

General University Requirements (GUR) Subjects offered by SPEED in 2017/18

Categories and Groupings

Category	Group	Subject Code	Subject Title
Cluster Area Requirements (CAR) <i>(2 subjects, choose 1 subject from each group as specified on the right)</i>	Group 1 - embedded with English Reading & Writing Requirements	SPD2310	Personal Management
		SPD2311	Leadership in Practice
		SPD2318	Exploring International Relations in the Contemporary World
		SPD2319	Health, Nutrition and Lifestyle ^{Note 2}
		SPD2325	Mass Media and Society
		SPD2326	Intimacy and Identity in Modern Society
		SPD2337	Digital Tools and Skills for Academic and Workplace Productivity ^{Note 3}
	Group 2 – embedded with Chinese Reading & Writing Requirements AND China Studies Requirement	SPD2312	Contemporary China 當代中國
		SPD2313	China and the World 中國與世界
		SPD2316	Language Culture of Hong Kong and the Chinese Mainland 中港語言及文化
		SPD2321	Chinese Civilization and Modern Consciousness from the West 中華文明與西方現代意識
Service-Learning (SL) ^{Note 1} / Free Elective <i>(1 subject)</i>	Service-Learning (SL)	SPD2328	Using Human-Centered Design to Work with the Elderly: A Memoir Project ^{Note 4}
	Free Elective	SPD2291	Introduction to Psychology ^{Note 5}
		SPD2294	Introduction to Hospitality Industry ^{Note 6}
		SPD2296	Introduction to Business ^{Note 7}
		SPD2314	Culture and Ways of Life
		SPD2315	Films and Storytelling
		SPD3249	Introduction to Complementary and Alternative Medicine ^{Note 8}
		SPD3298	Introduction to Personal Financial Planning ^{Note 9}
Language and Communication Requirements (LCR) <i>(up to 2 English & 1 Chinese subjects, to be decided by the Programme Hosting Unit for individual students)</i>	N/A	SPD1087	English for Academic Studies I
		SPD1088	English for Academic Studies II
		SPD1091	Chinese Communication for College Students
		SPD1092	Elementary Chinese

Note 1: Prior to the full implementation of SL, full-time students can take a 3-credit free elective in lieu of SL. SL subjects are not available for part-time students and they are required to take a 3-credit free elective.

Note 2: Students of programmes 84039-HS and 84048-HS are not allowed to choose this subject.

Note 3: Students of programmes 84048-IW, 84048-SC, 84049 and 84050 are not allowed to choose this subject.

Note 4: This subject is offered for full-time students only.

Note 5: Students of programmes 54460-SPA, 54460-SW, 84041, 84041-P, 84041-PA and 84041-UR are not allowed to choose this subject as a free elective to fulfil the GUR.

Note 6: Students of programmes 24460, 24461, 24462, 84037 and 84042 are not allowed to choose this subject as a free elective to fulfil the GUR.

Note 7: Students of programmes 84037, 84039, 84039-F, 84039-HS, 84039-HR, 84039-IB, 84039-OS, 84040, 84042, 84044, 84045, 84046, 84055-MDS, 84055-MM, 84055-MPR, 84055-RSM and 84056-MPR are not allowed to choose this subject as a free elective to fulfil the GUR.

Note 8: Students of programme 84048-HS are not allowed to choose this subject as a free elective to fulfil the GUR.

Note 9: Students of programmes 84039, 84039-F, 84039-HS, 84039-HR, 84039-IB, 84039-OS and 84040 are not allowed to choose this subject as a free elective to fulfil the GUR.

Remarks:

- 1. The subject offering schedule is at the discretion of the School.*
- 2. This subject offering list is subject to review.*

5 January 2018

Subject Code	SPD1087
Subject Title	English for Academic Studies I
Credit Value	3
Level	1
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject aims to help students acquire English language competence required to study effectively in a post-secondary, English-medium learning environment. Attention is given to developing students' competence in English and to helping students adjust to studying in a post-secondary, English-medium learning environment.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. deliver effective oral presentations for academic purposes b. summarise and paraphrase ideas c. write short, structured academic essays d. apply reading and listening skills to improve comprehension of academic materials e. research for information, integrate ideas, and document sources properly for academic purposes f. perform critical reflection on their learning experiences and processes
Subject Synopsis/ Indicative Syllabus	Speaking Skills Oral presentations: planning, preparation, delivery, question-handling. Writing Skills Summarising and paraphrasing skills; Introduction to essay writing; Process approach for writing a short, structured academic essay, e.g. description or exposition; Skills for writing effective sentences; Skills for proofreading and revising written text. Reading and Listening Skills Reading skills and strategies for different purposes; Rapid reading; Skills for improving listening comprehension; Vocabulary development. Research Skills Library research, online research and other forms of research to collect secondary data; Plagiarism and ways to avoid it; Documentation of sources of information: APA style and/or MLA style. Study Skills Reflection on English language learning; Learning in class and working in groups; Use of dictionaries and thesauruses (printed and online); English learning on the Internet.

Teaching/Learning Methodology	Students will be required to participate actively in the learning process. During seminars, students will take part in a wide range of interesting and challenging language learning activities such as role-plays, discussions, individual and group activities, which reflect students’ needs in their academic studies in college. In particular, students will be required to plan and collaborate with peers in a major team project/assignment which will give them an opportunity to experience learning from peers as well. In language laboratory sessions, audio-visual materials will be used to improve students’ listening and speaking skills, and the online learning platform will be used as a tool to promote extended learning after class. Students are also encouraged to engage in constant reflection on learning processes and to evaluate their own as well as their peers’ performance and team work skills in the learning tasks. Through extensive interactive practices, the course helps students gain mastery of the language skills needed for effective academic communication.																																																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th></tr><tr><td>Coursework Assessment</td><td>100%</td><td colspan="6"></td></tr><tr><td>1. Mid-term Test</td><td>35%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Oral Presentation</td><td>25%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>3. Reflection</td><td>5%</td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>4. Academic Essay</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>5. Class Participation</td><td>5%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="6"></td></tr></table> To pass this subject, students are required to obtain <u>Grade C</u> or above on overall assessment.								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	Coursework Assessment	100%							1. Mid-term Test	35%		✓	✓	✓	✓		2. Oral Presentation	25%	✓	✓		✓	✓		3. Reflection	5%						✓	4. Academic Essay	30%		✓	✓	✓	✓		5. Class Participation	5%	✓	✓	✓	✓	✓	✓	Total	100%						
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3. Reflection	5%						✓																																																																							
4. Academic Essay	30%		✓	✓	✓	✓																																																																								
5. Class Participation	5%	✓	✓	✓	✓	✓	✓																																																																							
Total	100%																																																																													

Student Study Effort Expected	Class contact:	
	▪ Lessons	39 Hrs.
	Other student study effort:	
	▪ Self- study	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Recommended Textbook Langan, J. (2011). <i>English for Academic Studies, I</i>. McGraw-Hill. References Langan, J. and Goldstein, J. (2007). <i>English Brushup</i>, 4th Ed., McGraw-Hill. <i>Collins COBUILD Advanced Learner's Dictionary</i> (2006). 5th Ed., HarperCollins. <i>Collins Thesaurus A-Z</i> (2006). 2nd Ed., HarperCollins. Reinhart, S. (2002). <i>Giving Academic Presentations</i>, University of Michigan Press. Steer, J. and Schmid, D. (1998). <i>The Advanced Grammar Book (Workbook)</i>, 2nd Ed., Heinle & Heinle. <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>	

Subject Code	SPD1088
Subject Title	English for Academic Studies II
Credit Value	3
Level	1
Medium of Instruction	English
Pre-requisite	SPD1087 English for Academic Studies I <u>OR</u> SPD1089 English for Academic Studies (Business) I <u>OR</u> equivalent
Objectives	This subject is a continuation of SPD1087. It aims to further enhance students' English language abilities to function effectively in a post-secondary, English-medium learning environment. Attention is given to reinforcing students' confidence in pursuing further studies.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. conduct effective seminar discussions for academic purposes b. write small-scale, fully fledged research essays to present arguments c. analyse cases and write reports d. conduct basic research to gather primary data and information for research essays e. critically reflect on their learning experiences and processes
Subject Synopsis/ Indicative Syllabus	Speaking Skills Seminar discussions: presenting analysis and opinion, agreeing and disagreeing, asking for clarification and summarizing. Writing Skills Structure of a research essay; Writing and revising a small-scale, fully fledged research essay to present an argument; Incorporating data and information from different sources to support a thesis. Writing a report. Reading Skills Reading and analysing cases; Further vocabulary development. Research Skills Designing and conducting research interviews, surveys and questionnaires. Study Skills Reflection on post-secondary experiences and processes in English language learning.
Teaching/Learning Methodology	Students will be required to participate actively in the learning process. During seminars, students will take part in a wide range of interesting and challenging language learning activities such as role-plays, discussions, individual and group activities, which reflect students' needs in their academic studies in college. In particular, students will be required to plan and collaborate with peers in a major team project/assignment which will give them an opportunity to experience learning from peers as well.

	In language laboratory sessions, audio-visual materials will be used to improve students’ listening and speaking skills, and the online learning platform will be used as a tool to promote extended learning after class. Students are also encouraged to engage in constant reflection on learning processes and to evaluate their own as well as their peers’ performance and team work skills in the learning tasks. Through extensive interactive practices, the course helps students gain mastery of the academic language skills needed for effective academic communication.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b	c	d	e	
	Coursework Assessment	100%						
	1. English Project							
	a. First draft of essay	10%		✓			✓	
	b. Seminar discussion task	25%	✓					
	c. Final draft of essay	25%		✓			✓	
	2. Case Report							
	a. Questionnaire design	15%		✓		✓		
	b. Case report	20%		✓	✓	✓		
	3. Class Participation	5%	✓	✓	✓	✓	✓	
	Total	100%						
To pass this subject, students are required to obtain Grade C or above on overall assessment.								
Student Study Effort Expected	Class contact:							
	▪ Lessons				39 Hrs.			
	Other student study effort:							
	▪ Self- study				84 Hrs.			
	Total student study effort				123 Hrs.			
Reading List and References	Recommended Textbook							
	Langan, J. (2013). <i>English for Academic Studies II</i> . McGraw-Hill.							
	References							
	Madden, C. and Rohlck, T. (1997). <i>Discussion and Interaction in the Academic Community</i> , University of Michigan Press.							
	Oshima, A. and Hogue, A. (2006). <i>Writing Academic English</i> , Addison Wesley Longman.							
	<i>Collins COBUILD Advanced Learner’s Dictionary</i> (2006). 5 th Ed., HarperCollins.							
	<i>Collins Thesaurus A-Z</i> (2006). 2 nd Ed., HarperCollins.							
Spencer, C. and Arbon, B. (1996). <i>Foundations of Writing: Developing Research and Academic Writing Skills</i> , NTC.								

科目編號	SPD1091
科目名稱	大專中文傳意 Chinese Communication for College Students
學分	3
學術水平	1
教授語言	普通話
先修科目/ 須同時修讀科目/ 互拒科目	無
教學目標	本科目透過課堂講授、課堂練習、分組習作等方式，培養同學中文閱讀、書寫和演說能力。科目注重教導同學規範地運用中文的字、詞、句；教授撰寫各類中文文章的基礎知識，特別是與職業需求或社會事務相關的實用文類等；培養同學閱讀中文經典名家名著的興趣和能力；訓練同學在演講、討論等方面的技巧。
科目學習成效	完成此課程，學生能： a. 了解漢字流變及漢語語法結構的基礎知識，寫正字及規範的漢語； b. 掌握不同種類實用文體的寫作，以應付職業需求及其他社會事務的需要； c. 提高閱讀中文著作的能力，理解不同文章的技巧和思想內涵； d. 通過個人演說及討論，提升口語技巧及能力。
科目概要/ 教學內容	基礎中文課程 介紹漢語語法，包括詞性、句子、篇章結構；介紹漢字的文字流變，學習簡化字；學習、閱讀名家名作，掌握文章閱讀技巧。 實用文寫作訓練課程 介紹中文實用文的定義、種類及應用範圍；學習書信（各公私函件，包括投訴信、回覆投訴信、求職信，同時也介紹傳統書信、電子郵件和傳真等信函格式）、新聞稿、計劃書、報告、工作總結等文類的寫作規範。 口語訓練課程 介紹如何進行求職、升學面試，包括個人及小組面試；介紹如何參與討論、闡述立場；介紹演講辭的寫作，如何針對演講的不同場合和對象發揮演講的效用。
教學方式	本課目理論與實用並重，透過大量個案分析(佳作及病例)深化課堂所教知識，並鼓勵學生參與討論及小組報告，進一步活用中文、強化自信。

契合學習成效的 評核方法	評核方法/作業	比例 (%)	所評核的科目學習成效			
			a	b	c	d
	持續評核	100%				
	1. 期中測驗(個人)	30%	✓	✓		
	2. 短評習作(個人)	15%	✓	✓	✓	
	3. 升學申請(個人)	15%	✓	✓		
	4. 小組口頭報告	15%			✓	✓
	5. 小組書面報告	15%		✓	✓	
	6. 課堂參與(個人)	10%				
	合共	100 %				
學生必須在總成績取得 “C”級 或以上方為合格。						
預期學習所需所數	上課：					
	▪ 課時				39 小時	
	其他學習：					
	▪ 自學				84 小時	
	合共學習所需時數				123 小時	
參考書目	教材					
	本科目涉及的參考材料較廣泛，無指定課本。					
	參考書目					
	于成鯤主編：《現代應用文》，復旦大學出版社，1996 年版。					
	白雲開：《21 世紀商用中文書信寫作手冊》，香港城市大學出版社，2001 年版。					
	呂叔湘：《現代漢語八百詞》，商務印書館，1984 年版。					
	李錦昌編著：《現代商業傳意大全》，商務印書館(香港)有限公司，2005 年版。					
	胡裕樹：《現代漢語（增訂本）》，三聯書店，1992 年版。					
	路德慶主編：《寫作教程》，華東師範大學出版社，1984 年版。					
	張斌：《漢語語法修辭常識》，香港教育圖書公司，1991 年版。					
	陳建民：《說話的藝術》，語文出版社，1994 年版。					
	蔡富春主編：《中國商務應用文書手冊》，經濟日報出版社(香港)，2002 年版。					
	董兆傑：《口語訓練》，語文出版社，1990 年版。					

	盧丹懷〔等〕：《中港應用文傳意大全》，商務印書館(香港)有限公司，2002 年版。
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參考書目僅作參考。課程導師或會選用其他合適的課本及參考書。

Subject Code	SPD1092
Subject Title	Elementary Chinese
Credit Value	3
Level	1
Medium of Instruction	English and Chinese (Putonghua)
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject introduces to non-Chinese speaking students, or those whose Chinese standards are at junior secondary level or below, the Putonghua phonetic system as well as terms and phrases commonly used in everyday situations. It serves as a solid foundation for students to acquire basic Putonghua competence and to prepare themselves for studying Putonghua at more advanced levels. The subject requires students to learn and practise how to write 150 simple Chinese characters.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. apply the Putonghua phonetic system (the Hanyu pinyin system) to pronouncing the sounds of Chinese characters b. use Chinese terms and phrases commonly used in everyday situations c. conduct simple dialogues in Putonghua d. identify and recognise 150 Chinese characters e. have a better understanding of Chinese culture and Chinese people
Subject Synopsis/ Indicative Syllabus	Phonetic Structures of Putonghua and Hanyu Pinyin System The four tones; Initials; Simple, compound and nasal finals; Neutral tones; Tones sandhi; Retroflex ending “-r”. Sentence Patterns and Drills Word order; Measure words; Word Stress and intonation. Chinese Character Writing–150 Words General Knowledge of Relationship between Chinese Language and Culture Daily Life Conversations
Teaching/Learning Methodology	Lectures will provide students with a good understanding of the Putonghua phonetic system and a knowledge of Chinese sentence structures. Such knowledge will be reinforced with frequent oral practice, role play and class activities during tutorials.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c	d	e
	Coursework Assessment	100%					
	1. Dictation on Initials	5%	✓				
	2. Dictation on simple finals & compound finals	5%	✓				
	3. Quiz on Change of Tones	10%	✓				
	4. Quiz on Pinyin	10%	✓				
	5. Group Presentation	15%	✓	✓	✓	✓	✓
	6. Listening and Written Assessment	20%	✓	✓	✓	✓	✓
	7. Chinese Character Writing Quiz	10%		✓	✓	✓	
	8. Oral Assessment	20%	✓	✓	✓	✓	✓
	9. Class Participation	5%	✓	✓	✓	✓	✓
	Total	100%					
	To pass this subject, students are required to obtain Grade C or above on overall assessment.						
Student Study Effort Expected	Class contact:						
	▪ Lessons					39 Hrs.	
	Other student study effort:						
	▪ Self- study					84 Hrs.	
	Total student study effort					123 Hrs.	
Reading List and References	Recommended Textbook						
	Xiao, H. (2005). <i>Talk Mandarin Today</i> 《今日學說普通話》, 2 nd Ed., Chinese University Press.						
	References						
	Liu, X. (2010). <i>New Practical Chinese Reader</i> , 2 nd Ed., Beijing Language and Culture University Press.						
The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.							

