



Appendix B8

Module Handbook of Internet of Things Engineering



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Module 1 Subject basis

Module name:	Subject basis						
Module level, if applicable							
Code, if applicable							
Subtitle, if applicable							
Courses, if applicable	Advanced Mathematics Part 1	Advanced Mathematics Part 2	Probability Theory and Mathematical Statistics	Linear Algebra	College Physics (A)	Physics Experiment (A)	Electrical and Electronics
Semester(s) in which module is taught	1	2	3	2	2	3	3
Person responsible for Module	Xianbing Pan / Associate Professor						
Class teachers	<p>Mathematics: Xianbing Pan / Associate Professor, Jun Dai / Associate Professor, Guanmin Jiang / Associate Professor, Xiaoxue Yang / Lecturer, Yanhong Jin / Lecturer, Chunjuan Yan / Lecturer, Lijuan Lv / Lecturer, Mengke Bian / Lecturer,</p> <p>Physics: Guoya Xie / Associate Professor, Qili Liao / Associate Professor, Zhufeng Zhang / Lecturer, Chunxia Hu / Lecturer, Haisheng Cui / Lecturer, Yan Yu / Lecturer, Ya Den / Lecturer, Bo Zhong / Lecturer, Jing He / Lecturer, Meng Wang / Teaching Assistant, Hao Wang / Teaching Assistant</p>						
Language	Chinese						
Relation to curriculum	Compulsory						
Forms of teaching, communication time	<p>Advanced Mathematics Part 1 Average theoretical teaching time per week: 4 periods Average lecture time per semester: 2 periods Average exam preparation time per semester: 2 periods</p>						



	<p>Average training time for mathematics knowledge competition and abroad exchange per semester: 16 periods</p> <p>Average mathematics seminar and math experience class per semester: 16 periods</p> <p>Advanced Mathematics Part 2</p> <p>Average theoretical teaching time per week: 5 periods</p> <p>Average lecture time per semester: 2 periods</p> <p>Average exam preparation time per semester: 2 periods</p> <p>Average training time for mathematical modeling and abroad exchange per semester: 16 periods</p> <p>Linear Algebra</p> <p>Average theoretical teaching time per week: 2 periods</p> <p>Average open class per semester: 4 periods</p> <p>Average expert lecture time per semester: 4 periods</p> <p>Average exam preparation time per semester: 2 periods</p> <p>Probability Theory and Mathematical Statistics</p> <p>Average theoretical teaching time per week: 3 periods</p> <p>Course Study Method Workshop: 2 periods</p> <p>Exam preparation time: 2 periods</p> <p>College Physics (A)</p> <p>Average theoretical teaching time per week: 3 periods</p> <p>Course Study Method Workshop: 2 periods</p> <p>Exam preparation time: 2 periods</p> <p>Physics Experiment (A)</p> <p>Average experiment time per week: 2 periods</p> <p>Course Study Method Workshop: 2 periods</p> <p>Exam preparation time: 2 periods</p> <p>Electrical and Electronics</p> <p>Average theoretical teaching time per week: 4 periods</p> <p>Average experiment time per week: 1 period</p> <p>Exam preparation time: 10 periods (at the 17th week)</p> <p>Average Q&A time per week: 1 period</p>
Module workload	<p>Advanced Mathematics Part 1: Class teaching: 64 periods, Self-study: 176 periods</p> <p>Advanced Mathematics Part 2: Class teaching: 80 periods, Self-study: 130 periods</p> <p>Linear Algebra: Class teaching: 32 periods, Self-study: 28 periods</p> <p>Probability Theory and Mathematical Statistics: Class teaching: 48 periods, Self-study: 42 periods</p> <p>College Physics (A): Class teaching: 48 periods, Self-study: 72 periods</p> <p>Physics Experiment (A): Class teaching: 32 periods, Self-study: 28 periods</p>



	Probability Theory and Mathematical Statistics: Class teaching: 64 periods, Self-study: 116 periods
Credits	Advanced Mathematics Part 1: 8 credits; Advanced Mathematics Part 2: 7 credits; Linear Algebra: 2 credits; Probability Theory and Mathematical Statistics: 3 credits; College Physics (A): 4 credits; Physics Experiment (A): 2 credits; Probability Theory and Mathematical Statistics: 4 credits
Assessment requirements	Physics Experiment (A): General performance accounts for 20% of the final score. Experiment operation accounts for 50%, and experiment reports account for 30%. Other courses: Homework and the general performance account for 40% of the final score. The grade of final exam accounts for 60%.
Module objectives (capability)/expected learning outcomes	Advanced Mathematics Part 1 The study of advanced mathematics shall equip the students with the basic knowledge and theory of the one-dimension function calculus. Student shall develop skillful and accurate basic computing ability, strong abstract thinking ability, logical reasoning ability and spatial imagination ability. They will also develop certain mathematical modeling ideas and should be able to apply these ideas to the whole process of proposing, analyzing problems and solving problems. Student shall understand the relations between advanced mathematics knowledge and professional ideas and practical skills, acquire the general ability of using mathematics ideas, concepts, and methods to understand, summarize, and abstract the course related or engineering technical problems. They shall be able to use mathematics taught to solve practical problems encountered in the work, thus their interest in mathematics would be enhanced and they would adapt to the needs of social and economic development. Advanced Mathematics Part 2 Through the systematic learning of advanced mathematics 2, students shall master the application of definite integrals, the basic concepts, theory and computational skills of differential equations, vector algebra and spatial analytic geometry, multivariate function calculus, and infinite series. The course is to cultivate students' proficient and accurate basic computing skills, good abstract thinking and logical reasoning abilities, and a strong spatial imagination. Students shall develop an initial ability of summarizing, abstracting and solving the practical problems encountered in engineering techniques with mathematical ideas, concepts, and methods.



	<p>Probability Theory and Mathematical Statistics</p> <p>Through the course of probability theory and mathematical statistics, students should acquire the basic concept of probability theory and mathematical statistics and understand its basic theory and method in order to master the basic ideas and methods of dealing with random events. The course will cultivate students' abilities in utilizing the methods of probability and statistics analysis to solve practical problems.</p> <p>Linear Algebra</p> <p>The course of linear algebra shall equip students with the basic knowledge and theory of linear algebra. Students shall master the necessary mathematical calculation skills and be able to use mathematics software to perform complex calculations of linear algebra. Students' ability of using mathematics methods to analyze and solve problems (including solving practical problems) shall be further developed and improved, which shall help students broaden their knowledge of mathematics, and lay a necessary mathematics function for the following related courses or the entrance exam of the graduate school. The course shall also provide applicable mathematics and computational means for scientific research and practical work, fulfill the prerequisites of the following course of software engineering major such as calculating the determinant and the rank of the matrix, converging the product of the matrix and the rank of the matrix with the linear equations, and determining the linear correlation of the vector group.</p> <p>College Physics (A)</p> <p>Course objectives:</p> <ol style="list-style-type: none">1. Through the study of this course, students shall have a comprehensive understanding of the concept, methods and content of physics as well as the physical images, the working language of physics, the history, current status, and frontiers of the development of physics and their role in scientific development and social progress. They shall understand the various forms of movement studied by physics, and the connections between them, and develop an initial ability to apply the knowledge.2. The course emphasizes the physics ideas, scientific thinking methods, and scientific viewpoints. By introducing the methodology and epistemology of scientific research, students are inspired to innovate, and their scientific literacy shall be developed.3. The course will familiarize the students with the representation and application of vector and calculus in physics. Students shall
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	<p>understand the application of physics in science and engineering technology, and the interpenetration of related discipline.</p> <p>4. Through the study of scientific thinking and research methods, students shall develop the ability to comprehensively use physics knowledge and mathematics knowledge to solve practical problems. Their abilities of spotting, analyzing and solving problems, and the quality of innovative shall be improved. The course shall lay a foundation for the students' further study and also provide a base for the potential future scientific research or technical work.</p> <p>5. Through this course, students will establish scientific materialist world outlook, methodology, and epistemology, develop the ability to independently analyze and deal with related issues, and have a great self-learning and ability.</p> <p>Expected learning outcomes:</p> <p>1. Through the seventh chapter of the electrostatic field, students shall master the concept of the electrostatic field and the electric potential, as well as the principle of the electric field strength superposition and electric potential superposition. They shall also master the relation between electric potential and electric field strength, and be able to calculate the electric field and potential in some simple problems. They shall understand the laws of electric fields — Gauss theorem and Ampere loop theorem, understand the conditions and methods for calculating electric field strength by Gauss' theorem, and use Gauss's theorem to calculate the distribution of the electric field and the potential of uniformly charged spherical surface, spheres, cylindrical surfaces, cylinders, and planes in space. Students shall grasp the calculation method of the capacitor capacitance, and use the energy storage formula to calculate the electrostatic field energy of the capacitor.</p> <p>2. Through the study of steady magnetic field, students shall master the concept of magnetic induction, understand Biot-Savart's law, and calculate the magnetic induction in simple problems such as the magnetic induction around a straight current carrying wire and the magnetic field on the axis of the current-carrying annular conductor. Students shall understand the law of stable magnetic field — the Gaussian theorem and the Ampere loop theorem of the magnetic field. They shall understand the conditions and methods for calculating magnetic induction using Ampere's loop theorem, and be able to use Ampere's loop theorem to calculate the magnetic field distribution in and out of an infinitely long uniform current-carrying cylindrical surface or cylinder, the magnetic field in a long straight current-carrying solenoids or a circular solenoids. Student shall also</p>
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understand the Ampere's law and the Lorentz force formula, the concept of magnetic moment. They should be able to calculate the force and the force moment of the simple geometry current-carrying conductors and planar coils in a uniform magnetic field, or the force and the force moment in a non-uniform magnetic field generated by an infinitely long straight current conductor. They should be able to analyze the force and movement of point charge in a uniform electromagnetic field and understand the magnetization phenomenon of the medium and its microscopic interpretation and ferromagnetic properties.

3. Through the study of electromagnetic induction and electromagnetic field, students shall understand the concept of electromotive force, master the law of Faraday's electric field induction, and understand the essence of electromotive force and induced electromotive force. They should be able to use Faraday's law of electromagnetic induction and the definition of electromotive force to calculate the dynamic electromotive force. They shall learn the concepts of capacitance, self-inductance, mutual inductance, magnetic energy density, eddy current, etc., the physical meaning of Maxwell's equations and the propagation of electromagnetic waves.

4. Through the study of wave-optics, students shall master the concept of optical path and the relationship between optical path difference and phase difference. They shall be able to analyze the conditions of single-slit diffraction and Bob's interference and understand the working principle of Michael's interferometer. They will learn the Huygens Fresnel principle and understand the half-wavelength method for analyzing the distribution of Fraunhofer diffraction fringes on a single seam. They will be able to analyze the influence of the slit width and the wavelength on the distribution of diffraction fringes. They will understand the grating diffraction formula and be able to determine the position of the grating diffraction line, to analyze the influence of the grating constant and wavelength on the distribution of the diffraction line of the grating, and to understand the resolution of optical instruments. They will understand natural light and polarized light, understand Brewster's law and Marius' law, and learn the methods of obtaining and testing the linearly polarized light.

Physics Experiment (A)

Course objectives:

Physics experiment is the beginning of systematic trainings of experimental methods and skills for college students. The course develops various abilities of students. The course aims at three



aspects: (1) Knowledge: the course enables students to master the basic experimental theories, methods and skills and to learn about new techniques and knowledge of modern physics experiments; (2) Ability: the course develops students' comprehensive experiment abilities including the experimental design, the research of physical laws, the comprehensive analysis, the creative thinking, and the summarizing and interpreting; (3) Quality: the course cultivate students' sense of innovation, scientific way of thinking, scientific attitude of seeking truth from facts, rigorous work style and the exploration spirit.

Expected learning outcomes:

The study of the module course will deepen students's understanding of physics as an experimental science. Through the course, students shall master the basic theory and methods of physical experiments, and further understand the physics-related theories. The course will improve the ability of students to solve practical problems. Students should be able to obtain the following learning outcomes:

1. In the introduction class, they shall master the basic measurement methods of physical experiments, the calculation of uncertainty and the commonly used data processing methods.

2. During the basic experiments, the verification experiments shall be mainly arranged. Such experiments are well established, which enables the student to quickly grasp a large amount of knowledge in a short period of time, thus they will lay a solid foundation of experimental knowledge and skills and prepare the students for the future innovative work. Teachers shall play a leading role in the classroom. They should regulate the students' experimental process, and ensure students to develop good scientific experiment habits. Through this stage of study, students should be able to correctly use experimental instruments and tools, to master the two kinds of data processing methods --- the difference method and the mapping method, to correctly represent and evaluate the results, and to correctly write experimental reports.

3. During the higher level of experiments, the comprehensive experiments shall be arranged. This is a transition stage for students' to perform the designing experiments. Students shall be asked to write out the principles, conditions and implementation plans of the experiment according to the requirements of the experimental project, and to use the instruments correctly according to the experimental instruments. In the classroom, the teachers only played the role of mentoring so as to exert students' learning initiative. Through this stage of learning, students shall be able to complete the self-design of experimental report independantly, to test-run unfamiliar instruments,



	<p>to troubleshoot the experiment, and to analyze the experiment data.</p> <p>4. In the advanced level of experiments involving design and innovation, the experiments shall be arranged with comprehensive application properties or certain design tasks. The experiment projects at this stage shall be carefully selected and they must be scientific, comprehensive, typical, exploratory and feasible. Students shall be asked to choose their own experimental methods and instruments to conduct experiments and write relatively complete experimental reports or scientific papers according to the tasks and requirements of the experiment. Through this stage of learning, students shall learn to consult scientific materials, to use tools, and to improve and innovate in experiments. They shall experience the connection between theory and practice, and experience the spirit of science.</p> <p>Electrical and Electronics</p> <p>1. Students shall be familiar with the basic concepts of circuit analysis, basic theorems, semiconductor devices, analog circuits, and digital circuits;</p> <p>2. Develop the ability to deal with the practical electronic circuit problems;</p> <p>3. Through learning, students shall understand the basic concepts, theorems and laws of circuit analysis, the basic concepts of electronic circuits (analog, digital), the working principles and characteristics of semiconductor devices, and the working principles of typical electronic circuits (analog and digital) and acquire the basic ability in electronic device design and development. Students shall also master the general methods of circuit analysis and electronic circuit analysis. They should have the capabilities of reading, analyzing and initially designing the electronic circuit map.</p>
Prerequisites	<p>The basic knowledge of elementary mathematics, especially the functions, probabilities, vectors, etc., and the basic knowledge of middle school physics and the ability to use mathematical theory to analyze problems.</p>
Module content	<ul style="list-style-type: none">● Advanced Mathematics Part 1<ul style="list-style-type: none">1. Functions, Limits, and Continuity2. One-differential function calculus and its application3. One-function integral calculus● Advanced Mathematics Part 2<ul style="list-style-type: none">1. Geometric and physical applications of definite integrals2. Differential equation3. Vector and Spatial Analytic Geometry4. Multivariate function differential calculus



	<p>5. Multivariate Function Integral</p> <p>6. Infinite series</p> <ul style="list-style-type: none"> ● Linear Algebra <ol style="list-style-type: none"> 1. Determinant 2. Matrix 3. Vector group and its linear correlation 4. Linear equations ● Probability Theory and Mathematical Statistics <ol style="list-style-type: none"> 1. Events and Probability 2. Random variables 3. Multidimensional random variables 4. The numeric characteristics of random variables 5. Preliminary process of randomization ● College Physics (A) <ol style="list-style-type: none"> 1. Electrostatic field 2. Stable magnetic field 3. Electromagnetic induction electromagnetic field 4. The volatility of light ● Physics Experiment (A) <ol style="list-style-type: none"> 1 Introduction 2. Measurement error theory and data processing basics 3. Basic physical experiment 4. Modern physics experiment 5. Design Physics Experiment ● Electrical and Electronics <ol style="list-style-type: none"> 1. Basic concepts and basic laws of the circuit <ol style="list-style-type: none"> 1) The circuit and circuit model; 2) The basic circuit components and power supply; 3) Kirchhoff's Law. 2. Circuit Analysis Basics <ol style="list-style-type: none"> 1) The basic methods of circuit analysis; 2) The transient analysis method of the circuit; 3) The relevant knowledge of single-phase AC circuit; 4) The three-phase AC circuit knowledge. 3. Circuit analysis basic experiment <ol style="list-style-type: none"> 1) Mapping of the volt-ampere characteristics of circuit components; 2) Experimental study of controlled sources; 3) Verification of superposition principle; 4) Verification of Thevenin Theorem. 4. Semiconductor devices <ol style="list-style-type: none"> 1) Semiconductors and PN junctions; 2) The characteristics and applications of diodes;
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	<ul style="list-style-type: none">3) Triode characteristics and applications;4) The characteristics of FETs and thyristors. <p>5. Amplifying circuit</p> <ul style="list-style-type: none">1) The basic concepts of the amplifying circuit;2) The basic composition of amplifying circuit and the analysis methods;3) The feedback concept in the amplifying circuit;4) The differential amplifying circuit;5) The integrated operational amplifying circuit;6) The power amplifying circuit. <p>6. DC voltage regulator circuit</p> <ul style="list-style-type: none">1) The composition and working principle of the DC stabilized power supply;2) The full-wave rectifier circuit;3) The filter circuit and voltage regulator circuit. <p>7. Electronic circuit basic experiment:</p> <ul style="list-style-type: none">1) Transistor common-emitter single-tube amplifier2) Emitter follower3) The basic application of Integrated operational amplifier4) Negative feedback amplifier <p>8. Digital circuit basics</p> <ul style="list-style-type: none">1) The basic logic operations and gate circuits;2) The combination of logic circuit analysis and design methods;3) The analysis and design methods of sequential logic circuits. <p>9. Semiconductor memory and programmable devices</p> <ul style="list-style-type: none">1) The semiconductor memory;2) The programmable logic device <p>10. Digital/Analog and A/D Conversion Circuits</p> <ul style="list-style-type: none">1) The working principle and main technical indicators of the D/A converter;2) The working principle of the A/D converter and the main technical instructions. <p>11. Digital Circuits and Logic Design and Experiments</p> <ul style="list-style-type: none">1) Basic understanding of digital signals;2) Combinational logic circuit design - adder;3) Combinational logic circuit design - decoder;4) Combinational logic circuit design - data selector;5) Trigger circuit design and testing;6) Design and test of sequential logic circuits - asynchronous counters;7) Design and test of sequential logic circuits - synchronous counters;8) Pulse unit circuit design and test - 555 time base circuit and
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	its application.																																	
Evaluation requirements and forms	<p>Closed, written exams will be carried out for courses of advanced Mathematics Part 1, 2, Probability Theory and Mathematical Statistics, Linear Algebra.</p> <p>For College Physics (A), the final evaluation results will be calculated according to the average score of each experiment and submitted to the Academic Affairs Office. There are 5 grades for students' experiment performace: excellent good, medium, passing, and failing. The covertion standards from grades to scores are described in the following table:</p> <table><tr><td colspan="3">excellent</td><td colspan="2">good</td><td colspan="2">medium</td><td colspan="2">Pass</td><td colspan="2">failed</td></tr><tr><td>100</td><td>95</td><td>90</td><td>85</td><td>80</td><td>75</td><td>70</td><td>65</td><td>60</td><td>40</td><td>20</td></tr><tr><td>A+</td><td>A</td><td>A-</td><td>B+</td><td>B</td><td>B-</td><td>C+</td><td>C</td><td>C-</td><td>D</td><td>E</td></tr></table>	excellent			good		medium		Pass		failed		100	95	90	85	80	75	70	65	60	40	20	A+	A	A-	B+	B	B-	C+	C	C-	D	E
excellent			good		medium		Pass		failed																									
100	95	90	85	80	75	70	65	60	40	20																								
A+	A	A-	B+	B	B-	C+	C	C-	D	E																								
Teaching tools	Blackboard, multimedia, mathematics and physics software																																	
Reading list (reference books, recommended documents)	<p>1."Advanced Mathematics" First Volume, Department of Mathematics, Tongji University, People's Posts and Telecommunications Press, 2016.8 (first edition)</p> <p>2."The complete solution to the higher number problem" First volume, Department of Mathematics, Tongji University, People's Posts and Telecommunications Press, 2016.9 (first edition)</p> <p>3."Advanced Mathematics" First Volume, Huang Lihong et al., Fudan University Press, 2010.7 (3rd Edition)</p> <p>4.Fu Lizhen et al., Advanced Mathematics Tutoring, Northwestern Polytechnical University Press, 2007</p> <p>5.Higher Mathematics (2nd) Tongji University 6th Edition</p> <p>6.Mathematical Analysis, the fourth edition of the Department of Mathematics, East China Normal University</p> <p>7."Analytic Geometry" Qiu Weisheng</p> <p>8."Ordinary Differential Equations" Wang Gaoxiong et al.</p> <p>9.Linear Algebra and Its Applications, edited by Pan Xianbing, Tsinghua University Press</p> <p>10.Linear Algebra, Tongji University, Higher Education Press.</p> <p>11."Discrete Mathematics", Qu Yanling, Yan Suyun, Zhang Liang, Higher Education Press, July 2013, fifth edition</p> <p>12."Discrete Mathematics", Zuo Xiaoling, Economic Science Press,</p>																																	



	<p>September 2009</p> <p>13."Discrete Mathematics and Its Applications", Guo Jian, Li Junyi, China Electric Power Press, May 2010</p> <p>14."Discrete Mathematics", Li Bin, Sichuan University Press, second edition, January 2005</p> <p>15."Probability Theory and Mathematical Statistics", Pan Xianbing,</p> <p>16.Yan Yanhong, Xiong Ou, Chief Editor, Tsinghua University Press. Probability Theory and Stochastic Process, edited by Chen Liuxin, Tsinghua University Press.</p> <p>17.“Probability Theory, Stochastic Processes and Mathematical Statistics”, edited by Wang Yuxiao, Liu Jinzhang, and Beijing University of Posts and Telecommunications Press.</p> <p>18.Zhang Sanhui. College Physics. Beijing: Tsinghua University Press, 1999.</p> <p>19.Wu Baishi. University Physics Foundation. Beijing: Science Press, 2007.</p> <p>20.Cheng Shouqi. General Physics. Beijing: People's Education Press, 1980</p> <p>21.Zhao Kaihua. Electromagnetics. Beijing: People's Education Press, 1978</p> <p>22.Ma Wenwei. Physics. Beijing: Higher Education Press, 2000.</p> <p>23.Xie Guoya. University Physics Tutorial. Jilin: First Edition Jilin University Press, 2015 Physics Experiment (A):</p> <p>24.Ma Wenwei. Physics [M]. Fifth Edition, upper and lower volumes. Beijing: Higher Education Press, 2009.</p> <p>25.Zhou Dianqing. College Physics Experiment [M]. Wuhan: Wuhan University Press 2002.</p> <p>26.Jia Yurun, University Physics Experiment [M]. Shanghai: Fudan University Press, 1987.</p> <p>27.Cheng Zhengwei. “College Physics Experiments”[M]. Beijing: Higher Education Press, 2002</p> <p>28.Wu Yonghua et al. "College Physics Experiment" [M]. Beijing: Higher Education Press 2001</p>
Last modification date	Jun. 1. 2018
Explanation of the module (reason)	<p>The mathematical and physic module aims to enable students to master the basic knowledge of mathematics, physics and other sciences, to develop students’ rigorous logical thinking, abstract thinking, and abilities of analysis, calculation, and practice, to deepen their understanding of sciences, improve their scientific literacy, and their ability of solving practical problems in scientific and technogical applications thus lay a solid foundation for the future professional research.</p>





Module 2 English

Module name:	English			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	College English I	College English II	College English III	College English IV
Semester(s) in which module is taught	1	2	3	4
Person responsible for Module	Zhang xunning			
Lecturer	Chen Youmei, Li Jing, Li Leyan, Lu Jingyi, Nie Yufei, Qi Chunyu, Shuai Yiqiong, Xiao Lin, Yang Jiawei, Zeng Zejun, Zhu Tao, Yang Fang, Qu Meiyu, Wu Yan, Yuan Yangchun, Huang Zhong, Duan Dandan, Qiu Jiyang			
Language	English and Chinese			
Relation to curriculum	Compulsory			
Teaching forms and communication time	Average time for theoretical teaching per week: 3 periods Average time for self-study per week: 3 periods Average time for Q & A per week: 1 period Time for test preparation: 2 periods			
Module workload	Teaching time: 192 periods Self-study time: 528 periods			
Credits	24			
Assessment standards	Homework and the general performance account for 30% of the final evaluation score. Mid-term assessment accounts for 10%. Oral test accounts for 10%. The final exam accounts for 50%.			
Module objectives (capability)/expected learning outcomes	<p>Course objectives (capacity)</p> <p>The teaching requirements of College English are divided into basic, intermediate and advanced levels. These three different levels of requirements are the standards of English proficiency that non-English major undergraduates in our college should achieve through their study. Basic requirements are the goals that each graduate must achieve. College freshmen who meet or fail to meet the 7th grade of the High School English Curriculum Standards may aim to meet the basic requirements for their college English study. Intermediate and advanced level requirements are set for the freshmen who have reached the High School English Curriculum Standard of Grades 8 and 9 and have ample ability of learning. The</p>			



three requirements involve English language knowledge, application skills, learning strategies, and cross-cultural communication. The qualitative and quantitative description of the English teaching instruction reflects the guiding ideology of college English teaching, which emphasizes the cultivation of students' English listening and speaking as well as English reading, translation, and other comprehensive application skills and professional skills. Non-English major graduates should at least meet the basic requirements, and may adjust their own learning goals to meet the intermediate and advanced level requirements.

