

附件一：

## 单元思政教学设计方案

（注：本表中请勿出现学校信息）

### 一、基本信息

课程名称	综合英语 2
课程类别	<input checked="" type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程
教学对象	2022 级本科营销专业
教学时长	6 学时
教材名称	新标准大学英语（第二版）综合教程 2
参赛单元	第 2 册 第 2 单元 （*单本教材仅填写单元信息） 单元标题 <u>How Empathy Unfolds</u>

### 二、单元思政教学设计方案

<p><b>1、课程描述</b>（介绍院校特色与教学对象特点，300 字以内）</p> <p>我院是经省政府批准，国家教育部第一批复核通过的中外合作办学机构，致力于培养外语精、专业知识新、创新能力强、实践技能高的开拓型、复合型、国际型高级专门人才。美方学位的学生除了修满规定学分和 GPA（平均学分绩点）不低于 2.0 之外，还要满足语言成绩，即托福 61 分或雅思 5.5 分或密歇根英语九级。本着宽口径、综合性的课程设置原则，突出英语优势和特色，综合英语课程设为本院一、二年级本科生所有专业学生的必修专业课，每周 4 学时，平均每学年 120 学时，全方面培养学生英语语言知识和语言应用能力，提高学生专业核心素养。</p> <p>学生生源多样，通过全国高考二批本科和学院自主招生录取，起点不同，英语水平差异化分布。出国留学、交换的学生比例较高，跨文化交流多，思政教育尤为重要。学生具有 Z 时代认知特点，亲近信息技术，思维多变，个性明显，知识资源渠道丰富。学习能力方面，兴趣广泛，英语读写能力强，听说水平较弱，处于 CSE(中国英语能力等级量表)四级，自律性较差，缺乏自主学习意识。</p> <p><b>2、单元教学内容及思政育人目标</b>（介绍单元内容及教师基于本单元内容挖掘提炼的思政育人目标）</p> <p><b>2.1 单元教学内容</b>（300 字以内）</p> <p>本课围绕人的复杂情感展开多维度思考，作者是获得心理学终身成就奖的哈佛大学博士 Daniel Goleman（丹尼尔·戈尔曼），在心理学和脑科学领域深耕不辍。本文通过对不同阶段儿童的观察记录，</p>
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发现情商（EQ）比智商（IQ）更能影响一个人成功与否，总结出人的同理心（也叫同感）展现过程。

本课是线上线下混合式教学，采用 BOPPPS 教学法，即：

Bridge-in（导入）通过一条热点新闻导入课文主题；

Objectives（教学目标）让学生明确本课学习目标；

Pre-assessment（前测）让学生课前完成学习通发布的与课文有关的调查问卷；

Participatory learning（参与式学习）让学生讨论、展示等，全方位参与学习；

Post-assessment（后测）通过课后作业、考核量表等检测学习成果；

Summary（总结）通过师生问答、思维导图、知识树等方式归纳总结。

通过本课学习，学生积累与情绪(emotion)有关的基础词汇，掌握 empathy(同理心)的概念，明确 empathy(同理心)和 sympathy(同情心)异同。在技能层面，学生利用文中关键词(key words)和简笔画概括段意，化繁为简，凝练思想，利用所学内容解决实际问题，对别人的困境(plight)给出合理建议(suggestions)。

## 2.2 思政育人目标（3个以内）

✱ 了解家庭教育对孩子同理心(empathy)培养的重要性,父母是孩子最好的老师。

✱ 运用同理心站在对方角度看问题，换位思考，相互理解，促进社会和谐发展。

## 3、单元思政教学设计（说明在单元教学与评价全流程中融入课程思政的环节与方式，展现知识传递、能力培养与价值塑造有机融合）

### 3.1 课前

在学习通平台发放调查问卷，掌握学生对 empathy 的了解程度，根据问卷结果调整教学内容。



## 3.2 课中

### 3.2.1 学生播报与课文主题相关的英语新闻 (News Presentation) → 引出主题、讨论

Unit 2 AR 2 How **Empathy** Unfolds

News Presentation

聂宇桐 营销1班 2220



#### Discussions (口语练习):

#### 1. How do you like the news? (思政切入点)



- ① pain & history can't be forgotten. (铭记历史)
- ② rebuild homes with courage & confidence  
(不屈不挠的中国人民, 鼓起信心和勇气, 互帮互助, 重建家园)

#### 2. What would you like to say to the victims of the quake?

Do these words work to comfort them?

"I'm so sorry for you"

"Oh, that's so bad!"

"Don't worry. You aren't alone."

