HKCC
Associate Degree Scheme in Business
工商業副學士組合課程
Associate Degree Scheme in Business
(Programme Code 8C008)

comprising

Associate in Business
工商業副學士
Associate in Business (Accounting and Finance)
工商業副學士 (會計及金融)
Associate in Business (Business Management)
工商業副學士 (商業管理)
Associate in Business (China Business)
工商業副學士 (中國商業)
Associate in Business (Global Business)
工商業副學士 (環球商業)
Associate in Business (Hospitality Management)
工商業副學士 (酒店及飲食管理)
Associate in Business (Human Resources Management)
工商業副學士 (人力資源管理)
Associate in Business (Information Systems and Knowledge Management)
工商業副學士 (資訊系統與知識管理)
Associate in Business (Logistics and Supply Chain Management)
工商業副學士 (物流及供應鏈管理)
Associate in Business (Marketing)
工商業副學士 (市場學)
Associate in Business (Tourism and Recreation Management)
工商業副學士 (旅遊及康樂管理)

Definitive Scheme Document

September 2010
This Definitive Scheme Document applies to students enrolling in programmes under the Associate Degree Scheme in Business in the 2010/2011 academic year. The Document is subject to review and HKCC may make appropriate changes at any time. Students will be informed of the changes as and when appropriate.
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Section One: General Information
1. **Host Department**

The Associate Degree Scheme in Business (‘The Scheme’) is hosted by Hong Kong Community College (‘HKCC’).

2. **Scheme Operation and Management**

2.1 **Programmes under the Scheme**

The Scheme comprises the 11 programmes below:

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2.2 **Scheme and Programme Leaders**

A Scheme Leader (SL) is appointed to provide academic support in the realm of quality assurance in both teaching and learning. The SL, with the assistance of Assistant Scheme Leader(s), also provides input in staffing, student admission, assessment and feedback, and programme development.

Programme Leaders and Assistant Programme Leaders (where appropriate) are appointed to manage the various programmes under the Associate Degree Scheme in Business.

2.3 **Scheme Management Committee**

The Scheme Management Committee (SMC) assumes overall academic responsibility. It comprises Scheme Leader, Assistant Scheme Leader(s), Programme Leaders, Assistant Programme Leaders, Subject Leaders and student representatives who will periodically review the academic content, student feedback, and pedagogical issues.

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*Continuing Education Fund approved programme. Students enrolled in this programme may apply for reimbursement of programme fee upon successful completion of the programme and fulfillment of all the conditions specified by OCEF. Students are required to open a CEF account before commencement of the programme.*
The Student/Staff Consultative Group (SSCG) provides a channel through which student views can be obtained. During the meetings of the Group, teaching staff and student representatives meet for constructive discussion on matters relating to student workload, teaching methods, the relevance of the course content and possible improvements.

3. Aims and Intended Learning Outcomes

All the programmes under the Associate Degree Scheme in Business aim to help students develop a foundation of generic skills and broad-based knowledge that nurture life-long learning as well as to equip them with fundamental knowledge and skills in business to facilitate their further studies and career development.

The intended learning outcomes of the Scheme centre around generic and professional competencies which encompass the attitude, knowledge, and skills expected of Associate Degree graduates. These can be broken down into the following more specific outcomes:

Upon graduation from the Associate Degree Scheme in Business, students will be able to:

**Outcomes relating to all-roundedness and generic skills**

1. Critically assess propositions and arguments commonly encountered in daily life and general business settings;

2. Invoke creativity and other problem solving skills in dealing with problems encountered in daily life and general business settings;

3. Effectively use current information technology to carry out tasks commonly encountered in tertiary level studies, general office work, and daily life;

4. Demonstrate a professional attitude in terms of sense of responsibility, integrity, self-confidence, service attitude, and teamwork – at a level expected of a promising associate professional;

5. Effectively communicate in spoken and written English in general business settings – at a competence level required of an associate professional;

**Professional outcomes**

6. Examine business problems and analyse business situations by applying the concepts and analytical frameworks drawn from theories and cases in management, accounting, economics, marketing, business statistics, and a variety of other business disciplines;

7. Clarify career goals and plan ahead for their future – on the basis of better self-understanding and better knowledge about the different sectors and functional areas of business;

8. Demonstrate ability for self-reflection and language skills which are prerequisites for life-long learning and continuous professional development.
In addition to the learning outcomes for the Associate Degree Scheme in Business as a whole, graduates of individual programmes of the Scheme will be able to:

9. Continue their academic and professional development either through full-time study, part-time study or training – by building on the foundation of professionally specific skills and knowledge they acquired in the programmes;

10. Enter the job market as associate professionals in the business sector or take up job functions related to their chosen areas of specialism.

4. Entry Requirements

The minimum requirements for entry into the first year of the two-year Associate Degree Scheme in Business programmes are:

(i) Satisfactory completion of Form 6; and
   - Grade E in five Hong Kong Certificate of Education Examination (HKCEE) subjects including English Language and Chinese Language; or Grade E in three HKCEE subjects plus level 2 or above in English and Chinese; and
   - Grade E in one Hong Kong Advanced Level Examination (HKALE) subject; or Grade E in two HKALE (AS-Level) subjects, which may include Use of English, and Chinese Language and Culture. OR
(ii) Satisfactory completion of a one-year Pre-Associate Degree Programme offered by a recognised institution. OR
(iii) The equivalents of the above requirements.

For those who do not possess the above-mentioned qualifications but have reached the age of 25 by 1 September in the admission year, they may apply as “mature” students. Mature candidates are expected to demonstrate proficiency in English to study for the programme to the satisfaction of the admission panel.

5. Granting of Award

Students would be eligible for the Associate Degree award if they satisfy all the conditions listed below:

(i) successful completion of the compulsory and elective subjects for a total of 60 credits within the permissible maximum duration;
(ii) satisfying the level, general education and award-specific requirements of individual awards as stipulated in the Curriculum Structure of Section 8; and
(iii) having an Award GPA of 2.0 or above at the end of the programme.
6. **Mode and Duration of Study**

The 11 Associate Degree programmes within the Scheme are offered in full-time mode of study. In each academic year, there are two semesters, each of 14 weeks. Students are normally required to complete 15 credits per semester for two consecutive years and follow the progression study pattern specified in Table 3 or Table 4. Prior approval is needed for students to study more or less than 15 credits per semester. The normal duration of the programmes is two years, and the maximum duration allowed for completion is four years.

Students are required to graduate as soon as they satisfy all the conditions for an award (see Section 5 above).

7. **Attendance**

Students are required to have attained at least 70% of attendance in each of the subjects they study; otherwise, students may be disallowed to sit for the subject examination, down-graded or awarded fail grades for unsatisfactory attendance, participation and / or punctuality.

Regular and punctual attendance at lectures, seminars and tutorials is important. If students are late by 15 minutes for a tutorial or 30 minutes for a lecture, they will be regarded as absent for that particular tutorial or lecture. Students who are often absent or late for class will be asked to explain to their lecturers or tutors. In case of illness, the original doctor’s certificate will be required.

Students must only attend the subject groups in which they are registered. They will have their names listed on the finalised class registers after the add / drop period only if they are officially registered in that particular subject group. Attendance in other non-registered classes is not allowed.
8. Curriculum Structure

The 11 Associate Degree programmes offered under the Scheme are in full-time mode based on a credit-based programme of study. To qualify for graduation, students are required to complete a total of 60 credits specified as follows:

- 36 credits of award-specific subjects
- 21 credits of general education subjects
- 3 credits of either a general education OR an award-specific subject

The award-specific (AS) subjects provide students with business knowledge and skills in general and in the specific programmes selected, thereby laying a foundation for students to pursue further studies. The general education (GE) subjects provide students with fundamental generic skills and chances to broaden their horizon through subject choices in a wide range of disciplines including liberal arts, China studies, languages, as well as science and technology.

8.1 Subject Level and Subject Code

All subjects offered under the Scheme are at Level 1, 2, or 3, and most subjects are of 3 credits each. The first digit of the subject code denotes the level of the subject, for example, CC2002 is a Level-2 subject.

8.2 Subject Nature

Each subject is classified as a science (S) or non-science (N-S) subject.

8.3 Credit and Level Requirements

Students are required to complete successfully a total of 60 credits of which

- at least 24 credits are at Level 3;
- at most 12 credits are below Level 2.
8.4 General Education Requirements

Students pursuing an award under the Associate Degree Scheme in Business are required to complete five compulsory subjects, and two to three elective subjects in general education studies for a total of 21 to 24 credits.

(I) GE Compulsory Subjects (15 credits)

Students are required to complete the following 5 GE compulsory subjects in Stage One:

(1) CC2002 Creative and Critical Thinking
(2) CC2038 English for Academic Studies (Business)
(3) CC2044 English for Workplace Communication (Business)
(4) CC2050 Quantitative Methods for Business
(5) CC2051 Information Technology for Business

(II) GE Elective Subjects # (6 or 9 credits)

Students are given the flexibility to complete 6 or 9 credits in GE elective subjects, of which at least one subject should be selected from Group A of the following subject areas listed in Table 1:

Group A
• Liberal Arts

Group B
• China Studies
• Languages
• Liberal Arts
• Science and Technology

Should students decide to take 9 credits in GE elective subjects, they will have to complete a total of 24 credits in GE subjects and 36 credits in award-specific subjects for graduation. Should students choose to take 6 credits in GE elective subjects, they will have to take an additional award-specific elective subject and complete a total of 21 credits in GE subjects and 39 credits in award-specific subjects for graduation.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 6.
Table 1 - General Education Elective Subjects

<table>
<thead>
<tr>
<th>Group / Area</th>
<th>Nature</th>
<th>Subject Code &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP A</td>
<td>N-S</td>
<td>CC2008 Chinese Civilisation</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2014 Aesthetics and Art Appreciation</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2016 Understanding Society</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2019 Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2033 Introduction to Philosophy</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2034 The History and Culture of Hong Kong</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2036 Introduction to Chinese Literature</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3003 Contemporary Social Problems</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3006 The Perspectives of Eastern and Western Cultures</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3011 Gender Issues</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3015 Logic</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3016 Mass Media and Culture</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3017 Social Psychology</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3018 The History of Modern China and the World (From 1842 - Now)</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3021 Politics and Government</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3022 History, Culture, Economic and Social Development of East Asia</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3023 History, Culture, Economic and Social Development of Southeast Asia</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3026 Chinese Film and Fiction</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3027 Discourse in Popular Cultures</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3028 Issues in Applied Ethics</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3029 Modern Western Thought</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3030 Selected Readings of Hong Kong Fiction</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3031 Wisdom in Eastern Tradition</td>
</tr>
<tr>
<td>GROUP B</td>
<td>N-S</td>
<td>CC3411 Chinese Family and Culture</td>
</tr>
<tr>
<td>China Studies</td>
<td>N-S</td>
<td>CC3467 Social Development in China</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3471 Social Problems and Social Issues in Contemporary China</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3492 Chinese Government and Politics</td>
</tr>
<tr>
<td>Languages</td>
<td>N-S</td>
<td>CC2009 Chinese Language</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2010 Elementary French</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2011 Japanese I</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2012 Elementary Putonghua</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2028 Grammar in Context</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2031 Japanese II</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2054 Chinese Language (Taught in Putonghua)</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3020 Oral Communication in English</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3024 Japanese III</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3025 Japanese IV</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>N-S</td>
<td>CC1002 Astronomy and Fortune-telling</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1003 Chinese Calligraphy and Painting</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1005 Buddhist Culture and Art</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1007 The Art of Chinese Board Games</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC1008 Appreciation of Asian and Western Music</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>S</td>
<td>CC1006 Foundation of Chinese Medicine</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>CC2007 Environmental Science</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>CC2201 Principles of Programming</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>CC3008 Food Hygiene and Nutritional Health</td>
</tr>
</tbody>
</table>

S = Science subject  N-S = Non-science subject

📝 Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

➕ Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.

HKCC reserves the right to cancel and / or not to offer individual subjects.
8.5 Award-specific Requirements

The award-specific subjects enable students to acquire knowledge and skills related to business in general and to specific business sectors or job functions. Such knowledge and skills will help students build up a foundation on which further qualifications may be obtained or a career may be developed.

8.5.1 Award without Specialism

(I) Award-specific Compulsory Subjects (15 credits)

Students of Associate in Business are required to study the following five award-specific compulsory subjects:

Associate in Business

Stage One
(1) CC2101 Financial Accounting
(2) CC2102 Theory and Practice of Management
(3) CC2104 Introduction to Microeconomics
(4) CC2126 Introduction to Marketing

Stage Two
(5) CC3101 Business Statistics

(II) Award-specific Elective Subjects# (21 or 24 credits*)

Students of Associate in Business are also required to select seven or eight award-specific elective subjects from the following subject areas (see Table 2 for the full list of award-specific elective subjects):

<table>
<thead>
<tr>
<th>Accounting and Finance</th>
<th>Housing Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking and Financial Services</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Business and Management</td>
<td>Logistics</td>
</tr>
<tr>
<td>Business Communication</td>
<td>Marketing</td>
</tr>
<tr>
<td>China Business</td>
<td>Recreation and Sports Management</td>
</tr>
<tr>
<td>Economics</td>
<td>Tourism and Leisure Studies</td>
</tr>
<tr>
<td>Hospitality</td>
<td></td>
</tr>
</tbody>
</table>

# The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 6.

* Please also refer to Section 8.4 General Education Requirements (II) GE Elective Subjects.
8.5.2 Awards with Specialism

(I) Award-specific Compulsory Subjects (27 credits)

Students are required to study nine award-specific subjects according to their registered programme:

Associate in Business (Accounting and Finance)

**Stage One**
1. CC2101 Financial Accounting
2. CC2102 Theory and Practice of Management
3. CC2104 Introduction to Microeconomics
4. CC2126 Introduction to Marketing
5. CC3111 Financial Management

**Stage Two**
6. CC3101 Business Statistics
7. CC2106 Cost Accounting
8. CC3106 Business Law
9. CC3109 Intermediate Accounting

Associate in Business (Business Management)

**Stage One**
1. CC2101 Financial Accounting
2. CC2102 Theory and Practice of Management
3. CC2104 Introduction to Microeconomics
4. CC2126 Introduction to Marketing
5. CC3150 Organisational Behaviour

**Stage Two**
6. CC3101 Business Statistics
7. CC3102 Business Economics
8. CC3108 Principles of Marketing Management
9. CC3111 Financial Management
### Associate in Business (China Business)

**Stage One**
1. CC2101 Financial Accounting
2. CC2102 Theory and Practice of Management
3. CC2104 Introduction to Microeconomics
4. CC2126 Introduction to Marketing
5. CC3121 Business Environment in China

**Stage Two**
6. CC3101 Business Statistics
7. CC3504 Accounting and Tax Practices in China
8. CC3505 Introduction to Chinese Political and Legal System
9. CC3506 Marketing in China

### Associate in Business (Global Business)

**Stage One**
1. CC2101 Financial Accounting
2. CC2102 Theory and Practice of Management
3. CC2104 Introduction to Microeconomics
4. CC2126 Introduction to Marketing
5. CC2130 Introduction to Global Business

**Stage Two**
6. CC3101 Business Statistics
7. CC3103 Business Environment and Globalisation
8. CC3119 International Marketing
9. CC3176 International Trade and Finance

### Associate in Business (Hospitality Management)

**Stage One**
1. CC2101 Financial Accounting
2. CC2102 Theory and Practice of Management
3. CC2104 Introduction to Microeconomics
4. CC2126 Introduction to Marketing
5. CC2109 Hotel Operations

**Stage Two**
6. CC3101 Business Statistics
7. CC2110 Food Service Operations
8. CC3114 Front Office Operations
9. CC3117 Housekeeping Operations
Associate in Business (Human Resources Management)

Stage One
(1) CC2101 Financial Accounting
(2) CC2102 Theory and Practice of Management
(3) CC2104 Introduction to Microeconomics
(4) CC2126 Introduction to Marketing
(5) CC2115 Fundamentals of Human Resources Management

Stage Two
(6) CC3101 Business Statistics
(7) CC3149 Compensation and Benefits
(8) CC3150 Organisational Behaviour
(9) CC3156 Training and Development

Associate in Business (Information Systems and Knowledge Management)

Stage One
(1) CC2101 Financial Accounting
(2) CC2102 Theory and Practice of Management
(3) CC2104 Introduction to Microeconomics
(4) CC2126 Introduction to Marketing
(5) CC2127 Principles of Business Programming

Stage Two
(6) CC3101 Business Statistics
(7) CC3104 Business Information Systems
(8) CC3151 Organisational Learning in Business Enterprises
(9) CC3153 Principles of Knowledge Management

Associate in Business (Logistics and Supply Chain Management)

Stage One
(1) CC2101 Financial Accounting
(2) CC2102 Theory and Practice of Management
(3) CC2104 Introduction to Microeconomics
(4) CC2126 Introduction to Marketing
(5) CC3143 Business Logistics and Supply Chain Management

Stage Two
(6) CC3101 Business Statistics
(7) CC3133 Information Technology in Logistics and Supply Chain Management
(8) CC3134 Intermodalism
(9) CC3135 Inventory and Warehousing Management
Associate in Business (Marketing)

Stage One
(1) CC2101 Financial Accounting
(2) CC2102 Theory and Practice of Management
(3) CC2104 Introduction to Microeconomics
(4) CC2126 Introduction to Marketing
(5) CC2114 Consumer Behaviour

Stage Two
(6) CC3101 Business Statistics
(7) CC3108 Principles of Marketing Management
(8) CC3118 Advertising and Promotion
(9) CC3120 Marketing Research and Information

Associate in Business (Tourism and Recreation Management)

Stage One
(1) CC2101 Financial Accounting
(2) CC2102 Theory and Practice of Management
(3) CC2104 Introduction to Microeconomics
(4) CC2126 Introduction to Marketing
(5) CC2128 Introduction to Tourism

Stage Two
(6) CC3101 Business Statistics
(7) CC2129 The Events Industry
(8) CC3158 Attractions Management
(9) CC3159 Hospitality and Tourism Marketing

(II) Award-specific Elective Subjects# (9 or 12 credits*)

In addition to the nine award-specific subjects, students are also required to select three or four award-specific elective subjects from the following subject areas in Stage Two (see Table 2 for the full list of award-specific elective subjects):

<table>
<thead>
<tr>
<th>Accounting and Finance</th>
<th>Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banking and Financial Services</td>
<td>Logistics</td>
</tr>
<tr>
<td>Business and Management</td>
<td>Marketing</td>
</tr>
<tr>
<td>Business Communication</td>
<td>Recreation and Sports Management</td>
</tr>
<tr>
<td>China Business</td>
<td>Tourism and Leisure Studies</td>
</tr>
<tr>
<td>Economics</td>
<td>Hospitality</td>
</tr>
</tbody>
</table>

# The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 6.

* Please also refer to Section 8.4 General Education Requirements (II) GE Elective Subjects.
### 8.5.3 Summary

This diagram summarises the number of subjects for the general education (GE) and award-specific (AS) requirements:

(a) For Award without Specialism

<table>
<thead>
<tr>
<th>Subject Nature</th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE)</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Award-specific (AS)</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>GE /AS</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

(b) For Awards with Specialism

<table>
<thead>
<tr>
<th>Subject Nature</th>
<th>Compulsory</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (GE)</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Award-specific (AS)</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>GE /AS</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Subject Domain</td>
<td>Nature</td>
<td>Subject Code &amp; Title</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>N-S</td>
<td>CC2106 Cost Accounting</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3109 Intermediate Accounting</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3111 Financial Management</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3147 Auditing</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3155 Taxation</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3172 Introduction to Portfolio Management</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3173 Retirement and Estate Planning</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3174 Real Estate Finance</td>
</tr>
<tr>
<td>Banking and Financial Services</td>
<td>N-S</td>
<td>CC3132 Financial Markets and Institutions</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3137 Principles of Insurance</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3138 Principles of Investments</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3148 Commercial Banking in Hong Kong</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3152 Principles of Financial Planning</td>
</tr>
<tr>
<td>Business and Management</td>
<td>S</td>
<td>CC2006 Introduction to Internet Technology</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2103 Introduction to E-Commerce</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>CC2127 Principles of Business Programming</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC2130 Introduction to Global Business</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3004 Development of Pearl River Delta</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3104 Business Information Systems</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>CC3105 Database Systems</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3106 Business Law</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>CC3107 Introduction to Management Science</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3144 Practicum in Workplace</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3145 Extensive Practicum in Workplace</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3150 Organisational Behaviour</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3151 Organisational Learning in Business Enterprises</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3153 Principles of Knowledge Management</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3162 Introduction to Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>N-S</td>
<td>CC3175 International Relations and Business</td>
</tr>
<tr>
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<td>CC3134 Intermodalism</td>
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<td>CC2125 Sociology of Recreation and Sports Management</td>
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S = Science subject        N-S = Non-science subject

* The offering of any of these subjects is conditional upon enrolment figures and the availability of resources. Some subjects may require completion of prerequisites before enrolment. For details on prerequisite requirements for individual subjects, please refer to Table 6.

^ CC3145 is a 6-credit subject and mutually exclusive with CC3144.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

+ Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.

HKCC reserves the right to cancel and/or not to offer individual subjects.
Table 3 - Study Pattern for Associate in Business (*award without specialism*)

### Stage 1

<table>
<thead>
<tr>
<th>Subject Nature</th>
<th>Compulsory Subjects</th>
<th>Level</th>
<th>Compulsory Subjects</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
<td>General Education</td>
<td>CC2002 Creative and Critical Thinking</td>
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<td>CC2044 English for Workplace Communication (Business)</td>
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<td>CC2051 Information Technology for Business</td>
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<td></td>
<td>CC2050 Quantitative Methods for Business</td>
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<tr>
<td>Award-specific</td>
<td>Scheme-compulsory</td>
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<tr>
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<td>CC2101 Financial Accounting</td>
<td>2</td>
<td>CC2104 Introduction to Microeconomics</td>
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<tr>
<td></td>
<td>CC2102 Theory and Practice of Management</td>
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<td>CC2126 Introduction to Marketing</td>
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<table>
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### Stage 2

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<td>Select ONE general education elective</td>
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<tr>
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<td>Select THREE to FOUR electives*</td>
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<td>Select THREE electives</td>
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</table>

* Total study load for each semester is 5 subjects
Table 4 - Study Patterns for Associate in Business *(awards with specialism)*

Stage 1 - (i) Group A

<table>
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<tr>
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<td>Scheme-compulsory</td>
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<tr>
<td></td>
<td>CC2104 Introduction to Microeconomics</td>
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<td>CC2126 Introduction to Marketing</td>
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Stage 1 - (ii) Group B

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<td>CC2002 Creative and Critical Thinking</td>
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<td>CC2038 English for Academic Studies (Business)</td>
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Table 4 – Study Patterns for Associate in Business *(awards with specialization)* (continued)

Stage 2 – for both Groups A and B

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<td>Select ONE to TWO award-specific electives*</td>
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<td>Select TWO award-specific electives</td>
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</table>

* Total study load for each semester is 5 subjects.
8.6 Programme Curriculum Map

Table 5 presents a mapping of the subjects available to students of the Associate Degree Scheme in Business in relation to the intended learning outcomes presented in Section 3. It denotes how each of the Scheme and Programme outcomes is introduced, reinforced and assessed. The Scheme and Programme outcomes are achieved through the contents of the subjects, as well as appropriate learning and teaching activities through which the contents are delivered.

Furthermore, co-curricular student development activities organised by the Student Development Committee, the Student Union or other organisations also contribute to the Scheme and Programme outcomes.

Key to Table 5:

I    The learning leading to the particular outcome is introduced in that subject.

R    The learning leading to the particular outcome is reinforced in that subject.

A    The learning leading to the particular outcome is assessed in that subject.

E    The learning leading to the particular outcome is not singled out as a prominent element in the subject. Nonetheless, contribution to the outcome is embedded in the general learning activities, requirements for coursework and assessment.

C    There are subjects available in the General Education Domains for students’ choice whereby the learning leading to the particular outcome may be introduced, reinforced and/or assessed.
## Table 5 – Programme Curriculum Map

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
<th>Scheme Outcome 1</th>
<th>Scheme Outcome 2</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Thinking</td>
<td>Creativity and Problem Solving*</td>
<td>Information Technology*</td>
<td>Professional Attitude*</td>
<td>Communication Skills (English)</td>
<td>Analytic and Decision Making in Business Disciplines*</td>
<td>Clarify Career Goals</td>
<td>Self-reflection, Skills for Life Long Learning, etc.*</td>
<td>Programme Specific: Further Studies</td>
<td>Programme Specific: Entry into Job Market</td>
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<td>Critical Thinking*</td>
<td>Creativity and Problem Solving*</td>
<td>Information Technology*</td>
<td>Professional Attitude*</td>
<td>Communication Skills (English)</td>
<td>Analytical Approach from Business Disciplines*</td>
<td>Clarify Career Goals*</td>
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<td>Scheme Outcome 5 Communication Skills*</td>
<td>Scheme Outcome 6 Analytical Ability from Business Disciplines*</td>
<td>Scheme Outcome 7 Clarify Career Goals*</td>
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Table 5 – Programme Curriculum Map (Continued)

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<td>CC3162</td>
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<td>CC3172</td>
<td>Introduction to Portfolio Management</td>
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<td>CC3174</td>
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**General Education Elective Subjects**

General Education Electives (6 to 9 credits) | C | C | C | C | C | C | C | C | C | C | C

*For the full outcome statements, please refer to Section 3 of this document.*
9. **Medium of Instruction**

The medium of instruction is English, unless otherwise stated in individual subject syllabuses.

10. **Teaching and Learning Methods**

The teaching and learning philosophy underlying the Associate Degree Scheme in Business is based on a holistic, diversified, and flexible approach – one which enables students to achieve the intended learning outcomes. Different teaching and learning methods are used. Some are more effective in building up students’ subject knowledge while others contribute more to developing students’ generic skills and professional competence.

Teaching and learning methods may vary from subject to subject and may include interactive lectures, tutorials, case-based learning, problem-based learning, simulation, role plays, group work, practicum, experiential learning, fieldwork, guest talks, company visits, study tours, etc. The diversity of teaching and learning methods addresses the need to use the most appropriate ways to achieve the intended learning outcomes of each subject.

Teaching is conducted through lectures as well as tutorials and/or seminars. To maximise students’ learning, subject lecturers not only play the role of introducing new concepts and imparting knowledge, but also act as facilitators to encourage students to share their ideas and experience through class discussions, case studies, oral presentations, and group activities. Laboratory sessions and/or practicum may be included for practical subjects to provide hands-on practice. For award-specific subjects, more emphasis will be given to the competence-based and practical orientation of the curriculum.

11. **Assessment and Examinations**

11.1 **Principles of Assessment**

Assessments used in the Associate Degree Scheme in Business can be developmental, summative or both. For summative assessment, the prime purpose is to enable students to demonstrate that they have met the aims and intended learning outcomes of the programme and, in particular, that they have fulfilled the requirements of each subject and have achieved the standard commensurate with the award at the end of their studies. Methods of assessment will be selected on the basis of their suitability to assess the extent to which students have achieved the intended learning outcomes.

Assessment will also provide constant feedback to students, thus serving a developmental function as well. Students will be informed of their performance in the assessment so that they are aware of the extent to which they have attained the intended learning outcomes, and of the areas that they need to make improvements.
11.2 Role of Subject Assessment Review Panel

The Subject Assessment Review Panel (SARP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject results. SARP reviews the distribution of grades within a subject and finalises the grades at the end of each semester/term before submitting them to the Board of Examiners (BoE). SARP is also responsible for granting late assessments to students and deciding the form of late assessment.

The SARP is chaired by the Director of HKCC or his delegate. Members of the SARP include the relevant subject examiners, and where appropriate, the Scheme Leader, the Assistant Scheme Leader(s), the Programme Leader(s), and other co-opted members.

11.3 Role of Board of Examiners

The Board of Examiners (BoE) meets at the end of each semester to review students’ progress and is responsible to the Academic Board of the College of Professional and Continuing Education (CPCE) for making decisions on:

(i) the classification of awards to be granted to each student on completion of the programme;
(ii) de-registration cases; and
(iii) cases with extenuating circumstances.

The BoE is chaired by the Director of HKCC or delegate. Members of the BoE include the Scheme Leader, the Assistant Scheme Leader(s), the Programme Leader(s), and other co-opted members.

11.4 Assessment Methods

Students’ performance in a subject shall be assessed by coursework and/or examinations, as deemed appropriate. Where both methods are used, the weighting of each in the overall subject grade has been clearly stated in this definitive Scheme document. To pass a subject, students must obtain a pass grade in both coursework AND examination, if any. Satisfying (or otherwise) the attendance requirement as stipulated in Section 7 will also affect the pass and failure of a student in a subject.

All assessment methods will be designed on the basis that they can assess the extent to which students have attained the intended learning outcomes. The methods may include objective questions, open-ended essays, group projects, field study, laboratory work, presentations, reflective journals, learning portfolios, case study, and various forms of classroom participation.

At the beginning of each semester, the subject lecturer will inform students of the details of the assessment methods to be used within the assessment framework as specified in this definitive Scheme document.
## Table 6 - Assessment Weighting

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Subject Code</th>
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<th>Coursework (%)</th>
<th>Exam (%)</th>
<th>Nature</th>
<th>Prerequisite</th>
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<tr>
<td>China Studies</td>
<td>CC3411</td>
<td>Chinese Family and Culture</td>
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<td>CC3467</td>
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<td>CC3492</td>
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<td>CC2009</td>
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<td>CC2010</td>
<td>Elementary French</td>
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<td>Japanese I</td>
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<td></td>
<td>CC2012</td>
<td>Elementary Putonghua(^1)</td>
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<td>CC3020</td>
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<td>Buddhist Culture and Art</td>
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<td>The Art of Chinese Board Games</td>
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S = Science subject  
N-S = Non-science subject

* or a minimum of 42 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
# or a minimum of 84 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
@ or a minimum of 126 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document.
^ Students taking this subject should have a pass in Form 3 level Putonghua subject or equivalent with valid document proof.
\(^1\) CC2009, CC2012 and CC2054 are exclusive to each other.
\(^2\) CC2009, CC2012 and CC2054 are exclusive to each other.

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

+ Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete BOTH subjects in order to be eligible for CEF reimbursement.

Subject syllabuses can be obtained via MY HKCC accessible through HKCC website at [http://www.hkcc-polyu.edu.hk/](http://www.hkcc-polyu.edu.hk/)
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<th>Prerequisite</th>
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S = Science subject  
N-S = Non-science subject

\(^1\) CC2050, CC2003 and CC2030 are exclusive to each other.

\(^2\) CC2051, CC2004, CC2005, CC2029 and CC2035 are exclusive to each other.

\(^3\) CC2201, CC2127 are exclusive to each other.

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Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

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<tr>
<td>CC3174</td>
<td>Real Estate Finance</td>
<td>40</td>
<td>60</td>
<td>N-S</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>CC3175</td>
<td>International Relations and Business</td>
<td>50</td>
<td>50</td>
<td>N-S</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>CC3176</td>
<td>International Trade and Finance</td>
<td>50</td>
<td>50</td>
<td>N-S</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>CC3180</td>
<td>Customer Relationship Management</td>
<td>50</td>
<td>50</td>
<td>N-S</td>
<td>CC2126</td>
<td>Nil</td>
</tr>
<tr>
<td>CC3504</td>
<td>Accounting and Tax Practices in China</td>
<td>40</td>
<td>60</td>
<td>N-S</td>
<td>CC2101</td>
<td>Nil</td>
</tr>
<tr>
<td>CC3505</td>
<td>Introduction to Chinese Political and Legal System</td>
<td>40</td>
<td>60</td>
<td>N-S</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>CC3506</td>
<td>Marketing in China</td>
<td>40</td>
<td>60</td>
<td>N-S</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

S = Science subject  N-S = Non-science subject

Continuing Education Fund approved subject. Students enrolled in this subject may apply for reimbursement of subject fee upon fulfillment of all the following conditions: (i) they have successfully completed the subject; (ii) they have attained at least 50% of the mark of the subject assessments; and (iii) they have attended at least 70% of the classes of the subject. Students are required to open a CEF account before commencement of the subject.

Please note that CC2012 and CC3129 are registered as one CEF course, students therefore have to complete **BOTH** subjects in order to be eligible for CEF reimbursement.

* or equivalent proficiency of Putonghua, which must be supported by an official document.

Subject syllabuses can be obtained via MY HKCC accessible through HKCC website at [http://www.hkcc-polyu.edu.hk/](http://www.hkcc-polyu.edu.hk/)
11.5 Academic Probation

If a student’s overall GPA is below 2.0, he/she will be put on academic probation in the following semester. Once the student is able to pull his/her GPA up to 2.0 or above at the end of the probation semester, the status of ‘academic probation’ will be lifted. The status of ‘academic probation’ will be reflected in the examination result notification but not in the transcript of studies.

11.6 Progression and De-registration

Students will normally have ‘progressing’ status unless they fall within the following categories, any one of which may be regarded as grounds for de-registration from the programme:

(i) they have exceeded the maximum duration of registration for that programme as specified in this document; or

(ii) their overall GPA is lower than 2.0 for two consecutive semesters and their Semester GPA in the second semester is below 2.0; or

(iii) their overall GPA is lower than 2.0 for three consecutive semesters.

Notwithstanding the above, the BoE has the flexibility to de-register a student with extremely poor academic performance before the time specified in the categories (ii) or (iii) above.

In the event that there are good reasons, the BoE has the discretion to recommend that students who fall into categories as stated in (ii) and (iii) above be allowed to stay on the programme, and these recommendations should be presented to the Academic Board of CPCE for final decision.
11.7 Grading

All subjects will be graded on the basis of Criterion-Referenced Assessment (“CRA”). Grades will reflect the extent to which a student has attained the Intended Learning Outcomes. Grades are to be interpreted as follows:

<table>
<thead>
<tr>
<th>Subject grade</th>
<th>Grade point</th>
<th>Short description</th>
<th>Elaboration on subject grading description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.5</td>
<td>Exceptionally Outstanding</td>
<td>The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding</td>
<td>The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
<td>The student's work is very good. It exceeds the intended subject learning outcomes in most regards.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
<td>The student's work is good. It exceeds the intended subject learning outcomes in some regards.</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Wholly Satisfactory</td>
<td>The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
<td>The student's work is satisfactory. It largely meets the intended subject learning outcomes.</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>Barely Satisfactory</td>
<td>The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Barely Adequate</td>
<td>The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Inadequate</td>
<td>The student's work is inadequate. It fails to meet many of the intended subject learning outcomes.</td>
</tr>
</tbody>
</table>

‘F’ is a subject failure grade, whilst all others (‘D’ to ‘A+’) are subject passing grades. No credit will be earned if a subject is failed.

At the end of each semester / term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

\[
GPA = \frac{\sum_{s} \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_{n} \text{Subject Credit Value}}
\]

where \( n \) = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester / term, but for subjects which have been retaken, only the grade obtained in the final attempt will be included in the GPA calculation.
In addition, the following subjects will be excluded from the GPA calculation:

(i) Exempted subjects  
(ii) Ungraded subjects  
(iii) Incomplete subjects  
(iv) Subjects for which credit transfer has been approved without any grade assigned  
(v) Subjects from which a student has been allowed to withdraw (i.e. those with the grade ‘W’)

A student who is absent from examination will be given a fail grade. The respective subject will be included in the GPA calculation and will be counted as “zero” grade point. The GPA is thus the unweighted cumulative average calculated for all relevant subjects, including failed subjects (if a failed subject is retaken, only the grade obtained in the final attempt will be included) taken by a student from the start of the programme to a particular reference point in time. The GPA is an indicator of overall performance and is capped at 4.0.

Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for an award shall not be taken into account in the grade point calculation for award classification. However, if a student attempts more elective subjects than the requirement for graduation in or before the semester within which he/she becomes eligible for an award, the elective subjects with a higher contribution (with the exception of the additional subjects taken out of interest and not for satisfying the award requirements) shall be counted in the grade point calculation for award classification (i.e. the subjects attempted with lower contribution will be excluded from the grade point calculation for award classification), irrespective of when the excessive elective subjects are enrolled. The same principle applies to mutually exclusive compulsory subjects.

The Grade Point Average (GPA) and grade point calculation for award classification (Award GPA) will both be shown in the transcript of studies.

11.8 Retaking of Subjects

If the failed subject is a compulsory subject, a student needs to retake that subject again. If the failed subject is a mutually exclusive compulsory subject, a student may either retake that same subject or another mutually exclusive compulsory subject. If the failed subject is an elective subject, a student may retake that same subject or another elective subject from the same elective subject set.

In addition to retaking a subject due to failure, a student may retake any subject for the purpose of improving his/her grades. Retaking is with the condition that the maximum study load of 21 credits per semester is not exceeded. A student wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available. Furthermore, if a student is eligible to graduate upon completion of all graduation requirements of his/her programme of study, he/she will not be allowed to retake any subject for the purpose of improving the subject grade or GPA.

While only the grade obtained in the final attempt of retaking will be included in the calculation of the Grade Point Average (GPA) and the Grade Point Average for award
classification (AGPA), the grades obtained in previous attempts will also be reflected in the transcript of studies. This applies to the retake of the same subject only, and in cases where students take another subject to replace a failed subject, the fail grade will be retained and taken into account in the calculation of the GPA, despite the passing of the other subject.

11.9 Plagiarism and Dishonesty

Students should be honest in completing academic assignments. The College takes a very serious view against dishonesty in examinations / assessment and plagiarism in coursework. In particular, all students should read the sections on “Conduct of Examinations” and “Plagiarism and Bibliographic Referencing” in the HKCC Student Handbook.

Penalties ranging from disqualification to expulsion will be imposed in cases of proven dishonesty in examination / assessment and / or plagiarism.

11.10 Guidelines for Award Classification

In using these guidelines for award classification, the BoE should exercise its judgement in coming to its conclusions as to the award for each student, and where appropriate, may use other relevant information. The following are guidelines only for the BoE’s reference in determining award classifications:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>The student’s performance/attainment is outstanding, and identifies him or her as exceptionally able in the field covered by the programme in question.</td>
</tr>
<tr>
<td>Credit</td>
<td>The student has reached a standard of performance/attainment which is more than satisfactory but less than outstanding.</td>
</tr>
<tr>
<td>Pass</td>
<td>The student has reached a standard of performance/attainment ranging from just adequate to satisfactory.</td>
</tr>
</tbody>
</table>

11.11 Student Appeals

A student may appeal on academic grounds. However, a student’s disagreement with the decision of a SARP / BoE is not in itself an adequate ground for appeal. Any appeal should be directed to the Director of HKCC. Details are set out in the HKCC Student Handbook.
11.12 Exceptional Circumstances

Absence from an Assessment Component

If a student is unable to complete all the assessment components of a subject due to illness or other circumstances beyond his/her control, and considered by the SARP as legitimate, the SARP will determine whether the student will have to complete the assessment and, if so, by what means.

Late Assessment

If a student has been absent from an examination (or other assessments) because of illness, injury or other unforeseeable reasons, he/she may apply for a late assessment. Where appropriate, applications for late assessment will be referred to the Subject Assessment Review Panels (SARP) for approval. Late assessment is not an automatic entitlement. Should a late assessment be granted, the examination will be regarded as a first assessment and the actual grade obtained will be awarded. Details of applications for late assessment can be found in the Student Handbook.

Aegrotat Award

If a student is unable to complete the requirements of the programme in question due to very serious illness or other very special circumstances which are beyond his/her control, and considered by the BoE as legitimate, the College of Professional and Continuing Education (CPCE) will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.

A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the BoE; the student’s exercise of this option shall be irrevocable.

The acceptance of an aegrotat award by a student shall disqualify him or her from any subsequent assessment for the same award.

An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the BoE may determine whether the award should be classified provided that they have adequate information on the student’s academic performance.