In the fourth semester, students shall be trained to combine the language with professional services to improve their understanding and application of English and English. The language skills shall be combined with information industry and business related professional knowledge. With language skill training as the mainstay and professional knowledge study as the supplement, combining course content, the course will provide as many opportunities as possible for students to communicate and practice, in order to improve students' translation ability between English and Chinese and the comprehensive language abilities, to enhance the cultural qualities and cross-cultural awareness in the business environment, to help them to become complex foreign language talents. The course objective is in line with the school's positioning as the Business School of Information Industry, and fits the school's educational goal as to cultivate leaders with a professional background of social backbone so as to meet the needs of individual career development, social development, and economic construction in the future.

Expected learning outcomes

Basic requirements:

1) Listening Comprehension: Student shall be able to understand English speaking in class, daily English conversations and lectures on general subject. They should also be able to understand native English programs with Slow speed. Students should be able to grasp the main idea and key points of a speaking at about 130 words per minute, and to use basic listening skills to help understanding.

2) Oral Expression: Students should be able to communicate in English during the learning process and discuss under certain topics. They should be able to talk with native speakers on everyday topics. They should be able to make short speeches on familiar topics after preparation. The students should express relatively clearly during the speech with relatively correct



	<p>pronunciation and tones. They should be able to use basic conversation strategies.</p> <p>3) Reading Comprehension: Students shall be able to read English articles on general subjects. The reading speed should reach 70 words per minute or 100 words per minutes while reading long materials with relatively low difficulty. Students should be able to understand the domestic English newspapers and journals, and be able to grasp the main idea, facts and relevant details. They should also be able to understand common practical materials and use effective reading methods in reading.</p> <p>4) Writing: Students should be able to complete tasks of common general practical writing, and should be able to describe personal experiences, events, perceptions, emotions, etc., They shall be able to write an with 120 words on general topics or within half an hour. The writing should basically be with complete content, proper wording, and textual coherence. Students should be able to use appropriate writing skills in general or practical writing.</p> <p>5) Translation: Student should be able to translat between English and Chinese with the help of a dictionary. The translation speed should reach 300 English words per hour for English -Chinese translation, and 250 characters per hour for Chinese -English translation. Students should be able to use basical translating skills.</p> <p>6) Recommended vocabulary: The total vocabulary to be mastered should reach 4,500 words and 700 phrases, in which 2,000 words should be the positive vocabulary, that is, students are able to use them on a cognitive basis, including both verbal and written expressions.</p> <p>Intermediate requirements:</p> <p>1) Listening Comprehension: Student shall be able to understand most part of the conversations or lectures of native speakers. They should also be able to understand the native English programs on familiar topics of certain length with a speed at about 150 words per minutes. Students should also be able to understand the professional lecture by native experts. They should grasp the main idea and key points.</p> <p>2) Oral Expression: Students should be able to communicate almost smoothly with native speakers, and use the conversation strategies well. They should be able to express opinions, emotion and viewpoints, state the basic facts, events and reasons, and clearly express their ideas with correct pronunciation and tones.</p> <p>3) Reading Comprehension: Student shall be able to read English articles on general subjects on native newspapers and</p>
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journals. The reading speed should reach 80 words per minute or 120 words per minutes while reading long materials that require a faster reading speed. They should be able to skip or locate information according to the reading purpose, to understand most part of the review articles of their own major and to grasp the main idea, facts and relevant detail.

4) Writing: Students should be able to write general practical writings and abstracts for their professional papers. With reference materials, they shall be able to write reports or papers with basically clear structures and rich content, as well as describe various charts and tables. They should be able to compose a short essay of 160 words within half an hour with complete, clear and smooth content.

5) Translation: Student should be able to translate articles on familiar topics on the general native newspapers and magazines with the help of a dictionary. They should be able to translate the English popular science articles of their own majors, and write mini professional papers. The English-Chinese translation speed should reach 350 English words per hour, and the Chinese-English 300 Chinese characters. The translation work should be generally fluent, ideas should be generally conveyed, and no major language errors.

6) Recommended vocabulary: The total vocabulary mastered should reach 5,500 words and 1200 phrases, in which 2,500 words should be the positive vocabulary.

Advanced requirements:

1) Listening Comprehension Ability: Students should be able to understand long conversations and passages, etc., and to understand the key points when the language structure is complicated and viewpoints are more implied to some extent. They should be able to basically understand the native radio and television programs and also to understand the lectures of their own major and grasp its main ideas key points.

2) Oral expression: Students should conduct fluent and accurate conversations or discussions on general or professional topics, and should be able to summarize texts or speeches of some length and difficulties in concise language and to read texts in international conferences and professional exchanges and participate in discussions.

3) Reading Comprehension: Students should be able to read articles with a certain degree of difficulty, understand the significance, and read native books and articles on newspapers and magazines with a dictionary. They should be able to smoothly read



	<p>their overview articles of their own major.</p> <p>4) Writing: Students should be able to express their opinions easily on general topics. The article structure should be clear, content be rich, and logic be strong. They should be able to write technical reports and professional papers. Students should also be able to write a 200-word explanatory text or augmentation within half an hour. The content should be complete with logic and the idea should be clearly expressed.</p> <p>5) Translation: With a dictionary, students should be able to translate articles of popular science, culture, commentary and other articles on native newspapers and journals with a certain degree of difficulty, and be able to translate articles that reflect China's national conditions or of cultural introductory. The translation speed should reach 400 English words per hour for the English-Chinese translation, and 350 Chinese characters per hour for the Chinese-English translation. The translated content should be accurate with seldom mistranslation, and be fluent, expressive with few language errors.</p> <p>6) Recommended vocabulary: The total vocabulary mastered should reach 6500 words and 1700 phrases, in which 3,000 words should be the positive vocabulary.</p> <p>In the three levels of ability development, special attention shall be paid to the listening and speaking. Vocabulary is also a basis for improving listening and speaking and the comprehensive application ability of English, especially active vocabulary. Contents of cross-cultural communication shall also be arranged during the teaching in order to improve the overall quality of students.</p>
Prerequisites	The basic knowledge of vocabulary and grammar in junior high school English and the ability to use language knowledge for basic communication.
Module content	<ul style="list-style-type: none">●College English I<ul style="list-style-type: none">Unit 1: Writing for MyselfUnit 2: All the Cabbie Had Was a LetterUnit 3: Public Attitudes Toward ScienceUnit 4: Tony Trivisonno's American DreamUnit 5: The Company ManUnit 6: A Valentine Story●College English II<ul style="list-style-type: none">Unit 1: Learning, Chinese-StyleUnit 2: A Life Full of RichesUnit 4: A Virtual LifeUnit 5: True Height



	<p>Unit 6: A Woman Can Learn Anything a Man Can</p> <p>Unit 7: The Glorious Messiness of English</p> <p>●College English III</p> <p>Unit 1: Mr. Doherty Builds His Dream Life</p> <p>Unit 2: The Freedom Givers</p> <p>Unit 3: The Land Of The Lock</p> <p>Unit 4: Was Einstein A Space Alien?</p> <p>Unit 5: Writing Three Thank-You Letters</p> <p>Unit 6: The Last Leaf</p> <p>●College English IV</p> <p>Unit 1: Fighting with the Forces of Nature</p> <p>Unit 2: Smart Cars</p> <p>Unit 3: Get the Job You Want</p> <p>Unit 4: In Search of Davo's Man</p> <p>Unit 5: A Friend in Need</p> <p>Unit 6: Old Father Time Becomes a Terror</p>
Examination requirements and forms	Close test
Teaching tools	Multimedia, board
Reading list (reference books, recommended documents)	<p>1. Li Yinhua, Chief Editor. A new edition of College English (Second Edition) Comprehensive Tutorial 1 Student Book (with web-based teaching resources) [M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p> <p>2. Wang Minhua, Li Huiqin, Chen Meifang, Yan Sumei, Wei Yanlin, Li Yinhua, New Edition College English Second Edition (Twelfth Five-Year Plan): Listening and Speaking Tutorial 1 Student's Book (with CD) [M]. Shanghai: Shanghai Foreign Language Education Publishing Society, 2015.</p> <p>3. Wang Xiuzhen, Fan Yi, Wang Yanhuo, Li Jiayun, Wu Fei, Guo Jingjing. New Edition of College English Second Edition (Twelfth Five-Year Plan): Reading Tutorials General Booklet 1 Student's Book [M]. Shanghai: Shanghai Foreign Language Education Press, 2015 .</p> <p>4. Feng Shanping, Lu Yunyun, Chen Leyi, Zhang Shanshan, Chen Xiafang, Ruan Weifu, Zhou Wei, etc. The New Edition of College English Second Edition (New): Comprehensive Tutorial 1 Academic Test (with mp3 download) [M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p> <p>5. Li Yinhua, Chief Editor. The new version of College English (Second Edition) Comprehensive Tutorial 2 Student's Book (with web-based teaching resources) [M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p>



	<p>6. Wang Minhua, Li Huiqin, Chen Meifang, Yan Sumei, Wei Yanlin, Li Yinhua, New Edition of College English Second Edition (Twelfth Five-Year Plan): Listening and Speaking Tutorial 2 Student's Book (with CD) [M]. Shanghai: Shanghai Foreign Language Education Publishing Society, 2015.</p> <p>7. Wang Xiuzhen, Fan Wei, Wang Yanhuo, Li Jiayun, Wu Fei, Guo Jingjing. The New Edition of College English Second Edition (Twelfth Five-Year Plan): Reading Tutorials General Booklet 2 Student's Book [M]. Shanghai: Shanghai Foreign Language Education Press, 2015 .</p> <p>8. Feng Shanping, Lu Yunyun, Chen Leyi, Zhang Shanshan, Chen Xiafang, Ruan Weifu, Zhou Wei, etc.. The New Edition of College English Second Edition (New): Comprehensive Tutorials 2 Academic Tests (MP3 Download)[M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p> <p>9. Li Yinhua, Chief Editor. The new edition of College English (Second Edition) Comprehensive Tutorial 3 volumes of student books (with online teaching resources) [M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p> <p>10. Wang Minhua, Li Huiqin, Chen Meifang, Yan Sumei, Wei Yilin, Li Yinhua, The New Edition of College English Second Edition (Twelfth Five-Year Plan): Listening and Speaking Tutorial 3 Student's Book (with CD) [M]. Shanghai: Shanghai Foreign Language Education Publishing Society, 2015.</p> <p>11. Wang Xiuzhen, Fan Wei, Wang Yanhuo, Li Jiayun, Wu Fei, Guo Jingjing. New Edition of College English Second Edition (Twelfth Five-Year Plan): Reading Tutorials General Three Student Book [M]. Shanghai: Shanghai Foreign Language Education Press, 2015 .</p> <p>12. Feng Shanping, Lu Yunyun, Chen Leyi, Zhang Shanshan, Chen Xiafang, Ruan Weifu, Zhou Wei, etc.. The new edition of College English Second Edition (New): Comprehensive Tutorial 3 academic test (with mp3 download) [M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p> <p>13. Xie Xiaoyuan. Science and technology English translation skills and practice [M]. Beijing: National Defense Industry Press, 2010.</p> <p>14. Liu Yunteng, Wang Guanfu, and Chen Jie. The 21st Century University Business English Integration Tutorial Volume II [M]. Shanghai: Fudan University Press, 2009.</p> <p>15. Li Yinhua Editor-in-Chief. New version of College English (Second Edition) Comprehensive Tutorial 4 Student Book (with web-based teaching resources) [M]. Shanghai: Shanghai Foreign</p>
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	<p>Language Education Press, 2015.</p> <p>16. Wang Minhua, Li Huiqin, Chen Meifang, Yan Sumei, Wei Yanlin, Li Yinhua, The New Edition of College English Second Edition (Twelfth Five-Year Plan): Listening and Speaking 4 volumes of student books (with CD) [M]. Shanghai: Shanghai Foreign Language Education Publishing Society, 2015.</p> <p>17. Wang Xiuzhen, Fan Wei, Wang Yanhuo, Li Jiayun, Wu Fei, Guo Jingjing. The New Edition of College English Second Edition (Twelfth Five-Year Plan): Reading Tutorials General Four-volume Student Book [M]. Shanghai: Shanghai Foreign Language Education Press, 2015 .</p> <p>18. Feng Shanping, Lu Yunyun, Chen Leyi, Zhang Shanshan, Chen Xiafang, Ruan Weifu, Zhou Wei et al. New Edition of College English Second Edition (New): Comprehensive Course 4 Academic Tests (MP3 Download)[M]. Shanghai: Shanghai Foreign Language Education Press, 2015.</p>
Last modified date	April. 22. 2018
Explanation of the module (reason)	This module is designed to enable students to master a foreign language and pass the National College English Level 4 test, to develop students' ability of reading professional materials and to foreign language communication, to improve their skills of cross-cultural cooperation and interaction.



Module 3 Programming

Module name:	Programming			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	Introduction to Computer Science (including on-board experiment)	Clanguage programming (including on-board experiment)	C++ language program design (including on-board experiment)	
Semester(s) in which module is taught	1	1	2	
Person responsible for Module	Senior Engineer Zhi Honglei			
Lecturer	Associate Professor Zheng Xianfeng; Associate Professor Xiong Zhuang; Associate Professor Liang Lanhua; Associate Professor Jiang Bing; Associate Professor Wang Liyan; Associate Professor Yan Huifeng; Lecturer Liu Ying; Senior Engineer Shihong Lei; Lecturer Wang Ning; Assistant Professor Fang Xiaoyan; Assistant Liu Xiaojuan; Associate Professor Zhang Ling; Senior Engineer Lin Zejin; Xiao Ming; Lecturer Zhang Hua.			
Language	Chinese			
Relation to curriculum	Compulsory			
Type of teaching, communication time	<p>Introduction to Computer Science Average theoretical class hours per week: 4 class hours Average weekly experiment hours: 2 hours Weekly self-study hours: 4 hours Average weekly office hour: 2 hours Average monthly seminar hours: 2 hours Prepare test time: 4 hours</p> <p>Clanguage programming Weekly theoretical lectures: 2 lessons Average weekly experiment hours: 2 hours Average weekly lecture hours: 0 Preparing test classes: Students organize themselves</p> <p>C++ language program design Average theoretical lesson hours per week: 2 hours Weekly self-study hours: 2 hours Average weekly office hour: 2 hours Prepare test time: 4 hours</p>			
Module workload	Introduction to Computer Science: 48 hours for teaching, 102 hours			



	<p>for self-study</p> <p>C language programming: Teaching hours 64 hours, self-study hours 116 hours</p> <p>C++ language programming: teaching time: 48 hours, self-study time: 102 hours</p>
Credits	<p>Introduction to Computer Science (5 credits)</p> <p>C language programming (6 credits)</p> <p>C++ language programming (5 credits)</p>
Assessment requirements	<p>1. Introduction to Computer Science: Attendance + Assignment: 20%, Follow-up Experiment: 20%, Exam Score: 60%</p> <p>2. C language programming Attendance + Assignment: 20%, Follow-up Experiment: 20%, Exam Score: 60%</p> <p>3. C++ language programming: Attendance + Assignment: 20%, Follow-up Experiment: 20%, Exam Score: 60%</p>
Module objectives (capability)/expected learning outcomes	<p>1.Module target:</p> <p>The introduction of computer science is the first level course in the computer education of computer science in colleges and universities. It is related to the basic qualities of students and the ability to continue learning new computer knowledge. Therefore, this course occupies an important position in the teaching plan. It is The Department of Contemporary Computer Science is a compulsory basic course for college students. The main task of this course is to enable students to master the working principle, system composition and related knowledge of the computer. This course not only cultivates students' practical ability in office automation, but also helps students understand the research content and basic principles of software engineering, understand the life cycle of software processes and software, and understand the differences between traditional software engineering and object-oriented software engineering.</p> <p>As an important professional basic course of software engineering, C language programming courses have laid a foundation for other follow-up professional courses and provided the basic knowledge of structured programming. Through the study of this course, students should master the basic principles, techniques, methods, and development environment of C program design, cultivate excellent programming styles, master structured program design methods and ideas, and learn practical courses and computer programs to solve subsequent courses. The problem lays a solid foundation.</p>



	<p>C++ as an efficient and practical programming language, it can be both procedural and object-oriented programming. This course comprehensively describes the concept of object-oriented and the method of implementing object-oriented related technology in C++, and focuses on the basic concepts of classes, inheritance and derivation, polymorphism and virtual functions, the basic concepts of object, and the basic methods and ideas of program design. In order to cultivate students' basic ability to solve practical problems with C++ through the study of courses, students should also develop good programming skills and rigorous logical thinking skills</p> <p>2.Expected learning outcomes</p> <p>In the successful learning of the module course, students will master the composition and working principle of the computer, the basic methods and ideas of program design, master basic data types, expressions, various basic statements, modular program design, commonly used algorithms, etc. This knowledge can be applied synthetically to solve simple practical problems. Students should be able to demonstrate the following learning outcomes:</p> <ol style="list-style-type: none">1. Understand the conversion between multiple numbers in the computer; Ability to determine the type of computer, complete the assembly of the computer through the knowledge of the computer system structure; Can differentiate between operating systems such as time-sharing operating systems, real-time operating systems; Can understand commonly used The network topology structure, communication medium, and system organization grasp the characteristics of network devices such as switches, routers, and bridges; and they have basic understanding of major departments of the department.2. Have a basic understanding of computer language and structured programming and object-oriented programming. Can skillfully apply the compiler environment design and debugger.3. The basic knowledge of C language basic data types, operators, basic statements, arrays, and functions can be used in the process of program design, and basic knowledge such as pointers, structures, unions, enumeration types, and files can be used initially.4. Master the object-oriented basic ideas and design methods. Proficiency in class declarations, inheritance and derivation, polymorphism and virtual functions, and the ability to apply this knowledge to solve practical problems.5. Programs designed to solve simple practical problems can be designed and tested.
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Leading ability (ability and knowledge to learn from this module)	the basic ability to use mathematical theory to analyze problems.
Module content	<p>◆ Introduction to Computer Science</p> <p>1. Computer Overview</p> <p>Teaching content: the origin of the computer, computer generation, classification and the development trend of the computer; the characteristics and application of the computer; the conversion of the number system and the number system in the computer; the organization of the computer data; the representation of integers and floating-point numbers in the computer; The representation of characters in computers; the structure of computer systems, etc.</p> <p>2. Operating system</p> <p>Teaching content: Operating system definition, classification; function of operating system and structure of operating system; process, thread, memory management, file system interface.</p> <p>3. Network Technology Foundation</p> <p>Teaching content: definition, characteristics, classification of computer networks; development, functions, and composition of computer networks; network topology and transmission media; basic knowledge of computer data communication; computer network architecture, protocols, and OSI seven-layer structure; characteristics of local area network technology , architecture and LAN technologies; network interconnection devices and public transmission networks.</p> <p>4. Software Engineering</p> <p>Teaching content: definition of software, features of software, classification of software, manifestations of software crisis, causes and solutions of software crisis, development history of software engineering, definition and goals of software engineering, research content and basics of software engineering Principles; the life cycle of software processes and software; the contrast between traditional software engineering and object-oriented software engineering.</p> <p>5. Introduction to Computer Science and Technology</p> <p>Teaching content: introduction of computer science and technology major; training objectives of computer science and technology; key technologies; employment prospects and research direction of computer science and technology.</p> <p>6. Introduction to Network Engineering</p> <p>Teaching content: Network Engineering Overview; Network Engineering Key Technology; Network Engineering Employment Prospects; New Technology;</p>



	<p>7. Introduction to Software Engineering</p> <p>Teaching content: software engineering overview; software engineering key technologies; software engineering employment prospects; software engineering research and research direction.</p> <p>8. Introduction to Digital Media Technology</p> <p>Teaching content: professional overview of digital media technology; key technologies of digital media technology; employment prospects and research direction of digital media technology.</p> <p>9. Introduction to Internet of Things Engineering</p> <p>Teaching content: A general overview of the Internet of Things project; a key technology of the Internet of Things project; employment prospects and research direction of the Internet of Things project.</p> <p>10. Introduction to Information Security Professional</p> <p>Teaching content: information security professional overview; information security professional key technology; information security professional employment prospects and postgraduate study direction.</p> <p>C language programming</p> <p>1. Introduction to C language</p> <p>Teaching content: Why to study C language, C language development history, C language basic grammar and C program development steps and structure, basic data types, operators and expressions, type conversion, C program data input and output.</p> <p>2. Select structural programming</p> <p>Teaching content: Concepts and descriptions of algorithms, relational and relational expressions, logical operators and logical expressions, If statements, Switch statements, nesting of selection structures</p> <p>3 loop structure programming</p> <p>Teaching content: While Loop, Do-while Loop, For Loop, Nested Loop, Goto Statement, Break Statement, and continue Statement</p> <p>4. Functions</p> <p>Teaching content: definition of functions, call of functions, declaration of functions, nested calls of functions, recursive calls of functions</p> <p>5. Array</p> <p>Teaching content: Definition of one-dimensional and two-dimensional arrays, initialization, input and output of one-dimensional and two-dimensional arrays, character array definition, initialization, input, and output.</p>
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	<p>6. Pointers</p> <p>Teaching content: Basic concepts of pointers, pointers and arrays, pointers and functions, arrays of pointers and pointers to pointers, advanced applications of pointers, pointers and strings.</p> <p>7. Structures and Shares</p> <p>Teaching content: structure type, defining structure type variables, reference of structure variable members, array of structures, pointers to structures, processing linked lists with pointers, and unions.</p> <p>8. Compile preprocessing commands</p> <p>Teaching content: macro definition, file contains preprocessing commands, conditional compilation preprocessing commands.</p> <p>9. File operations</p> <p>Teaching content: C language file concepts, categories, open and close files, and various functions for reading and writing files.</p> <p>◆ C++ programming</p> <p>1. Introduction</p> <p>Teaching content: Overview of programming, Introduction to the history of C++ development, Basic grammar elements of C++ language, and C++ program development steps and structure.</p> <p>2 basic data types, operators and expressions</p> <p>Teaching content: basic data types, operators and expressions, type conversion.</p> <p>3. Structured programming</p> <p>Teaching content: c++ language input and output stream, sequential structure program design, selection structure program design, loop structure program design.</p> <p>4. Array</p> <p>Teaching content: One-dimensional arrays, two-dimensional arrays, and character arrays.</p> <p>5. Functions</p> <p>Teaching content: function definition, call, function nested call, recursive function.</p> <p>6. Pointers</p> <p>Teaching content: Basic concepts of pointers, pointers and arrays, pointers and functions.</p> <p>7. Compiling preprocessing commands</p> <p>Teaching content: macro definition, file inclusion, conditional compilation.</p> <p>8. Structures, unions, and enumeration types</p> <p>Teaching content: structure types, defining structure type variables, references to structure variable members, structure arrays, structure pointers, handling lists with pointers, unions,</p>
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	<p>enumeration types.</p> <p>9. Object-oriented programming basics Teaching content: Object-oriented programming overview, classes and objects, function and function overloads with default parameters, constructors and destructors, object members and static members, friends (functions, classes), function templates, and class templates.</p> <p>10. Inheritance and Derivation Teaching content: single inheritance, multiple inheritance, virtual base class.</p> <p>11. Polymorphism and Virtual Functions Teaching content: operator overloading, virtual functions, pure virtual functions and abstract classes, virtual destructors.</p>
Examination requirements and examination forms	<p>Computer Science Introduction: Exam/Closed-book test book</p> <p>C programming: exam/Closed-book test book</p> <p>C++ language programming: examination / Closed-book test book</p>
Teaching tools	multimedia
Reading list (reference books, recommended documents)	<ol style="list-style-type: none"> 1. Yuzhong, Liu Ling, Xiong Anping, Dai Yongliang. Introduction to Computer Science (Fourth Edition) [M]. Beijing: Tsinghua University Press, 2014. 2. Wang Hong Lei, University Computer Foundation [M]. Xi'an: Xi'an Jiaotong University Press, 2016. 3. Zou Yonggui, Zhang Xiaoli. University Computer Foundation [M]. Chongqing: Chongqing University Press, 2010. 4. Liu Ying, Wang Ning, Yang Xuemei. C language programming [M]. Chongqing University Press, 2017.8. 5. Wen Xiumei. C++ language programming tutorial and experiment [M]. Beijing: Tsinghua University Press, 2012.4. 6. Chuanzhi podcast higher education product development department. C++ programming tutorial [M]. Beijing: People's Posts and Telecommunications Press, 2015.9.
Last date of modification	2018.6.1
Explanation of the module (reason)	<p>The program design module aims to enable students to master the basics of C program design, including the selection of structures, three major loop structures, functions, arrays, pointers, and other aspects of knowledge. Through the study of this module, students' ability to develop program design, development and testing, and the ability to apply computational thinking to analyze and solve problems, as well as teamwork spirit, lay a solid foundation for learning follow-up courses.</p>