Subject Code	SPD2291
Subject Title	Introduction to Psychology
Credit Value	3
Level	2
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject introduces different fundamental psychological theories which help explain the human mind and behaviours with a unified theme of academic psychology. Through applying the knowledge and different psychological perspectives to daily situations, students can better understand themselves and others, and thus facilitate their personal development. The subject also helps students build up positive social relationships and develop critical thinking. Furthermore, the subject serves as a foundation course that provides the necessary knowledge for students' further pursuit in Psychology.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. distinguish the differences between popular psychology and academic psychology; b. understand the use of scientific reasoning in the study of psychology; c. understand the fundamentals of psychological theories; d. explain phenomena in daily lives with the use of psychological concepts and theories.
Subject Synopsis/ Indicative Syllabus	History and Development of Psychology as a Science Scope of psychology; History of psychology; Value and contributions of psychology to human life; Concept of scientific reasoning; Steps in conducting research in psychology. Research Methodologies Experimental method; Non-experimental methods; Survey; Case study; Observation; Correlation; Bias; Sampling; Limitations of each method. Biological Foundations of Psychology Brain structure and function; Genes and behaviour. Emotion and Motivation Components of emotions; Psychological and physiological aspects of emotions; Universality of emotions; Theories of motivation: Drives, incentives and hierarchy of needs. Sensation and Perception Sensory modalities and processes; Principles of perceptual process. Learning Classical conditioning; Operant conditioning; Social and cognitive approaches to

	learning; Limitations and applications of each theory. Memory and Cognition Attention; Memory and its processes; Application of theories to improve memory; Organisation of long-term memory: Schema; Mechanisms of forgetting. Perspectives of Human Development Cognitive development; Social and personality development; Emotional development; Moral development. Social Behaviour Social perception; Attitudes and behaviour; Attribution; Obedience and Conformity; Interpersonal attraction; Group influence. Key Issues of Mental Health, Stress and Coping Defining abnormality; Mental disorders; Sources and effects of stress on psychological functioning and physical health; Coping with and managing stress.																																														
Teaching/Learning Methodology	Lectures will explain key concepts and theories. Teaching activities will include self-assessment, class exercises, small group discussions, role-plays and case demonstrations. Moreover, audio-visual materials will also be used to facilitate learning during lectures. Tutorials will help students deepen their understanding of psychological concepts learnt in lectures and apply them in daily situations.																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>Continuous Assessment</td><td>50%</td><td></td><td></td><td></td><td></td></tr><tr><td>Participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Test</td><td>15%</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Group Project and Presentation</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Examination</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="4"></td></tr></table> To pass this subject, students required to obtain Grade D or above in <u>both</u> the Continuous Assessment and Examination components. Students will be assessed on all the materials presented in lectures, specified chapters in the text book, plus video shows and demonstrations in tutorials. In addition to the examination, assessment also includes test(s) and group project(s). The assessments are designed to develop and assess students’ achievement of the	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	Continuous Assessment	50%					Participation	10%	✓	✓	✓		Test	15%		✓	✓	✓	Group Project and Presentation	25%	✓	✓	✓	✓	Examination	50%	✓	✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																											
		a	b	c	d																																										
Continuous Assessment	50%																																														
Participation	10%	✓	✓	✓																																											
Test	15%		✓	✓	✓																																										
Group Project and Presentation	25%	✓	✓	✓	✓																																										
Examination	50%	✓	✓	✓	✓																																										
Total	100%																																														

	subject intended learning outcomes as well as generic skills including critical thinking, analytical and communication skills.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Self-study	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Recommended Textbook Weiten, W. (2017). <i>Psychology: Themes & Variation</i> (10th Ed.). Wadsworth Cengage Learning. References Coon, D. & Mitterer, J.O. (2011). <i>Psychology: A Journey</i> (4th Ed.). Wadsworth. Feist, G.J. & Rosenberg, E.L. (2010). <i>Psychology: Making Connections</i>. McGraw Hill Higher Education. Gerrig, R.J. & Zimbardo, P.G. (2008). <i>Psychology and Life</i> (8th Ed.). Pearson Education, Inc. King, L.A. (2008). <i>The Science of Psychology: An Appreciative View</i>. McGraw Hill Higher Education. <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>	

Subject Code	SPD2294
Subject Title	Introduction to Hospitality Industry
Credit Value	3
Level	2
Medium of Instruction	English
Pre-requisite / Co-requisite / Exclusion	Nil
Prior Knowledge	Nil
Objectives	This subject provides students with understanding basic hospitality management practices. It provides student with a clear and concise understanding of the components of hospitality industry: travel and tourism industry, lodging, restaurants, events, and leisure activities. Many career opportunities and challenges await those interested in hospitality career. Those concepts in this subject would assist students a foundation of knowledge for further study in the hospitality focus.
Intended Learning Outcomes	Upon successful completion of the subject, students will be able to: - understand the scope and characteristics of the hospitality industry; - describe the interrelated nature of hospitality and tourism industry; - identify classification of lodging and catering properties and illustrate the basic management structure of these properties; - explain the variety of the hospitality operations and management practices; - understand other industry segments that cater to hospitality activities such as event, club, gaming, entertainment, and related services.
Subject Synopsis/ Indicative Syllabus	Introduction of Hospitality and Tourism Industry Characteristics of the hospitality and tourism industry; Importance of the hospitality industry; The external impacts of hospitality and tourism industry Lodging and Hotel Organisations and Operations Types and classifications of lodging property; Hotel executives and their responsibilities; Departments and Divisions of front and back offices; Challenges, duties, and responsibilities of individual hotel function; Hotel ownership development Catering and Restaurant Organisations and Operations Types of catering and restaurant organisations; Characteristics of chain and independent restaurants; Functions and responsibilities of the F&B department; Types of spirits, wines, and other beverages; Trends in food services and operations; Liability in serving alcohol beverage Other Hospitality Organisations Types and characteristics of recreation, theme parks, private clubs, gaming entertainment, and MICE business; Key management functions of each type of

	hospitality organisations; Trends and issues related to these organisations Managing and Leading the Hospitality Organisations Leading and managing; Human resource management; Recruiting and selecting potential staff; Systems of accounts in hospitality organisations; Systems to control major direct operating costs; Marketing and promoting hospitality business																																																						
Teaching/Learning Methodology	Interactive lectures will be used to cover the conceptual and theoretical aspects of the subject. Seminars will comprise of group discussion and other student-centred activities (i.e. mini presentation and peer learning etc.). Students are expected to participate actively in group discussion for developing a framework for applying their knowledge and skills on the subject. Audio and visual aids such as VCDs & DVDs will be used to expand students’ understanding on relevant topics. Guest lecture or seminar will also be arranged to give students opportunity to learn from legal experts particularly on issues which affecting the operations and management of the hospitality industry.																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>Continuous Assessment</td><td>60%</td><td colspan="5"></td></tr><tr><td>1. Group Project</td><td>20%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Mid-term Test and/or Individual Assignment</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>3. Participation and In Class Work</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Examination</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> To pass this subject, students required to obtain Grade D or above in both the Continuous Assessment and Examination components. Group Project and/or Individual Assignment are used to help students apply their understanding of key concepts learned in this course to the hospitality industry. Group project is to demonstrate the responsibility in the areas of leadership and teamwork. Constructive Participation and In-class discussions are intended to enable students to effectively communicate their ideas on the issues of a legal problem. Students can develop the problem solving skills in individual and team contexts. Mid-term Test and Examination are used to test students’ ability in understanding and applying the key concepts learnt from the subject. Examination will facilitate the understanding of the hospitality industry and organisations.	Specific assessment methods/tasks	% weighting	Intended learning outcomes to be assessed					a	b	c	d	e	Continuous Assessment	60%						1. Group Project	20%		✓	✓	✓	✓	2. Mid-term Test and/or Individual Assignment	30%	✓	✓	✓			3. Participation and In Class Work	10%	✓	✓	✓	✓	✓	Examination	40%	✓	✓	✓	✓	✓	Total	100 %					
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1. Group Project	20%		✓	✓	✓	✓																																																	
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3. Participation and In Class Work	10%	✓	✓	✓	✓	✓																																																	
Examination	40%	✓	✓	✓	✓	✓																																																	
Total	100 %																																																						

Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Self-study	66 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	Recommended Books / References Walker, J.R. (2009). <i>Introduction to Hospitality: 5th Edition</i>. Prentice Hall: Hong Kong. Other Recommended Books Angelo, R.M., & Vladimir, A. (2010). <i>Hospitality Today: An Introduction</i>. Educational Institute of the American Hotel Motel Association. Barrows, C.W., Powers, T., & Reynolds, D. (2003). <i>Introduction to the Hospitality Industry</i>. John Wiley & Sons, Inc. Chon, K. S., & Maier, T. A. (2010). <i>Welcome to Hospitality - An Introduction, 3rd Edition</i>. Delmar Cengage Learning. <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>	

Subject Code	SPD2296
Subject Title	Introduction to Business
Credit Value	3
Level	2
Medium of Instruction	English
Pre-requisite / Co-requisite / Exclusion	Nil
Prior Knowledge	Nil
Objectives	This course is designed to introduce the general principles and concepts of business. It provides a basic understanding of the business of managing, people in organisations, principles of Marketing, managing operations and information and accounting and financial issues in dynamic business environment.
Intended Learning Outcomes	Upon successful completion of this subject, students will be able to: a. understand the key fundamental theories and concepts that build a foundation of managing a business; b. explain the essential business concepts in relation to management, marketing, human resources, accounting and financial management; c. acquire the basic skills and knowledge to develop a framework for formulating business strategies and a business plan. d. understand the contemporary issues in relation to business ethics and corporate social responsibility in a global context.
Subject Synopsis/ Indicative Syllabus	Contemporary Business Environment Understanding the Business System, Global Context of Business, Business Ethics and Corporate Social Responsibility. Managing a Business Managing the Business Enterprise; Organising the Business Enterprise; Understanding Entrepreneurship and the Small Business, Leadership and Teamwork, Motivating employees. Managing Operations and Information Producing Services and Goods, Managing Quality and Productivity, Managing Information Systems and Communication Technology. The Principles of Marketing Marketing process. Consumer Behaviour, Marketing Research, Marketing Mix. Understanding Financial Issues Basic Accounting principles, Fundamental Financial concepts, Making decisions basing on Accounting and Financial statements.
Teaching/Learning Methodology	The teaching approach emphasises the understanding of basic business concepts and their applications. Students are encouraged to actively participate in group discussion and contribute their critical feedback and views on various issues related to weekly topics. Class meetings are conducted in a mixture of lecture, group discussion,

	presentation, and case study. Lectures will be used to cover the theoretical and factual portion of the subject. Seminars will focus on the application aspect of the subject and therefore an interactive approach will be used. Student-centred activities like group discussion, videotapes, presentation and case study are used to encourage students to contribute their views and give critical feedback during classes.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous Assessment	50%				
	1. Class Participation	10%	✓	✓	✓	
	2. Individual Assessment (e.g. test, reflective journal, case study, individual essay)	20%	✓	✓	✓	
	3. Group Assignment (e.g. project, report, presentation, research paper, themed study)	20%	✓	✓	✓	✓
	Final Examination	50%	✓	✓	✓	✓
	Total	100 %				
To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components. Students will be assessed on the basis of coursework and a final examination. The coursework assessment items are designed to evaluate students’ understanding of the key concepts and their applications in business context. The final examination is used to evaluate the students’ comprehensive understanding of the significant key concepts and theories and their ability to illustrate its application in the contemporary business environment. Students are required to spend at least 6 hours per week in preparing for the class (2 hours of preparation are usually needed for 1 hour of lecture/seminar). Students should always access the e-learning platform of Moodle for downloading lecture notes and reading materials for each class meeting. Therefore, students are expected to have fully prepared before attending each class meeting. The key to learning and acquiring knowledge and skills in this subject is through active participation in discussion with group members and other classmates both during class meetings and when preparing for the group project. Students are encouraged to contribute ideas and give constructive feedback to each other, in order to benefit the learning of the whole class.						

Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Self-study, Class preparation	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<i>Recommended Textbook</i> Ebert, R.J. and Griffin, R.W. (2014), <i>Business Essentials</i>, 10th Ed, Prentice Hall. <i>References</i> Boone, L.E. and Kurtz, D. L. (2013), <i>Contemporary Business</i>, 15th Ed, Wiley. Bovee, Courtland L. and Thill, John V. (2014), <i>Business in Action</i>, 7th ed., Pearson. Dlabay, L., Burrow, J.L. and Kleindl, R. (2012), <i>Principles of Business</i>, 8th Ed, Cengage. Ferrell, O.C., Hirt, G. and Ferrell, L. (2015), <i>Business: A Changing World</i>, 10th Ed, McGraw Hill. Nickels, W. G., McHugh, J.M. and McHugh, S.M. (2015), <i>Understanding Business</i>, 11th Ed, McGraw Hill. Solomon, M.R., Poatsy, M.A. and Martin, K. (2015), <i>Better Business</i>, 5th Ed, Prentice Hall. <i>Journals</i> Business Horizons. Harvard Business Review. Long Range Planning. <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>	

Subject Code	SPD2310
Subject Title	Personal Management
Credit Value	3
Level	2
GUR Requirement Intended to Fulfil	Cluster Area Requirement – Human Nature, Relations and Development English Reading and Writing Requirements
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject is designed to engage students in a journey of self-discovery, enabling them to develop holistically, to enhance their personal effectiveness, and to identify and achieve their career goals.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. develop greater self-awareness and understanding of themselves; b. acquire the basic understanding of the intra-personal and interpersonal skills, and develop insights in tackling practical issues of human relationships; c. be more purposeful with being themselves and making congruent decisions; d. demonstrate the basic skills in inter-personal communication; and e. recognise approaches and techniques for creating opportunities for successes in their career planning.
Subject Synopsis/ Indicative Syllabus	Understanding Yourself • Self-understanding: enabling students to assess their own strengths and weaknesses, and to develop a greater sense of self-awareness; • Positive and healthy identity: building positive self-image; • Emotional competence: awareness and understanding of emotions, role of emotion management Developing Yourself • Resilience: overcoming challenges; coping with stresses; • Self-efficacy: formulating their own values, setting goals; • Self-management: managing time more efficiently, practising effective financial management; • Problem-solving: overcoming barriers and fostering a creative attitude in solving problems; • Career Planning: identifying career goals, developing successful career plans; conducting job search; and maximising their chance for successful interviews Working Well with People • Interpersonal communications skills: acquiring the basic skills of interpersonal communication; • Broadening students' worldview: becoming more open-minded; cultivating

	and sustaining their motivation for continuous learning; empathy and respect for others; making a difference in their relationship with their families, peers and colleagues																																																				
Teaching/Learning Methodology	A variety of teaching and learning strategies will be used to cater for the learning needs of the students. They include: 1. Lectures and tutorials; 2. Group Project; 3. Individual Assignment; and 4. Self-learning Tutorials – The following activities will be included: • Book-sharing Students would share their learning. The interactive mode would reinforce students' learning. • Continuous feedbacks Feedbacks would be provided to the students before and after they submit their assignments. Subject Lecturers would guide the students during their writing and reading phases. Group Project – By engaging students in this Group Project, students will have to identify an issue, where they would be able to make positive contributions to the community, and also to their own learning and development. Students expand their social awareness, empathy, and respect for others by encountering issues, such as fostering social harmony, building a sustainable eco system, etc. The Group Project is intended to help students discover what causes they want to embark on, and what positive contributions it has to their own learning and development. Individual Assignment – Students will learn more about their values, skills, interests, aptitudes, qualities, and limitations; and formulate a strategy to reach their career goals. The Individual Assignment is intended to assist students to prepare a personal development plan. Self-learning – Students will have to conduct a literature search, involving using concepts and principles in their reflective statement.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr> <tr> <th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr> </thead> <tbody> <tr> <td>Continuous Assessment</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td><i>1. Class Participation</i></td><td><i>10%</i></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td><i>2. Group Project</i> (including reading & writing requirements)</td><td><i>40%</i></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr> <tr> <td><i>3. Individual Assignment</i> (including reading & writing requirements)</td><td><i>50%</i></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	Continuous Assessment	100%						<i>1. Class Participation</i>	<i>10%</i>	✓	✓	✓	✓	✓	<i>2. Group Project</i> (including reading & writing requirements)	<i>40%</i>	✓	✓	✓	✓		<i>3. Individual Assignment</i> (including reading & writing requirements)	<i>50%</i>	✓		✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																																			
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<i>3. Individual Assignment</i> (including reading & writing requirements)	<i>50%</i>	✓		✓	✓	✓																																															
Total	100%																																																				

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.

- **Class Participation**

10% will be allocated to students' participation during lectures and tutorials. Students are encouraged to share their ideas and experiences through class discussion, class/group activities in the context of the Teaching Plan.

- **Group Project**

The Group Project is aimed at further harnessing students' sense of self-awareness, their knowledge and skills in communication, and inter-personal relationships.

Students have to identify an issue, rationale for their choice, project scope, their learning, etc. The Group Project will be assessed through two components – a written report (around 2,000 words) and presentation.

Assessment Criteria for the Written Report

- a) relevance of content
- b) logical presentation
- c) clarity of analysis
- d) evidence of research
- e) appropriate grammatical expression and sentence structure
- f) proper layout
- g) appropriate referencing format

Assessment Criteria for the Presentation

Delivery – holding audience's attention, the slides being clear and of high impact

Appropriateness of the content

Organisation – clear and logical flow, coherent and cohesive

Range – accurate and dealing with the subject matter effectively (including range of vocabulary)

- **Individual Assignment**

Individual Assignment is aimed at helping students explore career choices; and identifying specific components of the success profile, areas they need to develop, and action steps to take. Students will need to prepare a personal development plan (around 2,500 words).

Assessment Criteria for the Personal Reflective Journal

- a) relevance of content
- b) clear and logical presentation
- c) appropriate grammatical expression and sentence structure
- d) proper layout
- e) evidence of personal reflection

Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Out of the total assessment, 10% will be based on the completion of the reading and 10% will be based on the quality of writing.