"I really can feel what you feel!"

sympathy?

empathy?



take a look



So, what is **sympathy**?

And, what is **empathy**?

Watch the video clip to figure out.



结合新闻和短视频, 让学生自己总结出 sympathy 和 empathy 的关键词:



**Sympathy** is a natural feeling of kindness and understanding that you have for someone who is experiencing something very unpleasant.

**Empathy** is the ability to understand how someone feels because you can imagine what it is like to be them.

小练习检测学生对二者概念的掌握情况：

- ① sending a card to someone who is in hospital (S)
- ② feeling happy because your friend won a scholarship to a university (E)
- ③ trying to comfort someone who has had bad news. (S)
- ④ collecting money to help the victims of a natural disaster (S)
- ⑤ crying at the end of a film (E)

Therefore, being **empathetic** to the people in pain works better than being **sympathetic**. Now, do you know what to say to the victims of the earthquake? (orally practise within groups 小组口头练习、分享)



### 3.2.2 进入课文讲解

第一遍 → 快速略读，抓取文章大意。

**Skim** the passage within 4 mins --- gist (**1st time reading**) (从整体上掌握大意)

- ☒ 1. Empathy and sympathy are not the same thing
- ☐ 2. Children need to have a teddy bear or security blanket at all times
- ☒ 3. Children up to the age of 2.5 seem to feel other children's pain and discomfort
- ☐ 4. Parents can be trained to become efficient observers of their children
- ☒ 5. Between the age of 2 and 3 children lose some of their empathic reactions
- ☐ 6. Girls tend to be more empathic than boys
- ☒ 7. Children can be encouraged by parents to be more empathic
- ☐ 8. It is important to tell children when they are being naughty.



附：文章原文。



1 The moment **Hope**, just nine months old, saw another baby fall, tears welled up in her own eyes and she **crawled** off to be comforted by her mother, as though it were she who had been hurt. And 15-month-old **Michael** went to get his own **teddy bear** for his crying friend **Paul**. **Michael** retrieved Paul's security blanket for him. Both these small acts of sympathy and caring were observed by mothers trained to record such incidents of empathy in action. The results of the study suggest that the roots of empathy can be **traced** to **infancy**. **Virtually** from the day they are born **infants** are upset when they hear another infant crying – a **response** some see as the earliest **precursor** of empathy.


2 Developmental psychologists have found that infants feel **sympathetic** distress even before they fully realize that they exist apart from other people. Even a few months after birth, infants react to a **disturbance** in those around them as though it were their own, crying when they see another child's tears. By one year or so, they start to realize the **misery** is not their own but someone else's, though they still seem confused over what to do about it. In research by **Martin L. Hoffman** at New York University, for example, a one-year-old brought his own mother over to comfort a crying friend, ignoring the friend's mother, who was also in the room. This **confusion** is seen too when one-year-olds **imitate** the distress of someone else, possibly to better **comprehend** what they are feeling; for example, if another baby hurts her fingers, a one-year-old might put her own fingers in her mouth to see if she hurts, too. On seeing his mother cry, one baby wiped his own eyes, though they had no tears.

3 Such motor **mimicry**, as it is called, is the original technical sense of the word **empathy** as it was first used in the 1920s by **E.B. Titchener**, an American psychologist. Titchener's theory was that empathy stemmed from a sort of physical **imitation** of the distress of another, which then **evokes** the same feelings in oneself. He sought a word that would be **distinct** from sympathy, which can be felt for the general plight of another with no sharing whatever of what that other person is feeling.

4 Motor mimicry fades from **toddlers' repertoire** at around two and a half years, at which point they realize that someone else's pain is different from their own, and are better able to comfort them. A typical incident, from a mother's diary:

5 A neighbor's baby cries and **Jenny** approaches and tries to give him some **cookies**. She follows him around and begins to whimper to herself. She then tries to **stroke** his hair, but he pulls away ... He calms down, but Jenny still looks worried. She continues to bring him toys and to **pat** his head and shoulders.

6 At this point in their development toddlers begin to **diverge** from one another in their overall **sensitivity** to other people's emotional upsets, with some, like Jenny, **keenly** aware and others tuning out. A series of studies by **Marian Radke-Yarrow** and **Carolyn Zahn-Waxler** at the **National Institute of Mental Health** showed that a large part of this difference in **empathic** concern had to do with how parents **disciplined** their children. Children, they found, were more empathic when the discipline included calling strong attention to the distress their **misbehaviour** caused someone else: "Look how sad you've made her feel" instead of "That was **naughty**". They found too that children's empathy is also shaped by seeing how others react when someone else is distressed; by imitating what they see, children develop a repertoire of empathic response, especially in helping other people who are distressed.