**Module 4 Database system**

Module name:	Database system			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	Algorithms and data structures	Java programming	Web dynamic web design	Database System Principle
Semester(s) in which module is taught	3	3	4	5
Person responsible for Module	Lecturer Huo Minxia			
Lecturer	Associate Professor Zheng Xianfeng; Associate Professor Xiong Zhuang; Associate Professor Liang Lanhua; Associate Professor Jiang Bing; Associate Professor Wang Liyan; Associate Professor Yan Huifeng; Lecturer Liu Ying; Senior Engineer Shihong Lei; Lecturer Wang Ning; Assistant Professor Fang Xiaoyan; Assistant Liu Xiaojuan; Associate Professor Zhang Ling; Senior Engineer Lin Zejin; Li Jingyi.			
Language	Chinese			
Relation to curriculum	Compulsory			
Type of teaching, communication time	<p>Algorithms and data structures Teaching theoretical time every week: 3 Average weekly experiment hours: 2 Average weekly lecture hours: Preparing test classes: 2 weeks</p> <p>JAVA programming Teaching theoretical class every week: 3 hours Weekly self-study hours: 2 hours Average weekly office hour: 2 hours Average monthly seminar hours: 2 hours Preparing for the test: 2 hours</p> <p>The principle of the database system Average theoretical lesson hours per week: 2 hours Weekly self-study hours: 2 hours Average weekly experiment hours: 1 class The average weekly office hour: 1 class Average monthly seminar hours: 1 period Prepare test time: 4 hours</p> <p>Web dynamic web design Average theoretical lesson hours per week: 2 Average weekly experiment hours: 1</p>			



	Average weekly lecture hours: Preparing for the test: 2
Module workload	Algorithm and data structure: teaching time: 48 hours, self-study time: 102 hours JAVA program design: 48 hours for teaching, 72 hours for self-study The principle of the database system: 48 hours for teaching, 87 hours for self-education Web dynamic web design: teaching hours 48 hours, self-study hours 87 hours
Credits	Algorithm and Data Structure (5 credits) JAVA Programming (4 credits) Database System Theory (4.5 credits) Web Dynamic Web Design (4.5 credits)
Assessment requirements	Homework, performance and experimental operation 40%, exam score (or report) 60%
Module objectives (capability)/expected learning outcomes	1. Course objectives (capacity) <p>The data structure course cultivates students' logical thinking and abstract thinking ability. Through the study and practice of this course, students can master the concepts of various basic data structures more comprehensively, including logical meanings and abstract data type descriptions; proficient in the order and chained representation of various data structures, and their basic operation algorithms. The implementation method; grasp the basic skills of the algorithm's time-space performance analysis. It provides a theoretical basis for the computer to solve information processing problems, and on this basis can improve students' basic ability to use data structures to represent practical problems and design effective algorithms to solve practical problems.</p> <p>The function of the Java programming course is to combine classroom teaching with practical teaching to enable students to deeply understand the object-oriented concepts, clearly understand the Java software development workflow, establish the concept of application programs, and finally master the basic methods of Java software development. ,basic skills.</p> <p>Web dynamic web design requires students to master basic methods for creating static HTML pages and dynamic web form pages, usage of built-in objects, usage of common ASP.NET server controls, and basic methods for connecting to SQL Server databases using ADO.NET. Content is the basic method for creating a Web Forms page. It lays the groundwork for further learning the creation of ASP.NET Web sites.</p> <p>The principle of database allows students to master the basic concepts and basic theories of the database system. The central</p>



	<p>content is to explain the theories and methods of relational schema, SQL statements, and database design, and lay the foundation for students to further study and apply databases.</p> <p>2. Expected learning outcomes</p> <p>In the successful learning of the module course, students will grasp the expected learning outcomes as follows:</p> <ol style="list-style-type: none">1) Through the study of data structure courses, you can grasp the concepts of various basic data structures, including logical meanings, abstract data type descriptions; proficient in the order and chained storage representation of various data structures, and their basic operation algorithms. .2) Through the study of Java programming courses, we can correctly understand the concept of object-oriented and master the basic methods and basic skills of Java software development.3) Through the Web Dynamic Web Design course, you can learn basic methods for creating static HTML pages and dynamic Web Forms pages, and usage of built-in objects.4) Through the course of database theory, you can master the data model, relational model, SQL statements, normalization theory, database design, transaction processing technology, database integrity and security, SQL Server 2008 program design, stored procedures and triggers.
Leading ability (ability and knowledge to learn from this module)	<ol style="list-style-type: none">1. Basic mathematics in elementary mathematics, basic knowledge of matrix in linear algebra, basic understanding and processing of natural sentences, and the ability to use mathematical theory to analyze problems.2. With basic programming knowledge such as C or C++, the concept of the pointer must be clear and concise. Some understanding of the working principle of the computer, mainly stack, memory management knowledge.3. Databases, database tables, SQL query languages, etc.4. Java's basic syntax and object-oriented abstract thinking.
Module content	<ul style="list-style-type: none">●Data structure1. Data structure definition, algorithm, algorithm time complexity and algorithm space complexity2. Logical structure, storage structure and data operation of the sequence table, logical structure of the linked list, storage structure and data operation3. The logical structure of stacks and queues, the similarities and differences between stacks and linear tables, the similarities and differences between queues and linear tables, and the basic algorithms such as stacking and back stacking implemented on sequential stacks.



	<p>4. Logical logic structure, storage structure of the string and its basic operation, pattern matching algorithm</p> <p>5. Logical structure features and storage of multidimensional arrays, compression storage methods for special matrices and sparse matrices, concepts of generalized tables, and two representations of generalized tables.</p> <p>6. The definition of the tree, the various storage structures of the tree, the definition, nature, storage structure of the binary tree, the traversal of the binary tree, the conversion method between the tree and the forest and the binary tree, the various storage structures of the tree and their characteristics, the two trees Traversal method, the idea of Huffman algorithm</p> <p>7. Definitions and Terminology of Graphs, Four Storage Structures of Graphs, Two Methods of Traversal of Graphs, Connectivity of Graphs, Minimum Spanning Tree, Directed Acyclic Graph, Shortest Path Method</p> <p>8. Finding and Sorting Methods</p> <p>●Java Programming</p> <p>1. Object-oriented programming basics</p> <p>2 class and object creation methods; constructors and this, static and other keywords</p> <p>3. Class inheritance, abstract classes and interfaces, polymorphism, exceptions, final keyword</p> <p>4. Thread creation, life cycle, scheduling, synchronization, and thread communication</p> <p>5.String class and StringBuffer class; System class and Runtime class; Math class and Random class; Wrapper class date class.</p> <p>6.List interface; Set interface; Map interface; Generic; Collections tool class; Arrays tool class.</p> <p>7. Byte stream; character stream; standard input and output stream.</p> <p>8. AWT event handling; layout manager; form events; mouse events; keyboard events; action events; AWT drawing; use of Swing components.</p> <p>9.TCP/IP protocol, IP address and port number, use of InetAddress object, UDP and TCP communication.</p> <p>●Web dynamic web design</p> <p>1. Web basics. Web development process and working principle. Commonly used Web programming language.</p> <p>2. Introduction to HTML, commonly used HTML elements, and Dreamweaver software.</p> <p>3.CSS basic syntax: common style attributes; external style sheets, internal style sheets, and style sheet definitions and methods in elements; cascaded application rules. CSS page layout design.</p>
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	<p>4. The operation of the Web Forms page, the basic syntax of commonly used page instructions, the composition of Web Forms pages, inline code, and code hiding.</p> <p>5. ASP.NET commonly used six built-in objects Response object, Request object, Server object, Application object, Session object, Cookie object common attributes and methods.</p> <p>6. ASP.NET commonly used text server controls, button server controls, select server controls, enhanced server controls and other server controls.</p> <p>7. ASP.NET commonly used ADO.NET Connection object, Command object, DataReader object, DataAdapter object and DataSet object usage.</p> <p>●Database Principle</p> <p>1. Basic concepts of database system; Database classification; Generation and development of data management technology; Database architecture.</p> <p>2. The concept and constituent elements of the data model; the conceptual model and the organizational layer model.</p> <p>3. Data structure of relational model; relational operation; completeness of relation; relational algebra and application</p> <p>4. SQL data definition; data query, update; SQL data control; view.</p> <p>5. Definition of function dependencies; normalization of relations.</p> <p>6. The six phases of database design.</p> <p>7. Affairs; Concurrency Control; Database Backup and Recovery.</p> <p>8. Database Integrity Overview; Define Constraints; Use Defaults; Use Rules; Database Security Control.</p> <p>9. SQL program basics; flow control statements; expressions and functions; temporary tables and table variables; cursors.</p> <p>10. Stored procedures; creation and execution of user-defined stored procedures; triggers; DML triggers; creation and application of DDL triggers; activation of triggers; management of triggers</p>
Examination requirements and examination forms	Examination / Closed-book test book
Teaching tools	Multimedia, blackboard, related experimental platform
Reading list (reference books, recommended documents)	<p>1. Zhang Guizhu Liu Li Chen Aiguo Java Object-Oriented Programming (2nd Edition) Beijing University of Posts and Telecommunications Press, 2016.</p> <p>2 Bi Guangji. Java programming examples tutorial [M]. Beijing: Metallurgical Industry Press, 2017</p> <p>3 Liu Naiqi, Guo Xiaofang. ASP.NET application development and practice [M]. Beijing: People's Posts and Telecommunications Press, 2012</p>



	<p>4 Ji Genlin, Gu Yunhua et al. Web Programming (Third Edition)[M]. Beijing: Publishing House of Electronics Industry, 2014</p> <p>5 Yan Weimin. Data Structure (C Language Edition)[M]. Beijing: Tsinghua University Press, 2017.08</p> <p>6 Horowitz et al. Data Structure (C Language Edition) [M]. Beijing: Mechanical Industry Press, 2006.07</p> <p>7 Wang Shan, Sa Shikai. Introduction to Database Systems[M]. Beijing: Higher Education Press, 2006</p> <p>8 Abraham Silberschatz, Henry F.Korth S.Sudarshan. Database System Concepts (Original Book 6th Edition). Yang Dongqing, Li Hongyan, Tang Shizhen et al.. Mechanical Industry Press, 2012</p> <p>9 Chunchun Li, et al. Database Principles and Applications: Based on SQL Server. Beijing: Tsinghua University Press, 2012</p> <p>10 Li Ping, Huang Kewang, Huang Nengqi. SQL Server 2012 Database Application and Training[M]. Beijing: Mechanical Industry Press, 2015</p>
Last date of modification	2018.6.1
Explanation of the module (reason)	<p>This module aims to cultivate students' logical thinking and abstract thinking ability; master the basic theory of each course, have the ability to analyze problems and solve problems; at the same time, to cultivate complex, application-oriented execution, competitiveness and strong innovation capabilities. Talents. Through the study and practice of database principles and technology courses, students can master basic theories and design methods of databases, be proficient in using SQL to create, manage databases, database tables, views, stored procedures, etc., and be able to develop and develop software on websites. Skillful application of database technology in such projects. Through the learning and practice of algorithms and data structure courses, students can master the logical structure, storage structure, data operation, and data search and sequencing problems of linear tables, trees, and graph data structures more comprehensively, and master the analysis methods of algorithmic efficiency. . Finally, problems such as bracket matching, unary polynomial solving, Huffman coding, minimum spanning tree, and shortest path can be solved. Through the learning and practice of Java programming courses, students can master the development flow, development methods, and development skills of object-oriented programming. Master the basic concepts, syntax, and syntax elements of the Java language; grasp the meanings and methods of inheritance, overloading, overlays, and polymorphism, and master the basic common classes, standard components of the graphical user</p>



	interface, and event handling mechanisms. Through the study and practice of Web dynamic web pages, students are required to master static HTML, methods for creating dynamic Web forms, usage of built-in objects, usage of commonly used ASP.NET server controls, and methods of using ADO.NET to connect to SQL Server databases.
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Module 5 Computer hardware related

Module name	Computer hardware related		
Module level, if applicable			
Code, if applicable			
Subtitle, if applicable			
Courses, if applicable	Computer Organization and Structure	Microcomputer principle and interface technology	Embedded System Design
Semester(s) in which module is taught	5	5	6
Person responsible for Module	Associate Professor Liang Lanhua		
Lecturer	Associate Professor Liang Lanhua, Associate Professor Jiang Bing, Associate Professor Xiang BiquanLecturer Lv Yunshan, Lecturer Dong Hui		
Language	Chinese		
Relation to curriculum	Compulsory		
Type of teaching, communication time	<p>Computer Organization and Structure: Teaching theoretical class every week: 3 hours Weekly self-study hours: 3 hours Average weekly office hour: 3 hours Average monthly seminar hours: 2 hours Prepare test time: 4 hours</p> <p>Microcomputer principle and interface technology: Weekly theoretical lectures: 2 lessons Average weekly experiment class: 1 class hour Average office hours per week: 2 hours: When Preparing for the test: 2 hours</p> <p>Embedded System Design: Teaching theoretical class every week: 3 hours Average weekly self-study hours: 3 hours Average weekly office hour: 2 hours Average monthly seminar hours: 2 hours When preparing test classes: 2 hours</p>		



Module workload	Computer Organization and Structure: 40 hours for teaching and 110 hours for self-study Microcomputer Principle and Interface Technology: 40 hours for teaching, 110 hours for self-education Embedded System Design: 48 hours for teaching, 87 hours for self-education
Credits	Computer Organization and Structure (5 credits) Microcomputer Principle and Interface Technology (5 credits) Embedded System Design (4.5 credits)
Assessment requirements	20% of the usual results, 50% of the experimental performance, 30% of the experimental report
Module objectives (capability)/expected learning outcomes	1. Course objectives (ability): Microcomputer principle and interface technology is a hardware knowledge course for learning microcomputer principle and interface technology. It is from CPU, microprocessor, bus, memory, instruction system, assembly language programming, IO system, interrupt system, peripheral interface chip, The human-machine interface provides students with comprehensive computer hardware knowledge training, and lays the foundation for students to combine computer technology with modern communication technology and microelectronics technology for hardware development. Embedded system design is a comprehensive application based on the principles of "computer composition principle", "assembly language programming", "microcomputer technology", "C language programming", "operating system" and other courses. Professional basic courses, through the study of this course, master the composition and basic principles of embedded systems, ARM architecture features, general principles and methods of embedded system design, and the basic principles and applications of embedded operating systems. 2. Expected learning outcomes: In the successful learning of the module course, students will master the organizational structure, working principle, information representation, interface technology, interrupt system, assembly language programming, interface circuit and control program design of the computer hardware system, and commonly used peripherals of the embedded system. Equipment and communication technology programming. Through the study of this module, the overall concept of computer system hardware and software technology is established, and the ability to use computer hardware and software technology to solve practical problems is mastered. Students should be able to demonstrate the following



	<p>learning outcomes:</p> <ol style="list-style-type: none"> 1. Familiar with the hardware organization and structure of the microcomputer system, storage system, IO interface technology, IO data transmission method; 2. Obtain the control program design capabilities of the interface circuit and its peripheral control chip; simple assembly language programming capabilities. 3. Through learning, students can know the composition of the microcomputer system; be familiar with the representation of information in the computer; know the working principle of the microcomputer; master the 8086cpu programming model. Know the basic connection method of the CPU and the typical memory chip, and can accurately calculate the address range of the memory chip according to the connection diagram. Knowing the addressing mode used by the instruction, how the instruction affects the flags, the use of commonly used assembler instructions, and the design of a simple assembler program. Familiar with how to edit, assemble, connect, run, and tune an assembler source program. <p>Know the port address decoding method, and can calculate the port address; master I/O decoding circuit design and interface circuit control program design; know the 8086CPU interrupt response and processing process and interrupt instruction; know the start and end asynchronous communication Transmission format, 8251A, 8253 initialization programming. Know PC keyboard interface principle and application, DAC0832 and ADC0809 principle and the interface method with PC. Know the principles of GIO, SPI, IIC, USB, and RS232; be familiar with the working principle and control program design of embedded peripherals; master the design of system timers and interrupt routines; familiar with the debugging methods of embedded programs.</p>
Leading ability (ability and knowledge to learn from this module)	<p>Binary, hexadecimal, and complement basic knowledge, simple C language programming and algorithms, and preliminary capabilities for digital circuit analysis and design methods.</p>
Module content	<p>●Computer Organization and Structure</p> <ol style="list-style-type: none"> 1. Determinant 2. Matrix 3. Linear equations 4. Vector space 5. Eigenvalues and eigenvectors 6. The secondary form



	<ul style="list-style-type: none"> ●Microcomputer principle and interface technology <ol style="list-style-type: none"> 1. Introduction to Microcomputer Basics 2. CPU architecture 3. Storage system 4. 8086 instruction system and addressing mode 5. Assembly language programming 6. I/O input and output system 7. Interrupt the system 8. Common programmable interface chips 9. Bus, human interface ●Embedded System Design <ol style="list-style-type: none"> 1. Embedded System Overview 2. Development environment to build 3. ARM processor 4. GPIO Interface Introduction 5. Serial Communication Interface Introduction 6. USART Interface Introduction 7. Introduction to SPI Interface 8. Watchdog introduction 9. LCD display
Examination requirements and examination forms	<p>Computer organization and structure: Closed-book test book, written test</p> <p>Microcomputer principle and interface technology: Closed-book test-book, written test</p> <p>Embedded System Design: Closed-book test book, written test</p>
Teaching tools	Multimedia
Reading list (reference books, recommended documents)	<ol style="list-style-type: none"> 1. Microcomputer principle and interface technology, edited by Chen Changzhi et al., Science Press, 2013 2. Microcomputer hardware software and application, Zhou Mingde, Tsinghua University Press 3. Microcomputer principle and interface technology, written by Liu Yonghua et al., Tsinghua University Press, 2006 4. Principles and Interface Technology of Microcomputers, edited by Chen Yong et al., Science Press, 2012 5. Embedded System Design and Instance Development (2nd Edition) Wang Tianmiao Chief Editor Tsinghua University Press, 2003.10 6. Embedded System Development and Application Tutorial Edited by Tian Ze Beijing University of Aeronautics and Astronautics Press, 2005.3 7. Embedded System Principle and Interface Technology Jia



	<p>Zhiping Zhang Ruihua Chief Editor Tsinghua University Press, 2005.7</p> <p>8.Details of Embedded System Design and Development Examples Edited by Suo Jing Beijing University of Aeronautics and Astronautics Press, 2001.1</p>
Last date of modification	2018.6.1
Explanation of the module (reason)	<p>This module aims to grasp the organizational structure, working principle, information representation, interface technology, interrupt system, assembly language programming, design of interface circuits and control programs of computer hardware systems, and procedures for peripheral devices and communication technologies commonly used in embedded systems. design. Through the study of this module, the overall concept of computer system hardware and software technology is established, and the ability to use computer hardware and software technology to solve practical problems is mastered.</p>



Module 6 Network and operating system

Module name	Network and operating system				
Module level, if applicable					
Code, if applicable					
Subtitle, if applicable					
Courses, if applicable	Linux operating system	Computer network			
Semester(s) in which module is taught	5	5			
Person responsible for Module	Zhang hua				
Lecturer					
Language	Chinese				
Relation to curriculum	Compulsory				
Type of teaching, communication time	LINUX operating system: Average theoretical lesson hours per week: 2 hours Weekly self-study hours: 2 hours Average weekly office hour: 2 hours Average monthly seminar hours: 2 hours Prepare test time: 4 hours Computer network: Average theoretical lesson hours per week: 2 Average weekly experiment hours: 1 Average weekly lecture hours: 2 Preparing for the test : 4				
Module workload	LINUX operating system: teaching hours 48 hours, self-study hours 102 hours Computer Network: 48 hours for teaching, 87 hours for self-study				
Credits	LINUX operating system (5 credits) Computer Network (4.5 credits)				
Assessment requirements	Homework, performance and experiment 40% exam results or reports 60%				
Module objectives (capability)/expected learning outcomes	1) Learning through the LINUX operating system enables students to master the basic operations, common commands and related configurations of the Linux system, laying the foundation for further learning of embedded applications and designs, cloud computing, and big data and Internet of Things applications. 2) Learn through the computer network, master the definition of the network, topology, performance indicators, packet switching concepts; grasp the concept of network protocols, hierarchical				



	architecture model, OSI, TCP / IP; master web page address, web page type, HTTP operation process, FTP operation model, data connection and control connection, master WWW application, HTTP message format, role of cookies; grasp error control and ARQ mechanism, stop waiting for ARQ protocol, go-back-N ARQ protocol; TCP connection management, TCP reliable data transmission; Master datagram network and virtual circuit network, network layer functions and services, fixed routing algorithm, distance vector routing algorithm; master IP address and its planning, understand IP packet structure, error handling, RIP, OSPF, GBP; data chain The main functions and service modes of the road layer, data link framing principle, error detection and correction algorithm, MAC address, address resolution protocol, data link layer protocol instance; master the local network reference model, pure Ethernet, high-speed Ethernet , wireless LAN, CSMA/CA protocol;
Leading ability (ability and knowledge to learn from this module)	With certain knowledge of data structures, C or C++ programming capabilities. Proficient in computer basic knowledge, has a certain understanding of hardware and software, has a certain ability to assemble programming.
Module content	<ul style="list-style-type: none">●Linux operating system:<ol style="list-style-type: none">1. Introduction and installation of Linux operating system2. The X Window System and Graphics Environment3. Linux operating system management basics4. Linux common terminal commands5. Linux programming●Computer network<ol style="list-style-type: none">1. Computer Network and Internet Overview2. Application layer3. Transport layer4. Network layer5. Data link layer6. Local network7. Physical layer
Examination requirements and examination forms	LINUX operating system (exam/Closed-book test book) Computer Network (Exam/Closed-book test book)
Teaching tools	Multimedia, blackboard, related experimental platform
Reading list (reference books, recommended)	[1] Bird Brother. Bird Brother's Linux Private Cuisine, Basic Learning. 3rd ed. [M]. People's Posts and Telecommunications



documents)	<p>Press, 2010.</p> <p>[2] Song Jinshan. One-stop Learning of Linux C Programming[M]. Publishing House of Electronics Industry, 2009.</p> <p>[3] Chen Xianglin. Linux from Getting Started to Proficient. 2nd Edition [M]. People's Posts and Telecommunications Press, 2014.</p> <p>[4] Xie Xiren. Computer Network (7th Edition)[M]. Publishing House of Electronics Industry, 2017.1.</p> <p>[5] Andrew S. Tanenbaum, David J. Wetherall. Computer Network (5th Edition) [M]. Tsinghua University Press, 2012, 3.</p> <p>[6] James F.Kurose, Keith W.Ross. Computer Networks—Top-Down Approach[M]. Mechanical Industry Press, 2014, 10.</p>
Last date of modification	2018.6.1
Explanation of the module (reason)	<p>It aims to require students to master the knowledge of process description and control, processing scheduling and deadlock, memory management, virtual memory, input/output system, file management, and operating system interface management in operating system courses. The computer network requires students to master the TCP/IP protocol stack, including application layer protocols, transport layer TCP and UDP protocols, IP addresses, router principles, routing table structures, routing algorithms, data link layer framing principles, local area network networking, transmission media And other knowledge. Through the study of this module, students have a certain understanding of the principles of computer systems and network principles. Through practical programming and training, they can solve problems in operating systems and network applications.</p>



Module 7 Future Information Technology

Module name	Future Information Technology		
Module level, if applicable			
Code, if applicable			
Subtitle, if applicable			
Courses, if applicable	Cloud Computing and Big Data	Future Information Technology	
Semester(s) in which module is taught	5	6	
Person responsible for Module	Associate Professor Yang Haibo		
Lecturer	Associate Professor Yang Haibo Associate Professor Cai Yu		
Language	Chinese		
Relation to curriculum	Compulsory		
Type of teaching, communication time	<p>Cloud Computing and Big Data: Average theoretical lesson hours per week: 2 hours Average monthly seminar hours: 2 hours Preparing for the test: 2 hours</p> <p>Future Information Technology: Average theoretical lesson hours per week: 2 hours Weekly self-study hours: 2 hours Average weekly office hours: 2 hours Average monthly seminar hours: 2 hours Preparing for the test: 2 hours</p>		
Module workload	<p>Cloud Computing and Big Data: 32 hours for teaching, 58 hours for self-study</p> <p>Future Information Technology: 32 hours for teaching, 58 hours for self-study</p>		
Credits	<p>Cloud Computing and Big Data (3 credits)</p> <p>Future Information Technology (3 credits)</p>		
Assessment requirements	Homework, performance 40%, 60% final exam		
Module objectives (capability)/expected learning outcomes	<p>1. Course objectives (capacity)</p> <p>Cloud computing and big data are designed to enable students to master basic knowledge of cloud computing and big data, major technologies, resource-integrated cloud computing technology based on cluster technology, and resource-segmented cloud computing technology based on virtualization technology.</p> <p>Future information technology aims to enable students to understand the main directions and trends of future information technology development.</p> <p>2. Expected learning outcomes</p>		