Student Study Effort Expected	Class contact:	
	▪ Lectures (22 hrs.) and Group Project (6 hrs.)	28 Hrs.
	▪ Tutorials (eleven 1-hour sessions)	11 Hrs.
	Other student study effort:	
	▪ Preparation of group project	24 Hrs.
	▪ Self-learning and writing up the personal development plan	42 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	Basic References: Pritchett, P. (2007). <i>Hard optimism: How to succeed in a world where positive wins</i>. New York, NY: McGraw-Hill. Tracy, B. (2007). <i>Eat that frog!: 21 great ways to stop procrastinating and get more done in less time</i>. San Francisco, CA: Berrett-Koehler Publishers. Goldsmith, B. (2010). <i>100 ways to boost your self-confidence</i>. Career Press. Bruce, A. (2004). <i>Discover true north: A 4-week approach to ignite your passion and activate your potential</i>. NY: McGraw-Hill. Covey, S. R. (2004). <i>The 7 habits of highly effective people: Restoring the character ethic</i>. NY: Free Press. Leider, R. (2010). <i>The power of purpose: Creating meaning in your life and work</i>. Berrett-Koehler Publishers. Wallace, H. R., & Masters, L. A. (2006). <i>Personal development for life and work</i>. Mason, OH: Thomson/South-Western. Smale, B., & Fowlie, J. (2009). <i>How to succeed at university: An essential guide to academic skills and personal development</i>. London: Sage Publications. Weiten, W., Hammer, E. Y., & Dunn, D. S. (2012). <i>Psychology and contemporary life: Human adjustment</i>. Australia: Wadsworth Cengage Learning. Albom, M. (1997). <i>Tuesdays with Morrie</i>. United States: Doubleday. Covey, S. R. (2013). <i>The 7 habits of highly effective people: Powerful lessons in personal change</i>. United States: Simon & Schuster. Zichy, S., & Bidou, A. (2007). <i>Career match: Connecting with who you are with what you'll love to do</i>. United States: AMACOM. Rath, T. (2007). <i>Strengths finder: 2.0</i>. New York, NY: Gallup Press. Lore, N & Spadafore, A. (2008). <i>Now what? The young person's guide to choosing the perfect career</i>. New York, NY: Simon & Schuster. de Bono, E. (1999). <i>Six thinking hats</i>. USA: Little, Brown and Company. <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>	

Subject Code	SPD2311
Subject Title	Leadership in Practice
Credit Value	3
Level	2
GUR Requirement Intended to Fulfil	Cluster Area Requirement – Human Nature, Relations and Development English Reading and Writing Requirements
Medium of Instruction	English (supplemented with Chinese for the experiential learning session)
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject is designed to introduce the fundamental concepts of leadership, to enable students to understand the essential qualities for being effective leaders, and to practise leadership individually and collectively.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. understand the critical skills that would be expected of a good leader; b. develop a leadership philosophy to analyse their own thoughts and actions to ultimately integrate improvements in their leadership; c. have a positive relationship with a group; and practise collaborative leadership; and d. develop self-reflection skills and make meaning of their experiences.
Subject Synopsis/ Indicative Syllabus	1. Leadership Principles; 2. Leadership Variables: leadership qualities, self-esteem and the role of self-concept in leadership, and characteristics of followers; 3. The Power of Vision 4. Leadership and Leadership Styles; 5. The Importance of Ethics; 6. The Empowerment of People; 7. Understanding People; 8. Action-centred leadership: roles and components of effective leadership for functional purposes; 9. Understanding the role of communication in effective leadership; 10. Relationship building, relationship maintenance and team building: identifying common goals in a team, bringing out the full potential of a team.
Teaching/Learning Methodology	A variety of teaching and learning strategies will be used to cater for the learning needs of the students. They include: 1. Lectures and tutorials[^] [medium of instruction – English]; 2. Experiential learning session – Leadership Task Practice* [medium of instruction – English and Cantonese/Putonghua (as appropriate)]; 3. Self-learning – including drawing reference from reading materials as included in the Reference List, and a biography/ publication on an established leader; 4. Group Project [in English]; and 5. Written Assignment (Personal Reflection Journal) [in English]

	^ The following activities will be included in tutorials: ▪ <i>Book-sharing</i> Students would share their learning. The interactive mode would reinforce students' learning. ▪ <i>Continuous feedbacks</i> Feedbacks would be provided to the students before and after they submit their assignments. Subject Lecturers would guide the students during their writing and reading phases. * <i>Leadership Task Practice</i> - tasks of various levels (with an emphasis on experiential learning, delivered through a highly participatory and interactive approach) aim at enabling the students to apply and practise what they have learned, balancing the needs for achieving the tasks, motivating individual team members, and maintaining the team. It will take place at an outdoor venue. Debriefing will be provided at the end of each task, and constructive feedbacks will also be shared among team members. This session will be facilitated by instructors experienced in experiential learning.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous Assessment	100%				
	1. <i>Class Participation</i>	30%	✓	✓	✓	✓
	2. <i>Group Project</i> (including reading & writing requirements)	30%		✓	✓	✓
	3. <i>Written Assignment - Personal Reflective Journal</i> (including reading & writing requirements)	40%	✓		✓	✓
	Total	100%				
To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. • Class Participation 10% will be allocated to students' participation during lectures and tutorials. Students are encouraged to share their ideas and experiences through class discussion, case study activities and group activities in the context of the Teaching Plan. 20% will be allocated to students' participation during the Leadership Task Practice. Leadership Task Practice is aimed at further harnessing students' sense of self-awareness, their knowledge and skills in communication, and inter-personal relationships. • Group Project Group Project is aimed at examining how the students apply their understanding of the key concepts learned in this subject. The Group Project will be assessed through two components – a written report (around 2,000 words) and presentation. <u>Assessment Criteria for the Written Report</u> a) relevance of content						

	b) logical presentation c) clarity of analysis d) evidence of research e) appropriate grammatical expression and sentence structure f) proper layout g) appropriate referencing format <u>Assessment Criteria for the Presentation</u> <u>Delivery</u> – holding audience’s attention, the slides being clear and of high impact <u>Appropriateness</u> of the content <u>Organisation</u> – clear and logical flow, coherent and cohesive <u>Range</u> – accurate and dealing with the subject matter effectively (including range of vocabulary) • Written Assignment Written Assignment (Personal Reflective Journal) is aimed at helping students develop their leadership skills. Students will need to submit a Personal Reflective Journal (around 2,500 words) on how to equip themselves with the critical skills that would be expected of a good leader. <u>Assessment Criteria for the Personal Reflective Journal</u> a) relevance of content b) clear and logical presentation c) appropriate grammatical expression and sentence structure d) proper layout e) evidence of personal reflection Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Out of the total assessment, 10% will be based on the completion of the reading and 10% will be based on the quality of writing.	
Student Study Effort Expected	Class contact:	
	▪ Lectures (20 hrs.) and Leadership Tasks (8 hrs.)	28 Hrs.
	▪ Tutorials (ten 1-hour sessions)	10 Hrs.
	Other student study effort:	
	▪ Preparation of group project	25 Hrs.
	▪ Self-learning and writing up the self-reflective journal	42 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	Basic References: 1. Adair, J.E. (2007). <i>Developing your leadership</i>. Philadelphia, PA: Kogan Page. 2. Cangemi, J.P., et al. (2008). “The real work of the leader: A focus on the human side of the equation.” <i>Journal of Management Development</i>. Vol. 27 Issue 10, pp. 1026-1036. 3. Hannah, S.T., Woolfolk, R.L., & Lord, R.G. (2009). “Leader self-structure: A framework for positive leadership.” <i>Journal of Organisational Behavior</i>.	

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5. Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership: For college students who want to make a difference*. San Francisco, CA: Jossey-Bass.
6. Roberts, D.C. (2007). *Deeper learning in leadership: Helping college students find the potential within*. San Francisco, CA: Jossey-Bass.
7. Shek, D.T.L. (2010). "Nurturing holistic development of university students in Hong Kong: Where are we and where should we go?" *The Scientific World Journal*. Vol.10, pp. 563-575.
8. Shek, D.T.L., Ma, H.K. & Merrick, J. (Eds.). (2007). *Positive youth development: Development of a pioneering program in a Chinese context*. London, UK: Freund.
9. Shek, D.T.L., & Wong, K.K. (2011). "Do adolescent development issues disappear overnight? Reflections about holistic development in university students." *The Scientific World Journal*. Vol.10, pp. 353-361.
10. Wood, J.T. (2010). *Interpersonal communication: Everyday encounters* (6th ed.). Boston, MA: Thomson/Wadsworth.

Supplementary References:

1. Adair, J.E. (2007). *Decision making and problem solving*. Philadelphia, PA: Kogan Page.
2. Antonnakis, J., Ashkanasy, N.M. & Dasborough, M.T. (2009). "Does leadership need emotional intelligence?" *The Leadership Quarterly*. Vol.20 Issue 2, pp. 247-261.
3. Avolio, B.J. (2007). "Promoting more integrative strategies for leadership theory building." *American Psychologist*. Vol. 62 Issue 1, pp. 25-33.
4. Humphrey, J.H. (2003). *Stress education for college students*. New York, NY: Novinka Books.
5. Lin, C. (2008). "Demystifying the chameleonic nature of Chinese leadership." *Journal of Leadership and Organisational Studies*. Vol. 14 Issue 4, pp. 303-321.
6. Shankman, M.L., & Allen, S.J. (2008). *Emotionally intelligent leadership: A guide for college students*. San Francisco, CA: Jossey-Bass.

The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.

Subject Code	SPD2312
Subject Title	Contemporary China (當代中國)
Credit Value	3
Level	2
GUR Requirement Intended to Fulfil	Cluster Area Requirement – History, Culture and World Views Chinese Reading and Writing Requirements China-Study Requirement
Medium of Instruction	Chinese (Putonghua, supplemented with Cantonese)
Pre-requisite / Co-requisite/ Exclusion	Exclusion – SPD2313 China and the World
Objectives	This course aims to provide the students with an overview of some of the most salient features and issues of China's development. The course surveys a wide range of topics covering China's contemporary history, politics, economy and business, and social development. This course targets students who have not taken any course on China since secondary school. Students are however expected to have some knowledge of Chinese history and society. This subject serves the Chinese language reading and writing requirements. It requires the students to read Chinese books and articles throughout the course, and to consult Chinese materials to prepare the group project. Writing in Chinese will be required and assessed in individual essay.
Intended Learning Outcomes	Upon completion of this subject, students will be able to: - Develop an interest in China, and gain a broad understanding of China's recent and contemporary developments; - Gain a general understanding of the dynamics and the consequences of China's political and socio-economic developments; - Critically examine and reflect on some of the prevailing views and perceptions they have about China; - Appreciate the importance and the benefits of viewing China in comparison with other countries and with its own past.
Subject Synopsis/ Indicative Syllabus	- China's size and rise, and their consequences - Life and politics in recent past and what it tells about the present - China's economic miracle and economic reform - The state-led economy and state-owned firms - Open China – foreign investment and foreign firms in China - Entrepreneurial China – growth of private firms and business - Politics and government: authoritarianism (still) in command - Rule of law in the making? – China's judiciary system - China urbanizing: dynamics and consequences of urbanization China style - A middle class in the making – social and political consequences of economic prosperity - An emerging new China: Challenges to itself and the rest of the world

Teaching/Learning Methodology	As an introductory course, this course sets as its main task of arousing the interests of the students in China. It will use multi-media resources as much as possible to help students understand the issues covered in the subject. Lectures will follow an interactive approach to challenge the established views of the students and help them arrive at their own conclusions. Students will be required to do a group project. They will be encouraged to choose a topic that they are interested in, while guidance will be provided to help them choose a manageable and good topic to study. It is believed the students will gain more both in terms of their knowledge, analytical skills and presentation through a group-based study of a topic and presentation. Students will be required to consult at least five Chinese articles for the group project. Each student will write an individual essay in Chinese on a topic either suggested by the instructor or of his/her choosing. The essay will require the student to conduct a systematic examination of the topic, search for relevant data and analyses, and develop the arguments.																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>Continuous Assessment</td><td>100%</td><td colspan="4"></td></tr><tr><td>1.Class attendance and participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Group project (including reading requirement)</td><td>40%</td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>3. Individual essay (including writing requirement)</td><td>50%</td><td></td><td></td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="4"></td></tr></table> To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Class attendance and participation are useful for assessing all the intended outcomes because the lectures will cover a wide range of topics and the interactive approach will engage the students in critical thinking and developing and reviewing their own arguments. Participation in tutorials is also crucial for critical thinking about China’s development. Class participation will be measured in two ways: attendance and participation in class discussion. Credit will be given to students who have exceeded the basic attendance requirement particularly in tutorial. Participation will be mainly measured in tutorial in which the students are expected to participate in class discussion and providing feedbacks to the presentation of fellow classmates. Since tutorial class size will be relatively small, students will have ample opportunities to participate in class participation. Assessment of class participation is therefore possible. Group project preparation and presentation require the students to choose a topic to study, collect, analyze and organize data and make a presentation. This not only requires the students to study a topic in some depth but is also instrumental in	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	Continuous Assessment	100%					1.Class attendance and participation	10%	✓	✓	✓	✓	2. Group project (including reading requirement)	40%			✓	✓	3. Individual essay (including writing requirement)	50%			✓	✓	Total	100%				
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3. Individual essay (including writing requirement)	50%			✓	✓																																				
Total	100%																																								

	helping them to develop their own arguments. The individual essay (around 3,000 words) provides an opportunity to review their learning experiences and think about what they have and have not learned in this subject, and why. Both the group project and individual essay are employed to fulfil the Chinese language reading and writing requirements. Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Individual lecturers will specify in the teaching plan the required amount of readings in Chinese. Out of the total assessment, 10% will be based on the completion of the reading and 10% will be based on the quality of writing. The draft of the individual essay will be submitted to the instructor for comment and guidance before final submission at the end of the semester.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Self-study	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Baum, R. (1994). <i>Burying Mao: Chinese Politics in the Age of Deng Xiaoping</i>. Princeton University Press. Dickson, Bruce (2003). <i>Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change</i>. Cambridge University Press. Dikotter, F. (2010). <i>Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958-1962</i>. Walker & Co. Harney A. (2008). <i>The China Price: The True Cost of Chinese Competitive Advantage</i>. The Penguin Press. Kristof, N. and Sheryl Wudunn (1994). <i>China Wakes: The Struggle for the Soul of a Rising China</i>, Vintage Books. McGregor, Richard (2010). <i>The Party: The Secret World of China's Communist Rulers</i>. Harper Collins. Meisner, Maurice (1999). <i>Mao's China and After: A History of the People's Republic</i>, Third edition, Free Press. Tsai, K. (2007). <i>Capitalism without Democracy: the Private Sector in Contemporary China</i>. Cornell University Press. 余华 (1998 年) , 《活着》, 南海出版社。	

	笑蜀编 (2000 年) , 《 历史的先声, 中国共产党 1949 年之前对中国人民作出的庄严的承诺》, 当代历史研究所出版。 曹锦清 (2000 年) , 《黄河边的中国》, 上海文艺出版社。 易中天 (2006 年) , 《读城记》, 上海文艺出版社, 第三版。 许知远 (2008 年) , 《中国记事》, 海南出版社。 <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>
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Subject Code	SPD2313
Subject Title	China and the World (中國與世界)
Credit Value	3
Level	2
GUR Requirement Intended to Fulfil	Cluster Area Requirement – History, Culture and World Views Chinese Reading and Writing Requirements China-Study Requirement
Medium of Instruction	Chinese (Putonghua, supplemented with Cantonese)
Exclusion	SPD2312 Contemporary China
Objectives	This course examines China's positions in, and relations to, the world by studying some of the key issues and problems in recent history and the contemporary period. In particular, this course studies the issues and conflicts embedded in the integration of China into the increasingly globalization process, and the challenges following China's spectacular rise in recent decades. This course also examines what China's rise means for Hong Kong and its people. This course is designed for students who have studied one or more courses on China since secondary school. They are expected to have some general understanding of China's political and socio-economic developments. This subject serves the Chinese language reading and writing requirements. It requires the students to read Chinese books and articles throughout the course, and to consult Chinese materials to prepare the group project. Writing in Chinese will be required and assessed in individual essay.
Intended Learning Outcomes	Upon completing this course, students will be able to: - Gain an overall understanding of the historical dynamics of China's position, and relations to, the world, and the challenges of China's contemporary rise to the established world order; - Examine the process, dynamics and consequences of China's economic integration into the globalized economy; - Appreciate the social, cultural, and environmental consequences of China's rise for the world and the earth; - Evaluate the geo-political implications of China's rise; - Develop a critical understanding of Hong Kong's relations with China in the context of China's rise and its growing importance in the global arena.

Subject Synopsis/ Indicative Syllabus	a. From Opium War to Olympics: a brief review of the history of China’s checkered relations with the world b. Economic reform and opening: how China opens its door to the world and becomes a part of the globalized economy c. Made in China and Made by China d. China’s thirst for fuel and resources – consequences for the world and earth e. The yellow perils: Chinese migrants in the world f. On an equal footing (平起平坐) – A superpower in the making? g. China’s rising soft power: From Washington consensus to Beijing consensus h. China’s diplomatic strategies: From “hiding the blade and accumulating strength” (韬光养晦) to “rise of a great power” (大国崛起) i. Friendly neighborhood relations (和睦友邻)? – China’s territorial disputes with neighboring countries																																																				
Teaching/Learning Methodology	This subject has lectures and tutorials. Lectures cover the major topics and issues, and an interactive approach will be used to provoke the students to think critically how China has become a part of the globalized order and what the rise of China means to the world. Students will be encouraged to form their own views and arguments through class dialogue. Tutorial will be student-centered. It will be conducted through preparation and presentation of a group project in which the students are required to learn to develop a topic to study, collect, analyze and organize data from various sources, and develop their arguments and observations. Each student will write an individual essay in Chinese on a topic either suggested by the instructor or of his/her choosing. The essay will require the student to conduct a systematic examination of the topic, search for relevant data and analyses, and develop the arguments.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>Continuous Assessment</td><td>100%</td><td colspan="5"></td></tr><tr><td>1.Class attendance and participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Group project (including reading requirement)</td><td>40%</td><td></td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>3. Individual essay (including writing requirement)</td><td>50%</td><td></td><td></td><td>✓</td><td></td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="5"></td></tr></table> To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Class attendance and participation are useful for assessing all the intended						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	Continuous Assessment	100%						1.Class attendance and participation	10%	✓	✓	✓	✓	✓	2. Group project (including reading requirement)	40%			✓		✓	3. Individual essay (including writing requirement)	50%			✓		✓	Total	100%					
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	outcomes because the lectures will cover a wide range of topics and the interactive approach will engage the students in critical thinking and developing and reviewing their own arguments. Participation in tutorials is also crucial for critical thinking about China's development. Class participation will be measured in two ways: attendance and participation in class discussion. Credit will be given to students who have exceeded the basic attendance requirement particularly in tutorial. Participation will be mainly measured in tutorial in which the students are expected to participate in class discussion and providing feedbacks to the presentation of fellow classmates. Since tutorial class size will be relatively small, students will have ample opportunities to participate in class participation. Assessment of class participation is therefore possible. Group project preparation and presentation require the students to choose a topic to study, collect, analyze and organize data and make a presentation. This not only requires the students to study a topic in some depth but is also instrumental in helping them to develop their own arguments. The individual essay (around 3,000 words) provides an opportunity for the students to discuss and analyse a topic, and organize relevant data to develop their arguments. Both the group project and individual essay are employed to fulfil the Chinese language reading and writing requirements. Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Individual lecturers will specify in the teaching plan the required amount of readings in Chinese. Out of the total assessment, 10% will be based on the completion of the reading and 10% will be based on the quality of writing. The draft of the individual essay will be submitted to the instructor for comment and guidance before final submission at the end of the semester.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Self-study	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Bongriorni, S. (2007). <i>A Year without "Made in China": One Family's True Life Adventure in the Global Economy</i>. John Wiley. Bremmer, Ian. (2009). "State Capitalism Comes of Age: The End of Free Market?" <i>Foreign Affairs</i>, May/June 2009. Friedman, Thomas. (2005). <i>The World is Flat: A Brief History of the Globalized World in the 21st Century</i>. Allen Lane.	