Other Particular Circumstances

A student's particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

11.13 Other Regulations

Students of the Associate Degree Scheme in Business are bound by all other regulations of HKCC, the CPCE, and/or the University.
Section Two: Syllabuses
### CC1002 天文與占卜 Astronomy and Fortune-telling

<table>
<thead>
<tr>
<th>程度</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>學分</td>
<td>3</td>
</tr>
<tr>
<td>學科性質</td>
<td>非科學</td>
</tr>
<tr>
<td>教學語言</td>
<td>中文（粵語講授；中文書寫）輔以英文</td>
</tr>
<tr>
<td>教學模式</td>
<td>28 小時課堂講授</td>
</tr>
<tr>
<td></td>
<td>14 小時導修課</td>
</tr>
<tr>
<td>修讀的必備條件</td>
<td>無</td>
</tr>
<tr>
<td>評估方法</td>
<td>60%課堂習作</td>
</tr>
<tr>
<td></td>
<td>40%期終考試</td>
</tr>
</tbody>
</table>

#### 科目目標

- 認識和掌握天文與占卜的一些基本知識和二者互相之間的聯繫，並能引發其跨學科的思考和學習興趣。
- 認識中國星座和中國星名的含義，以及隱藏在星名後面的故事，進一步認識天文與中國曆法（農曆）之間緊密的關係。
- 通過學習和實際觀測，學生能認識和分辨常見的星座；認識中外傳統的觀星方法和其他常用的觀測天象運行的儀器。
- 課程內容將同時兼顧理論及實踐兩方面，務求同學不獨獲得天文學上的知識及訓練，還可加強同學了解大自然現象及天體運行的知識。

#### 學習成果

在完成此科目後，學生有足夠能力：

- 瞭解中外占卜術的歷史發展。
- 獲取中外占卜術背後的文化意義。
- 獲取中外占卜術與古代天文學知識的關係。
- 比較中外占卜術的異同。
- 運用天文的器材觀天象，瞭解天文星系的發展。
- 結合天文學知識，結合中外占卜術，可以探討天體運行的知識。

#### 指示性教學內容

- **中外天文學與占卜術的關係**
  天文學的定義，簡述中外天文學的發展，占卜術與天文的關係。

- **中國天文學發展史**
  中國天文學自先秦至當代的發展，紫金山天文臺的意義。

- **西方天文學的歷程**
  加里略的發展，哥白尼定律，近代西方天文學。
星空的初步認識
了解星雲的分佈，中國漢代的觀測儀器，西方的天文望遠鏡。

中國占星術
八卦，混天儀，星圖。

西方占卜術
塔羅牌與占卜術。

天文與中國傳統風水學
中國傳統風水學的定義，風水與四時星際的互動關係。

天文與地理學
觀天術的發展與地理環境的關係，火山爆發與星系的發展。

天文知識與農業社會
傳統農業社會與天文，天文與四時農業盛衰。

教學方法
課堂一般以講課、小組討論及小組報告等形式進行，課後進行各種有關占卜與天文的參觀與實踐；學生需要在整個學習過程中主動參與課堂的討論及實習，務求理論與實踐並重。

評估方法
本課程評核將以個人習作、小組書面報告和課堂匯報，測驗及考試等形式進行。
1. 個人習作——主要以撰寫論文的方式，考核同學研究天文與占卜關係的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學合作能力及報告所獲的知識。
3. 課堂匯報——主要考核同學報告能力，能否在有限時間內，發揮報告的重點。

指示性參考書目
推介教科書
陳九金：《形象解碼-引領進入神秘的星座世界》北京：群言出版社，2004年。

香港天文學會編：《觀星小手冊》香港：世界出版社，2004年。

參考書


中國天文學史整理研究小組：《天文史話》上海：上海科學技術出版社，1981 年。

南京大學外文系編：《天文專業英語文選》北京：商務印書館，1982 年。

談錫永：《紫微鬥數星曜總談》香港：博益出版集團，1988 年。

陳江風：《天文與人文》北京：國際文化出版公司，1988 年。

傅隸樸：《周易理解》四川：巴蜀書社，1991 年。

李心龍：《占星術》海口：海南出版社，1993 年。

邵偉華：《卜易預測學》西安：太白文藝出版社，1994 年。

袁俊慧：《天文地理知識博采》北京：電子工業出版社，1994 年。

慧心齋主編：《紫微鬥數全集》香港：星星出版社，1994 年。

吳鑫基、溫學詩主編：《現代天文學十五講》北京：北京大學出版社，2005 年。
CC1003  中國書法與繪畫  Chinese Calligraphy and Painting

程度 1
學分 3
學科性質 非科學
教學語言 中文（粵語講授；中文書寫）
教學模式 28 小時課堂講授
14 小時導修課
修讀的必備條件 無
評估方法 100%課堂習作

科目目標

- 中國書法及繪畫素為中國文化遺產的重要組成部份，二者有著悠久歷史及豐富內涵，它們融合科學、藝術、文化精神、趣味、美學和欣賞為一體，也是中國文化「天人合一」的呈現方式之一，吸引著眾多愛好者神遊傳統書法及繪畫。學習書畫的人，能藉書寫及繪畫，融合個人的性情於大自然奇趣，書法的剛勁與陰柔、人物造型、花鳥畫像、點象自描也呈現中國士人道德與學問的特色，學習中國書法及繪畫均有無窮的樂趣，故本科尤重教導中國傳統書法的字體種類及基礎知識。
- 除了教導中國傳統書法及繪畫的全圖，設色層次、摹形法貌的特色、書畫理論、歷史流變外，亦會運用趣味的教學方法介紹書法的規則，基本畫工設置及圖畫背後的文化知識，並從實習中提煉許多具有代表性的前賢書法及繪畫圖譜。

學習成果

在完成此科目後，學生有足夠能力:

- 明白中國書法、繪畫背後的文化理念與基本書畫的知識。
- 獲取漢語結構及漢字流變的知識。
- 提高學員創作及欣賞中國書畫的能力。
- 多認識中國文化及藝術根基。
- 結合藝術、文化、美學和欣賞為一體的融通能力。

指示性教學內容

- 中國書法及繪畫的重要
  從中外文化的角度，分析中國書畫在人類歷史文化上的地位。

- 中國字體及繪畫藝術的種類及歷史
  書法：殷甲骨文、秦代書法、漢代書法、魏晉書法、南北朝書法、唐代書法、五代書法、宋代書法、元代書法、明清書法；泛論甲骨、鐘鼎、篆、隸、楷、行、草各種書體。
中國書畫藝術的美學及文化特色

中國書畫與美學、道學及修德三者的關係，由視覺藝術到性靈之教。

書畫美學的畫訣

書法的術語及畫訣，漢字的起源流變及書法基本技巧，基本點畫的形態，字體的結構及草法佈局要訣。

書畫分門細論

篆書、行書、草書、楷書；文人畫、山水畫；人物繪畫的基本法則；宗教畫的奇趣，年畫的精妙。

書畫與人文生活

了解人文社會進程與書畫的互動關係。

教學方法

鼓勵積極參與課堂及導修課的教學活動。透過講授介紹各種字體、畫法、歷代字體及繪畫圖譜的演變，亦運用有關書法及繪畫知識的電子光碟及視覺器材，生动地教導學員了解中國書畫文化的特色及規則。

理論與實際並重，透過大量個案分析（歷代及同學作品）深化課堂所教的知识。講師也指導修課進行書寫練習及描畫山水，實習字書的體例及品評高低，模貼歷代著名書法家，藉繪畫竹及梅等自然草木，體驗中國先賢書法及繪畫的運意與規則，達到理論與實踐並重的教學理想。

評估方法

廣泛利用各種評核機制：小組書面報告、字書實習、測驗及個人終期報告的評鑑模式，準確衡量學生所學，亦特別重視學生的參與，更公平全面有效地評核學生的能力。

本課程評核以個人習作、小組書面報告、課堂匯報、測驗及個人終期報告的形式進行。

1. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告者所獲的知識。
2. 個人字書實習——主要考核同學能運用各種書法體例，進行研習。
3. 小組課堂匯報——主要考核同學報告重點及回答同學提出的問題。
4. 測驗——考核同學所獲的知識。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解中國書畫的基礎知識。

指示性參考書目

推介教科書

朱光潛：《談美》台北：聖天堂出版社，2001年。
參考書


楊再春編：《中國書法工具手冊》北京：北京體育學院出版社，1985年。

徐復觀：《中國藝術精神》台灣：學生書局，1986年。

蔣彝：《中國書法》上海：上海書畫出版社，1986年。

蔣彝：《中國繒畫文化》上海：上海書畫出版社，1987年。

楊榮福編：《書法知識手冊》北京：國際文化出版社，1988年。

徐建融編：《中國書法》上海：上海外語教育出版社，1988年。

王嘉良：《中國古代美術教育史綱》黑龍江：黑龍江人民出版，1997年。
科目目標

- 本課程旨在探討佛教的基本義理及其所衍生的文化與藝術，特別是佛教在中國的發展與中國文化和藝術所構成的互動關係。
- 學員修讀本科，可以初步認識佛教的基本義理，明白佛教與日常生活的關係，及明白佛教義理與造像、佛教繪畫圖像、梵樂、美術建築及茶道的關係。
- 學員可以明白自印度傳入佛教與中國本土文化融合、創造與轉化的過程。
- 學員可以了解佛教如何透過各種藝術形態，表現其博大精深的義理。
- 學員可以學習觀賞佛教各種造像及寺廟建築藝術，佛教繪畫圖像，並可以享受梵樂及茶道。

學習成果

在完成此科目後，學生有足夠能力：

- 學習印度及中土佛學的大意
- 明白佛教義理與佛教藝術的關係
- 比較中土與印度的佛教造像的異同及其背後的文化意義
- 能掌握中土佛學，與道教及儒家思想的異同
- 從實習考察中可以欣賞佛教造像及繪畫的特色
- 在日常生活中引證講師教導的佛教教義

指示性教學內容

- 佛教的基本義理、歷史及其特質
  佛的定義，印度佛學的發展歷史及特色。

- 佛學傳入中國的歷程
  自漢代至當代中土佛學的發展，唐代佛學發展的大義。

- 小乘、大乘佛教與文化、藝術
  小乘、大乘佛教教義，印度佛教與中國文化、藝術的關係。
• 印度佛教與中國佛教的異同
印度佛教教義與中土佛教教義的異同，印度佛教造像的特色，中土的觀音像。

• 佛教文化的要義
中土佛教繪畫，佛教音樂，佛教詩詞，佛教與小說。

• 佛教造像藝術
唐代敦煌佛教造像與南方佛教小型佛像的異同，佛教的文化意義，佛教造像的演變。

• 佛教寺廟建築藝術
香港志蓮淨苑建築藝術的特色。

• 佛教繪畫藝術
佛教繪畫與禪意，藝術創意與佛學。

• 佛學與梵樂
佛教音樂與韻律。

• 佛學與茶道
中日茶道的發展與佛學方法，日本茶藝與日本神道及中土佛教的關係與書法。

• 禪與人生
三藏菩薩與人生觀，佛字的要義，持守與悟教。

教學方法
學員需積極參與課堂及導修課的教學活動。在課堂上，主要由講師運用各種文獻資料，佛像，佛教圖畫，梵樂及有關佛教寺廟的建築藝術及書法，尤其是電子光碟及視覺器材，教學學員了解印度佛教與中國佛教的異同，觀賞佛教藝術文化的特色及要點，從而令課程更富趣味及科學邏輯。講師也會報導修課，帶領學員出外參觀寺廟及觀察書畫圖像，引導他們運用課堂上學習的知識，領悟佛教藝術的要義，達到理論與實踐並重的教學理想。

評估方法
本課程評核將以個人習作，小組書面報告，課堂匯報，測驗及考試的形式進行。
1. 個人習作——主要以撰寫論文的方式，考核同學了解佛教文化及藝術的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學合作及從報告考察同學所獲的佛教知識。
3. 課堂匯報——主要考核同學報告能力，能否在有限時間內，發揮報告內容的重點。

指示性參考書目
推介教科書
賴永海：《中國佛性論》上海：上海人民大學出版社，1988 年。
參考書


賴永海：《佛道詩禪：佛教文化論》北京：中國青年出版社，1970 年。

賴永海：《佛學與儒學》杭州：浙江人民出版社，1992 年。

高楠順次郎著，世界佛學名著譯叢編譯《佛教藝術：音樂、戲劇、美術》台北：華宇出版社，1988 年。

楊曾文編：《佛教文化面面觀》濟南：齊魯書社，1989 年。

李濤：《佛教與佛教藝術》西安：西安交通大學出版社，1989 年。
中国医学基础知

科目目标

中国医学素为中华文化的重要部份，有着悠久的历史及丰富的内涵，它融合医学科学、伦理、文化精神和趣味为一整体，也是呈现中国文化精义「天人合一」的形式之一，吸引着众多爱好者探索传统中医学文化。学习中医学的人，往往能籍医学原理及药方，融合个人与大自然奇趣之中，糅合道学刚劲与阴柔，阴阳调和相济，学习中医学药学均有无穷的乐趣，故本科将教导中国传统文化的基础知识及文化精义，使学员认识中国医学的文化精神。同时，本科更旨在增加学员学习中国医学的兴趣，提高学员掌握中国医学文化基础知识。

学习成果

在完成此科目后，学生将具备以下能力：

- 明白中国医学文化的基础知识及特点。
- 运用掌握的基础知识与各学员交流中医学文化。
- 从实习中分辨及了解人类经脉的分布及五脏六腑构成的原理。
- 了解中国医学的特色，欣赏中国文化精义内「天人合一」养生之道。

提示性教学内容

- 中医学历史及重要
  中国医学的地位，自先秦至近代中国医学的历史发展。

- 中医学的特色
  诊断、骨科的原理、中医脉诊、问诊及切诊。

- 中医学经脉及诊断原理
  以李时珍《本草纲目》为中心的引介。

- 中医学与道学文化
  气功原理与中医的发展。
中醫科學及方劑學
痲疹及傷寒的治療方法。

中醫骨傷及婦科
跌打損傷與治療應用。

五臟病理
五臟、腸胃與道家治療方法。

中醫膏方及調養
引介基本中藥及飲料營養方法。

中醫療傷
以華陀論醫為中心的討論。

氣功與養生
道家氣功治療方法。

中醫倫理學
中醫的醫德及操守。

教學方法
學生需要積極參與課堂及導修課的教學活動。在課堂上，主要由講師介紹中國醫學的基礎知識、治療方法，中國醫學的內容，尤多運用電子光碟內有關中國醫學知識、人體經絡的光碟及視覺器材，教導學生了解中國醫學的要義及其蘊含的歷史文化，使科目更富趣味及科學邏輯。講師也會藉導修課，使學生掌握中醫學經脈的基礎知識，體會中國傳統醫師斷診的方法與規則。

評估方法
廣泛利用各種評核方式，例如討論、報告、實習、測驗及個人終期報告的評鑑模式，準確衡量學生所學，亦特別重視學生課堂的參與，務求透過各種評核模式，公平全面有效地評核學生明白、運用及實習所掌握的中國醫學基礎知識能力。

1. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察同學所獲的中國醫學基礎知識。
2. 小組課堂匯報——主要考核同學在有限時間內報告重點及回應同學提出的問題。
3. 測驗——考核同學了解中醫學理的基礎知識。
4. 個人實習報告——考核同學觀診後，撰寫中醫病理文化的報告。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解經脈與中國食療文化關係的基礎知識。
指示性參考書目

推介教科書
周萍：《中醫學基本常識及針炙學》合肥：安徽科學技術出版社，1985 年。

參考書
劉燕池：《中醫學基礎概論》北京：中醫古籍出版社，1986 年。
向敬協：《中醫辨脈症治》北京：中國中醫藥出版社，1998 年。
史方奇：《中醫優生長壽法》重慶：科學技術文獻社，1988 年。
黨毅：《中醫營養食療學》北京：科學出版社，1988 年。
申卻驕：《中醫營養學》北京：中醫古籍出版社，1988 年。
張發榮：《中醫學基礎》成都：四川科學技術出版社，1991 年。
楊力：《中國運氣學》北京：科學技術出版社，1995 年。
門九章：《中醫學導論》北京：科學出版社，2001 年。
李以義：《中醫痰病的現代研究與治療》北京：學苑出版社，2002 年。
科目目標

- 棋藝素為中國優秀文化遺產的一部份，它有著悠久歷史及豐富內涵。它融合科學、藝 術、文化、趣味和競技為一體，吸引著億萬愛好者神遊棋局內。其引人入勝的對局、構思精妙的殘局和排局，尤其是臨局交兵時的競爭，更是其他競技項目所不能比擬的，有著無窮的樂趣和魅力，故本科教導學員注意中國傳統及當代 棋藝的種類及基礎知識。
- 教員除了運用趣味的教學方法外，更詳細介紹棋藝的規則和棋藝背後的文化知識。而學員亦從實戰中了解甚具特色的棋例及棋譜，可以提升學員的棋藝。
- 學員可從學習中國象棋的過程中，明白象棋中不同的殘局及破解方法，增加玩藝 的樂趣。

學習成果

在完成此科目後，學生有足夠能力：

- 從下棋的佈陣及棋藝中，掌握中國棋藝的特色及其背後的文化理念。
- 分析中國象棋中的殘局及破解的道理。
- 分辨中國棋藝的種類及佈局。
- 學習及實踐不同棋藝的下棋方法及規則。

指示性教學內容

- 中國棋藝及遊藝活動的關係
  棋藝的定義，棋藝與遊藝活動的關係。

- 中國傳統棋藝的種類及歷史
  介紹中國主要棋藝的種類及特色，了解中國棋藝的歷史演變。

- 中國傳統棋藝的文化特色
  了解中國棋藝背後的文化理念，下棋的規則。
東西文化交融下的中國棋藝發展
中國象棋及國際象棋。

棋盤和棋子的種類
介紹中外不同的棋盤文化，不同棋子面貌背後的文化理念。

棋藝的術語
介紹不同棋藝的專有名詞

棋藝的規則
介紹不同棋藝的法則背後文化理念

棋藝文化
飛行棋、波子棋、戰鬥棋、鬥獸棋

棋藝佈局
中國象棋、圍棋，當代各種戰棋、殘局及其破解之法

教學方法
學員需要積極參加課堂及導修課的教學活動。在課堂上，主要由講師運用各種棋盤、棋子，尤其是電子光碟棋盤及視覺器材，指導學員了解中國棋藝文化的特色及規則，增加課程的趣味及科學邏輯。講師也會指導修課，使學員運用課堂上學習知識，進行不同棋藝的下棋遊戲，實踐棋子的走法、「吃子」、記錄方法及不同棋藝的佈局與規則，達到理論與實踐並重的教學理想。

評估方法
本課程評核將以平日個人習作、小組報告、課堂匯報、測驗及個人終期報告的形式進行。

1. 個人習作——主要撰寫論文一篇（約一千字），考核同學了解中外棋藝佈局的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察同學所獲的棋藝知識。
3. 小組課堂匯報——主要考核同學在有限時間內報告重點及回應同學提出的問題。
4. 測驗——考核同學所獲的知識。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解棋藝與社會文化的互動關係。

指示性參考書目
推介教科書
王國棟：《中國棋藝文化教程》北京：北京大學出版社，2000年。
參考書


何明遠：《棋藝技術》北京：清華大學出版社，1980年。

王嘉良：《象棋高級教程》黑龍江：黑龍江人民出版，1997年。

沈世明：《中國棋藝的歷史》北京：北京人民大學出版社，2000年。

陳文良：《中國棋藝思想》北京：北京大學出版社，2000年。

王國楝：《象棋教程》北京：北京大學出版社，2002年。

古盛名：《棋藝與文化》上海：旭日出版社，2003年。

大恒電子出版社出版編：《中國象棋》（光盤＋手冊）北京：北京光碟科技發展有限公司，2004年。
## 中西音樂欣賞 Appreciation of Asian and Western Music

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### 科目目標

- 介紹中西音樂由古代至二十世紀的主要樂曲、不同時期的音樂家或演奏者，使學員明白每一時代音樂發展與歷史文化的互動關係。
- 初步認識中西音樂藝術的基本原理、中西音樂的異同。
- 明白欣賞中西音樂的方法。
- 了解中西音樂的發展歷程、中外古典音樂與近代音樂藝術發展的關係。
- 了解中國音樂的種類及門派，並認識西方演奏家的藝術造詣，提升學員欣賞中西音樂的能力及興趣，擴闊學員文化視野。

### 學習成果

在完成此科目後，學生有足夠能力：

- 明白中西音樂演變的歷史。
- 比較中西音樂基礎樂理的異同。
- 分析中西音樂文化的異同。
- 運用簡單的樂器演奏中西音樂基礎樂章。
- 學習欣賞音樂的方法，分析中西樂理。

### 指示性教學內容

- **中西音樂的基本義理、歷史及其特質**
  教導中西樂譜及自公元前至今樂理的演變。

- **中西樂器的介紹**
  介紹中西方常用的樂器及特點。

- **中西著名樂譜及演奏家**
  介紹西方的音樂家，如貝多芬、蕭邦等；中國的音樂家，如聶耳等。
了解中國音樂的文化意義
樂器背後的文化理念及創意。

學習西方音樂與西方文化的關係
戰爭與音樂、社會經濟發展與音樂。

欣賞中中西音樂的方法
觀賞樂章及樂譜，學習聆聽樂器音調。

中西音樂的流派
西方的近代與古典樂派、中方的和諧與激昂的樂派。

了解中西音樂的風格
作者創作旋律與樂理、樂理與個人風格的互動。

中西音樂文化
比較中西音樂的異同。

欣賞中國及西方音樂舉隅
中國國歌、二泉映月、馬塞進行軍曲及藍色多瑙河。

中西古典音樂的風格
介紹西方音樂家蕭伯納及貝多芬等的名作，中國音樂家李叔同等的名作。

音樂藝術與人生
總結音樂與人生的發展、音樂變換與人們心情的互動關係。

教學方法
學員需要積極參與課堂及導修課的教學活動。在課堂上，主要由講師運用各種文獻資料、音樂樂譜及各種中外樂器，尤其是音樂光碟及視覺器材，教導學員了解中西音樂藝術的異同，聆聽欣賞中外音樂藝術文化的特色，使課程更富趣味及觀賞價值。講師也會藉導修課，播放中外著名樂曲，使學員運用課堂上所學習的知識，明白音樂發展與時代文化的相互關係，達到理論與實踐並重的教學理想。

評估方法
本課程評核將以個人習作、小組報告、課堂匯報，測驗及個人終期報告的形式進行。

1. 個人習作——主要撰寫論文一篇（約一千字），考核同學了解中外樂理的基礎知識。
2. 小組書面報告——主要從小組同學合作撰寫的報告中，考核同學的合作能力，及從報告考察同學所獲的中外著名樂章的知識。
3. 小組課堂匯報——主要考核同學在有限時間內報告重點及回應同學提出的問題。
4. 測驗——考核同學所獲的知識。
5. 個人終期報告——要求每位同學撰寫論文一篇（約三千字），考核同學了解中外著名樂章與社會文化的互動關係。
指示性參考書目

推介教科書

伍國楝：《中國音樂》上海：上海外語丈育出版社，1999 年。

參考書


許之衝：《中國音樂小史》上海：簡務印書館，1939 年。

沈知白：《中國音樂史編要》上海：上海文藝出版社，1982 年。

朱世瑞：《中國音樂中復調思維的形成與發展》北京：人民音樂出版社，1992 年。

黃翔鵬：《中國音樂文物大系》鄭州：大象出版社，1996 年。

林紫渝：《音樂與美術》香港：時代生活叢書出版社，1997 年。

劉承華：《中國音樂的人文闡釋》上海：上海音樂出版社，2002 年。
Aims

This subject equips students with critical and creative thinking skills. It provides the conceptual framework to identify problems in both everyday life and specific domains and to make the right and appropriate decisions. By widening their horizon and stimulating their multi-dimensional thinking style, it cultivates a proper attitude which promotes students’ critical and creative power. Studying the subject will also help develop students’ critical thinking and creative thinking for their life-long learning and facilitate their future work prospect.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the importance of thinking skills in their everyday life
- appreciate their existing thinking habits, mental blocks and attitudes that hinder them from being creative and/or critical
- be aware of the different types of thinking, how they are different, how they can complement each other and how they can be applied to everyday situations
- become more attuned to fallacious reasoning in everyday life and know how to correct the fallacies found
- apply the techniques for critical thinking in evaluating solutions and arguments
- develop the attitude and techniques for creative problem solving
- apply the basic skills for working in innovative problem solving teams

Indicative Contents

- Thinking as a Skill
  Concept of Thinking; Importance of thinking; Habitual thinking vs thinking as a deliberate skill that can be controlled; Vertical (critical) vs lateral (creative) thinking; Attitude and psychological preparations for thinking.

- Critical Thinking: Introduction
  Critical thinking; Role of critical thinking and how it can complement creative thinking in problem solving; Logic and critical thinking.

- Refining Solutions to Problems
  Steps in refining: working out details, finding imperfections and complications, and making improvements and decisions.
- **Evaluating Arguments**
  Common errors affecting truth including either/or thinking, issue avoidance, overgeneralization, double standards, shifting burden of proof, and irrational appeal; Common errors affecting validity.

- **Creative Thinking: Introduction**
  Creativity as the ability to modify self-imposed constraints; Characteristics of creative people; Basic elements affecting creativity in practice: person, process, product and climate; Introduction to stages in the creative process.

- **Generating Ideas**
  Avoiding blocks to creativity; Stimulating ideas using various techniques and tools: forced uncommon responses, free association, analogy, unusual combinations, visualization, brainstorming, and Edward de Bono’s various techniques such as the six thinking hats, Tony Buzan’s mindmapping technique, etc.

- **Creative and Critical Thinking in Teams**
  Characteristics of effective teams; Stimulating creativity and problem solving in teams; Communication, trust building and conflict-reduction for teams.

**Teaching/Learning Approach**

The emphasis of the subject is on enabling students to acquire the attitudes and skills in practical thinking. Lectures will be used to explain and demonstrate the topics and techniques introduced. Games, cases and exercises will be used during tutorials to let students experience thinking in action. To motivate students to actively change their own attitudes and participate in experiential workshop-style tutorials, a lot of interesting and daily examples and cases will be used as illustration/demonstration during lectures, for exercises during tutorials and for assignments. To achieve the best learning outcomes, the lecturer/instructor will try to create a climate that is challenging, dynamic and yet idea-supporting, trusting, and playful. Debates and risk-taking will be encouraged, which facilitates students’ making their own judgments in a rational as well as fluent way. Both English and Chinese will be used as the medium of instruction and in assessments.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and an examination designed to develop and assess creative and critical thinking as well as communication skills.
Indicative Reading

Recommended Textbooks


References
De Bono, Edward. *Creativity.* HarperCollins Publisher. (latest ed.).

李天命著《語理分析的思考方法》香港：青文書屋 (1982)

勞思光著《思想方法五講新編》香港：香港中文大學 (2000)

李天命著《從思考到思考之上》香港：明報出版社 (2002)
Aims

This subject aims to introduce the basic concepts and essential knowledge of the applications and technology on Internet and World Wide Web. It provides a conceptual framework to understand the operation of Internet and to understand how computers are connected and talk to each other. Studying this subject will also help develop students’ analytical ability on network technology.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the basic concepts and applications of Internet and World Wide Web.
- design and develop simple Internet applications with HTML.
- apply relevant Internet knowledge to enhance their understanding of other situations of networking.

Indicative Contents

- **Fundamentals of World Wide Web**
  Internet basics; Client/server model; Basic HTML; Browsers; Searching the Web; Downloading programs and files; Web graphics; Multimedia; Web programming tools.

- **Internetworking Technology**
  Concepts on internetworking; Internetworking architecture; Protocols and standards; IP, UDP, TCP, SMTP, SNMP, and IP addresses; Domain name system; Agents; Intranets; Extranets.

- **Internet Applications**
  Client-server interactions; Electronic mail; Telnet and FTP; Electronic publishing, Electronic fund transfer; Electronic data interchange; Internet service providers; Application service providers; Internet applications and services in Hong Kong.

- **Internet Security**
  Security and firewall; Privacy and security issues; Introduction to Virtual Private Network (VPN).
Teaching/Learning Approach

Lectures focus on the introduction and explanation of key Internet concepts, with specific reference to the latest Internet technology wherever appropriate. The techniques of designing and developing small-scale web-based programs will also be taught.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of different network configuration. The activities in tutorials normally include hands-on exercises and program writing with various web programming techniques.

Assessment Approach

A variety of assessment tools will be used, including presentations, assignments, tests and examination designed to develop and assess analytical skills of the students.

Indicative Readings

Recommended Textbook

References


H. Albert Napier, Philip J. Judd, *Discovering the Internet: Brief Concepts and Techniques*, Course Technology (latest ed.).

Karl Barksdale, Michael Rutter, Ryan Teeter, *Internet BASICS*, Course Technology (latest ed.).

Perry, Schneider. *New Perspectives on the Internet*, Thomson Learning (latest ed.).
CC2007 Environmental Science

Level 2
Credits 3
Nature Science
Medium of Instruction English
Teaching Pattern 21 hours of Lecture
14 hours of Tutorial
7 hours of Seminar
Prerequisites Nil
Assessment 40% Coursework
60% Examination

Aims

This subject describes a list of environmental factors: heat, light, sound, electricity and magnetism, for consideration in the design of buildings. Students will be introduced to the analysis and assessment of the thermal, lighting, acoustic, irradiation and moisture performance characteristics of buildings. The concept of maintaining the built environment of buildings and integrating the buildings with the macro-environment will be emphasized. Environmental assessment methods will be introduced as a tool to assess the impact of the built structure on the environment.

Learning Outcomes

On successfully completing of the subject, students will be able to:

- appreciate the fundamental factors of environmental science: heat, light, sound, electricity and magnetism, in building design
- design and construct the built environment in accordance to the environmental science criteria
- use the performance requirements to maintain a stable built environment for human comfort
- analyse and assess the thermal, lighting, acoustic, irradiation and moisture performance characteristics of buildings
- integrate buildings into the macro-environment: geographical factor and the consequent social, economic and ecological impact of the buildings
- use environmental assessment methods such as environmental impact assessment and environmental audit in some large-scale projects like reclamation and land filling

Indicative Contents

- Meteorology and Climatology
  Effects and impacts of meteorology and climatology on the micro-climate and human comfort of buildings. Application in the design of buildings with consideration of weather and climate.

- Heat
• **Light and Sound**  
  Basic physics of light and electromagnetic radiation; lighting for vision. Nature of sound and its levels; attenuation, control of noise with building acoustics.

• **Electricity and Magnetism**  
  Induction of electricity by magnetism, and vice versa. Power supplies and distribution in buildings.

• **Water**  
  Water supplies and fluid flow. Treatment of water before discharge.

• **Environmental Issues**  
  Limits of Earth’s resources such as land, water, energy, mineral and food. Environmental pollution such as in air, water or land, with chemical, radiation and noise. Problems of ecosystems and conservation. Assessment methods: environmental audit and environmental impact assessment.

**Teaching/Learning Approach**

A wide range of methods will be adopted, which include lectures, small group discussions, student presentations, project based and problem-solving tasks and case study work. Lectures are for the introduction of the basic environmental concepts in building. Discussions and presentations during tutorial and seminars are used to stimulate students to appreciate and solve problems in environmental issues in large-scale construction projects. Where appropriate, the use of computer assisted learning techniques will be employed. It is intended to create an environment that encourages active learning.

Students will be encouraged to reflect on their learning activities to review what they have learned and to plan further action and activity.

**Assessment**

Assessment such as individual assignments, tests and examination will be used to assess the application of the knowledge assimilated in lectures and reinforced in tutorials. Students are trained to search for information, comprehend, criticise and summarise in own words in the project reports and problem-solving tasks. Students are required to present findings from project and case study in the seminars.

**Indicative Reading**

Recommended Textbook  

References  


本科主要介紹中國文化的基本精神及特質，簡論中西文化在價值系統及哲學觀念的差異。在傳統社會結構中，中國文化價值極容易從日常生活中得到體現，故本課程既從政治、社會、倫理、傳統建築藝術、繪畫、經濟、宗教、飲食、法律等各方面教授有關中國文化知識。本科尤注意同學運用所學的中國文化知識，了解當代中國人所思所想，故為同學舉辦多次戶外考察，同學就考察的景物，擬定研究課題，撰寫報告及書面習作，引證課堂教授的知識，在香港的現實生活中，體會中國文化的特質，中國文化與現代社會的命運。

學習成果

在完成此科目後，學生有足夠能力：

- 從觀察現時香港景物中，學習中西方文化的特色。
- 體會中國文化的重要性。
- 學習從上層及下層的不同角度欣賞中國文化。
- 從多元的視野中，分析中國文化的要義及特點。
- 培養從宏觀及微觀的角度，探討中國文化。
- 從日常生活中，應用中國哲學及文化的知識。

指示性教學內容

- **中國文化的要義**
  何謂中國文化？研究「文化」的方法，介紹當代中外學者對中國文化的看法。

- **中國古代建築藝術**
  寺廟、祠堂，道觀建築藝術的特色。

- **中國飲食文化**
  中國南北飲食文化的異同，飲食文化的器具。

- **中國家族倫理**
  長幼有序，不同的稱謂，人倫物理便是道。
評估方法

本課程評核將以個人習作、小組報告和課堂匯報，測驗及考試的形式進行。平時分佔 50%，考試 50%。
1. 個人習作——主要以撰寫論文的方式，考核同學研究天文與占卜關係的基礎知識。
2. 小組書面報告——同學要從戶外考察中，撰寫有關報告，考核同學合作能力及報告所獲的知識。
3. 課堂匯報——主要考核同學報告能力，能否在有限時間內，發揮報告的重點。

指示性參考書目

推介教科書
香港城市大學中國文化科目中心編：《中國文化導讀》香港：香港城市大學出版社，1999年。

參考書


王力编：《中國古代文化史講座》北京：北京大學出版社，1989年。

余英時：《歷史人物與文化危機》上海：上海人民出版社，1987年。

李治安：《中國古代官僚政治》北京：書目文獻出版社，1993年。
科目目標

本課程主要培養同學閱讀、書寫、演說及撰寫中文學術論文的基本能力。課程教導同學規範地運用中文的字、詞、句；培養同學閱讀學術論文及名家名著的興趣及能力；介紹撰寫各類文章的基礎知識，包括應用文及學術性文章等；訓練同學在演講、討論及系統地發表意見等各方面的技巧。

學習成果

在完成此科目後，學生有足夠能力：

- 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。
- 提高閱讀中文著作、書寫和口語能力，理解不同文章的技巧和思想內涵。
- 掌握不同種類應用文體的寫作，以應付職業需求及其他社會事務的需要。
- 獲取撰寫學術論文的基礎知識，提高寫作學術文章的基本能力，例如恰當歸納背景材料，靈活運用注釋、分論、總結等各項寫作要點，從而具備良好的文章表達力、組織力和論辯力等。
- 通過個人演說及討論，有效及準確地表達個人意見。
- 運用所學的知識，成功分辨論點、論據、事例的能力。

指示性的教學內容

- 基礎中文
  - 詞性、句子、篇章結構
  - 漢語語法通論
  - 文字流變及簡化字通論
  - 文章閱讀技巧

- 實用文寫作訓練
  - 書信（各公私函件）
  - 歡迎辭
  - 報告
  - 求職信及履歷表
### 學術性文章寫作訓練
- 評論文章（時事、人物、影視評論等）
- 學術性資料搜集技巧
  - 一般學術論文的格式（學術回顧、研究要點、標題、目錄、內容提要、文章結構、章節安排、結論、注釋及參考書目等）

### 教學方法

理論與實際並重，透過大量個案分析（佳作及病例）深化課堂所教，並鼓勵學生參與課堂報告、討論及互評作品等，進一步活用中文，強化自信。學生提交各類寫作功課，學習自評及修改，在實踐中驗證各種寫作理論。

### 評估方法

廣泛利用各種評核機制：例如討論、報告、演說、測驗及考試等評鑑模式，準確衡量學生所學，亦特別重視學生的參與，務求透過各文類的寫作及各模擬演辯，更公平、全面地評核學生的能力。
1. 個人習作——主要以持續評估的方法，要求同學撰寫應用文及學術性文體，以各類文章寫作考核同學的綜合語文能力。
2. 小組書面報告——小組同學要從閱讀有關著名的篇章中，合作撰寫報告，以考核同學閱讀、鑒賞、溝通組織的能力。
3. 小組課堂匯報——主要考核同學演說、報告重點及回應同學提出問題的能力。
4. 測驗——考核同學所獲有關撰寫學術論文及公函的知識。
5. 考試——考核同學所獲有關撰寫學術論文及實用文的知識。

### 指定課本

本課程涉及的參考材料較廣泛，無指定課本。

### 參考書

Lawrence, M. S. *Writing as a Thinking Process*. The University of Michigan Press (latest ed.).


于成鯤主編：《現代應用文》，上海：復旦大學出版社，最新版。

文天谷：《財經應用文寫作教程》，上海：立信會計出版社，最新版。

吳宜澄、盧姵綺：《論文寫作格式手冊》，台北：桂冠圖書股份有限公司，最新版。

呂叔湘：《現代漢語八百詞》，香港：三聯書店，最新版。

胡裕樹：《現代漢語》，香港：三聯書店，最新版。

高小和編：《學術論文寫作》，南京：南京大學出版社，最新版。
張慶勳：《論文寫作手冊》，台北：心理出版社，最新版。
路德慶主编：《寫作教程》，上海：華東師範大學出版社，最新版。
盧丹懷等編著：《中港應用文傳意大全》，香港：商務印書館(香港)有限公司，最新版。
Aims

This subject serves to introduce to students basic and fundamental French. The most practical aspects of using French will be illustrated in daily life to enhance students’ proficiency. By means of understanding French culture, students can learn the French language in easier ways.

Learning Outcomes

On successfully completing this course, students will be able to:

- use the basic phonetics of French.
- use the common phrases in French to cope with their travel needs.
- express themselves in French to survive in French speaking countries.
- appreciate some aspects of French culture.

Indicative Contents

- **French Pronunciation**
  The consonants and vowels of French; Words in company; Intonation.

- **Everyday Communication**
  Addressing others and introduction of oneself; Affirmative, negative and skeptical responses; Talking about time, date, and weather; Expressing gratitude and apology.

- **Basic survival**
  Traveling by air, train and bus; Staying in a hotel, restaurant etc; Applying for a visa and at customs.

- **Social Life**
  Starting, changing and closing a conversation; Making telephone calls and appointments; Expressing congratulations and good wishes; Meeting and seeing people off.

Teaching/Learning Approach

This foundation course, designed for students with no previous knowledge of the language, focuses on the development of the students’ linguistic skills through practical use of the language. Both oral and written forms are given equal emphasis. Heavy interaction between the lecturer and the students is expected.
**Assessment Approach**

Assessment such as individual and group assignments, presentation, tests and examination will be used to assess the application of the learnt knowledge. Written assignments and presentations are, respectively, for training written and oral communication skills.

**Indicative Reading**

Recommended Textbook

References


Audio-visual materials
This course aims to introduce students to the basics of Japanese pronunciation, writing systems, sentence structure and grammar, while stimulating their interests in both the Japanese language and its culture.

Learning Outcomes

On successfully completing this subject, students will be able to:

- know how to pronounce the Japanese sounds correctly.
- recognize and know how to read and write Japanese characters (Hiragana, Katakana, Kanji and Rōmaji).
- develop a vocabulary repertoire of about 500 words (including Kanji, commonly used expressions and phrases).
- acquire a basic knowledge of the characteristics and grammar of Japanese language.
- understand and engage in simple conversations on everyday matters.
- create a preliminary interest in Japanese culture.

Indicative Contents

- **Phonetic Systems**
  All vowels and consonants, syllables, pitch accent, intonation

- **Writing Systems**
  Various writing systems (Rōmaji, Hiragana, Katakana, Kanji)

- **Vocabulary / Reading /Writing**
  Simple vocabulary (e.g. daily greetings, simple counting, numbers, currency, times and dates); read simple dialogues and short passages; write simple sentences

- **Grammar**
  Simple verbs (present/past tense; affirmative/negative form), basic particles

- **Speaking / Listening**
  Simple daily conversations (e.g. introduce oneself and others, give a gift to someone, and simple requests)

- **Culture / Society**
  Selected topics on Japanese culture and society
Teaching/Learning Approach

This foundation course, designed for students with no previous knowledge of the language, focuses on enabling students to master the Japanese sounds and writing systems. Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

Assessment Approach

A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

Indicative Readings

Recommended Textbooks

大新書局出版社編輯部『大家的日本語—初級 I』（『みんなの日本語』）（台北：大新書局，2002）。(First half of the textbook will be used.)

References

向日葵出版社編『日語假名習字簿』（香港：向日葵出版社，2004）。

大新書局出版社編輯部『大家的日本語—初級（讀本篇）』（台北：大新書局，2004）。

大新書局出版社編輯部『大家的日本語—初級 I, II（句型練習冊）』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II（練習 C、会話イラストシート）』（台北：大新書局，2002）。

向日葵出版社編『日本語 90 日 1』(90 Days of Japanese Language 1)（香港：向日葵出版社，2002）。

大新出版社『新日本語の基礎』（大新出版社，1998）
初級普通話 Elementary Putonghua

| 程度 | 2 |
| 學分 | 3 |
| 學科性質 | 非科學 |
| 教學語言 | 普通話 |
| 學習模式 | 28 小時課堂講授 |
| | 14 小時導修課 |
| 修讀的必備條件 | 無 |
| 不能同時修讀的科目 | CC2054 中國語文 (普通話講授) |
| 評估方法 | 60% 課堂習作 |
| | 40% 期終考試 |

科目目標

本課程旨在教授學生漢語拼音體系的基礎知識，鞏固其對普通話語音的認識，在此基礎上增進學生對普通話和粵語詞彙、語法之區別的比較認識，從而使他們可恰當、準確、流利地在日常生活中運用普通話進行交流。

學習成果

在完成此科目後，學生活有足夠能力：

- 掌握漢語拼音的基礎知識如認讀聲母、韻母、聲調等，同時加強其對普通話語音特點如輕聲、兒化、變調的認識，使其可恰當、準確、有效地運用普通話。
- 看拼音讀、寫漢語辭彙和句子。
- 瞭解及分辨普通話和粵語在語音、詞彙和語法上的基本差別，並有能力把日常粵語常用辭彙和句子翻譯成普通話書面語和口語。
- 掌握用普通話表達和基本溝通技巧。通過小組合作和互相觀摩來培養自我學習的能力和團隊合作的精神，同時增強個人自信心。

指示性的教學內容

- 漢語拼音介紹
- 漢語拼音聲母、韻母、聲調
- 輕聲、兒化、變調
- 漢語拼音拼寫基本規則
- 普通話聆聽及辨音訓練
- 日常用語和對話
- 普通話說話、會話及朗讀訓練
- 普粵詞彙比較和對譯
- 普通話量詞搭配
教學方法

主講課主要由教師為學生講解課文中的語音、詞彙和語法現象，學生依次進行朗讀及做書面練習，每堂課並使用有聲光碟作領讀及聆聽訓練。

導修課由教師準備課外練習，包括書面練習和口語訓練，學生可分小組或個人進行；口語訓練的模式可為角色扮演、專題討論及小組報告等。

評估方法

以連續評估和期末考試兩種方式進行，二者均有筆試與口試兩種形式。其中連續評估包括個人短講，期中測試和會話評估。

連續評估方式包括：
(i) 個人口語評估：將以個人短講的方式進行評估。
(ii) 期中測試：內容包括漢語拼音辨音；看漢語拼音拼寫漢語詞語及句子；粵語方言詞語及短句與普通話的對譯；普通話破音字；聽力測
(iii) 會話評估：學員將分為三至四人一組，自選題目，編寫並表演一段情景會話。

期末考試評估方式包括：
口試和筆試

教科書及參考書目

指定教科書
普通話研習社編：《普通話課本（第一冊）》香港：普通話研習社，2001年。

參考書目
中國社會科學院語言研究所詞典編輯室編：《現代漢語詞典》香港：簡務印書館，2001年。

曾子凡編著：《廣州話普通話口語詞對譯手冊》香港：三聯書店，2002年。

李明、石佩文編著：《漢語普通話語音辨正》北京：北京語言文化大學出版社，1998年。

王國安主編，張少雲、彭增安著：《普通話發音基本功》香港：簡務印書館，1999年。

附加資料（學習普通話網上資源）：
理工大學中國語文中心（網上語文學習資源庫--普通話音節表、語音和聆聽練習）
http://www.cle.polyu.edu.hk/

香港教育城普通話拼音自學網頁（普通話聲韻表、漢語拼音板和拼音練習等）
http://resources.emb.gov.hk/%7Echi/frontpage.html

香港電台普通話台（收聽普通話節目）http://www.rthk.org.hk
Aims

The subject aims at giving students a brief historical survey on aesthetics of both the West and the East. This includes the introduction to the basic concept and definition of aesthetics and art appreciation, analysis and critique of various artworks/performances. Students should be able to apply relevant concepts and principles to artworks/performances appreciation and understand the relationship between aesthetics, art and culture.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the basic concept and definition of aesthetics and art appreciation.
- appreciate, analyse and criticise artworks/performances.
- apply relevant concepts and principles to artworks/performances appreciation through watching the artwork and performances.
- recognise the relationship between aesthetics, art and culture.

