students' knowledge of the materials covered in class. The exam questions are based on the following chapters: Introduction to Psychology, Research in Psychology, Consciousness, Sensation and Perception, Lifespan Development, and Stress and Health.</p> 2. Final Exam: 30% <p>The final exam is not cumulative. It consists of multiple-choice questions and assesses students' knowledge of the materials covered in class. The exam questions are based on the following chapters: Learning, Memory, Brain and Neuroscience, Personality, Psychological Disorders, and Motivation and Emotion.</p> 3. Attendance: 5% <p>We will randomly take attendance in class. Students get full credits for attending 10 lectures physically.</p>

	<p>4. Discussion: 20%</p> <p>Active participation in class discussions is a vital component of the course. Students are encouraged to engage in thoughtful discussions, allowing for a deeper understanding and personal exploration of the course material. These discussions aim to facilitate critical thinking and meaningful experiences related to the subject matter.</p> <p>5. Assignments: 15%</p> <p>Students are expected to complete four written assignments throughout the course, including (1) Adolescent and Media, (2) Types of Learning, (3) Exploring Personality, and (4) Psychological Disorders Diagnoses. All assignments must be submitted to NTU COOL.</p>	
成績評定方式	<p>Midterm Exam: 30%</p> <p>Final Exam: 30%</p> <p>Attendance: 5%</p> <p>Discussion: 20%</p> <p>Assignments: 15%</p>	
預估學生一週須投入時間	<p>課堂：15 小時（3 學分，一週 5 次）</p> <p>閱讀教材：5 小時</p> <p>作業：1.5 小時</p>	
修課程度建議	<p><input checked="" type="checkbox"/>無基礎要求，有興趣皆可修課</p> <p><input type="checkbox"/>建議說明：</p>	
課程文字介紹	<p>This course is designed to introduce students to the diverse topics and key issues within the scientific field of psychology. Throughout the course, students will develop a fundamental understanding of influential theories and significant research related to essential aspects of psychology. By exploring the knowledge accumulated by psychologists, students will gain insights that can enhance their academic pursuits, interpersonal relationships, overall well-being, and other crucial areas of their lives.</p>	
課程宣傳	海報	無
	影片	https://www.youtube.com/watch?v=Gr2Cg7pAkKo
其他補充資料		