	Halper. S. (2010). <i>The Beijing Consensus: How China's Authoritarian Model will Dominate the Twenty-first Century</i>. Basic Books. Ikenberry, G.J. (2008). "The Rise of China and the Future of the West". Foreign Affairs. January/February 2008. Jacques, Martin. (2012). <i>When China Rules the World: The End of the Western World and the Birth of a New Global Order</i>, Second edition. Penguin Books. Lampton, David. (2008). <i>The Three Faces of Chinese Power: Might, Money, and Minds</i>. University of California Press. Zeng, Ming and Peter Williamson. (2007). <i>Dragons at Your Door: How Chinese Cost Innovation is Disrupting Global Competition</i>. Harvard Business School Press. 余华 (1998 年) , 《活着》, 南海出版社。 黄亚生 (2011 年) , 《中国模式到底有多独特?》中信出版社。 许知远 (2009年) , 《镀金中国 — 大国崛起的虚与实》, 天窗出版社。 谢淑丽 (Susan Shirk) (2008年) , 《脆弱的强权：在中国崛起的背后》, 远流出版社。 余可平等主编 (2006年) , 《中国模式与北京共识》, 社会科学文献出版社。 <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>
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Subject Code	SPD2314
Subject Title	Culture and Ways of Life
Credit Value	3
Level	2
GRU Requirements Intended to Fulfil	Cluster Area Requirement – History, Culture and World Views
Medium of Instruction	English, supplemented with Chinese (Cantonese)
Pre-requisite / Co-requisite / Exclusion	Nil
Objectives	In the old days, “culture” usually refers to societies defined in either national or ethnic perspective in anthropological perspective; notwithstanding, the term has often been used to refer to the knowledge or behaviours formed within different groups, corporate and organizations. Consisting of the patterned, recurring, consolidated ways of thinking, feeling, and acting characterize of the members of a particular society or segment of a society, culture is considered as a total socially acquired life-way or life-style of a group of people (Harris, 1975). In this way, studying of various forms of cultures not only enables us to gain better understanding of the society or segment of society that we are “in”, but also empowers us to better understand about our own selves and the ways in which we interact with the people around us. This course aims to introduce students with the diversities and richness of different cultures by exploring the different meanings and ways of life of different cultures, art forms, peoples and lifestyles. Theories and executions of different types of cultures and forms, including literature, speeches, films, music and visual arts will be explored and examined.
Intended Learning Outcomes	Upon completion of this course, students will be able to: - appreciate the diversities and richness of different cultures, peoples, art forms and lifestyles - reflect on the meanings and values of life via the appreciation of different cultures - attain basic knowledge about the core domains of cultures and what they tell about cultures and bring to our lives - appreciate various art forms and their representations about the reflections and values of lives
Subject Synopsis / Indicative Syllabus	Overview • Introduction of the courses contents and assessment methods • Relationships among different cultures, philosophies, arts and lifestyles • Cultures VS Sub-cultures • Contemporary theories, frameworks and paradigms in cultural studies Literature and Life • The Development and Evolution of Literature • Major Genres of Modern Literature

	- Major Literature Awards: Regional and International - Literature Appreciations, Discussions and Sharing - Literature and Modern Cultures: Developments, Reflections and Implications Speeches and Life - The Development and Evolution of Public Speaking - Major Genres of Modern Speeches - Major Speech Awards: Regional and International - Speech Appreciations, Discussions and Sharing - Speeches and Modern Cultures: Developments, Reflections and Implications Films and Life - The Development and Evolution of Movies - Major Genres of Modern Films - Major Films Awards: Regional and International - Film Appreciations, Discussions and Sharing - Films and Modern Cultures: Developments, Reflections and Implications Music and Life - The Development and Evolution of Music - Major Genres of Music - Major Music Awards: Regional and International - Music Appreciations, Discussions and Sharing - Music and Modern Cultures: Developments, Reflections and Implications Visual Arts and Life - The Development and Evolution of Visual Arts - Major Genres of Modern Visual Arts - Major Visual Arts Awards: Regional and International - Visual Arts Appreciations, Discussions and Sharing - Visual Arts and Modern Cultures: Developments, Reflections and Implications																																								
Teaching / Learning Methodology	A variety of teaching and learning strategies will be used to cater the learning needs of students. They include: - Interactive lectures and tutorials (language media: English and Cantonese) - Interactive guest sharing (language media: English and Cantonese) - Individual paper - Group project - Self-learning																																								
Assessment Methods in Alignment with the Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>Continuous Assessment</td><td>100%</td><td colspan="4"></td></tr><tr><td>1. Class Participation</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Individual Paper</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Group Project</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>TOTAL</td><td>100%</td><td colspan="4"></td></tr></table> To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	Continuous Assessment	100%					1. Class Participation	20%	✓	✓	✓	✓	2. Individual Paper	40%	✓	✓	✓	✓	3. Group Project	40%	✓	✓	✓	✓	TOTAL	100%				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																					
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2. Individual Paper	40%	✓	✓	✓	✓																																				
3. Group Project	40%	✓	✓	✓	✓																																				
TOTAL	100%																																								

1. Class Participation (20%)

20% will be allocated to students' participation during the lectures, guest sharing and tutorials. Students are encouraged to share their ideas and experiences through class discussions, class/group activities in the context of the teaching plan.

2. Individual Paper (40%)

Every student will be required to write a critical review on a book, art piece, song, movie, drama or any other art forms. Alternatively, students may also choose to write their review on the other relevant topic aligned with the course tutor during the tutorial sessions. Writing up the review, students should critically assess the contributions of the paper to cultures and life appreciations. Added to this, where possible, students should extend the research in real life cases. Participants are required to discuss their paper with the course lecturer in the pre-aligned tutorial sessions. The length of the submission should be around 1,000 to 1,500 words in English OR 1,500 to 3,000 words in Chinese (excluding references and appendices).

Assessment Criteria:

- Organization – clarity, logics, coherence and cohesiveness of presentation flows
- Contents – originality; relevance of contents; clarity of analysis; evidence of research; quality of critical reflections
- Presentation – proper layout; accuracy in language use; appropriate referencing format

3. Group Project (40%)

The Group Project aims at harnessing students' sense of awareness, their knowledge and skills in communications, and interpersonal relations.

In the group project, students have to select a topic related to the any ONE of the topic covered in the course and identify an issue of research, rationale for their choice, research scope and expected learning. Each group is required to hand in a 1-page Project Registration Form, indicating their selected topic, rationale for the choice and suggested flow of the project presentation to the course instructor before working out the details. The Group Project will be assessed through two main components, which carries 40% of the total marks.

(1) An in-class oral presentation (15%)

(2) A written report (25%) (around 2,500-3,000 words in English)

Assessment Criteria:

(1) In-class Oral Presentation

- Organization – clarity, logics , coherence and cohesiveness of presentation flows
- Contents – appropriateness, relevance, originality and critical reflections of the contents
- Presentation – ability catching and holding audience's attention; clarity and impacts of presentation slides

(2) Written Report

- Organization – clarity, logics , coherence and cohesiveness of presentation flows
- Contents – relevance of contents; clarity of analysis; evidence of research; quality of critical reflections

	▪ Presentation – proper layout; accuracy in language use; appropriate referencing format	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Preparation of Group Project	33 Hrs.
	▪ Self-learning and writing up of Individual Paper	33 Hrs.
	Total student study effort	105 Hrs.
Required and Reference Reading List	Required Readings: • Barker, C. (2003). <i>Cultural studies: Theory and practice</i>. Sage. • Fairclough, N. (1995). <i>Critical discourse analysis: the critical study of language</i>. London: Longman. Reference Readings: <i>General</i> <u>On Cultural Study</u> Key Reference Reading: • Fairclough, N., & Wodak, R. (1997). Critical discourse analysis. In T. A. van Dijk (Ed.), <i>Discourse as social interaction</i> (pp. 258 - 284). London, England: Sage Publications. Supplementary Reading: • Hall, S. (1996). Cultural studies and its theoretical legacies. <i>Stuart Hall: Critical dialogues in cultural studies</i>, 262-275. <i>Arts, Cultures, and Life Appreciation</i> <u>On Literature and Life</u> Key Reference Reading: • Barnet, S., Berman, M., & Burto, W. (1997). <i>An introduction to literature</i>. Longman. Supplementary Reading: • Allan, W. (May 2014, forthcoming). <i>Classical Literature: A Very Short Introduction</i>. Oxford University Press. <u>On Speeches and Life</u> Key Reference Reading: • Jaffe, C. (2012). <i>Public speaking: Concepts and skills for a diverse society</i>. Cengage Advantage Books. Supplementary Reading: • Safire, W. (Ed.). (1997). <i>Lend Me Your Ears: Great Speeches in History</i>. WW Norton & Company. <u>On Dramas and Life</u> Key Reference Reading: • Balme, C. B. (2008). <i>The Cambridge introduction to theatre studies</i>. Cambridge: Cambridge University Press.	

	Supplementary Reading: • Arnold, S. (2004). <i>The creative spirit: An introduction to theatre</i>. McGraw-Hill. <u>On Films and Life</u> Key Reference Reading: • Stam, R. (2000). <i>Film theory: an introduction</i>. Oxford: Blackwell. Supplementary Reading: • Gabler, N. (2011). <i>Life: The movie: How entertainment conquered reality</i>. Random House Digital, Inc. <u>On Music and Life</u> Key Reference Reading: • Clayton, M., Herbert, T., & Middleton, R. (Eds.). (2003). <i>The cultural study of music: A critical introduction</i>. Psychology Press. Supplementary Reading: • Cook, N. (2000). <i>Music: A very short introduction</i>. Oxford University Press. <u>On Visual Arts and Life</u> Key Reference Reading: • Rose, G. (2011). <i>Visual methodologies: An introduction to researching with visual materials</i>. Sage. Supplementary Reading: • Jenks, C. (Ed.). (1995). <i>Visual Culture</i>. Psychology Press. <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>
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Subject Code	SPD2315
Subject Title	Films and Storytelling
Credit Value	3
Level	2
GUR Requirements Intended to Fulfil	Cluster Area Requirement – History, Culture and World Views
Medium of Instruction	English, supplemented with Chinese (Cantonese)
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	By comparing the storytelling methods and techniques between films, novels, musicals, stage dramas, comics and TV dramas from around the world, this course aims to provide students with an insight to the art of storytelling and to stimulate their imagination, creativity and writing skills.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Recognize and appreciate the art of storytelling b. Identify the technical similarities and differences of various artistic works c. Develop basic skills in screenwriting d. Recognize the diversity of different cultures e. Write and think creatively
Subject Synopsis/ Indicative Syllabus	1. Film vs. Novel a. Novel writing – Past and present b. Compare film and novel as a form of writing technique c. Adapt a novel into a film 2. Film vs. Comic a. Introduction to camera movement b. Compare film and comic as a form of writing and storytelling 3. Film vs. Stage Drama a. Application of dialogue in film and stage drama b. Application of scene in film versus stage drama 4. Film vs. TV Drama a. Differences in script writing between film and TV drama 5. Film vs. Script a. What is a plot? b. Steps of screenwriting c. Basic Screenwriting – Synopsis, treatment, script 6. Asian Film a. Appreciation of Asian films, including Hong Kong, Mainland China, Japan, Korea, etc. b. Asian films – Past and present 7. American Film a. Examine the storytelling structure of Hollywood movies 8. European Film a. Appreciation of European film as a form of art b. Compare the storytelling technique between European films and Hollywood movies

Teaching/Learning Methodology	A variety of teaching and learning strategies will be used to cater for students’ learning needs. These include: 1. Lectures and tutorials (language medium – English and Cantonese); 2. Group Project; 3. Individual Assignments; and 4. Self-learning																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>Continuous Assessment</td><td>100%</td><td colspan="5"></td></tr><tr><td>1. Class Participation</td><td>20%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td></tr><tr><td>2. Group Project</td><td>40%</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Individual Assignments</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="5"></td></tr></table> To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. <u>Class Participation (20%)</u> Students’ participation in lectures and tutorials will account for 20% of the final grade. Students are encouraged to share their ideas, opinions and experiences through class discussion, class/group activities in the context of the Teaching Plan. <u>Group Project (40%)</u> The Group Project is aimed to develop students’ storytelling and screenwriting skills. Each group will consist of 6-8 students and will be required to prepare a detailed synopsis. Students will be assessed according to their ability to conduct research, construct a story, work as a team, and their knowledge about screenwriting. The group project will be assessed through two components – a written synopsis (25%) and group presentation (15%). <u>Assessment Criteria for the Written Script</u> a) originality and creativeness of the content b) logical arguments c) proper layout d) evidence of research <u>Assessment Criteria for Group Presentation</u> a) appropriateness of materials b) organization – clear and logical flow, coherent and cohesive c) delivery – use of high concepts, clear and focused presentation <u>Individual Assignments (40%)</u> Individual assignments are designed to help students develop an appreciation of film and different cultures, and stimulate their creativity and writing skills. Students will need to prepare film reports/ critics and character biographies. Assessment Criteria for Individual Assignments							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	Continuous Assessment	100%						1. Class Participation	20%	✓	✓		✓		2. Group Project	40%	✓		✓	✓	✓	3. Individual Assignments	40%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																																				
		a	b	c	d	e																																																
Continuous Assessment	100%																																																					
1. Class Participation	20%	✓	✓		✓																																																	
2. Group Project	40%	✓		✓	✓	✓																																																
3. Individual Assignments	40%	✓	✓	✓	✓	✓																																																
Total	100%																																																					

	a) originality and creativeness of the content b) logical arguments c) proper layout d) evidence of research	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Preparation of group project	33 Hrs.
	▪ Preparation of Individual Assignments	33 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	Required Readings: • McKee, Robert (1997), <i>Story: Substance, Structure, Style and the Principles of Screenwriting</i>, Harper-Collins Publishers. • Giannetti, Louis (2013), <i>Understanding Movies</i> (13th Edition), Pearson. • Nochimson, Martha P. (2010), <i>World on Film: An Introduction</i>, Wiley-Blackwell. Reference List: • Cousins, Mark (2013), <i>The Story of Film</i>, Pavilion • 劉天賜 (2010) , 編劇秘笈 , 次文化堂。 • Gibbons, Dave , Chip Kidd, Mike Essl (2008), <i>Watching the Watchmen: The Definitive Companion to the Ultimate Graphic Novel</i>, Titan Books. • 古斯塔夫·莫卡杜 (2012) , 鏡頭之後: 電影攝影的張力、敘事與創意 , 大家出版社。 • Pamela Douglas (2011), <i>Writing the TV Drama Series 2nd edition: How to Succeed as a Professional Writer in TV</i>, Michael Wiese Productions. • King, Stephen (2002), <i>On Writing</i>, Pocket Books • Scott, Kevin Conroy (2006), <i>Screenwriters' Masterclass: Screenwriters Talk About Their Greatest Movies</i>, Newmarket Press • Tracy Letts (2008), <i>August: Osage County</i>, Theatre Communications Group. • 東野圭吾 (2012) , 大概是最後的招呼 , 獨步文化。 • 東野圭吾 (2009) , 嫌疑犯 X 的獻身 , 獨步文化。 <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>	

科目編號	SPD2316
科目名稱	中港語言及文化 Language Culture of Hong Kong and the Chinese Mainland
學分	3
學術水平	2
大學核心課程要求	Cluster Area Requirement – History, Culture and World Views 中文閱讀和寫作要求 中國研究要求
教學語言	中文（普通話，輔以粵語）
先修科目/ 須同時修讀科目/ 互拒科目	無
教學目標	課程介紹香港和內地的語言狀況和特徵，並從作為漢語方言的香港粵語和標準漢語的歷史和文化發展分析這些特徵，並通過對比介紹港式中文和標準漢語在各種使用場合構詞造句謀篇方面的顯著差異，引導學生認識、理解存在於日常生活中的語言變體、其社會文化因素以及方言的角色。 該課程為滿足大學的中文閱讀和寫作要求而設。要求學生在整個課程過程中完成指定的閱讀量並完成中文書面寫作。
科目學習成效	完成此課程，學生能： a. 從共時和歷時角度瞭解香港和內地的語言狀況； b. 辨別和描述港式中文和標準漢語在使用上的異同； c. 認識語言作為文化載體的功能，及由文化和歷史發展的角度瞭解中港語言的特徵和差異； d. 培養跨文化的語言態度，尊重和欣賞母語的語言文化和其他華語區的語言文化； e. 達到中文閱讀和寫作的要求。
科目概要/ 教學內容	語言、思維和文化 中國方言大家庭 ----- 八大語系 香港粵語、港式中文和標準漢語作為一種漢語方言？ 港式中文的歷史發展和社區特徵 方言詞彙折射時代的變遷 社區詞和香港社會 外來詞的借用和翻譯 俗語表達和社會文化 社會文化禁忌和語言表達 英語的影響：歐化的語言結構 香港社會的‘三言’‘兩語’和內地語言政策 香港、臺灣和內地當代媒體語言的口述性：特徵、功能和社會文化因素 多角度探討語言使用和文化表達的關係