第二遍 —— 限时扫读，总结“事实”和“例证”，培养全局意识，做事有“理”有“据”。

Scan the passage within 5 mins --- fact & examples (2nd time reading)



(思政切入点 从整体上掌握语料，找出事实和例证，培养全局意识，做人做事都要有理有据)

Order	Name / Event	Fact	Para / Line
1	Hope & another baby	empathy --- infancy	1/1
2	Michael & Paul	empathy --- infancy	1/4
3	Infant react to disturbance	empathy --- infancy	2/4
4	a 1-year-old & a crying friend	1-year-old --- change	2/8
5	a 1-year-old & another baby	1-year-old --- change	2/13
6	a baby & his mother	1-year-old --- change	2/15
7	Jenny & a crying baby neighbor	2.5-year-old --- change	5/1
8	children-- more empathic	parents' disciplines	6/6



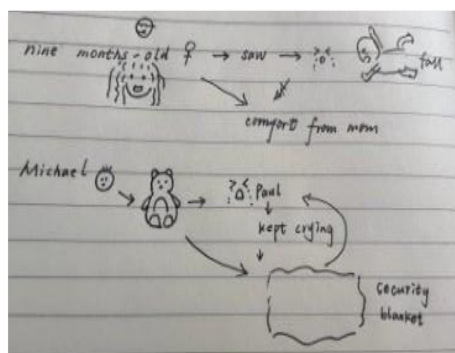
第三遍 —— 精读课文，探究细节。

Intensive Reading --- details (3rd time reading) (精读课文，探究细节)

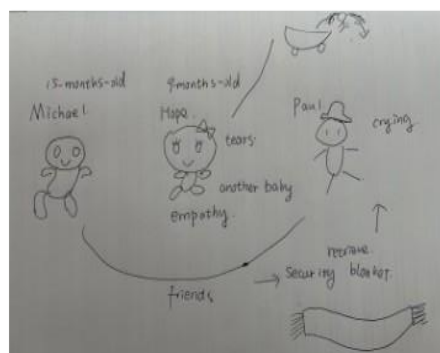
Paragraph 1: read & summarize in key words & drawings (用关键词和简笔画概括段意，化繁为简)

让学生在黑板上、纸上同时用简笔画形式画出文中主要人物关系和事件，并拍照即时上传到班级综合英语微信群里分享、讨论、学习。

## Work from students (学生作品展示):



高炜婷 2220 营销1



于昀充 22220 营销1

## 第一段细节分析:

Paragraph 1: read & summarize in key words & drawings (用关键词和简笔画概括段意, 化繁为简)



Blackboard writing from teacher (教师板书):

1. examples:

① Hope 9-month-old -- saw  
tears well up  
crawl off to mother

② Michael 15-month-old  
Paul (crying)  
get teddy bear  
retrieved security blanket  
be observed by trained mothers  
The results of study suggest that

roots of empathy can be traced to **infancy**  
The day they are born -- **infants**  
Upset on hearing another infant crying

response  
precursor



Question: What do you get from paragraph 1?  
open answers.

思政切入点

Be simple, kind and honest.  
Keep real.

(保持童真的简单和真实, 真诚待人, 温暖善良。)

## 第二段细节分析:

Paragraph 2: read & summarize in key words & drawings (用关键词和简笔画概括段意, 化繁为简)



Blackboard writing from teacher (教师板书):

1. developmental psychologists → found  
① infants feel ? even before realize ?  
sympathetic **distress** exist **apart from others**  
② infants react to **disturbance** -- as though own cry -- on seeing others' tears  
2. by one-year-old or so  
realize -- **misery** (not their own)  
**confused** -- what to do  
Example: one-year-old  
bring his mother over to comfort a crying friend  
ignores the friend's mother  
imitate -- to better comprehend  
① put own fingers in mouth to see whether hurt on seeing another baby hurt fingers  
② wipe own eyes on seeing his mother cry


Locate ALL the words expressing “困境” in this paragraph.

**distress**  
**disturbance**  
**misery**  
**pain**  
**plight**  
**confusion**




### 第三、四段细节分析:

Paragraph 3 & 4 : read & summarize in key words & drawings (用关键词和简笔画概括段意, 化繁为简)

 Blackboard writing from teacher(教师板书):

1. **motor mimicry** = **physical imitation**  
original technical word of empathy

2. Titchener's theory: **empathy**  
  
**stem from**  
**evoke** the same feeling

3. **sympathy** **distinct from** **empathy**  
① **plight** -- be felt  
② no sharing of others' feeling

1. **toddlers** --- 2-and-a-half

① motor mimicry-- **fade**  
② **realize**-- others' pains  $\neq$  own  
**better comfort others**



What can be predicted from the paragraph?