Indicative Contents

- **The Concept and Definition of Aesthetics**
  What is aesthetics?
  Introduction to Western aesthetics and Chinese aesthetics

- **The Concept and Definition of Art Appreciation**
  What is art?
  Introduction to art appreciation

- **Appreciating Paintings**
  Appreciate, analyse and criticise western/Chinese paintings
  Apply relevant concepts and principles to western/Chinese paintings appreciation
  Understand the relationship between aesthetics, paintings and western/Chinese culture

- **Appreciating Sculptures**
  Appreciate, analyse and criticise western/Chinese sculptures
  Apply relevant concepts and principles to western Chinese sculptures appreciation
  Understand the relationship between aesthetics, sculptures and western/Chinese culture
- **Appreciating Theatre**
  Appreciate, analyse and criticise western/ Chinese theatre
  Apply relevant concepts and principles to western Chinese theatre appreciation
  Understand the relationship between aesthetics, theatre and western/ Chinese culture

- **Appreciating Dance**
  Appreciate, analyse and critique various western/ Chinese dance
  Apply relevant concepts and principles to western Chinese dance appreciation
  Understand the relationship between aesthetics, dance and western/ Chinese culture

**Teaching/Learning Approach**

An active learning approach and peer learning approach will be adopted in the subject. Teaching and the selection of teaching materials will be respectively conducted and exercised in both Chinese and English languages. Students will be required to actively participate in the learning process. And students will take part in a wide range of interesting and challenging activities. Audio visual materials will be used for learning purposes.

**Indicative Reading**


朱光潛：《西方美學史》北京：人民文學出版社，2003 年。

李澤厚：《美學論集》台北：三民書局，1996 年。

周憲：《美學是甚麼》台北：揚智文化，2002 年。

宗白華：《宗白華全集》安徽：安徽教育出版社，2000 年。

楊辛、甘霖：《美學原理》北京：北京大學出版社，2003 年。

葉朗：《中國美學史大綱》上海：上海人民出版社，2004 年。
Aims

This subject aims to develop students’ sociological understanding of human society. It equips them with a understanding of concepts and theories in sociology, and facilitates their analysis of social phenomena in contemporary society. Most important of all, it enables them to realize and appreciate the importance of cultural diversity in the changing human world.

Learning Outcomes

On successfully completing this subject, students will be able to:

- grasp the basic concepts and theories in sociology.
- apply sociological concepts and theories to analyzing social phenomena in both local and global contexts.
- demonstrate a humanistic attitude to understanding social issues in human societies.

Indicative Contents

- **Developing a Sociological Consciousness**
  The sociological perspective; The history and development of sociology.

- **Culture, Socialization and Social Relations**
  Inter-cultural and intra-cultural variations; Agents of socialization; Gender socialization and inequality; Crime, sub-culture and deviance.

- **Social Stratification and Capitalism**
  Class structure and mobility; Class inequality and poverty; Interaction among class, gender and race; Education and social stratification; Professionalization.

- **Power and Politics**
  State and nationalism; Distribution of political power; State, economy and welfare.

- **Social Change and Economic Development**
  From agricultural to industrial and post-industrial societies; Theories of social change and economic development; Globalization and the information society.

- **Mass Media and Communication**
  Media technologies and human communications; Mass media and social change; Mass media and social consent; Images, advertising and popular culture.
Teaching/Learning Approach

Theories and concepts are explicated during lectures, which emphasize active interaction between students and lecturers. Lectures are delivered with the aid of audio-visual materials to strengthen students’ sensitivity to current social issues.

In seminars, students are divided into small groups to conduct presentations of assigned topics. They are expected to apply relevant sociological theories and concepts to examining social issues, during group discussion.

Assessment Approach

In addition to tests and examination that assess students’ understanding of sociological concepts and theories, presentations as well as written reports are used to examine students’ competence in conducting sociological analysis of current social issues.

Indicative Reading

Recommended Textbooks
Henslin, James M., Essentials of Sociology: A Down-To-Earth Approach, Pearson/Allyn and Bacon (latest ed.).

Tepperman, Lorne, and Blain, Jenny, Think Twice: Sociology Looks at Current Social Issues, Prentice Hall (latest ed.).

References
Abbott, Pamela, and Wallace, Claire, Introduction to Sociology: Feminist Perspectives, Routledge (latest ed.).


CC2019 Introduction to Psychology

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<td>60% Coursework</td>
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Aims

This subject develops students’ understanding of the psychology of human behaviour. The subject provides students with a unified theme of what constitute academic psychology, the different conceptual psychological frameworks available and the relevance of these theories to one’s daily life. Through the understanding of human behaviour, it is hoped that students will become more able in communicating and handling social relationship, problem solving and critical thinking.

Learning Outcomes

On successfully completing this subject, students will be able to:

- distinguish the differences between popular psychology and academic psychology
- understand the fundamentals of psychological theories
- understand the use of scientific reasoning in the study of psychology
- explain phenomena in daily lives with the use of psychological concepts and theories
- see phenomena and issues as a result of complex interplay among individuals, groups and society

Indicative Contents

- **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.

- **Biological Foundations of Psychology**
  Neurons and action potential; Organization of Nervous System; Evolution, genes and behaviour.

- **Consciousness, Emotion and Motivation**
  States of consciousness: sleep and dreams; Consciousness, hypnosis and drugs; Components of emotions; Psychological and physiological aspects of emotions; Universality of emotions; Theories of motivation: homeostasis and drives.

- **Sensation and Perception**
  Sensory modalities and processes; Function of perception; Principles of perceptual organization; Perceptual constancy and development.
• **Learning**
  Classical conditioning; Operant conditioning; Social and cognitive approaches to learning; Limitations and applications of each theories.

• **Memory and Cognition**
  Attention and selectivity; Memory and its processes; Categorizations of memory; Constructive memory and its implication; Application of theories to improve memory; Organization of long-term memory: schema; Abstraction; Problem-solving and reasoning.

• **Intelligence and Psychological Measurement**
  Intelligence: classical and contemporary theories; Measurement of intelligence: history and development; Basic concepts in psychological measurement.

• **Perspectives of Human Development**
  Physical Development; Cognitive development; Social and personality development; Emotional development; Moral development.

• **Human Behaviours in Public**
  Social perception; Concept of self; Attitudes and behaviour: cognitive dissonance and persuasion; Social influence; Obedience and compliance; Interpersonal attraction; Group influence.

• **Key Issues of Mental Health, Stress and Coping**
  Defining abnormality; Disorders and their types according to DSM classification; Source and effects of stress on psychological functioning and physical health; Coping and managing stress.

**Teaching/Learning Approach**

Lectures will be used to explain key concepts and theories with the aid of learning and teaching activities that have been prepared and provided on the Web in order to encourage students’ active participation during contact hours. Such activities include self-assessment, class exercises, small group discussion topics, role-play and case demonstration. Moreover, audio-visual materials will also be used to facilitate learning during lecture.

Tutorials are conducted to help students make use of the psychological concepts learned in the lectures. Tutorials and/or web-based materials and references can be considered as both a supplement to lectures and a self-learning tool for integration and internalization of subject material.

**Assessment Approach**

Students will be assessed on all the materials presented in lectures, specified pages in the textbook, plus video shows and demonstrations in tutorials. A variety of assessment methods will be used such as presentations, case studies, written reports, test and examination, which are designed to both develop and assess students’ critical thinking and communication skills on top of the subject matter in the subject.
Indicative Readings

Recommended Textbook

Supplementary


高尚仁：《心理學新論》香港：商務印書館 (最新版本)。

葉重新：《心理學》台北：心理出版社 (最新版本)。
Aims

This practical course provides a platform for students to learn, consolidate, and improve their knowledge in English grammar in different contexts that involve extensive use of the English language, such as news reporting, business writing, oral communication, and literary writings. Through these contexts students will understand the underlying grammatical principles in the workings of English, with a major focus on formation and functions of various sentence patterns for different purposes of writing. With this knowledge, students can take a step forward into the identification and correction of grammatical error, evaluation and appreciation of deviations in sentence structures in different genres of text, and production of contextually appropriate and grammatically correct sentences. Students who wish to improve their grammar for better communication, understand and appreciate the intricate network of grammatical rules, or pursue further studies in language or linguistics will find this course useful.

Learning Outcomes

On successfully completing this subject, students will be able to:

- make use of the various grammatical concepts learnt to facilitate the communication process for various purposes.
- analyse, explain and correct grammatical inconsistencies, ambiguities and other stylistic aberrations to achieve communicative success in different contexts.
- identify the use of different sentence patterns from diverse settings (e.g. news, commercial advertisements, business correspondences, fictions, films, etc).
- produce grammatical and context-specific texts with reference to the nature and purpose of writing.

Indicative Contents

- Grammar in Newspaper
  Major sentence, minor sentence, sentence part, word class, phrase, clause, variation in sentence structure

- Grammar in Business
  Subjunctive, imperative, you-attitude, sentence reduction for brevity, sentence expansion for clarity
Grammar of the Spoken Language
Contraction, minor sentence, word stress, sentence stress, intonation

Grammar and Literary Language
Poetic license, stylistic aberrations, grammar of poetic language

Teaching/Learning Approach
Lectures are reserved for discussing and analyzing the inner workings of English grammar in different contexts.

Tutorials are practice sessions to ensure students’ thorough comprehension of the rules of English grammar by applying them to the analysis and production of grammatical and context-specific sentences. Students are thus expected to be specially disciplined and committed to the course of study since the course entails a rather systematic and largely logical approach to the study of English grammar.

Assessment Approach
A variety of assessment tools will be used. These include take-home assignments that help students to revise materials taught and discussed in the lectures and tutorials, a quiz and a final examination that evaluate the depth of internalization of the newly-learnt concepts through students’ demonstration of applying these concepts to their analysis and creation of texts for different contexts.

Indicative Reading
Recommended Textbook

References
Crystal, D. Making Sense of Grammar, Pearson Education (latest ed.).

Greenbaum, S. and Nelson, G. An Introduction to English Grammar, Longman (latest ed.).


Koch, R. S. Focus on Grammar: An Advanced Course for Reference and Practice Workbook, Addison-Wesley (latest ed.).


CC2031 Japanese II

Level 2
Credits 3
Nature Non-science
Mode of Study 28 hours Lecture
14 hours Tutorial
Prerequisite CC2011 (Japanese I), or a minimum 42 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document
Assessment 50% Coursework
50% Examination

Aims

This foundation course is basically a continuation of CC2011 Japanese I. It aims to further develop students’ competence in correct pronunciation, writing, vocabulary and grammar through more reading, writing, speaking and listening practices of Japanese language.

Learning Outcomes

On successfully completing this subject, students will be able to:

▪ recognize and pronounce more new sounds.
▪ strengthen their Katakana usage.
▪ develop a vocabulary repertoire of about 1,000 words (including Kanji, commonly used expressions and phrases).
▪ acquire a fundamental knowledge of Japanese grammar and sentence patterns.
▪ speak simple Japanese phrases and sentences to initiate and respond in situational conversations at the elementary level.
▪ read and understand short passages.
▪ cultivate a preliminary understanding of Japanese culture.

Indicative Contents

▪ Phonetic and Writing Systems
  More new sounds and their corresponding Katakana practices

▪ Vocabulary / Reading /Writing
  Essential daily vocabulary (e.g. location and position, different counters and counting methods); read short dialogues and passages; write basic sentences in correct word order

▪ Grammar
  More verbs (e.g. transitive, give, receive), state verbs (e.g. understand, like); present/past tense form, affirmative/negative form and verb conjugations; expressions of existence; adjectives and conjugations; comparative and superlative structure; more particles
- **Speaking / Listening**
  Substitution, transformation and expansion drills; situational conversations (e.g. pay a visit to someone, invitation and decline, shopping, sightseeing, ordering); simple listening comprehension practice

- **Culture / Society**
  Selected topics on Japanese culture and society

**Teaching/Learning Approach**

Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

**Indicative Readings**

*Recommended Textbooks*

- 大新書局出版社編輯部『大家的日本語—初級 I』（『みんなの日本語』）（台北：大新書局，2002）。(Second half of the textbook will be used.)

*References*

- 向日葵出版社編『日語假名習字簿』（香港：向日葵出版社，2004）。

- 大新書局出版社編輯部『大家的日本語—初級 I, II (練習 C、会話 イラストシート )』（台北：大新書局，2002）。
**CC2033  哲學概論  Introduction to Philosophy**

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<td>Assessment</td>
<td>60% Coursework</td>
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**Aims**

This subject helps provide a solid foundation of knowledge of the Eastern and Western philosophies and further equips students with a basic understanding of the scope and the meaning of the discipline of philosophy.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- understand the scope and meaning of philosophy;
- grasp the basic characteristics of both western and Chinese philosophy, and also their main differences;
- understand the basic methods and problems in philosophy, and appreciate the works of philosophers; and
- apply the philosophical theories in analyzing the students' own worldview and find out an acceptable philosophical outlook.

**Indicative Contents**

- **The Meaning of Philosophy**
  The different branches of philosophy; Metaphysics; Epistemology; Ethics; the significance of philosophy; Kant's understanding of philosophy.

- **The Existence of God**
  Rational proves of the existence of God; the meaning of religion.

- **Mind, Body and Self**
  The relation of mind and body; the structure of consciousness; the existence of the human soul; personal identity and the problem of self.

- **The Meaning of Life I: Plato**
  The theory of Ideas; ideal life and ideal state; the existence of afterlife; the meaning of love.
- **The Meaning of Life II: Confucianism**  
The theory of human nature; Confucius, Mencius, and Xunzi; virtues and the moral meaning of life; the relation between Tien(天) and human beings.

- **The Meaning of Life III: Taoism**  
The pursuit of spiritual freedom; Laozi and Zhuangzi; Wuwei(無為) and the artistic meaning of life.

- **The Meaning of Life IV: Buddhism**  
The painfulness of life and the causes of this painfulness; the analysis of the eternal flux and the empty nature of the phenomena; the pursuit of quietude.

- **The Philosophical Differences between East and West**  
The philosophical differences between east and west, an elementary outline.

**Teaching/Learning Approach**

As philosophy is a subject encouraging people to reflect more openly and deeply, students will be encouraged not only to understand but to question their own original points of view, in order to philosophize for themselves. The lectures not just teach the books or philosophers’ viewpoints, but to endeavor to criticize them and help students set up their own thinking. Therefore, aside from the students’ ability of understanding the theories and of finding suitable reference materials, their critical thinking power and creativity are also what the course aims at. Discussions and debates will be conducted in tutorial lessons to sharpen the students’ philosophizing ability. Moreover, a number of films will be used as example in discussing their philosophical ideas.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, group projects, book reading reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Reading**

Recommended Textbooks


牟宗三：《中國哲學十九講》台灣：學生書局，1989 年。

錢穆：《中國思想史》台灣：學生書局，1983 年。
References

勞思光：《哲學淺說新編》香港：中文大學出版社，1998年。

林正弘主編：《想一想哲學問題》台灣：三民書局，2002年。
Aims

This subject aims at helping students understand and explore the characteristics of the culture and history of Hong Kong from historical perspectives and enable them to use such knowledge to solve current problems.

Learning Outcomes

On successfully completing this subject, students will be able to:

- open their mind of Hong Kong in the field of economic system, judicial system, administrative style, heritage, the tourist industry, legislative system, cultural characteristic and the development of social life;
- understand the 19th and 21st century from different perspectives and take a broader view of the period in Hong Kong, the character of the cultural, economic and the political of Hong Kong;
- have a profound knowledge of the continuity and change in Hong Kong between the recent past and the present, thus looking at the future from different perspectives;
- trace the political, socio-economic and cultural change of Hong Kong and the modern world;
- apply relevant knowledge concepts and principles of the history of Hong Kong in daily life;
- identify and deal with the current problems which we have encountered;
- analyze the most recent current issues in Hong Kong through the use of the history and trace the historical roots of these current problems; and
- develop a lifelong interest in reading and studying about the cultural and history of Hong Kong that will continue after the completion course.

Indicative Contents

- Introduction
  The geography condition, the climate, the economic value and cultural characteristic of Hong Kong.

- Hong Kong’s salient past (old Hong Kong)
  The traditional village; the fishing and farming in Hong Kong.

- Beginning of the Colonial Hong Kong, 1842-1911
  Opium War; the 2nd Opium War; the Taiping Uprising; the Boxer Uprising; the late Qing reform; the 1911 Revolution.
Emergence of a Hong Kong Problem, 1911 - 1942
The May Fourth Movement; early warnings; war and negotiations.

British or Chinese Hong Kong?1943 - 1945
The activity of rightists and leftists; the British government and the National Government of Nanjing; the attitude of the Communist Government to the situation of Hong Kong.

Crown Colony for Ever, 1946 - 1979
Preparations for negotiations; a new government in China; the Cultural Revolution and Hong Kong.

Towards the Joint Declaration, 1979 - 1984
Negotiations, a British initiative, Beijing reactions; beginning of negotiations; the breakthrough; agreement.

Hong Kong in Transition, 1985 - 1988
British policy to Hong Kong; democratic debates.

The Tiananmen Factor, 1989 - 1991
Turmoil in Beijing; identity crisis; rise of confrontation.

End of Cooperation and the new era, 1992 - now
A new Governor; confrontation; failure of conciliation; the new government after 1997.

Teaching/Learning Approach

During lectures and tutorials, an interactive approach is adopted. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding of the teaching content. Each tutorial, students will be divided into groups and required to present an assigned topic for discussion.

Assessment Approach

A variety of assessment tools will be used, including presentation, case studies, written reports, tests and examination designed to assess critical thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbook

References

Endacott G.B., Hong Kong Eclipse, Hong Kong: Oxford University Press (1978).

Gillingham Paul, At the Peak: Hong Kong Between the Wars, Hong Kong: MacMillan (1983).


余繩武、劉存寬主編：《十九世紀的香港》香港：麒麟出版社，1994年。

余繩武、劉存寬主編：《二十世紀的香港》香港：麒麟出版社，1995年。

蔡榮芳：《香港人之香港史》香港：牛津大學出版社，2001年。
CC2036 中國文學概論 Introduction to Chinese Literature

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<td>教學語言</td>
<td>中文（粵語或普通話講授；中文書寫）</td>
</tr>
<tr>
<td>教學模式</td>
<td>28 小時課堂講授，14 小時導修課</td>
</tr>
<tr>
<td>修讀條件</td>
<td>無</td>
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<tr>
<td>評估方法</td>
<td>60%課堂習作，40%期終考試</td>
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課程目標

本課程透過課堂講授、導修練習及分組習作的方式，訓練同學對中國文學的閱讀及鑑賞能力。透過掌握中國文學的特質，同學可明瞭文學與社會、生活的關係，以及提升自身的文化素養。

學習成果

如同學成功完成本科目，應能：

- 認識中國文學各種文體的特點；
- 掌握中國文學的流變，了解中國文學的特質；
- 有效運用各種閱讀文本的方法，提高對文學作品的鑑賞能力；
- 加強對中文的運用，培養中國文化修養；
- 提升批判思考及創造性思維的能力。

指示性教學內容

- 閱讀中國文學的方法
  概述中國文學的特質，並介紹閱讀中國文學文本的方法。

- 詩言志
  探討文本與作者的關係，文學作品的創造及作者的感發問題。
  主要選用材料：詩，如杜甫〈登高〉、李商隱〈無題‧八歲偷照鏡〉等。

- 中國文學的情
  透過分析眾多作品，領會中國文學的重要特質——情，並探究情如何在作品表現的問題。
  要選用材料：詩、詞、書信、小說，如元好問〈雁丘詞‧問世間情是何物〉、林覺民〈與妻訣別書〉、張愛玲〈傾城之戀〉等。
文以載道
探討文學與社會的關係。講解文學作品如何承載社會課題。
主要選用材料：詩、文，如杜甫〈新婚別〉，梁啟超〈論小說與群治的關係〉等

中國文學與生活
文學與生活息息相關，本課題會講解中國文學作品如何體現文人的生活趣味，如茶、酒、藥、旅遊與文學作品。
主要選用材料：詩、文、小說，如陶淵明〈飲酒〉、劉鶚〈老殘遊記〉、沈從文〈湘行散記〉等。

中國文學的雅與俗
剖析雅俗這對概念與中國文學的關係，及審美標準的變遷等問題。
主要選用材料：詞、小說、戲曲，如羅貫中〈三國演義〉、王實甫〈西廂記〉、金庸〈射鵝英雄傳〉等。

教學方法
本課程理論與實踐並重。主講課集中講解與課題相關的概念和理論，導修課為學生提供相關的課堂練習，如口頭報告、小組討論及小習作等，以鞏固所學。本課程採用材料廣泛，體裁眾多，古今兼備。

評估方法
本課程採用連續評估方法，分別從學生的口頭報告、書面報告、課堂參與，加上測驗和考試，衡量學生所學。

指定課本
本課程涉及的參考材料較廣泛，無指定課本。

參考書目
朱自清：《朱自清古典文學論文集》，上海：上海古籍出版社，最新版。
青木正兒：《中國文學概說》，台北：莊嚴文化，最新版。
徐復觀：《中國文學精神》，上海：上海書店出版社，最新版。
葉維廉：《中國詩學》，北京：三聯書店，最新版。
劉大杰：《中國文學發展史》，香港：古文書局，最新版。
鄭振鐸：《中國俗文學史》，北京：中國作家出版社，最新版。
魯迅：《中國小說史略》，香港：三聯書店，最新版。
龔鵬程：《文學散步》，台北：漢光文化事業股份有限公司，最新版。
Aims

The subject prepares students for successful academic studies in an English-medium post-secondary learning environment. The main focus of this subject is to develop students’ confidence and competence in using English within academic contexts relevant to their studies in business administration subjects.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Apply learned reading strategies to improve comprehension of business-related materials
- Use the process approach to write a well-structured academic essay/report with appropriate analysis of case studies using academic writing techniques.
- Summarize and paraphrase ideas effectively.
- Research for information, integrate ideas, and document sources properly.
- Communicate effectively in spoken academic contexts.
- Reflect critically on their own learning process.

Indicative Contents

- **Reading and Listening Skills**
  Strategies used for different reading purposes (for general understanding, for details, etc.). Analysis of case studies. Note-taking from spoken and written academic sources.

- **Writing Skills**
  Process approach for writing an academic essay/report: essay structure, topic generation, essay outline, thesis statement and plan of development, topic sentence and support, introductions and conclusions, essay unity, coherence and support, sentence skills and common ESL errors. Paraphrasing and summarizing skills.

- **Research Skills**
  Library and other research. Interviewing skills. Documentation style (e.g. APA, Harvard Referencing, etc.).

- **Speaking Skills**
  Oral presentation (Presenting on findings, analyses and suggestions of a business case, question-handling). Seminar discussion (Expressing opinions, agreeing/disagreeing, asking for clarification, etc.).
**Study Skills**

Reflection on learning processes. Learning in class and working in groups

**Teaching/Learning Approach**

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 studies in business administration subjects. 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.

*The 10-hour workshops are designed to provide additional language support to help students with lower English proficiency achieve the learning outcomes of the subject. Only students who have obtained a pass in the Use of English examination at AS level or equivalent proficiency, which must be supported by an official document, are not required to attend the workshops. In the workshop sessions, English practices corresponding to the topics covered in the seminars will be conducted.*

**Assessment Approach**

The assessment of this subject is based on 100% continuous assessment. Students’ spoken and written academic English skills will be assessed through a combination of individual and group assessment tasks related to the learning outcomes of the subject. Tasks may include individual written tasks, group oral tasks, group written project, quizzes and tests, etc. Students will be assessed on accuracy as well as the appropriacy of the language used in fulfilling the assessment tasks.

In addition, to encourage a spirit of enquiry and sharing and to help students explore the creativity and enjoyment of the process of learning and researching knowledge, part of students’ grade will be based on their class participation throughout the course of the semester.

*Students who are required to attend the workshops are required to complete the assigned tasks of the workshop such as in-class exercises and a self-learning portfolio satisfactorily, or else the coursework grade will be downgraded by one letter grade (e.g. C+ downgraded to C).*

**Indicative Readings**

Recommended Textbook

An abridged edition of:
--- *Reading and Study Skills*. McGraw-Hill. (latest ed.).
References


Madden, Carolyn G. and Rohlck, Theresa N. *Discussion and Interaction in the Academic Community*. University of Michigan Press. (latest ed.).


Wallace, Michael J. *Study Skills in English*. Cambridge University Press. (latest ed.).
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<td>Credits</td>
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<tr>
<td>Nature</td>
<td>Non-Science</td>
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<tr>
<td>Medium of Instruction</td>
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<td>42 hours of Seminar</td>
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<td>Nil</td>
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<tr>
<td>Assessment</td>
<td>50% Coursework</td>
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<td></td>
<td>50% Examination</td>
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</table>

**Aims**

This subject is designed to equip students with the written and spoken English language and communication skills required in their future professions in the business field. The main focus is to develop in students the competence to select the appropriate language and strategies for effective communication in daily workplace contexts.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Acquire the basic knowledge of workplace communication.
- Apply appropriate strategies for writing effective messages in various workplace contexts, including those of a positive, negative and persuasive nature.
- Write different workplace documents such as letters, memos and e-mails with appropriate organization pattern, format, tone, style and sentence skills.
- Deliver effective presentations and communicate accurately and professionally in other oral communication tasks such as business telephoning, job interviews and workplace discussions.

**Indicative Contents**

- **Principles of Workplace Communication**
  Communication process; Analysis of purpose, audience, information and context; Strategies for verbal and nonverbal communication; Selection of communication channels; Writing process; Patterns of organization (e.g. direct and indirect patterns).

- **Workplace Writing**
  Business letters, memos and e-mail (e.g. format, structure and layout); Routine and goodwill messages; Persuasive and negative messages; Résumés and job application letters; Reader-oriented (e.g. “you” view and impersonal statements); Tone (e.g. informal and professional tones); Style (e.g. positive, inclusive, familiar and concise styles); Grammar and vocabulary for workplace writing.

- **Oral Communication in the Workplace**
  Business presentations (e.g. difference between written documents and oral presentations, organisation of ideas, delivery skills and teamwork); Business telephone calls; Job interviews.
Teaching/Learning Approach

Seminars focus on the study of different communication strategies and language skills with practical examples relevant to students’ potential career fields in business. Different learning activities such as writing practices, role-plays, case studies and group discussions are used.

In language laboratory sessions, audio-visual and on-line materials are used to reinforce students’ learning.

*The 10-hour workshops are designed to provide additional language support to help students with lower English proficiency achieve the learning outcomes of the subject. Only students who have obtained a pass in the Use of English examination at AS level or equivalent proficiency, which must be supported by an official document, are not required to attend the workshops. In the workshop sessions, English practices corresponding to the topics covered in the seminars will be conducted.

Assessment Approach

(a) Coursework (50%)
Students’ performance will be evaluated through both individual and group assessment tasks related to the learning outcomes of the subject. Tasks may include individual written tasks (e.g. writing a business letter, memo or email), presentations, quizzes and tests.

(b) Examination (50%)
Students are required to attend an examination at the end of the semester.

*Students who are required to attend the workshops are required to complete the assigned tasks of the workshop such as in-class exercises and a self-learning portfolio satisfactorily, or else the coursework grade will be downgraded by one letter grade (e.g. C+ downgraded to C).

Indicative Readings

Recommended Textbook

References
Ashley, A. A Handbook of Commercial Correspondence. Oxford: Oxford University Press. (latest ed.).


Billow, G.T. Business Writing for Hong Kong. Hong Kong: Longman. (latest ed.).


CC2050 Quantitative Methods for Business

Level 2
Credits 3
Nature Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Exclusion CC2003 Quantitative Methods & CC2030 Mathematics
Assessment 50% Coursework
50% Examination

Aims

This subject aims to provide students with fundamental understanding of a variety of quantitative concepts and techniques. Studying this subject will also help develop students’ ability to think analytically, critically and creatively, which prepares them for further studies and life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand a variety of quantitative techniques and their applications in business.
- identify and apply appropriate techniques for the solution of common mathematical problems.
- attain the mathematical knowledge and reasoning skills needed in their future studies.

Indicative Contents

- **Financial Mathematics**
  Fundamentals of compound interest; Discounting and present value; Annuities; Amortization and sinking funds.

- **Matrix Algebra**
  Matrix notation; Matrix arithmetic; Use matrix to solve systems of linear equations; Applications under business environment.

- **Decision Sciences**
  Mathematical thinking; Basic probability; Problem formulation; Decision making with and without probabilities; Risk analysis and sensitivity analysis; Utility and decision making; Forecasting.

- **Linear Programming**
  Formulation of linear programming models; Graphical solution of linear programs in two variables; Sensitivity analysis and interpretation of solution.
Teaching/Learning Approach

Lectures introduce and explain the key mathematical concepts and illustrate their uses. Tutorials are conducted for students to check their solutions to exercises, and to resolve problems with their understanding of the topics.

Assessment Approach

Effective assessment tools will be adopted, including end-of-chapter problems, quizzes, assignments, tests, and an examination designed to develop and assess critical thinking as well as analytical and problem solving skills.

Indicative Readings

Recommended Textbook
Anderson, D.R., Sweeney, D.J. and Williams, T.A. *Quantitative Methods for Business.* Thomas Learning. (latest ed.).

References


Waters, D. *Quantitative Methods for Business.* Prentice Hall. (latest ed.).
CC2051 Information Technology for Business

Level 2
Credits 3
Nature Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Exclusions CC2004 Introduction to Information Technology
CC2005 Applied Computing
CC2029 Applied Computing for Designer
CC2035 Information Technology for Language Study
Assessment 50% Coursework
50% Examination

Aims

This subject equips students with overview knowledge in Information Technology and its applications in modern enterprises. It also helps students to apply information technology and develop end-user computing skills demanded of students working in business environments.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand and evaluate the concepts and applications of Information Technology in business environments.
- Analyze the different business cases related to Information Technology applications such as decision making on strategic management and marketing.
- Think critically and creatively in team work to apply Information Technology for different business requirements.
- Use current Information Technology necessary for business applications and decision making.

Indicative Contents

- **Information Technology (IT) in Digital Economy**
  IT Concepts and business models in digital economy; Business pressures, organizational Responses, and IT support; Information systems and their roles in organizations.

- **The Web Revolution**
  Network computing; Communication; Collaboration; Web-based systems; E-business and E-commerce; Business-to-business and business-to-consumer applications; E-commerce support; Mobile computing; Mobile commerce; Location-based commerce; Pervasive computing.

- **Introduction to Organizational Applications**
  Transaction processing; Functional information systems; Supply chain management; Enterprise resource planning; Customer relationship management; IT planning and business process redesign.
- **Overview of Managerial and Decision Support Systems**
  Knowledge management; Data management: database, data warehousing, business intelligence, data mining; Decision making and its support systems.

- **Overview of IT Management and Implementation**
  Evaluating IT investment; Systems development life cycle; IT outsourcing; IT security.

- **End-User Computing Skills**
  Word-processing; Spreadsheet processing; File processing and database handling; Working with presentation software; Web page developing.

**Teaching/Learning Approach**

Theories and basic concepts are delivered during the lectures. Video shows on relevant topics may be arranged so as to make the lectures more interesting. IT applications for different business cases are provided for class discussion and critical thinking among students.

Students’ technical competence is developed through (supervised) hands-on practice in the computer laboratories and related exercises in business applications.

**Assessment Approach**

A variety of assessment tools are used, including hands-on practice and computer lab assignments, tests, projects, presentation and an examination, all designed to help students to understand and evaluate the concepts and applications of information technology and assess their end-user computing knowledge and skills for business applications.

**Indicative Readings**

**Recommended Textbook**

**References**
Turban, E., *Introduction to Information Technology*, John Wiley & Sons (latest ed.).


中國語文(普通話講授)

Chinese Language (Taught in Putonghua)

程度: 2
學分: 3
學科性質: 非科學
教學語言: 中文 (普通話講授，中文書寫(繁簡並用)，普通話口述報告)
教學模式: 42 小時課堂講授

修課的必備條件: 要求具有中學三年級普通話科合格或同等學歷，並須提交相關證明文件

不能同時修讀的科目: CC2009 中國語文科或 CC2012 初級普通話科
評估方法: 60%課堂習作
40%期終考試

科目目標

本科以普通話授課，主要培養同學閱讀、書寫、撰寫中文學術論文的基本能力，及以普通話聆聽和演說的能力。課程也教導同學規範地運用中文的字、詞、句; 培養同學閱讀學術論文及名家名著的興趣及能力; 介紹撰寫各類文章的基礎知識，包括應用文及學術性文章等; 訓練同學以普通話演講、討論及系統地發表意見等各方面的技巧；並注意訓練同學以普通話演說的基本技巧。

學習成果

在完成此科目後，學生有足夠能力:
- 通過聆聽、演說及討論的訓練，有效及準確地以普通話進行交流、演說及表達個人意見。
- 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。
- 提高閱讀中文著作、書寫和口語能力，理解不同文章的技巧和思想內涵。
- 掌握不同種類應用文體的寫作，以應付職業需求及其他社會事務的需要。
- 獲取撰寫學術論文的基礎知識，提高寫作學術文章的基本能力，例如恰當歸納背景材料，靈活運用注釋、分論、結論等各項寫作要點，從而具備良好的文章表達力、組織力和論辯力等。
- 運用所學的知識，成功分辨論點、論據、事例的能力。

指示性教學內容

- 基礎及正確漢語拼音 (漢語拼音方案)
- 普通話用語、對話及演說技巧
- 普通話聆聽練習
- 基礎中文：詞性、句子、篇章結構
- 簡化字
- 閱讀文章技巧
- 介紹相關實用文
- 學術性文章寫作訓練
教學方法

理論與實踐並重，透過普通話授課，學生依次進行朗讀、上課匯報、以普通話回答問題及書面習作，上課時使用有聲光碟為領讀及聆聽訓練，導修課由教師準備課外練習，包括書面練習、聆聽及口語訓練，學生可分小組或個人進行，加強及鞏固普通話知識；另一方面，同學寫作應用文深化中國語文知識，又要求同學以普通話進行課堂報告、討論及互評作品，進一步活用中文；而學生提交各類文章，進行學習自評及修改。

評估方法

1. 個人寫作——主要以持續評估方法，要求同學撰寫應用文及學術性文章，以各類文章寫作考核同學的綜合語文能力。
2. 個人口語評估——以個人短講方式進行。
3. 小組課堂匯報——小組同學要以普通話演說、報告指文章的重點及回應同學提出問題。
4. 測驗——考核同學中國語文及普通話的知識。
5. 考試——考核同學撰寫學術論文、實用文及普通話的知識。

指定課本

普通話研習社編：《普通話課本（第一冊）》，香港：普通話研習社，2001 年。

蔡富春等編：《中國商務應用文書手冊》，香港：經濟日報出版社，最新版。

參考書

李明、石佩文編著：《漢語普通語口語辨正》，北京：北京語言文化大學出版社，1998 年。

于成鯤主編：《現代應用文》，上海：復旦大學出版社，最新版。

呂淑湘：《現代漢語八百詞》，香港：簡務印書館，最新版。

國家語言文字工作委員會普通話培訓測試中心編：《普通話水平測試實施綱要》，北京：簡務印書館，最新版。
CC2101 Financial Accounting

| Level    | 2          |
| Credits  | 3          |
| Nature   | Non-Science|
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture 14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 40% Coursework 60% Examination |

Aims

This subject introduces the basic concepts of financial accounting. It enables students to apply fundamental financial theories, analyse financial statements and reports, and prepare basic financial statements.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the assumptions, principles and conventions underlying financial accounting process
- appreciate the role and importance of accounting information in assisting decision-making in a business context
- undertake the work involved in the recording, processing, summarizing and reporting phases of the accounting cycle
- apply relevant accounting concepts and principles in the preparation of financial statements
- apply fundamental analytical tools for the interpretation of financial statements

Indicative Contents

- **Role and Principles of Financial Accounting and Reporting**
  Nature, principles and scope of financial accounting, management accounting, financial management and auditing; Users of financial accounts and statements; Accounting Standards; Application of information technology in processing financial and related information; Ethical consideration in Financial Reporting.

- **Financial Accounting Framework**
  Double-entry bookkeeping and accounting systems; Methods of classifying expenditure between capital and revenue; Accounting treatment of fixed assets, current assets, liabilities, provisions and reserves, and capital; Control accounts, bank reconciliation, suspense accounts, and correction of errors; Preparation of journal, ledger accounts, trial balance and basic financial statements.

- **Additional Issues on Earnings**
  Extraordinary items, accounting changes, earnings per share, cash and stock dividends.
• **Preparation of Financial Statements**
  Preparation of Financial Statements for sole-traders, clubs or societies, partnerships, and limited companies.

• **Analysis and Interpretation of Financial Statements**
  Need for analysis and interpretation of financial statements; Interpretation techniques including ratio analysis and cash flow statement; Calculation and interpretation of basic financial ratios.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key concepts and applications of the accounting principles.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of problem sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including individual assignments, in-class exercises, tests and an examination designed to develop and assess students’ analytical and quantitative skills in solving accounting problems.

**Indicative Readings**

Recommended Textbook

References


*Hong Kong Financial Reporting Standards*. HKICPA.
CC2102 Theory and Practice of Management

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 50% Coursework
50% Examination

Aims

This subject introduces the key concepts and theories concerning the functions of management in a fast changing environment. It provides a foundation for the more in-depth treatment in the management and business subjects. Studying this subject will also help develop students’ critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the nature of managerial work.
- explain the key concepts and theories in managing organisations.
- identify and evaluate the functions of management.
- appreciate the importance of different management functions in managing organisations

Indicative Contents

- Management and Management Theory
  Nature of management, level of managers and the role of managers in an organisation;
  Evolution of management theories and their implications for management of organisations in Hong Kong.

- Business Environment
  Factors affecting the performance of an organisation in a fast changing environment;
  General and specific environmental factors; Implications of globalisation to Hong Kong business;
  Social responsibility and managerial ethics of business.

- Planning
  Principles of planning; Role and method of strategic planning in organisations; Decision making in business and industrial organisations.

- Organising in Enterprise
  Key elements of organisational structure and design; Identification of various forms of organisational structure and their advantages and disadvantages.

- Leading Function of Managers
  Basic theories in motivation; Application of motivation theories in organisations;
  Leadership styles and its implication to management.
- **Control Function in Organisation**
  Importance of control in organisations; Types of control and their application to organisation; Importance of performance assessments.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key concepts and theories of the syllabus topics. Occasional discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts and theories taught in lectures and to apply them to the analysis of real-life business issues. The activities in tutorials normally include student presentations, discussions of problems sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References


CC2103 Introduction to E-Commerce

Level 2  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites Nil  
Assessment 60% Coursework  
40% Examination

Aims

This subject equips students with the knowledge of fundamentals of E-Commerce (EC), various technical and non-technical infrastructures and mechanisms supporting EC. Studying the subject will help develop students’ analytical / practical skills in the applications of E-Commerce in a business setting. It also provides the conceptual framework to analyse possible benefits and limitations of applying the e-commerce approach to business.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand how EC is being conducted in online business activities.
- understand the advantages and disadvantages of using e-commerce in a business setting.
- appraise various social issues associated with the conduct of electronic commerce.
- analyse and evaluate the possible benefits and limitations of applying the e-commerce approach to business.

Indicative Contents

- **Fundamentals of E-Commerce (EC)**
  Fundamentals of EC and some of its terminology; Business-to-Business (B2B) and Business-to-Customer (B2C) concepts; Success factors for EC.