教學方式	課程分為講座和小組輔導兩部分。 講座採用師生互動的形式，從歷時和共時的角度探討港式中文和標準漢語作為一種漢語方言分支的歷史發展和日常表達中的一些顯著差異。引導學生觀察日常生活中不同職業場景下的港式中文使用情況，並對比標準漢語，分析兩者的差異，理解並明白語言間的變異和差異可以折射出不同語言使用者團體的社會文化差異以及反映時代的變遷。 小組輔導以學生為導向，以分組報告形式進行並加以教師點評。要求學生以講座中所學得的理論框架，收集、分析日常生活中所碰到的港式中文和標準漢語在使用方面的顯著差異現象，並嘗試對此做出合理的解釋。																																																						
契合學習成效的評核方法	<table><tr><th rowspan="2">評核方法/作業</th><th rowspan="2">比例 (%)</th><th colspan="5">所評核的科目學習成效</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>持續評核</td><td>100%</td><td colspan="5"></td></tr><tr><td>1.課堂參與</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. 課堂測驗</td><td>20%</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. 項目研究</td><td>30% (10%個人閱讀 要求)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓ 閱讀要求</td></tr><tr><td>3. 書面寫作</td><td>40%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓ 寫作要求</td></tr><tr><td>Total</td><td>100%</td><td colspan="4"></td><td></td></tr></table> 學生必須在持續考核中獲得 D 或以上等級方能通過該課程。 課堂參與的考核貫穿整個課程始末。課程採用師生互動的形式，要求學生積極參與課堂的每個環節，包括講座和小組輔導。語言的使用與我們的日常生活、學習、工作等息息相關。課程通過引導學生對日常生活中港式中文和標準漢語使用上的一系列顯著差異方面的主動觀察、描述、分析，理解語言變體的差異並掌握不同語境下選擇不同語言變體，達到正確且得體的傳情達意。課堂測驗將提供檢測學生掌握講座及所學的程度及效果。 項目研究分要求學生閱讀指定的以及指定之外相關的資料書籍，就港式中文和標準漢語差異為研究範圍，選擇一個話題，進行收集、組織、描寫、分析語料，並對該語言變體現象做出自我思考、評論和建議。 書面寫作（3000 字）要求學生對課程所學進行批判性的回顧、總結和反思。思考如何在學習和工作場合辨別港式中文和標準漢語的差異，正確使用兩種語言的語言變體，達到得體的表達。同時，以批判性的眼光， 反思香港教育局以及國家語委所推行的語言以及語言教育政策。 學生要求達到十萬字或相當於 200 頁的閱讀量。閱讀書目將會在教學計畫中詳細列出。在總的考核中，閱讀和寫作分別將占 10%比例。	評核方法/作業	比例 (%)	所評核的科目學習成效					a	b	c	d	e	持續評核	100%						1.課堂參與	10%	✓	✓	✓	✓		2. 課堂測驗	20%	✓	✓				2. 項目研究	30% (10%個人閱讀 要求)		✓	✓	✓	✓ 閱讀要求	3. 書面寫作	40%		✓	✓	✓	✓ 寫作要求	Total	100%					
評核方法/作業	比例 (%)			所評核的科目學習成效																																																			
		a	b	c	d	e																																																	
持續評核	100%																																																						
1.課堂參與	10%	✓	✓	✓	✓																																																		
2. 課堂測驗	20%	✓	✓																																																				
2. 項目研究	30% (10%個人閱讀 要求)		✓	✓	✓	✓ 閱讀要求																																																	
3. 書面寫作	40%		✓	✓	✓	✓ 寫作要求																																																	
Total	100%																																																						

預期學習所需時數	上課：	
	▪ 講座	26 小時
	▪ 小組輔導	13 小時
	其他學習：	
	▪ 自學	78 小時
	合共學習所需時數	117 小時
預期學習所需時數	Adrian Akmajian, Richard A. Demers, Ann K. Farmers & Robert M. Harnish (2010). <i>An Introduction to Language and Communication</i>. Sixth edition. Cambridge, the MIT Press. Chen Ping (1999). <i>Modern Chinese: History and Sociolinguistics</i>. Cambridge, UK: Cambridge University Press. Margaret Mian Yan (2006) <i>Introduction to Chinese Dialectology, LINCOM studies in Asian linguistics</i> 22. Munich: LINCOM Europa. Jerry Norman (1988). <i>Chinese</i>. Cambridge, UK: Cambridge University Press. Matthews, Stephen & Virginia Yip (2011). <i>Cantonese: A Comprehensive Grammar</i>. 2nd edition. London: Routledge. Raible, Wofgan (1996). Orality and literacy: On their medial and conceptual aspects. In Dietrich Scheunemann, ed. <i>Orality, Literacy and Modern Media</i>. Columbia: Camden House. 17-26. Ray Jackendoff (2007). <i>Language, Consciousness, Culture: Essays on Mental Structure</i>. Cambridge, the MIT Press. Wu. Dongying and Hui. Him Man (1997). Personage description in Hongkong and Mainland China entertainment news discourse. <i>Text</i>. 17. 4:517-42. 曾子凡 (2008). <i>香港粵語慣用語研究</i>. 香港城市大學出版社: 香港。 陳瑞端等 (2008). <i>香港地區普通話教學與測試詞表</i>. 商務印書館(香港)有限公司: 香港。 陳瑞端 (2000). <i>生活錯別字</i>. 中華書局：香港。 刁晏斌 (2000). <i>差異與融合----- 海峽兩岸語言應用對比</i>. 南昌：江西教育出版社。 傅雨賢等編著 (1984). <i>粵語區人學習普通話趣談</i>. 中山大學出版社：廣州。 何文匯編 (1996). <i>正音正讀縱橫談：新亞書院提高學生語文能力計劃目標為本課程中國語文科如何處理 " 粵語正音 " 和 " 粵音正讀 " 問題研討會紀要</i>. 香港中文大學新亞書院：香港。	

何雄健, 周偉勳編著 (1997). *國語粵語雙向通用字典*. 學苑出版社：北京。

甘於恩主編、鄒珣編纂 (2007). *粵語與文化研究參考書目*. 廣東科技出版社：廣州。

李楚城 (2003). *香港粵語與英語的語碼轉換*. *外語教學與研究*. 35. 1：13-19. 北京。

劉叔新 (2006). *粵語壯傣語問題：附語法語義詞彙問題研討*. 商務印書館：北京。

歐陽偉豪 (2008). *粵講粵法*. 明窗出版社有限公司: 香港。

石定栩、邵敬敏、朱志瑜 (2006). *港式中文與標準漢語的比較*. 香港教育圖書公司: 香港。

石定栩 (2006). *港式中文兩面睇*. 星島出版有限公司：香港。

邵敬敏主編 (2012). *現代漢語通論精編*. 上海教育出版社：上海。

王理嘉編著 (1998). *粵港人學習普通話讀本*. 語文出版社：北京。

詹伯慧主編 (2004). *高等學校文科教材--漢語方言及方言調查*. 第2版。湖北：湖北教育出版社。

鄒嘉彥 (1997). ‘三言’、‘兩語’說香港. *中國語言學報*, 25：290-307。

楊錫彭 (2007). *漢語外來詞研究*. 上海：人民出版社。

Videos
 香港理工大學中文及雙語系 (1998). 中國語言文化系列
 電視廣播有限公司 (2010). 星期二檔案：鄉音鄉情

參考書目僅作參考。課程導師或會選用其他合適的課本及參考書。

Subject Code	SPD2318
Subject Title	Exploring International Relations in the Contemporary World
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Cluster Area Requirement – Community, Organization and Globalization English Reading and Writing Requirements
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This is an introductory course on international relations and global issues. The purpose of the course is to equip students with the basic concepts, approaches and perspectives in international relations, raise their awareness to a range of global issues and develop their understanding of these issues. Ultimately, this course hopes to stimulate students' interests in major global issues, develop their global perspectives and equip them to become active global citizens of the global village. This course is designed for students who do not have prior knowledge of international relations. Students are expected to read or watch world news during the semester.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: - Understand a wide range of global issues in the contemporary world; - Understand and apply the major paradigms of international relations; - Identify the major actors in international relations; - Conduct their own analysis of global issues with the concepts, approaches and perspectives covered in the course.
Subject Synopsis/ Indicative Syllabus	The course will be divided into three sections. In the first section, the course will introduce the major theoretical frameworks, actors in global politics and how foreign policy is made by states. In the second section, the course will introduce issues related to international wars, conflicts and non-traditional security issues. In the last section, the course will examine issues related to international cooperation and global governance. The course will conclude by looking at the prospects of world politics. - Frameworks - Theoretical frameworks of international relations - Actors in global politics - The making of foreign policy - International Conflict - International conflicts in the twentieth century - Interstate war - Humanitarian intervention - Non-traditional security issues - International Cooperation - Foundations of global governance - The United Nations

	c. The international trade and financial regimes d. Regional organizations e. Prospects of international politics					
Teaching/Learning Methodology	As an introductory course, this course aims to provide students with an overview of some of the most salient global issues and develop their global perspectives. It will use current affairs as illustrations and multi-media resources as much as possible to enhance students' interests in the subject matter. The lectures and tutorials will adopt an interactive approach to help students develop their own views and judgements.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous assessment	100%				
	1. Class attendance and participation	10%	✓	✓	✓	✓
	2. Short commentary	10%	✓			✓
	3. Group project	30%		✓	✓	✓
	4. Term essay (including writing requirement)	40%				✓
	5. Test (covering reading requirement)	10%				✓
	Total	100%				
	To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Class attendance and participation are useful for assessing all the intended outcomes as the lectures and tutorials will cover a wide range of topics and challenge students to come up with their own stance on a variety of global issues. The short commentary (including the writing of a one-page commentary and sharing) will require students to comment on a news article on major issues/developments in world news. It will require students to read the news, conduct some background research and come up with their own analysis. The sharing of the commentary will provide students with an overview of a wide range of global issues in the contemporary world. The group project requires students to conduct an independent study on a topic of interest to them and make a presentation. This will enable students to accumulate knowledge on a chosen topic, develop their own arguments and enhance their presentation skills. The term essay requires students to write an essay of around 2,500 words on a chosen topic. They are expected to locate relevant materials, reflect on the topic and come up with their own analysis and views. The term essay is employed to fulfil the English reading and writing requirements. Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same					

	total word/page count to be selected from the reading list. Out of the total assessment, 10% will be based on a test about the reading that can only be answered successfully upon completion of that reading, without relying on exposition by the instructor before the test. 10% will be based on the quality of writing.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Self Study	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Art, R.J. and Jervis, R. (2011). <i>International politics: enduring concepts and contemporary issues</i> (10th Ed.). Boston: Longman. Franda, M.F. (2006). <i>The United Nations in the twenty-first century: management and reform processes in a troubled organization</i>. Lanham, Md.: Rowman & Littlefield. Hoekman, B.M and Mavroidis, P.C. (2007). <i>The World Trade Organization law, economics, and politics</i>. London; New York: Routledge. (ER) Karns, M.P and Mingst, K.A. (2010). <i>International organizations: the politics and processes of global governance</i> (2nd Ed.). Boulder, Colo.: Lynne Rienner Publishers, pp. 3-94. (ER) Kegley, C.W. and Raymond, G.A. (2012). <i>The global future: a brief introduction to world politics</i> (4th Ed.). Boston, Mass.: Wadsworth/ Cengage Learning, pp. 76-134. Lamy, S.L. et al. (2011). <i>Introduction to global politics</i>. New York: Oxford University Press. (ER) Nye, J.S. (2009). <i>Understanding international conflicts: an introduction to theory and history</i> (7th Ed.). New York: Pearson/Longman, pp. 1-30 & pp. 34-56. Wesley, M. (2003). <i>The regional organizations of the Asia-Pacific: exploring institutional change</i>. Basingstoke, Hampshire: Palgrave Macmillan. <i>The items marked (ER) in the Reading List and References are selected to help students fulfil the Reading Requirement. The total length of readings assigned is 204 pages. The list of items marked (ER) are indicative only. Subject lecturers may exercise their academic judgment to confirm this list during the delivery of subject.</i>	

Subject Code	SPD2319
Subject Title	Health, Nutrition and Lifestyle
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Cluster Area Requirement – Science, Technology and Environment English Reading and Writing Requirements
Medium of Instruction	English, supplemented with Chinese
Pre-requisite/ Co-requisite/ Exclusion	Exclusion – Students of BA (Hons) in Business (Health Services Management) and BSc (Hons) in Applied Sciences (Health Studies) are not allowed to take this subject to fulfil the GUR requirements.
Objectives	To provide students with the essential knowledge and ability to review current lifestyles with references to health definition and determinants as defined by the World Health Organization (WHO). To equip students with knowledge of major nutritional factors as well as common health issues, so that they can apply these fundamental knowledge and concepts of health and nutrition to better optimize one's lifestyle.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. identify and describe health determinants that can affect a person's health through different stages of life, including major nutritional factors; b. analyze the effects of lifestyle on a person's health with references to health determinants, and provide reasonable suggestions to optimize a person's lifestyle; c. selectively evaluate current nutritional issues and controversies related to fitness and health; and d. review both popular and scientific literature in the area of nutrition and health.
Subject Synopsis/ Indicative Syllabus	a. World Health Organization (WHO)'s definition of health b. Different dimensions of wellness in optimizing lifestyles c. Determinants of health including major nutritional factors, food safety, and environmental safety. d. Nutrient requirements through different stages of life e. Contemporary issues and controversies about health, fitness and nutrition f. Critical review of popular and scientific literature about nutrition and health
Teaching/Learning Methodology	Lectures are conducted to provide students with the application of nutrition in health and lifestyle. Students' active participations are encouraged to integrate the knowledge and discuss the contemporary issues in related topics.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous Assessment	100%				
	1. Group presentation (including both oral presentation and written report)	30%		✓	✓	✓
	2. Individual written report (including reading and writing requirements)	50%			✓	✓
	3. Tests	20%	✓	✓	✓	✓
	Total	100%				
To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Group presentation is a mini research project on a special topic in the field of nutrition and disease from Journal of Nutrition, American Journal of Clinical Nutrition or other peer-reviewed journals. It is used as summative assessment to examine students’ ability to recall, comprehend, analyse critically and apply the knowledge of nutrition to disease prevention. Individual written report (around 2,500 words) is used to assess a student’s ability to apply and integrate (specific knowledge and concepts) to solve real-life problems, and to evaluate nutritional issues and controversies related to fitness and health. Tests are used as summative assessments to examine students’ ability to recall, comprehend, analyse and apply the knowledge of nutrition and health in day-to-day lifestyle context. Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Out of the total assessment, 10% will be based on the completion of the reading and 10% will be based on the quality of writing.						
Student Study Effort Expected	Class contact:					
	▪ Lecture		26 Hrs.			
	▪ Tutorial		13 Hrs.			
	Other student study effort:					
	▪ Self-study		84Hrs.			
	Total student study effort		123Hrs.			

Reading List and References	Recommended Textbook Whitney, E., DeBruyne, L.K., Pinna, K. and Rolfes, S.R. (2011). <i>Nutrition for health and health care</i>. (5th ed.), Belmont: Wadsworth, Cengage Learning. References Rolfes SR, Pinna K, Whitney E. (2012). <i>Understanding normal and clinical nutrition</i>. (9th ed.), Wadsworth, Cengage Learning. Coulston, AM & Boushe, C. (Ed) (2008). <i>Nutrition in the prevention and treatment of disease</i>. Elsevier Academic Press. Schlenker, E. D. & Long, S. (2007). <i>Williams' Essential of Nutrition & Diet Therapy</i> (9th ed.). Philadelphia: Elsevier. Sizer, F. S. & Whitney, E. (13th Ed) (2013). <i>Nutrition: Concepts and Controversies</i>. Cengage Learning. Stimmel, B. (2002). <i>Alcoholism, drug addiction, and the road to recovery: life on the edge</i>. Oxford: The Haworth Medical Press. Vejlgaard, H. (2010). <i>The lifestyle puzzle: who we are in the 21st century</i>. Amherst, N.Y.: Prometheus Books. Velde, B. P., & Fidler, G. S. (2002). <i>Lifestyle performance: a model for engaging the power of occupation</i>. Thorofare, N.J.: SLACK, Inc. Department of Health, Hong Kong Government: http://www.dh.gov.hk/ World Health Organisation: http://www.who.int/topics/epidemiology/en/ National Guideline Clearinghouse, US Department of Health and Human Services: http://www.guideline.gov/ Journals <i>Journal of Functional Food</i> <i>British Journal of Nutrition</i> <i>The American Journal of Clinical Nutrition</i> <i>European Journal of Clinical Nutrition</i> <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>
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Subject Code	SPD2321
Subject Title	Chinese Civilization and Modern Consciousness from the West (中華文明與西方現代意識)
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Cluster Area Requirement – History, Cultures and World Views Chinese Reading and Writing Requirements China-Study Requirement
Medium of Instruction	Chinese (Putonghua), supplemented with Cantonese and English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	By introducing a number of basic cultural theories to analyze the common themes in the comparative studies of Chinese and Western civilizations, this subject aims at broadening students' horizons about the rise and decline of Chinese and Western civilizations, as well as enabling them to logically understand and comprehend the different forms of Sino-Western interactions and conflicts. Also, through elaborating the emergence of modern consciousness in the Western world and its various impacts on the development of Chinese civilization, this subject seeks to help students analyze those ancient cultural contradictions that are still relevant to our contemporary societies. 透過介紹一些基本的文化理論去分析中西文明比較研究中經常出現的主題，課程能讓學生清楚認識和理解中西文明互動和衝突的不同方式。此外，透過說明現代意識在西方世界的起源及其對中華文明發展的各種影響，本課程亦旨在幫助學生對當代社會中仍存在的一些傳統文化矛盾進行分析。
Intended Learning Outcomes	Upon completion of the subject, students will be able to: - Explain the basic concepts in the comparative studies of Chinese and Western civilizations; - Analyze different forms of interactions and conflicts between Chinese and Western civilizations emerged since the modern era (i.e. 1400 A.D. – present); - Outline the rise and decline of both Chinese and Western civilizations in relation to the social emergence of modern consciousness at a specific historical moment; - Recognize the profound differences and uniqueness between Chinese and Western modes of thought and cultural developments. <u>完成課程後，學生將能夠：</u> - 解釋中西文明比較研究中的基本概念； - 分析中西文明的互動和衝突的不同方式（由公元1400年至今）； - 在現代意識的誕生這一特殊的歷史處境下概述中西文明的興衰； - 認識中西思維模式和文化發展的差異和特色。