	<p>In the successful learning of the module course, students will grasp the expected learning outcomes as follows:</p> <p>1) Through cloud computing and big data learning, students can understand basic concepts such as cloud computing, machine learning, text and semantic analysis, graph calculation, visual analysis, and MapReduce, non-relational databases, and parallel computing, and are familiar with parallel files. System and distributed storage system organization methods and basic technologies. Grasp the Map-Reduce programming model, related foundations, and advanced programming languages. Understand the composition of Hadoop and the architectural principles of mainstream modules, and their application scenarios in the typical industry for big data processing and analysis. It enables students to master the basic concepts and principles of massive data calculation, especially for the key technologies of distributed computing and storage, to develop students' basic ability to solve large-scale data processing, and to learn to write simple data processing programs.</p> <p>2) Through future information technology learning, students can understand the information technologies that China will focus on in the next five to ten years, such as smart terminals and cloud services, next-generation communication network technologies, advanced sensing and Internet of Things technologies.</p>
Leading ability (ability and knowledge to learn from this module)	Knowledge of computer networks, database principles, data structures, and operating systems also require certain Java programming capabilities. Algorithm design capabilities, program design capabilities, and the ability to use mathematical theory to analyze problems.
Module content	<p>●Cloud Computing and Big Data</p> <p>1. Cloud computing and big data basics: cloud computing technology overview, introduction to cloud computing, characteristics of cloud computing, cloud computing technology classification, big data technology overview, introduction to big data, major big data processing systems, and basic processes of big data processing .</p> <p>2. Technologies related to cloud computing and big data: Self-organizing features of cloud computing and big data, cloud computing and internet of things, consistent hashing algorithm, non-relational database, cluster high-speed communication standard InfiniBand, and cloud computing big data cluster</p> <p>3. Virtualization technology: Introduction to virtualization technology, common virtualization software, system virtualization, and the use of KVM to build a virtual machine cluster.</p>



	<p>4. Related technologies of cloud computing and big data: basic concepts of cluster systems, classification of cluster systems, single system mapping, Beowulf clusters, cluster file systems, and cooperation mechanisms for computing and data in distributed systems</p> <p>5. MPI - High Performance Clustering Technology for Computing: What are the Architecture and Features of MPI, MPI, MPI Parallel Environment Establishment, and MPI Distributed Programming Foundation?</p> <p>6. Hadoop - distributed big data system: Hadoop overview, HDFS, Map/Reduce programming framework, implementation of Map/Reduce C language examples, establishment of Hadoop development environment.</p> <p>7. HPCC - data-oriented high-performance computing cluster system: Introduction to HPCC, HPCC system architecture, HPCC platform data retrieval task implementation process, HPCC installation and deployment.</p> <p>8. Storm - Topology-based streaming data real-time computing system: Storm introduction, Storm principles and architecture, Storm environment setup, and usage examples.</p> <p>9. Servers and Data Centers: The basic unit of the data center - server, center location.</p> <p>10. Cloud computing big data simulation technology: Cloud computing simulation system - CloudSin.</p> <p>●Future Information Technology</p> <p>1. Introduction: The basic concept of information technology, the current development trend of information technology, China's information technology development plan for the next five to ten years.</p> <p>2. Smart Terminals and Cloud Services: The concept and classification of smart terminals; the concept and application of cloud services.</p> <p>3. Next-generation network communications technologies: The concept and classification of next-generation communications technologies.</p> <p>4. Advanced sensing and IoT technologies: the concept and development of advanced sensors; the concept and classification of IoT technologies.</p> <p>5. Robots and Unmanned Systems: The concept and classification of robots; the concept and classification of unmanned systems.</p> <p>6. Advanced Artificial Intelligence: The concept of artificial intelligence, the main direction of development and technology.</p> <p>7. Virtual Reality and Augmented Reality: The concept and</p>
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	application of virtual reality; the concept and application of augmented reality. 8. 3D printing technology: The concept and application of 3D printing technology.
Examination requirements and examination forms	Cloud computing and big data: Closed-book test book, written test Future Information Technology: Papers
Teaching tools	Multimedia PPT example, board, network tools
Reading list (reference books, recommended documents)	1. Wang Peng. "Cloud Computing and Big Data Technology." Beijing: People's Posts and Telecommunications Press, 2014.4
Last date of modification	2018.6.1
Explanation of the module (reason)	The future information technology module aims to allow students to understand the main directions and trends of future information technology development through system learning, master basic knowledge of cloud computing and big data, major technologies, resource-integrated cloud computing technology based on cluster technology, and virtual-based Technology resources are divided into types of cloud computing technology.



Module 8 IoT core technology module

Module name	IoT core technology module			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	Radio Frequency Identification Technology	Short-range wireless communication technology	Internet of Things Security Technology	Internet of Things System Design
Semester(s) in which module is taught	5	5	6	6
Person responsible for Module	Lv yunshan			
Lecturer				
Language	Chinese			
Relation to curriculum	Compulsory			
Type of teaching, communication time	<p>Radio frequency identification technology: Average theoretical lesson hours per week: 12 Average weekly office hours: 6 Average weekly lecture hours: 1 Prepare test time: 1 week</p> <p>Short-range wireless communication technology: Average theoretical lesson hours per week: 2 hours Weekly self-study hours: 2 hours Average weekly office hours: 2 hours Average monthly seminar hours: 2 hours Prepare test time: 4 hours</p> <p>Internet of Things Security Technology: Average theoretical lesson hours per week: 2 hours Average weekly experiment hours: 2 hours Average weekly lecture hours: Class hours Prepare test time: 2 hours</p> <p>Internet of Things System Design: Average theoretical class hours per week: 4 class hours Weekly self-study hours: 4 hours Average weekly office hours: 2 hours Average monthly seminar hours: 2 hours Prepare test time: 4 hours</p>			
Module workload	Radio frequency identification technology: teaching time (class hour): 32 self-study time (study hour): 58 Short-range wireless communication technology: teaching time (class hour): 32 self-study time (study hour): 58 Internet of Things Security Technology: Teaching Time (1 hour):			



	32 Self-study Time (1 class hour): 58 Internet of Things System Design: Teaching Time (Hours): 48 Self-study Time (Hours): 42
Credits	Radio frequency identification technology: 3 credits Short-range wireless communication technology: 3 credits IoT security technology: 4 credits IoT system design: 4 credits
Assessment requirements	Cloud computing and big data: Closed-book test book, written test Future Information Technology: Papers
Module objectives (capability)/expected learning outcomes	1. Course objectives (ability) Through the systematic learning of radio frequency identification technology, short-distance wireless communication technology, IoT security technology, and IoT system design, master the simple features of mainstream short-range wireless communication technologies, understand and grasp the sources and types of IOT security threats. Preventive measures, master the system integration method of the Internet of Things, grasp the design principles and methods of the Internet of Things architecture and its various layers (perception layer, network layer, application layer), and lay the foundation for the typical application of the Internet of things system. 2. Expected learning outcomes Through the successful learning of the module course, you can understand the introduction of short-range wireless communication, Wi-Fi technology and applications, ZigBee technology and applications, Bluetooth technology and applications, master mainstream short-range wireless communication technologies: wireless LAN technology, Bluetooth technology, RIAD The simple features of NFC, ZigBee, etc., understanding and grasping the origin, types, and preventive measures of IOT security threats. Understanding the IoT architecture and its design principles and methods at each level (perceiving layer, network layer, and application layer) are typical IoT system application laid the foundation.
Leading ability (ability and knowledge to learn from this module)	The basic knowledge related to communication technology, computer network security, and computer networks has the ability to analyze problems and solve problems.
Module content	1. RFID related concepts, basic principles, technical standards, security and privacy and its application in industry, life, RFID applications, and RFID technology-related hardware and software knowledge, 125 kHz, 13.56 MHz, 900 MHz and microwave four Experiments in a typical frequency band.



	<p>2. Introduction to Short-range Wireless Communication, Wi-Fi Technology and Applications, ZigBee Technology and Applications, Bluetooth Technology and Applications, Ultra-Wideband (UWB) Technology and Applications, 60 GHz Wireless Communication Technology and Applications, Wireless Ad Hoc Networks, Wi- The basic theories, basic technologies, and basic methods of the three short-range wireless communication technologies: Fi technology, Bluetooth technology, and ZigBee technology.</p> <p>3. The basic concepts and main features of the Internet of Things, analyzing the security challenges faced by the Internet of Things, presenting an architecture for the security of the Internet of Things, and elaborating key technologies for the security of the Internet of Things. Sensor network security, RFID security, core network security, mobile communication access security, wireless access security, data processing security, data storage security, cloud security, security management, and examples illustrate typical applications of IoT security technologies, the Internet of Things Security technology trends.</p> <p>4. Design methods of the Internet of things architecture and network, the design of the perception layer, network layer and application layer of the Internet of Things are detailed, the method of integration of the Internet of Things system, the architecture of the Internet of things and its various layers (perception layer, network layer, application) Layer) design principles and methods, application case analysis of a typical IoT system, etc.</p>
Examination requirements and examination forms	<p>RFID Technology: Closed-book test/Exam</p> <p>Short-range wireless communication technology: Closed-book test/exam</p> <p>IoT Security Technology: Closed-book test/Exam</p> <p>Internet of Things System Design: Closed-book test/Exam</p>
Teaching tools	Multimedia
Reading list (reference books, recommended documents)	<p>1. Dan Chengjun, Principles and Applications of Radio Frequency Identification (RFID)[M], Beijing, Tsinghua University Press</p> <p>2. Huang Yulan, Internet of Things Radio Frequency Identification (RFID) Technology and Application [M], Beijing, People's Posts and Telecommunications Press</p> <p>3. Yu Zongquan. "Bluetooth technology foundation", Beijing: Mechanical Industry Press, 2006</p> <p>4. Qian Jin. Wireless LAN Technology and Applications, Beijing: Publishing House of Electronics Industry, 2004</p>



	<p>5. Zheng Xiangquan, et al. "Utilization of wireless ad hoc network technology", Beijing: Tsinghua University Press, 2004</p> <p>6. Han Yigang and so on. Introduction to the Internet of Things [M]. Beijing: Machinery Industry Press, 2015.</p> <p>7. Liu Haitao. Internet of Things Technology Application [M]. Beijing: Mechanical Industry Press, 2011.</p> <p>8. Wang Hao, Zheng Wu, Xie Yufei, Wang Ping. Internet of Things Security Technology [M]. Beijing: People's Posts and Telecommunications Press, 2016.</p> <p>9. Regi Cheng, Internet of Things Security Technology [M]. Beijing: Publishing House of Electronics Industry, 2012.</p>
Last date of modification	2018.6.1
Explanation of the module (reason)	<p>This module is designed to enable students to master mainstream short-range wireless communication technologies through systematic learning such as radio frequency identification technology, short-range wireless communication technology, IoT security technology, and IoT system design. Its simple features, understanding and mastering the sources, types and preventive measures of IOT security threats, mastering the system integration approach of the Internet of Things, and mastering the design principles and methods of the IoT architecture and its various layers (perception layer, network layer, application layer) , laying the foundation for a typical IoT system application.</p>



Module 9 Professional Practice and Project Implementation Module

Module name	Professional Practice and Project Implementation Module			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	Comprehensive design of algorithm	Java Comprehensive Experiment	Web Dynamic Design	Embedded System Design Course Design
Semester(s) in which module is taught	3	4	5	6
Courses, if applicable	Internet of Things Perception Layer Experiment	Internet of Things Synthesis Experiment	Graduation internship	
Semester(s) in which module is taught	6	7	7	
Person responsible for Module	Xiang biquan			
Lecturer				
Language	Chinese			
Relation to curriculum	Compulsory			
Type of teaching, communication time	<p>Algorithm synthesis design Average theoretical class hours per week: 4 class hours Weekly self-study hours: 4 hours Average weekly Q&A time: 4 hours Average monthly seminar hours: 2 hours</p> <p>Java synthesis experiment Weekly self-study hours: 2 hours Average weekly experiment hours: 2 hours The average weekly office hours: 2 hours</p> <p>Web dynamic web page synthesis design Average theoretical class hours per week: 4 class hours Weekly self-study hours: 8 hours Average weekly office hours: 2 hours Average monthly seminar hours: 2 hours When Preparing for the test: 2 hours</p> <p>Embedded System Design Course Design Teaching theoretical class on average every week: 1 class hour Weekly self-study hours: 6 hours Average weekly office hours: 2 hours Course design reply class: 2 hours</p>			



	<p>Graduation practice Weekly self-study hours: 4 hours Average weekly experiment hours: 4 hours The average weekly office hours: 4 hours</p> <p>Internet of Things Perception Layer Experiment Teaching theoretical class on average every week: 1 class hour Weekly self-study hours: 6 hours Average weekly office hours: 2 hours Course design reply class: 2 hours</p> <p>Comprehensive Internet of Things experiment Teaching theoretical class on average every week: 1 class hour Weekly self-study hours: 6 hours Average weekly office hours: 2 hours Course design reply class: 2 hours</p>
Module workload	<p>Comprehensive design of the algorithm: Teaching time: 16 hours Self-study time: 14 hours Java comprehensive experiment: teaching time: 16 hours self-study time: 14 hours Web Dynamic Web Design: Teaching Time: 16 hours Self-study time: 14 hours Embedded System Design Course Design: Teaching Time: 16 hours Self-study time: 14 hours Graduation practice: teaching time: 64 hours self-study time: 416 hours Internet of Things Perception Layer Experiment: Teaching Time (Hours): 16 Self-study Time (Hours): 74 Internet of things comprehensive experiment: teaching time (class hour): 32 self-study time (study hour): 58</p>
Credits	<p>Algorithm Synthesis Design (1 credit) Java Comprehensive Experiment (1 credit) Web dynamic web page synthesis design (1 credit) Embedded System Design Course Design (1 credit) Graduation internship (16 credits) Internet of Things Perception Layer Experiment (1 credit) Comprehensive Internet of Things Experiment (1 credit)</p>
Assessment requirements	<p>Reporting and system design quality and completion (40%). Course design reply (40%). Performance in course design (including attendance) (20%).</p>
Module objectives (capability)/expected learning outcomes	<p>This module is a comprehensive test and verification of the course content of the major professional courses such as algorithm and data structure, java programming, dynamic web design and embedded system design after theoretical courses and follow-up experiments, aiming at algorithms and data structures. , java</p>



	<p>programming, dynamic web design and embedded system design and other major professional content details of the application of assessment, through the practical application of these related courses to improve students' knowledge of the corresponding course knowledge and flexible application, with software engineering professional courses gradually The accumulation of knowledge is applied to master.</p> <p>On the basis of the above, relevant graduate internships and large-scale comprehensive practical courses can be used to enhance the students' comprehensive project practice ability and build a transition bridge for students from the school-enterprise role transition.</p>
Leading ability (ability and knowledge to learn from this module)	<p>1.C language programming is the programming foundation for all kinds of system design. Grasping C language can finish the programming of perception system design faster and better.</p> <p>2. Short-distance wireless communication, wireless sensor networks, and radio frequency identification technology are the theoretical foundations for the design of the sensing layer system of the Internet of Things. Grasping these theoretical foundations can better complete the design and implementation of the sensing layer system.</p> <p>3. Learn to master the content of the corresponding practical courses and conduct specific applications.</p>
Module content	<p>Comprehensive design of algorithm</p> <p>Utilize the contents of the data structure that you have learned: linear tables, stacks, queues, strings, arrays and general tables, trees and binary trees, graphs, lookups, internal sorts, external sorts, and files to solve practical application problems.</p> <p>Java synthesis experiment</p> <p>Select topics in the given reference topics, or self-designed topics. The topics contain the chapters involved in java programming, including interface programming, database programming, multi-threaded programming, network programming, etc., capable students can further expand, Website development, expand java programming capabilities.</p> <p>Web dynamic web course design</p> <p>The basic theories involved in Web dynamic web design, the elements of HTML pages needed to create static HTML pages, the basic syntax of CSS style sheets, the basic components of ASP.NET Web Forms pages, common properties and methods of ASP.NET built-in objects The usage of common ASP.NET server controls and the basic methods of using ADO.NET to connect to SQL Server databases.</p>



	<p>Embedded System Design Course Design</p> <ol style="list-style-type: none">1. ARM embedded system course related knowledge and assembly language, C language programming methods.2. Course design topics and requirements. After the selection of each group of questions, under the guidance of the teacher, the students understand the design principles, analyze the important circuit units, calculate the necessary parameters and write the program on this basis.3. At the end of the course design, each group independently wrote a theoretical analysis and analysis, a liberal arts and cultural fluency, handwriting and neat course design report and submitted the software program. <p>Graduation internship</p> <p>Arranged by the school, students apply for internships in the form of interviews, on-site work study, and participation in technical lectures.</p> <p>Internet of Things Perception Layer Experiment and Internet of Things Comprehensive Experiment</p> <ol style="list-style-type: none">1. The basis of programming language Knowledge: C language related knowledge. Skills: Basics of C programming. Ability: Mastering the application of C language in program design.2. The key technologies and architecture of the Internet of Things awareness layer Knowledge: Internet of things system architecture; short-range wireless communications; wireless sensor networks; radio frequency identification technologies such as Internet of Things awareness layer technology. Skills: Master the organization and structure of IoT system, automatic identification technology, sensor technology, barcode technology, RFID technology, etc. Ability: To understand the architecture of the IoT system, and to combine the application scenarios and related theoretical knowledge to complete the design of the sensor system in practice.3. Course design topics and requirements Knowledge: Relevant theoretical knowledge involved in environmental monitoring systems. Skills: Understand design principles, analyze important hardware elements, and calculate necessary parameters. Ability: To master the ability of the system design process of project requirements analysis, research, literature reading, program comparison and selection.
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	<p>4. System presentation and course design reply</p> <p>Knowledge: Curriculum design related knowledge.</p> <p>Skills: Master the design process of the Internet of Things awareness layer system; familiar with the course defense mode.</p> <p>Ability: master the methods and techniques of answering debates; cultivate students' teamwork spirit and create creativity.</p>
Examination requirements and examination forms	<p>1. Completion of the corresponding practical course design and documentation report 60%</p> <p>2. Oral Defense for the Design 40%</p>
Teaching tools	Multimedia related teaching tools
Reading list (reference books, recommended documents)	<p>1.Course Experiment Guide</p> <p>2.Course syllabus</p>
Last date of modification	2018.6.1
Explanation of the module (reason)	<p>The purpose of this module is to familiarize students with the complete process of cognitive system design experiments, the needs analysis of perceptive system design, document reading, program comparison and selection, program preparation and debugging, system display, report writing, and project defense. Knowledge analysis, general methods to solve practical problems, developing student comprehensive ability to analyze problems and solve problems.</p>



Module 10 Bachelor Thesis

Module name:	Bachelor Thesis				
Module level, if applicable					
Code, if applicable					
Subtitle, if applicable					
Courses, if applicable	Graduation Project				
Semester(s) in which module is taught	8				
Person responsible for Module					
Lecturer	Full-time teachers				
Language	Chinese				
Relation to curriculum	Compulsory				
Type of teaching, communication time	Average weekly face-to-face answer: 4 hours Paper Revision, Defense Preparation and Defense: 48 Hours				
Module workload	Teaching time (hours): 64 Self-study time (hours): 836				
Credits	30				
Assessment requirements	Instructor's score 30%, teacher's score 30%, answer 40%				
Module objectives (capability)/expected learning outcomes	<p>1. Course Objectives (Capability)</p> <p>Graduation design is the cultivation of a comprehensive application of professional knowledge by students of IoT engineering after they have completed a basic course and professional course related to IoT engineering. Graduation thesis instructor gives a subject or project in a computer related field. During the specified time, the students search for problems related to the topic or project, analyze the existing problems, and then solve the problems. Finally write a dissertation report and complete the defense at the specified time. The entire design has improved the students' knowledge, the depth of knowledge, the ability to apply theories in combination with the actual problems, the ability to experiment, the level of foreign languages, the level of computer use, and written and verbal skills.</p> <p>2.Expected learning outcomes</p> <p>The expected results achieved through this module are as follows:</p> <p>1) Cultivate students to use the knowledge they have learned and work independently to complete the tasks of the project.</p> <p>2) Train students to independently find information and self-learning skills.</p>				



	<p>3) Improve students' language skills and practical hands-on skills.</p> <p>4) Develop students' ability to find problems, analyze problems and solve problems.</p>
Leading ability (ability and knowledge to learn from this module)	All computer technology courses in this major
Module content	<p>● graduation design:</p> <ol style="list-style-type: none">1. The instructor gives a question or project2. Students select relevant topics or projects to find relevant technical data, analyze them, and make achievements.3. Students write graduation design papers.4. Complete the graduation reply within the specified time.
Examination requirements and examination forms	<p>Submit a Bachelor's thesis.</p> <p>The design or thesis is required to be completed within the time limit specified in the teaching plan. The written material of the design or thesis should meet the relevant regulations of the college. During the defense process, the main contents and design results of the paper can be clearly introduced within the prescribed time and the questions of the main respondent teacher can be answered.</p>
Teaching tools	One-on-one tutoring
Reading list (reference books, recommended documents)	The instructor gives corresponding references based on specific topics
Last date of modification	2018.6.1
Explanation of the module (reason)	This module is designed to enable students to integrate knowledge and skills, propose solutions, solve practical problems, and complete design tasks. Each student must independently complete his or her own graduation design task under the guidance of the tutor and successfully pass the thesis defense.



Module 11 Professional Quality and Engineering Management Ability Training

Module name:	Professional Quality and Engineering Management Ability Training			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	Mental health education for college students	College students' career development and employment guidance	Workplace key capabilities	College Students' Innovation and Entrepreneurship
Semester(s) in which module is taught	1	2	5-6	1-2
Courses, if applicable	College Students' Innovation and Practice	Financial Management	Marketing	human resource Management
Semester(s) in which module is taught	7	3	4	5
Courses, if applicable	management	Organizational Behavior	Corporate investment and financing management	Modern advertising
Semester(s) in which module is taught	6	6	6	6
Person responsible for Module	Sun Hao/Chen Zhonghua			
Lecturer	Assistant Professor/Chen Zhonghua; Assistant Professor/Yang Delong; Lecturer/Chen Yifang; Lecturer/Fan Baozhu; Lecturer/Hu Jiating; Lecturer/Jiang Zhiqiang; Teaching Assistant/Liao Yang; Lecturer/Li Xiaoyan; Teaching Assistant/Lu Boian; No Title/Qin You; Teaching Assistant/Li Yong Assistant Professor/Wang Xin, Assistant Professor/Zhou Zhaosha, Teaching Assistant/Cai Lin, Assistant Professor/Wu Yancheng, Lecturer/Tsing Ting, Assistant Professor Wu Qiangyi, Assistant Professor/Yang Longfeng, Lecturer/Cao Yuxi, Assistant Professor/Guo Xin, Assistant Professor/Tang Lingyun, Teaching Assistant/Zhou Tingting; Teaching Assistant/He Yan; Assistant Professor/Li Kewei; Teaching Assistant/Yang Kai; Assistant Professor/Xie Yinping; Teaching			



	Assistant/Li Qiao; Lecturer/Mao Min Lecturer/Zeng Mingzhu; Teaching Assistant/ Zhu Sheng; Professor/SUN Yan; Associate Professor/Zeng Yan; Lecturer/Wang Lidong Lecturer / Xiaoling Xiao; Lecturer / Zhang Ping; Lecturer / Li Kuimei; Lecturer / Chen Xiaoman; Lecturer / Chen Yifang; Assistant / Chen Jiao; Assistant / Zhang Dandan; Assistant / Li Xiaoxuan; Assistant / Yipeng; Lecturer / Gao Hongjia; Lecturer / Ren Ruijuan; Lecturer / Chen Tingting; Lecturer / Yang Min; Lecturer / Huang Jinglong; Teaching Assistant / Sun Liangshun; Assistant / Fan Chunyan; Assistant / Zhou Xinyang; Assistant / Li Jia.
Language	Chinese
Relation to curriculum	Compulsory; Compulsory; Elective; Elective; Compulsory; Compulsory; Compulsory; Compulsory; Elective; Elective; Elective; Elective.
Type of teaching, communication time	Weekly theoretical lectures: 16 hours Weekly self-study hours: 16 hours Average weekly Q&A time: 4 hours Average monthly seminar hours: 2 hours Prepare test time: 8 hours
Module workload	Teaching time: 192 hours Self-study time: 192 hours
Credits	0.5 credits; 0.5 credits; 2 credits; 0.5 credits; 1 credit; 2 credits; 2 credits; 2 credits; 2 credits; 2 credits; 2 credits.
Assessment requirements	"Psychological Health Education for College Students" Homework + Performance + Classroom Attendance: 40% Course Paper Scores: 60% "College students' career development and employment guidance" Homework + Performance + Classroom Attendance: 30% Final test scores: 70% "Foundation for Undergraduates' Innovation and Entrepreneurship" Homework + Performance + Classroom Attendance: 30% Final test scores: 70% "Workplace key capabilities": Homework + Performance + Classroom Attendance: 30% Final test scores: 70% "College Students' Innovation and Practice" Homework + Performance + Classroom Attendance: 30% Final test scores: 70% "Financial Management" Homework + Performance 40% 60% of Final test scores "Marketing" Homework + Performance 40%