- **Applications and Implementation of EC**
  EC Advertisement; Internet marketing; Auction basics; Web auction strategies; Virtual community strategies.

- **Electronic Payment Systems**
  Basics of Electronic Payment Systems; Common technologies to be used; Advantages and disadvantages of different technologies.

- **Technical Infrastructure for EC**
  Web Hosting Services; Comparison of Web Hosting; Commerce Service Providers and the advantages and limitations of each; E-business software and its choice; Basic Electronic Commerce Software Functions; Electronic fund transfer; Web-based client/server; Intranet and extranet.
- **The Environment of EC**
  Legal Environment of EC; Ethics Issues in EC; Taxation of EC.

- **Internet Security**
  Security Threats to E-Commerce; Implementing Security for EC; Risk associated with EC.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key E-Commerce concepts, with specific reference to current issues wherever appropriate. Talk(s) from the industrialists might be arranged.

Tutorials provide students with the opportunity to consolidate their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life issues. The activities in tutorials normally include student presentations and discussions of problem sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess students’ analytical / practical skills in the applications of E-Commerce in a business setting as well as communication skills.

**Indicative Readings**

Recommended Textbook
Gary P. Schneider, *New Perspectives on E-commerce (Comprehensive)*, Thomson Learning (latest ed.).

References
Efrain Turban, David King, *Introduction to E-Commerce*, Prentice Hall (latest ed.).

Gary P. Schneider, *Electronic Commerce*, Thomson Learning (latest ed.).

Aims

This subject equips students with analytical skills that are necessary for the understanding of economic issues from a micro perspective. It provides the conceptual framework to analyse microeconomic behaviour of economic agents, business decisions, and market efficiency. Studying the subject will also help develop students’ critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the issues involved in the allocation of scarce resources for individual economic agents and the economy as a whole.
- apply relevant economic knowledge to conduct economic analysis of the behaviour of firms and markets.
- identify market failure and discuss the effectiveness of government economic policy upon the tradeoff between efficiency and equity.
- use concepts of market force interaction to analyse and predict changes in markets.

Indicative Contents

- **Scope of Microeconomic Analysis**
  Concept of scarcity, choice and opportunity cost; Nature of economics as a science for understanding human behaviour.

- **Demand, Supply and the Price Mechanism**
  The law of demand; Elasticity of demand; The law of supply; Production and cost; Price control; The functions of price and the market system.

- **Production and costs**
  Production function; Law of diminishing returns; Various measures of cost; Costs in the short run and long run; Economies and diseconomies of scale.

- **Market Structure**
  Perfect competition; Monopoly; Monopolistic competition; Oligopoly; Profit maximization under different market structure.
- **Efficiency of Markets**
  Efficiency and social interest; Market failure and government; Taxation; Externalities and property rights; Public goods and common resources.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key economic concepts, with specific reference to current economic issues wherever appropriate. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life economic issues. The activities in tutorials include student presentations and discussions of problems sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**

**References**

Miller, Roger LeRoy, *Economics today – the micro view*, Addison Wesley (latest ed.).

Parkin, Michael, *Microeconomics*, Addison Wesley (latest ed.).

### Aims

The purpose of this subject is to provide students with the fundamental concepts and theories to understand how an economy works as a coordinated whole. The students would be expected to apply such tools to give simple analysis of macroeconomic issues. As an introductory subject to prepare students to more advanced topics, it will also aim to enable students to appreciate the controversial and developmental nature of the subject.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the basic concepts and principles of macroeconomics.
- use different economics indicators and models to explain the economics phenomena.
- appraise the issues relating to the macroeconomy and analyse the effectiveness of government economic policy.
- apply relevant knowledge to assess how a business is affected by its macroeconomic environment.

### Indicative Contents

- **Scope of Macroeconomics and Basic Concepts in Economic Analysis**
  Introduce the difference between macroeconomics and microeconomics; The concepts of economic analysis.

- **National Income Accounting and Determination**
  Major macroeconomics issues; Concepts and approaches to national income accounting; Aggregate expenditure and national income determination.

- **Aggregate Demand and Aggregate Supply**
  Explain the concept of the aggregate demand curves and aggregate supply curve; Reasons for their shape and what causes them to shift.

- **Money and Banking**
  Nature of money; Commercial banking and credit creation; Money supply; Demand for money; Money market equilibrium and interest rate; The quantity theory of money; Financial instruments.

- **Inflation and Unemployment**
  Causes and effects of inflation (and deflation) and unemployment; The Phillips curve
• **Fiscal and Monetary Policy**
  Roles of government spending and taxation; Determination of interest rate; Central banking and monetary policy.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key economic concepts, with specific reference to current economic issues wherever appropriate.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life economic issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References
Abel Andrew B., and Bernanke, Ben, *Macroeconomics* Addison-Wesley (latest ed.).

Bade, Robin., and Parkin, Michael, *Foundations of Macroeconomics*, Addison-Wesley (latest ed.).

Frank, Robert., and Bernanke, Ben., *Principles of Macroeconomics*. McGraw Hill (latest ed.).

Journals
CC2106           Cost Accounting

Level          2
Credits        3
Nature         Non-Science
Medium of Instruction   English
Teaching Pattern  28 hours of Lecture
                  14 hours of Tutorial
Prerequisite     Nil
Assessment      40% Coursework
                  60% Examination

Aims

This subject equips students with an enhanced understanding of cost accounting concepts and
techniques and an ability to generate cost information. It provides them with an
understanding of the uses and limitations of cost information in planning, control and decision
making. Studying this subject will also enable students to develop critical thinking, analytical
skills, entrepreneurial attributes for their life-long learning.

Learning outcomes

On successfully completing this subject, students will be able to:

- understand and critically apply the appropriate techniques to generate cost information to
  help management in organisational planning and control.
- recognise the role of relevant cost information and its contribution to management and
  organisational performance.
- develop critical thinking and analytical skills in management decision-making processes.

Indicative contents

- **Introduction to Cost Accounting**
  Need for cost accounting information; Comparison of financial and cost accounting;
  Organisational mission, goals and strategies; Cost and management accounting terms;
  Cost Objectives; Management process and its implication.

- **Cost Estimation and Cost-Volume-Profit Analysis**
  Different methods in cost estimation: High-Low method and basic understanding of
  regression method; Understanding assumptions behind the cost-volume-profit analysis;
  Different methods in computing the break-even point; Relationship between CVP and
  cost planning.

- **Job Costing**
  Cost System Design; Approach to job costing; Distinction between actual costing and
  normal costing; Stock valuation; Pre-determined overhead recovery rate.

- **Activity Based Costing**
  Understanding cost drivers; Distinctive features of activity based costing; Costing of a
  product under a refined costing system.
Absorption and Marginal Costing
Differences between absorption and marginal costing; Effect of changes in production and sales level on profit; Use of information for external reporting and internal decision making.

Standard Costing and Variance Analysis
Standard costs – management by exception; Setting standard costs; Flexible budgets; Variance analysis and interpretation.

Budgeting
Master budget and its usefulness to organisations; Zero-based budgeting; Incremental budgeting; Fundamental budgetary behaviour.

Relevant Costs for Decision Making
Decision making process (including strategic consideration); Cost concepts for decision making (including opportunity cost concept); Applications of relevant costs in different settings including make-or-buy decisions, add-or-drop product lines or segments decisions; special-order decisions and utilization of constrained resources.

Performance Measurement
Decentralization and responsibility centres; Performance measures including return on investments and residual income.

Teaching/Learning Approach

Lectures focus on the understanding and explanation of relevant concepts and cost accounting practices.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and apply those principles to the analysis of practical situations. Tutorials allow for better learning through discussions, presentations, and case studies.

Assessment Approach

A variety of assessment tools will be used, including participation in class discussion, case studies, individual assignments, tests and examination designed to assess application of knowledge learnt, and oral and written communication skills.

Indicative Readings

Recommended Textbook


References


Horngren, Datar, and Foster, *Cost Accounting, A Managerial Emphasis*, Prentice Hall (latest ed.).
Aims

This subject provides students with a holistic view about hotel industry. It provides introductory knowledge of all departments in a hotel, both operational and administrative. It highlights the situation of Hong Kong hotel industry with current issues and future development. It also analyses the responsibilities and duties of each department and their inter-relationships.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Describe different types of hotel business and various types of hotel operations.
- Identify the respective responsibilities of different departments and their inter-relationships.
- Understand the types of services, facilities and amenities provided by hotels.
- Analyse the inter-relationship between service, customers and staff of hotels.
- Analyse the target markets and target customers of the hotels.

Indicative Contents

- **The Hotel Industry**
  Overview of hotel industry; Global hotel classification systems; Hong Kong Tourism Board Hotel Classification System; Relationship among hotels, hospitality and tourism industries; Organisation structure of the hotel; Characteristics of different types of hotel business.

- **Hotel Customers**
  Business and leisure tourists; Free Independent travellers and group travellers; Needs for accommodation; Needs for food and beverages; Needs for entertainment; Needs for recreation; Needs for meetings, incentives, conventions and exhibitions (MICE).

- **Major Departments and Functions**
  Executive Office; Front Office Department; Reservations Department; Concierge Department; Guest Relations Department; Service Centre Department; Business Centre Department; Housekeeping Department; Food and Beverage Department; Sales and Marketing Department; Public Relations Department; Events Management Department; Human Resources Department; Training Department; Accounting and Finance Department; Engineering Department; Purchasing Department; Security Department; Sports & Recreation Department.
• **Current Issues and Trends in the Hotel Business**
  Green issue; Conservation and preservation of energy; Internet and technology applications; Future development and trends of hotel business/hospitality industry.

**Teaching/Learning Approaches**

Concepts are delivered through lectures supplemented with discussions of case studies in tutorials. Hotel visits are arranged to familiarise students with practical and realistic hotel environment in order to enhance their understanding of hotel and hospitality industries as well as the future development.

**Assessment Approaches**

A variety of assessment tools are used including group presentation, case studies, group discussion, post-hotel-visit debriefing, tests and examination designed in order to develop students’ understanding of hotel and hospitality industries.

**Indicative Readings**

Recommended Textbook

References


CC2110

Food Service Operations

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject introduces students to different concepts and operations of food service organisations in different business settings. It explains the purpose and operation of each functional component in a food service organisation and how to make a food service business viable. Studying the subject will also help the students to acquire professional, business, human resources, management, social and intellectual skills and knowledge needed for food and beverage operations.

Learning Outcomes

On successfully completing this subject, students should be able to:

- identify the major types of food service organisations and the needs of different market segments
- analyse and evaluate the operation of food service organisations based on the systems approach
- understand and apply the food service operational techniques and principles
- operate and manage the needs, procedures and organisation of resources such as staff, materials, facilities, equipment and costs in the management of a food and beverage operation

Indicative Contents

- **An Overview of Food Service Operations**
  Types of food service organisations and their classifications; Food service systems; Catering cycle and its function in food service organisations.

- **Food Service Markets**
  Food and beverage consumers and the meal experience; Service standards; Service quality and customer satisfaction.

- **Products and Service**
  Menu knowledge; Alcoholic and non-alcoholic beverages; Different styles of restaurant service.
Management of Food Service Operations
Staffing issues in restaurants; Purchasing and receiving; Production and service; Marketing for food and beverages; Hygiene and safety; Revenue and cost control; Restaurant technology.

Teaching/Learning Approach
Lectures primarily focus on the delivery of food service operation knowledge. Occasional group discussions and in-class exercises will be produced.

Tutorials provide students with the opportunity to explore further concepts, theories, and principles, to make enquiries about lecture content and to apply the theories to real-life issues. The activities in tutorials normally include presentations, discussions of problem sets and case studies, and video shows.

Site visits to different types of food service establishments together with talks given by speakers from the industry will provide students with opportunities to observe operational activities in real-life business settings.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and an examination designed to develop and assess critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbook

References
Dahmer, Sondra J. Restaurant Service Basics. Wiley. (latest ed.).

Mill, R.C. Restaurant Management: Customers, Operations, and Employees. Prentice Hall. (latest ed.).

Rande, Wallace L. Introduction to Professional Foodservice. John Wiley. (latest ed.).

Walker, John R. and Lundberg, Donald E. The Restaurant: From Concept to Operation. Wiley. (latest ed.).
CC2112  Business and Professional Communication Skills

Level  
Credits  
Nature  
Medium of Instruction  
Teaching Pattern  
Prerequisites  
Assessment

Aims
This subject builds on students’ foundation knowledge of business communication by introducing more advanced communication concepts and skills for today’s professional world. It aims to strengthen students’ confidence and competence for interpersonal communication, team problem-solving, and professional writing and presentations.

Learning Outcomes
On successfully completing this subject, students will be able to:

- Analyse various professional communication contexts with regard to the communication choices, probable outcomes, and impacts in each setting.
- Integrate theory and practice in the execution and evaluation of written and oral business communication, distinguishing the effective from the less effective.
- Demonstrate the teamwork required in the planning, researching, organising, and reporting of a business proposal.
- Increase awareness of their own communicative competence in order to develop strategies for continued improvement.

Indicative Contents

- **Communication Principles**
  Process; channels; networks; barriers; verbal and nonverbal messages; business communication; organisational culture; intercultural business contexts.

- **Interpersonal Communication**
  Strategies for effective listening; maintaining positive professional relationships; negotiating; constructive criticism; conflict management.

- **Working in Teams**
  Team development and roles; leadership styles; strategies for effective team communication; decision-making methods; team problem-solving; managing team projects; planning and conducting effective meetings.

- **Business Proposals**
  Types of business reports; business research methods; analyzing, illustrating and interpreting research data; drawing conclusions and making recommendations; organising and writing business reports/proposals.
Oral Business Communication
Planning and conducting interviews; information-gathering interviews; employment interviews; preparing, organising, and delivering business presentations.

Teaching/Learning Approach
Students are introduced to business communication concepts and skills via reading, audio-visual materials, and lectures while individual and group learning activities during seminars give students opportunities to examine and practice their own business communication skills. Activities conducted during seminars normally include self-reflection exercises, group discussions, role-plays, offering peer feedback, communication case study analyses, and presentations.

Assessment Approach
A variety of assessment tools will be used, consisting of online reflective writing or a written journal, presentations, interviews, peer assessment, tests and an examination, in order to evaluate students’ ability to analyse, execute, evaluate, and reflect on business communication. Additionally, a team proposal will assess students’ ability to demonstrate professional teamwork as well as their ability to plan, research, and organise a written and oral report.

Indicative Readings
Recommended Textbook

References
Bovée, Courtland L., and John V. Thill, Excellence in Business Communication, Pearson (latest ed.).

Guffey, Mary Ellen, Business Communication: Process and product, Thomson South-Western, (latest ed.).

Aims

This subject is designed for students to develop conceptual and theoretical understanding how purchase decisions are made and what factors influence both the decision process and its outcomes. It provides an overview on how various individual and socio-cultural factors might affect the decision making of consumers and their strategic implications.

Learning Outcomes

On successfully completing this subject, students will be able to:

- gain a broad understanding of the relationships between the organisation and its customer behaviour in a dynamic business environment.
- develop an understanding of situational influences and its impacts on marketing strategy and gain an overview of consumer decision process.
- appraise both internal and external factors (i.e. psychological, social, culture, and economic) in influencing consumer behaviour and segmentation.
- investigate customer dynamics and explore future trends of consumer behaviour and its implications to marketing.

Indicative Contents

- **Introduction**
  Nature of consumer consumption; Consumption meanings; Overview of consumer behaviour; Terminology and definitions; Consumer behaviour and marketing strategy.

- **Situational Influences and Marketing Strategy**
  Nature of situational influences; Situation classification; Situational influences and marketing strategy.

- **An Overview of Consumer Decision Process**
  Problem recognition; Information search; Evaluation and selecting alternatives; Making purchase; Post-purchase evaluations; Customer satisfaction and loyalty.

- **Internal Influences and Marketing Strategy**
  Nature of perception; Interpretation; Perception and marketing Strategy; Nature of Learning; Motivation; personality, and emotion and its implications on marketing strategies; Attitude formation and change.
External Influences and Marketing Strategy
Demographics, culture, subcultures, values, and lifestyles; Reference group and family influence; Cross-cultural behaviour; Concept of social class and its implications on marketing strategies.

Teaching/Learning Approach
Lectures focus on the main theoretical and factual aspects of the syllabus. Case studies, article reviews and real life examples will be singled out for deeper analysis alongside relevant theories and concepts. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and apply the theories to the analysis of real-life consumer behaviour issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies. Tutorials are interactive. Students are expected to actively contribute to the discussion and give their comments, constructive criticism and questions to the presenting teams.

Assessment Approach
A variety of assessment tools will be used, including presentations, written reports, participation in discussion, test and examination designed to develop and assess critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbook

References


Schiffman, L. and Kanuk, L., Consumer Behavior, Prentice-Hall (latest ed.).
CC2115  Fundamentals of Human Resources Management

Level 2  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites Nil  
Assessment 60% Coursework  
40% Examination  

Aims  
This subject provides an introduction to the functions of human resources management. It provides students with key theories and practices of Human Resources Management in organisations. This subject will also provide a foundation for students who intend to specialise in the field of human resources management.

Learning Outcomes  
On successfully completing this subject, students will be able to:

- Explain the theories and practices in human resources management.
- Identify and evaluate the main features of human resources policies and practices in organisations.
- Analyse the human resources issues and recommend appropriate solutions at organisational level.
- Appreciate the importance of managing human resources in organisations.

Indicative Contents  

- **Human Resources Planning**  
  Understand the linkage between organisational strategy and human resource planning; Describe the processes of HR Planning; Define the job analysis.

- **Recruitment and Selection**  
  Define the recruiting goals; Discuss various sources of recruiting; Describe the selection processes; Selection tests and interviews; The importance of equal opportunities in recruitment and selection; Evaluate the effectiveness of recruitment and selection processes.

- **Compensation and Benefits**  
  Identify various types of employee rewards; Understand job evaluation; Describe various compensation programs; Discuss the market practices on employee benefits.

- **Training and Development**  
  Describe the methods used for employee training and development; Evaluate the effectiveness of training and development; Purposes of new employee orientation and socialization; Managing careers.
- **Performance Appraisal**
  Identify the processes and methods of evaluating employee performance; Describe factors distorting performance appraisal; Describe effective performance management systems.

- **Employment Relations**
  Understand labour unions and collective bargaining; Mechanisms for the resolution of industrial conflicts; Grievance handling procedures.

- **Legal context of Human Resources Management in Hong Kong**
  Application of Hong Kong Employment Ordinance; Legally required benefits in Hong Kong.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key theories and practices of human resources management together with guidance on further readings and other related activities.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories and practices in practical situations. The activities in tutorials include student presentations, discussions, case studies, exercises and video shows.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**

**References**


Hong Kong Institute of Human Resource Management: [http://www.hkihrm.org](http://www.hkihrm.org)


Hong Kong Labour Legislation: [http://www.labour.gov.hk/eng/legislat/content2.htm](http://www.labour.gov.hk/eng/legislat/content2.htm)

Office of the Privacy Commissioner for Personal Data: [http://www.pco.org.hk](http://www.pco.org.hk)
CC2116 Human Resources Management in PRC

| Level    | 2 |
| Credits  | 3 |
| Nature   | Non-Science |
| Medium of Instruction | English, supplemented by Chinese (Spoken: Cantonese; Written: Chinese) |
| Teaching Pattern | 28 hours of Lecture 14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 60% Coursework 40% Examination |

**Aims**

This subject aims to provide students with the foundation skills and knowledge required to understand and appraise human resource management in the commercial sector of PRC. It also prepares students to further develop their knowledge in the field of human resource management either through continuous professional development or academic studies.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Explain the characteristics of the workforce in PRC.
- Identify and evaluate the human resources management policies and practices prevailing in the commercial sector of PRC.
- Appreciate the importance of human resources management in the PRC context.

**Indicative Contents**

- **Labour Market and Commercial Sector in PRC**
  Characteristics of the Chinese workforce; Labour supply and demand; Types of enterprises; Management systems and styles of enterprises.

- **Labour Law in PRC**
  Contemporary legal environment in PRC; Definitions, characteristics, principles and application of the PRC Labour Law.

- **Employee Compensation and Benefits**
  Characteristics of salary and wages systems in enterprises; Compulsory and optional portions of benefits; Development of effective compensation and benefits policies.

- **Employee Recruitment in the PRC**
  Recruitment system; Recruitment methods and procedures; Employment contract; Strategies for retaining staff.

- **Employee Training in the PRC**
  Strategies and techniques in training frontline employees; Management development programmes.
- **Employee Performance Appraisal in PRC**
  Characteristics of performance evaluation and appraisal in PRC; The importance of ethics and equal opportunities in performance appraisal in PRC context.

- **Workplace Relations**
  Workplace relations in contemporary work environments.

- **Workplace Safety and Health**
  Work environment stressors and support; Safety and health.

**Teaching/Learning Approach**

Lectures primarily focus on the delivery of key concepts and theories of the topics in the syllabus.

Tutorials are interactive. It includes student discussions, PRC case studies and videos to enhance students’ learning.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References
Lauffs, Andreas, *China staff: employment manual*, Asia Law & Practice, (latest ed.).


*China staff: the newsletter for human resources professionals*, Asia Law & Practice Ltd.

*Practical China Staff Management*, FT Law and Tax Asian Pacific, (latest ed.).
CC2117 Land Development Studies

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<td>Credits</td>
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**Aims**

This subject is intended to provide students with an understanding of the socio-economic and institutional principles governing land use patterns and building forms in cities. It reviews the town planning framework and land development process. It evaluates contemporary government policies and regulations on land use, town planning as well as urban development.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Analyse the socio-economic and institutional factors affecting land use pattern, urban built-forms, and growth and decline of cities.
- Aware of the current regulations and practices related to urban planning and development context.
- Diagnose the land use and urban planning problems and show the problem-solving skills in relation to the problems.
- Communicate and work effectively in the land conversion process.

**Indicative Contents**

- **Urban Studies and Planning Issues**
  Evolution of human settlements; Introduction to economics of urbanization; Urban structure; A review of urban planning system in Hong Kong; Problems associated with urban planning; Public consultation in the urban planning process; Urban planning application and development control issues; Urban design and environmental planning; Urban growth; Urban renewal; Rural area planning problems in Hong Kong; Regional planning theories and policies.

- **Development Issues**
  Land conversion and development process; Statutory and administrative control systems related to urban development; An evaluation on the tactics adopted by the professionals to tackle the common problems arising from the urban development process; A critical review of government policy affecting the land development industry; Process of design, user’s requirements, land design and client’s brief.
Teaching/Learning Approach

Lectures provide students with a good understanding of the relevant theories, concepts and regulations, and will be supplemented with application and discussions during tutorials. Case studies will be used to illustrate how principles can be applied into practice. Students will further appreciate the subject by conducting in-depth land use study in one of the pre-defined planning areas in Hong Kong.

Assessment Approach

Assessment will be in the form of written examination, oral presentation and written report. Examination and coursework will constitute 60% and 40% of the overall grade of the subject respectively. Written examination aims to assess students’ ability to apply concepts learned for solving problems on urban planning and development. Oral presentation and written report on the in-depth land use study serve to consolidate students’ knowledge and assess their analytical and communication skills.

Indicative Readings

Recommended Textbook


References


Hong Kong Institute of Planners (1996), *Planning in Hong Kong 1997 and Beyond*.

Nield S., *Hong Kong Land Law*, Addison Wesley Longman China Ltd. (latest ed.).

Nissim, R., *Land Administration and Practice in Hong Kong*, Hong Kong: Hong Kong University Press.

Planning Department (1995), *Town Planning in Hong Kong – A Quick Reference*, Hong Kong: Hong Kong University Press.


CC2120 Introduction to Applications in Sports and Recreation

| Level       | 2 |
| Credits     | 3 |
| Nature      | Science |
| Medium of Instruction | English |
| Teaching Pattern  | 28 hours of Lecture |
|              | 14 hours of Tutorial |
| Prerequisite | Nil |
| Assessment  | 50% Coursework |
|              | 50% Examination |

Aims

This subject aims to provide students with the fundamental understanding of the concepts of sports, physical education, leisure and recreation. This subject empowers students with the knowledge about general physical training principle in order to help them to develop a better understanding of sport, as well as the safety precaution in different activities. It provides students with an overview of the factors affecting the participation in recreational activities. The subject also introduces students to the fundamental nature of sport which is related to health, culture, socialization, sportsmanship, all-rounded development, value, drug use, and aesthetics.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the nature of sports, physical education, leisure and recreation.
- State the developments of leisure and recreation in Hong Kong.
- Develop basic skills in physical training.
- State the safety precaution in different activities.
- Provide exercise prescription according to the fitness test results.
- Analyse the factors affecting the participation in recreational activities.

Indicative Contents

- **Terminology and Application**
  - Concepts of sports, physical education, leisure and recreation; Venues for different sports.

- **Leisure and Recreation**
  - Factors influencing participation in recreational activities; People's needs throughout the life cycle.

- **Basic Physical Fitness Training Concept**
  - Different training methods related to aerobic and anaerobic.

- **Nature of Sport**
  - Sport and health; Sport and culture; Sport and all-rounded development; Sport and value; Sport and aesthetics; Sport and sportsmanship.
- **Safety Precautions in Different Activities**
  Warm up exercises; Stretching techniques; Physical fitness testing and evaluation.

**Teaching/Learning Approach**

Students learn this subject at lectures and tutorials (aided by audio-visual elements); Group projects and class presentations will be required in order to consolidate and enhance students' knowledge and skills on the subject matter.

**Assessment Approach**

A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentations, debates, quizzes, term tests, and examination to develop students' critical thinking, and analytical skills.

**Indicative Readings**

Recommended Textbook


References
Daly, J. W., *Recreation and Sport Planning and Design*, Champaign, Ill.: Human Kinetics (latest ed.).

Kraus, R.G., *Recreation and Leisure in Modern Society*, Menio Park, Calif.: Benjamin Cummings (latest ed.).


Aims

This subject examines the basic daily operations of travel agents. It equips students with analytical skills that are necessary for the understanding of conducting tours. It provides students with general knowledge, basic skills and competence to work in a local inbound or outbound travel agency. Studying the subject will also help to develop student’s critical thinking skills for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the evolution and development of travel agencies in tourism.
- Appraise the roles and responsibilities of travel agencies in tourism development.
- Acquire basic knowledge to describe the different aspects of activities in managing and promoting travel agencies.
- Analyse the interaction between travel agencies, and travel product or service providers.
- Apply industrial practices with respect to the local environment.

Indicative Contents

- Legal Aspects of Travel Agencies
  Nature of tourism and travel agencies; Types of travel operations; Establishment of a travel agency; Related law and ordinances; Future aspects.

- The Roles and Functions of Travel Agents
  Travel sales distribution system; Wholesale and retail agents; Inbound and outbound agents.

- Tour Management
  Destination research; Supplier negotiations; Planning a simple tour; Inbound and outbound tours; Technological impacts.

- Consultation and Tour Conducting
  Customer services skills in a travel agent; Basic procedures for conducting tours; Expecting the unexpected.
Management of a travel agent
Sales and marketing; Human resource management; Financial management.

Teaching/Learning Approach
This subject is delivered by means of lectures and seminars which will use an interactive approach to strengthen the concepts, and applications of principles and key issues, using an interactive approach. The learning process employs a student-centred learning approach which will integrate the following methods:
1. Tutorials and workshop
2. Project application such as in tour and itinerary planning
3. Field trip for tour guiding practice

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, field trip tour guiding practices, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbook
Mancini, M., Conducting Tours, Delmar Thomson Learning (latest ed.).
Steinberg, W.A., Travel Agency Operations, International Institute of Travel, Prentice Hall (latest ed.).

References
Holloway, J. Christopher, The Business of Tourism, Prentice Hall (latest ed.).
Syratt, G., Manual of Travel Agency Practice, Elsevier (latest ed.).
Weaver, D., Lawton, L., Tourism Management, Wiley (latest ed.).
CC2125 Sociology of Recreation and Sports Management

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture 14 hours of Tutorial
Prerequisites Nil
Assessment 50% Coursework 50% Examination

Aims

This course aims to equip students with the foundation in sociological theories. It develops their sociological consciousness to analyze recreation and sports in a global context. This course will also compare the influences of both sports and recreation on the local community to different societies and cultures. Government policies and planning are studied to analyze the needs of Hong Kong people. Management of sports and recreations facilities is being explored as well to enhance professionalism in that particular area.

Learning Outcomes

Upon completion of the subject, students will be able to:

- Understand and explain the basic concepts and theoretical models of sociology.
- Apply different sociological theories, findings to the study of our community and modern society.
- Analyze the contribution of sports and recreation to the community and society.
- Appreciate government policies and planning in the provision of recreational and sports facilities.
- Apply management theories and skills in regards to sports and recreational facilities and programmes.

Indicative Contents

- **Introduction of Sociology**
  Sociological perspectives; Development of sociology; Sociological theories: functional theory, conflict theory, and symbolic interaction theory.

- **Society and Culture**
  Theories of socialization; Socialization and sports; Elements of culture; Emergence of modern consumerism.

- **Conceptual Base of Recreation and Sports**
  Social and historical perspectives on sports and popular culture; Leisure and work definitions and significance; Contemporary perspectives on leisure and work; Leisure and social stratification; Theories of play and recreation; Leisure and life cycle; Consumption and life styles.
Recreation and Sports Policies
Structure and policies of recreation and sports in Hong Kong; Political input in policy: community needs against market forces; Changing nature of recreation and sports provision: public sectors, private sectors, and voluntary sectors.

Management Theories and Its Application to Recreation and Sports Provision
History of the sports and recreation profession; Various career opportunities in the field of recreation and sports; Leadership skills required for the professionals; Factors involved in managing recreation and sport services.

Legal and Ethical Issues in Recreation and Sports Management and Its Social Inclusion
Ethical standards required in the industry; Macro and micro plannings at regional and national levels; Purposes and partnerships of recreation and sport providers; Key concerns with respect to environmental pollution, dwindling natural resources etc.

Teaching/Learning Approach
Lectures will focus on the introduction and explanation of key concepts, with specific reference to current issues. Occasional group discussions might be arranged.

Tutorials will provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life issues. The activities in tutorials will normally include student presentations, discussions of problems and case studies.

Indicative Readings
Recommended Textbooks
Worsley, P. New Introducing Sociology, Penguin (latest ed.).

References
Giddens, A., Human Societies, Polity Press (latest ed.).
Haralambos, M. and Holborn, M., Sociology: Themes and perspectives, London: Collins (latest ed.).

Aims

This subject introduces the basic principles and concepts of Marketing. It equips students with foundational knowledge and skills of marketing to analyse market situations. It exposes students to various areas of marketing. The subject will also help develop students’ oral and written communication skills and critical thinking.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the role of marketing in today’s competitive and dynamic environment.
- establish the relationship between marketing planning and corporate planning.
- recognise the importance of various areas in marketing such as consumer behaviour, market research, global marketing and ethical issues.
- analyse the marketing environment, and identify marketing opportunities, threats and other factors or issues affecting marketing decisions.
- apply relevant marketing concepts, knowledge and theories to practical marketing situations.

Indicative Contents

- **Role of marketing in an organisation**
  Role of marketing in the modern organisation; Evolution of marketing; Products and services marketing; Relationship between marketing planning and corporate planning.

- **Marketing Environment – Macro-environment and Micro-environment**
  Economic, social, legal, competition, cultural and demographic factors; Relationship with suppliers, intermediaries, customers and other factors such as resources.

- **Segmentation and Positioning**
  Importance of segmentation and positioning; Different segmentation bases and types of positioning strategies.

- **Consumer Behaviour and Organisational Buying**
  Basic knowledge of consumer behaviour such as different needs and motivations, perceptions and learning theories; Organisational buying process.
- **Market Research**
  Introduction to basic marketing research methodologies and applications.

- **Marketing Mix**
  Foundation concepts of Marketing Mix: Product, Price, Place and Promotion.

- **International Marketing Issues and impact of IT**
  Concepts, examples and issues related to international marketing; Applications of IT such as online marketing.

- **Ethical issues**
  Marketing impact on individuals and society; Social responsibility and marketing ethics.

### Teaching/Learning Approach

Lectures focus on the introduction and explanation of key marketing concepts, with reference to current marketing issues or examples wherever appropriate.

Tutorial sessions provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life marketing situations. The activities in tutorials normally include group work, student presentations and discussions of problems sets and case studies.

### Assessment Approach

A variety of assessment tools will be used, including group presentations and written reports, individual assignments, in-class exercises, tests and examination designed to assess the expected outcomes.

### Indicative Readings

**Recommended Textbook**


**References**


CC2127 Principles of Business Programming

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<tr>
<th>Level</th>
<th>2</th>
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<tr>
<td>Credits</td>
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<td>Nature</td>
<td>Science</td>
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<tr>
<td>Medium of Instruction</td>
<td>English</td>
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<tr>
<td>Teaching Pattern</td>
<td>28 hours Lecture 14 hours Tutorial / Laboratory</td>
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<tr>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Exclusion</td>
<td>CC2201 Principles of Programming</td>
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<tr>
<td>Assessment</td>
<td>50% Coursework 50% Examination</td>
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</table>

**Aims**

This course introduces students to the basic concepts and techniques of developing computer programs and algorithms for problem solving in business environment, helping organizations achieve business automation. Students learn how to design, implement, test, debug, and document programs. This course establishes students with the foundation to develop and appreciate programs using visual programming languages such as Visual Basic.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Design and develop computer programmes based on well defined business requirements;
- Test and debug computer programs;
- Gain experience with the translation of an informal problem specification into a program design;
- Document computer programmes in a professional manner.

**Indicative Contents**

- **Computing Basics**
  Computer software; the Internet; Programming approaches; Development of high level languages; Development of visual programming languages such as Visual Basic, Visual C++, etc.

- **Fundamentals of Programming**
  Syntax, semantics, compilation, linking, execution; Data Types.

- **Control**
  Algorithms overview; Pseudo-code overview (flow chart, top-down approach and “divide and conquer” are introduced); Control structures (for routine one-off operation, decision-making operation and repetitive operation); Programme testing and Debugging techniques.

- **Classes, Objects and Methods**
  Distinguishing the differences among classes, objects, methods and instance variables; Operation of classes and objects; Identification of classes in a requirement document; Understanding of the use of method in details.
- **Array**
  Array declaration; Array passing to methods; Array sorting and Array search.

- **Exception Handling**
  Exceptional Handling Overview; Investigating when Exception Handling is needed; Operation required to work on exception handling;

- **Searching and Sorting**
  Use of search algorithms (Linear search and Binary search), use of sort algorithms (Selection sort, Insertion sort and Quick sort).

**Teaching/Learning Approach**

During lectures, fundamental theories and basic concepts of information systems will be introduced first, followed by group activities, which enhance students’ understanding of those theories and concepts.

In the tutorials and laboratory classes, students will be required to apply the principles learned in lectures to tackle business problems by designing and developing appropriate software solution.

**Assessment Approach**

A variety of assessment tools will be used, including presentation of design, case studies, written reports of mini programming projects, tests and examination. They are designed to assess students’ understanding and appreciation of the use of programming skills to solve business problems.

**Indicative Readings**

Recommended Textbook

References


CC2128 Introduction to Tourism

Level 2
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisite Nil
Exclusion CC2122 Introduction to Tourism Management
Assessment 60% Coursework
40% Examination

Aims

This subject aims to provide an introduction to the fundamental principles and scope of the tourism industry. The students will have an overview of the structure, organization and interdependence of various sectors of the industry. It provides a framework for students to apply the theories and practice of the field of tourism industry in Hong Kong.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the historical background and the development of the tourism industry.
- understand the types of travel operations, identify the different travel related organizations and their roles.
- analyse the structure and components of the tourism industry.
- appreciate the significance of the roles played by the travel intermediaries and their operational characteristics.
- analyse economic, social, cultural and environmental impacts of tourism.
- plan and prepare a tour itinerary with relevant information for the target markets.

Indicative Contents

- **Introduction and Perspectives**
  History of tourism; Definition of travel and tourism; Forms and levels of tourism.

- **Tourism Suppliers**
  Accommodation; Catering; Transportation; Destination; Attractions; Entertainment; Facilities.

- **Travel Intermediaries**
  Distribution channels; Tour operators and travel agents.

- **Destination Planning and Development**
  Government involvement in tourism; Roles of public sector in tourism; National tourism administrations.
- **Impact of Tourism**
  Economic, environmental, socio-cultural benefits and costs that result from tourism.

- **Tourism Research and Marketing**
  Inbound and outbound tourism data; Tourism demand forecasting; Destination marketing and research.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key tourism concepts, with specific reference to current tourism issues. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life tourism issues. The activities in tutorials include student presentations, discussions of problems, and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and presentation skills.

**Indicative Readings**

Recommended Textbook

References


### CC2129 The Events Industry

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<td>Assessment</td>
<td>60% Coursework</td>
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<td>40% Examination</td>
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### Aims

This course adopts a macro overview to introduce the events industry. It establishes some fundamentals in historical, economic and social aspects of the industry, types of events and basic essentials in delivering events. The structural and technological trends of the industry are encapsulated; professionalism and career prospects of events practitioners are also highlighted. The overall aim is to enhance students’ understanding of the subject from both the industry and professional angles.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- Describe the event industry and its implications to the economic and social environments
- Identify and describe different types of events
- Understand the profession and the structural network of suppliers contributing to the industry
- Become cognizant of the essentials in the events management process
- Demonstrate problem-solving skills in dealing with common issues encountered by an entry-level associate

### Indicative Contents

- **Historical, Economic and Social Aspects of the Event Industry**
  Historical root of the industry; Concept of the experience economy; Economic and social implications of the industry.

- **Event Categorisation**
  Political and organizational events; Social and fundraising events; Convention and exhibition events; Sports and recreational events; Festival and cultural events; Special events.

- **Structural Aspects of the Event Industry and Stakeholders**
  The agency roles of events organizers; Contractor-based network of suppliers; Other stakeholders such as the host organisation and community; Sponsors; Media; Participants; Spectators; Governments.

- **Events Operations in Essence**
  Related activities in event planning, delivery, staging; Evaluation of outcomes.
- **Professionalism and Career Paths**
  Attributes and profiles of events practitioners; Career opportunities; Certification of professional standing and professional bodies.

- **Enabling Technologies and Contemporary Trends**
  Technological applications in various areas; Event marketing and administration; Green issues in the events industry.

**Teaching/Learning Approach**

An interactive approach is adopted in lectures to introduce key concepts of the subject with specific reference to current issues of the subject.

Tutorials are used to facilitate students, both individually and in group, to deepen their understanding of the concepts and application of theories to case scenarios, through forming and presenting their opinions in class.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ analytical abilities and presentation skills.

**Indicative Readings**

**Recommended Textbooks**


Referenced Titles


Goldblatt, J. *Special Events The Roots & Wings of Celebration*. Wiley: NJ (latest ed.)


Van Der Wagen, L. *Event Management for Tourism, Cultural, Business and Sporting Events*, Pearson (latest ed.).
**CC2130 Introduction to Global Business**

<table>
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<td>Assessment</td>
<td>50% Coursework</td>
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**Aims**

This subject aims to provide students with a global perspective and sound understanding of current practices of international business. Students will be guided to analyze different international business strategies based on real life situations. This subject also helps students develop critical thinking and practical skills in international business for their life-long learning.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Understand the key concepts of international business.
- Evaluate the influences of different cultures on international business.
- Understand the general local/international business legal framework.
- Analyze the current international business practices in the global environment.
- Develop the ability and practical skills in international business.
- Apply relevant knowledge to enhance their understanding of other subjects related to international business.

**Indicative Contents**

- **The World of International Business**
  The foundation of international business; Role of governments on global business.

- **Cultural Diversity and Globalisation**
  Cross-cultural contacts between Hong Kong and the rest of the world, culture and cultural differences across nations, local culture and globalisation, implications for business and organizational behaviour.

- **Law and Global Business**
  Major legal systems around the world including civil law, common law, religious law and pluralistic systems, international law treaties, doing business across different jurisdictions.

- **Managing in a Global Environment**
  Management styles and functions; Structures of international business organizations; International human resources management; International career planning; Labour unions worldwide and impact of labour unions.
Managing Information Technology and Communication for Global Business
Strategic roles and functions of technology in global business activities, product and services developments, manufacturing, marketing and promotion.

International financial management
Financing global business operations, international financial markets, Analyzing international investments; Managing international business risk.

Ethics and Social Responsibility in International Business
Ethics and social responsibility in the international context, differences in business ethical traditions in different countries.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key concepts on international business, with specific reference to current globalization issues wherever appropriate. Group discussions might be conducted occasionally.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life international business issues. The activities in tutorials normally include student presentations, discussions of problem sets and case studies.

Assessment Approach
A variety of assessment tools will be used, including group projects and presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical, problem-solving and communication skills in a global context.

Indicative Readings
Recommended Textbook

References

Czinkota, Michael R., Ronkainen, Ikka A. & Moffett, Michael, H., International Business, South-Western: Thomson Learning (latest ed.).


Dobinson, I. and Roebuck, D. Introduction to Law in the Hong Kong SAR. Sweet and Maxwell (latest ed.).