Subject Synopsis/ Indicative Syllabus	Course Content
	Basic Theories and Concepts about Culture and Civilization Differences between Culture and Civilization in Chinese and Western Contexts; Overview of the Rise and decline of Chinese and Western Civilizations since 1400; Stuart Hall's Concepts of "Cultural Marxism"; Samuel Huntington's Theory of "Clashes of Civilizations"; Shuming Liang's Comparative Perspectives on East-West Cultures; Projection of different forms of interactions and conflicts between Chinese and Western civilizations in some cultural representations What Is "Modern Consciousness"? Different Definitions about Tradition and Modernity in Chinese and Western Civilizations; Introduction to Renaissance and the Birth of Modern Art; Concepts of Science and Democracy in the Enlightenment; Outline of Chinese "May Fourth" Movements and its Relations to Western Modern Consciousness Chinese and Western Ideas of Historical Progress and Revolution The Emergence of Western Republican Values in the Eighteenth Century; Outline of the Notions of "Change" in Chinese Cultures; Has World History Really Ended After the End of Cold War? <u>課程內容</u> 文化和文明的基本 理論和 概念 文化和文明在中西語境下的差異; 中西文明(由公元 1400 年至今) 興衰的概述; 斯圖爾特.霍爾的 「文化馬克思主義」 概念; 塞繆爾.亨廷頓的 「文明 衝突論」; 梁漱溟 的 東西文化比較觀; 反映在一些文化再現中的東西文化互動與衝突的不同方式 什麼是「現代意識」? 傳統與現代性在 中西文明 下的 不同 定義; 文藝復興導論與現代藝術的誕生; 啟蒙運動中的科學與民主; 中國「五四」運動與西方 現代意識 的關係概要 中 西 文化對歷史進步與革命的理解 西方共和價值在十八世紀的出現; 簡述中國文化中 「易」 的概念; 世界歷史真的在冷戰結束後完結嗎?
Teaching/Learning Methodology	This course is designed to arouse students' interests in the cross-cultural studies of Chinese and Western civilizations since 1400. It will use multi-media resources, cinematic materials, and literary examples as much as possible to help students understand a number of important issues covered in the subject. Lectures will follow an interactive approach to challenge the established views of the students and help them arrive at their own assessment about the profound differences between Chinese and Western cultures. 本課程的目的旨在喚起學生對中西文明和 文化 的興趣。透過 使用多種多媒體資源、電影材料和文學例子, 本科能讓學生對一些重要的跨 文化 議題有更深入的基础了解。課堂將會以互動的方式進行, 一方面挑戰學生對中西文明的既定見解, 另一方面亦有助他們建立自己對中西文明 差異的評價。

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous Assessment	100%				
	Class participation (課堂參與)	10%			✓	✓
	Group presentation (分組報告)	30%	✓		✓	✓
	Mid-term test (covering reading requirement) (期中測驗) (包括閱讀要求)	10%	✓		✓	
	Individual essay (including writing requirement) (個人寫作) (包括寫作要求)	50%	✓	✓	✓	
	Total	100%				
To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Class participation will be measured by participation in tutorial in which students are expected to participate in class discussion and provide feedback to the presentations of fellow classmates. A group presentation for 30 minutes is also required. Group presentation will be done orally. Students must present a close reading of a required piece of text, including its overall structure, key ideas, relevant examples and implications. The group presentation not only requires the students to study the assigned reading in considerable depth but is also instrumental in helping them to develop their own arguments. The assessment objective of the mid-term test is to examine students' ability in the understanding of the required course materials and the articulation of the basic theories and concepts about Chinese and Western civilizations. The individual essay (around 3,000 words in Chinese) provides an opportunity to review their learning experiences and think about what they have and have not learned in this subject, and why. As a small-scale academic essay, it requires the students to choose an independent topic to study. Also, it requires the students to collect, analyze and organize the supporting data, as well as expressing their own arguments in a convincing manner. The assessments of mid-term test and individual essay are employed to fulfil the Chinese language reading and writing requirements. Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Out of the total assessment, 10% will be based on the completion of the reading and 10% will be based on the quality of writing. 課堂參與 的評核 將根據同學在導修課中的參與表現來決定。參與表現指同學						

	參與導修課堂上的討論，並對其他同學在導修課之中的報告提供意見。 另外, 每組學生需要負責一次為時大約三十分鐘的分組報告。學生必須細讀並匯報一份由老師事先挑選的學術文章, 報告內容應包括文章整體結構的分析及主要觀點和相關例子的評論。分組報告的 評 分準則除了要求學生細讀指定的閱讀材料外，還要求同學清楚表達自己的論點。 期中測驗的評估目的 在於 考 核 學生對指定課程材料的理解程度及對中西文明的基本理論和概念的掌握能力。 個人寫作的評核目的在於讓 同學檢討本課的學習經驗。每位學生均需呈交一份約三千字的中文評論 文章 。作為一個小型的學術 寫 作，學生必須選擇一個獨立的研習課題。另外, 同學必須蒐集、分析及整理相關理論和數據，並以這些客觀資料來支持和組織其個人論點。 期中測驗和 個人寫作的評核 準則 符合本科的 中文閱讀和寫作要求。本科的語文 要求是 讓 學生閱讀至少一本十萬字或二百頁的書籍，或幾篇（但不超過四篇）共十萬字的學術文章 (或總頁數相等於以上書籍閱讀要求)。最後, 閱讀要求的評分和寫作質量的考核均佔 本科 總體分數的 10%。	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Reading, research, and writing	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<u>中文資料</u> 霍爾.斯圖爾特 著，表徵: 文化表徵與意指實踐，周憲編，徐亮譯，北京市：商務，2013 年，331-434 頁。(CR) 杭亭頓. 賽 繆爾著，文明的衝突與世界秩序的重建，黃裕美譯，台北市：聯經 出版 事業公司，1997 年，3-108 頁。(CR) 福山. 弗朗西斯著，歷史的終結與最後的人，孟凡禮 譯，桂林 市：廣西師範大學出版社，2014 年。 托克維爾. 阿勒克西·德 著，舊制度與法國大革命，胡勇譯，吉林市：吉林出版集團，2013 年。 布勞特. 詹姆斯著，殖民者的世界模式：地理傳播主義和歐洲中心主義史觀，譚榮根譯，北京市：社會科學文獻出版社，2002 年。 溝口雄三著，中國的歷史脈動，喬志航，龔穎譯，北京市：三聯書店，2014 年。	

梁漱溟 著，*東西文化及其哲學*，北京市：商務，1987年。

張旭東等編，*革命的張力：「大革命」前後新文學知識分子的歷史處境與思想探求(1924-1930)*，北京市：北京大學出版社，2014年。

金觀濤，劉青峰著，*興盛與危機：論中國社會超穩定結構*，香港：中文大學出版社，1992年。

陳光興 著，*去帝國：亞洲作為方法*，台北市：行人出版社，2006年。

汪暉 著，*現代中國思想的興起*，北京市：三聯書店，2004年。

English Materials

Bauer, Susan. *The History of the Renaissance World: From the Rediscovery of Aristotle to the Conquest of Constantinople*. New York: W.W. Norton, 2013.

Chu, Yiu-wai. *Lost in Transition: Hong Kong Culture in the Age of China*. Albany: State University of New York Press, 2013.

Liu, Lydia H. *The Clash of Empires: The Invention of China in Modern World Making*. Cambridge, Mass.: Harvard University Press, 2004.

Mignolo, Walter. *The Darker Side of Western Modernity: Global Futures, Decolonial Options*. Durham: Duke University Press, 2011.

Zhang, Wei. *What Is Enlightenment: Can China Answer Kant's Question?*. Albany: State University of New York Press, 2010.

The items marked (CR) in the reading list and references are selected to help students fulfil the Chinese reading requirement. The total amount of the readings assigned is 210 pages [in Chinese]. The reading list and references are indicative only. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate. Subject lecturers may exercise their academic judgment to confirm this list during the delivery of the subject.

Subject Code	SPD2325
Subject Title	Mass Media and Society
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Cluster Area Requirement – Community, Organization and Globalisation English Reading and Writing Requirements
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject provides an introductory survey of mass media and their effects on the society, in particular in the contexts of Hong Kong. The students will be able to identify how mass media, together with other social and political institutions such as governments, public relations agencies, manipulate and produce the news. The subject enables students to understand and apply relevant theories and concepts in cultural and media theory, and identify the dynamics relationship among news production, the government and various stakeholders, and audience across various mass media including newspaper, televisions, radio (especially phone-in radio programs), the Internet (especially in the era of Web 2.0), in the context of Hong Kong. The students will be equipped with media literacy. They will be able to actively use mass media to seek information and fulfil different psychological and social needs.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) Apply concepts and theories of media sociology, media literacy, and media effects; b) Compare and contrast the nature of various types of mass media and their potential effects on the individual and society, and; c) Identify the dynamics relationship among news production, the government and various stakeholders, and audiences, especially within the context of Hong Kong

Subject Synopsis/ Indicative Syllabus	The communication process and functions of mass media • The 5W model; Process, structure, and major functions of mass media Newspapers • Multiple definitions of news; Gatekeeping; Self-censorship; Social construction of reality; Populism and tabloid media and the quality newspapers Radio • History and significance of radio, Social and political impacts of phone-in radio Televisions • History and significance of television; Policies and regulations of television; The idea of public service broadcasting Internet and Web 2.0 • History and significance of the Internet; Social and political impacts of social media; Global village; Social media and politics (with the case of Facebook, Twitter, and YouTube). Media Effects • Media's tremendous and limited effects; Micro- and macro-level media's impacts; The third-person effects; Agenda-setting; Framing; Priming; Social learning theory; The Elaboration Likelihood Model.
Teaching/Learning Methodology	Lectures will provide students the opportunity to learn concepts through a variety of media, including books, lecture handouts, newspaper cuttings, and the online videos. By exposing students to the mass media as they are used and consumed in contemporary societies, the subject will help students draw connections between theoretical concepts and real world applications. Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories covered in the lecture sessions. Activities, such as presentation, manga drawing, role-playing, case studies, are included to let the students acquire problem-solving skills.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed		
			a	b	c
	Coursework Assessment	100%			
	Class Participation	10%	✓	✓	
	Group Presentation	30%		✓	✓
	Quiz (including English reading requirements)	20%	✓	✓	✓
	Individual Written Report (including English writing requirements)	40%	✓	✓	✓
	Total	100%			
To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Class participation will help the students to understand and apply concepts and theories of media sociology, media literacy, and media effects (as specified by ILO-a). The lectures and tutorials will also help the students to compare and contrast the nature of different types of mass media and their effects (as specified by ILO-b). The lectures and tutorials will cover a wide range of topics and challenge students to come up with their own stance on a variety of media issues. The group presentation requires students to conduct an independent study on a topic of interest to them and deliver an oral presentation in class. The topic should analyse the nature of the type of media being focused (as specified by ILO-b) and should be relevant to the context of Hong Kong (as specified by ILO-c). This will enable students to accumulate knowledge on a chosen topic, develop their own arguments and enhance their presentation skills. As the writing requirement is reflected in the individual written report, no written report is required in this assessment component. The Quiz aims to test a) students’ knowledge about lecture notes (10%) and b) students’ required English reading (10%). For part a), the quiz questions will be based on lecture notes. For part b), the quiz questions will be based on tests about the reading that can only be answered successfully upon completion of that reading, without relying on exposition by the instructor before the test. The Quiz aims to test whether students can understand and apply the concepts and theories (as specified by ILO-a and ILO-b), and apply the theories to the context of Hong Kong (as specified by ILO-c). The individual written report requires students to write an essay of around 2,500 words on a chosen topic. They are expected to locate relevant materials, reflect on the topic and come up with their own analysis and views (30%). Since the students					

	are expected to combine media theories and the nature of media with the Hong Kong context in the report, the individual report is aligned with all the three aspects of Intended Learning Outcomes as well. The individual written report is also employed to fulfil the English writing requirements. As a part of the assessment of the individual written report, 10% will be based on the quality of English writing.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Reading, research, and writing	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Recommended Textbooks Croteau, David, and William Hoynes. (2014). Media/society: Industries, images, and audiences. Sage Publications. References [Materials with (ER) are required to fulfil the English Reading Requirements] <i>General Research on Mass Media and Society</i> Dayan, Daniel, & Katz, Elihu (1992). Media Events: The Live Broadcast of History. Cambridge, Mass.: Harvard University Press., chapters 1, 2. <i>Media system and public opinion</i> Walter Lippmann. (1922). Public Opinion. New York: Harcourt Brace. Chapters 1, 6, 23, 24. (ER) Schudson, Michael (2003). Sociology of News. New York: Norton, Introduction, chapters 1, 2, and 3. (ER) W. Russell Neuman, Marion R. Just & Ann N. Crigler. (1992). Common Knowledge: News and the Construction of Political Meaning. Chicago: University of Chicago Press. Chapters 1, 7. <i>News production</i> Herbert Gans. (1979). Deciding What's News. New York: Pantheon. Chapters 1, 2, 10. (ER) Daniel Hallin. (1986). The "Uncensored" War. New York: Oxford University Press. Chapters 1, 4, 6. Tsan-Kuo Chang, Pamela J. Shoemaker, & Nancy Brendlinger. (1987).	

	Determinants of international news coverage in the U.S. media. <i>Communication Research</i>, 14, 396-414. <i>Press, broadcasting media, and social media in the context of Hong Kong</i> Chin-Chuan Lee (1998), "Press Self-Censorship and Political Transition in Hong Kong," <i>Harvard International Journal of Press/Politics</i>, 3,2: 55-73. (ER) Lee, Francis L. F. (2002). Radio phone-in talk shows as politically significant infotainment in Hong Kong. <i>Harvard International Journal of Press/Politics</i>, 7(4), 57-79. Lin, Wan-Ying, Zhang, Xinzhi, and Lee, Francis L. F. (2013). Making the world a distant place? How foreign TV news affects individual cynicism in post-colonial Hong Kong. <i>International Communication Gazette</i>, 75(8), 715-731. Lee, Francis L. F., & Chan, J. M. (2015). Digital media activities and mode of participation in a protest campaign: a study of the Umbrella Movement. <i>Information, Communication & Society</i>, 1-19. <i>The items marked (ER) in the Reading List and References are selected to help students fulfil the Reading Requirement. The total length of readings assigned is 204 pages. The list of items marked (ER) are indicative only. Subject lecturers may exercise their academic judgment to confirm this list during the delivery of subject.</i>
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Subject Code	SPD2326
Subject Title	Intimacy and Identity in Modern Society
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Cluster Area Requirement – Human Nature, Relations and Development English Reading and Writing Requirements
Medium of Instruction	English, supplemented with Cantonese
Pre-requisite/ Co-requisite/ Exclusion	N/A
Objectives	This course aims to provide students with the essential knowledge and conceptual tools to review attitudes towards intimacy and identity in modern society. As a broadening subject, this course also seeks to equip students with knowledge of in-depth discussions in human relationships, life choices, and different formations of social identity etc.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Apply basic concepts used in discussions of human intimacy and social identity in the modern world b. Compare different social views about intimacy and identity across various contexts c. Relate issues and stances in intimacy with problems of identity and self-fulfilment d. Identify and analyze social norms related to intimacy and identity in modern society
Subject Synopsis/ Indicative Syllabus	Gender and social identity • Distinction between sex and gender; Social constructions of different gender roles; Socialization and identity Different attitudes towards love and intimacy • Different types of love; Meanings of love; Intimacy and loneliness; Intimacy in modern society; Sisterhood and brotherhood Human Intimacy and identity formations • Intimacy and its relations to identity formations and self-fulfilment; Management of human relationship and interpersonal communication Sexuality and sexual script • Sexuality and its social implications; Relations between pleasure, intimacy and identity in the modern world Marriage and its social perceptions • Love and marriage over the history and across societies; Functional and romantic views about marriage; Marriage laws and divorce

	Controversial issues about intimacy and social identity in the modern world • Sex education; Prostitution; Abortion; Betrayal; Same-sex marriage																																																											
Teaching/Learning Methodology	Lectures will focus on the introduction and explanation of basic concepts and theories supported by hypothetical and real examples wherever appropriate. Group discussions on various case studies, newspapers, films and TV commercials may be arranged to stimulate students’ interest or their awareness of practical implications of some concepts. Tutorials will provide students with the opportunity to deepen their understanding and to explore further the applications of theories taught. Students’ active participation is encouraged in discussions of their own stance towards related issues.																																																											
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><td></td><td></td><td colspan="4">Intended subject learning outcomes to be assessed</td></tr><tr><td>Specific assessment methods/tasks</td><td>% weighting</td><td>a</td><td>b</td><td>c</td><td>d</td></tr><tr><td>Continuous Assessment</td><td>100%</td><td colspan="4"></td></tr><tr><td>Class participation</td><td>10%</td><td></td><td>√</td><td>√</td><td></td></tr><tr><td>Self-reflective journal</td><td>10%</td><td></td><td></td><td>√</td><td>√</td></tr><tr><td>Group presentation</td><td>30%</td><td>√</td><td>√</td><td>√</td><td></td></tr><tr><td>Mid-term test (including reading requirements)</td><td>10%</td><td>√</td><td>√</td><td></td><td></td></tr><tr><td>Individual written report (including writing requirements)</td><td>40%</td><td>√</td><td>√</td><td></td><td>√</td></tr><tr><td>Total</td><td>100%</td><td colspan="4"></td></tr></table> To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment. Class participation will be measured by the students’ participation during the lectures and tutorials. Both the lectures and tutorials of this course will cover a wide range of topics and challenge students to come up with their own stance on a variety of issues. Self-reflective journal will be instrumental to help students recognize and reflect the social implications of intimacy and identity in the modern world.								Intended subject learning outcomes to be assessed				Specific assessment methods/tasks	% weighting	a	b	c	d	Continuous Assessment	100%					Class participation	10%		√	√		Self-reflective journal	10%			√	√	Group presentation	30%	√	√	√		Mid-term test (including reading requirements)	10%	√	√			Individual written report (including writing requirements)	40%	√	√		√	Total	100%				
		Intended subject learning outcomes to be assessed																																																										
Specific assessment methods/tasks	% weighting	a	b	c	d																																																							
Continuous Assessment	100%																																																											
Class participation	10%		√	√																																																								
Self-reflective journal	10%			√	√																																																							
Group presentation	30%	√	√	√																																																								
Mid-term test (including reading requirements)	10%	√	√																																																									
Individual written report (including writing requirements)	40%	√	√		√																																																							
Total	100%																																																											

	The group presentation requires students to conduct an independent study on a topic of interest to them and make a presentation. This will enable students to accumulate knowledge on a chosen topic, develop their own arguments and enhance their presentation skills. The assessment objective of the mid-term test seeks to examine students' understanding of the required course materials and their articulation of the basic concepts about intimacy and identity in the modern world. The individual written report requires students to write an essay of around 2,500 words on a chosen topic. They are expected to locate relevant materials, reflect on the topic and come up with their own analysis and views. The mid-term test is employed to fulfil the English reading (ER) requirement. Students will be required to read three different sets of English texts (at 207 pages in total) selected from the required reading list. Out of the total assessment, 10% will be based on the mid-term test, which is introduced to examine students' understanding of the contents and main ideas of the required readings. The individual written report is employed to fulfil the English writing (EW) requirement. Out of the total assessment, 10% will be based on the quality of writing.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Self-study	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Required Readings Fromm, Eric. (2006) <i>The Art of Loving</i>. New York, NY: Harper Perennial. 1-98. (ER) Giddens, Anthony. (1993) <i>The Transformation of Intimacy: Sexuality, Love, and Eroticism in Modern Societies</i>. Cambridge: Polity Press. 4-86. (ER) Kong, T. S. K. (2006). "What It Feels Like For a Whore: The Body Politics of Women Performing Erotic Labour in Hong Kong." <i>Gender, Work and Organization</i> 13(5): 409-434. (ER) Supplementary Readings Beck, Ulrich & Elisabeth Beck-Gernsheim. (1995). <i>The Normal Chaos of Love</i>. Polity Press. Brown, R. (1987) <i>Analyzing Love</i>. Cambridge: Cambridge. Bernstein, E. and Schaffner, L. (2005) <i>Regulating Sex</i>. New York: Routledge.	

