

111 學年度第二學期「海下科技研討(二、四)」課程大綱

時間: 星期五 14:10~16:00

地點: 海事所演講廳 MA2032; ※ 視訊會議連結: <https://meet.google.com/ssf-cmvq-woe>

週別	日期	演講人	單位	專題演講題目/活動	接待/場務
1	02/17	授課教師	中山大學海下所	課程說明與介紹	王承濤 陳子晴
2	02/24		中山大學海下所	TED Talks	陳曉柔 顏兆良
3	03/03	黃小莫(黃佳琳)小姐, 海洋旅遊記者	「黃小莫的旅行生活」自媒體	台灣海洋的美麗與哀愁	羅時檀 李東陽
4	03/10	碩二(1)	中山大學海下所	論文進度報告	張瑋衫 廖永宏
5	03/17	方景翰博士/總經理	捷你爾股份有限公司	循環水肺創新研發歷程	陳其俊 王承濤
6	03/24	張朝亮主任	國家實驗研究院國家高速網路與計算中心	Computational Fluid Dynamics and High Performance Computing	陳子晴 陳曉柔
7	03/31	碩二(2)	中山大學海下所	論文進度報告	顏兆良 羅時檀
8	04/07	碩二(3)	中山大學海下所	論文進度報告	李東陽 張瑋衫
9	04/14	何旻杰博士	中央研究院生物多樣性研究中心	題目待定	廖永宏 陳其俊
10	04/21	碩一(1)	中山大學海下所	學術期刊論文報告	王承濤 陳子晴
11	04/28	碩一(2)	中山大學海下所	學術期刊論文報告	陳曉柔 顏兆良
12	05/05	碩一(3)	中山大學海下所	學術期刊論文報告	羅時檀 李東陽
13	05/12 (14:00~15:30)	Prof. Tien-Chieh Hung (洪佃玠)	Dept. of Biological & Agricultural Engineering, UC Davis	Repopulating imperiled fish species: Challenges and progress in supplementing wild populations with hatchery-bred fish	Online
14	05/19	第 24 屆海洋與水下技術研討會(台北福華文教會館)			
15	05/26	碩一	中山大學海下所	主題式英文口頭報告	張瑋衫 廖永宏
16	06/02	碩二	中山大學海下所	主題式英文口頭報告	陳其俊 王承濤
17	06/09	彈性學習週(本週無活動)			
18	06/16	彈性學習週(本週無活動)			

研究生報告分組順序

碩二報告分組順序				碩一報告分組順序			
組別	姓名			組別	姓名		
(1)	王曄棟	盧泓濤	黃加瀚	(1)	王承濤	陳子晴	陳曉柔
(2)	林佳穎	曾子豪		(2)	顏兆良	羅時檀	李東陽
(3)	林哲宇	蔡允辰		(3)	張瑋衫	廖永宏	陳其俊

英文口頭報告主題：(1) 海洋能源；(2) 海洋保育；(3) 極地研究；(4) 載人潛艇

說明事項

一、評分標準

1. 問題發問：30%

外賓演講：每次發問給基本分 5 分，問題內涵 5 分。

碩一、二報告：每次發問給基本分 2 分，問題內涵 3 分。

提問的同學必須將問題與討論答案寫在半張 A4 紙上，於當天下課親自交給授課老師，以利登記成績。

2. 論文口頭報告：40%

3. TED Talks 心得書面報告：10% (兩週內繳交)

4. 英文口頭報告：20%

二、碩二論文進度口頭報告*

1. 報告內容以研究動機、研究目的、文獻回顧、研究方法、初步結果、討論與結論為主，並可自行依情況調整。

2. 報告時間控制在 20 分鐘。

三、碩一學術期刊論文口頭報告*

1. 就海下科技相關領域研究主題，研讀 **Sea Technology** 期刊論文一篇，進行口頭報告。可彙整其他英文學術期刊(如 Ocean Engineering、IEEE Journal of Oceanic Engineering、Journal of the Acoustical Society of America 等)論文相關內容進行報告。

2. 報告時間控制在 12 分鐘。

四、英文口頭報告

1. 從規定的主題中挑選其中一個，以英文進行介紹。

2. 報告時間 5-10 分鐘。

五、上課紀律

1. 班代每節課務必點名，將缺席名單於下課後交給授課老師。學期總成績將依缺席次數扣分。

2. 尊重演講的外賓，上課務必準時就座，上課期間禁止交頭接耳，手機關機或調整為震動模式。

*由於外邀講員之演講時間尚未完全確定，因此修課同學的報告時間可能會有更動，若有更動會另行公佈及通知。

TED Talks:

(1) George Monbiot: Can we feed ourselves without devouring the planet?

https://www.ted.com/talks/george_monbiot_can_we_feed_ourselves_without_devouring_the_planet/no-comments

(2) Ralph Chami: What a living whale is worth – and why the economy should protect nature?

https://www.ted.com/talks/ralph_chami_what_a_living_whale_is_worth_and_why_the_economy_should_protect_nature?language=en

「海下科技研討」 Oral Presentation Rubrics

	4—Excellent	3—Good	2—Fair	1—Needs Improvement	Total
Elocution/ Eye Contact	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage 	
Organization	<ul style="list-style-type: none"> • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions 	
Subject Knowledge	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject 	
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic 	
Timing	<ul style="list-style-type: none"> • Within one minutes of allotted time (+/-) 	<ul style="list-style-type: none"> • Within two minutes of allotted time (+/-) 	<ul style="list-style-type: none"> • Within four minutes of allotted time (+/-) 	<ul style="list-style-type: none"> • Too long or too short; five or more minutes above or below allotted time 	