### CC2131 中文商務傳意 Chinese for Business Communication

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<td>不能同時修讀的科目</td>
<td>CC2113 Chinese for Business Executives 商務行政中文</td>
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<td>評估方法</td>
<td>50%課堂習作</td>
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#### 課程目標

本課程透過課堂講授、課堂練習、分組習作等方式，訓練學生運用中文傳播商業、行政訊息的能力。課程尤注重培訓學員口語表達及專業商務行政中文寫作的能力，全面地訓練學生掌握專業商務中文的各種技巧。

#### 學習成果

學生成功完成本科目，應能：

- 明白商務行政中文的定義和種類。
- 瞭解商務行政中文的體例及格式。
- 運用商務實用文的知識，成功撰寫適合各行業的中文實用文的文類。
- 掌握及運用商務中文的口語知識。
- 以中文進行商務溝通及撰寫商務行政文書。

#### 課程內容

- **中文商務實用文的定義**
  介紹中文商務實用文的發展歷史、定義、種類及應用範圍。介紹中港台三地中文商業實用文體例及用語的異同，概括本課程主要教學內容：商務信函（包括電子郵件，傳真），商務廣告，行政管理（包括公司章程、會議記錄、工作總結等），商務調研決策文書（包括簡明/企業說明書，市場調查報告等）。

- **商務信函**
  介紹商務信函的各種類別及各自寫作原則，例如傳統書信、電子郵件和傳真的方式，內容包括查詢、訂貨、退貨、議價、邀請、慶賀等。

- **商務行政管理文書**
  介紹各類商務行政管理文書處理，例如公司章程、聘請書與解聘書，授權委託書，商務請示與報告，工作總結等。
### 商務會議及談判文書
介紹會議紀錄、商務談判方案/紀要、商務合作意向書、協議書及商務合同的撰寫方法。

### 契約及法律檔
介紹中國大陸法律檔的撰寫要點及注意的事項，中國與台灣中文法律檔撰寫的異同，土地屋契，勞工法律檔的要例。

### 廣告與招商
介紹中港台三地撰寫廣告文稿的異同，撰寫口語廣告的要點，廣告文書的特色；介紹公關策劃方案、商品/企業說明書、招標書與投標書等的寫作。

### 商務調研決策文書
介紹市場調查報告、預測報告、可行性研究報告、企業經營計劃、價格方案等的體例及撰寫方法。

### 口語：商務/行政演講與談判
介紹演講辤的寫作，介紹商務/行政演講的技巧，如何設定計劃，解釋決定，闡立場等；介紹如何進行商務談判、辯論等。

#### 教學方法

本課程是理論與實際並重，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。

#### 評估方法

本課程採用持續評估方法，學生須撰寫平時習作，如廣告、演講辤等，也須完成導修課堂小組報告，如商務會面、談判等，另有期中測驗及期末考試，綜合檢測學生掌握本課程的水平。

#### 指定課本

蔡富春主編：《中國商務應用文書手冊》，香港：經濟日報出版社(香港)出版，最新版。

參考書
董兆傑：《口語訓練》，香港：語文出版社，最新版。
張斌：《漢語語法修辭常識》，香港：香港教育圖書公司，最新版。
陳建民：《說話的藝術》，香港：語文出版社，最新版。
陳永生〔等〕編著：《國際商務函電與合同》，香港：華語教學出版社，最新版。
李錦昌編著：《現代商業傳意大全》，香港：商務印書館(香港)有限公司，最新版。
黎運漢，李軍著：《商業語言》，台灣：台灣商務印書館股份有限公司，最新版。

白雲開：《21 世紀商用中文書信寫作手冊》，香港：香港城市大學出版社，最新版。

盧丹懷 [等]：《中港應用文傳意大全》，香港：商務印書館(香港)有限公司，最新版。

崔文凱，王琰編著：《商務文書寫作一本通》，北京：中國言實出版社，最新版。
CC2201  Principles of Programming

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<tr>
<td>Assessment</td>
<td>40% Coursework</td>
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**Aims**

This subject aims to provide students with the practical skills of computer programming in the context of problem solving. It provides students with an understanding of the structure of a high-level programming language, and of the design and analysis process of programming. It also provides students with some practical experiences of writing structured programs.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- write programs for solving practical problems in the business environment
- recognise the importance of documentation in software development
- further develop their analytical skills and problem solving skills in other areas
- enhance critical and creative thinking competence

**Indicative Contents**

- **Fundamentals of Programming**
  Syntax; Semantics; Compilation; Linking; Execution.

- **Programming Approaches**
  Functional programming; Procedural programming; Structural programming; Object-oriented programming.

- **Data Types**
  String; Numerical data; Boolean; Operators; Literals.

- **Input and Output**
  Standard input/output; Files.

- **Concepts and Technique of Control**
  Sequencing; Alternation; Repetition; Recursion.

- **Practical Programming**
  Programming in a selected high-level language e.g. C, C++ or Java.
Teaching/Learning Approach

Theories and basic concepts will be delivered during the lectures. In the tutorials and laboratory sessions, students will be required to design and develop software solutions to practical problems by applying the general principles learned in the lectures.

Assessment Approach

A variety of assessment tools will be used, including programming projects, tests and an examination designed to develop and assess skills of writing programs to solve practical problems and of writing documentation.

Indicative Reading

Recommended Textbooks

Adams, J. and Nyhoff, L. *C++: An Introduction to Computing*. Prentice Hall. (latest ed.).


References
Barnes, D. and Kolling, M. *Objects first with Java: a practical introduction using BlueJ*. Prentice Hall. (latest ed.).


Deitel, H.M. and Deitel, P.J. *Java: How to Program*. Prentice Hall. (latest ed.).

Deitel, H.M. and Deitel, P.J. *C++: How to Program*. Prentice Hall. (latest ed.).

Friedman, F. L. and Koffman, E. B. *Problem Solving, Abstraction, and Design using C++*. Addison Wesley. (latest ed.).

Savitch, W. *Problem Solving with C++*. Addison Wesley. (latest ed.).

Deitel, H.M. and Deitel, P.J. *C: How to Program*. Prentice Hall. (latest ed.).

CC3003 Contemporary Social Problems

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<td>Assessment</td>
<td>40 % Coursework 60 % Examination</td>
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Aims

This subject introduces to students with the concepts of social problems from a sociological perspective. It provides to students with fundamental overview on sociological paradigms and cultivates students’ critical thinking ability. Studying the subject equips students with analytical skills that are necessary for the understanding of social problems in contemporary society.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify social issues from a sociological perspective.
- gain insight of both global and local social problems.
- make a reasoned analysis of the prevailing social problems.
- become sensitive toward the development of social policies in tackling social problems.
- develop social awareness toward the society they are living in.

Indicative Contents

- The Sociology of Social Problems
  The sociological diagnosis of social problems, pitfalls in sociological theorizing, social disorganization and social dysfunctions.

- Crime and Juvenile Delinquency
  The criminal justice system, trends and patterns of crime and delinquency, prevailing criminological theories and social control.

- Poverty and Inequality
  A delineation of poverty, trends in poverty, poverty and economic inequality from a global perspective.

- Race and Ethnicity
  Prejudice and discrimination, assimilation and pluralism, explaining racial and ethnic stratification.

- Families
  Structures and characteristics of families throughout the world, sociological perspectives on families, violence in families, families and intimate relationships.
- **Education**  
  Sociological theories of education, schools and societies, educational quality and educational challenges in the twenty-first century.

- **Urbanization and Urban Problems**  
  The urban environment, the development of cities, models of urban growth, suburbanization and the fiscal crisis of cities.

- **Population and the World’s Environment**  
  Growth and control of population, the theory of demographic transition, population in industrialized and developing countries, a conflicting perspective on population, human intrusion into the natural environment.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of social problems based on sociological theories and concepts.

Seminars provide students with the opportunity to deepen their understanding of the concepts delivered in lectures and to apply the theories to the analysis of contemporary issues and problems. The activities in seminars include student presentations and discussions of case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical skills in examining the understanding of social problems.

**Indicative Reading**

**Recommended Textbooks**  

**References**


Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 40% Coursework
60% Examination

Aims

This subject provides students with the knowledge of the fundamental structure of the Pearl River Delta region and a comprehensive understanding of various aspects of her socio-economic development and their implications to Hong Kong’s development by introducing the most updated information about the latest and salient socio-economic development in the Pearl River Delta region and developing students’ ability to identify, comprehend and analyse the business and economic press coverage of Pearl River Delta and Hong Kong with a critical perspective.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand and analyse the pertinent socio-economic development of the Pearl River Delta region and the implications to Hong Kong’s development.
- identify the challenges and opportunities afforded at around the Pearl River Delta region.
- appraise the future development of the Pearl River Delta region by investigating the underlying forces and factors that facilitate or inhibit the development.

Indicative Contents

- **Introduction**
  Definition of Pearl River Delta; Importance of Guangdong and Pearl River Delta; Economic reform and the openness policy; Links with Hong Kong.

- **Foreign Investment and Foreign Trade**
  Guangdong’s external trade; Exports of Pearl River Delta; The opening of domestic market and foreign investment; Possibility of a South China Trading bloc.

- **Industrial Structure and Industrial Policy**
  Patterns of industrial structure in Guangdong; Retardation of the tertiary sector; Processing operations and foreign-invested enterprises; An effective and equitable policy.

- **Labour Market**
  Labour cost and labour supply in Pearl River Delta; Human resources and the development of High-Tech and tertiary industries; Liberalisation of the labour market; Relaxing household registration.
Infrastructure of Pearl River Delta
Electricity, land transportation, port construction, telecommunications, co-ordination of infrastructure in Hong Kong and Pearl River Delta.

Environmental Degradation
Problems of environmental pollution, air and water pollution; Problems of industrial wastes; Sources of environmental pollution; Role of Township and Village Enterprises (TVEs) in environmental pollution; Controlling environmental pollution.

Regional economic development
Greater Pearl River Delta concept; Pan Pearl River Delta regional cooperation; Impacts of Yangtze River Delta region to Pearl River Delta.

Teaching/Learning Approach
Lectures focus on providing students with the most updating information about the socio-economic development in Pearl River Delta and analyzing the implications to Hong Kong’s development.

Tutorials provide students with the opportunity to deepen their understanding of the lecture discussions and to identify and comprehend the opportunities and challenges of latest salient issues through individual and group presentations.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings
Recommended Textbook
This is a wide and dynamic topic mainly involving current issues and we are not recommending a specific textbook.

References
Cheng Y. S. (ed). Guangdong in the Twenty first Century: Stagnation or second Take-off. City University of Hong Kong Press (latest ed.).

Liu P. W., et al., The Fifth Dragon: The Emergence of Pearl River Delta. Addison Wesley, Singapore (latest ed.).

Yeh, Lee, Lee and Sze (ed.) Building a Competitive Pearl River Delta Region—Cooperation, Coordination, and Planning. Centre of Urban Planning and Environmental Management, HKU (latest ed.).

Yeung, Shen and Li, The Western Pearl River Delta—Growth and opportunities for Cooperative Development with Hong Kong, Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong (latest ed.).

Greater PRD: bridgehead to the China market. Research Department, Hong Kong Trade Development Council (latest ed.).

Pearl River Super Zone: tapping into the world's fastest growing economy. South China Morning Post (latest ed.).

Central Policy Unit, HKSAR (http://www.info.gov.hk/cpu/english/new.htm)

Hong Kong Trade Development Council: Pan-Pearl River Delta (http://panprd.tdctrade.com)

Hong Kong Trade Development Council: Pearl River Delta (http://prd.tdctrade.com)

CC3006 The Perspectives of Eastern and Western Cultures

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**Aims**

On the basis of theories and contextual analyses, this subject examines the changing relationship among culture, society, history, religion, and popular arts in the East and West. It allows students to understand the key problems of human creativity, social mentality and cultural consumption in the contexts of local history and global transformation. All these forces will be pivotal in the development of our cultural imagination, cultural education and cultural policies in the years ahead.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- identify the similarities and differences between Eastern and Western cultures.
- become more sensitive to different cultural novelties and distinctiveness and successfully interact with people of different cultural backgrounds.
- differentiate the multiple perspectives with which people view the East and West today.
- analyze the complex interplay between the modern self, society and history through an inter-disciplinary approach.
- develop a capacity for independent judgment on both Eastern and Western cultural practices and social institutions they must deal with today.
- apply cultural concepts and theories to the analysis of the fundamental issues and problems of different civilizations.

**Indicative Content**

- **The Conceptions and Definitions of Eastern and Western Cultures**
  Concepts of cultures, difference between cultures and civilizations, representations of the East and West, Globalization and Americanization, Samuel Huntington’s notion of “the Clash of Civilization”.

- **The Conceptions of Beauty**
  The difference between the East and West in the concepts of beauty, the western images of Eastern beauty, the Japanese images of western beauty, ancient and modern representations of perfect human figures; modern cultural meaning of “Miss Universe”.

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• **Language and Communication**
The origins and evolutions of Eastern and Western languages, pidgins and colonialism, language and the society, accents and Class, tone and gender, the secret of good communications, Greetings and manners, the difference between verbal and body languages in the East and West.

• **Childhood and Toy Culture**
The difference between the East and West in the concepts of Childhood; the history of Eastern and Western toys, the history of Barbie doll, Barbie culture and the representation of American womanhood; the impact of American Barbie culture on China and Hong Kong; the opponent of Barbie: the emergence of Blythe doll in the early 2000s, Gundam culture and the Japanese worldview.

• **Buddhism and Christianity**
The difference between the East and West in the conception of afterlife, the concepts of heaven and hells, the life and thoughts of Jesus and Buddha, the rise and decline of Buddhism in India, the impact of Buddhism on East and South East Asian Society; Christianity and Jewish culture, the rise of Christianity in Europe and America.

• **Fortune-telling and Social Culture**

• **Love relationship and Marriage**
The origin and evolution of Valentine culture in the West, the difference between the East and West in dating culture; the Eastern and Western conceptions of “Love”; the origins and the evolution of marriage in human society; different marriage pattern in Eastern and Western culture, Eastern and Western definitions of marriage.

• **Gender and Sexuality**
The rise of feminism in modern western society; ancient Chinese representations of Chinese womanhood; the difference between the West, India and China in attitudes toward sex, sex education in East and West, homosexual cultures in the East and West.

• **Disney Culture and Globalization**
The Making of Disney Culture in America; Disney Culture and the rise of American middle class in the second half of the 20th century, Disney films and American family culture, the impacts of Disney culture on Japan, China and Hong Kong.

• **Historical Memory and Museums**
Colonialism and the British Museums; the flowering of European culture and the development of The British Museum; the Beijing National Museum and the rise of Chinese nationalism; Museum of Hong Kong History and collective identity in Hong Kong.

• **Popular Cultures (I): Comics and the Society**
The origins and development of Eastern and Western comics, “Superman” and American heroic culture; Japanese comics and social culture, the impact of Japanese comics on Hong Kong, Taiwanese and Chinese teen culture.

• **Popular Cultures (II): Films and TV culture and the Society**
The development of western film industry; the impact of Hollywood culture on the world; the development of Chinese film industry; the interactive relationship between Film and TV culture , cultural identities and social mentality.
- **Orientalism and Occidentalism**
  Edward Said’s notion of Orientalism, the rise of Occidentalism in Asia, the similarities and differences between Orientalism and Occidentalsim, the development of Chinese Occidentalism and June Fourth Student Movement; Occidentalism and Japanese pop cultures.

**Teaching/ Learning Approach**

The lecturer will use the Chinese language to present the topics related to Eastern cultures so as to make the teaching content much more accessible and comprehensible to students. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding. In each tutorial, students will be divided into groups and will be required to present an assigned topic for discussion. They will be occasionally required to participate in fieldwork and to explore historical sites in Hong Kong under the guidance of the lecturer.

**Assessment Approach,**

In addition to tests and final examination that assess students’ understanding of cultural concepts and theories, presentation as well as essays are used to examine students’ competence in conducting cultural analysis of cultural issues.

**Indicative Reading**

Recommended Textbook:

References:


Lok, Fung (洛楓), 《世紀末的城市：香港的流行文化》The Decadent City, Hong Kong: Oxford University Press, 1995.


Turner, Mathew (田邁修) and Ngan, Suk-fun (顏淑芬), eds.《香港六十年代：身份文化認同與設計》Hong Kong in the Sixties: Cultural Identity and Design. Hong Kong: Hong Kong Arts Centre, 1994.

Yu, Mo-wan (余慕雲),《香港電影史話》A Historical Narrative of Hong Kong Film, Vol.1. Hong Kong: Subculture Press, 1996.
Aims

This subject introduces the basic concepts in the science of food and nutrients. These lay the foundation of healthy nutrition and diet. The goal is to create among students an awareness of the relation between diet and health, and to encourage them to follow the principles of a balanced diet to maintain their health, fitness and vitality. It also equips students with the practical ways to implement precautions to prevent food-borne illnesses and the means to design a balanced diet for different stages of one’s life cycle, as well as with reference to one’s health condition.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the concepts of the role of nutrients and their metabolism in health and diseases
- analyse the inter-relationship between diet and fitness
- plan a balanced diet for different stages in the life cycle
- plan a balanced diet to maintain health, fitness and vitality
- apply the principles in the prevention of food-borne diseases
- follow the guidelines of Critical Control Point analysis for food-borne diseases
- show enhanced critical thinking and problem-solving skills
- show enhanced professionalism in terms of care, integrity and sense of responsibility

Indicative Contents

- **Overview of Nutrients and Nutrition**
  Important nutrients to human health, carbohydrates, lipids, proteins, vitamins, minerals and water. Dietary reference intakes and nutritional assessment.

- **Metabolism**
  Digestion, absorption, transportation, and storage/utilisation of nutrients in the human body.

- **Planning of Diet in Health and for Some Diseases**
  Principles and guidelines in planning a balanced diet to maintain health and to prevent certain diseases such as heart disease, cancer and diabetes; Food fads and trends.

- **Diet Supplements and Functional Food**
  Wholesome food versus diet supplements in maintaining health and delay degeneration.
- **Weight Management**
  Energy balance between intake and expenditure; Definition of normal, over- and under-weight using body mass index.

- **Nutrition and Fitness**
  Energy requirement for various physical activities.

- **Nutrition in Life Cycle**
  Dietary consideration during various stages in the life cycle: childhood, adolescence, adulthood, pregnancy and elderly.

- **Food Safety and Prevention of Food-borne Illness**

**Teaching/Leaning Approach**

Lectures emphasize the understanding and explanation of basic information and relevant concepts of nutrition and food hygiene.

Tutorials provide a venue for discussion and illustration of the application in designing a healthy diet in health and illness.

**Assessment Approach**

Assessment such as individual and group assignments, presentations, tests and an examination will be used to assess the application of the theoretical knowledge. Written assignments and oral presentations are, respectively, for the training of written and oral communication skills. In addition, students’ ability in making analysis and planning for a balanced and health promoting diet is assessed.

**Indicative Reading**

**Recommended Textbook**

**References**

CC3011 Gender Issues

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<td>60% Coursework</td>
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### Aims

This subject aims at systematically enhancing students’ awareness of gender stereotypes and inequality in society from both the personal and sociological perspectives. It equips them with a critical and gender sensitive mind to observe, interpret and articulate social interaction and phenomena. Social construction and deconstruction of gender issues are discussed to enable students to appreciate the importance of gender balance and equality in the changing human world.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- identify a framework of study in gender issues.
- deconstruct the current issues of gender inequality from a sociological perspective.
- develop gender sensitivity toward social issues.
- demonstrate the ability to use relevant perspectives and arguments in analyzing gender issues.

### Indicative Contents

- **Thinking about Gender**
  Sociological imagination and the sociological framework for thinking about women and men.

- **Gender Difference and Gender Inequality**
  Natural differences between the sexes, discrimination in everyday life, and the problem in sociological perspectives.

- **The Social Construction of Gender**
  Femininity, masculinity and the concept of androgyny.

- **The Social Construction of Gender in Chinese Society**
  The social construction of language, knowledge, and Chinese culture.

- **Sex Segregation and Work**
  The male/female earnings gap; Sex segregation in the workplace; Consequences of occupational sex segregation.
Family, Economy and the Institutionalization of Gender Inequality
Historical perspectives on modern families; Feminist perspective on families, and the diversity of contemporary households.

Gender, Social Stratification and Social Policy
Current social policy related to gender issues; Concept of a gender-balanced society.

Teaching/Learning Approach
To facilitate students’ learning in this subject, lectures, seminars and group presentations are offered. Students are encouraged to actively participate in the learning process. During lectures, theories and concepts on sociology and gender issues are delivered. In seminars, students take part in various kinds of interesting and challenging group presentations and discussion which help to consolidate and enrich their understanding and critical analysis of the subject matter.

Assessment Approach
In addition to an examination that assesses students’ understanding and application of gender concepts and theories, presentations, case studies and group projects as well as written reflection papers are used to enhance students’ analytical ability and sensitivity in conducting personal and sociological analysis of gender issues.

Indicative Reading
Recommended Textbook


References


Lee, Eliza W.Y., Gender and Change in Hong Kong: Globalization, Postcolonialism and Chinese Patriarchy, Hong Kong: Hong Kong University Press, 2003.


俞智敏等合譯〔Pamela Abbott & Claire Wallace〕著：《女性主義觀點的社會學》台北：巨流圖書公司，1996。

顧燕翎、林芳玫等：《女性主義理論與流派：本土撰寫最完整女性主義入門讀本》台北：女書文化事業有限公司，1996。
CC3015 Logic

Level 3  Credits 3  Nature Non-Science  Medium of Instruction English  Teaching Pattern 28 hours Lecture 14 hours Tutorial
Prerequisites CC2002 Critical and Creative Thinking or CC2427 The Art of Reasoning
Assessment 40% Coursework 60% Examination

Aims

This subject aims to strengthen the rational dimension of holistic (or liberal arts) education through enhancing students’ ability in logical reasoning and abstract thinking (and hence in critical thinking). It lets students see the power of logic through a wide range of applications in daily life. It also cultivates students’ appreciation to the beauty of the exactitude of formal logic - the essence of human rationality.

Learning Outcomes

On successfully completing this subject, students will be able to:

- apply logical techniques in assessing reasoning both in everyday life and in academic pursuit.
- become more critically aware of fallacies in everyday reasoning.
- use reason in solving conflicts and disputes and in making decisions.

Indicative Contents

- **Introduction**
  Logic: the *first* of the seven traditional liberal arts. The history of logic.
  The branches of logic. Logic and reasoning.

- **Statement Logic**
  Logical connectives. Symbolizing English arguments.
  Using truth tables to evaluate arguments.
  Tautology, contradiction, and logical equivalence. Natural deduction.
  Applications of statement logic.

- **Predicate Logic**
  Predicates and quantifiers. Symbolizing English arguments. Logic of relations.
  Identity. Natural deduction. Applications of predicate logic.
Teaching/Learning Approach

Students will be required to actively participate in the learning process. Concepts and rules of logic, together with a lot of examples, are delivered in lectures. The students are required to do exercises after the lectures but before coming to the tutorials. In the tutorials, discussion will focus on places where students encounter difficulties.

Assessment Approach

A variety of assessment tools will be used, including assignments, group projects, presentations, case studies, written reports, tests and examination designed to develop and assess students’ grip of logical concepts and techniques and their ability of applying these concepts and techniques to everyday arguments.

Indicative Reading

Recommended Textbook
Hurley, Patrick J., A Concise Introduction to Logic, Wadsworth (latest ed.).

References
Tidman, Paul and Kahane, Howard, Logic and Philosophy, Wadsworth (latest ed.).
CC3016  Mass Media and Culture

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English, supplemented by Chinese
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject provides an introductory survey of the mass media and their effects on culture, in particular in the Hong Kong society. It enables students to understand and apply key concepts in cultural and media theory, and critically analyze the relationship between media and cultural production, especially within the context of Hong Kong. Taking a critical approach, we will analyze and compare various media, including television, print, and the Internet.

Learning Outcomes

On successfully completing this subject, students will be able to:

- apply key concepts in cultural and media theories.
- evaluate the nature of various types of mass media and their potential effects on the individual and society.
- critically analyze the relationship between media and cultural production, especially within the context of Hong Kong;

Indicative Contents

- **Changing Media**
  Old and new media, media convergence, information society, media functions.

- **Media Theory**
  Media economics, political economy, cultural theories, gatekeeping, framing, agenda setting.

- **Newspaper, Television, Internet, Advertising, Public Relations**
  Muckraking, professional journalism, public broadcasting, genres of advertising and public relations.

- **Media Impacts**
  Propaganda, multi-step flow model, selective reception, social learning theory, cultivation theory, stereotyping, spiral of silence.

- **Media Ethics**
  Press freedom, social responsibility, truthfulness, privacy, confidentiality, personal conflict of interests.
Teaching/Learning Approach

Students will have the opportunity to learn concepts through a variety of media, including books, lectures, videos, and the Internet. The purpose is to expose students to the mass media as they are used and consumed in modern societies, helping them draw connections between theoretical concepts and real world applications. Students will further develop their habits of analytical thinking by critically evaluating and discussing issues from multiple perspectives.

Assessment Approach

A variety of assessment tools will be used, including group presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

Indicative Reading

Recommended Textbook

References
Andersen, R., Strate, L., Critical Studies in Media Commercialism, Oxford University Press (latest ed.).

Wilson, J.R. and Wilson, S.L., Mass Media / Mass Culture, McGraw Hill (latest ed.).

Ryan J. and Wentworth, W.M., Media and Society: The Production of Culture in the Mass Media, Allyn & Bacon (latest ed.).

電視與文化認同，馬傑偉著，香港：突破出版社，1996 年。
CC3017 Social Psychology

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Aims

This subject familiarizes students with different psychological theories in explaining human behaviour in social setting. It provides a balanced explanation of human behaviour, which often is the interplay of internal and contextual influences, instead of either one of the forces alone. The subject also provides opportunities for students to apply concepts and theories in understanding social phenomena in real life.

Learning Outcomes

On successfully completing this subject, students will be able to:

- articulate major concepts and major theories to explain social phenomena
- recognize the importance of context and social influence on human attitudes and behaviours
- conduct basic empirical study with the use of appropriate research methods to examine social phenomenon with meaningful purpose

Indicative Contents

- **Introduction to Social Psychology**
  Defining social psychology; Research methodologies; Utility of the discipline; The latest development and application of the field.

- **Social Cognition**
  Concept of self and identity; Attribution; Social scheme; Stereotypes; Prejudice and discrimination.

- **Attitude and Behaviour**
  Component of attitudes; Attitudes change persuasion, cognitive dissonance and attitude inoculation; Predicting behaviours with attitude.

- **Interpersonal interaction**
  Interpersonal attraction; Intimacy; Love.

- **Altruistic and Aggressive Behaviour**
  Altruistic behaviour; Social loafing; Diffusion of social responsibility; De-individualization.
- **Social Influence**  
  Theory of conformity; Compliance; Obedience; Power of role; Cult behaviour.

- **Group Dynamics**  
  Group thinking; Social dilemmas; Polarization; Gender and cultural differences.

**Teaching/Learning Approach**

Theories and concepts will be explained in lectures with the aid of real life examples, newspaper clips, cases and other sources. Students are also expected to participate in activities prepared.

Guided discussions, experiment demonstrations will be used in seminar to help students to actively apply concepts and theories learnt in the lectures. On-site data collection, field visits and studies will also be employed for group projects.

**Assessment Approach**

In addition to tests and examination that will be used to assess students’ understanding and application of concepts and theories; presentations, case studies as well as group written reports will also be used to evaluate students’ analytical ability and competence in conducting systematic research on social phenomena on top of the subject matter.

**Indicative Reading**

Recommended Textbooks:

Vaughan and Hogg. *Introduction to Social Psychology*. French Forest NSW: Pearson Education. (latest ed.).

References:


This subject will explore the dawn and evolution of modern China and its interaction with the World from historical perspectives and thus enable students to use the knowledge of the past to analyse current affairs.

Learning Outcomes

On successful completion of the subject, students will be able to:

- trace the political, socio-economic and cultural changes of modern China and the world.
- develop a good knowledge of the continuity and change between the past and the present, thus looking into the future from different perspectives.
- analyse with the current issues which we have encountered.
- apply relevant concepts and principles of history to modern Chinese society.

Teaching/Learning Approach

An active learning approach and peer learning approach will be adopted in the subject. Students will be required to actively participate in the learning process. And students will take part in a wide range of interesting and challenging activities, audio visual materials will be used for learning purposes.

Indicative Contents

- **An Introduction of the conception of Chinese modernity**
  The research method of Japanese and Western scholars, the limitation of the Chinese scholars.

- **The first clash with the West: Opium Wars**
  The culture and the economic clash between China and West, the reason of the outbreak of the Opium War.

- **Revolution, Republic and Warlordism**
  The May Fourth Movement, Intellectuals and Western Cultures.
The Sino-Japanese War and The Communist Revolution
The Interaction between Popular Culture and Modern Chinese Nationalism, Modern Chinese Museum: the collective memory of China’s Past.

The Cultural revolution and the Cult of Mao
The rise of Mao, The June Fourth Movement and the 1997 Handover.

Assessment Approach
In addition to tests and an examination that assess student’s understanding and application of concepts and theories, presentations, case studies as well as group written reports are used to examine students’ analytical ability and competence in conducting systematic investigation of the history of modern China.

Indicative Reading
Recommended Textbooks

郭廷以：《近代中國史綱》香港：香港中文大學出版社，1997 年。

References


李定一：《近代中國史綱》台北：正中書局，1963 年。

徐中約：《近代中國史》上下冊 香港：香港中文大學出版社，2001 年。
Aims

The main purpose of this subject is to help students develop their oral English skills. Building on a base of knowledge and strategies introduced in class, students will have many opportunities to practice and improve fluency as well as accuracy of their oral English output. Students will also increase their confidence in English usage through an enhanced awareness of their own language learning strategies.

Learning Outcomes

On successfully completing this subject, students will be able to:

- use knowledge of the International Phonetic Alphabet and pronunciation rules to improve the accuracy of their spoken English.
- apply skills and strategies to communicate fluently in interpersonal, group, and public situations.
- analyse critically the effectiveness of communication in interpersonal, group, and public situations.
- increase awareness and confidence in their ability to communicate orally in English.

Indicative Contents

- **English Pronunciation**
  International Phonetic Alphabet (the IPA system); Features of English consonant and vowel sounds; Pronunciation patterns; Syllables; Stress; Intonation.

- **Interpersonal Communication**
  Communication and relationship development; Assertive conflict resolution; Interpersonal communication in school life, social life, and business life.

- **Group Communication**
  Problem-solving and decision making; Leadership techniques; Group conflict management.

- **Public Communication**
  Organizing presentation content; Improving delivery techniques; Types of delivery; Overcoming presentation fear.
Teaching/Learning Approach

Students will spend a portion of seminar time acquiring knowledge and strategies to improve communication skills. Through pair and group activities, students will have numerous opportunities to practice what they learn, building fluency and confidence in their oral English production. They will also be exposed to audio-visual recordings of interpersonal, group, and public communication, developing the ability to critique examples as another means of internalising the knowledge and techniques of this subject.

A portion of seminar time will also be spent in the language laboratory, where students will make use of listening activities, the Internet, and other technologies to improve the accuracy of their spoken English.

Assessment Approach

Assessment will mostly centre around speaking tasks, both extemporaneous and impromptu in nature. Individual presentations allow students to demonstrate their public communication skills while a group role-play/video assignment measure student’s ability to demonstrate effective interpersonal and group communication. Quizzes are used to assess students’ knowledge of the IPA system as well as other aspects of English pronunciation. Students’ participation in peer review and constructive feedback will be an assessment component that measures their ability to analyze the effectiveness of various forms of communication while a reflection paper will seek to assess students internalisation and reflection on subject knowledge and activities.

Indicative Reading

References
Grant, Linda, Well Said: Pronunciation for Clear Communication, Heinle & Heinle (latest ed.).
Hancock, Mark, English Pronunciation in Use, Cambridge University Press (latest ed.).
Hybels, Saundra and Weaver, Richard L., Communicating Effectively, McGraw-Hill (latest ed.).
CC3021  Politics and Government

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<td>50% Coursework</td>
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Aims

This subject aims to systemically enhance students’ understanding of the roles and functions of government and the interplay among government and politics, with specific reference to the local Hong Kong context. Related concepts are introduced to equip students’ analytical skills that are necessary to analyze of the current political issues. It also helps to promote the students’ social awareness and responsible citizenship and to develop their critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify and discuss the roles, functions, inter-relationship, and dynamics of politics and government;
- relate and apply the basic concepts and relevant knowledge to analyze and evaluate of current local issues in government and politics;
- develop a critical awareness of the trend of the interplay between government and politics;
- develop the commitment to concern political issues in the changing society.

Indicative Contents

- **An Overview of the Nature of Politics and Government**
The importance of understanding politics and government; The meaning of politics; The concepts of political development.

- **Governments**
The roles and functions of government; The state as an agent of modernization.

- **The Structure of Government**
Legislature, executive and judiciary system; Different forms of government.

- **The Patterns of Government in the Contemporary World**
Three dimensions of norms of political systems; Five main types of political systems in contemporary world including liberal-democratic, egalitarian-authoritarian, traditional-inegalitarian, populist and authoritarian-inegalitarian regimes.

- **Political Culture**
Systems, patterns and processes
Political Parties
Roles of political parties; ideology and structure of the major political parties.

Change and Political Development
Characteristics and the process of political development, democratization, political institutionalization and political decay.

Current Issues
- Politics and government
- Public sector reform
- Checks and balances, and accountability
- Need for and limits to government action
- Alternatives of government action

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key concepts, with specific reference to current political issues. Lectures emphasize on active interaction between students and lecturer. With the aid of audio-visual materials, group discussions will be arranged to strengthen students’ awareness of current political issues.

Seminars are conducted in the form of small class. In seminars sessions, students would be divided into small groups to conduct presentations of assigned topics. They are expected to make use of the seminar sessions to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life political issues.

Assessment Approach
Besides an examination that assess students’ understanding and application of political concepts and theories; a variety of assessment tools will also be used, including presentations, case studies, written reports, designed to assess students’ critical thinking abilities and competence in conducting theoretical analysis of current political issues.

Indicative Readings
Recommended Textbook

References
Grigsby, E., Analyzing Politics: an Introduction to Political Science, West/Wadsworth (latest ed.).
Miners, H. J., Government and Politics of Hong Kong, CUHK Press (latest ed.).
Lee, C.Y. and Cheung, B.L. Public Sector Reform in HK. Hong Kong: CUHK Press (latest ed.).
Osborne, D. & Gaebler, T., *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Plume Book (latest ed.).

Tsang, S., *Government and Politics*, Hong Kong University (latest ed.).

羅永祥，陳志輝編著《香港特別行政區施政架構》香港：三聯書店。（最新版本）


### Aims

This is an interdisciplinary subject designed to introduce students to the historical, cultural, economic and social aspects of East Asia. It helps widen students' knowledge of East Asia, in particular, China, Korea and Japan.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the similarity and difference between China, Japan and Korea in culture, history, economy and society;
- be sensitive to the cultural novelties and distinctiveness of different East Asia countries and successfully interact with people of different East Asian cultural backgrounds;
- appreciate the multiple perspectives with which people view East Asian social and economical development;
- analyse the complex interplay between economic development, culture, society and history through an inter-disciplinary approach;
- demonstrate a capacity for independent judgment on East Asian cultural practices and social institutions they must deal with today;
- apply different concepts and theories to the analysis of the fundamental issues and problems of East Asia; and
- develop a lifelong interest in reading and studying about East Asia that will continue after the completion of the course.

### Indicative Content

- **Introduction**
  The Concept of East Asia; the Physical and Ethnic Geography of East Asia, the Need for Historical and Cultural Understanding; Land, People and Languages

- **Cultural and Social Tradition in East Asia**
  Basic Social Structures and Family System; Religious Traditions in Asia, Confucianism in East Asia Society; Literature and Arts; Popular Culture
- **East Asian Response to the West in the 19th Century**
The Impact of the West on East Asia; Foreign Aggression on China’s Periphery; Early Westernization in Self-Defence in China; The Reaction to Christian Missions in China; the Resort to Military Force in Japan; the Creation of New Government in Japan, Korea’s Response to the Outside world

- **Imperial Japan: Economy, Politics and Society**
The Maturing of the Economy; Social and Cultural Change; Taishō Democracy; the Rise of Militarism; Japan at War; Colonizing Korea

- **China: From Monarchy to Warlordism**
The Late Qing Reform; the Revolution of 1911; the Republic’s Decline into Warlordism

- **World War II in East Asia**
Japan’s Aggression in China, Japan’s Greater East Asia Co-Prosperity Sphere; the War Ending in East Asia

- **The New China and the New Japan**
The Rise of Maoist Leadership; Founding the People’s Republic; The American Occupation and the Yoshida Ministries, 1945-1954; Social and Cultural Change in the Era of High Growth in Japan

- **The Cold War in East Asia**
War in Korea; Korea: from Colony to Divided Nation; Taiwan: from Colony to Republic; China, Taiwan and the United Nation; the Rim Nations of East Asia

- **The Resurgence of East Asian Economic Power**
Japan as “Number 1”; Little Dragons; China Joining the World Market Economy; The Japan that can Say No; the Japanese Model of Economic Growth;

- **The Eve of and the Beginning of the 21st Century**
Disaster at Tiananmen; Democracy Coming to Taiwan; the Korean Peninsula: Democracy and Nuclear Weapons, Red Star over Hong Kong; Economic downturn in East Asia, SARS Crisis in East Asia; Taiwanese Independent Movement; the Sino-Japan Relation

**Teaching/ Learning Approach**

During lectures and tutorials, an interactive approach is adopted. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding of the teaching content. Each tutorial, students will be divided into groups and required to present an assigned topic for discussion.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies; written reports, tests and examination designed to assess critical thinking as well as analytical and communication skills.
Indicative Readings

Recommended Textbooks


References


梁英明《近現代東亞文化》北京：北京大學出版社，1995 年。

余定邦、喻常森編：《近現代中國與東亞關係史》廣州：中山大學出版社，1999 年。
Aims

This is an interdisciplinary subject designed to introduce students to the historical, cultural, economic and social aspects of Southeast Asia. Informed by theories and contextual analyses, this subject enables students to understand the certain critical differences among different Southeast Asia countries while appreciating how they constitute a regional world system based on certain shared cultural values and practices.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify the similarity and difference among Southeast Asia countries in culture, history, economy and society.
- be sensitive to the cultural novelties and distinctiveness of different Southeast Asia countries and successfully interact with people of different Southeast Asian cultural backgrounds.
- appreciate the multiple perspectives with which people view Southeast Asian social and economical development.
- analyze the complex interplay between economic development, culture, society and history through an inter-disciplinary approach.
- demonstrate a capacity for independent judgment on Southeast Asian cultural practices and social institutions they must deal with today.
- apply different concepts and theories to the analysis of the fundamental issues and problems of Southeast Asia.
- develop a lifelong interest in reading and studying about Southeast Asia that will continue after the completion of the course.

Indicative Contents

- **Introduction**
  The Concept of Southeast Asia; the Physical and Ethnic Geography of Southeast Asia, the Need for Historical and Cultural Understanding; Land, People and Languages

- **Waterways: From Early Settlements to the First Maritime Kingdom**
  Evidence from Prehistory; Farming and Metalworking; Early States and Indian Influences; Funan; Champa; Srivijaya; Waterways; Settlements and Trade
- **Basic Social Structures and Family System**
  Southeast Asian Kingship; Kingship and Display; Angkor and Cambodia; Early Javanese Kingdoms; Borobudur; Prambanan; Eastern Java; Majapahit; Pagan and Burma; A Tai Century; Ayudhya; The Indian Legacy

- **Multiplicity of Beliefs: The Religions of Southeast Asia**
  Hinduism; Buddhism; Theravada Buddhism; Confucianism; Taoism; Islam; Christianity; Messianic and Millenarian Beliefs

- **Cultural Tradition in Southeast Asia**
  Literature and Arts; Popular Culture; the Relations between Buddhism and Southeast Philosophy; the Interaction between Elitist and Popular Culture; Folk Culture

- **European Economic Advances in Southeast Asia**
  European Contacts and Early Colonization; Colonization by Trade; Dutch Territorial Conquests in Java; the Expansion of European Control; Britain; French Indochina; USA; Consolidation of Independence in Siam

- **New National Cultures in Southeast Asia**
  Early Resistance; The Beginning of Nationalism; Social Change: Education, language and Literacy; International Influence on the Emergence of Nationalism/ Religion and Nationalism; Secular Nationalism; Benedict Anderson’s notion of Southeast Asian Cultural Nationalism

- **Violence and Transition: Occupation, Independence and Cold War**
  Japanese Occupation; Mobilization; Japanese –Trained Armies; Resistance; Economic and Social Disruption; the End of Japanese Occupation; The Indochina War; the Agony of Cambodia and Laos; Independence in Other Countries: Malaysia and Singapore

- **Economic Development and Democracy: Southeast Asia in Recent decades**
  Accelerated Economic Growth; the Fifth Little Dragon: Thailand; Authoritarian Rule and Economic Development; ASEAN; Economic Crisis in the late 2000s, Corruption and Economic Crimes in Philippine; Singapore’s Competition with Hong Kong as a Financial Center;

- **Critical Social Issues in Contemporary Southeast Asia**
  Muslim and Terrorism in Indonesia; Prostitution and AIDS in Thailand; Anti-Chinese sentiment in Malaysia and Philippine

**Teaching/ Learning Approach**

During lectures and tutorials, interactive approach is adopted. Students are required to actively participate in discussion and presentation. Audio and visual materials are also used to enhance students’ understanding of the teaching content. Each tutorial, students will be divided into groups and required to present an assigned topic for discussion. They will be occasionally required to participate in fieldwork and explore historical sites in Hong Kong and mainland China under the guidance of the lecturer.
Assessment Approach

A variety of assessment tools will be used, including presentations, case studies; written reports, tests and examination designed to assess critical thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbooks


References


梁英明：《近現代東南亞（1511-1992）》北京：北京大學出版社，1994年。

余定邦、喻常森編：《近代中國與東南亞關係史》廣州：中山大學出版社，1999年。
### CC3024 Japanese III

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<td>14 hours Tutorial</td>
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<td>CC2031 (Japanese II), or a minimum of 84 hours training on Japanese and/or equivalent proficiency of Japanese, which must be supported by an official document</td>
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<td>Assessment</td>
<td>50% Coursework</td>
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### Aims

This course is a continuation of CC2031 Japanese II. It aims to further develop students’ competence in acquiring more vocabulary and complicated grammar through more grammatical, reading, writing, speaking and listening practices of Japanese language.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- develop a cumulated vocabulary repertoire of about 1,300 words (including Kanji, commonly used expressions and phrases).
- read and understand longer passages.
- write clear and appropriate Japanese sentences with accurate grammar (especially on the three verb categories and their different verb conjugations) and sentence skills.
- speak and use simple and daily used expressions to initiate and respond to different social contexts, such as requesting, giving permission, declining, and expressing one’s ability and experience, as well as to engage in different situational conversations.
- understand Japanese culture in more depth and relate it to application of the language.

