朝陽科技大學 098學年度第2學期教學大綱
Research in Young Children Socioemotional Development 幼兒社會情緒發展專題研究

當期課號	7739	Course Number	7739
授課教師	梁珀華	Instructor	LIANG,POH HWA
中文課名	幼兒社會情緒發展專題研究	Course Name	Research in Young Children Socioemotional Development
開課單位	幼兒保育系碩士在職專班二A	Department	
修習別	選修	Required/Elective	Elective
學分數	3	Credits	3
課程目標	本課程之內容結合幼兒社會情緒發展的基本理論與最近之研究結果，依照幼兒發展的歷程，分別討論以下的主題: 幼兒的氣質、身體控制與身體形象、幼兒親密依附行爲的發展、正向自尊的發展、品格與道德的發展、情緒控制與管理、專注力與解決問題能力的發展等。此外，專業教保人員如何因應幼兒之發展需求，扮演適當角色與發展有效之教學策略亦是課程的重點。	Objectives	The content of the course integrates theories with research findings of children's socio-emotional development. Topics are arranged according to the developmental processes of young children, including young children's temperament, body control and images, development of attachment behaviors, development of positive self-esteem, character and morality development, emotional regulation and management, concentration and problem solving skills. In addition, adults' role and strategies used to facilitate young children's socio-emotional development are also emphasized.
教材	1. Gartrell, D. (2004). The power of guidance: Teaching social-emotional skills in early childhood classrooms. Washington, D.C.: National Association for the Education of Young Children. 2.Landy,S. (2002). Pathways to competence: Encouraging healthy social and emotional development in young children. Baltimore:Paul H. Brookes. 3. Katz, L. G., & McClellan, D.E. (1997). Fostering children's social competence: The teacher's role. Washington, D.C.: National Association for the Education of Young Children. 4. 洪蘭譯 (民89)，教養的迷思。台北：商周出版社。	Teaching Materials	1. Gartrell, D. (2004). The power of guidance: Teaching social-emotional skills in early childhood classrooms. Washington, D.C.: National Association for the Education of Young Children. 2.Landy,S. (2002). Pathways to competence: Encouraging healthy social and emotional development in young children. Baltimore:Paul H. Brookes. 3. Katz, L. G., & McClellan, D.E. (1997). Fostering children's social competence: The teacher's role. Washington, D.C.: National Association for the Education of Young Children. 4. 洪蘭譯 (民89)，教養的迷思。台北：商周出版社。
成績評量方式	報告分享 30%, 讀書心得 20%, 學習檔案/研究報告 30%, 課堂參與 20%	Grading	Presentation 30%, Reflection Paper 20%, Portfolio/Project 30%, Participation 20%
教師網頁	www.cyut.edu.tw/~phliang		
教學內容	本課程將探討幼兒社會與情緒發展的歷程, 課程內容將結合幼兒社會情緒發展的基本理論與最近之研究結果, 依照幼兒發展的歷程, 分別討論以下的主題: 幼兒的氣質, 身體控制與身體形象, 幼兒親密依附行爲的發展, 正向自尊的發展, 品格與道德的發展, 情緒控制與管理, 專注力與解決問題能力的發展等. 此外, 專業教保人員如何因應幼兒之發展需求, 扮演適當角色與發展有效之教學策略亦是課程的重點.	Syllabus	This course focuses on children's development with emphasis on the dimension of social and emotional development. In addition to discuss young children's developmental capacities, the roles adults play to facilitate young children's social and emtional development are also emphasized.

尊重智慧財產權，請勿非法影印。