	<p>60% of Final test scores "human resource Management" Homework + Performance 40%</p> <p>60% of Final test scores "management" Homework + Performance 40%</p> <p>60% of Final test scores "Organizational Behavior" Homework + Performance 40%</p> <p>60% of Final test scores "Enterprise Investment and Financing Management" Homework + Performance 40%</p> <p>60% of Final test scores "Modern Advertising" Homework + Performance 40%</p> <p>60% of Final test scores</p>
<p>Module objectives (capability)/expected learning outcomes</p>	<p>1. Course objectives (capacity)</p> <p>1 to enable students to master self-exploration skills, psychological adjustment skills and psychological development skills;</p> <p>2 Enable students to establish self-consciousness in the development of mental health, understand their own psychological characteristics and personality traits, and be able to objectively evaluate their own physical conditions, psychological conditions, and behavioral capabilities.</p> <p>3 Make students understand the relevant theories and basic concepts of psychology, define the criteria and significance of mental health, and understand the psychological development characteristics and abnormal performance of people at the university stage;</p> <p>4 Guide students to realize the importance of defining their own development goals, thinking about the relationship between the ideal career in the future and the major they have learned, stimulating the self-consciousness of the career development of college students, establishing a correct outlook on employment, and guiding students to establish a career plan that suits their needs. Respond to the development of future careers, and strive to consciously increase employability and career management skills in the learning process;</p> <p>5 Cultivate students' ability to learn independently, connect theory with practice, discover new things, develop new ideas, and dare to innovate;</p> <p>6 It can improve students' knowledge structure and help</p>



	<p>students master the basic theories and knowledge of modern enterprise management, mainly including familiarizing with and mastering the knowledge and skills of basic functions such as human resource management, marketing, and financial management, and guiding and developing students' leadership skills (Including foresight, appeal, influence, control, etc.)</p> <p>7 Cultivate students to master the basic theories and methods of modern enterprise management, master basic functions such as human resource management, marketing, and financial management, and improve the ability to solve practical problems;</p> <p>2. Expected learning outcomes:</p> <p>1 Master the basic knowledge of self-adjustment;</p> <p>2 Learning development skills, environmental adaptation skills, stress management skills, communication skills, problem solving skills, self-management skills, interpersonal skills and career planning skills;</p> <p>3 Cultivate students' self-exploration skills, information search skills, management skills, career decision skills, job search skills, etc.</p> <p>4 Correctly understand themselves, accept themselves, and be able to self-adjust or seek help in the face of psychological problems, and actively explore life conditions that suit themselves and adapt to society;</p> <p>5 Guide students to actively study the relevant knowledge of innovation and entrepreneurship, and have the relevant capabilities and qualities of innovation and entrepreneurship;</p> <p>6 Stimulate the entrepreneurial enthusiasm of college students and improve their awareness of innovation and entrepreneurship;</p> <p>7 Correctly understand the concept of human resource management, master the basic principles and general methods of human resource management, and can be comprehensively applied to the analysis of practical problems, and have the ability to solve common HRM problems.</p> <p>8 Be able to master the basic knowledge, basic theory and basic skills of modern marketing, and firmly establish a customer-centric marketing concept;</p> <p>9 Through learning, students can make financial evaluations and make relevant knowledge and skills related to decision-making, such as investment decisions, fund-raising decisions and profit distribution decisions, in order to adapt to the needs of enterprises under new circumstances.</p> <p>10 Correctly understand the concept of management, master</p>
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	the general laws, basic principles and general methods of management, and can be comprehensively applied to the analysis of practical problems, and initially have the basic capabilities of organizational behavior management, investment and financing management capabilities, and advertising planning implementation.
Leading ability (ability and knowledge to learn from this module)	<ol style="list-style-type: none"> 1. Basic knowledge such as reading, writing, and mathematics; 2. Have the ability to study independently, ask questions, and analyze problems; 3. Have a certain ability of innovation and entrepreneurship thinking, more insightful insights, discovery of business opportunities for entrepreneurship, discovery of business opportunities, and business-level grass-roots business knowledge; 4. Have a basic innovation and entrepreneurial thinking, have a strong observation ability can distinguish life innovation; 5. Fundamental social practice ability, official ability and overall comprehensive ability to think about issues.
Module content	<ul style="list-style-type: none"> ●Mental health education for college students <ol style="list-style-type: none"> 1. Basic theory of mental health 2. Adaptation 3. Interpersonal communication 4. Emotional management 5. Self-awareness 6. Learning psychology 7. Love psychology 8. Telecommunications and Network Traps ●College students' career development and employment guidance <ol style="list-style-type: none"> 1. Career and professional awareness 2. Career development plan 3. Improve employability 4. Job search process guidance 5. Occupational adaptation and development 6. Entrepreneurship education ●Workplace key capabilities <ol style="list-style-type: none"> 1. Innovation to win the future 2. Development of innovative thinking 3. Entrepreneurs and Entrepreneurial Team 4. Grasping business opportunities 5. Raise venture capital 6. Start a business 7. Management of Startups 8. Internet and entrepreneurship ●College Students' Innovation and Entrepreneurship <ol style="list-style-type: none"> 1. Technical innovation instruction



	<p>2. Guidance for papers, articles, topics, etc.</p> <p>3. Various types of innovation and entrepreneurship contests, science and technology competitions, and skill competitions at all levels</p> <p>4. Innovation and entrepreneurship training</p> <p>5. Project incubation</p> <p>●Financial Management</p> <p>1. Introduction to financial management</p> <p>2. Basic concepts of financial management</p> <p>3. Financial analysis</p> <p>4. Funding Management (I)</p> <p>5. Funding Management (II)</p> <p>6. Investment Management</p> <p>7. Working capital management</p> <p>8. Income Distribution Management</p> <p>●Marketing</p> <p>1. Marketing and Marketing</p> <p>2. Marketing Management Philosophy</p> <p>3. Marketing environment</p> <p>4. Analysis of Consumer Market and Purchase Behavior</p> <p>5. Analysis of organizational market and purchase behavior</p> <p>6. Marketing Research and Forecast</p> <p>7. Planning Corporate Strategy and Marketing Management</p> <p>8. Target Marketing Strategy</p> <p>9. Competitive Marketing Strategy</p> <p>10. Product Strategy</p> <p>11. Pricing Strategy</p> <p>12. Distribution Strategy</p> <p>13. Promotion strategy</p> <p>●human resource Management</p> <p>1. Overview of human resources and human resources management</p> <p>2. Job Analysis and Competency Model</p> <p>3. Human resources planning</p> <p>4. Employment recruitment</p> <p>5. Training and Development</p> <p>6. Performance Management</p> <p>7. Compensation Management</p> <p>8. Labor relations</p> <p>●management</p> <p>1. Management and Management</p> <p>2. Development of management ideas</p> <p>3. Basic principles of management</p> <p>4. The basic method of management</p>
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	<p>5. Ethics and Social Responsibility</p> <p>6. Decision</p> <p>7. Plan</p> <p>8. Implementation of the plan</p> <p>9. Organization design</p> <p>10. Staffing</p> <p>11. Organizational Change and Organizational Culture</p> <p>12. Leaders and Leaders</p> <p>13. Incentive</p> <p>14. Communication</p> <p>15. Control</p> <p>16. Innovation</p> <p>●Corporate investment and financing management</p> <p>1. Invest big vision</p> <p>2. Unique investment products</p> <p>3. Perspective of the investment market</p> <p>4. Investment income and investment risk</p> <p>5. Portfolio</p> <p>6. Introduction to corporate finance</p> <p>7. Capital Structure Theory and Corporate Capital Structure Optimization</p> <p>8. Corporate equity financing</p> <p>9. Corporate debt financing</p> <p>10. Lease financing</p> <p>11. Project financing</p> <p>12. Attracting venture capital</p> <p>●Modern advertising</p> <p>1. Advertising overview</p> <p>2. The origin and development of advertising</p> <p>3. The theory of advertising theory</p> <p>4. Advertising Strategy and Strategy</p> <p>5. Advertising survey</p> <p>6. Advertising creativity</p> <p>7. Advertising copy</p> <p>8. Advertising media</p> <p>9. Advertising and Integrated Marketing Communication</p> <p>10. Advertising effectiveness measurement</p> <p>11. International Advertising</p> <p>●Organizational Behavior</p> <p>1. Overview of organizational behavior</p> <p>2. Changing organizational environment</p> <p>3. The basis of individual behavior</p> <p>4. Incentive theory and application</p>
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	<p>5. Group processes and management in the organization</p> <p>6. Behavioral decision-making and problem solving</p> <p>7. Leadership Behavior and Management</p> <p>8. The contemporary view of leadership</p> <p>9. Organization Theory and Process</p> <p>10. The foundation of the organizational structure</p> <p>11. Organizational Change and Development</p>
Examination requirements and examination forms	<p>Mental health education for college students</p> <p>Course Paper</p> <p>Undergraduate innovation and entrepreneurship</p> <p>Open-book exam</p> <p>Career Development and Career Guidance for College Students</p> <p>Open-book exam and inspect</p> <p>Key skills in the workplace</p> <p>test</p> <p>Innovation and entrepreneurship practice test for College students</p> <p>Financial Management</p> <p>Closed / written test</p> <p>Marketing</p> <p>Open/write test</p> <p>Human resources management</p> <p>Closed / written test</p> <p>Management</p> <p>Closed book exam</p> <p>Corporate investment and financing management</p> <p>Open/write test</p> <p>Modern advertising</p> <p>Examination/advertising plan</p> <p>Organizational behavior</p> <p>Open/write test</p>
Teaching tools	Multimedia, movies, blackboards, etc.
Reading list (reference books, recommended documents)	<p>1. Chen Yueping, Wu Huidong, Zhang Yanyun. Mental Health Education and Development of College Students [M]. Beijing: Beijing Normal University Press, 2017.</p> <p>2. Zhang Jianhua, Zhang Ke. College Students' Psychological Health Course (Second Edition) [M]. Beijing: Science Press, 2014.</p> <p>3. Tang Zhiwen. Contemporary College Students Mental Health Education [M]. Beijing: Beijing University of Posts and Telecommunications Press, 2013.</p> <p>4. Shulan Wang, College Student Mental Health Course [M]. Xi'an: Shaanxi People's Education Press, 2014.</p> <p>5. Li Ming, Zhang Xinmei, Chang Sufang, Su Huijun. College</p>



	<p>Students' Mental Health Education [M]. Beijing: Tsinghua University Press, 2013.</p> <p>6. Wang Li, Cao Shuchun, Li Jing. College Students' Mental Health Theory and Practice [M]. Beijing: Higher Education Press, 2015.</p> <p>7. Zhao Zhangwen. Financial Management[M]. Beijing: Science Press, 2011.</p> <p>8. Wang Huacheng. Financial Management [M]. Beijing: China Renmin University Press, 2013.</p> <p>9. Hai Bo, Jiang Yi. Financial Management[M]. Shanghai: Lixin Accounting Press, 2015.</p> <p>10. Philip Kotler, Kevin Lath Keller, et al. Translated by Wang Yonggui. Marketing Management (14th Edition) [M]. Beijing: China Renmin University Press, 2012.</p> <p>11. Sun Wei. Marketing (Second Edition) [M]. Beijing: Science Press, 2016.</p> <p>12. Wu Jianan. Marketing (Fifth Edition) [M]. Beijing: Higher Education Press, 2014.</p> <p>13. Guo Guoqing. General Theory of Marketing (Sixth Edition) [M]. Beijing: China Renmin University Press, 2014.</p> <p>14. Dong Keju. Introduction to Human Resource Management (Fourth Edition) [M]. Renmin University of China Press, 2016.</p> <p>15. Qiao Rui, Pan Zhiyong. Introduction to Human Resource Management [M]. People's Posts and Telecommunications Press, 2015.</p> <p>16. Robbins. Management [M]. Beijing: China Renmin University Press, 2009.</p> <p>17. Ji Dingzhong, Ge Yuanyue. Management (second edition)[M]. Beijing: Science Press, 2011.</p> <p>18. (U.S.) Boddy, (U.S.) Kane, (U.S.) Markus, Wang Changyun, Zhang Yongzheng. Investment Research (9th Edition)[M]. China Machine Press, 2015.</p> <p>19. Zhang Haibin. Investment Encyclopedia [M]. Peking University Press, 2008.</p> <p>20. Yang Hao, Yang Dazhao. Finance[M]. Shanghai: Shanghai University of Finance and Economics Press, 2013.</p> <p>21. Xiao Xiang. Corporate Finance[M]. Beijing: Tsinghua University Press, 2011.</p> <p>22. Zhang Changyu. International Direct Investment and Financing [M]. Beijing: China Renmin University Press, 2007.</p> <p>23. Yuan Shengjun. Advertising [M]. Beijing: People's Posts and Telecommunications Press, 2015.</p> <p>24. Wu Bailin. Advertising Planning: Practice and Case [M].</p>
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	<p>Beijing: Mechanical Engineering Press, 2016.</p> <p>25. Cui Wendan. Advertising [M]. Beijing: Mechanical Engineering Press, 2016.</p> <p>26. Lian Hao, Dou Junlin. Advertising [M]. Beijing: Higher Education Press, 2015.</p> <p>27. [American] Stephen P. Robbins, Organizational Behavior (12th ed.) [M]. Beijing: China Renmin University Press, 2008.</p> <p>28. Sun Jianmin, Li Yuan. Organizational Behavior [M]. Shanghai: Fudan University Press, 2005.</p>
Last modified date	2018.5.31
Explanation of the module (reason)	<p>The mental health course for college students helps students to understand the relationship between mental health and the development of individual talents, understand common psychological problems, master methods of psychological adjustment, and solve self-recognition, learning adaptation, interpersonal relationships, love psychology, emotional management, and the problems encountered during the growth process. Problems such as crisis prevention. In order to improve the psychological quality of college students, effectively prevent mental illness and psychological crisis, and promote the comprehensive development and healthy growth of college students.</p> <p>Professional literacy courses develop students' self-exploration skills, information search skills, management skills, career decision skills, job search skills, etc.; having the ability to learn independently, connecting theory with practice, discover new things, developing new ideas for innovation, and stimulating entrepreneurial enthusiasm for college students. To improve the awareness and skills of college students in innovation and entrepreneurship.</p> <p>Leadership courses provide students with basic functional systems for understanding and mastering corporate operations management, namely human resources management, financial management, marketing, and other necessary knowledge so that students can become familiar with and understand the basic management principles and methods of modern enterprises.</p>



Module 12 Political thought and moral cultivation

Module name:	Political thought and moral cultivation				
Module level, if applicable					
Code					
Subtitle					
Courses	Ideological Morality and Legal Foundation	An Introduction to the Basic Principles of Marxism	Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	Outline of Modern History in China	Situation and Policy
Semester(s) in which module is taught	1	4	5	6	1,3,5,7
Person who are responsible for Module	Deng Yan				
Lecturer	Associate Professor Deng Yan, Professor Liu Zongyue, Associate Professor Yang Yong, Lecturer Chen Jian, Lecturer Zou Jianping, Lecturer Song Shan, Lecturer Chen Jing, Lecturer Lu Zhilong, Lecturer Li Yang, Lecturer Wu Yakun, Lecturer Mao Guangchen, Lecturer Ning Xiaoke, Lecturer Bi Yanjin, Assistant Professor Ji Yinxia, Assistant Professor Zhang Xingling, Assistant Professor Yang Guizhen, Assistant Professor Kong Kunjie, Lecturer Ren Ruijuan, Assistant Liu Tao, Assistant Professor Liang Shaofeng, Teaching Assistant Wang Wei, Assistant Professor Liao Yang, Fan Xuejia, No; Wang Qin, No; Guo Fei, No; Yang Longfeng, No; Ji Zhiyang, No				
Language	Chinese				
Relation to curriculum	Compulsory				
Type of teaching, communication time	Morality and Legal Foundation: Average Weekly Theoretical Hours: 2 hours Introduction to the basic principles of Marxism: The average weekly theoretical time: 2 hours Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics: Average weekly theoretical class: 4 class hours, average weekly practice class: 2 class hours Outline of Chinese Modern History: Average Weekly Theoretical Hours: 2 hours				



Module workload	Teaching time: 192 hours Self-study time: 128 hours
Credits	6
Assessment requirements	Homework, performance and practical teaching 50% Rolling performance 50%
Module objectives (capability)/expected learning outcomes	<p>1. Course objectives (ability)</p> <p>The ideological and moral cultivation and legal basis are designed to help college students analyze the characteristics of university life and allowing them to fully understand that college is an important period for the development of life, cherishing the university's good times, helping college students establish a correct world outlook, outlook on life, values, and understanding the socialism of our country. The basic spirit and the main provisions of the Constitution and related laws are to truly learn the law, understanding the law, and using the law, act according to the law, safeguarding the legitimate rights and interests of the country and citizens, and earnestly performing their legal obligations.</p> <p>The basic principle of Marxism is to educate students on the basic principles of Marxism. Through the study of course contents, students can grasp the basic viewpoints of dialectical materialism and historical materialism, establish correct world outlook, outlook on life, and values; learn to use scientific thinking methods and working methods to recognize and deal with practical problems; establish for students Build the ideals and convictions of building socialism with Chinese characteristics, conscientiously uphold the party's basic theory, basic line, and basic program, train students into a new generation with ideals, ethics, culture, and discipline, and consciously join in the great socialism with Chinese characteristics. Practice lays the necessary foundation.</p> <p>The introduction to Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics enables the students to master the basic theories of Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics and to understand the historical process in which the Chinese Communist Party combined Marxist basic principles with Chinese reality. Students should firmly adhere to the ideals and beliefs of the Chinese Communist Party under the leadership of the Chinese Communist Party on the road to socialism with Chinese characteristics, and consciously uphold the party's basic theory, basic line, and basic program.</p> <p>The main goal of the Outline of Modern History in China is to help students understand the historical process and internal laws of social development and revolutionary development in modern China. To enable students to understand that modern and contemporary China is a generation of generations of people with lofty ideals and the masses of people who have fought bravely and</p>



explored arduously to save the country and realize the great rejuvenation of the Chinese nation. In particular, the people of all nationalities across the country have passed the New Democracy under the leadership of the Communist Party of China. The revolution won the history of national independence and people's liberation. After revolution of socialism, construction, and reform, an extremely poor old China was gradually changed into a history of socialism and new China that was initially prosperous, full of vitality and vitality.

The main purpose of the Situation and Policy Division is to help students correctly understand the political and economic situation of the country, as well as the international environment and background of the country's reform and development, correctly understanding the party's basic line, major policies and policies, and properly analyzing the social concerns. The hot issues stimulate students' patriotic enthusiasm, enhancing their national self-confidence and social responsibility, seizing the future, work diligently, and become talented and serve the country.

2. The expected results of Learning:

In the successful learning of the module course, students will grasp the expected learning outcomes as follows:

1) To enable students to gain theoretical use and practical operation skills. Based on the experience of feelings and experiences, students will be able to acquire historical cognition and practical operation skills, comply with social ethics, professional ethics, and family virtues, and have a certain degree of communicative competence; Basic legal knowledge, with good ideological and moral qualities and legal qualities, establishes the determination and confidence to fight for the Chinese nation's great rejuvenation of the Chinese dream.

2) Students will master the basic theory, basic viewpoints, and basic methods of Marxism; recognizing and understanding the historical process of combining the basic principles of Marxism with China's reality and the latest achievements in the sinicization of Marxism.

3) To inspire students' patriotic enthusiasm, fully understanding the necessity, justice and progress of the Chinese revolution, and consciously inherit and carry forward the Chinese people's patriotism, national spirit and revolutionary traditions since the modern times, and enhance their national self-respect and self-confidence. And pride.

4) It can correctly understand the political and economic situation of the country, the international environment and the background of



	the country's reform and development, correctly understand the party's basic line, major policies and policies, and correctly analyze the hot issues of concern to society
Leading ability (ability and knowledge to learn from this module)	To enable the students to master The basic literacy of citizens, the basic theoretical knowledge of high school political courses, the use of basic knowledge of Marxism to analyze and solve common problems.
Module content	<ul style="list-style-type: none">●Ideological Morality and Legal Foundation1. To understand The characteristics of university life, the basic concepts of ideology, morality, and law, the basic content of socialist core values, and the significance of nurturing and practicing the socialist core values.2. The meaning and characteristics of ideal beliefs, the significance of ideals and beliefs, the content and meaning of the common ideal of socialism with Chinese characteristics, and the relationship between ideals and reality, personal ideals, and social ideals.3. The Chinese spirit is the unity of the national spirit and the spirit of the times, the basic content of the national spirit, patriotism and its value in the times, and the spirit of the times and their main embodiment.4. The main content of the outlook on life, the standards and evaluation of the value of life, the conditions for the realization of the value of life, and the concrete methods for promoting the harmony of life environment.5. The origin and essence of morality, the function and role of morality, the historical development of morality, the contemporary value and basic spirit of Chinese traditional virtue, the main content of Chinese revolutionary morality, and the core and principle of socialist moral construction.6. The basic content of the ethical norms in public life, the moral requirements in cyber life, the ethical norms in professional life, the ethical norms in love and marriage, and the basic content of college students' love concept and marriage conception and family virtue.7. The etymology and meaning of the law, the nature and characteristics of the law, the role of socialist law, the operation of the socialist laws, the basic principles and systems established in our country's constitution, the substantive legal department in China, and the procedural legal department in China.8. The meaning and characteristics of the rule of law thinking, the