### Indicative Contents

- **Vocabulary**
  More vocabulary of general terms, adverbs and conjunctions

- **Grammar**
  Three categories of verbs and their different conjugations (e.g. dictionary, affirmative, negative and ‘-te’ forms); continuous verb form; different verb forms for request, duty, obligation, permission, and prohibition; expressions to indicate ability and experience; how to connect two or more actions/events, alternative or indefinite number of actions/events; more particles

- **Reading/Writing**
  Read longer passages and understand more elaborated comprehension; use simple and complex sentences to write short compositions
Speaking / Listening
Substitution, transformation and expansion drills; oral response drills; situational conversations; listen to short passages; conversational practices to initiate and give appropriate responses to different questions and communicate in different social contexts

Culture / Society
Selected topics on Japanese culture and society

Teaching / Learning Approach
 Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

Assessment Approach
A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

Indicative Readings

Recommended Textbook
大新書局出版社編輯部『大家的日本語—初級 II』 （『みんなの日本語』）（台北：大新書局，2002）。(First half of the textbook will be used.)

References
大新書局出版社編輯部『大家的日本語—初級』（台北：大新書局，2004）。
スリーエーネットワーク編『やさしい作文』（台北：大新書局，2003）。
大新書局出版社編輯部『大家的日本語—初級 I, II (句型練習冊 )』（台北：大新書局，2003）。
大新書局出版社編輯部『大家的日本語—初級 I, II (練習 C、会話 イラストシート )』（台北：大新書局，2002）。
向日葵出版社編『日本語 90 日 1 & 2』 (90 Days of Japanese Language 1 & 2 ) （香港：向日葵出版社，2002）。
大新出版社『新日本語の基礎』（大新出版社，1998）。
日本語ジャーナル編集部『日本生活事情』 （株式会社アルク，1993）。

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Aims

This course is a continuation of CC3024 Japanese III. It aims to further develop and strengthen students’ competence in acquiring more vocabulary and a higher level of grammar through more grammatical, reading, writing, speaking and listening practices of Japanese language.

Learning Outcomes

On successfully completing this subject, students will be able to:

- demonstrate similar language proficiency skills as required by The Japanese-Language Proficiency Test N5 administered by The Japan Foundation and Japan Educational Exchanges and Services;
- develop a cumulated vocabulary repertoire of about 1,500 words (including Kanji, commonly used expressions and phrases);
- read and understand longer, more complicated passages;
- write clear and appropriate Japanese sentences using more complicated grammatical elements, accurate grammar, and varied sentence skills;
- speak and utilize commonly used expressions to initiate and respond to different social contexts, especially exhibiting the ability to converse in appropriate stylistic registers; and
- understand Japanese culture in more depth and relate it to application of the language.

Indicative Contents

- **Vocabulary**
  More vocabulary of general terms, adverbs and conjunctions.

- **Grammar**
  Two levels of speech (polite style verb form vs. plain style verb form) and their different linguistic expressions / verb conjugations; verbs of quoting and telling what one thinks; expressions of guessing; verbs of giving and receiving objects and acts; conditional expressions and verb forms; using a simple sentence as a noun modifier to form complex sentences; more particles.

- **Reading / Writing**
  Read longer passages and understand more complicated comprehension; use a variety of short and complex sentence structures to write longer compositions.
- **Speaking / Listening**
  Substitution, transformation and expansion drills; oral response drills; situational conversations; listen to longer passages; conversational practices to initiate and give appropriate responses to different questions and communicate in different social contexts by using appropriate stylistic registers.

- **Culture / Society**
  Selected topics on Japanese culture and society.

**Teaching/Learning Approach**

Through direct drills, practices and activities in classes, students will participate actively in the learning process. A multimedia approach will be adopted whereby students will be exposed to audio and visual materials to enhance their understanding of the Japanese language and culture.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments, oral presentations, case studies, tests and examination designed to develop and assess students’ communication skills in the Japanese language.

**Indicative Reading**

Recommended Textbook
大新書局出版社編輯部『大家的日本語—初級 II』（『みんなの日本語』）（台北：大新書局，2002）。(Second half of the textbook will be used.)

References
大新書局出版社編輯部『大家的日本語—初級（讀本篇）』（台北：大新書局，2004）。

スリーエーネットワーク編『やさしい作文』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II（句型練習冊）』（台北：大新書局，2003）。

大新書局出版社編輯部『大家的日本語—初級 I, II（練習 C、会話 イラストシート）』（台北：大新書局，2002）。

向日葵出版社編『日本語 90 日 1 & 2』 (90 Days of Japanese Language 1 & 2) （香港：向日葵出版社，2002）。

大新出版社『新日本語の基礎』(台北：大新書局，1998)。

日本語ジャーナル編集部『日本生活事情』（東京：株式会社アルク，1993）。
科目目標

本科目主要介紹中國（大陸、香港、台灣）電影與小說之間的改編關係。課程採用個案討論的方式，通過對電影與小說各自的藝術特色的評介，使同學深入了解社會狀態、人情世故在時空與文化差異中的變遷。同學可藉改編小說為電影劇本的過程，結合所獲電影與小說互動的知識，可以訓練同學理解文字，理解影像的能力，對學生之獨立思考及自我終生學習甚有裨益。

學習成果

學生在完成此科目後，應能:

- 了解電影與小說各自的特色優點；
- 掌握電影與小說敘事方式的藝術特色；
- 探討電影改編小說的得失；
- 分析時空差異、文化差異對電影改編小說的影響；
- 掌握如何將流行小說改編為結構嚴謹的電影劇本；
- 增強對文字語言及影像語言的欣賞和反思能力。

指示性教學內容

- 電影與小說導論
  電影與小說的藝術特色
  中國電影改編小說的歷史簡介

- 現代小說的電影改編
  五四的反思：如魯迅〈祝福〉與桑弧導演同名電影；魯迅〈阿Q正傳〉與岑範導演同名電影等；
  現實與人性：如茅盾（林家鋪子）與水華導演同名電影；沈從文〈蕭蕭〉與謝飛導演《湘女蕭蕭》
華麗與蒼涼：如張愛玲〈紅玫瑰與白玫瑰〉與關錦鵬導演同名電影；張愛玲〈色戒〉與李安導演同名電影

- 當代小說的電影改編

鄉村的律動：如施祥生〈天上有個太陽〉與張藝謀〈一個都不能少〉；敖十〈紀念〉與張藝謀導演〈我的父親母親〉

殘酷的青春：如王朔〈動物凶猛〉與姜文導演〈陽光燦爛的日子〉

影像中纏綿：如李碧華〈青蛇〉與徐克導演同名電影；李碧華〈霸王別姬〉與陳凱歌導演同名電影

歷史與現實：如曹禺〈雷雨〉〈話劇〉與張藝謀導演〈滿城盡帶黃金甲〉

台灣的鄉土：如黃春明〈兒子的大玩偶〉與侯孝賢導演同名電影

活動的漫畫：如〈頭文字D〉、〈地下鐵〉等

- 影評及電影劇本創作

  如何撰寫影評
  電影劇本創作的基本原理
  如何將小說改編為電影劇本
  撰寫劇本所遇困難及其解決方法

教學方法

講授基礎知識，如電影與小說的審美特性、電影與文學之間的改編關係等；同學課外閱讀小說文本，課堂放映電影節選，方便進行二者比較；同學參與課堂討論，導修課上須做課堂小組報告；同學亦須了解影評和電影劇本的創作方法，學會寫作影評、改編劇本。

評估方法

本課程的評核將綜合採用個人習作、小組報告、期中測驗、改編短篇小說為劇本與期末考試的形式。

1. 個人習作：同學須獨立撰寫影評一篇
2. 小組習作：同學須以小組合作的形式，將任何一篇短篇小說改寫為電影劇本
3. 小組報告：口頭報告的形式，須分析任何一套改編自小說的電影個案。
4. 期中測驗
5. 期末考試

指定課本

本科目涉及的參考材料較廣泛，無指定課本。

指示性參考書目

曹禺：《電影劇本》，北京：花山文藝出版社，最新版。

程季華主编：《中國電影發展史》（上、下），北京：中國電影出版社，最新版。

焦雄屏：《風雲際會──與當代中國電影對話》，台北：遠流出版社，最新版。

戴錦華：《霧中風景：中國電影文化 1978－1998》，北京：北京大學出版社，最新版。

王海洲主编：《鏡像與文化：港台電影研究》，北京：中國電影出版社，最新版。

于艾平：《電影詩：劇本創作技巧與案例》，北京：北京廣播學院出版社，最新版。

夏衍：《電影劇本創作幾個問題》，上海：復旦大學出版社，最新版。

李道新：《中國電影文化史》，北京：北京大學出版社，最新版。
CC3027 Discourse in Popular Cultures

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**Aims**

This course equips students with discourse analytical skills in rhetoric that are necessary for the understanding of popular cultures. Students will study how social symbols are used in music and movie to create, maintain or oppose social meanings and to reflect and sustain social identities and ideologies of youths.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- define popular culture.
- analyse cultural texts of music and movie.
- recognize and appreciate the social influences of popular cultures on youth identities and ideologies.
- compare popular cultures of US and HK.

**Indicative Contents**

- **Discourse analysis: An introduction**  
  Textual Analysis; Critical studies.

- **Popular cultures**  
  Definition of culture (hierarchy, representation, gender roles, social identities, social classes, social ideologies); Definition of popular cultures; Definition of youth cultures; Media Determinism.

- **Popular music**  
  Emotions and passions; Sociology of consumption; Discourse patterns of lyrics and cultures; Performer's iconography; Influence of popular music on youth identities and ideologies; Historical and cultural contexts of popular music of US and HK: A comparison.

- **Movies**  
  Movie narratives, genres and cultures; Visual communication in movies and cultures; Influence of movie on youth identities and ideologies; Historical and cultural contexts of movie of US and HK: A comparison.
The relationship of cultures and other popular media
e.g. Comics, television, print media, etc.

Teaching/Learning Approach

Lectures focus on the understanding of popular cultures with simple textual analyses. Relevant examples will be used for explanation. Class activities such as discussions will be arranged occasionally.

In tutorials, students will apply simple discourse analysis skills to analyze different cultural texts under guidance.

Assessment Approach

100% coursework approach is adopted. To foster students’ learning in this subject, students are required to conduct a number of analyses of different cultural texts of music and movie throughout the course.

A variety of coursework assessment tools will be used, including test, individual case analysis and report, and group projects & presentations designed to develop and assess students' achievement of the subject expected learning outcomes.

Indicative Readings

Recommended Textbooks

References


史文鴻：《電影文化理論和批判》，香港：次文化有限公司，最新版。

Other references: Current music and movie clips from US and HK
Aims

This course will discuss a cluster of major issues within the field of applied ethics. This includes ethical problems in relation to abortion, euthanasia, animal ethics, starvation and the duty of the affluent countries to relieve the suffering of those who are in poor countries under a global context, etc. In addition, we will provide an introduction to the key moral theories used in applied ethics, and consider how such theories help in making ethical judgments about the problems encountered in the above aspects.

Learning Outcomes:

On successfully completing this subject, students will be able to:

- develop a working knowledge of basic moral principles and theories, and the ability to diagnose moral disagreements in relation to common issues in applied ethics.
- critically reflect on the various strengths and weaknesses of different approaches to an ethical problem.
- appreciate the depth of moral dilemmas and understand the possibility that the dilemmas can be resolved differently.
- evaluate the extent to which different moral theories can help us understand the emerging problems that we face as moral agents in an increasingly complex society.

Indicative Contents

- Abortion
  Explain the difference between a person and a human organism. Should we regard all fetuses as persons? Might abortion be still morally permissible if we supposed that fetuses were persons?

- Euthanasia
  Explain the distinction between killing and letting die. Elaborate how such a distinction will become morally significant in the case of euthanasia (active and passive euthanasia).

- Animals
  Explore the ethical obligations that human beings have towards animals. How this understanding will affect the way, for instance, that factory farming and the use of animals in medical research might be carried out. This will also have implication on the issue of food ethics.
• **Starvation & Global Responsibility**
  
  A discussion of the moral relation between agents in rich countries and the starving people who situate far away from them. Investigate into the moral significance, if any, of national boundaries in the age of globalization.

**Teaching/Learning Approach**

Primary focuses will be placed on discussion in lectures and tutorial. While most of the learning materials will be in written form, as we elaborate the subjective nature of the moral issues, we will from time to time use documentaries, films, and other media to stimulate students’ awareness of the matter.

While introducing the different moral positions, we will deliberately leave rooms for students to make their own judgment on how the respective moral dilemmas should be resolved. So, students are expected to take an active role in class discussion and in understanding the various concerns of the moral problems.

**Assessment Approach**

A variety of assessment tools will be used, including presentation, case studies, written reports and examinations. They will be designed to assess students’ ability to carry out logical analysis of the various practical moral matters.

**Indicative Reading**


4. Singer’s Websites: [http://www.utilitarian.net/singer/](http://www.utilitarian.net/singer/)

Aims

The course studies the development of Western philosophy from Descartes to Hume. It focuses on the two major philosophical movements of the period, namely Rationalism and Empiricism.

In the course, the basic ideas, main themes and central arguments of the major philosophers of modern Western philosophy are examined and their development are traced so that students are able to acquire a historical understanding of how central problems of contemporary philosophy have emerged out of the new orientation of thought that took place in the 17th Century.

Learning Outcomes:

On successfully completing this subject, students will be able to:

- develop a basic knowledge of historical background of modernity.
- critically reflect on the various strengths and weaknesses of philosophical theories of Rationalism and Empiricism.
- evaluate the extent to which different theories of modern philosophers can help us understand the complex situation of our modern society.

Indicative Contents

- Introduction
  
  Philosophy and the Modern World
  What is Rationalism and Empiricism?

- Rationalism
  
  Descartes’ Project
  Descartes’ *I think therefore I am*
  Cartesian Dualism
  Spinoza’s God as Nature
  Spinoza’s Ethics
  Leibniz’s Theory of Proposition
  Leibniz’s Monadology
Empiricism

Locke on Human Knowledge and Experience
Locke’s Political Philosophy
Berkeley’s Idealism
Hume’s Skepticism
Hume on Ethics and Feelings

Teaching/Learning Approach

Basic concepts and theories will be introduced in lectures, while original texts by various modern philosophers will be discussed in tutorials. Students will be encouraged to apply what their knowledge of the main issues and various theories in modern philosophy to understand our contemporary world.

Indicative Readings

Cahn, Steven M. ed., Classics of Western Philosophy, 5th edn., Indianapolis: Hackett Publishing Company (latest ed.).


Russell, B., A History of Western Philosophy (latest ed.).


Other suggested readings:

Flew, Antony, An Introduction to Western Philosophy, Thames and Hudson (latest ed.).

Kenny, Anthony, The Oxford History of Western Philosophy, Oxford (latest ed.).

Magee, Bryan, The Great Philosophers-An Introduction To Western Philosophy, Oxford (latest ed.).

Solomon, R. C. and Kathleen M. Higgins, A Short History of Philosophy, Oxford (latest ed.).
科目目標

本科目透過課堂講授、導修練習及分組習作的方式，引發同學對香港作家及其撰寫以香港為背景的小說文化之興趣，使同學們不獨認識香港作家撰寫香港小說的特色及其藝術技巧，更注意歷史文化發展與創作小說的互動關係，以至同學們能關心個體與社會的關係。

學習成果

學生在完成此科目後，應能：

- 認識撰寫以香港為背景的香港小說作家之風格；
- 認識香港小說整體的面貌；
- 了解香港小說與本土文化的關係；
- 認識及評價香港小說的代表作家和作品；
- 有效運用各種閱讀文本的方法；
- 提高對文學作品的鑑賞能力；
- 提升批判思考及創造性思維；
- 提升運用中文的能力。

指示性教學內容

- 過客本土：南來文人及實驗小說
  可選用文本：如劉以鬯《酒徒》、《動亂》，曹聚仁《酒店》等。

- 講武論俠：香港的武俠小說
  可選用文本：如金庸《倚天屠龍記》、《笑傲江湖》、《鹿鼎記》，梁羽生《龍虎鬥京華》、《白髮魔女傳》等。

- 談情說愛：香港的言情小說
  可選用文本：如張愛玲《傾城之戀》、《秧歌》、《赤地之戀》，亦舒《她比煙花寂寞》，張小嫺《麵包樹上的女人》、《三個A Cup的女人》，李碧華《胭脂扣》等。
殖民與後殖民：香港身份的思考與追尋
可選用文本：如西西《我城》、《春望》、《肥土鎮灰欄記》，也斯《後殖民食物與愛情》、《島和大陸》等。

權在誰手：歷史的追跡
可選用文本：如董啓章《永盛街興衰史》、《安卓珍尼》，黃碧雲《烈女圖》、《桃花紅》等。

教學方法
主要有知識講授及閱讀實踐。前者傳授與課題相關的知識，以及閱讀文本的各種方法。同學既要廣泛閱讀，亦要就個別文本作細讀探究，以鞏固所學。

評估方法
本課程的評核將綜合採用小組報告、期中測驗、閱讀評論與期末考試的形式。

1、個人習作一：同學須撰寫一篇論文
2、個人習作二：同學須撰寫數篇導修簡評
3、小組報告：口頭報告的形式，須分析由導師指定的一篇小說
4、期中測驗
5、期末考試

指定課本
本科目涉及的參考材料較廣泛，無指定課本。

指示性參考書目
陳炳良編：《香港文學探索》，香港：三聯書店，1991。
陳國球編：《文學香港與李碧華》，臺北：麥田出版社，1997。
王宏志編：《否想香港：歷史、文化、未來》，臺北：麥田出版社，1997。
朱耀偉：《香港文學@文化研究》，香港：牛津大學出版社，1998。
何慧：《香港當代小說史》，廣東：經濟出版社，1998。
陳碩：《經典製造：金庸研究的文化政治》，桂林市：廣西大學出版社，2003。
趙稀方：《小說香港》，北京：三聯書店，2006。
梁秉鈞：《香港的流行文化》，香港：三聯書店，最新版。
許子東：《香港短篇小說初探》，香港：天地圖書有限公司，最新版。
黃繼持、盧瑋鑾、鄭樹森編：《追跡香港文學》，香港：牛津大學出版社，最新版。
劉以鬯主編：《香港短篇小說百年精華》，香港：三聯書店，最新版。
盧瑋鑾編著：《香港文學散步》，香港：商務印書館，最新版。
課程目標

本課程介紹與討論東方自中國先秦以來影響深遠廣泛的幾個主要思想傳統，包括儒家、道家、佛家，並旁及法家和兵家，首先闡明這些東方傳統中主要的哲學理論和宗教理論的基本內容，以及各思想流派之間的衝突、互動與融合所促成的思想演變過程，從而說明這些傳統智慧如何塑造了東方文化的發展，和對現代人所能產生的意義。課程重點研究儒、道、佛三家的主要代表人物、基本概念和主要理論，兼及注重權術實利的法家和兵家一些有影響力的理論。學術訓練的重點包括閱讀原典、梳理概念，以及理論詮釋與批評，發掘傳統智慧超越歷史時空的看見，並注意培養分析、組織及表達的能力。

學習成果

學生在完成此科目後，應能:

- 宏觀地瞭解東方傳統智慧的特質和長處；
- 增強對傳統義理及原典文獻的理解和反思能力；
- 掌握儒、道、佛三家義理的基本內容及其歷史發展；
- 掌握法家和兵家一些重要理論的意義；
- 探討和欣賞這些傳統智慧在現代人生和社會中可能有的意義和貢獻。

指示性教學內容

- 儒家

先秦儒家：孔子、孟子、荀子的基本理論
漢朝儒家和宋明儒家的思想發展
儒家思想在東亞文明中造成的影响
道家
先秦道家：老子、莊子的基本理論
魏晉玄學的發展及其特色
道家思想在東亞文明中造成的影響

佛家
印度原始佛教的基本理論
中國佛學的發展及其特色
佛學在亞洲的傳播，及其在東方以至世界文明中造成的影響

法家和兵家
韓非子的法家思想綱要
孫子兵法思想綱要

教學方法
本課程理論與實踐並重。課堂集中講解與課題相關的概念和理論，導修課為學生提供相關的文獻，務求學生在理解的基礎上進行反省和討論，並引入社會時事議題以作理論應用的嘗試。亦會透過小組討論和口頭報告的方式，以鞏固所學。

評估方法
本課程的評核將綜合採用個人習作、小組報告、期中測驗與期末考試的形式。

1、個人習作：同學須撰寫讀書報告
2、小組報告：分析課堂提及過的某智慧傳統及其現代意義
3、期中測試
4、期末考試

指示性參考書目
牟宗三：《中國哲學十九講》，台灣：學生書局，最新版。
張麗珠：《中國哲學史三十講》，台灣：里仁書局，最新版。

研讀古籍包括：《論語》、《孟子》、《老子》、《莊子》、《般若波羅密多心經》、《六祖壇經》、《韓非子》、《孫子兵法》
### CC3101 Business Statistics

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#### Aims

This subject equips students with various statistical skills that are necessary for solving business decision problem under uncertainty. It provides students with an understanding on how business data are collected, summarised, presented, analysed, and interpreted. Studying the subject will also help develop students’ critical thinking and analytic skills for their life-long learning.

#### Learning Outcomes

On successfully completing this subject, students will be able to:

- apply statistical techniques and make rigorous statistical analysis in decision making problem.
- decide which methods can be used to collect, describe and present business data.
- analyse business data and interpret the results for making recommendations.
- relate probability theories to solve problems involving uncertainty.
- use some common statistical packages such as Excel or SPSS.

#### Indicative Contents

- **Descriptive Statistics**
  Basic statistical terms; Sampling methods; Sampling and non-sampling errors; Types of data; Use of tables and charts to summarise categorical and numerical data; Measures of central tendency; Measures of variation; Interpretation of the numerical descriptive measures.

- **Basic Probability Law**
  Permutations and combinations; Probability Laws: addition law, multiplicative law and complement law; Conditional probability; Statistical independence; Bayes Theorem.

- **Probability Distribution**
  Discrete and continuous random variables; Expected value and standard deviation of random variables; Covariance analysis; Binomial and Poisson probability distribution; Normal, exponential and uniform distributions; Test for normality.

- **Sampling Distribution**
  Sampling distribution of mean and proportion; Central limit theorem; Probability problems involving sampling distribution.
- **Statistical Inference**
  Estimator; Confidence interval; Sample size determination; Hypothesis testing; Normal test; t test; Inference on proportions.

- **Simple Linear Regression**
  Causal relationship in business data; Scatter diagram; Least squares method; Assumptions of the regression analysis; Coefficient of determination; Coefficient of correlation; Standard error of estimate; Prediction.

- **Time Series Analysis**
  Time series model; Time series trend; Seasonal variation and forecasting; Index relatives; Composite index numbers; Other business indices from publications.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key statistical concepts, with specific reference to current business decision problems. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life business decision problems. The activities in tutorials normally include discussions of problems sets.

**Assessment Approach**

A variety of assessment tools will be used, including interactions between teacher and students, group discussions, assignments, tests and examination designed to develop and assess critical thinking as well as analytical and interpersonal skills.

**Indicative Readings**

Recommended Textbook

References
Dillman, Don A., Salant, Priscilla, *How to Conduct Your Own Survey*, Wiley (latest ed.).


CC3102 Business Economics

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Aims

This subject builds on students’ knowledge of introductory level microeconomics and develops their abilities and interests in applying economic analysis to business situations. Through more thorough understanding of economic concepts and theories, students will be able to master a set of powerful tools for understanding and predicting human behaviours, useful for a future business executive. With a well developed theoretical framework, this subject will also enable students to acquire a rigorous approach when analyzing business issues in general.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Explain common behaviours of individuals and firms in business settings using economic theories.
- Identify the economic concepts and theories that are relevant to analyzing business situations, some of which are unfamiliar to students.
- Present economic arguments cogently in words, simple mathematics, and graphs.
- Appraise or recommend courses of actions based on understanding of constraints in simulated cases.
- Appreciate the developmental nature and limitations of the subject.

Indicative Contents

- **Fundamentals of Business Economics**
  Constrained maximization and opportunity cost; Incentive, profit maximization and resource allocation; Marginalism and rational decisions; Comparing values/costs over time; Demand, supply, the functions of price; Market as an institution to reconcile cooperation and competition.

- **Consumer Demand**
  Various demand elasticities and their uses; Estimation of demand function and interpretation of regress analysis results; Income and substitution effects; Budget line; Characteristics approach to demand; Apparent exceptions to the law of demand.
Production and Cost
Law of diminishing returns and optimal input quantity; Standard cost functions, curves and their relationship with production functions; Economies (and diseconomies) of scale and scope.

Organisation of production and transaction cost
Simple concept of transaction cost and its relationship with organisation of production/firm; Outsourcing and vertical integration; “Principal-agent problem” in firms and possible solutions.

Market Structure and Competition
Standard economic analysis of perfect competition; monopoly and monopolistic competition; Models of oligopoly; Basics of game theory and simple applications; S-C-P paradigm, and issues about application of standard market structure models; Porter’s Five Forces Model.

Pricing
Analysis of common pricing phenomena such as simple pricing and mark-ups, price discrimination, two-part pricing, block pricing and commodity bundling, peak-load pricing, cross-subsidy and transfer pricing; price matching and randomised pricing.

Economics of Information
Uncertainty and consumer/firm behaviour; Asymmetric information, moral hazard and adverse selection; General survey of auctions.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key concepts and theories and how they can be applied to the real world through frequent reference to common business phenomena and current economic issues. Occasional group discussions and activities will be arranged.

Tutorials provide students with the opportunity to engage in more active learning so that their understanding of concepts and their applications can be deepened. Activities in tutorials may include discussions of problem sets and case studies, student presentations and debates. Occasionally, field visits may be arranged to stimulate students’ awareness of interesting business phenomena.

Assessment Approach
A variety of assessment tools may be used, including presentations, case studies, written reports, learning portfolios, tests and examination designed to develop and assess students’ achievement of the subject expected learning outcomes.

Indicative Readings
Recommended Textbook
Michael R. Baye, Managerial Economics and Business Strategy (latest ed.)

References


CC3103   Business Environment & Globalisation

| Level      | 3 |
| Credits    | 3 |
| Nature     | Non-Science |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture |
|            | 14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 50% Coursework |
|            | 50% Examination |

Aims

This subject aims to provide students with an overview of global business environment and to develop students’ ability to analyse the impact of globalisation on international business, trade and investment. The subject helps the students to develop a global outlook and an understanding of cultural diversity. It provides a foundation for related higher level subjects in international business studies. Leading-edge theories of international business and current issues in globalisation are covered in the subject to strengthen students’ knowledge on the development of the global business environment.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Recognise the increasing integration of the world economy.
- Evaluate the effect of political and cultural differences on international business.
- Analyse the current trends of trade and investment in the global environment.
- Develop the ability to assess the influence of globalisation on business strategies.
- Apply relevant knowledge to enhance their understanding of other subjects related to international business.

Indicative Contents

- **Globalisation**
  Overview of the key issues facing international business today and ways to deal with these issues; Changing nature of international business in response to the changing global economy.

- **Globalisation Drivers**
  Similarities and differences between cultures; How global politics both influences and is influenced by the factors.

- **Global Trade and Investment**
  Theoretical foundations surrounding national competitive advantage; Instruments of international trade and investment policy; Evolution of the world trading framework and the creation of the WTO; Regional economic integration and free trade agreements in different regions.

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Global Operations
Investigating strategic management issues of global marketing, global supply chain and international HRM.

Business Environment and Its Influence on Market
Introduction of effects of globalisation on business strategies; Organisation structures of international business; Principles of international business strategy; Global expansion; Competitive pressures and strategic choices.

The Future
Describes the future of global business; Future careers of the field.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of basic globalisation concepts, with specific reference to current globalisation issues wherever appropriate.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life globalisation issues. The activities in tutorials normally include group discussions and presentations of case studies, videos questions and problems sets.

Assessment Approach
A variety of assessment tools will be used, including group projects and presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbook
Czinkota, Ronkainen, Moffett, Fundamentals of International Business, South-Western: Thomson Learning (latest ed.)

References

Ball, Donald, International Business: The Challenge of Global Competition, Mcgraw-Hill (latest ed.).


Shenkar, Yadong, International Business, John Wiley (latest ed.)
**CC3104 Business Information Systems**

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<tr>
<th>Level</th>
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**Aims**

This subject provides students with an overview of the role of information systems in an organisation. In addition to helping students to develop a system view when analysing the operations in organisations, it enables them to understand the use and implications of information systems. This subject is also designed to focus on the methodologies and technologies of information system development and implementation from the end-user viewpoint.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- understand and explain the major features of an information system and the environment within which it operates.
- appreciate the functions and roles of information systems in business organisations.
- identify the use of information systems which provides organisations with competitive advantages.
- understand the development of information systems from the managerial perspective.
- develop systematic problem-solving and decision-making skills in tackling business-related problems in organisations.

**Indicative Contents**

- **Basic Information Technology for Information Systems**
  Source and management of data; Hierarchy of data organisation; Traditional approaches to data manipulation and retrieval; Hardware and software; Data communications and networking; Internet and World Wide Web.

- **Major Types of Information Systems**
  Transaction Processing Systems (TPS); Office Automation Systems (OAS); Knowledge Work Systems (KWS); Decision Support Systems (DSS); Management Information Systems (MIS); Executive Support Systems (ESS); Expert Systems (ES).
- **Organisational Foundations of Information System**
  Information systems and organisations; Information, management and decision making; Behavioral and technical aspects of information systems; System theory and information systems; Use of information system for competitive advantages; Use of information system in electronic commerce.

- **Information Systems Development**
  System development life cycle; Traditional approaches to system development; Prototyping; Rapid Application Development, Business Process Redesign, Application development and the use of Computer-Aided Software Engineering (CASE) tools.

- **Systems Implementation and Management**
  User support and role; System testing; Conversion, implementation and post-implementation reviews; System controls, Audit and security; Social issues.

**Teaching/Learning Approach**

During lectures, fundamental theories and basic concepts of information systems will be introduced first, followed by some mini-case studies and group discussion, which enhance students’ understanding of those theories and concepts. When necessary, debates will also be used to stimulate students to evaluate information system related issues critically.

In the seminars, students will be required to apply the general principles learned in lectures to tackle practical problems. Videos, case/role plays, interactive class activities, field studies and hands-on lab exercises are used to enhance students’ appreciation of the use of information systems in an organisation.

**Assessment Approach**

A variety of assessment tools will be used, including presentation, case studies, written reports, tests and examination. They are designed to assess students’ understanding and appreciation of the use of information systems in today’s business environment.

**Indicative Readings**

Recommended Textbook

References


Oz, Effy, *Management Information Systems*, Thomson / Course Technology (latest ed.).

Aims

This subject equips students with basic concepts and essential skills in developing rational database to support different types of business information systems. It provides a good training for students to learn how to be a database administrator or designer and set up database systems from the analysis and design stages to the implementation stage using a DBMS tool. Studying the subject will help develop students’ analytical mind, professional attitude, and design skills for their future career development.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand and explain the basic concepts of database systems.
- participate in the design, implementation and administration of a database.
- evaluate various database management systems of different data models.
- justify the appropriate selection of a database management system for an organisation.
- appraise the trends of database technology.
- cultivate the basic professional attitude in developing database systems.

Indicative Contents

- **Basic Concepts and Database Models**
  Database and its objectives; DBMS and its components; System architecture; Data independence; Hierarchical, network and relational models.

- **Relational Data Model**
  Relational structure; Data manipulation languages; Structured Query Language (SQL); Query-By-Example (QBE); Relational constraints and referential integrity; Relational view definition and management.

- **Database Design**
  Entity-Relationship modelling; Functional dependencies; Normalization; File structures and physical database design.
• Database Implementation and Administration
  Implementation principles and techniques; Security and integrity; Popular DBMS tools;
  Role of the database administrator; Professionalism and database administrator and
  designer.

• Current and Future Trends of Database Systems
  Distributed database; Object-oriented database; Multimedia database; Web technology
  and DBMSs; Data warehousing; Data mining.

Teaching/Learning Approach

Lectures focus on the theories, concepts, techniques and methodologies in database systems.
Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to deepen and consolidate their understanding
of the concepts taught in lectures. They also help students to apply the theories to the analysis
of real-life issues in developing database systems and enhance their knowledge and skills in
developing database systems using database management system tools. The activities in
tutorials normally include exercises, student presentations, discussions of problems and case
studies.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written
reports, tests and examination designed to develop and assess critical thinking as well as
analytical and communication skills.

Indicative Readings

Recommended Textbook
Rob and Corone, *Database Systems: Design, implementation and management*, Course
Technology (latest ed.).

References
Connolly, T., Begg, C.E., *Database Systems: A practical approach to design, implementation
and management*, Addison-Wesley (latest ed.).

Date, C.J., *An Introduction to Database Systems*, Addison-Wesley (latest ed.).

Roman, Steven, *Access Database Design and Programming*, O’Reilly (latest ed.).
Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 40% Coursework
60% Examination

Aims
This subject enables students to develop fundamental knowledge and understanding of the general legal framework and principles of Hong Kong Business Law. It will also provide students with a brief introduction to company law in Hong Kong. It helps students develop an awareness of and an ability to understand both common law and statute in relation to various legal aspects of commercial activities. Studying the subject will also help students develop their critical thinking in order to solve or avoid legal problems and to craft legal arguments.

Learning Outcomes
On successfully completing this subject, students will be able to:

- Understand and analyse the legal issues involved in the day-to-day business activities.
- Familiarise with the essential elements of Hong Kong legal systems including the main sources of law and explain its operation.
- Appreciate the essential principles relating to the formation, performance and remedies in case of breach of contracts.
- Identify and appraise the essential differences between various types of company and the way in which companies are administered, financed and managed.
- Explain the law relating to employment and professional negligence.

Indicative Contents

- **Sources of Law and the Hong Kong Legal System**
  Legal framework including the nature of law; The Basic Law, common law equity and judicial precedent; Importance of legislation in the business environment and statutory interpretation; Role and jurisdiction of the Hong Kong civil and criminal courts; Tribunals and alternative methods of dispute resolution.

- **The Law of Contract**
  Essentials of a valid contract; Reasons for invalid or unenforceable contracts; Privity of contract; Terms of contract; Exemption or exclusion clauses with special reference to contracts for the sale of goods; Discharge of contract and remedies.

- **Sale and Supply of Goods**
  Nature of goods; Implied terms; Transfer of property and risk; Retention of title clauses; Sale by non-owner; Rights and remedies of seller and buyer; Definition and application of contracts for the supply of services; Implied terms; Exemption or exclusion clauses.
- **Law of Commercial Associations**
  Agency relationships; Operation of partnerships; Nature of corporate personality; Types of business organisations; Comparison between partnerships and incorporated associations; Formation and constitution of a company; Capital and financing of companies; Management and administration of a company; Company meetings; Majority and minority protection; Insolvency.

- **Tort**
  Negligence; Professional liability for negligent misstatement; Duty of care; Breach of duty of care; Neighbour principle; Consequential damage and remoteness; Risk and remedies.

- **Employment Law**
  Major legislation and common law principles; Contracts of service and for services; Summary, constructive and wrongful dismissal; Redundancy; Termination of employment contracts; Discrimination; Rights and liabilities of employers and employees; Remedies of employee.

**Teaching/Learning Approach**

Lectures focus on the explanation of key concepts and assist students in the assimilation of basic legal theory, together with its practical application to the business environment. Lecturers also provide further analysis of the topics in the syllabus with particular emphasis on practical examples, and discussions of how the law affects business decisions. Lectures are conducted in an interactive manner requiring prior preparation and class participation by students.

Tutorials are conducted in a problem-based approach, and this approach aims to promote student participation in the learning process, through discussion and application of law to facts. The emphasis throughout tutorials will be on the practical application of legal theory. Tutorials will reinforce topics, which have been dealt with generally in the lecture. Lecturer uses a teaching and learning approach that allows students to integrate their legal knowledge with that of other disciplines in the business field.

**Assessment Approach**

A variety of assessment tools will be used, including written assignments, test and examination designed to develop and assess critical thinking as well as analytical and legal mindset.

**Indicative Readings**

**Recommended Textbooks**
Stott, V., *An Introduction to Hong Kong Business Law*, Longman Asia (latest ed.).

Stott, V., *Hong Kong Company Law*, Longman Asia (latest ed.).

**References**
Carver, A., *Hong Kong Business Law*, Longman Asia (latest ed.).
Hahlo, H.R., *Hahlo’s Casebook on Company Law*, Thomson Sweet and Maxwell Asia (latest ed.).


Shum, C., *General Principles of Hong Kong Law*, Longman Asia (latest ed.).

http://www.justice.gov.hk
CC3107  Introduction to Management Science

| Level    | 3 |
| Credits  | 3 |
| Nature   | Science |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture  14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 40% Coursework  60% Examination |

**Aims**

This subject aims at introducing to students the methodology of management science as a scientific approach to managerial decision-making and planning. It raises students’ awareness of the range of managerial problems that can be solved using optimisation methods. It also imparts in students the concepts, theories and techniques of a range of optimisation techniques. Studying the subject will help students to develop competence and confidence in formulating and solving optimisation problems.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- identify situations in which management science can be used effectively to aid managerial decision-making and planning.
- formulate and build basic model of optimisation problems.
- select and apply appropriate techniques to solve particular optimisation problems.
- interpret and evaluate the results from optimisation models in the context of a problem scenario.
- develop analytical skills in applying a scientific approach to structure and solve managerial problems.
- develop quantitative skills in using a range of optimisation techniques.

**Indicative Contents**

- **Linear Programming (LP)**
  Model formulation; Graphical solution for two-variable problems (isoline and corner point methods); Special cases in LP (infeasibility, unboundedness, redundancy and alternative optima); The simplex method; Sensitivity analysis.

- **Integer Programming (IP)**
  Model formulation; Cutting plane method; Branch and Bound method; Three types of IP problems (Pure, Mixed and Zero-one IP problems).

- **Network Models**
  Minimal-spanning tree technique; Maximal-flow technique; Shortest-route technique.
- **Project Management**
  PERT network; Activity-on-node technique; Activity completion time and variance estimation; Beta probability distribution; Critical path; Probability of project completion; CPM; Project crashing.

- **Queuing Models**
  Characteristics of a queuing system; Total expected cost and service level; Kendall notation; Four queuing models (M/M/1; M/M/m; M/D/1; M/M/1 with finite source).

- **Decision Analysis**
  Decision-making under certainty; Decision-making under risk; Decision-making under uncertainty; Decision tables; Decision trees (Expected value of sample information; Sensitivity analysis).

- **Inventory control models**
  Inventory decisions; Total inventory cost and order quantity; Economic order quantity (EOQ); EOQ without the instantaneous receipt assumption; Quantity discount models.

- **Simulation**
  Monte Carlo simulation; Probability distribution estimation for key variables making up the model; Random number intervals; Random numbers generation.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key optimisation concepts and techniques, with reference to real-life business contexts.

Tutorials provide students with the opportunity to deepen their understanding of the concepts and techniques taught in lectures and to apply these concepts and techniques to analyse and solve in-class exercises.

**Assessment Approach**

A variety of assessment tools will be used, including individual assignments, quizzes, tests and examination designed to develop and assess students’ analytical and quantitative skills in applying a range of optimisation techniques.

**Indicative Readings**

Recommended Textbook

References

Taylor, Bernard W., *Introduction to management science*, Pearson/Prentice Hall (latest ed.).

**CC3108  Principles of Marketing Management**

- **Level**: 3
- **Credits**: 3
- **Nature**: Non-Science
- **Medium of Instruction**: English
- **Teaching Pattern**: 28 hours of Lecture
  14 hours of Tutorial
- **Prerequisites**: Nil
- **Assessment**: 50% Coursework
  50% Examination

**Aims**

This subject is designed to equip students with fundamental concepts and skills of marketing management. It aims to provide a framework for marketing management. This subject helps student to obtain necessary knowledge and skills for formulating and implementing marketing strategies and policies in diverse marketing situations.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- identify and interpret changes in the business environment which affect marketing management strategies and policies.
- integrate marketing theories and concepts for developing a marketing plan and programmes.
- recognise the major principles for building strong brands.
- apply marketing theories and models to practical marketing situations.

**Indicative Contents**

- **Marketing Management Orientations and Marketing Management Roles**
  Scope of marketing; Scanning the environment; Overview of core marketing concepts; Marketing management roles; Trends in marketing practices; Socially responsible marketing.