Primoratz, I. (1999) *Ethics and Sex*. New York: Routledge.

Baker, R. and Elliston, F. (1975), *Philosophy & Sex*. Buffalo: Prometheus Books.

Soble, A. (1997), *The Philosophy of Sex: Contemporary Readings*, 3rd ed. Lanham, MD: Rowman & Littlefield.

Wall, E. (1992), *Sexual Harassment: Confrontations and Decisions*. Buffalo: Prometheus Books.

Soble, A. (1977-92) *Sex, Love, and Friendship*: Studies of the Society for the Philosophy of Sex and Love. Amsterdam and Atlanta, GA: Rodopi.

Sternberg, Robert. (1998) *Cupid's Arrow. The Course of Love through Time*. Cambridge: Cambridge University Press.

Nussbaum, M. (1992) *Love's Knowledge: Essays on Philosophy and Literature*. Oxford: Oxford University Press.

Brooks, Ann. (2011) *Social Theory in Contemporary Asia*. New York: Routledge.

Chan, Kwok-bun, Agnes Ku and Chu Yin-wah .(2009) *Doing Families in Hong Kong*. Leiden: Brill.

Gardner, Howard and Katie Davis. (2014) *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World*. New Haven: Yale University Press.

Ho, Sik-ying. (2011) "Beyond Obedience and Virtue: Love, Sex and Marriage in Hong Kong." *Global Asia: A Journal of the East Asia Foundation* 6(3): 26-31.

Ho, Sik-ying and Tsang, Ka-tat. (2013) *Cong qingyu, lunli yu quanli kan Xianggang de liangxing wenti* (A Reflection of Gender Issues in Hong Kong through the Optics of Sexual Desires, Ethics and Power). Hong Kong: University of Hong Kong Press.

The items marked (ER) in the Reading List and References are selected to help students fulfil the Reading Requirement. The total length of readings assigned is 207 pages. The list of items marked (ER) are indicative only. Colleagues assigned to teach this subject may exercise their academic judgment to confirm this list during the delivery of subject.

Subject Code	SPD2328
Subject Title	Using Human-Centered Design to Work with the Elderly: A Memoir Project
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Service-Learning Requirement
Medium of Instruction	English (Cantonese may be used for communication with service beneficiaries and collaborating organisations.)
Pre-requisite / Co-requisite / Exclusion	NIL
Objectives	When the elderly enters the final stage of their lives, they begin to experience a sense of mortality. They may view their whole of life with contentment. But they may also succumb to despair. They have a strong need for satisfaction when reflecting on their past life and accomplishment. This subject will equip students with basic knowledge and skills in design as a means of providing community service to the elderly. It aims to bring satisfaction to the elderly by recapturing their lifetime stories, and transforming these stories into design deliverables or prototypes. The objectives of this subject are to: 1. Introduce to students the basic concept and practice of service learning; 2. Raise students' awareness of the needs of the elderly; 3. Bring satisfaction to the elderly by recapturing their lifetime stories, focusing on their contribution to their families, peers or the society, and transforming those stories into design deliverables or prototypes; 4. Enhance students' generic competencies of innovative problem solving, communication and teamwork; 5. Nurture students' sense of social awareness, responsibility and engagement.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Identify and comprehend the needs of the elderly in HK; b. Demonstrate empathy for the elderly and a strong sense of civic responsibility; c. Demonstrate an understanding of the linkage between service-learning and how design can be utilized as a form of social capital and capacity for innovative social services; d. Apply the knowledge and skills they have acquired to deal with complex issues in the service setting; e. Reflect on their roles and responsibilities as a responsible citizen who can provide care and concern to the elderly; f. Communicate with the elderly and other concerned parties and work effectively in teams during service delivery.
Subject Synopsis/ Indicative Syllabus	Concept and practice of service-learning (based on the e-learning module provided by OSL) • Principles, concepts and myths of service learning

	• Benefits of service learning to students, the university and the community • Ethical issues in service learning • Basic concepts and theories of social problems, developments and justice • Social responsibilities of global citizens as intellectuals and professionals • Proper attitudes and behaviours in service delivery • Developing a service project proposal/plan • Effective team work and problem solving skills in service-learning projects • Reflection as a tool for learning Design as a change-making force for social development • Design thinking as a driving force for innovation • Design for social change and its output as social innovation • The Human-Centered Design (HCD) approach developed by IDEO: — Empathize: understand the user experience — Define: identify the need(s) of the user — Brainstorm: generate many possible ideas to meet the identified needs — Prototype: create a design deliverable — Test: evaluate if the deliverable answers the needs The HCD approach will be utilized to uncover insights from the lifetime stories of the elderly, highlighting their achievements and contribution to their families, peers or the society, and articulate into creative and capturing narratives and representation formats, so as to bring satisfaction to the elderly. Basic knowledge and skills in producing design deliverable • Transforming data/findings/information into stories: Storytelling and narrative as a tool • Visualization skills: Organizing images and texts into a package for publication; space, composition, typography, readability, grids, visual hierarchies Project-specific knowledge and skills • Understanding the needs and characteristics of the elderly • Communication skills with the elderly • Moral and ethical considerations of service delivery to the elderly
Teaching/Learning Methodology	e-Learning module The e-Learning module is developed and delivered by the Office of Service Learning at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning. Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject. Lectures and case studies Lectures and case studies will be delivered by the subject instructor and part-time instructor covering the concepts and contents specified in the Subject Synopsis / Indicative Syllabus, i.e. HCD approach, basic knowledge and skills in design, and the needs and characteristics of the elderly.

In-class workshops and activities, discussions

To complement and reinforce the learning and understanding of concepts introduced in lectures, and to prepare for service delivery and the final production of design deliverables, workshops and class activities will be conducted to equip students with the relevant knowledge and skills.

There will be workshops on communication skills with the elderly, where students will learn how to identify and delve into stories of interests and uncover insights from the elderly's past experience. Group tutorials will be held for commenting and advising the application of the concepts introduced in the students' research and analysis, service delivery, contents and skills in communication with the elderly, idea generation of solution and storytelling skills, as well as presentations and reflections.

Service-learning project

The project is to facilitate the students to link their understandings in service-learning with their learnt knowledge and skills. Students will work in groups and will be asked to make direct contact with an assigned elderly in order to learn his/her past life experiences. Besides conducting observational research on the elderly at his/her home or senior home, they will need to build up relationship with him/her in order to understand his/her needs, his/her frustrations and worries, and so develop empathy for him/her. If necessary and available and agreed by the service target, students may go further to interview the elderly's family, friends or neighbour for more insights. By understanding his/her past life stories, students will try to rediscover his/her achievements or the positive impact his/her life on their families, their peers, or the society.

Through representation of these stories as narratives and delivered as print publications, this design deliverable aims to provide the elderly psychological satisfaction. The students will encourage active participation from the elderly in the exploration and production of the design deliverables, e.g. pose for photography. Feedbacks from the elderly to these design deliverables will be collected in week 12 to evaluate if the objective of bringing satisfaction to him/her is achieved. Contact with the elderly and related service delivery process will normally take place under supervision on weekdays and weekends, and should accumulate to at least 40 hours for proper assessment.

Throughout the project, students will need to apply the learned communication skills to interacting with the elderly, and utilize the learned HCD approach to conduct the research and collect information about the elderly. Supervision meetings between the groups and the subject instructor the part-time instructor and/or supervisor(s) of the collaborating organization will be arranged periodically so that the students' needs can be addressed, and their problems tackled. In Week 13, a final in-class assessment of the performance of all students will be conducted, and the effectiveness of their design deliverables will be evaluated.

Reflective journals

Students will be required to submit two reflective journals about their service learning experience. One journal, due in week 9, requires them to reflect on the needs of the elderly, their empathy towards them, the significance to these elderly of putting their own lifetime stories into a more integrated and coherent perspective, and the duties of students as good citizens. Another journal, due in week 13, requires them to reflect on the value of the HCD approach, and their effort of employing the HCD principles after students finish the production of design deliverable.

**Assessment Methods
in Alignment with
Intended Learning
Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
		a	b	c	d	e	f
Continuous Assessment	100%						
1. e-Learning Module (Individual)	Pass					✓	
2. Service-learning project: Performance (Individual) *Representative(s) of the collaborating NGO/ social enterprise will contribute 10% of the grade	40%*	✓	✓	✓	✓	✓	✓
3. Service-learning project: Design deliverable (Group)	40%	✓	✓	✓	✓		✓
4. Reflective journals (Individual)	20%	✓	✓	✓	✓	✓	✓
Total	100 %						

This is a 100% coursework subject. Students' performance in and learning from the required service activities are assessed using a Letter-Grading system. To pass this subject, students are required to obtain Grade D or above in the final grade converted from the final total mark from the specific assessment tasks below.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. e-Learning module (Individual)

The e-Learning Module will include assignments and learning tasks that are designed to assess students' understanding of their role and responsibility in society (ILO e). Students are required to pass the post-module test by week 4 before they make contact with the service target in week 6.

2. Service-learning project: Performance — 40% (Individual)

This reflects a student's interactive learning performance with the subject instructor, the part-time instructor, the collaborating parties, the service target, and his/her groupmates (ILO f) during class contact hours, liaison meetings and service process. It reflects what the student has acquired from class lectures, workshops, research (ILO d), preparation for classes, and his/her attitude in learning, sense of civic responsibility, professional ethics (ILO e), as well as empathy towards the service targets (ILO b). The student's ability to understand the needs of the elderly (ILO a) and to utilize design as a vehicle for innovative social service (ILO c) will also be assessed. His performance, attitude and empathy for the elderly will also be assessed. Supervisor from the collaborating organization will be directly involved in the supervision process and so will also be able to assess the performance of students.

Students will be asked to work in groups of 2 or 3 in this service-learning project. Briefing meetings and workshops for the necessary skills will be arranged before they conduct on-site research and make direct contact with the service beneficiaries. An elderly will be assigned

	to each group of students. Students will be asked to come up with research plans in order to prepare for the service provision. They will meet the assigned elderly in group, and collect information about his or her lifetime story. Throughout the contact with the elderly, students are expected to utilize the communication skills they have learned from class to build relationship with the elderly (ILOs a, b, c, d & f), to identify and delve into stories of interests and uncover insights about the elderly's contribution to family and community in the past. Liaison and supervision meeting will be arranged periodically by the part-time instructor and/or supervisor(s) from the collaborating organization with students to monitor the progress of their project, and tackle any problem that may arise during the process. Through these meetings, the performance of students will be assessed. The service performance of the students will demonstrate their ability to exercise the HCD approach to collect data from, and deal with issues and problems of their service targets in the service settings (ILO c, d & f). They will explore and co-create the design deliverables together with the elderly — all will reflect how well they applied their knowledge and skills in dealing with complex issues in the service setting (ILO d). Throughout the service delivery process, the quality of services rendered by the students, their understanding of and ability to empathize the needs of the elderly (ILO a and b), their attitude and level of engagement, their understanding of the roles and responsibilities as a responsible citizen during service delivery (ILO e), their communication and interaction with the elderly, their team members, and other concerned parties (ILO f) will be assessed. 3. Service-learning project: Design deliverable — 40% (Group) At the end of the subject, each group of students will submit a design deliverable which represents the lifetime story of the individual elderly as narrative and delivered in print publication format. This deliverable will reflect their understandings and insights about the past life stories of the assigned elderly (ILO a), the linkage between service-learning and how design can be utilized as a form of social capital and capacity for innovative social services (ILO c), as well as the knowledge and skills they have acquired to deal with complex issues in the service setting (ILO d). Feedbacks on the design deliverable will be collected in week 12 from the assigned elderly so as to assess the extent to which students understand the needs of the elderly (ILO b, c & f). 4. Reflective journals — 20% (Individual) Each student will be asked to write two reflective journals. These reflective journals require them to reflect upon the needs of the elderly (ILO a), their empathy towards them (ILO b), and their duties as citizens of a caring society (ILO e). They will also need to reflect on the whole process of capturing the lifetime stories of the elderly through the employment of the HCD principles and methodologies and their response to the feedbacks of the elderly and others about the design deliverables (ILO c, d & f).	
Student Study Effort Expected	Class contact: (indicative)	
	▪ e-Learning Module	10 hours
	▪ Lectures and case studies	9 hours
	▪ Workshops, class activities, discussions	18 hours
	▪ Supervision meeting, class presentations and reflections	9 hours
	▪ Service-learning project (Direct contact with service beneficiaries):	40 hours

	— Field observations and interviews — Liaison meetings and production of design deliverables involving the beneficiaries — Pilot rendition of design deliverables, collecting feedbacks from beneficiaries	
	▪ Self-study efforts: — Independent reading — Group meetings: Secondary research and analysis, concept generation and design development — Production of design deliverables and presentation files	51 hours
	Total student study effort	137 hours
Reading List and References	PolyU 73028 Design Group, <i>Riverside scene of local agriculture: Looking at the past, present and future of agriculture in Hong Kong</i> (《青苗上河圖：香港農業的過去、現在與未來》). 2011. Bender, M., <i>Package design and social change</i>. 1975. Brown, T., “Design thinking” in <i>Harvard Business Review</i>, June 2008 issue, p.84–95. Brown, T., “Why social innovators need design thinking”, <i>McKinsey on society</i>. http://voices.mckinseyonsociety.com/why-social-innovators-need-design-thinking (accessed 1 Sept 2015) Chau, M., <i>Our home, our Sham Shui Po</i> (《推土機前種花》). 2011. Cress, C.M., Collier, P.J. & Reitenauer, V.L., <i>Learning through serving: A student guidebook for service-learning across the disciplines</i>. 2005. Devall, Sandra L., <i>Desktop publishing style guide</i>. 1999. <i>Design for public good</i>. SEE Platform (Sharing Experience Europe on policy, innovation and design). 2013. http://www.designcouncil.org.uk/sites/default/files/asset/document/Design%20for%20Public%20Good.pdf (accessed 9 May 2016) <i>The field guide to Human-Centered Design</i>. IDEO.org. 2015. http://www.designkit.org/resources/1 (accessed 4 Dec 2015) Furco, A., “Service learning: A balanced approach to experiential education” in Taylor, B. (Eds.), <i>Expanding boundaries: Serving and learning</i>, p.2–6. 1996. <i>Human-Centered Design toolkit: An open-source toolkit to inspire new solutions in the developing world</i>, 2nd edition. IDEO.org. 2011. http://kfie.net/pdfs/IDEO_HCD_Toolkit.pdf (accessed 4 Dec 2015) Johansson, K., Lundberg, P. & Ryberg, R., <i>A guide to graphic print production</i>, 3rd edition. 2011. Kelley, T., Littman, J. & Peters, T., <i>The art of innovation: Lessons in creativity from IDEO, America’s leading design firm</i>. 2001. Lawson, B., <i>How designers think: The design process demystified</i>, 4th edition. 2006. Martin, B. & Hanington, B., <i>Universal methods of design: 100 ways to research complex problems, develop innovative ideas, and design effective solutions</i>. 2012. Shea, A., <i>Design for social change: Strategies for community-based graphic design</i>. 2012.	

Websites:

Design Kit on Human-Centered Design: <http://www.designkit.org> (accessed 3 Dec 2015)

DVD:

Design & thinking. Muris Media, 2012.

This list and references are indicative. Relevant reading materials may also be suggested and assigned by the subject leader or the collaborator(s) from time to time when they are deemed appropriate.