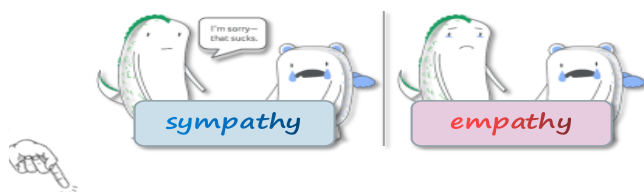
Open answers


思政切入点 

Learn to observe and be ready to help others.

(要善于观察生活, 并随时乐于助人)

通过以上讲解, 重温初始练习题, 再次检测、巩固对“sympathy”和“empathy”的理解:




 **Sympathy** is a \_\_\_\_\_ feeling of \_\_\_\_\_ and \_\_\_\_\_ that you have for someone who is experiencing something very unpleasant.

**Empathy** is the \_\_\_\_\_ to \_\_\_\_\_ how someone feels because you can \_\_\_\_\_ what it is like to be them.

### 第五段细节分析:

Paragraph 5 : read & summarize in key words & drawings (用关键词和简笔画概括段意, 化繁为简)

 Blackboard writing from teacher(教师板书):

Example: toddlers (2.5)-- better comfort



Jenny




crying baby

- ① **approach**
  - ② **give him cookies**
  - ③ **follow around**
  - ④ **whimper** to herself
  - ⑤ **stroke** his hair
  - ⑥ **bring him toys**
  - ⑦ **pat** his head & shoulders
- pull away  
calm down



What can you learn from Jenny?

Open answers

思政切入点: 

Be kind and patient to others.

(学会与人为善, 对待别人要有耐心和爱心)

## 第六段细节分析:

Paragraph 6 : read & summarize in key words & drawings (用关键词和简笔画概括段意, 化繁为简)

👉 Blackboard writing from teacher(教师板书):

1. toddlers (2.5) -- **diverge**:
  - ① **keenly aware** -- Jenny
  - ② **tune out** ----- others

← difference

have to do with...

how **parents discipline** their children
2. Findings: more empathetic
  - ① **discipline** included
    - attention to the **distress** their **misbehavior** caused
    - "Look how sad you've made her feel" ✓
    - "That was naughty" ✗
  - ② **see** how others react
  - ③ **imitate**
  - ④ **help** others



What's the main idea of paragraph 6?

Reasons to divergence of empathy

思政切入点



① Parents are the best teachers of children on how to **empathize**.

(父母是培养孩子同理心最好的老师, 要重视家庭教育**Role Play**活动)

You may be a **parent** in the future, and how do you **discipline** your kids to be **empathetic**? 🗝️

3.2.3 针对本文重点内容, 通过小组“角色扮演”活动, 加深理解“父母对孩子同理心培养的重要性”。



**Role Play** (parents **discipline** children)

situation 1 situation 2 situation 3

Your kid, 3-year-old, pushed another 2-and-a-half, Xiao Shuai down for fun.

(出于好玩, 你的孩子把两岁半的小帅推倒了。)



You watch TV news with your kid.  
(和你的孩子一起看电视中的新闻)



Your kid, 10 years old, said something bad that made you very sad because you always urge her/him to study hard.

(你的孩子讨厌你老是督促她/他好好学习, 对你说了一些让你很伤心的话。)



What's the kid's **problem**? How do you, as a parent, **discipline** them to **empathize**?

(Discuss in groups --- present ideas & provide comments)

通过活动进行反思和讨论, 体会“同理心”在现实中的体现和应用:



思政切入点 ② **Think in one's shoes** and try to mutually understand each other, which also applies to our foreign policies. (学会站在对方的角度看问题, **换位思考相互理解、互帮互助**, 才能化解矛盾 **和谐共处** 此观点同样适用于我国的外交政策 卫生事件期间, 中国同多国互捐物资, 共渡难关。日本援华物资上写着出自《诗经·无衣》的“**岂曰无衣, 与子同裳**”, 辽宁向日本北海道捐赠的物资上写着出自《孟子滕文公上》的“**鲸波万里, 一苇可航, 出入相友, 守望相助**”。) Question: Do you know how to translate the poem above? (让学生试着翻译上边出现的诗句, 加深理解。)



## China's Liaoning donates medical supplies to Japan, ROK

Source: Xinhua | 2020-03-16 15:21:08 | Editor: huaxia



Staff members check medical supplies at a customs warehouse in Shenyang, northeast China's Liaoning Province, March 15, 2020. Two flights carrying medical supplies took off Monday from the city of Shenyang, capital of northeast China's Liaoning Province, and headed to Japan and the Republic of Korea.