	<p>basic content of the rule of law thinking; the way to cultivate the rule of law, respect the importance and basic requirements of legal authority.</p> <p>9. The concept of legal rights and obligations, the relationship between legal rights and legal obligations; the basic rights and basic obligations of citizens as provided for by the Constitution; relevant procedures and requirements for the exercise of rights in accordance with the law, the right to remedy the rights according to law, respect for the rights of others, and the fulfillment of obligations according to law.</p> <p>●An Introduction to the Basic Principles of Marxism</p> <p>1. The basic connotation of Marxism; the subjective and objective conditions for the birth of Marxism.</p> <p>2. The concept of matter and its basic problems and forms of existence; materialism, idealism, identifiability, agnosticism; consciousness; the concept and classification of connections; the concept and nature of development; the concept and relationship of qualitative variables; the concept of dialectical negation Fundamental contents.</p> <p>3. Basic concepts: practice, understanding, truth, value, necessity and freedom, understanding the world and transforming the world. The decisive role of practice in cognition; the nature of cognition and its law of development; the characteristics of truth and its test criteria; the unity of truth and value; knowledge of the world and the transformation of the world.</p> <p>4. Basic concepts: social existence, social awareness, material production methods, productivity, production relations, economic foundation, superstructure, country, class, people. Historical materialism and idealist historical outlook; basic contradiction of human society and its movement law; basic laws and dynamic system of social development; the people are the creators of history and the decisive force of historical development.</p> <p>5. The basic contradiction of the commodity economy based on private ownership; the theory of labor value and its significance; the theory of surplus value and its significance; capitalist basic contradictions and economic crisis; capitalist political system and ideology.</p> <p>6. The formation and characteristics of private monopoly capitalism; the characteristics and nature of state monopoly capitalism; the performance and consequences of economic globalization; the historical status of capitalism and its historical inevitability of being replaced by socialism.</p> <p>7. Imagining the three stages of the development of socialism; the</p>
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	<p>basic principles of scientific socialism; the long-term nature and arduous nature of socialist construction.</p> <p>8. The basic concept: communism. The essential characteristics of communism, the free and comprehensive development of human beings, and the communist society are the inevitable historical development.</p> <p>●Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics</p> <p>1. The main content of the course, to get the idea of The historical process and scientific connotation of the Sinicization of Marxism; the formation process and historical status and main content of Mao Zedong Thought; the formation process and main content of the theoretical system of socialism with Chinese characteristics; and the scientific connotation of the ideological line of seeking truth from facts.</p> <p>2. The characteristics of the times in modern China and the characteristics of the Chinese revolution; the road and basic experience of the new-democratic revolution; the general line and basic program of the new democracy; the three magic weapons of the new-democratic revolution.</p> <p>3. The proposal, theoretical basis and content of the general line of the transitional period; the theoretical basis for the establishment of the basic socialist system; the path of socialist transformation suited to China's characteristics and historical experience.</p> <p>4. The experience and lessons of the initial exploration of the socialist construction road; the mobilization of all positive factors to serve the socialist cause; the correct understanding and handling of socialist social contradictions.</p> <p>5. The formation of the theory of the primary stage of congressionalism and its scientific meaning and main characteristics; the basic line and basic program of the party in the primary stage of socialism.</p> <p>6. The essence of socialism and the formulation of the "Chinese dream"; the scientific connotation and significance of the essential theory of socialism; the fundamental task of socialism; the "three-step" development strategy; the requirements for building a well-off society in an all-round way; the connotation of the Chinese dream.</p> <p>7. The theoretical basis and practical foundation of reform and opening up; the form, principles, and pattern of opening up to the outside world; and the significance of strengthening international exchanges and cooperation; the main content, nature, and purpose of the reform and the relationship between reform, development,</p>
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	<p>and stability.</p> <p>8. The basic economic system and distribution system in the primary stage of socialism; the socialist democratic political system with Chinese characteristics; the fundamental task of socialist culture with Chinese characteristics; the scientific meaning of building a socialist harmonious society and strengthening the construction of ecological civilization.</p> <p>9. The process of the formation and development of the concept of "peaceful reunification" and "one country, two systems"; the successful implementation of the concept of "one country, two systems" in Hong Kong and Macao, as well as its basic content and significance; the guidelines for working in Taiwan under the new situation.</p> <p>10. Mao Zedong's analysis of the post-World War II international situation; Deng Xiaoping's new judgment on the theme of the times; the formation and development of independent and peaceful foreign policy and its basic principles.</p> <p>11. The fundamental forces of building socialism with Chinese characteristics; the modernization of national defense and the armed forces; the content and basic tasks of the patriotic united front in the new era; the party's national policy and religious policy in the new period.</p> <p>12. The nature and purpose of the Communist Party of China; the basis and method for building a learning-oriented, service-oriented, and innovative Marxist ruling party.</p> <p>●Outline of Modern History in China</p> <p>1. Capital—the process of imperialist aggression against China; the Chinese people's struggle to resist foreign armed aggression and strive for national independence; the failure of the anti-aggression war and the awakening of national consciousness; the essence of imperialism.</p> <p>2. The ups and downs of the peasant mass struggle storm; the rise and fall of the Westernization Movement; the rise and failure of the reform movement.</p> <p>3. The banner of the modern national democratic revolution; the concrete process of the 1911 Revolution and the establishment of the Republic of China; the failure of the Revolution of 1911; the difference between bourgeois reform and revolution; the necessity, justice, progress, and limitations of the bourgeois-democratic revolution.</p> <p>4. The history of the new culture and the May Fourth Movement; the further spread of Marxism and the birth of the Communist Party of China; the historical conditions, characteristics, and significance</p>
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	<p>of the founding of the Chinese Communist Party; and the new situation of the Chinese revolution.</p> <p>5. The arduous exploration of the new revolutionary road; the Chinese revolution has been making progresses in exploration; the revolutionary path of the countryside surrounding the city has been opened up</p> <p>6. Japan launched the war of aggression that destroyed China; from the local war of resistance to the national war of resistance; the front of the Kuomintang and the anti-Japanese battlefield; the Chinese Communist Party became the mainstay of the Anti-Japanese War; the victory of the War of Resistance against Japan and its causes and significance.</p> <p>7. From fighting for peace and democracy to carrying out the war of self-defense; the KMT government is surrounded by the entire people; the Chinese Communist Party cooperates with the democratic parties; and establishes the People's Democratic Dictatorship of New China.</p> <p>8. The beginning of the transition from new democracy to socialism; the road to socialism is the choice of history and the people; the significance of the establishment of a basic socialist system.</p> <p>9. The Chinese Communist Party has made a good start, experiencing setbacks and achievements in exploring socialist construction.</p> <p>10. The beginning of a new situation of reform and opening up and modernization; the cross-century development of the cause of socialism with Chinese characteristics; the promotion of socialism with Chinese characteristics at a new historical starting point; the development of a broader perspective of the development of socialism with Chinese characteristics; The path of socialism with Chinese characteristics is advancing.</p> <p>●Situation and Policy</p> <p>The contents of this course are divided into four chapters, which include five years of hard work, new changes in the international anti-terrorism situation and their impacts, a comprehensive understanding of the “Belt and Road”, and a review and outlook of Hong Kong's 20 years of return.</p> <p>1. Five Years of Endeavor (change)</p> <p>Since the party's 18th National Congress, the party Central Committee with Comrade Xi Jinping as the core has forged ahead and made great progress. It has led the people of all ethnic groups in China to win new great victories on the road to the realization of the Chinese nation's great rejuvenation of the Chinese dream. In the</p>
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	<p>past five years, the past and the future have been handed over here. The “Five in One” has been demarcating the development coordinates, the “four comprehensive” strategic planning layout, and the new development philosophy has been emphasizing the power of the times.</p> <p>2. New changes in the international anti-terrorism situation and their impact (changes)</p> <p>Under the joint attack of the international community, the international terrorist forces represented by the "Islamic State" have been hit hard. In the face of the new international counter-terrorism situation, international terrorist forces are also adopting new countermeasures such as launching a “lone wolf type” terrorist attack and continue to jeopardize the international community.</p> <p>3. Understand the "Belt and Road" (change)</p> <p>What way has Chinese dream of rejuvenating the Chinese nation achieved? What great initiative has China adopted to establish the right to speak at the international stage? What is the role of the great rejuvenation of the Chinese nation in human civilization? The proposal of the “The Belt and Road” initiative is a practical answer to these major issues.</p> <p>4. Review and Outlook of Hong Kong's 20 Years of Return (changes)</p> <p>In the 20 years since Hong Kong’s return to the motherland, relying on the motherland and facing the world for new creations, we have continued to shape our modern style. The practice of “one country, two systems” in Hong Kong has achieved universal recognition.</p>
Examination requirements and examination forms	<p>1. Ideological and moral cultivation and legal basis: closed book;</p> <p>2. Introduction to the basic principles of Marxism: closed book, written examination;</p> <p>3. Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics: Closed;</p> <p>4. Outline of Chinese Modern History: Closed;</p> <p>5. Situation and Policy: Open book.</p>
Teaching tools	Multimedia, board
Reading list (reference books, recommended documents)	<p>[1] Marx, Engels. Complete Works of Marx and Engels [M]. Beijing: People's Publishing, 1982.</p> <p>[2] Mao Zedong. Selected Works of Mao Zedong [M]. Beijing: People's Publishing House, 1991.</p> <p>[3] Selected Works of Deng Xiaoping and Deng Xiaoping [M]. Beijing: People's Publishing House, 1994.</p> <p>[4] Jiang Zemin. Selected Works of Jiang Zemin [M]. Beijing: People's Publishing House, 2006.</p> <p>[5] Hu Jintao. Selection of important documents since the 16th</p>



	National Congress (middle) [G]. Beijing: Central Literature Press, 2006. [6] Xi Jinping. Xi Jinping talks about ruling the country [M]. Beijing: Foreign Language Press, 2014.
Last modified date	2018.4.26
Explanation of the module (reason)	According to the Propaganda Department of the CPC Central Committee and the Ministry of Education's "Publications of the Ministry of Education of the CPC Central Committee Propaganda Department on Further Strengthening and Improving the Ideological and Political Theory Courses of Colleges and Universities" implementation plan, a series of courses on ideological and political and ideological and moral cultivation for college students are offered.

Module 13 Moral, Physical and Physical Practice

Module name:	Moral, Physical and Physical Practice			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	Physical Education I	Physical Education II	Physical Education III	Physical Education IV
Semester(s) in which module is taught	1	2	3	4
Courses, if applicable	Extension training	Competitive Sports	Campus activities and social practice	Volunteer Service
Semester(s) in which module is taught	1-7	1-7	1-7	1-7
Courses, if applicable	Art Accomplishment and Practice	Master Forum	Masters Lecture	
Semester(s) in which module is taught	1-7	1-7	1-7	
Person responsible for Module	Zhang Yonggang;Li Yang;Li Shuangxiong			
Lecturer	Lecturer / Cheng Guangtao, Lecturer / Guo Shuai, Lecturer / Lin			



	Peize, Lecturer / Li Hualong, Lecturer / Wang Bichen, Lecturer / Wang Jin, Lecturer / Liu Fengyu, Lecturer / Song Yang, Lecturer / Zhang Tao, Lecturer / Yu Qinghe, Lecturer / Shu Hong; Lecturer / Cui Qiaoyu; Lecturer / Fu Zhonghu; Lecturer / Gan Su; Lecturer / He Shunxiang; Lecturer / Hu Xin; Lecturer / Jiang Hua; Lecturer / Kang Dandan; Lecturer / Li Hongjuan; Lecturer / Li Minglei; Lecturer / Liu Yulin; Lecturer / Liu Zhe; Lecturer / Liu Shasha; Lecturer / Ma Yijun; Associate Professor / Ren Deli; Assistant / Wang Pengjun; Lecturer / Wu Xiuyun; Lecturer / Zhang Ting; Lecturer / Zheng Qiuhong; Lecturer / Zhang Yonggang; Lecturer / Gaochuan; Assistant / He Ya; Teaching Assistant/Huang Jing; Lecturer/Gong Yuyang; Teaching Assistant/ Wu Jiao; Assistant/Zhou Zhenyu; Teaching Assistant/Chen Jianhui; Assistant/ Cheng Yan; Assistant/ Fan Mengmeng; Assistant/Su Zehao; Assistant/Shenqin; Assistant/Jiao Xiaoya; Teaching Assistant/ Li Cong; Teaching Assistant/He Dejiang, Assistant Professor/Li Ping, Assistant Professor/Li Meng, Zou Xianda, Xiang Cheng, Liu Guangye, Luo Bo, Liang Yingnan, Zhao Jianping, Liu Yan, Chen Hongqing, Xu Shiyi, Yin Zhenhua, Professor/ Zhan Xinhui, Professor/Hu Junxiu, Professor/ Liu Yulin; Professor/He Ming; Professor / He Xiaozhou; Professor / Moolin Hu; Professor / Yu Hongjun; Professor / Bi Feiyu; Professor / Zhang Li; Professor / Liu Yutang; Professor / Cao Hui; Professor / Jiang Shixue; Professor / Zhang Fan; Professor / Kong Fanjun; Professor / Li Dawu.
Language	Chinese
Relation to curriculum	Compulsory; Compulsory; Elective; Elective; Compulsory; Compulsory; Compulsory; Compulsory; Compulsory; Elective; Elective.
Type of teaching, communication time	Average theoretical class hours per week: 20 hours Weekly self-study hours: 20 hours Average weekly answer time: 8 hours Average monthly seminar hours: 8 hours Prepare test time: 8 hours
Module workload	Teaching time: 320 hours Self-study time: 320 hours
Credits	1 credit; 1 credit; 1 credit; 1 credit; 0.5 credits; 1.5 credits; 2 credits; 2 credits; 2 credits; 2 credits; 2 credits.
Assessment requirements	"Sports I" Special Technology Assessment Ball Special Technology + Competition: 60% Attendance and performance assessment: 20% Quality assessment 1000 meters: 20%



	<p>Sports II:</p> <p>Special Technology Assessment Ball Special Technology + Competition: 60%</p> <p>Attendance and performance assessment: 20%</p> <p>Quality assessment 1000 meters: 20%</p> <p>Sports III</p> <p>Special Technology Assessment Ball Special Technology + Competition: 60%</p> <p>Attendance and performance assessment: 20%</p> <p>Quality assessment 1000 meters: 20%</p> <p>Sports IV</p> <p>Special Technology Assessment Ball Special Technology + Competition: 60%</p> <p>Attendance and performance assessment: 20%</p> <p>Quality assessment 1000 meters: 20%</p> <p>"competitive sports"</p> <p>Performance and Attendance: 50%</p> <p>Assessment: 50%</p> <p>"Outward Training"</p> <p>Performance and Attendance: 50%</p> <p>Assessment: 50%</p> <p>The Teacher Forum</p> <p>Attendance and performance: 40%</p> <p>Course papers: 60%.</p> <p>Master Class</p> <p>Attendance and performance: 40%</p> <p>Course papers: 60%.</p> <p>Art Education and Practice</p> <p>Homework + Performance + Experiment: 40%</p> <p>Roll surface performance: 60%</p> <p>"Campus Activities and Social Practices"</p> <p>Performance and Attendance: 50%</p> <p>Assessment: 50%</p> <p>"Volunteer Service"</p> <p>Performance and Attendance: 50%</p> <p>Assessment: 50%</p>
Module objectives (capability)/expected learning outcomes	<p>1. Course objectives (capacity)</p> <p>1 Sports courses enable students to further understand the basic knowledge of sports, develop good physical and health habits, develop physical and mental qualities of students, enhance physical fitness, and learn and master methods and methods for scientific physical exercise.</p> <p>2 Quality development training is not a sports plus</p>



entertainment, nor is it a so-called "devil training." It is a brand-new experiential training model. Quality development training is based on games as the carrier, relying on sports, using training as the method, and comprehension as the purpose. Compared with traditional knowledge training and skills training, it has less teaching and indoctrination and more experience in some activities. Understanding and understanding, in the mountains and green waters, through the fun games, heuristic sports, interdependent environmental conditions and the trainer's classic commentary share, to promote communication and trust between people.

3 Art accomplishment and practice is an art education course for non-artistic students. It is one of the important measures for quality education in secondary education and an important means for the contemporary middle school students to achieve perfection and perfect personality. The purpose of the education in this course is not to create professional artists, but to cultivate a group of people who have a sense of beauty so that we, Guangxi Vocational College of Economics, can see the beauty from ordinary things, and we can also create things with ordinary things. The United States encourages secondary vocational students to establish a positive attitude towards life and use this positive attitude to face future studies, work, and life.

4.The four teacher courses as an important complement to the training of the college's talents are designed to guide students in sorting out, expanding, and extending knowledge; to explore the laws and methods of knowledge development; to develop students' divergent thinking, and to use interdisciplinary knowledge and their research capabilities; Meet the diverse needs of students and cultivate innovative talents. Lectures and electives cover 13 subjects including philosophy, economics, law, pedagogy, literature, history, science, engineering, agronomy, medicine, management, arts, and military. It aims to comprehensively increase students' awareness of various disciplines, understand the development history, current status and future plans of various disciplines and fields, and examine their own characteristics and development plans, and focus on training.

5 Actively carry out meaningful and interesting brand campus cultural activities for the growth of college students, with the aim of exerting students' interests, enhancing students' participation, and exercising students' organizational and communication skills.

6 Volunteer service aims at the spirit of "dedication, friendship, mutual assistance, and progress". With the goal of



	<p>“serving the school and serving the society”, it organizes and leads the volunteer service activities of the whole school and sets up a special team of volunteer services to promote the full education. “Building” and working hard to build a campus atmosphere of solidarity, friendship, and mutual help.</p> <p>2. Expected learning outcomes:</p> <p>1 The teaching of physical education courses allows participants to cultivate positive attitudes through activities, review themselves, explore their potential, enhance collaboration awareness, and learn to work in teams; thereby improving student cohesion and students' passion, while demonstrating a good spirit of solidarity and cooperation and learn to correctly handle competition and solidarity and cooperation. Physical education courses will cultivate students' interest in sports and develop good exercise habits. They will learn to maintain good interpersonal relationships with teachers and students and meet the requirements for the 2014 National Student Physical Fitness Health Standard.</p> <p>2 Art Accomplishment and Practice focuses on the relationship between art education and quality education and the relationship between art education and people. The teacher, starting from emotion and reasoning in love, imperceptibly imposes the virtues of kindness into the soul of the aesthetic subject. Through cultivation and improvement of the keen perception, rich imagination and aesthetic understanding into college students, In the end, our students will continue to enrich their minds and enrich their sentiments.</p> <p>3. Famous Teacher's Rostrum and Famous Teacher Classrooms are designed to allow students to grasp the cutting-edge information of various disciplines, have global thinking and overall awareness; have good communication and expressionskills; develop thinking habits of independent thinking, courage to criticize, and creativity; they will learn to have artistic appreciation ability to master the basic methods and concepts of cultural creativity; leadership, leadership knowledge and leadership thinking.</p> <p>4 Through the three levels of student club activities, departmental activities, and Brand building activities, we will carry out targeted development of interest, hobby, class, skills, and campus cultural courses that are meaningful for the growth of college students. There are also other practical courses to improve students' own quality.</p> <p>5. As a service provider, the development of volunteer service activities will be promoted, and students will be guided to</p>
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	<p>participate in volunteer service activities with various forms, rich contents, and profound meanings. The “1246+” Volunteer Service 2.0 New System will be built. Based on Hechuan, adhere to the combination of "going out" and "coming in". Through the four main lines of “Citizen School, Warming Heart Project, Transferring Students in Action, and Summers in the Countryside”, In the direction of “project, team, publicity, training, positions, and youth credit systems”, continue to cultivate the young students' awareness of dedication and sense of social responsibility.</p>
Leading ability (ability and knowledge to learn from this module)	<ol style="list-style-type: none"> 1. The most basic artistic appreciation and practical ability 2. Experiential first-time training, no physical illness 3. College students' basic qualities and self-awareness 4. Have basic humanistic knowledge and qualities, have the habit of thinking independently and daring to question, have basic logical thinking skills and appreciate aquatic products.
Module content	<p>Sports module</p> <p>● Sport I</p> <ol style="list-style-type: none"> 1. Safety precautions for swimming lessons; overview of swimming activities; familiarity with water, understanding water fun; learning ventilation. 2. Learn to float and stand in water; learn to swim in the water. 3. Basketball: an overview of basketball; familiar with the practice of the ball; learning to dribble in place; learning to marche ball. 4. Basketball: two hand chest pass; learn to pass the ball with one hand; learn to vary direction of dribble. 5. Basketball: learn the technique of one-handed shooting; 6. Basketball: Learn to shoot with low hands (one-handed); 7. Introduce cross-step breakthrough technology; introduce the rules of the game; four vs four confrontation exercises; 8. Review dribbling, passing, throwing skills; dribble around the pile practice (test items); middle and long distance running; learning run and standing start. 9. Dribble around the pile practice; learn the breathing method of middle distance race; learn the physical distribution method of middle distance race. Physical fitness training. 10. Basic technical training; small game teaching; referee law learning.; 1000 / 800M full running 11. Practice long-distance running: 1000 / 800M; ball activity. 12. Exam: dribbling pile (boys); ball activities. 13. Exam: 1000 / 800M; relax after exercise. 14. Exam: Basketball Match 15. Maneuver - make up test untested students



	<p>16. Maneuvering - Testing Untested Students</p> <p>● Sports II</p> <ol style="list-style-type: none"> 1. Familiarity with water; review floating, standing, and slippery movements in the water; learning the four technical movements of the breaststroke leg technique (collecting, turning, pedaling and skating); quality exercises 2. Review breaststroke technical movements; quality exercises. 3. Learn the technical exercises of legs and the breathing exercises; quality exercises. 4. Review the cooperation exercises of the technical actions of the lame and the breathing; 5. Football: Familiar with the practice of the ball; learning to dribble and change the direction of the dribble; physical exercises: flexible forces. 6. Football: Learn to kick and stop with the inside of the ankle; Physical exercises: Flexibility. 7. Football: Learn to kick the ball on the inboard side; Physical exercises: Flexibility. 8. Football: Learn to play with a positive instep. Body exercises: Flexibility. 9. Football: Learning to stop the ball in the chest; learning the head ball; physical exercises: speed smart class. 10. Football: Dribbling and piling exercises; teaching small games. Physical exercises: Speed smart class. 11. Football: Basic Skills Combination Practice; Rules: Intruder fouls (football); Teaching competitions; Physical exercises: Speed smart. 12. Football: Basic Skills Combination Exercise; Rules Introduction: Positioning Ball (Football). 13. Teaching competitions; physical exercises: endurance. 14. Exam: 1000 / 800M. 15. Exam: Football game. 16. Maneuvering - Testing Untested Students <p>● Sports III</p> <ol style="list-style-type: none"> 1. Familiar with water; review breast stroke technical movements; review legs and breathing collaborative exercises in breaststroke; quality exercises. 2. Review breaststroke leg technical movements; Learn how to swim in the breaststroke stroke in the water Work; quality exercises. 3. Review the breaststroke of the breaststroke in the water; learn the stroke of the breaststroke and the frog Swimming leg
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	<p>technical exercise coordination exercises; quality exercises.</p> <p>4. Review the practice of arm stroke and leg skills in breaststroke.;quality exercises.</p> <p>5. An overview of volleyball; posture for preparations, movement of the pace; hands in front of the ball; body exercises: flexibility..</p> <p>6. Volleyball: Pass the ball on the front hand; double pass, practice of dig pass; physical exercises: physical flexibility exercise.</p> <p>7. Volleyball: front hand serve; learn to play with the side of the body; standing long jump; physical exercises</p> <p>8. Volleyball: Learn to play with the front; use the front spiking technique;Physical exercises</p> <p>9. Volleyball: Introducing the "secondary and second" offensive tactics; introducing the rules of the game;body exercises.</p> <p>10. Volleyball: review pass, cushion technique; single pad practice (test item)</p> <p>11. Volleyball: single pass exercise; teaching small game; physical exercise.</p> <p>12. Volleyball: basic technical training; teaching small competitions; physical exercises.</p> <p>13. Exam: 1000 / 800M; relax after exercise.</p> <p>14. Exam: Volleyball.</p> <p>15. Exam: Volleyball game.</p> <p>16. Maneuvering - Testing Untested Students</p> <p>● Sports IV</p> <p>1. Familiar with water; review breast stroke arm stroke and breaststroke technical movements With practice; quality exercises.</p> <p>2. Learn the complete technical movements of breaststroke (ie breathing, paddling, kicking techniques Action coordination exercises); quality exercises.</p> <p>3. Review breaststroke complete technical movements; quality exercises.</p> <p>4. Swimming test</p> <p>5. Learning Tai Chi: basic movements - hand type - step type; physical exercise: flexible Power class.</p> <p>6. Learn Tai Chi; Physical Exercise: Flexibility.</p> <p>7. Learning Tai Chi; physical exercises; ball activities.</p> <p>8. Learn Tai Chi; physical exercises; ball activities.</p> <p>9. Learn Tai Chi; physical exercises; ball activities.</p> <p>10. Learn Tai Chi; physical exercises.</p> <p>11. Learn Tai Chi.</p> <p>12. Learning Tai Chi; physical exercises; ball activities.</p>
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	<p>13. Learn Tai Chi; physical exercises.</p> <p>14. Exam: 1000 / 800M; relax after exercise.</p> <p>15. Exams: Ball games.</p> <p>16. Maneuvering – Test for untested students</p> <p>●OutwardBound (Outward Development)</p> <p>1. Ice-Breaking Activity</p> <p>Through the ice-breaking sailing project, the students understand each other and integrate into this event. It introduces the origin of outreach training. The team's name, slogan, team song, team logo, and logo are organized to form a team. Each team will display the team culture in turn after the completion of the team to improve the fighting spirit and momentum of the team and prepare for the next training.</p> <p>2. Competition project</p> <p>Through the competition between the teams, sense of competition will be enhanced and students can better integrate into the team and into the collective.</p> <p>3. Site project</p> <p>Through the challenge of site projects, such as crossing the grid, minefield water intake, blind squares and other project challenges, teachers will guide students to discuss teamwork, details, leadership, execution, etc., and communicate with each other in order to achieve goals. .</p> <p>4. High altitude project</p> <p>Through the challenges of high-altitude projects, such as the challenges of horizontal bars in air, airborne bridges, and climbing ladders, students are encouraged to cultivate their self-confidence, courages to break through, belief in themselves, and see how they can achieve the challenges of high-altitude projects. This enhances self-confidence of students.</p> <p>5. Team melting</p> <p>After the challenges and exercises of the previous courses, the students finally competed in the competition to examine the early courses, thereby enhancing the individual's sense of honor to the team and learn to be grateful.</p> <p>6. After class reflection and feelings</p> <p>Through the training of the course and the mutual exchanges between the participants in the course, each trainee writes an extended thought, not only the sentiment of the course but also the writing, so that the trainees can have a more profound and rewarding from two-day experience.</p> <p>7. School exam</p>
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	<p>Practice to test student gains.</p> <ul style="list-style-type: none">● Competitive sports <ol style="list-style-type: none">1. Badminton: Theory: Overview of badminton, Rules and Judgment of badminton, Basic techniques and tactics: Holding a racket and preparing for a posture, Positive and negative hands, Goal and netball techniques, Step movement method, Positive and negative ball technique, Positive, backhand ball technology; singles technology; physical fitness: 100m, 1000m/800m, endurance, strength, speed, flexibility and other qualities of practice.2. Volleyball: Theory: Overview of Volleyball, Rules and Judgment of Volleyball; Preparation of Posture and Movement: Combining Other Techniques; Passing: Moving Passing Left and Right, Turning Passing; Passing the Ball; Serving the Ball; Serving: Front Facing; Lineup, "Four Two" equipped; physical fitness: 100m, 1000m/800m, endurance, strength, speed, flexibility and other practice of qualities.3. Tennis: theory: overview of tennis, tennis rules and referees; singles basic tactics; table tennis backhand flattening shots; basic skills, tactics forehand shots; backhand shots; serve; backhand push and table tennis Backhand ball technology; doubles tactics; 100m, 1000m/800m, endurance, strength, speed, flexibility and other qualities.4. Table Tennis: Theory: The origin, development, and characteristics of sports and exercise values of table tennis; basic techniques and tactics: holding and preparing postures; forward and backward hands; high and netball techniques; footwork movement methods; Counterattack technology; positive and negative handball technology; singles technology; physical fitness: 100m, 1000m/800m, endurance, strength, speed, flexibility and other qualities of practice.5. Badminton: Theory: Overview of badminton, Rules and Judgment of badminton, Basic techniques and tactics: Holding a racket and preparing for a posture, Positive and negative hands, Goal and netball technique, Step movement method, Positive and negative ball technique, Positive, backhand ball technology; singles technology; physical fitness: 100m, 1000m/800m, endurance, strength, speed, flexibility and other qualities of practice. <p>Art Culture and Practice Module</p> <ul style="list-style-type: none">● Dance Appreciation <ol style="list-style-type: none">1. Understand the basics of dance2. Learn dance knowledge by enjoying dance videos <ul style="list-style-type: none">● Yoga <ol style="list-style-type: none">1. Understand the origin, development, basic knowledge and
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	<p>precautions of yoga.</p> <ol style="list-style-type: none">2. Yoga awareness, breathing training3. Yoga posture training <ul style="list-style-type: none">● Basic training for basic skills of Chinese classical dance <ol style="list-style-type: none">1. The origin, development and basic knowledge of Chinese classical dance2. Basic skills of Chinese classical dance training3. Chinese classical dance techniques4. Chinese classical dance body rhyme5. basic skills training of Chinese classical dance <ul style="list-style-type: none">● Western ballet dance practice <ol style="list-style-type: none">1. Initial understanding of dance2. Learn about the cultural characteristics of ballet3. Cultivate students' basic knowledge and practice of basic ballet knowledge <ul style="list-style-type: none">● Appreciation of movie music <ol style="list-style-type: none">1. Familiar with information, theory and knowledge2. To use knowledge of recognition and practical ability, skills and social integration <ul style="list-style-type: none">● Popular vocal music <ol style="list-style-type: none">1. The vocal method of popular vocal music, the sound and vocalization in the popular vocal music, the control of the breath, and the singing of various popular styles.2. Determine the style of your own voice and development, and the handling of various song emotions. The history of music about pop music, and the evolution of pop music.3. Related issues to be noted when popular singing is performed on the stage. <ul style="list-style-type: none">● Chinese traditional music appreciation <ol style="list-style-type: none">1. Learning of Chinese Classical Classical Music Appreciation (eg: tone music, literary music, Tang Dynasty song and dance music)2. Cognition and appreciation of Chinese instrumental music (such as "guqin music")3. Chinese folk song appreciation <ul style="list-style-type: none">● Guitar Art Appreciation <ol style="list-style-type: none">1. Basics for Guitar2. The appreciation of guitar art in movies3. Music Theory4. Rhythm and music training5. Percussion's aesthetics and composition6. Percussion aesthetics and simple choreography <ul style="list-style-type: none">● Bamboo flute performance and appreciation
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	<ol style="list-style-type: none"> 1. Be familiar with pronunciation principles 2. Understand style and playing method 3. Theory and practice 4. Solo practice <ul style="list-style-type: none"> ● Appreciation of piano works <ol style="list-style-type: none"> 1. Be familiar with mastering the staff and knowledge of music theory, gaining practical skills on the piano by mastering the knowledge of stave and music theory 2. Through the learning of knowledge and skills, the students will know how to appreciate the understanding of frets ● Guzheng performance basis <p>Guzheng performances, style of hands, rhythm, basic skills, and musical sensation training</p> ● The development of modern music style <p>Teach students to appreciate the music styles and music development of different eras. With different musical styles, students will know how pop music evolves.</p> ● Computer music production <ol style="list-style-type: none"> 1. Usage of music production software and basic knowledge of composer arrangement, be familiar with software 2. Understand the basics of composition, record the desired notes correctly on the computer, and students learn to use calculations and compose ● Musical performances and appreciation <ol style="list-style-type: none"> 1. Master musical appreciation methods 2. Master the basic performance elements of musicals 3. Master the common performance techniques and structures of musicals ● Basic musical performance in singing and appreciation <ol style="list-style-type: none"> 1. To understand the main elements that make up a musical, the development and artistic characteristics of the musical by watching and performing the inquiring learning methods of musicals 2. With open teaching, students can enjoy the artistic form of musicals easily and happily in the performances and in the wonderful musical arias. ● Drama Screenplay and Appreciation <ol style="list-style-type: none"> 1. The mastery of drama theory 2. Analysis of the script structure of drama works in <i>Beginning of Autumn</i> and <i>Thunderstorm</i> 3. Characterization of theatrical play 4. Analyze and explain the students' drama conflict depiction and character creation
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	<ul style="list-style-type: none">5. Explain and analyze the drama scripts created by students<ul style="list-style-type: none">● Program Hosting and Appreciation<ul style="list-style-type: none">1. Basic sounding of Mandarin2. Exercise around the tongue twister3. Mandarin tone adjustment4. The nature and classification of television programs, entertainment program hosting basis5. Improvisation training● Clothing and makeup appreciation<ul style="list-style-type: none">1. To understand the perception of beauty2. To recognize the importance of color in character modeling3. Creation of makeup4. The combination of clothing and makeup● Makeup and Fashion Design Direction<ul style="list-style-type: none">1. To understand the choice of clothing makeup2. To recognize the importance of clothing makeup3. According to different roles, design a characteristic shape4. Be skilled in mastering the effective matching and modeling of clothing and makeup● Drama Performance Practice and Appreciation<ul style="list-style-type: none">1. Liberation of nature2. Communication practice3. Sketch exercises● Stage art foundation<ul style="list-style-type: none">1. The basic knowledge of the stage art, the ability to use the stage art theory to practice2. Familiar with the integration of theory, skills and practice.● Introduction to Film and Television Art Design<ul style="list-style-type: none">1. To understand what is film and television art design2. To understand what is clothing and props3. To understand what is a camera4. To understand what is perspective <p>Master course module</p> <ul style="list-style-type: none">● Teacher Forum<ul style="list-style-type: none">1. The evolution of human civilization and the cultural pattern of today's world2. The arrival of the Internet Oligopoly era3. Personalized development of modern college students4. The contemporary value of traditional culture5. New pattern of opening up under the new economic normal6. The poet remains moral and serves as a cultural conscious person.7. Contemporary Novels: A Way to Tell Love Stories
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	<p>8. A magazine and an era</p> <p>9. Metaphysics and Nihilism-Based on Heidegger Nietzsche's Thoughts</p> <p>10. Mobile user preference acquisition and recommendation</p> <p>11. Deep Learning Models and Applications</p> <p>12. Security General: Refresh Your View of Security</p> <p>13. Chinese Movie Recognition</p> <p>14. How to take a good life path - talk about several historical figures</p> <p>15. General Safety Theory: Refresh Your View of Security</p> <p>16. The arrival of the Internet Oligopoly era</p> <p>17. Career Planning and Job Interviewing Skills for College Students</p> <p>18. Mint and Candy - The Youth Movie Style</p> <p>19. Kuangzhong vs Governor</p> <p>20. Sentinel Officer of Song Dynasty</p> <p>21. World Energy Development Trends and China's Energy Development Strategy</p> <p>22. Chinese Classics and Wisdom</p> <p>23. The Essence of Marketing and Strategic Marketing Management</p> <p>24. What can we do in the era of new media</p> <p>25. Contemporary Art Appreciation and Collection</p> <p>26. Volunteerism: Ideas and Actions</p> <p>27. "Creativeness" in Contemporary Chinese Literature</p> <p>28. Contemporary Fiction: A Way to Tell Love Stories</p> <p>29. The general spirit and research paradigm of Marxist philosophy</p> <p>30. Spirit of Chinese Traditional painting</p> <p>31. Can Qing Dynasty Win?</p> <p>32. Planning careers with entrepreneurship</p> <p>● Famous Teacher Classroom</p> <p>1. Marketing - China Practice</p> <p>2. Corporate strategy</p> <p>3. Confucian culture</p> <p>4. The economics of life</p> <p>5. Art of War and Life Wisdom</p> <p>6. Network Culture Construction and Moral Cultivation</p> <p>7. Chinese contemporary social issues</p> <p>8. The wisdom of history</p> <p>9. Contemporary International Political Economy and China's Diplomacy</p> <p>10. Movie Appreciation</p>
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Examination requirements and examination forms	<ul style="list-style-type: none"> ● Sport I Examination/site assessment ● Sports II Examination/site assessment ● Sports III Examination/site assessment ● Sports IV Examination/site assessment ● Extension training