- **Formulating Marketing Strategies and Plans**
  Value creation and delivery sequence; Generic value chain; Nature and contents of the marketing plan; Overview of corporate strategic planning and business strategic planning.

- **Building Strong Brands and Brand Positioning**
  Role of brands, brand equity, brand equity models, brand elements, measuring brand equity, managing brand equity; Branding decisions; Points-of-parity; Points-of-difference; Differentiation strategies; Product life cycle marketing strategies.

- **Market Dynamics and Competitive Strategies**
  Concept of competition; Analysing competitors; Competitive strategies for market leaders and other competitive strategies.
Developing and Managing Marketing Strategies and Programmes
Product strategies; Nature of services; Marketing strategies for services; Managing and developing new product; Characteristics of the innovation; Pricing strategies; Marketing channels; Integrated marketing communications

Marketing Implementation and Control
Marketing effectiveness; Marketing implementation; Efficiency control; Strategic control; Marketing audit.

Teaching/Learning Approach
Lectures focus on introducing concepts, theories, processes and related issues to students for building a framework for analysis and developing a marketing plan.

Tutorials cover case study analysis, discussing marketing management issues in real-life situations, in-class/eForum discussions, and other student-centered activities will be adopted during the seminars to strengthen students’ understanding and applicability of marketing theories or models in dynamic business environment.

Assessment Approach
A variety of assessment tools will be used, including group presentations, written reports, tests and written examination designed to develop and assess critical thinking, problem-solving, creativity, teamwork, and presentation skills.

Indicative Readings

Recommended Textbook

References


Peter, J. P. and Donnelly, J. H., Marketing Management: Knowledge and Skills. Prentice Hall, (latest ed.).
Aims

This subject equips students with analytical skills that are necessary for the understanding of the accounting principles and concepts in respect of the operating, investing and financing activities of a business. This subject also helps students to appreciate the conceptual framework of accounting and the accounting process.

Learning Outcomes

On successfully completing this subject, students will be able to:

- demonstrate a thorough understanding of the conceptual framework of financial reporting, concepts and techniques of accounting.
- apply and critically evaluate the accounting standards generally accepted in accounting for the major items of the financial statements.
- extend and refine the conceptual understanding and practical application skills in corporate financial accounting.
- build up analytical skills, critical and creative thinking on key accounting issues.

Indicative Contents

- **Foundations of Financial Accounting**  
  Conceptual framework of accounting; Accounting cycle and financial reporting process; Balance sheet, statement of income and retained earnings, and statement of cash flows.

- **Operating Activities of a Business**  
  Cash and receivables; Short-term liabilities; Complexities of revenue recognition; Earnings management; Cost of goods sold and inventory valuation.

- **Investing Activities of a Business**  
  Investments in debt and equity securities.

- **Financing Activities of a Business**  
  Accounting for debt financing and equity financing.

- **Additional Activities and Others**  
  Topics such as accounting for leases, contingencies and income taxes. Reporting on accounting changes, error corrections and earnings per share. Basic understanding of joint venture, associate, and business combination.
Teaching/Learning Approach

Lectures focus on the explanation of relevant accounting principles of the syllabus topic.

Tutorials provide students with the opportunity to reinforce their understanding and to apply principles to analyse the accounting problems. The activities in tutorials normally include student presentations and discussions of case studies.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, tests and examination designed to develop and assess problem solving as well as analytical and communication skills.

Indicative Readings

Recommended Textbooks


References


*Hong Kong Financial Reporting Standards*, Hong Kong Institute of Certified Public Accountants.
CC3111 Financial Management

Level 3  
Credits 3  
Nature Non-science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Seminar  
Prerequisite Nil  
Assessment 40% Coursework  
60% Examination

Aims

This subject is structured around the most important financial decisions made by a firm in an integrated business environment. Students are expected to develop knowledge of how firms make investment decisions, raise and utilise finance capital and manage working capital. Students will be able to understand how the concepts and theories of financial management are applied in the real world and generate lasting impact on firms. Students will also execute strong analytical skills and critical thinking.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Describe the functions of financial management and the role of the finance managers.
- Interpret and apply financial ratios and common size analysis to financial statements and other financial disclosure to evaluate the financial health and performance of a company.
- Apply investment appraisal techniques to make project selection decisions in a capital budgeting context and understand the limitations of those techniques.
- Appraise the various sources of finance available in Hong Kong.
- Assess the risk associated with a financial or capital asset and identify and calculate the relevant risk for financial decision-making purpose.
- Examine the factors affecting capital structure and dividend policy and their effect on the cost of capital.

Indicative Contents

- **Introduction**
  Firm’s goals; Agency problems and costs; Time value of money; Key financial ratios.

- **Valuation of Securities**
  Shares and bonds.

- **Cost of Capital**
  Definition and component of cost of capital; Introduction to weighted average cost of capital.
• **Capital Investment Techniques**
  Payback; Accounting rate of returns; Internal rate of returns; Net present value; Comparisons of discounted cash flows techniques; Projects with different lives and investment outlay; Capital rationing; Replacement decisions; Capital budgeting; Sensitivity analysis and scenario analysis.

• **Portfolio Theory**
  Efficient frontier; Capital market line; Market price for risk; Beta measurement; Security market line; Limitation of CAPM.

• **Sources of Finance**
  Internally generated funds; Capital markets; Dividend policy; Determination of finance requirements; Financial gearing.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of theoretical materials, with specific reference to current financial issues where appropriate. Occasional group discussions will be conducted.

Tutorials provide students an opportunity to apply the theories learnt in lectures that can deepen their understanding using an interactive approach.

**Assessment Approach**

A variety of assessment tools will be used, including individual assignments, quizzes, in-class exercises, problem sets, tests and examination designed to develop and assess students’ analytical and quantitative skills and the ability of applying the knowledge in making financial decisions.

**Indicative Readings**

Recommended Textbook

References


CC3112 Food and Beverage Operational Management

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites CC2110 Food Service Operations
Assessment 60% Coursework
40% Examination

Aims
This subject provides students with a framework for comprehending a manager’s role in planning, organising, and controlling human and physical resources in a food and beverage organisation. Students can integrate the knowledge and skills learnt from the prerequisite subject with those in this subject so as to gain competence in operational decision-making and problem-solving in various food and beverage operations.

Learning Outcomes
On successfully completing this subject, students should be able to:

- Understand a manager’s role in planning, organising, motivating and controlling human and physical resources effectively in a food and beverage organisation.
- Comprehend the principles of planning, design and space utilization and the organisation for storage, preparation, production and service of food and beverages.
- Acquire the knowledge and skills in operational decision-making and problem-solving in the management of a food and beverage operation.
- Acquire the professional, business, human resources, management, social and intellectual skills and knowledge needed for operational competence in a catering organisation.
- Apply operational management methods, procedures and techniques to a variety of food and beverage operations.
- Evaluate the characteristics and procedures of food and beverage operations in relation to size, types, markets, design, planning and organisation.
- Use problem identification and solving techniques to facilitate efficient and effective decision-making within the food and beverage operation environment.

Indicative Contents

- **Food and Beverage Operation Planning**
  Understanding the customer; Product development; Menu planning, design and development; Establishing food production and service systems; Physical design and layout; Determining standards and quality control systems; Equipment requirements.

- **Food and Beverage Operational Management**
  Employee organisation; Staffing and employee training; Purchasing and distribution; Managing catering equipment; Menu pricing; Restaurant marketing and promotion; Production and service; Food and beverage operational controls; Managing quality standards and customer satisfaction.
- **Food and Beverage Operation Control**
  Establishing control systems; Financial planning and forecasting; Budgetary control; Billing system and procedures; Sales analysis; Cost and revenue accounting and analysis.

- **Food and Beverage Management in Different Organisations**
  Function catering; Industrial catering; School catering; Hospital catering.

**Teaching/Learning Approach**

Lectures primarily focus on the delivery of theoretical concepts, including management methods, procedures and techniques applied to a variety of food and beverage operations. Occasional group discussions and in-class exercises will be conducted.

Tutorials provide students with the opportunity to explore further concepts, theories, and principles, to make enquiries about lecture content and to apply the theories to the real-life issues. The activities in tutorials normally include student presentations, discussions of problem sets and case studies, and video shows.

Site visits to different types of food service establishments together with talks given by industry speakers will provide students with opportunities to observe operational activities in real-life business settings.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**
Davis, Bernard, Lockwood, Andrew, Stone, Sally, *Food and Beverage Management*, Butterworth-Heinemann (latest ed.).

**References**
Cousins, John, Foskett, David, Gillespie, Cailiein, *Food and Beverage Management*, Prentice Hall (latest ed.).


Lockwood, Andrew, *Food and Beverage Management: A Selection of Readings*, Butterworth-Heinemann (latest ed.).

Scanlon, Nancy Loman, *Catering Management*, J. Wiley (latest ed.).

CC3113  Front Office and Housekeeping Management

Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites CC3114 Front Office Operations and CC3117 Housekeeping Operations  
Assessment 60% Coursework  
40% Examination

Aims

This subject aims to provide students with an overall concept of room division in the hotel industry. As both the front office and the housekeeping play important roles in room division, the techniques used in the coordination between these two departments in hotels are highlighted for analysis. Besides, this subject explains and illustrates the yield management at the front office and the strategic management of the housekeeping department.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Appreciate the roles played by the front office manager and the executive housekeeper in the hotel industry.
- Apply the coordination techniques between the front office and the housekeeping.
- Integrate sales forecast at reservation into the manpower planning of the housekeeping.
- Assess the roles and functions of both the front office and the housekeeping in the hotel, including their relation to guests’ safety and hotel security.
- Diagnose the quality and trait requirements for a front office manager and an executive housekeeper.
- Apply the integrated computer technology to the operations of the front office and the housekeeping.

Indicative Contents

- **Control of Reservation and Full House Management**
  Central reservation system concepts and applications; Yield management at reservation; Co-ordination between reservation and front desk; Software application in property management systems.

- **Customer Relations Management at Front Office**
  Roles and responsibilities of guest relations officer and assistant manager; VIP service procedures and management; Guest complaint handling procedures; Lost and found procedures for valuable items.

- **Housekeeping Management**
  Roles and responsibilities of the executive housekeeper; Human resources planning; Housekeeping supplies planning; Planning and implementation for guest room maintenance and cleaning.
• **Housekeeping Control System**
  Purchase planning and inventory control of Housekeeping supplies; Contract service management and selection criteria; Uniform circulation control procedures; Quality control for equipment and services.

• **Safety and Security Management at Rooms Division**
  Perspectives of guests’ safety and security; Work procedures safeguarding the property and the guest; Roles and responsibilities of the front office and the housekeeping personnel in maintaining the safety and security of the property and the guest.

### Teaching/Learning Approach

Lectures are prepared to provide general concepts of the subject and to stimulate students to have further reading on the current practices. Videos are used occasionally to facilitate teaching. Hotel visits may be arranged for students.

Seminars are arranged to emphasise the concepts and applications of the principles and key issues, using an interactive approach. Laboratories installed with updated computer software will enable students to practice reservation, check-in and check-out processes.

### Assessment Approach

A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentation, individual assignments, tests and examination, to assess students’ critical thinking, analytical skills, teamwork, and oral and written skills.

### Indicative Readings

**Recommended Textbook**


**References**


Aims

This subject aims to explore the roles the front office plays in the hotel industry. It uncovers the front office operational systems and the standard work procedures in current practices. The most widely-used computer software is used for students to integrate computer technology into guest services in the hotel industry. Customer relation skills are incorporated into the service skills so that students could grasp the essence of customer service in the hospitality industry.

Learning outcomes

On successfully completing this subject, students will be able to:

- Recognise the roles and responsibilities of front office personnel.
- Apply concepts and techniques related to reservation procedures and concepts into working techniques.
- Examine reception procedures for checking in guests.
- Evaluate the concierge’s roles in maintaining guest services at the front desk.
- Develop the ability to analyse the accounting system for the hotel industry.
- Appraise the integrated functions of the front office in the hotel industry.

Indicative Contents

- **Front Office Department in the Hotel Industry**
  Roles of the front office in the hotel industry; Organisation structures of the front office in hotels; Interaction between the front office and other departments in hotels.

- **Reservation Procedures and Systems**
  Hierarchy at Reservation; Duties and responsibilities of reservation personnel; Standard reservation procedures; Computerised reservation system; Documents for reservation; Forecasting techniques and yield management in the hotel industry; Sales techniques used by reservation personnel.

- **Registering Guests and Record Maintenance at Front Desk**
  Hierarchy at Front Desk; Duties and responsibilities of Front Desk personnel; Standard check-in procedures; Computerised registration system; Documents for registration; Room assignment techniques and preparation; Overbooking situation handling; Customer complaint handling.
Checking Out Guests and Accounting Systems
Front Office accounting cycle; Guest charges and payments; Check-out objectives and procedures; Categories of accounts; Credit control; Data-processing cycle; Information technology; Routing procedures.

Concierge and Customer Relations
Hierarchy at Concierge; Duties and responsibilities of concierge personnel; Standard luggage handling procedures in check-in and check-out processes; Personalised services handling.

Teaching/Learning Approach
Lectures are prepared to provide general concepts of the subject and to Stimulate students to have further reading on the current practices. Videos are used occasionally to facilitate teaching.

Seminars are arranged to emphasise the concepts and applications of the principles and key issues, using an interactive approach. Laboratories installed with updated computer software will enable students to practice reservation, check-in and check-out processes.

Assessment Approach
A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentation, individual assignments, tests and examination, to assess students’ critical thinking, analytical skills, teamwork, and oral and written skills.

Indicative Readings
Recommended Textbook
Baker, Sue et al., Principles of Hotel Front Office Operations, Thomson Learning (latest ed.).
O’Shanessy et al., Accommodation Services, Prentice Hall (latest ed.).

References
Deveau, Linsley, Patricia et al., Front Office Management and Operations, Prentice Hall (latest ed.).
Ismail, Ahmed, Front Office Operations and Management, Thomson Delmar (latest ed.).
Aims

This subject equips students with knowledge and skills that are necessary for creating and managing hospitality facilities. It provides an introduction to the key issues involved in the design and management of hospitality facilities, illustrated with examples drawn from the industry. Students should become much better prepared to deal with facility-related questions and problems associated with the maintenance, engineering function and staff in the hospitality industry.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Develop, implement and monitor management plans for the maintenance and purchase of physical facilities and assets in the hospitality industry.
- Articulate risk management procedures in a hotel property.
- Establish safety and security procedures relevant to the hospitality industry and design a procedural manual on issues of Occupational Health and Safety practice.
- Detect and prevent fraud and security breaches in a hotel operation.
- Develop contingency plans to deal with ‘threats’, both internal and external, to a hotel establishment.

Indicative Contents

- **Property Maintenance**
  Inventory of plant and equipment; Purchase of plant, equipment, furniture and fittings; Purchase specifications and contract specifications; Purchase and maintenance quotes; Installation of plant, equipment, furniture and fittings; Emergency plans and usage.

- **Legal Aspect**
  Government regulations and legislations on property; Maintenance development programmes; Environmental issues; Cleaning and maintenance programmes that meet industry and enterprise standards.

- **Safety and Security**
  Fire detection and evacuation procedures; Security procedures for cash and valuables; Physical security and safety of property, guests and staff; Maintenance of safety and security records; Procedures to be carried out in case of emergency.
- **Occupational Health and Safety**
  Policies and procedures to deal with breaches of safety and health situations; Examination of unsafe working conditions and practices; Practices and procedures that ensure a safe working environment; Appropriate hygiene, sanitation and safety standards in all areas; Appropriate personal hygiene and safety practices as required to ensure health and safety in the hospitality industry.

**Teaching/Learning Approach**

Lectures given by the subject lecturer and guest speakers from the industry focus on the introduction and explanation of key maintenance practices, with specific reference to current issues wherever appropriate. Occasional group discussions might be arranged.

Tutorials help students to apply the theories taught in lectures and to analyse the real-life facility management issues. The activities in tutorials normally include student presentations and discussions of problem sets and case studies.

Speakers from the industry may be invited to share their experiences. Site visits may be arranged to help students’ understanding of maintenance systems used in the real life.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to assess competency in development and management of facilities in the hospitality industry.

**Indicative Readings**

Recommended Textbook


References


CC3117 Housekeeping Operations

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 60% Coursework
40% Examination

Aims

This subject aims at providing operational views and practices in every section of Housekeeping Department in a hotel. Both front-of-the-house and back-of-the-house cleaning practices are examined. It also introduces the concept of laundry and employees’ health, safety and security.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the hierarchy and roles of Housekeeping Department.
- Describe the roles and responsibilities of Housekeeping Department and its sections.
- Assess different kinds of cleaning agents and equipment as well as their applications in different types of flooring.
- Comprehend the typical cleaning procedures of Room Attendant and Public Area Attendant when cleaning guestrooms and public areas respectively.
- Appraise the importance of maintaining spotless public areas.
- Appraise the importance of using contract cleaners.
- Assess the significant differences, advantages and disadvantages between on-premise laundry and contract laundry.
- Formulate the inventory system and exchange system of uniform and linen.
- Develop different practice of health, safety and security systems and programmes of Housekeeping Department.

Indicative Contents

- **Introduction of Housekeeping Department**
  Housekeeping roles and responsibilities; Management functions of Executive Housekeeper; Responsibilities of Housekeeping Coordinator; Hierarchy of Housekeeping Department; Training, Motivation and Evaluation Systems; Scheduling.

- **Cleaning Agents and Floorings**
  Water; Detergents; Abrasives; Degreasers; Acid cleaners; Organic solvents; Other cleaning agents; Methods of use; Carpet; Carpet Construction; Hard Flooring Caring.

- **Guestrooms and Public Areas Cleaning**
  Guestrooms cleaning; General cleaning; Bed-making process; Night Service; Turndown service; Public areas cleaning; Public Area inspections; Use of contract cleaners.
• **Uniform & Linen and Laundry**
  Uniform and linen inventory and exchange control system; Par stock calculation; Linen Control; On-premise laundry services; Contract laundry service

• **Hotel Safety and Security**
  Occupational Safety and Health Council; Health and Safety Programme Design; Workmen compensation; Hotel fire prevention and brigade functions; Injury and accident report procedure; Fire drill evacuation; Guest and employee theft; Lost and found procedure; Key control system.

**Teaching/Learning Approaches**

Concepts are delivered through lectures supplemented with discussions of case studies in tutorials. Visits to Housekeeping Department of hotels are arranged in order to enhance students’ understanding and to give them an insight into actual housekeeping operations. Videos on guestrooms and public areas cleaning exercises are also used to facilitate learning.

**Assessment Approaches**

A variety of assessment tools are used including group presentation, case studies, group discussion, tests and examination designed in order to develop students’ understanding of Housekeeping Department.

**Indicative Readings**

Recommended Textbook
Schneider, Madelin, Tucker, Georgina, Scoviak, Mary, *The Professional Housekeeper*, John Wiley (latest ed.).

References

Kappa, Margaret M., Nitschke, Aleta, Schappert, Patricia B., *Managing Housekeeping Operations*, Educational Institute – American Hotel & Lodging Association (latest ed.).
CC3118 Advertising and Promotion

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisite CC2126 Introduction to Marketing
Assessment 50% Coursework
50% Examination

Aims

This subject is designed for students who have a basic knowledge of marketing. The subject introduces knowledge and concepts of integrated marketing communication and aims to develop their planning skills in formulating communication mix strategies. The subject will also help develop students’ critical thinking, oral and written communication skills.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the concepts of the integrated marketing communications (IMC) and its importance in the marketing mix.
- identify the nature and characteristics of different forms of marketing communications such as advertising, sales promotions, public relations, direct-response marketing and point-of-purchase communications.
- formulate an integrated marketing communication campaign.
- evaluate the effectiveness of an IMC programme.

Indicative Contents

- **Introduction to Marketing Communications**
  Nature of the communications process; A basic model of communication; An introduction to integrated marketing communications (IMC) and its components; Roles of IMC in the marketing process; Morals, ethics, and social responsibility in marketing communications.

- **Marketing Communications Environment**
  Developing a marketing plan; Communication marketing analysis (i.e. competitive, opportunity, target customer and positioning); Setting communications objectives and budgets; Corporate image and brand management; Damage control strategies.

- **Formulating and Implementation of Advertising and Promotional Programmes**
  Roles of advertising and promotion in marketing; Advertising management; Advertising media selection; Advertising design; Nature of trade and consumer promotions; Trade and consumer promotional tools; Developing an IMC Campaign.
**Managing Integrated Advertising, Promotion and Marketing Communications**

Tools of IMC (Advertising, consumer and trade sales promotions, public relations and publicity and sponsorship, Direct marketing, and Internet marketing, personal selling); Measuring,, monitoring, evaluating and controlling the effectiveness of IMC.

**Ethics and Trends in Marketing Communications**

Ethical issues in marketing communications; Enhancing key accounts (i.e. customers) and channel relationship through IMC; Main issues of marketing communications in the international context such as media selection, culture, and religion; Electronic commerce and its implications in marketing communications.

**Teaching/Learning Approach**

Lectures primarily focus on marketing communications perspective with an aim to develop skills and concepts that allow students to develop and manage integrated marketing communication programs. Lectures will have detailed coverage on IMC tools. Real-life examples will be used to demonstrate relevant concepts and theories. Tutorials are interactive sessions which include student group presentations, case studies and in-class exercises.

**Assessment Approach**

A variety of assessment tools will be used, including group presentations and written reports, individual assignments, in-class exercises, tests and examination designed to assess the expected outcomes.

**Indicative Readings**

**Recommended Textbook**

**References**

Burnett, and Moriarty, S. *Introduction to Marketing Communications – An integrated approach*. Prentice Hall, (latest ed.).


Shimp, Terence. *Advertising, Promotion and Integrated Marketing Communications*, Dryden Press, (latest ed.).

CC3119  International Marketing

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**Aims**

This subject is designed for students who have a basic knowledge of marketing. The subject aims to provide students with an overview of international marketing and the role of marketing in an organisation operating across global boundaries. The focus is on the analysis of various factors that must be considered when planning, developing and implementing international and global marketing activities.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- appreciate the importance of marketing in the overall structure and function of international organisations.
- understand how various factors differentiate international marketing strategies from domestic marketing management and strategies.
- identify, analyse and provide solutions to problems encountered in international marketing operations.
- develop an analytical framework to enable the implementation of international marketing strategies and evaluate international marketing strategies.
- value the benefits of international business activities for the growth and development of domestic organisations and economies.

**Indicative Contents**

- **International Marketing Environment**
  Overview international marketing process and changing nature of international trading environment; Differences between international and domestic markets; Reasons for going international; Theories of international trade; The SLEPT factors: social/cultural, legal, economic, political, and technical; The ‘C’ factors (competition, country, and currencies) considerations; Briefing on major world trading groups such as IMF, GATT/WTO, EU, NAFTA and ASEAN etc.

- **Cultural Environment of Global Markets**
  Components of culture; Social and cultural considerations for consumer and business markets in international marketing; Cross-cultural analysis.
Assessing Global Market Opportunities
Role of international marketing research; An overview of marketing research process; International marketing information system; Framework for analysing international markets; Market research agency; Globalization strategies; Market entry strategies; Organisational and management issues; International marketing plan; Establish criteria for control and evaluation.

Developing Global Marketing Strategies: Planning and Organisation
Marketing Mix in global markets; Products and Services for Consumers and Businesses; International marketing communications and advertising; International distribution and logistics; Pricing for international markets.

Ethics and Contemporary Issues of International Marketing
Ethical challenges for international marketing managers; Major trends in international trading environment.

Teaching/Learning Approach
Lectures, interactive tutorials, project work and case study analysis will be used. This subject will be based around guided readings from different textbooks and widely in the daily business press of identifying current issues in international marketing.

Concepts and techniques will be introduced through lectures. Videos are used occasionally to facilitate learning and teaching. Tutorials are designed to provide the interactive environment for discussions of current international marketing issues, case study and group presentation activities. Students are required to apply their knowledge and skills through tutorials.

Assessment Approach
A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentations, debates, mid-term test and examination etc. These are designed to develop students’ understanding, analytical, teamwork, communication skills and able to demonstrate the practical application skill.

Indicative Readings
Recommended Textbook

References
Czinkota, M. R. and Ronkainen, I. A. International Marketing, Thomas Learning, (latest ed.).
Paliwoda, Stanley, Thomas, M. International Marketing, Butterworth-Heinemann, (latest ed.).
Aims

This subject is designed for students who have a basic knowledge of marketing. This subject provides students an understanding of the nature and basic concepts of marketing research, and the importance of marketing information for making business decisions. It introduces the basic techniques and procedures of marketing research, the role and benefits of customer database, Customer Relationship Management (CRM), and Marketing Information System (MkIS) in knowledge-based economy. Studying the subject will also help develop students’ ability to interpret marketing research findings for marketing decisions.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify and analyse marketing problems and related situational issues.
- locate relevant information sources to resolve the marketing problems.
- determine appropriate marketing research techniques for the research objectives.
- conduct simple marketing research investigation, and present research findings.

Indicative Contents

- **Role of Marketing Research and Knowledge-based Economy**
  Market research industry and ethics in marketing research; Concept of knowledge management and knowledge-based economy.

- **Marketing Information and Customer Database**
  Role of marketing information system for supporting management decision and overall marketing process; Database marketing and marketing research; Role of customer databases in CRM; Marketing Research and database development; Marketing Decision Support Systems.

- **Research Process and Research Design**
  Research process; Problem definition, research objectives, and research design; Briefing on qualitative and quantitative marketing research; Exploratory research design (personal interviews and focus groups); Descriptive design (survey); Causal research designs (observation techniques and experiments); Validity, reliability and practicality issues; Development of research proposal.
Secondary Research and Primary Research
Secondary data sources and related procedures for selecting a market research supplier; Sampling theories, design, and issues; Construct development and scale measurement; Questionnaire designs and related issues.

Data Analysis and Communicating the Research Results
Coding, editing, and preparing data for analysis; Research analysis; Preparing the marketing research report and presentation; Evaluate the quality of a research project.

Teaching/Learning Approach
Lectures cover the introduction and explanation of marketing research concepts and techniques, with specific reference to current issues wherever appropriate. The main theoretical and factual aspects of the syllabus will be focused.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories and skills to the analysis of real-life business situation. The activities in tutorials normally include project-based assessment, in-class/e-forum discussion, and group presentation activities.

Assessment Approach
A variety of assessment tools will be used, including presentations, written reports, tests and examination designed to develop and assess critical thinking as well as analytical, basic statistical, interpersonal, problem-solving, communication, and marketing research skills.

Indicative Readings
Recommended Textbook

References


Malhotra, Naresh K., Birks, David F., Marketing Research: An Applied Approach, Prentice Hall (latest ed.).


Wilson, A, Marketing Research: An Integrated Approach, Prentice Hall (latest ed.).
CC3121  Business Environment in China

| Level       | 3 |
| Credits     | 3 |
| Nature      | Non-Science |
| Medium of Instruction | English, supplemented by Chinese |
| Teaching Pattern | 28 hours of Lecture |
|             | 14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment  | 50% Coursework |
|             | 50% Examination |

**Aims**

This subject aims at providing students with a comprehensive view of the general business environment viz. political, infrastructural, legal, institutional, economic, cultural and social conditions in the Chinese mainland. As a result, students are able to analyse and understand such important variables which are essential and crucial for investors in making decisions and managing their investment and business activities in China.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Appreciate the range of factors that would determine the business environment in China.
- Understand how each of the following factors affects China’s business environment: political factors, legal and other institutional factors, economic factors, cultural and social factors.
- Appraise the issues relating to the analysis of business environment in China.
- Apply the relevant knowledge to further their understanding and in making decision in the business activities in China.

**Indicative Contents**

- **Business Environment**
  Concept of business environment; Make up of business environment.

- **Organisation and internal environment**
  Firms in China; Types of business organisation; Organisation objectives; Internal environment.

- **Elements of the external business environment**
  Political, economic, and legal environment in China; Social, cultural and demographic issues in China.

- **China and the Global Business Environment**
  International business environment; Competitiveness environment; China’s Entry into the WTO and Implications.
Teaching/Learning Approach

Theories, concepts, basic facts and updates on latest developments will be delivered in lectures. In the tutorials, students will be encouraged to apply what they have learnt in the lectures and from readings to analyse the current issues and cases that are related to China’s business environment through activities such as group discussions, debates and presentations. The medium of instruction will be English, supplemented by Chinese for terms used in China.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, to develop and assess the critical thinking as well as the analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings

Recommended Textbook

References


This subject aims at providing students with concepts for understanding the economy of China since 1949, with emphasis on its post 1978 reform period. Students are expected to explain why China was successful in maintaining a high economic growth in the past two decades. Moreover, they will be able to analyse the role of China in the world today and identify challenges China will be facing in the future. Therefore, studying this subject will help develop students’ analytical skills and critical thinking in their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the historical background of China’s economic development
- Recognise China’s achievements and setbacks in its economic performance since economic reforms
- Identify the range of factors that would determine economic performance in China and analyse how various factors affect China’s overall economic performance
- Review and generalise economic developments in important sectors in China
- Compare economic developments in major economic regions in China
- Identify and evaluate the opportunities and challenges resulting from China’s entry into the WTO

Indicative Contents

- **History of the Development of China’s Economy**
  Lessons from history; Experiments in economic policies and political upheavals; Economic Reforms since Deng’s open door policy; Future reforms: problems and prospects.

- **China’s Macroeconomy: Overview**
  Growth; Economic fluctuations; Economic policies; Institutional factors affecting the macroeconomy; Political movements, power struggles and the macroeconomy.

- **Topics in China’s Economic Developments**
  China and the world economy; Investment: domestic and foreign; Consumption; Demographics and human capital; Institutional developments.
Regional Differences in Economic Development

Individual Sectors
Automobile Industry; Retail & Consumer Product Industry; Telecommunication Industry; Banking and financial system.

WTO: Changes and issues

Teaching/Learning Approach
Well designed questions covering the learning outcomes will be asked to raise students’ interest and road map will be used to get students prepared for the lecture. The same set of questions will be asked at the end of the lecture to ensure the learning outcomes have been achieved. Occasional problem-based learning activities related to current economic issues happened in China might be arranged to encourage student participation and critical thinking.

Students are required to keep on reading news and they need to explain and comment on their news cutting during the tutorials. It can reinforce their understanding by applying the knowledge they have learnt and strengthen their communication skills. Activities such as group discussions, debates and presentations will also be arranged for them to analyse the current issues in China’s economy.

Assessment Approach
Effective assessment tools will be used, including debates, job interviews, case studies, presentations, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings

Recommended Textbook
There is no prescribed textbook. This is a dynamic topic mainly involving current issues. Lecture summary and supplementary notes will be distributed from time to time.

References


Useful Websites
http://www.chinainfobank.com (中國資訊行)
http://www.mofcom.gov.cn (Ministry of Commerce of the People’s PRC)
http://www.tdetrade.com (Trade Development Council)
http://www.wto.org (World Trade Organization)
http://www.cei.gov.cn (China Economic Information)
http://www.chinadaily.com (China Daily)
http://english.peopledaily.com.cn (People’s Daily)
http://www.iwep.rog.cn (Institute of World Economics and Politics)

Journals, Periodicals
China Business Review
China Economic Review
The China Quarterly
Aims

This subject aims at providing students with an overview of the developments and characteristics of China’s financial markets, institutions and products. Direction of future development, reforms as well as problems and selected issues will also be covered.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the developments of China’s financial markets since the economic reform.
- Understand the current banking and financial system, the regulatory framework and the relating government policies in China.
- Understand the financial products available in China.
- Appreciate the characteristics of the working and performance of China’s financial markets.
- Appreciate and analyse the current and special issues in China’s financial markets.

Indicative Contents

- **Financial System in Perspective**
  Roles and functions of financial system; Reform and development of China’s financial market; Limitations and constraints of the market reforms.

- **Financial Market System**
  Banking system, insurance and capital market; Nonbank financial institutions; RMB: Convertibility and stability.

- **Regulatory Framework**
  Regulations and government policies; Central bank and People’s Bank of China; Banking and securities regulatory commissions.

- **Financial Products in China**
  Characteristics of financial products; Participants; Market, trading and fluctuations.

- **Current Issues**
  Future prospects and growth; WTO; Selected issues related to recent development in China’s financial markets.
Teaching/Learning Approach

The medium of instruction is English, supplemented by Chinese for terms used in China. Theories, concepts, basic facts and updates on latest developments will be delivered in lectures. In the tutorials, students will be encouraged to apply what they have learnt in lectures and from readings to analyse the current issues related to China’s financial markets through activities such as group discussions, debates and presentations.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, to develop and assess the critical thinking as well as the analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings

Recommended Textbook
There is no prescribed textbook. This is a dynamic topic mainly involving current issues. Lecture summary and supplementary notes will be distributed from time to time.

References


Rose, Peter S., Money and Capital Market, McGraw Hill (latest ed.).

CC3124 Property Management

<table>
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<th>Level</th>
<th>Credits</th>
<th>Nature</th>
<th>Medium of Instruction</th>
<th>Teaching Pattern</th>
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<td>English</td>
<td>28 hours of Lecture</td>
<td>Nil</td>
<td>40% Coursework</td>
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<td>60% Examination</td>
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**Aims**

This subject is intended to provide students with an understanding of the principles and practice of property management. It focuses on the application of the principles to the property management services. It also provides the students the basic knowledge for managing buildings in the private and public sectors. Studying the subject will help the student developing management skills that are necessary for efficient and effective administration of property management in practice.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Review the fundamentals of property management.
- Analyse the business and work environment in property management services in Hong Kong.
- Apply the principles and practice necessary for efficient and effective administration of property management.
- Synthesise their knowledge to solve the problems happened in daily property management works.

**Indicative Contents**

- **Managing Marketing of Property Management Services**
  Nature of property management; The existing market for property management services; Types of buildings and estates; Internal organisation of property management business; Marketing of property management services.

- **Managing Common Areas of Owner’s Property**
  Pre-management planning before take-over of premises, such as organisational principles and establishment of a new management office, testing of building services, identifying defects of premises; Provision of services after take-over of premises, such as staff management, financial management, security services, cleansing services, utility installation; Environmental and conservation issues in property management, such as energy conservation, control of illegal/unauthorised building structures.

- **Managing Leased Property**
  Contractual and statutory lease conditions; Tenancy renewals; Landlord and Tenant (Consolidation) Ordinance.
- **Managing Owner and Tenant Relations**
  Procedure of the formation of Owners’ Incorporation; Deed of Mutual Covenant; Building Management Ordinance; Consultation channels with landlords and tenants.

- **Managing Risk and Liability**
  Insurance policies; Negligence; Nuisance; Professional Liability.

**Teaching/Learning Approach**

Lectures, seminars and tutorials form a basic skeleton for learning the subject. Lectures focus on the introduction and explanation of the basic principles of property management. Student presentations and discussions of problems sets and case studies will be conducted in tutorials to deepen students’ understanding of the concepts taught in lectures. Discussion will also be facilitated to provide opportunities for students to deliver their discussion results based on real-life examples. External guest speakers from industry will be invited to offer the current property management practice in Hong Kong wherever appropriate.

**Assessment Approach**

Assessment will be in the form of written examination, oral presentation and written report. Examination and coursework will constitute 60% and 40% of the overall grade of the subject respectively. Written examination aims to assess students’ ability to apply concepts learned for solving problems on property management. Oral presentation on specific topics serves to assess students’ understanding to the topics chosen. Written report aims to consolidate students’ knowledge and assess their analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References


Kent, P., Merry, M. and Walters, M., *Building Management in Hong Kong*. LexisNexis Butterworth (latest ed.).


**Aims**

This subject equips students with a basic understanding of engineering principles governing the operation of a building. It helps to strengthen students’ building technology knowledge with particular focus on the repair and maintenance disciplines. It also provides students the knowledge on how to manage the maintenance works efficiently and effectively.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- identify the cause of common defects and material deterioration.
- diagnose building defects and propose remedial actions.
- monitor and supervise the quality of maintenance work.
- understand the principles and execution of maintenance planning and management.
- evaluate maintenance needs and execute the work effectively.

**Indicative Contents**

- **Building Defects**
  Defects in building materials; Failure mechanisms in building materials; Common defects of building elements; Typical deteriorating factors for reinforced concrete in Hong Kong.

- **Testing and Remedial Actions**
  Health and environmental issues in building maintenance; Testing and diagnosis of building defects, remedies and prevention; Building survey and report writing.

- **Maintenance Management and Planning**
  Types of maintenance, classification and selection criteria; Maintenance planning, budgeting and scheduling; Alternative methods on executing of maintenance works; Contract procurement for maintenance works; Safety and environmental considerations for maintenance works; Relationship between design and maintenance; Feedback on design; Life cycle costing concept on selection of alternatives.
Teaching/Learning Approach

Lectures and tutorials constitute the delivery of the subject. Lectures aims at delivering the basic concepts and knowledge of maintenance technology, management and planning. The knowledge will be consolidated through tutorials. Tutorials will be conducted in different formats, such as problem-solving exercises, case studies, and presentation, in order to encourage active participation and learning of students.

Assessment Approach

Examination and coursework will constitute 60% and 40% of the overall grade of the subject respectively. Written examination aims to assess students’ ability to apply concepts learned for solving problems on daily maintenance works. Coursework includes oral presentation and written reports on specific topics serves to consolidate students’ knowledge, and to assess students’ understanding of the topics chosen, as well as their analytical and communication skills.

Indicative Readings

Recommended Textbook
Buildings Department, HKSAR (2002), *Building Maintenance Guidebook*, HKSAR.

References
The Chartered Institute of Building (1990), *Maintenance Management: A Guide to Good Practice*, CIOB.
CC3126 The Legal Context of Construction and Real Estate

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**Aims**

This subject states the elements of the Hong Kong legal system. It enables students to evaluate important legal concepts in the context of construction and real estate. It also examines the law of personal obligation. Studying the subject will help students developing their intellectual skills, with particular reference to analysis and reasoning skills, to solve legal problems.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Understand and evaluate sources of Hong Kong Law.
- Apply the basic concepts, principles and remedies in the law of contract and tort to the context of construction and real estate.
- Be aware of the concept and classification of property, and describe various methods by which legal disputes are resolved.
- Compare and contrast the law of personal obligations.
- Use knowledge and reasoning skills to solve legal problems out of factual situation.
- Communicate effectively.

**Indicative Contents**

- **Hong Kong Legal System**  
  Sources of law; Court system; Legal personnel; Formation of legislation and case law; The Joint Declaration; The Basic Law.

- **Legal Reasoning**  
  Language of the law; Reading legal materials; Legal argument.

- **Contracts**  
  General principles of contract law; Nature of contractual liability; Type of contract (agency, sale of goods, standard form of building contract); Remedies.

- **Torts**  
  Principles of tortious liability; Negligence; Nuisance; Trespass; Rylands v Fletcher; Occupiers liability; Breach of statutory duty; Remedies.

- **Introduction to Property Law**  
  Concept and classification of property; Definition of land; The system of landholdings in Hong Kong.
Methods and Procedures for Resolving Legal Disputes
Litigation; Arbitration; Alternative dispute resolution.

Teaching/Learning Approach

The teaching approach of this subject is creating an interactive learning environment for students to develop intellectual and academic skills necessary for legal study. Lectures focus on the explanation of the necessary legal concepts. Each topic is then structured, including the preparation activity, learning activity, feedback, reflection and evaluation, will be conducted during tutorials to promote effective learning and integrating learning.

Assessment Approach

Assessment will be in the form of written examination and in-class test/project work. Examination and coursework will constitute 60% and 40% of the overall grade of the subject respectively. Written examination comprises a combination of breadth and depth problems designed to assess knowledge, understanding, application and analysis of legal concepts, rules and principles. In-class test/project work aims to test attainment of legal concept.

Indicative Readings

Recommended Textbook
Hills, M., Building Contract Procedures in Hong Kong, Longman Hong Kong Education (latest ed.).

Nield S., Hong Kong Land Law, Addison Wesley Longman China Ltd. (latest ed.).

Shum, C., General Principles of Hong Kong Law, Longman (latest ed.).

References
Bachner, B. S., Hong Kong Tort Law, Longman Hong Kong Education (latest ed.).

Cottrell, J., Legal research: a Guide for Hong Kong students, Hong Kong University Press (latest ed.),

Dobinson, I. and Roebuck, D., Introduction to Law in Hong Kong SAR, Sweet & Maxwell (latest ed.)

Fisher, M., Contract Law in Hong Kong: Cases and Commentary, Sweet & Maxwell (latest ed.).

Ho, B., Hong Kong Contract Law, Butterworths (latest ed.).

Kaplan, N., Spruce, J. and Moser, M.J., Hong Kong and China Arbitration: Cases and Materials, Butterworths (latest ed.).

Nissim, R., Land Administration and Practice in Hong Kong, Hong Kong University Press (latest ed.).

Stott, V., An Introduction to Hong Kong Business Law, Longman Hong Kong Education (latest ed.).