Subject Code	SPD2337
Subject Title	Digital Tools and Skills for Academic and Workplace Productivity
Credit Value	3
Level	2
GUR Requirement Intended to fulfil	Cluster Area Requirement – Science, Technology and Environment English Reading and Writing Requirements
Medium of Instruction	English
Pre-requisite / Co-requisite/ Exclusion	Exclusion – Students of <i>BSc (Hons) in Applied Sciences (Information Systems and Web Technologies / Statistics and Data Science)</i> and <i>BA (Hons) in Applied and Media Arts</i> are not allowed to take this subject to fulfil the GUR requirements. Exclusion – SPD2324 Digital Literacy for Contemporary Lifestyle and Workplace
Objectives	In the contemporary society, digital technology has changed the way how people communicate. The students today need the ability to engage in online communities and social networks while adhering to behavioural protocols. They need the ability to find, capture, share and evaluate information on the Internet, with an understanding of the societal issues raised by digital technologies. For example, instant messaging tools and social media platforms are adopted as efficient communication tools with various communities and networks. However, when used incorrectly, one may suffer from risking privacy, spreading and using improper information and cyber-bullying; companies can be affected by negative publicity. It is a challenge for everyone to exploit the benefits of digital technology while minimising the associated risks. The aims of this subject are threefold - firstly, it equips students with the ability to identify and analyse the impact of digital technology on people's lifestyle and behaviour in contemporary society; secondly, it develops students' digital literacy skills for effective communications, information searching and evaluation in contemporary society; and thirdly, it promotes creative use of digital applications, which enables students to engage with the opportunities brought by digital technology for solving daily life problems and for support of lifelong learning in today's knowledge-based society.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: - Explain how digital technology and communication affects everyone's lifestyle and workplace; - Describe the social and ethical considerations for the responsible use of digital

	technology; c. Illustrate the importance of digital literacy skills for effective communications, information searching and evaluation in contemporary society; d. Identify and evaluate digital applications to solve real world problems and for self-directed and lifelong learning.
Subject Synopsis/ Indicative Syllabus	Impact of Digital Technology and Communication on Lifestyle and Workplace Forms and ways of communication; Entertainment style; Social Media and Instant Messaging; Living and working practices (Green living, Smart clothing, Remote working, Office hours drifting, Self-service) Societal Ethical Issues and Implications in the Use of Digital Technology and Communication Privacy issues and protection; Implications of sharing/liking; Cyber-bullying; Anonymous speech, libel and slander; Plagiarism (Citations, Paraphrasing); Ethical policy; Equitable and responsible practices of information transmission; Censorship and filtering; Professional versus Personal Communication Digital Literacy for Effective Communications, Information Searching and Evaluation Fundamental elements of digital communications; Effective script and storyboard; Communications and presentations with hypertext, sound, and image etc.; Digital story building; Publishing and sharing of digital story; Information searching using online databases and other web search tools; Search strategies for literature survey (Search terms and useful operators); Evaluation of search results. Examples of search tools include WiseNews (including Author, Section/Program & Column Search, Listed Company Information Search, Current Affairs & Daily News Programmes Search) and Academic Search Premier (which is a multi-disciplinary online database and suitable for students from different programmes) Work Enhancement and Lifelong Learning using Digital Technologies • The wisdom of crowds; Collaboration; Organisational collaboration versus open collaboration; Online collaboration and peer production tools • Self-directed and lifelong learning using computer-aided instruction, intelligent systems, online learning platform, open educational resources and personal learning networks; Personal knowledge management
Teaching/Learning Methodology	Lectures will be focused on the discussions of different digital technology aspects, ranging from the impact and importance for daily life, to application and productivity in the workplace and lifelong learning. Live demonstration of practical examples will be given to aid student understanding of various topics. Tutorials / Laboratories will provide opportunity for students to consolidate the concepts learned in class and to gain hands-on experience using digital technology

	applications to solve real-life problems.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous Assessment	100%				
	1. Class Participation	10%	✓	✓	✓	✓
	2. Group Project	25%	✓	✓	✓	
	3. Test (covers the reading requirement)	15%	✓	✓		
	4. Individual Assignment (covers the writing requirements)	50%	✓	✓	✓	✓
	Total	100 %				
	To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.					
	Class participation will be awarded to students who actively participate in the discussions during lectures and completing tutorials/lab exercises.					
Group project develops students’ practical skills in using digital applications to solve a daily life problem in their selected area of interest.						
For the group project, students are required to submit (a) a proposal which describes the problem area that they want to address with digital applications, the rationale for choosing the area incorporated with specific aims and objectives, the necessary background about the chosen problem, and the expected project implementation methods and results of the project, (b) a package of application project files and documentations, and (c) a final report which describes the motivation and objectives of the work, the key existing work related to the project, the approach and methodology used to tackle the problem, an evaluation and results of the project, and a conclusion that discusses what they have learned.						
The test will be used to assess students’ mastery of concepts about various digital technology issues. It also assesses students’ understanding of digital technology applications in solving daily life problems.						

	The test is employed to fulfil the English reading requirement. Students will be required to read an extensive text (at least 100,000 words or 200 pages) or a small number (but no more than 4) of manuscripts/texts with the same total word/page count to be selected from the reading list. Out of the total assessment, 15% will be based on the completion of a test about the reading that can only be answered successfully upon completion of that reading, without relying on exposition by the instructor before the test. Individual assignment (around 2,500 words) will be used to assess students' competence in justifying appropriate digital technologies to tackle problems in daily life or work, and evaluating their effectiveness at solving the target problems. The individual assignment will be employed to fulfil the English writing requirements. Out of the total assessment, 10% will be based on the quality of writing.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial / Lab (There will be 4 tutorials (discussion of issues, and 9 labs (hands-on experience in using digital applications)	13 Hrs.
	Other student study effort:	
	▪ Self-study (Students are expected to prepare for the 4 tutorials and 9 labs)	84 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	Recommended Textbooks Jones, R. H., & Hafner, C. A. (2012). Understanding digital literacies: A practical introduction. Routledge. (ER) p. 144-189 Miller, M. P., & Marsh, M. E. (2014). The Digital Renaissance of Work: Delivering Digital Workplaces Fit for the Future. Gower. (ER) p. 77-171 White, A. (2014). Digital Media and Society: Transforming Economics, Politics and Social Practices. Palgrave Macmillan. (ER) p.109-170 Journal Articles Bucher, E., Fieseler, C., & Suphan, A. (2013). The stress potential of social media in the workplace. <i>Information, Communication & Society</i>, 16(10), 1639-1667. Cheong, R. K., & Tsui, E. (2011). From Skills and Competencies to Outcome-based Collaborative Work: Tracking a Decade's Development of Personal Knowledge Management (PKM) Models. <i>Knowledge and Process Management</i>, 18(3), 175-193. Zhang, X., & Venkatesh, V. (2013). Explaining employee job performance: the role of	

online and offline workplace communication networks. *Mis Quarterly*, 37(3), 695-722.

References

Seth Gitner (2015), *Multimedia Storytelling for Digital Communicators in a Multiplatform World* (1st ed.), Routledge.

John M. Jordan (2012), *Information, Technology, and Innovation: Resources for Growth in a Connected World* (1st ed.), Wiley.

Brian Williams, Stacey Sawyer (2014), *Using Information Technology* (11th ed.), McGraw-Hill Education.

Alan Evans, Kendall Martin, Mary Anne Poatsy (2014), *Technology In Action* (11th ed.), Prentice Hall.

Vic Costello, Susan Youngblood, Norman E. Youngblood (2012), *Multimedia Foundations: Core Concepts for Digital Design* (1st ed.), Focal Press.

Borko Furht (2010), *Multimedia Technologies and Applications for the 21st Century: Visions of World Experts* (1st ed.), Springer.

The items marked (ER) in the Reading List and References are selected to help students fulfil the Reading Requirement. The total length of readings assigned is about 200 pages. The list of items marked (ER) are indicative only. Subject lecturers may exercise their academic judgment to confirm this list during the delivery of subject.

Subject Code	SPD3249
Subject Title	Introduction to Complementary and Alternative Medicine
Credit Value	3
Level	3
Medium of Instruction	English
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject provides students with the fundamental concepts of complementary and alternative therapy; their potential benefits and risks with scientific evidence. It aims to orientate students to alternative and effective treatment modality and to widen their views beyond mainstream and traditional medicine, in order to prepare students for further studies in healthcare related fields.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: - differentiate between complementary, alternative (CAM) and integrative medicine; - describe the common types of CAM therapy available in Hong Kong, with emphasis on the working principles of aromatherapy, massage therapy, reflexology, Yoga and meditation, expressive therapy, etc.; - discuss the effectiveness, contraindications and adverse effects of CAM therapy; - explore the application and integration of CAM into mainstream medicine and recognise the main challenges; - identify the ethical, legal and professional issues of CAM therapy; - demonstrate enhanced professionalism in terms of care, integrity and sense of responsibility.

Subject Synopsis/ Indicative Syllabus	An Overview of CAM The definition of complementary therapy, alternative therapy and integrated therapy. Historical perspective. The unique features of CAM. Traditional Chinese Medicine (TCM) Historical background, development and role in the Hong Kong health care system, TCM services, training and registration of Chinese Medicine Practitioners (CMP). Five Major Practices Alternative medical systems. Mind-body interventions. Biologically-based therapies. Manipulative and body-based methods. Energy therapies. Key Modalities Brief introduction of natural therapies: aromatherapy, acupuncture, biofeedback, chiropractic, esoteric healing, homeopathy, hypnosis, kinesiology, massage therapy, music therapy, naturopathy, osteopathy, reflexology, shiatsu, diet therapy, Traditional Chinese Medicine, Yoga and meditation, expressive therapy, etc. Aromatherapy Why and how it works. Therapeutic effects. Knowledge of essential and carrier oils. Basic equipment. Massage Basic massage theory and the application of massage techniques. Reflexology Basic theory. Reflexology techniques. Zones of the feet. Holistic approach. Yoga and Meditation History and branches of Yoga. Definition of Yoga and meditation. Application of Yoga. Adverse and risk of Yoga practice. Safety and practice of Yoga. Expressive Therapy Definition of expressive therapy. Application of expressive therapy. Use of psychoanalysis assessment tool. The challenge and professionalism of expressive therapy. Contraindications, Pregnancy and Age-specific Precautions, Risk factors Diet as a Therapy Common use of herbal medicine. Nutrition versus nourishment. Professionalism and Ethics in CAM Practice
Teaching/Learning Methodology	Lectures are used to deliver theoretical and factual knowledge. Short videos and case examples will be given to stimulate students' learning and promote their discussion and application of theories in different CAM modalities. During tutorials demonstrations of the skills and case study discussion facilitate students' critical thinking and integration of theoretical knowledge from lectures.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					
			a	b	c	d	e	f
	Continuous Assessment	100						
	1. Individual assignment	35%	✓	✓	✓			
	2. Group presentation	35%	✓	✓	✓	✓	✓	✓
	3. Test	30%	✓	✓	✓	✓	✓	✓
	Total	100 %						
	To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.							
	Individual assignment is used to assess a student’s ability to describe and differentiate different types of the CAM therapy in their application and effectiveness. It is used as the formative assessment to examine students’ learning at the recall and comprehension level at the initial stage.							
	The group presentation requires students to examine the issues of CAM in the healthcare system and explore its application and integration. It is used as summative assessment to examine students’ ability to recall, comprehend, analyze critically and apply the knowledge of CAM in contemporary situation.							
The test is used as a summative assessment to assess students’ learning at the (recall / comprehension / application / analysis) level(s), making them adaptable for a wide range of content and learning outcome.								
Student Study Effort Expected	Class contact:							
	▪ Lectures					26 Hrs.		
	▪ Tutorials					13 Hrs.		
	Other student study effort:							
	▪ Self-study					84 Hrs.		
	Total student study effort					123 Hrs.		
Reading List and References	Recommended Textbook							
	Micozzi, M.S. (eds). (2015). <i>Fundamentals of Complementary and Alternative Medicine</i> . (5 th ed.), St. Louis, Missouri : Elsevier.							
	References							
	Malchiodi, C. (eds). (2011). <i>The Handbook of Art Therapy</i> . (2 nd ed.), The Guilford Press.							
Leung, G.M. & Bacon-Shone, J. (eds) (2006). <i>Hong Kong’s Health System</i> :								

Reflections, Perspectives, and Visions. Hong Kong University Press.

Journals

BMC Complementary and Alternative Medicine

Journal of Complementary and Integrative Medicine

Evidence-Based Complementary and Alternative Medicine

Useful Websites

British Complementary Medicine Association: <http://www.bcma.co.uk>

National Centre for Complementary and Alternative
Medicine: <https://nccam.nih.gov/health/>

Center for Integrative Medicine
(CIM): <http://www.compmed.umm.edu/default.asp>

Traditional and Complementary Medicine,
WHO: <http://www.who.int/medicines/areas/traditional/en/index.html>

The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.

Subject Code	SPD3298
Subject Title	Introduction to Personal Financial Planning
Credit Value	3
Level	3
Medium of Instruction	English
Pre-requisite/ Co-requisite/ Exclusion	Nil
Prior Knowledge	Basic knowledge in business finance <i>(This is not a pre-requisite subject requirement and is only for students' reference of the scope of basic knowledge required for this subject.)</i>
Objectives	This subject provides students with a core base knowledge of financial planning and enables students to apply key concepts with reflective thinking, so as to solve financial planning problems in a rapidly changing business world. It focuses on the application of knowledge and skills required for constructing financial planning. It offers a systematic approach to help students develop analytical skills in formulating and implementing comprehensive personal financial planning for clients with different financial backgrounds and needs. It will also help students communicate effectively and acquire the necessary knowledge in the area of professional financial planning in order to prepare for the Certified Financial Planner public examinations in Hong Kong. Finally, it helps students identify ethical issues in the personal financial planning industry.
Intended Learning Outcomes	Upon successful completion of the subject, students will be able to: a. Understand the principles and process of financial planning; b. Examine the regulatory environment in practicing financial planning in Hong Kong; c. Critically analyze how different personal financial planning tools suit different clients' needs and financial backgrounds; d. Apply the acquired knowledge and skills to practice financial planning in Hong Kong ethically.

Subject Synopsis/ Indicative Syllabus	Overview of Financial Planning What is Personal Financial Planning? The Evolution of Financial Planning Services; Understanding the financial planning process. Time Value of Money The role of time value of money in personal financial planning. Managing Your Financial Statements, Budgets and Cash Personal financial statements; The importance of budgeting; The Role of cash management in personal financial planning. Making Automobile and Housing Decision Factors affect automobile decision. Buy or rent? Different types of leases; Housing decision: inspection and enquiries; property usage; cost of home ownership; evaluate mortgage plans. Using Credit The basic concepts of credit; Improper uses of credit; Look for credit danger signs; Debt safety ratio; Liquidity, solvency and risk; Bankruptcy vs. Individual Voluntary Arrangement. Insuring Your Life Basic insurance concepts; Why buy life insurance? How much life insurance is right for you? What kind of policy is right for you? Key Features of life insurance policies. Insuring Your Health The importance of health insurance; Health insurance decisions: coverage, limitations and exclusions; Medical expenses coverage and policy provisions. Protecting Your Property Some basic principles of property insurance; Homeowner's insurance; Automobile insurance; Other property and liability insurance. Investment Planning The potential risks and returns of investment; What makes a good investment? Key measures of performance; Different investment tools. Investing in Stocks and Bonds Preferred stocks vs common stocks; What is a good stock? Types of stock orders; Managing your stock holdings; Basic knowledge of bonds; What is a good bond? Asset allocation and portfolio. Investing in Mutual Funds and Real Estate Some basics of mutual funds; Different types of funds and cost considerations; Selection processes; Measuring fund performances.
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Teaching / Learning Methodology	The teaching approach of this subject is to give students a concrete understanding of the scope and functions of financial planning. Class meetings are conducted in a mixture of lecture, seminar discussion, group presentation, and case study. Students are expected to play an active role in group discussion for applying their skills to develop financial planning for customers with different financial backgrounds and needs.					
Assessment Methods in Alignments with Intended Learning Outcomes	Specific assessment methods / tasks	% weightin g	Intended subject learning outcomes to be assessed			
			a	b	c	d
	Continuous Assessment	40%				
	1. Group Project	15%	✓		✓	✓
	2. Mid-term test	15%	✓	✓	✓	
	3. Participation	10%	✓		✓	✓
	Examination	60%	✓		✓	✓
	Total	100%				
	To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.					
	Group Project is designed to help students applying their understanding of key concepts learned in this course to systematically apply financial planning elements in different contexts. The oral presentation and written report will improve students’ reflective thinking and effective communication skills. Constructive Participation and in class discussions are intended to enable students to effectively communicate their ideas.					
Mid-term test and Examination are designed to test students’ ability in understanding and applying the key concepts learnt from the subject; and to ensure the students acquire the necessary knowledge in the area of financial planning in order to prepare for the Certified Financial Planner public examinations in Hong Kong.						
Students are required to spend at least 6 hours per week in preparing for the class. They should access the e-learning platform of Moodle to download lectures notes and reading materials before each meeting, therefore, they are expected to be well prepared before all meetings.						
Student Study Effort Expected	Class contact:					
	▪ Lecture			26 Hrs.		
	▪ Tutorial			13 Hrs.		
	Other student study effort:					
	▪ Self-study			84 Hrs.		
	Total student study effort			123 Hrs.		

Reading List and References	Recommended Textbook Gitman, L. J. & M.D. Joehnk. (2010). <i>Planning your personal finance</i>. (13th ed.), Thomson South-Western. References Cheng, L. (2006). <i>Fundamentals of financial planning</i>. McGraw-Hill. Kapoor J. R. & L. R. Dlabay & R. J. Hughes. (2013) <i>Focus on personal finance</i>. (4th ed.), McGraw-Hill. Coggan, P. (2011) <i>Guide to hedge funds, what they are, what they do, their risks, their advantages</i>. (2nd ed.), John Wiley & Sons, Inc. Hong Kong Investment Funds Association: (http://www.hkifa.org.hk). Office of Commissioner of Insurance: (http://www.info.gov.hk/oci). Mandatory Provident Fund Schemes Authority: (http://www.mpfahk.org). The Institute of Financial Planners of Hong Kong: (http://www.ifphk.org). Inland Revenue Department of HKSAR: (http://www.ird.gov.hk). Investopedia: (http://www.investopedia.com). <i>The Reading List and References are indicative. Relevant reading materials will be suggested and assigned from time-to-time when they are deemed appropriate.</i>
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