	<p>Examination/site assessment</p> <ul style="list-style-type: none"> ● Competitive sports <p>Examination/site assessment</p> <ul style="list-style-type: none"> ● Artistic cultivation and practice <p>Closed book exam</p> <ul style="list-style-type: none"> ● Teacher Forum <p>Course Paper</p> <ul style="list-style-type: none"> ● teacher class <p>Course Paper</p> <ul style="list-style-type: none"> ● Campus activities and social practice <p>On-site assessment to score</p> <ul style="list-style-type: none"> ● Volunteer service <p>On-site assessment to score</p>
Teaching tools	Multimedia, blackboards, professional high-altitude challenge facilities and venues, new media, community activities, etc.
Reading list (reference books, recommended documents)	<ol style="list-style-type: none"> 1. <i>Traditional Chinese Music</i> 2. <i>Appreciation of Chinese Classical Music</i> 3. <i>"Chinese Folk Songs"</i> 4. <i>Basic Music Theory Tutorial</i> 5. <i>Classical Chord progression</i> 6. <i>Songs Change Life</i> 7. <i>Popular Music History and Style</i> 8. <i>Wang Zhongshan Guzheng Collection</i> 9. <i>Guzheng Basic Course</i> 10. <i>Chinese Music</i> 11. <i>Yellow Bell</i> 12. <i>Art Gallery</i> 13. <i>Beyer</i> 14. <i>Western Ballet Dance Practice</i> 15. <i>History of Ballet Dance.</i> 16. <i>Dance Studies</i> 17. <i>Europe and American Musical Singing and Training Course.</i> 18. <i>Contemporary Pop Vocalist Vocal Training Skills</i> 19. <i>Study on Musical Theatre Teaching—The First Symposium on Chinese Musical Theatre Teaching and Writing</i> 20. <i>Musical Arts and Practice</i> 21. <i>Self-development training</i> 22. <i>Outward Training</i> 23. <i>Be the best trainer</i> 24. <i>University Sports and Health</i> 25. <i>The Road to Success - Innovation and Practice of Quality Education for College Students</i> 26. <i>Complete Strength - Selected Cases of Quality Education for</i>



	<i>College Students</i>
Last modified date	2018.5.31
Explanation of the module (reason)	<p>The sports curriculum module is based on basketball, volleyball, football, 24 simplified tai chi, aerobics, and swimming. It is the most popular sports program for college students in our country and our university. It plays a positive role in improving the physical and mental health of college students. The cultivation of lifelong sports awareness plays a good role in promoting.</p> <p>The composition of the Art Accomplishment and Practice module is designed to cultivate students' awareness of music and art.</p> <p>The Forum of Masters aims to introduce lectures by experts and scholars in various fields, broaden the horizons of students, increase students' knowledge, and introduce the most basic knowledge and cutting-edge information in various fields. The elected courses are designed to allow students to systematically grasp certain topics. The knowledge of the certain field allows students to fully grasp the basic concept to the core content, from the development path to the future trend, and from academic research to practical application.</p> <p>Campus activities and social practices, volunteer services are designed to make the education process no longer purely preaching, not a simple judgment, but a reach experience, connotative, emotional, and strengthen the practice in the process. The relationship between teachers and students will be changed from a one-way relationship to an interactive relationship. This interaction relationship cannot be accomplished in lab. In the common experience of learning, life and activity, there will be mutual understanding and trust. Students are also becoming familiar with the ways of doing things and the skills of people.</p>

Module 14 Humanities and Art

Module name:	Humanities and Art			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	On Musicals	From Novel to Film	Introduction to Classical Music	Classic Movie Appreciation
Semester(s) in which module is taught	5	4	1	1
Courses, if applicable	World	Creative Writin	Rhetoric and	Classic Speech



	Literature: Since 18th Century	g	Logic	
Semester(s) in which module is taught	1	2	2	4
Courses, if applicable	Persuasion and Reasoning			
Semester(s) in which module is taught	4			
Person responsible for Module	Lecturer: Liu Hui			
Lecturer	Lecturer Liu Hui, Lecturer Li Dongmei, Lecturer Chen Xia, Lecturer Wu Yue, Lecturer Fang Gang, Lecturer Tian Yijie, Lecturer Lu Deng, Lecturer Zhong Xin, Lecturer Bi Ran, Lecturer Pan Yungui, Assistant Professor Sun Shikuan, Assistant Professor Han Pengwei, Teaching Assistant Liu Huiqin, assistant teacher Zhao Yu.			
Language	Chinese			
Relation to curriculum	Compulsory and elective			
Type of teaching, communication time	On average, theoretical courses are taught on a weekly basis: 2 hours			
Module workload	Musical: Teaching Hours 32 hours From novels to movies: 32 Teaching Hours Introduction to Classical Music and Appreciation of Classical Movies (One out of two): Teaching Hours 32 hours World Literature in 300 Years: Teaching Hours 32 hours Creative Writing: Teaching Hours 32 hours Rhetoric and Reasoning: Teaching Hours 32 hours Classical speeches and persuasion and reasoning (one in two): 32 hours in teaching class			
Credits	1 credit average course			
Assessment requirements	For all courses: homework and attendance for 40%, examination or report for 60% .			
Module objectives (capability)/expected learning outcomes	1. Course objectives (capacity) <i>Musical Drama</i> aims to guide the study of the charm of musicals and operas from both theoretical and practical aspects, thereby enhancing students' artistic appreciation and practical ability. <i>From the novel to the movie</i> aims at the appreciation of the novel and film, students can learn from the different outstanding works of the correct values and outlook on life. In order to achieve			



the "moral education" purpose, the purpose of this course is also achieved with the teachers' explanation of the novel to the movie; students can analyze and appreciate the movie adaptation of the novel from the perspectives of sociology and folklore. It will improve students' level of artistic cognition and appreciation.

Introduction to Classical Music aims to teach students through listening to music theory and discussion through the theory of teachers, so that students can understand the basic elements of classical music, master the basic skills of music appreciation, and understand the different Chinese and Western music aesthetics, thus improving students' aesthetics of music. With judgment, students with a higher level of musical ability can achieve primary music creation ability, and ultimately achieve the purpose of strengthening students' "perceptual experience" ability.

Appreciation of Classical Films aims to enhance students' perception of art and guide students to build their ability to appreciate movies.

300 Years of World Literature aims to make students realize that literature is an important part of the progress of human civilization; to understand the basic characteristics of Western literature over the past 300 years and its causes, characteristics, and values of civilization; to understand the basics of the development of world literature in 300 years. The clues and major literary phenomena of each period, representing writers and works, thus it will broaden students' knowledge horizons and enrich students' humanistic connotations.

Creative Writing is designed to help students change their traditional writing pattern, cultivate their imagination, dare to introduce new ideas, and creatively compose in writing. At the same time, they dare to boldly question and criticize and find solutions to problems. It will cultivate students' interest in writing so that students will love writing and inspire students' attention to expression, renew ideas, developing unique writing personalities and expression habits, to train students' basic writing skills, and learn to write stories.

Rhetoric and Reasoning aims to help students learn to use rhetoric theory to analyze the logic of expression and judgment and the rhetoric used, and apply it to speech, debate, negotiation and other occasions.

Classic Speech aims to be familiar with the role and development history of speeches, what are the classic speeches, the application fields and development trends of speeches, the role and significance of speeches, and the characteristics of speeches so that



	<p>students can master the presentation skills and be able to be proficient in public affairs. Speech.</p> <p><i>Persuasion and Reasoning</i> is intended to be familiar with the basic meanings, techniques and basic characteristics of persuasion and reasoning, and to learn the art of speaking and persuasion. It can be applied to life, learn about each other's psychology in communication, and better communication. This will enable students to master meticulous thinking and logical language organization and presentation skills.</p> <p>2. Expected learning outcomes:</p> <p>In the successful learning of the module course, students will grasp the expected learning outcomes as follows:</p> <ol style="list-style-type: none">1) Through the study of musicals, students' art appreciation and practical ability can be improved.2) Through learning <i>From Novels to Movies</i>, students can learn the correct values and outlook on life from different outstanding works. By achieving the purpose of "moral education", students' artistic cognition and appreciation level can be improved.3) Through the study of the <i>introduction of classical music</i>, students can understand the different Chinese and Western aesthetics of music and enhance the students' aesthetic appreciation and judgment of music. For those students with higher musical standards, they can achieve basic music composing ability.4) Through <i>appreciation of classic movies</i>, students can enhance their perception of art and their ability to appreciate movies.5) Through the study of <i>three hundred years of world literature</i>, students should be trained with the ability to understand human civilization and advance their abilities, literary appreciation and aesthetic interests, literary interests, develop good reading habits, and improve students' comprehensive writing skills. Continuous development of capabilities.6) Through the <i>Creative Writing</i> course, students can become familiar with the basic theories and methods of writing and improve the basic writing skills.7) Through the course of <i>Rhetoric and Reasoning</i>, students can become familiar with basic theories and methods of rhetoric and reasoning, use rhetoric theory to improve the ability of analytical expression and logical judgment, and solve practical problems.8) Through the <i>Classic Speech course</i>, students will be able to become familiar with the basic theories and methods of speaking, improve the writing skills and presentation skills, and solve
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	<p>practical problems.</p> <p>9) Through the <i>Persuasion and Reasoning</i> course, students can become familiar with the basic meanings, techniques, and basic characteristics of persuasion and reasoning, and then learn the art of speaking and persuasion. You can apply it to life and learn about each other in the exchange. Psychology, better communication. Learn to observe keenly, think calmly, touch the other person's psychological point, and convince them. In the process of negotiating with each other, one can eliminate the other's alertness, change the other party's prejudice, resolve the other party's dissatisfaction, and shorten the distance between each other's minds; look for angles and open gaps.</p>
Leading ability (ability and knowledge to learn from this module)	<ol style="list-style-type: none"> 1. Literary appreciation ability. 2. Film appreciation. 3. Music appreciation ability. 4. Analysis and summary ability. 5. Literary appreciation. 6. Students have a certain understanding of writing and have the most basic writing skills; 7. Students have a certain literary foundation and have read a certain amount of literary works; 8. Students will understand and master the basic knowledge of rhetoric and logic, use rhetoric theory to analyze problems, and basic knowledge of rhetoric history in the East and West, and debate basic knowledge; 9. Students have a certain understanding of speeches, have the most basic speech expression skills, meticulous thinking, language logic organization and presentation skills.
Module content	<p>● musical</p> <ol style="list-style-type: none"> 1. Performance characteristics of opera art 2. A brief history of the development of the opera art 3. Mozart's opera art and works "Les Figaro's Wedding" 4. Mozart's opera art and work "Magic Flute" 5. Donizetti's operatic art and work "The Ginger of Love" 6. Verdi's opera art and works "La Traviata" 7. Puccini's opera art and work "Turandot" 8. The musical program's general definition: understand the meaning of musicals, divide the main types of musicals, and understand the characteristics of musicals. 9. The characteristics of the creation of the musical: understanding the theme of the play of the musical, the theme of the music, the theme of the stage and the theme of the theme of the stage. 10. The difference and connection between opera and musical:



	<p>Recognizing the differences between musical expressions and operas in terms of artistic expression and artistic attributes.</p> <p>11. Walk into the screen of the musical: understand the phenomenon of the musical theatre from the stage into the screen, and analyze the pros and cons of the phenomenon.</p> <p>12. The difference between Chinese opera and Chinese musical: By appreciating Chinese opera and Chinese local musical production, students can understand the ancient Chinese opera culture and can distinguish the difference between Chinese opera and Chinese musical.</p> <p>13. The status quo of the development of Chinese musicals: Understand the status and prospects of the development of musicals in the Chinese market.</p> <p>● From novels to movies</p> <ol style="list-style-type: none">1. Art categories2. The development of fiction and film3. Different expressions of fiction and movie language4. The conversion of novels to movies5. Types of Novels to Movie Adaptations6. Adaptation of novels7. Adaptation of the novella8. Adaptation of short stories <p>● Introduction to classical music</p> <ol style="list-style-type: none">1. Introduction (rhythm, melody, musical instruments, singing, music, texture, harmony, strength)2. Western classical music appreciation3. Appreciation of Chinese folk music folk songs <p>● Appreciation of classic movies</p> <ol style="list-style-type: none">1. Film is art; film is the product of the development of science and technology; film is the product; film is entertainment; film is the “asymptote of real life”2. The definition of the lens; the definition and classification of the scene; two basic grammar of the film language: montage and long shot; the specific expression function and role of the scene, montage, long shot in the film;3. The content of film scene scheduling factors; the camera's push, pull, shake, move, raise, and lower six kinds of sports.4. The color and hue of the movie; the classification and function of the light in the movie; the debate surrounding the sound of the movie; the classification and application of the sound in the movie. <p>● 300 years of world literature</p> <ol style="list-style-type: none">1 Introduction2. Greek and Hebrew source of Western Literature
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	<p>3.Literature of the 18th Century</p> <p>4.Literature of the 19th Century</p> <p>5.Literature of the 20th Century</p> <p>● Creative Writing</p> <p>1 Introduction</p> <p>2. Thoughts</p> <p>3. Imagination</p> <p>4.Character</p> <p>5. Language</p> <p>6. Story</p> <p>7. Plan a Composition</p> <p>8. Summary and review</p> <p>● Rhetoric and Reasoning</p> <p>1 Introduction</p> <p>2. The Establishment and Development of Rhetoric</p> <p>3.The Establishment of Logical Thinking</p> <p>4.Debating Skills</p> <p>5.Persuasion Logic</p> <p>6. Summary and Review</p> <p>● Classic speech</p> <p>1. Introduction</p> <p>2. Skills of Speech</p> <p>3. Analysis of Classic Speech Cases</p> <p>4.Practice of Speech</p> <p>5. Summary and Review</p> <p>● persuasion and reasoning</p> <p>1 Introduction</p> <p>2. What is persuasion and reasoning?</p> <p>3. Persuasion and Reasoning Techniques</p> <p>4. How to skillfully persuade others</p> <p>5. Persuasion and Reasoning in Social Psychology</p> <p>6. Ad persuasion and attitude change</p> <p>7. The art of speaking</p> <p>8. The art of persuasion</p> <p>9. Persuasiveness</p> <p>10. Summary and Review</p>
Examination requirements and examination forms	<p>● Musical Drama</p> <p>Closed book exam</p> <p>● From novels to movies</p> <p>Closed book exam</p> <p>● Introduction to classical music</p> <p>Course Papers/Examination</p> <p>● Appreciation of classic movies</p>



	<p>Course Papers/Examination</p> <ul style="list-style-type: none"> ● 300 years of world literature <p>Open-book exam/written test</p> <ul style="list-style-type: none"> ● Creative Writing <p>Open-book exam/written test</p> <ul style="list-style-type: none"> ● Rhetoric and reasoning <p>Closed book exam</p> <ul style="list-style-type: none"> ● Classic speech <p>Closed-book exam / written test</p> <ul style="list-style-type: none"> ● persuasion and reasoning <p>Course Papers/Examination</p>
Teaching tools	Multimedia, electric piano, radio, movie, blackboard
Reading list (reference books, recommended documents)	<ol style="list-style-type: none"> 1. Luo Wei. <i>Broadway Musical</i> [M]. Tsinghua University Press, 2013. 2. Mu Yu. <i>Western Musical History</i> [M]. Shanghai Music Publishing House, 2004. 3. Mu Yu. <i>Musical Art and Industry</i>[M]. Shanghai Music Publishing House, 2012. 4. Ju Qihong, Zhi Yan, etc. <i>Chinese Opera Musical History</i> [M]. Anhui Literature and Art Publishing House, 2014. 5. Shen Xuan. <i>Western Opera Dictionary</i> [M]. Shanghai Music Publishing House, 2011. 6. Social Sciences Press, 2012.(明显错误) 7. Fu Mingen, <i>from literature to film</i> [M]. Beijing: China Social Sciences Press, 2012. 8. Liu Yiguan. <i>Introduction to Classical Music (First Edition)</i> [M]. Guangdong: Education Press, 2007. 9. Craig Wright. <i>Listen to Music</i> [M]. Beijing: Life • Reading New Trivia Bookstore, 2012. 10. Roger Kamien (USA). <i>Listen music music appreciation tutorial</i> [M]. Beijing: World Book Publishing Company Beijing Corporation, 2008. 11. Wei Tinger. <i>Piano Music Appreciation</i> [M]. Popular Science Education and Artistic Cultivation of Green Apple E-book Series. 12. Deng Ruizhuo, Liu Huihua. <i>College Music Appreciation (First Edition)</i> [M]. Chemical Industry Press, 2012. 13. Gilnerms, <i>Introduction to Film Studies</i> [M]. Beijing: Houlang Publishing House, 2013. 14. Yang Yuanying, <i>Introduction to Film</i> [M]. Beijing: Beijing Union Press, 2010. 15. Dai Jinhua, <i>Theory and Criticism of Films</i> [M]. Beijing: Peking University Press, 2007. 16. Dai Jinhua, <i>Eighteen Lectures on Classical Film</i> [M]. Beijing:



	<p>Peking University Press, 2014.</p> <p>17. Zheng Kelu. Foreign Literature History [M], Beijing: Higher Education Press, 1999.</p> <p>18. Jin Yuanpu. Foreign Literature History [M], Shanghai: East China Normal University Press, 2000.</p> <p>19. Zheng Kelu. Selected Works of Foreign Literature [M], Beijing: Higher Education Press, 2005.</p> <p>20. Wu Xiaodong. The 20th Century Foreign Literature Theme [M], Beijing: Peking University Press, 2002.</p> <p>21. Wu Xiaodong. Selected Works of Foreign Literature in the 20th Century [M], Beijing: Peking University Press, 2002.</p> <p>22. Harold Bloom, Jiang Ningkan Translation. Western Canon [M], Nanjing: Yilin Press, 2005.</p> <p>23. Yuan Xingkai. History of Chinese Literature [M], Beijing: Higher Education Press, 1999.</p> <p>24. Yu Xianhao. Selected Ancient Chinese Literary Works [M], Beijing: Higher Education Press, 2003.</p> <p>24. Robert McGee, The Story – Material, Structure, Style, and Principles of Screen Play [M], Beijing: China Film Press, 2003.</p> <p>25. Dorothea Brand, Becoming a Writer [M], Beijing: China Renmin University Press, 2005.</p> <p>26. Shirley Ellis, Start writing! - Non-fictional literary Writing [M], Beijing: China Renmin University Press, 2006.</p> <p>27. Jerry Clifford, Fiction Writing Tutorial - Fast Critique of Fictional Literature [M], Beijing: China Renmin University Press, 2012.</p> <p>28. Ma Yuan, Novel Password [M], Beijing: Writer Publishing House, 2010.</p> <p>29.S. Lucas, The Art of Speech [M]. Haikou: Hainan Publishing House, 2002.</p> <p>30. Dale Carnegie, Language Breakthrough [M]. Beijing: China Federation of Literary Publishing Companies, 1998.</p> <p>31. Gao Ruiqing, Outline of Speech Writing[M]. Shanghai: East China Normal University Press, 2003.</p> <p>32. Wang Dong, Gao Yonghua, Practical Spoken Language Art [M]. Beijing: People's Literature Publishing House, 2003.</p> <p>33. Feng Youlan, History of Chinese Philosophy [M]. Chongqing: Chongqing Publishing House, 2009.</p> <p>34. Bertrand Russell, History of Western Philosophy [M], Beijing: The Commercial Press, 1963.</p> <p>35. Bruker Noel, Critical Thinking [M], Beijing: Mechanical Press, 2014.</p> <p>36. D. Q. MacLennie, Simple Logic [M], Zhejiang: Zhejiang</p>
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	People's Publishing House, 2013.
Last modified date	2018.6.1
Explanation of the module (reason)	The module is designed to cultivate students' artistic and writing aesthetics and artistic and writing skills, to cultivate students' artistic creativity, appeal, aesthetics, and creativity, and their aesthetics, and logic of writing. They are also to inherit the cultural classics of various countries. In order to realize the soft value of the humanities and understand the past life experiences, we aim to use the broader spiritual civilization in the field to create a personal spirit and cultural heritage.