### 3.2.4 总结

**empathy & sympathy \***

be born to empathy \*

empathy diverge in age \*

parents' disciplines on kids \*

**Main Idea**

**Key Words**

**Language Points**

\* subjunctive mood:  
as though it were ...

今日作业 — week12 Monday (营销) May 15, 2023

\* 完成学习通新发布的作业, 过期不补!

\* write a short case study, describing your friend's problem and the advice you would give.

\* 课堂笔记见下面 截图, 自己整理到 notebook 上。

**empathy \***

retrieve \*

infancy \*

sympathetic \*

misery \*

mimicry \*

discipline \*

1. 震级? magnitude

2. 纪念? 怀念? commemorate

3. catastrophic 灾难性的

4. 齐心协力 concerted efforts

5. wreckage 残骸; 废墟

6. resume classes 复课

7. 内蒙古自治区? Inner Mongolia autonomous region

8. azaleas 杜鹃花

9. 盛开? be in full bloom

10. sheep graze 吃草

重新思考课前看完英语新闻演讲时提出的问题: 学完同理心 (empathy) 的概念, 你有什么更好的方式去真诚、有效抚慰地震受害者受伤的心灵吗?

### 3.3 课后

#### Post-assessment (后测):

\* 师测: 课后作业 (学习通) \* 自测: 考核量表 (学习通) \* 互测: 小组成员互评 (学习通)

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- 震级? magnitude
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- 内蒙古自治区? Inner Mongolia autonomous region
- azaleas 杜鹃花
- 盛开? be in full bloom
- sheep graze 吃草

Post-class Self Assessment List				
(课后自我评价量表)				
NAME:	Stu ID:	DATE:		
ORDER	ITEM	5	4	3 2 1
1	I accumulated some vocabularies related to empathy.			
2	I can distinguish sympathy from empathy.			
3	I can summarize paragraphs in key words & drawings.			
4	I can provide useful suggestions to people who are in distress.			
5	I clarified the idea that parents are the best teachers to discipline me to be empathetic to people in pain.			
6	I've learnt how to empathize and mutually understand to achieve a harmonious development.			
7	I've achieved the objectives for this passage.			



4、教学设计反思（总结本单元课程思政教学设计创新点及改进方向，500 字以内）

（1）教学创新点：

- ✱ 课前与课文主题相关的英语新闻演讲(news presentation)，让学生对“家事国事天下事事事关心”，培养现代大学生的国际格局，知国爱国。
- ✱ 课程活动和思政内容与学生专业(经济类)紧密相连，量身定制，让语言和专业有机结合，以学生为中心，满足学生的真正需求。
- ✱ 将科学、全面、立体的思政融入课堂，不是只片面宣传中华优秀文化，对某些遗风陋俗视而不见、避而不谈，如“重男轻女”等糟粕思想，引导学生勇于面对，辩证思考，去伪存真。

（2）改进方向：

- ✱ 英语教师讲授的教材内容涉及范围广泛，天文、地理、科技、教育、哲学等等，知识点繁杂，作为英语教师，虽然不能面面俱到，但的确有必要对所讲课文涉及到的主题虚心学习，深入研究，带领学生一起挖掘文章背后意义和精神，一同感受“教”和“学”的乐趣，而不是浮于表面草草讲完了事。
- ✱ 将思政教育融入课程教学的过程也是将知识传授、能力培养和价值塑造进行有机统一的过程，但在实际的教学操作过程中，很多人却将三者割裂开来。课程思政不是侃侃而谈不着边际的理论海洋，而是切实联系学生的实际需求，深入到他们的日常生活，解决他们遇到的实际困惑和问题，从内心深处感知和触动，才是真正落到实处的如“润物细无声”的课程思政。

5、补充思政教学资源列表（如有）（视频、音频及文本资源均不超过 3 个）

资源名称	来源	网址（如有）	内容简述
论文	光明网. 2023. 1		“课程思政”融入专业教育的路径研究

（注：本单元思政教学设计方案请使用中文填写，以教材名称+单元名称命名<命名示例：《新视野大学英语（第四版）读写教程 1》Unit 1 Fresh Start>，以 WORD 文档格式上传至大赛网站 [heep.fltrp.com/szds](http://heep.fltrp.com/szds)）