Module 15 Philosophy and Social Sciences

Module name:	Philosophy and Social Sciences			
Module level, if applicable				
Code, if applicable				
Subtitle, if applicable				
Courses, if applicable	On Happiness: Positive Psychology	The Theory of Justices	Freud, Jung and Adler	The Zen Culture
Semester(s) in which module is taught	3	4	7	7
Courses, if applicable	The Modern Progress of European Civilization	Public Policy of the United States	International Conflicts of Contemporary World	Economics
Semester(s) in which module is taught	6	1	2	5
Courses, if applicable	Public Policy and Urbanization Research of Chinese Society	Russell and History of Western Philosophy	On Democracy of the United States	The Word Created by Socrates and Confucius with their Disciples
Semester(s) in which module is taught	6	5	5	3
Courses, if applicable	Information Technology and Society	Ethics in Life Science		
Semester(s) in which module is taught	5	6		
Person responsible for Module	Zhang yan			
Lecturer	Associate Professor Jin Guangmei, Lecturer Zhang Yan, Lecturer Wang Hao, Lecturer Luo Lei, Lecturer Yang Qian, Lecturer Zhang Wei, Lecturer Li Mei, Lecturer Wu Bingbing, Lecturer Cai Xicao, Lecturer Xing Jingwen, Lecturer Li Jiao, Lecturer Zhang Aichun, Teaching Assistant Yan Changyi, Teaching Assistant Deng Lulu, Teaching Assistant Mu Dongmei, Teaching Assistant Chen Mingbo, Teaching Assistant Zhou Mi, Teaching Assistant Yang Mengya, Teaching Assistant Chen Chunyan, Teaching Assistant Zhang Tian, Teaching Assistant Huang Yanuo, Teaching Assistant Sun Wei,			



	Teaching Assistant Li Yulin.
Language	Chinese
Relation to curriculum	Compulsory and elective
Type of teaching, communication time	On average, theoretical courses are taught on a weekly basis: 2 hours
Module workload	<p>Happiness Class: Teaching Hours 32 hours</p> <p>Theory of Justice: Teaching Hours 32 hours</p> <p>Freud and Jung, Adler/Zen Texts (choose one from the two courses): Teaching hours 32 hours</p> <p>Modern History of European Civilization: Teaching Hours 32 hours</p> <p>U.S. Social Public Policy: Teaching Hours 32 hours</p> <p>International Conflict in the Contemporary World: Teaching Hours 32 hours</p> <p>Economics: Teaching Hours 32 hours</p> <p>Research on Public Policy and Urbanization in Chinese Society: Teaching Hours 32 hours</p> <p>On the History of Democracy/Russell and Western Philosophy in the United States (Choose 1): Teaching Hours: 32</p> <p>The Word Created by Socrates and Confucius with their Disciples: Teaching hours of 32 hours</p> <p>Information Technology and Society: Teaching Hours 32 hours</p> <p>Ethics in Life Sciences: Teaching Hours 32 hours</p>
Credits	1 credit for each course
Assessment requirements	Homework, classroom performance, notes 40%, volume results (or thesis) 60%
Module objectives (capability)/expected learning outcomes	<p>1. Course objectives (capacity)</p> <p>This module is mainly to cultivate students' patriotism and inspire students' sense of social responsibility. It also recognizes that the individual's future and destiny are always related to the prosperity of the motherland. The students are to understand the national conditions, live up to the times, shoulder the historic mission, and combine the values of one's own life with the needs of the motherland. Starting with cultivated education, it is to cultivate students' sense of moral responsibility, and help them establish correct values.</p> <p>The "Happiness Class" mainly allows students to understand that happiness is a capability that requires learning and training. It is to let students understand the importance of positive attitude and healthy psychological quality, to let students understand positive personality, optimism, emotional intelligence, counter-business, positive interpersonal relationship, time and goal management, love, etc., and to let students know that the formation of positive attitude requires regular self adjustments and efforts for success require continuous</p>



	<p>efforts.</p> <p>"Floyd and Jung, Adler" enables students to enter the door of the psychoanalytic school on the basis of understanding the classical theories of Freud and Jung, Adler, and the origin of Freud. They are also to expected to have a general understanding of The psychoanalytic school, Jung's analytical psychology school, and Adler's individual psychology school. At the same time, they learn to think independently from an open-minded attitude and diversified perspectives, try to use psychology to analyze life phenomena, and solve life problems; and to a certain extent, learn and experience the independence of masters, fear of authority, and daring to explore immortality so as to establish correct moral values.</p> <p>Zen Culture allows students to master the basic theories of Buddhism and all aspects of Zen that were established on the basis of Buddhist basic theories. Its central content is the history of Zen Buddhism, the life and meditation of Zen patriarchs, and Zen culture derived from Zen Buddhism. It is to establish students' correct values, cultivate students' sense of moral responsibility, broaden their cultural vision, and enrich their cultural perspective.</p> <p>"The Theory of Justice" enables students to master the theory of justice in Western thoughts. Its theoretical content, background and criticism are centered on understanding the theory of justice, moral theory, and political philosophy of Western history, and studying and judging social justice for students. Issues such as fairness provide ideological resources, and cultivate students' abstract thinking ability and critical thinking ability.</p> <p>The "Modern Course of European Civilization" has enabled students to understand the evolution of European civilization and its relationship with other civilizations and to cultivate students' vision of globalization.</p> <p>The "Conflict of the World in the Contemporary World" improve students' sense of globalization. Students need to master the basic viewpoints, basic theories, and basic methods of international politics and international relations, and apply these theories and methods to analyze the international conflicts of the contemporary world. These conflicts include economic conflicts, political conflicts, military conflicts, diplomatic conflicts, cultural conflicts, civilized conflicts, ethnic conflicts, and religious conflicts. In this way, students can grasp the basic trends, characteristics, and main issues facing the development and evolution of contemporary international politics and international relations, as well as China's position and role on the international stage.</p> <p>The general goal of "the U.S. Public Policy" course is to describe</p>
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	<p>and explain U.S. public policy through the use of different models of political analysis. This enables students to understand the formation of U.S. social and public policies and to understand U.S. society's public policy development and its influence, and can use the relevant analysis tools to carry on the preliminary explanation to the concrete specific policy domain.</p> <p>"Economics" uses economics-related theories and analytical methods to understand and analyze the ability of economic phenomena in real life; to exercise students' dialectical thinking ability and logical thinking ability in the process of analyzing economic phenomena.</p> <p>The course of "China Society Public Policy and Urbanization Study" enables students to understand the connotation of public policies, to grasp the nature and types of public policies, to clarify the main body of public policies, policy objects and policy environment. By comparing the city development processes between developed countries and China, students can identify the rules and characteristics of urbanization, and they can have a clear sense of urbanization research from the macro level to the micro level. The students can also understand the situation and issues of urbanization which help them have better thoughts of employment and career planning.</p> <p>"Russell and History of Western Philosophy" aims to use Russell's "History of Western Philosophy" as a basis to enable students to learn and understand the main research content of Western philosophy, the main philosophers and thoughts, and the influence of philosophy on the development of western history.</p> <p>"On Democracy in the United States" aims to make students understand the origins, changes, and status quo of American democracy. Starting from the constitutional framework of the United States, it introduces the mechanisms of separation and balance of power in the United States, the channels for political participation, its mode of operation and limitations, and the setting up and operation of US government agencies and court systems.</p> <p>The course "The Word Created by Socrates and Confucius with their Disciples" aims to make students understand the basic contents of Western philosophy represented by Socrates and Chinese philosophy represented by Confucius, and on this basis compare the differences between Chinese and Western philosophy.</p> <p>"Information Technology and Society" aims at cultivating students' rational thinking attitudes. On the one hand, they can make reasonable use of information technology for their own use. On the other hand, they need to get rid of the impediments brought about by information technology and to be mentally free people.</p>
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	<p>"Ethics in Life Sciences" aims to cultivate students' ability to think about human life sciences and ethical issues, discuss the relationship between life sciences and technology in contemporary society, and the relationships between human life; the course also talks about the outlook of life science and technology and the future, and the importance of care.</p> <p>2. Expected learning outcomes</p> <p>IAfter taking the module course, we expect students have outcomes as follows:</p> <p>1) Learning through the Happiness Class, Students will master the basic theories and application methods of positive psychology, improve their ability to solve practical problems, and develop positive and optimistic attitudes.</p> <p>2)Through the study of the classical theories of Freud and Jung, Adler, there is an overall perception of the psychoanalytic school with Freud as the originator, Jung's analytical psychology school, and Adler's individual psychology school.</p> <p>3) On the basis of understanding a traditional culture developed Buddhist Zen thoughts in China, students can establish a good moral goal and pursue a healthy spiritual life.</p> <p>4) Through the study of the modern history of European civilization and the international conflicts in the contemporary world, students have a global perspective that enables students to master the basic viewpoints, basic theories, and basic methods of international politics and international relations, and use these theories and methods to analyze contemporary International conflicts in the world.</p> <p>5) Through the study of economics, students learn to use economics related theories and analytical methods to understand and analyze economic phenomena in real life; to exercise dialectical thinking and logical thinking skills in analyzing economic phenomena.</p> <p>6) By studying the Chinese society's public policy and urbanization research, the students can understand the reality of urbanization and many issues, and think about the direction of employment and the reasonable choice of employment location.</p> <p>7) Through the study of Russell and the History of Western Philosophy, students learn the historical context of western philosophy and understand the role of philosophy in promoting the development of Western civilization. On this basis, they would learn to use philosophical thinking and critical spirit to think independently.</p> <p>8) Through the study of democracy in the United States, students would master the basic theories, basic categories, and basic knowledge of American democracy, understand the nature and characteristics of</p>
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	<p>American democracy, and raise the awareness of political participation.</p> <p>9) Through the study of “The Word Created by Socrates and Confucius with their Disciples”, students can understand the origins and differences of Chinese and Western philosophy, so that students can have a holistic understanding of Chinese and Western cultures and form a correct world outlook and values.</p> <p>10) Understand the forefront of the development of information technology and life sciences; Through the analysis of specific cases, we can understand the current information technology knowledge and the benefits of modern life science technology to humanity, and to learn to dialectically view the issues.</p> <p>11) Through “the ethical study in life sciences”, students can understand the impact of scientific progress on themselves, recognize the importance of scientific and technological progress. It can also guide students to establish correct values, and participate in the development of standardized science, so as to make society harmonious and progressive. Ultimately, it contributes to the sustainable development of human society.</p>
Leading ability (ability and knowledge to learn from this module)	<p>Ability to read texts, use cases to combine theoretical analysis and judgment skills, cognitive abilities, self-awareness of others, and the ability to analyze things. Good language understanding and expression skills, basic knowledge of Buddhism and basic knowledge of Zen. Knowledge of world history, the use of historical analysis and problem-solving capabilities. The basic knowledge and basic theories of the modern history of the world and contemporary international relations can be used to analyze international hot issues; the interests of current domestic affairs, a keen awareness of policy, urbanization and cognitive ability. The basic knowledge of the history of the East and the West; a basic understanding of traditional Confucian culture and the ability to use logic to analyze problems. Understanding the basic processes of human growth and development and current medical treatments for diseases and having a certain understanding of life and death. Learn about computer basics, communication principles, big data analysis, Internet+, and other related knowledge.</p>
Module content	<p>●Happiness Class</p> <ol style="list-style-type: none">1. Know positive psychology2. Explore happiness3. Perfect personality4. Optimism and hope5. Positive emotions6. Insight into Emotional Intelligence7. Reverse quotient



	<ul style="list-style-type: none">8. Setting goals, time management9. Positive relationship10. Thanksgiving11. Gender and Love<ul style="list-style-type: none">● Freud, Jung and Adler1 Introduction2. Freud's Overview3. Universalism4. Subconsciousness theory5. Personality theory6. The analysis of the dream7. Anxiety and self-defense mechanisms8. Ringier Overview9. Jung's Personality Structure Theory10. Psychological type theory11. Jung's other theories12. Adler Overview13. Adler's Personality Dynamics Theory14. Adler's personality structure theory15. Adler's other theories16. Contrast summary● Zen Culture<ul style="list-style-type: none">1. Buddhist vocabulary and terminology, famous Buddhist shrines in China.2. The establishment, development and dissemination of Buddhism and the basic religious doctrines of Buddhism.3. The history of Zen development, the main characters and major sects of Zen Buddhism.4. The manifestations of Zen in Chinese culture and the influence of Zen on Chinese culture.● Justice theory<ul style="list-style-type: none">1. Introduction2. Logical fallacy3. God4. Reality5. Sophocles and Antigone6. Socrates and "Apology"7. Plato's "Utopia"8. Hobbes and Leviathan9. Locke and The Government10. Rousseau and The Social Contract Theory11. Moral Theory: Utilitarianism12. Moral Theory: Deontology
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	<p>13. Moral Theory: Virtue Ethics</p> <p>14. Rawls and The Theory of Justice</p> <p>15. Justice as Fair: Exploration of Justice Issues</p> <p>● The Modern History of European Civilization</p> <p>1. Introduction</p> <p>2. Ancient Greek civilization</p> <p>3. Ancient Roman civilization</p> <p>4. The origin of Christianity</p> <p>5. Byzantine civilization and subsequent Western kingdom</p> <p>6. Renaissance and religious reform</p> <p>7. Development of new routes</p> <p>8. Enlightenment</p> <p>9. The arrival of the industrial age</p> <p>10. Political Revolution in Europe</p> <p>11. Turmoil in the Order</p> <p>12. Dark clouds of war - World War II</p> <p>13. The intensification of the Cold War and the division of Europe</p> <p>14. European integration process</p> <p>Economics</p> <p>1. Supply and demand</p> <p>2. Marginal analysis</p> <p>3. Monopoly</p> <p>4. Market failure</p> <p>5. GDP</p> <p>6. Inflation</p> <p>7. Unemployment</p> <p>8. Economic Growth and Economic Cycle</p> <p>● U.S. Public Policy</p> <p>1. Summary of the Theory of Social Public Policy in the United States</p> <p>2. American political system and policy model</p> <p>3. Criminal justice of the U.S.</p> <p>4. Social Welfare System of the U.S.</p> <p>5. Education Policy of the U.S.</p> <p>6. Economic Policy of the U.S.</p> <p>7. Tax policy of the U.S.</p> <p>8. World Trade Policy of the U.S.</p> <p>9. Environmental Policy of the U.S.</p> <p>10. Defense and Anti-Terrorism Policy of the U.S.</p> <p>● China's Public Policy and Its Urbanization</p> <p>1 Introduction</p> <p>2. The nature and type of public policy</p> <p>3. Policy body, policy object and policy environment</p> <p>4. Policy model</p>
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	<p>5. Policy development</p> <p>6. Policy implementation</p> <p>7. Policy Evaluation</p> <p>8. The end of the policy</p> <p>9. Urbanization</p> <p>10. The history of urbanization since China's founding</p> <p>11. Case Analysis of Urbanization</p> <p>12. City disease</p> <p>13. City Management</p> <p>14. Should urbanization be administratively or market-driven?</p> <p>15. Large cities or small towns</p> <p>● International conflicts in the contemporary world</p> <p>1. The international community where war and peace, conflict and cooperation, opportunities and challenges coexist</p> <p>2. Sino-US relations and Taiwan issues</p> <p>3. Japan going to a political power</p> <p>4. The Sino-American Game Behind the South China Sea Problem</p> <p>5. The Korean Peninsula nuclear crisis</p> <p>6. The harm of international "terrorism" and counter-terrorism countermeasures.</p> <p>Russell and The History of Western Philosophy</p> <p>1 Introduction</p> <p>2. The dichotomy of Western philosophy</p> <p>3. The main branches of Western philosophy</p> <p>4. The nine schools of Western philosophy and their representatives</p> <p>5. Pre-Socratic philosophy</p> <p>6. Ancient Greek Philosophy</p> <p>7. Christian philosophy</p> <p>8. Political philosophy</p> <p>9. Rationalism</p> <p>10. Empiricism</p> <p>11. German Classical Philosophy</p> <p>12. Philosophy of Will</p> <p>● On American Democracy</p> <p>1. Origin of American Democracy</p> <p>2. On the Constitution of the United States and the Operation of Its Democratic System</p> <p>3. On the Separation of Powers and Checks and Balances of American Democracy</p> <p>● The Word Created by Socrates and Confucius with their Disciples</p> <p>1. Introduction</p> <p>2. Confucius</p> <p>3. The Original Reading of The Analects</p>
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	<ul style="list-style-type: none"> 4. Mencius 5. Guide to the Confucian Classics "Four Books and Five Classics" 6. The Inheritance of Confucianism 7. Pre-Socratic philosophy 8. Socrates 9. Socrates' Defense 10. Platonic Philosophy 11. Socrates' Influence on Later Generations 12. Comparison of Chinese and Western Classical Philosophy ● Information Technology and Society 1. The concept and characteristics of information technology 2. The development of information technology 3. The development of the Internet 4. Impact on social development 5. Impact on economic growth patterns. 6. Impact on technological progress 7. Impact on people's work, life, and learning 8. The emergence of the digital divide 9. Information proliferation, information pollution 10. Cybercrime 11. Personal Information Disclosure 12. Other aspects of negative influence 13. Narrowing the digital divide, dealing with the proliferation of information, and information pollution 14. Be alert to cyber crime 15. National level: Accelerating the introduction of the Personal Information Protection Act 16. Correct understanding of the impact of information technology on us ● Ethics in Life Sciences 1. Overview of bioethics 2. Human assisted reproductive assistive technology and its ethics 3. Human embryonic stem cell research and ethics 4. Cloning technology and its ethics 5. Organ transplantation and its ethics 6. The Human Genome Project and its ethics 7. Transgenic technology and its ethics 8. Animal testing and its ethics 9. Human trials and ethics 10. AIDS and its ethics 11. Ethical thinking on disease health 12. Euthanasia and hospice care
Examination requirements	Happiness Class: Closed-book Examination



and examination forms	<p>Theory of Justice: Closed-book Examination</p> <p>Freud and Jung, Adler: Paper Review</p> <p>Zen Culture: Paper Review</p> <p>The Modern Course of European Civilization: Closed-book Examination</p> <p>American Society's Public Policy: Closed-book Examination</p> <p>International Conflict in the Contemporary World: Open-book Examination</p> <p>Economics: Paper Review</p> <p>Research on Public Policy and Urbanization in Chinese Society: Open-book Examination</p> <p>Russell and "History of Western Philosophy": Open Book, Report</p> <p>On Democracy in the United States: Closed-book written test</p> <p>The Word Created by Socrates and Confucius with their Disciples: Closed-book written test</p> <p>Information Technology and Society: Closed-book written test</p> <p>Ethics in Life Sciences: Closed-book written test</p>
Teaching tools	Multimedia, tea set, radio, movie, blackboard, etc.
Reading list (reference books, recommended documents)	<ol style="list-style-type: none"> 1. Du Jiwen, Wei Dao-ru. The General History of Chinese Zen [M]. Nanjing: Jiangsu Ancient Books Publishing House, 1993. 2. Yingwu, Zhengxin. Narrations of Zen [M]. Chengdu: Bashu Publishing House, 2004. 3. Fang Litian, Overview of Zen [M]. Beijing: Zhonghua Book Company, 2011. 4. Pan Guiming, History of Chinese Zen Buddhism [M]. Beijing: Today's China Press, 1992. 5. Liu Changjiu, Chinese Zen [M]. Guilin: Guangxi Normal University Press, 2006. 6. Shi Puji, Zen Buddhism [M]. Chongqing: Chongqing Publishing House, 2008. 7. Huang Ketao, Records of Witty Remarks on Zen Cases [M]. Beijing: China Language Press, 2006. 8. Wu Xiangnan, Listen to Master Nan Huaijin Talking about Buddhism [M]. Beijing: CITIC Press, 2009. 9. Wu Yansheng, Zen Poetry Realm [M]. Beijing: Zhonghua Book Company, 2001. 10. Han Bing, Taste Zen in Tea: Buddhism and Tea Ceremony [M]. Zhengzhou: Zhengzhou Ancient Books Publishing House, 2014. 11. Zhang Yuying, Zen and Art [M]. Hangzhou: Zhejiang People's Publishing House, 1992. 12. Lin Shi Lie. Emotional World - Freud, Jung, Adler [M]. Inner Mongolia: Inner Mongolia People's Publishing House, 1998.4 13. Milton waits, translated by Shi Qijia et al. Introduction to



	<p>Psychoanalysis [M]. Beijing: China Light Industry Press, 2005.2</p> <p>14. Carl Gustav Jung, translated by Gao Ming , Jung's Autobiography [M]. Nanchang: Jiangxi People's Publishing House, 2014.10</p> <p>15. Alfred Adler, translated by Ma Xiaona. Self-esteem and Transcendence [M]. Jilin: Jilin Publishing Group Co., Ltd., 2015.5</p> <p>16. Alan Carr, Ding Dan, et al., "Positive Psychology," Second Edition [M]. Beijing: China Light Industry Press, 2015.</p> <p>17. Martin Seligman. "Real Happiness" [M]. Zhejiang: Zhejiang People's Publishing House, 2010.</p> <p>18. Xiao Yongchun. The First Edition of Psychology of Happiness [M]. Shanghai: Fudan University Press, 2008.</p> <p>18. Martin Seligman. "Persistent Happiness" [M]. Zhejiang: Zhejiang People's Publishing House, 2012.</p> <p>19. Robert Solomon, The Big Question: Introduction to Concise Philosophy, Guangxi Normal University Press, 2014.</p> <p>20. Steven B. Smith, Political Philosophy, Houlang Publishing Company, 2015.</p> <p>21. Stephen B. Smith, Political Philosophy, Houlang Publishing Company, 2015.</p> <p>22. Yu Zhengzheng, Waiting for International Relations in the Era of Globalization, Fudan University Press, 2000.</p> <p>23. Wang Yusi, etc. "Civilization and International Politics - Chinese Scholars' Comments on Huntington's Clash of Civilizations" Shanghai People's Publishing House, 1995.</p> <p>24. Huntington, "Clashes of Civilization and Reconstruction of the World Order" Xinhua Publishing House, 1998.</p> <p>4. Joseph N. Little, Understanding International Conflicts: Theory and History, Shanghai People's Publishing House, 2003.</p> <p>25. Tao Wenzhuo "The History of Sino-US Relations (1784~2013)" Foreign Language Press, 2013.</p> <p>26. Shen Dawei's Entangled Power: The Future of Sino-U.S. Relations Xinhua Press, 2015.</p> <p>27. Ying Yang "Global Game China-US Relations Change the World" China Development Press, 2014.</p> <p>28. Lin Shangli et al. "Political Party Politics and Modernization: The History and Reality of Japan" Shanghai People's Publishing House, 1998.</p> <p>29. Dai Xiaofu et al. "Japan's Economic, Political and Social System" Shanghai University of Finance and Economics Press, 2002.</p> <p>30. Chen Xi and others, "China and Japan in the 21st Century" World Knowledge Press, 2006.</p> <p>Zheng Zemin, "The Great Powers in the South China Sea: The United</p>
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Explanation of the module (reason)	<p>Philosophy and social sciences are instruments that measure the meaning of human beings as a whole in the universe. It is a tool for measuring the progress of national civilization. The internationally broad philosophy and social sciences include not only philosophy but also many related liberal arts subjects such as economics, psychology, law, arts, education, management, history, Chinese language and literature, sociology, and humanity. Interdisciplinary subjects such as studies, foreign language and literature, politics, religion, logic, ethics, etc.</p> <p>The curriculum of this forum mainly aims at cultivating the students' rationality and belief molding, the establishment of values, the symbiosis between people and communities and the country, morality and well-being, political and economic, legal and other liberal qualities, and the broad vision and knowledge structure of human civilization. Understand the cooperation and confrontation of civilizations and recognize contemporary China in the context of globalization. At the same time, the understanding of the relationship between life sciences and technology, information technology and human life, and seminars on scientific and technological progress and ethical issues are the combination and prospects of science and technology with the world today and the future world.</p>