Sherrington, P. P., Civil Litigation Volume 1, FT Law & Tax Asia Pacific (latest ed.)
Hong Kong Cases, Butterworths.
課程目的

根據學生在 CC2012 初級普通話課程中所建立的普通話知識和漢語拼音技巧，學生將在
課程中強化運用漢語拼音的能力，並廣泛地應用商務情景語彙及會話，期望學生能達
到一個高水準的普通話表達能力，使他們在將來工作的環境中更好地應用所學的普通
話說話技巧，同時也有助他們達成終身學習的目標。

學習目的

在完成本課程後，學生將獲得以下訓練：

- 強化漢語拼音練習及普通話正音訓練、普通話與廣州話的對比，使學生能說純正的
  普通話並擁有自學普通話的能力。
- 廣泛地應用商務情景語彙及會話，使學生熟悉將來工作的語言環境並能以標準的普
  通話與老闆、客戶、商業夥伴、代理等各方進行有效的溝通。
- 學習商務演講、談判和投訴的技巧，使學生能學習到有關的技巧以應付將來工作
  所需及學習所需，也能增強學生的自信。

課程內容

- 漢語拼音強化練習及辨音訓練
- 普通話正音訓練
- 普通話辭彙、語法的規範表達
- 普通話與廣州話對比及翻譯
- 商務情景語彙及會話，尤其是關於產品介紹及推銷、定價、訂貨、佣金、裝運
  條件、包裝、付款方式、保險、合同、索賠、代理的會話
- 商務文章朗讀
- 產品推銷及介紹
- 工作環境介紹及工作經驗分享
- 面試技巧
- 商務演講（投資分析、市場營銷分析等）
- 商務談判
- 商務投訴
教學模式

主講課集中教授商務情景語彙及會話，以及講解面試、簡務演講、簡務談判和簡務
投新的技巧，亦會討論普通話辭彙、語法的規範表達。教學模式以課本教授、錄音
聆聽、角色扮演、小組討論為主。

導修課集中訓練廣州話與普通話對譯、說話練習、漢語拼音強化練習及普通話正音訓
練，亦會介紹一般工作環境及分享工作經驗。教學模式將以課堂練習、商務文章
朗讀、角色扮演、小組討論和辯論為主。

評估形式

評估形式有兩種：連續評估和期終考試。

連續評估包括：

(i) 一次個人口語評估：將以個人演講的方式，進行一次不少於 5 分鐘的簡務演講。
    內容可自行選擇產品介紹，市場投資分析或市場營銷分析等。
(ii) 一次小組口語評估：學員將分為四人一組，分選題目，進行不少於 10 分鐘的簡務
    談判情景會話。
(iii) 一次課堂測驗：內容包括漢語拼音辨音，漢語拼音與詞語及句子的互相譯寫，語
    方言詞語，短句與普通話的對譯等形式。
(iv) 期末考試分口試和筆試兩次進行。

課本

香港理工大學中國語文教學中心編：《商贸普通話》（上冊）（附多媒體光碟）香
港：中華書局 (2005 年 9 月初版、2007 年 9 月再版)

參考書

中國社會科學院語言研究所詞典編輯室編：《現代漢語詞典》（第五版）
簡體字修訂本 (2005 年 6 月) 北京：商務印書館 或
繁體字版本 (2001 年 7 月) 香港：商務印書館

曾子凡編著：《 廣州話普通話口語詞對譯手冊 》香港：三聯書店(香港)有限公司
(2002 年 7 月，電腦光碟版)。

李明，石佩文：《漢語普通話語音辨正 》北京：北京語言文化大學出版社，1998 年。

施仲謀編著：《 廣州話普通話語音對照手冊 》香港：華風書局有限公司，1986 年。

曾子凡編著：《香港人學說普通話 》香港：三聯書店(香港)有限公司，1991 年。
Aims

This subject equips students with analytical skills, interpersonal skills and bargaining skills that are necessary for maximizing the value of settlement in negotiation. It provides the conceptual framework for students to analyse the negotiation situation, and to understand how to apply the negotiation theories and tactics to achieve the best negotiation outcomes. The dual emphasis on theories of bargaining and participation in the bargaining exercise are designed to enable students to become more effective negotiators and managers.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the techniques, strategies, and theories involved in improving negotiation effectiveness in local and international business contexts.
- apply the knowledge of different negotiation theories in a variety of settings.
- improve their interpersonal skills essential for negotiation.
- develop an appropriate negotiation style.

Indicative Contents

- Negotiation Preparation
  Define the limits and alternatives; Concepts of BATNA; Setting of target point and resistance point; Assessment of self, the opponent, and the situation.

- Negotiation Theory
  Negotiation phases; Distributive negotiation; Integrative negotiation; Major business negotiation tactics and strategies.

- Communication Skills in Negotiations
  Verbal and non-verbal behaviour; Questioning techniques; Persuasion techniques for enhancing negotiation power; Telephone negotiation and other communication channels used for negotiations.

- Techniques for Managing Conflicts
  Strategies used for dealing with difficult negotiators; William Ury’s five-stage “breakthrough approach”; Development of self-control.

- Cross-cultural Negotiations
  Hofstede’s dimensions of culture; Negotiation styles of people from different cultures.
Teaching/Learning Approach

Theory and basic concepts will be delivered during the lectures. Participation in exercises, negotiation role-plays, and simulations are essential to successful completion of this course. Students will experiment with different techniques in order to determine what is most effective in developing their own negotiation style. Knowledge and key concepts will be presented through case analysis.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess negotiation as well as analytical and communication skills.

Indicative Readings

Recommended Textbook

Thompson, L. The Mind and Heart of the Negotiator. New Jersey: Prentice-Hall, (latest ed.).

References


CC3131 Ecotourism and Heritage Tourism in Hong Kong

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Aims

This subject aims at exploring the influence and relations of ecotourism and heritage tourism. The basic concepts and perspectives of ecotourism and heritage tourism are explained. Local heritages and ecotours in Hong Kong are studied. The impacts of modern tourism and the evolution of ecotourism will be discussed. The subject highlights the urgency of sustainable tourism in Hong Kong and arouses the awareness of tourism practitioners on the importance of environmental and heritage protection.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the basic concept and definition of ecotourism and heritage tourism.
- Appreciate the role and importance of the basic concept and definition of ecotourism and heritage tourism in Hong Kong.
- Undertake the work involved in the designing of the route, examining the market value, and planning the consumer behaviour of tourist.
- Apply relevant concepts and principles in the preparation of the ecotour and heritage tour in Hong Kong.
- Elaborate on the economic values and difficulties faced by ecotourism and heritage tour in Hong Kong.
- Enhance one’s cultural competence in participating in local ecotourism and heritage tour.

Indicative Contents

- **Concept and Definition of Ecotourism and Cultural tourism**
  Nature of tourism; Principles, scope of ecotourism and heritage tourism; Linking heritage management; Ecological system and tourism management; Independent evolution of tourism; Heritage and ecology.

- **Tourism and the Environment**
  Attractions driving tourism, factors influencing visitation levels; Tourist behaviour; Differences between the interest of Chinese and Western visitors.

- **Ecotourists: Consumers of Nature and the Environment**
  Characteristic of the ecological, the geographical and climatic system in Hong Kong and southern China; Consumer behaviour of eco-tourists in Hong Kong and southern China.
Planning and Developing Ecotourism
Core concepts; Eco-tourist management and tourism; Design routings for visiting in Hong Kong.

Ecotourism Industry
Negative and positive impacts of ecotourism industry; Problems in the development of ecotourism industry in Hong Kong; Solutions to solve and develop ecotourism industry.

Marketing for Ecotourism
Marketing as a management tool; Unique features of marketing in ecotourism; Strategic thinking; Sustainable competitive advantages; Role of research; Marketing plan.

Partnership between Tourism and Cultural Heritage Management
Process-driven conservation of cultural heritage; Scope of heritage assets, authenticity; Relationship between tourism and commercialization.

Creating Cultural Tourism Market
Visitor accessibility to heritage assets; Consultation as an important element of the management; Promoting the cultural tourism market; Attractive sites for cultural and heritage tourism in Hong Kong and southern China.

Cultural Significance of Heritage Assets
Consumption, strangeness versus familiarity and the environmental bubble; Creating cultural tourism products or attractions tactics; Value of the heritage assets and the development of culture in Hong Kong.

Using Cultural and Heritage Assets to Brand a Destination
Role of gatekeepers in conveying messages; Effect of many gatekeepers on the message passed to the tourist.

Marketing and Presentation of Heritage Assets
Benefits of adopting marketing approach to product development; Hierarchy of attractions; Developing cultural attractions.

Case Study: Hong Kong and southern China
Assessing the ecotourism and cultural tourism potential of assets; People and financial resources of the ecotourism and cultural tourism in Hong Kong and southern China.

Further Issues and Prospects for Ecotourism and Cultural Tourism
Implications for ecotourism and cultural tourism; Reinvestment of revenue in conservation as one benefit of tourism; Fees and levies.

Teaching/Learning Approach
Students will be required to actively participate in the learning process. Students will take part in a wide range of interesting and challenging activities, and audio visual materials will be used for learning purposes. This subject includes a series of field trips to investigate the heritage and ecosystem in Hong Kong and southern China. Through extensive interactive practices, this subject helps students to apply their knowledge productively.
Indicative Readings

Recommended Textbook


References


Richardson J, *Ecotourism and Nature-Based Holidays*. Simon and Schuster Australia (latest ed.).


香港註冊導遊協會編：《香港旅遊景點介紹》香港註冊導遊協會 (2003)。

香港野外生態協會編：《香港生態旅遊》香港萬圖書公司 (2004)。
Aims

This subject equips students with analytical skills that are necessary for the understanding of the importance, structure and operation of the financial system in Hong Kong through the study of different types of financial markets and institutions. Studying the subject will also help students to appreciate the special features of Hong Kong financial system in the context of an international environment.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the importance, structure and operation of the financial system.
- Identify and compare key differences in the regulatory structures and roles of the principal financial institutions and markets.
- Assess the development of the financial markets and institutions with respect to their importance to the financial system.
- Examine the rationale for financial regulations and their impact on the financial markets.
- Analyze the importance of various international financial organizations and its influence towards financial markets and institutions.

Indicative Contents

- **Overview of the Financial System**
  The nature and roles of financial markets and financial institutions. Structure and characteristics of Hong Kong financial system.

- **Financial Markets**
  Functions and characteristics of different types of financial markets. Development of the markets. Market participants and their activities.

- **Financial Institutions**
  Banks and nonbank financial institutions. Their structure and contribution to the financial sector. Their activities and limitations. Protection of the public and the impact of regulations.

- **Regulation of the Financial System**
  Theories and rationale underlying regulation. Government and quasi-government regulatory bodies. The purpose of their formation and their mode of formations. Their development, powers and current problems.
- **International Aspects**
  Types of exchange rate systems and determinants of exchange rate movements. Structure of balance of payments and factors causing its changes. Importance of various international financial organisations

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of various types of financial markets and institutions, with specific reference to current economic issues wherever appropriate. Occasional group discussions might be arranged.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to make comparison with other financial markets. The activities in tutorials normally include student presentations and discussions of problem sets.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, comparative studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbooks**
Beecham, B. Julian, *Monetary and Financial System in Hong Kong*, Hong Kong Institute of Bankers (latest ed.).


**References**
Hong Kong Securities Institute, *Study Manual for Paper 7 – Financial Markets* (latest ed.).


Mishkin & Eakins, *Financial Markets and Institutions*, Addison Wesley (latest ed.).

Low Chee-Keong, *Financial Markets in Hong Kong*, Springer (latest ed.).

CC3133 Information Technology in Logistics and Supply Chain Management

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| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisites | CC2004 Introduction to Information Technology or  
CC2005 Applied Computing or  
CC2051 Information Technology for Business or  
CC2103 Introduction to E-Commerce |
| Assessment  | 50% Coursework  
50% Examination |

Aims

This subject aims to provide students with a conceptual framework of information technology applications to understand and analyse logistics and supply chain decisions. It also gives students opportunities to examine the design of information technology infrastructure in logistics and supply chain. This subject helps to nurture students’ collaborative learning experiences in the study of logistics and supply chain problems, develop information technology solutions, manage information technology applications in logistics and supply chain, and increase students’ critical and creative thinking skills for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand logistics-related information technology concepts and their practical relevance.
- Manage logistics and supply chain operation mode with the use of information technology.
- Evaluate the technical and business issues of information technology applications in logistics and supply chain as well as conduct analysis of logistics-related problems/opportunities so as to propose appropriate logistics operation solutions related to the application of information technology.
- Use problem-solving skills to think critically and creatively in the design and development of information technology systems in logistics management.
- Communicate and cooperate effectively and productively in team work on the identification of logistics-related problems, development of logistics-related information technology solutions and implementation of information technology systems in logistics and supply chain management.
- Recognise the effectiveness, trend, potential problems and opportunities of logistics-related information technology.
Indicative Contents

- **E-Commerce Logistics Infrastructure**
  E-commerce rules and regulations for logistics management; Defining e-logistics processes; Methods for measuring financial value of e-logistics proposal; E-logistics cost reduction potential.

- **Information Technology Solutions for Logistics and Supply Chain**
  Information technology architecture for logistics: Implementation of client/server and n-tier Web-based solutions, Internet technologies, Internet security for logistics; Role of Internet in logistics process and management.

- **Logistics Information System**
  E-logistics system: E-procurement system, e-fulfillment system and e-payment system; Radio frequency and barcode technology; Logistics services for online trading; Customer relationship management system.

- **Databases and Emerging Data Exchange Standards**
  XML: emerging data exchange standards; Open buying on the Internet; Information and content exchange.

- **E-Logistics Strategy**
  Outsourcing; Third-party and fourth-party logistics providers; E-logistics and e-fulfillment strategy; Strategy development process; E-logistics tools and methods.

**Teaching/Learning Approach**

Lectures focus on the explanation of information technology concepts in logistics, and supply chain operation and management, with reference to current issues.

Tutorials provide students with the opportunity to practice information technology skills for logistics, to deepen their understanding of the information technology concepts for logistics taught in lectures, and to apply the concepts to the analysis of real-life information technology issues for logistics.

The activities in lectures/tutorials include student presentations, discussions of problems and case studies on information technology in logistics and supply chain.

**Assessment Approach**

A variety of assessment tools will be used, including group projects, group presentations, case studies, written reports, tests and examination which are designed to present student’s understanding of information technology concepts in logistics and supply chain and to develop student’s analytical skills.

**Indicative Readings**

Recommended Textbook
Bayles, Deborah L. *E-commerce Logistics and Fulfillment*. Prentice Hall, (latest ed.).
References


*Journals*
Business Logistics
Electronic Commerce World
Logistics and Transport Focus
Logistics and Transportation Review
Logistics Management

*Web Sites*
www.elogistics.com (eLOGISTICS.com - Logistics industry’s electronic market-place)
www.elogisticsworld.com (eLogistics World)
www.iilm.org (International Journal of Logistics Management)
www.logisticsnews.com (Logistics News)
www.logisticsworld.com (Logistics World)
CC3134 Intermodalism

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisite Nil
Assessment 50% Coursework
50% Examination

Aims

The aim of this subject is to provide students with analytical skills that are necessary for the understanding of intermodalism knowledge and principles. This subject focuses on the integrated mode of transportation systems and operations in the context of business and industry. This subject will also help to develop students’ in-depth knowledge and professionalism in multi-modal transportation systems and operations in similar context.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Recognise the issues involved in intermodal operations and system.
- Appreciate intermodal discipline which provides a good academic and vocational foundation for a career in related fields.
- Present intermodal discipline in an integrated form which reflects sound business practices.
- Develop approaches to define, analyse and solve intermodal problems.

Indicative Contents

- **Introduction to Intermodalism**
  Basic modes of transportation and its characteristics; Types of carriers; Environmental impact of transport; Mode and carrier selection.

- **Terminal Operations and Management**
  Terminal operations; Unitization; Palletization; Containerization; Cargo consolidation operations.

- **Port Operations and Management**
  Airport and seaport operations; Role of government in port operations; Port policy; Port infrastructure.

- **Transportation Systems and Strategies**
  Fleet management; Traffic control and management; International transport documentation.

- **Information System for Intermodalism**
  Role and application of IT in intermodal transport; Global positioning system; Electronic data interchange/Web services; Digital trade and transportation network (DTTN).
Teaching/Learning Approach

Lectures focus on the understanding and explanation of intermodalism concepts and practices, with particular reference to current business issues. Occasional corporation visits will be arranged to facilitate students’ learning.

Tutorials provide students with the opportunity to deepen their understanding of concepts taught in lectures and apply the knowledge and principles in student-centred activities, including role-plays, student presentations and discussions.

Assessment Approach

A variety of assessment tools will be used, including in-class exercise, case studies, individual and group projects and presentations, term tests and examination to develop and assess students’ analytical skills and oral/written communication skills.

Indicative Readings

Recommended Textbook

References
Bloomberg, David J., Lemay, Stephen and Hanna, Joe B. *Logistics*, Prentice Hall. (latest ed.).
Colye, Bardi, Novack. *Transportation*, Mason, Ohio. (latest ed.).
Muller, G. *Intermodal Freight Transport*, Eno Transportation Foundation. (latest ed.).
Murphy, P.R., Wood, D.F., *Contemporary Logistics*, Prentice Hall, Upper Saddle River, NJ (latest ed.).

Recommended Journals

Business Logistics
Commercial Carrier Journal
Logistics and Transport Focus
Logistics and Transportation Review
Aims

The aim of this subject is to provide students with analytical skills that are necessary for the understanding of inventory and warehousing management knowledge and principles. This subject emphasises the importance of the roles and functions of inventory and warehousing operations in logistics and supply chain management. This subject will also provide students with the knowledge and skills that are necessary for the design and management of warehousing operations.

Learning Outcomes

On successfully completing this subject, students will be able to:

- recognise the importance of optimum inventory and efficient warehousing management in business
- appreciate cargo storage and materials handling systems which provide a good academic and vocational foundation for a career in related fields
- present inventory and warehousing issues in an integrated logistics flow which reflects sound business practices
- develop approaches to define, analyse and solve inventory and warehousing problems

Indicative Contents

- **Introduction to Inventory and Warehousing Management**
  Importance of inventory management; Types of inventories; Types and functions of warehouse.

- **Materials Handling**
  Materials handling systems and objectives; Types of handling equipment; Advantages and limitations of different handling equipment; Selection of the most appropriate equipment in specific situations.

- **Inventory Strategy and Management**
  Objectives of inventory management; Inventory costs; Economic order quantity (EOQ); Fixed order quantity and fixed order cycle inventory control; Inventory models; Inventory management concept and practice: JIT, MRP, DRP.
Warehousing Operations and Management
Objectives of warehousing management; Warehouse layout and design; Physical control and security; Automation and IT systems in warehousing.

Teaching/Learning Approach
Lectures focus on the understanding and explanation of key inventory, materials handling and warehousing management concepts and principles. Occasional corporation visits and videos might be arranged to facilitate students’ learning.

Tutorials provide students with the opportunity to deepen their understanding of concepts taught in lectures and apply the knowledge and principles in practical situations.

Assessment Approach
A variety of assessment tools will be used, including in-class exercises, case studies, individual and group projects and presentations, term tests and an examination to develop and assess students’ analytical skills and oral/written communication skills.

Indicative Readings
Recommended Textbook

References
Ackerman, K. B. Practical Handbook of Warehousing. Chapman & Hall, NY. (latest ed.).
Ballou, R. H. Business Logistics/Supply Chain Management. Prentice Hall. (latest ed.).
Muller, M. Essentials of Inventory Management. New York: American Management Association. (latest ed.).
Murphy, P.R. and Wood, D.F. Contemporary Logistics. Prentice Hall, Upper Saddle River, NJ. (latest ed.).

Recommended Journals
Business Logistics
Logistics Management
E Logistics World (www.elogisticsworld.com)
International Journal of Logistics Management (www.ijlm.org)
Logistics World (www.logisticsworld.com)
Aims

This subject aims to provide students with the knowledge of the general principles and practices of insurance. It is designed to help students understand the theory, regulatory framework of insurance, types of insurance, and the major types of insurance products. After successful completion of this course, students should be able to use insurance as a tool to manage personal and/or group assets.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand what insurance is, why insurance works and how to determine insurance needs.
- Understand insurance operation, including functions of insurance, insurance markets, insurance regulations and the use of insurance as a tool to avoid losses and reduction of risk.
- Familiarise with major insurance products, such as life insurance, health insurance, property and liability insurance.
- Evaluate various kinds of insurance plans as well as the contract selection criteria from a cost-benefit point of view.

Indicative Contents

- **Risk assessment and Insurance**
  Introduction to risk and insurance; Risk management techniques; Legal principles of insurance; Analysis of insurance contracts.

- **Property and Liability Insurance**
  Personal property and liability insurance; Homeowners insurance; Automobile insurance.

- **Commercial Property Insurance**
  Commercial property and commercial liability insurance; Crime insurance and surety bonds.

- **Life and Health Insurance**
  Life insurance; Types of life insurance; Life policy provisions; Applications of life insurance; Individual health insurance and disability insurance; Estates planning. Retirement planning and annuities.
Insurance Industry
Functions and organisation of insurers; Pricing of insurers.

Framework of Insurance Regulations
Government regulation; Industry self-regulation; Other related issues.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key insurance concepts and theories, with specific reference to current issues wherever appropriate. Group discussions will be conducted at intervals.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories and knowledge to the analysis of real-life insurance cases. The activities in tutorials normally include student presentations and discussions of problems sets and case studies.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, tests and examination designed to develop and assess students’ analytical skills in applying the insurance theories to solve practical situations.

Indicative Readings
Recommended Textbook
Rejda, G E. Principles of Risk Management and Insurance, Addison Wesley (latest ed.).

References

Williams, C. Arthur Jr., Michael L. Smith and Peter C. Young, Risk Management and Insurance, McGraw-Hill (latest ed.).

Insurance Intermediaries Quality Assurance Examination Scheme Study Notes 1: Principles and Practice of Insurance, Office of Insurance Commissioner, Hong Kong (latest ed.).

Insurance Intermediaries Quality Assurance Examination Scheme Study Notes 2: Long-term Insurance, Office of Insurance Commissioner, Hong Kong (latest ed.).

Insurance Intermediaries Quality Assurance Examination Scheme Study Notes 3: General Insurance, Office of Insurance Commissioner, Hong Kong (latest ed.).
Aims
This subject equips students with analytical skills that are necessary for the understanding of different types of financial securities, the analysis and valuation of these investment products and the assessment of the relationship between risk and return. It provides the conceptual framework to analyse investment decisions and to understand how derivatives can be used to hedge the risks.

Learning Outcomes
On successfully completing this subject, students will be able to:

- Distinguish different types of investment products, and explain their risk and return profiles.
- Apply the investment techniques and analysis in light of risk-return trade-off.
- Understand the role of personal risk management and to apply investment tools to control a client’s exposure to financial risk.
- Demonstrate an ability to plan and manage portfolio of securities and other investment products in an effective way.

Indicative Contents

- **Investment Environment and Instruments**
  Overview on financial markets and market structure, financial instruments, stock market indexes, and Hong Kong stock market.

- **Investment Diversification Concepts**
  Measures of returns and risks; Benefits of diversification; Markowitz portfolio theory; Capital Asset Pricing Model; Efficient Market Hypothesis.

- **Equity Investments**
  Fundamental analysis; Dividend-growth model; Earning model; Technical analysis.

- **Fixed-income Investments**
  Features of bond; Bond prices and yields; Term structure of interest rates.

- **Derivative Securities**
  Features and valuation of forward contract, futures and options.
- **Portfolio Management and Investment Process**
  Measuring portfolio return; Performance evaluation and attribution; Investment Process.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of valuation in investment, with specific reference to current issues wherever appropriate. Virtual investment activities will be conducted.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real financial assets. To maximise benefits, students are encouraged to share their view and experience actively with other classmates.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, discussion of fundamental analysis reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**

**References**


CC3139 Sports Event and Programme Management

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<td>Prerequisite</td>
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**Aims**

The purpose of the course is to provide students with the opportunity of gaining practical experience in the field of sports event and programme management. Students will learn how to combine theory and practice in actual workplace situations. It covers the selection, design, planning, execution and evaluation of sports events and programmes. This subject also demonstrates to students how to use sports event and programme management theory to successfully promote a product or service within the sport industry.

**Learning Outcomes**

Upon completion of this course, students will be able to:

- Have an overall understanding on basic leisure theory that explains how leisure is experienced.
- Understand the generic structure of situated activity systems in which social interaction produces leisure experiences.
- Acquire the techniques to plan, organize, implement and evaluate sports and recreation programmes.

**Indicative Contents**

- **Overview of Key Concepts in Sports Event Management**
  Basic programming concepts; Leisure experience; Six key elements of a situated activity System; Goal and objective technology in programme development.

- **Design and Planning of Events**
  Preparing the programme plan; Determining the programme cost; Developing a pricing philosophy; Venue selection; Staffing requirement; Publicity and promotion; Contingency plan; Post-activity action.

- **Management Implication and Related Techniques**
  Role of Event Manger; Event leadership; Fund raising and financial administration; Management of human resources and time; Event marketing; Basic skills in sports games and tournaments; Basic knowledge in sports and leisure facilities e.g. wet and dry; indoor and outdoor.

- **Event Development and Execution**
  Event control cycle; Monitoring and evaluation; Risk management and emergency plan; Security and crowd management.
• Event Case Analysis and Evaluation
  Corporate Challenge by Outward Bound Hong Kong; PolyU Tennis Tournament.

Teaching/Learning Approach

Lectures will focus on the introduction and explanation of key concepts, with specific reference to current issues. Occasional group discussions might be arranged.

Tutorials will provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life issues. The activities in tutorials will normally include student presentations, discussions of problems, and case studies.

Indicative Readings

Textbook
Rossman, J.R. and Schlatter, B.E., Recreation Programming: Designing leisure experience, Illinois State University, Sagamore Publishing (latest ed.).

References

Anton shone with Bryn Parry, Successful Event Management: A Practical Handbook, Continuum, London (latest ed.).


Herb Appenzeller, Management Sport and Risk Management Strategies, USA: Corolina Academic Press (latest ed.).


Joe Goldblatt, CSEP, Special Events – Twenty-first Century Global Event Management, Wiley & Sons, Inc. (latest ed.).

John Byl, Organizing Successful Tournaments, Leisure Press, Illinois (latest ed.).


McDonnell, I., Festival and Special Event Management, Milton Qld., Australia: John Wiley and Sons (latest ed.).

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Shiva, Sajjan G., *Computer Design and Architecture*, Marcel Dekker (latest ed.).

Level | 3
--- | ---
Credits | 3
Nature | Non-science
Medium of Instruction | English
Teaching Pattern | 28 hours of Lecture
 | 14 hours of Tutorial
Prerequisite | Nil
Assessment | 50% Coursework
 | 50% Examination

### Aims

This subject equips students with the basic principles of managing sports and recreational facilities. Landscape and environmental aspects which may affect the design and planning of the sports facilities will be taught. This subject also provides the opportunity to broaden the views of students in the modern trench of building sports facilities both locally and internationally. Emphasis will be put on the management skills and cost effectiveness of running a sports centre. Health and safety issues are also an important aspect in the daily operational work which will be discussed in this subject. Studying the subject will help develop student’s interpersonal skills and critical thinking for their life-long learning.

### Learning Outcomes

Upon completion of this subject, students will be able to:

- Understand the management procedures, and operational systems (hardware and software) of a sports and recreation centre.
- Acquire the knowledge of supervising the repair and maintenance works of different types of sports facilities.
- Appreciate the various designs of sports and recreational facilities and stadia together with the highlighting of landscape implications.
- Apply the learnt management skills to the daily operational work of a sports centre to enhance their understanding of the planning and managing of sports and recreational facilities.

### Indicative Contents

- **Sports Facilities Management – Concept and Functions**
  Basic concept of sports facilities management; Definitions and scope of functions.

- **Sports Facilities Design, Planning and Construction**
  Indoor: fitness centre, multi-purpose sports stadium, common sports facilities in club house; Outdoor: athletics and field sports, swimming pool and coastal leisure sports facilities.

- **Management Application in Sports Facilities Operation**
  Role of facilities management and responsibilities; Personnel management and high quality customer services; Sports facilities booking system; Health, safety and environmental issues of managing sport facilities; Legal aspects, insurance and complaint handling; Quality assurance.
Management of Landscape
Basic knowledge and skill: Soils and plant fertility, irrigation and pesticides; Turf maintenance.

Maintenance Management
Building fabric and installation of services (e.g. water and electricity supply air-conditioning and security services); Repair and maintenance of basic building services and the related technology skills; Planning and works quality control (e.g. types of repair and maintenance).

Financial and Risk Management
Finance management: budget control, procurement and marketing; Risk management.

Teaching/Learning Approach
Students will learn this subject through lectures, supplemented by site visits to related organizations. Group projects and class presentations will be required in order to consolidate and enhance students’ knowledge, skills and practical experience learnt from case studies and visits.

Tutorials will provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the daily operations of sports facilities.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports and examination which are being designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbooks


References


Potter, D., Risk and Safety in Play-The Law and Practice for Adventure Playgrounds, E & FN Spon, London (latest ed.).


Loo, F.K., *A Guide to Effective Management in Hong Kong*, The Hong Kong University Press (latest ed.).


Physical Education Section, *Safety Precautions in Physical Education for Hong Kong Schools*, Advisory Inspectorate, Education Department, Hong Kong (latest ed.).


Wright, J., *Recreation and Leisure: City and Guilds Course 481 (Part 1 and 2)*, Croner Publications Ltd, Surrey (latest ed.).


體育場地管理編寫組主編，體育場地管理 北京人民體育出版社，1997。

李叡明譯 花卉土壤與肥料 淑馨出版社，1992。

李尚志主編，李尚志、賴桂芳、李發友、康寧、蔡仲文編著 實用草坪與造景 廣東科技出版社, 2002。
CC3142 Tourist Behaviour

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisite Nil
Assessment 60% Coursework
40% Examination

Aims

This subject aims to provide students with an overview of the role of consumer behaviour in travel and tourism at a micro and macro level. It incorporates the theoretical frameworks and concepts derived primarily from mainstream marketing, consumer behaviour and tourism discipline to form a comprehensive understanding of tourist behaviour. This subject helps students to develop understanding, apply the theory into practice, and strengthen their knowledge on tourist behaviour from an international perspective.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the core concepts underlying tourist consumer behaviour, both as the purchaser and the user, as developed through the marketing and consumer behaviour discipline, and rooted in psychology.
- Evaluate the applicability of consumer behaviour models generated by the marketing discipline to develop an understanding in the tourism context.
- Develop learning skills to assess the tourists’ decision process within the dynamic and complex travel and tourism phenomenon.
- Discuss the current global trends in tourist behaviour and likely relevance to specific sectors of the travel and tourism industry in the 21st century.

Indicative Contents

- **Introduction to Tourist Behaviour**
  Overview of tourist behaviour in relation to the products, services and markets of the hospitality industry; Reasons for buying a particular products or services.

- **Frameworks for Considering Tourist Consumer Decision Process**
  Consumer decision making and individual processes in consuming hospitality (e.g. motivation, learning and memory, personality and perception).

- **Social and Cultural Influences on Tourist Behaviour**
  Components of culture impact on tourist consumption; Environmental influences affecting tourist which fall into two broad categories: cultural influences and reference group influences.
• **Pivotal Role of Marketing and Travel and Tourism**
  Important relationship between marketing, and travel and tourism; Evolution of the marketing concept and its role in the travel and tourism industry; General approaches to market segmentation; Postmodern Marketing.

**Teaching/Learning Approach**

Lectures, tutorial, workshops and guest speakers will be key teaching and learning approaches. This subject will be based on guided readings drawn from different textbooks and journal papers.

Lectures primarily focus on key concepts of the subject. Guest speakers and videos are used to facilitate learning and teaching. Tutorials are designed to provide an interactive platform between the lecturer and students for discussions on some current issues and subject materials analysis. These will normally include presentations, discussions of problems and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentations, debates, mid-term test, examination etc. The assessment methods are designed to develop students’ understanding, analytical skills, teamwork, communication skills and practical application skills.

**Indicative Readings**

Recommended Textbook

Williams, Alistair., *Understanding The Hospitality Consumer*, Butterworth Heinemann (latest ed.).

References


Kabagarama, D., *Breaking the Ice: A guide to understanding people from other cultures*, Needham Height: Allyn and Bacon (latest ed.).


CC3143 Business Logistics and Supply Chain Management

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 50% Coursework
50% Examination

Aims
This subject aims to provide students with fundamental understanding of principles, concepts and application of integrated logistics and supply chain management in the business context. It is also designed to equip students with the necessary skills and techniques for coping with logistics and supply chain challenges and problems in an ever-changing business environment. Critical thinking and analytical skills development are accomplished through lectures, case studies and experiential learning. This subject helps students to develop the ability and knowledge in logistics and supply chain which will prepare them for further studies, employment and life-long learning.

Learning Outcomes
On successfully completing this subject, students will be able to:

- recognise the role and structure of logistics and supply chains in the business context
- integrate knowledge and skills in logistics and supply chain operations across a wide range of business domains and levels
- appreciate the importance of effective and efficient utilization of information technology for logistics and supply chain management
- identify appropriate procurement strategies and courses of action at the functional and business levels
- evaluate the functions and performances of various domestic and international transportation systems
- utilise both quantitative (e.g. Economic Order Quantities) and qualitative techniques (e.g. Just In Time strategy) to design an appropriate inventory management strategy

This subject enhances students’ professional competence and develops their all-roundedness on logistics and supply chain operations, critical thinking and problem-solving skills.

Indicative Contents

- **Role of Logistics and Supply Chain in the Economy and Organisation**
  What logistics and supply chain are; Macro and micro logistics; Global logistics; Value-added role of logistics / supply chain, supply chain relationships; Problem and challenges facing supply chain managers.

- **Demand Management**
  Customer demand and services; Order fulfilment.
- **Procurement Management**
  Role and function of procurement, e-procurement; Procurement strategies.

- **Inventory and Warehousing Management**
  Reasons for holding inventory; Inventory costs; Inventory decision making; Role and functions of warehousing; Material handling; Packaging.

- **Logistics Information System**
  E-logistics; Radio frequency and barcode technologies; Vendor Managed System (VMI).

- **Transportation and Distribution Management**
  Intermodalism (air/sea/road/rail and pipeline transportation); Vehicle routing and scheduling; Cargo distribution management.

- **Business Logistics / Supply Chain Strategy**
  Outsourcing; Third-party logistics providers; Strategic alliances.

**Teaching/Learning Approach**

Interactive lectures are specifically designed to introduce key concepts, roles and functions of logistics and supply chain operations coupled with specific reference to current and global issues. Case studies and problem-based learning activities may also be arranged to encourage student participation and higher order thinking.

Student-centred tutorials are developed to strengthen students’ understanding of the knowledge covered in lectures. A variety of effective teaching tools such as case studies on current issues with discussion forums, group presentations of task-based exercises and company visits will be used throughout students’ learning pathway.

**Assessment Approach**

Effective assessment tools, including presentations, reflective journals, objective tests, business case studies, projects, End-of-Chapter type problems, portfolio and examinations will be adopted to develop and polish student’s critical thinking, analytical skills, teamwork and communication skills.

**Indicative Readings**

Recommended Textbook

References


Handfield, R. B. and Nicholas, Ernest L. JR. *Introduction to Supply Chain Management.* Prentice Hall. (latest ed.).


Martin, C. *Logistics and Supply Chain Management.* Financial Times, Prentice Hall. (latest ed.).

Recommended Journals
Business Logistics
Logistics Management
Logistics and Transport Focus
E Logistics World (www.elogisticsworld.com)
International Journal of Logistics Management (www.ijlm.org)
Logistics News Journal (www.logisticsnews.com)
Logistics World (www.logisticsworld.com)
Supply Management (www.supplymanagement.com)
CC3144 Practicum in Workplace

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
(Language used in the workplace will depend on the requirement of individual industry partners)
Teaching Pattern 300 working hours (or above) subject to the arrangement between the College and the industry partner or equivalent combinations* (such as 150 working hours, and 21 hours of workshops provided by the industry partner or the staff designated by the College (designated staff)).
* The weight combination of working hours and workshop hours may vary (in proportional basis) depending on the nature of the work and the field. However, the combination must consist of at least 150 hours of work experience.

Prerequisite Nil
Exclusion CC3144 Practicum in Workplace and CC3145 Extensive Practicum in Workplace are mutually exclusive.

Attendance For the Mode of Study with workshop component, students are required to attend at least 75% of the workshops.
Assessment 100% Continuous Assessment (Pass/Fail grades):
(I) Assessment by the industry partner:
   ▪ 50% on assessment by the industry partner
(II) Assessment by the designated staff
   ▪ 25% on learning progress reports
   ▪ 25% on reflective journals/log books
Students are required to pass in both components (I & II) in order to get an overall pass in the subject.

Aims
This subject provides students opportunities to develop practical skills and attributes such as good attitudes and commitment through practicum in a real world setting. This subject also helps students to apply and reflect on the theories and concepts learnt from other subjects.

Learning Outcomes
On successfully completing this subject, students will be able to:

- Understand the organisational settings and develop professional knowledge and essential practical skills required in workplaces of their study areas.
- Apply the theories and concepts learnt into real world setting.
- Prepare for the realities of workplaces.
- Develop attributes for all-roundedness such as independent thinking, good attitudes, commitment and interpersonal communication skills in workplaces.
- Identify their strengths and weaknesses in a workplace environment.
Structure of the Practicum

Students may consider one of the following periods for their practicum:

- **Semester 1**: the required working hours should normally be completed by the end of Semester 1.
- **Semester 2**: the required working hours should normally be completed by the end of Semester 2.
- **Summer Term**: the required working hours should normally be completed by the end of the academic year.

Depending on the nature of the particular internship position, the working schedule may deviate from the above and in such a case, the expected period of the internship will be communicated to the student concerned.

Work Nature

The nature of work must be within the same or similar scopes of study areas. Students must obtain approval from the designated staff on the work nature before commencement.

Teaching/Learning Approach

Workshops and consultation sessions will be provided to participants. Students will be guided to write learning objectives, progress reports and reflective essays throughout the period of practicum. Review meetings with concerned parties will be conducted by the designated staff.

Assessment Approach

A variety of assessment tools will be used, including assessment report by the industry partner, learning progress reports, reflective journals or log books assessed by the designated staff.

Indicative Readings

Designated staff may assign or recommended readings or reference books to students if necessary.
CC3145 Extensive Practicum in Workplace

Level 3
Credits 6
Nature Non-science
Medium of Instruction English

(Language used in the workplace will depend on the requirement of individual industry partners)

Teaching Pattern 600 working hours (or above) subject to the arrangement between the College and the industry partner or equivalent combinations* (such as 300 working hours, and 42 hours of workshops provided by the industry partner or the staff designated by the College (designated staff)).

* The weight combination of working hours and workshop hours may vary (in proportional basis) depending on the nature of the work and the field. However, the combination must consist of at least 300 hours of work experience.

Prerequisite Nil
Exclusion CC3144 Practicum in Workplace and CC3145 Extensive Practicum in Workplace are mutually exclusive.

Attendance For the Mode of Study with workshop component, students are required to attend at least 75% of the workshops.

Assessment 100% Continuous Assessment (Pass/Fail grades):
(I) Assessment by the industry partner:
- 50% on assessment by the industry partner
(II) Assessment by the designated staff
- 25% on learning progress reports
- 25% on reflective journals/log books

Students are required to pass in both components (I & II) in order to get an overall pass in the subject.

Aims

This subject provides students opportunities to develop practical skills and attributes such as good attitudes and commitment through practicum in a real world setting. This subject also helps students to apply and reflect on the theories and concepts learnt from other subjects.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the organizational settings and develop professional knowledge and essential practical skills required in workplaces of their study areas.
- Apply the theories and concepts learnt into real world setting.
- Prepare for the realities of workplaces.
- Develop attributes for all-roundness such as independent thinking, good attitudes, commitment and interpersonal communication skills in workplaces.
- Identify their strengths and weaknesses in a workplace environment.
Structure of the Practicum

Students may consider one of the following periods for their practicum:

- **Semester 1**: the required working hours should normally be completed by the end of the following semester.
- **Semester 2**: the required working hours should normally be completed by the end of the following Summer Term.
- **Summer Term**: the required working hours should normally be completed by the end of the following semester.

Depending on the nature of the particular internship position, the working schedule may deviate from the above and in such a case, the expected period of the internship will be communicated to the student concerned.

Work Nature

The nature of work must be within the same or similar scopes of study areas. Students must obtain approval from the designated staff on the work nature before commencement.

Teaching/Learning Approach

Workshops and consultation sessions will be provided to participants. Students will be guided to write learning objectives, progress reports and reflective essays throughout the period of practicum. Review meetings with concerned parties will be conducted by the designated staff.

Assessment Approach

A variety of assessment tools will be used, including assessment report by the industry partner, learning progress reports, reflective journals or log books assessed by the designated staff.

Indicative Readings

Designated staff may assign or recommended readings or reference books to students if necessary.
CC3147 Auditing

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Pre-requisite CC2101 Financial Accounting
Exclusion CC3110 Introduction to Auditing and Taxation
Assessment 40% Coursework
60% Examination

Aims
This subject examines the role of auditing in financial reporting. It focuses on the purpose of auditing and assurance, and the importance of auditor independence. It also provides students with a general knowledge of the regulatory, legal and reporting framework of auditing as well as the techniques and procedures in carrying out financial statement audits.

Learning Outcomes
On successfully completing this subject, students will be able to:

- identify the economic demand for auditing and assurance in financial reporting, and recognize the importance of auditor independence and professional ethics;
- understand the objectives and processes of auditing planning, and conduct risk assessment;
- plan and perform internal control evaluation and tests of transactions and balances, conduct analytical reviews, and complete and report financial statement audits.

Indicative Contents

- **Auditing and Assurance Services**
  Economic demand for auditing; Auditor independence and professional ethics; Statement of Auditing Standards; Responsibilities and legal liabilities of auditors.

- **Auditing planning, Materiality, Audit Risk, Sample Testing and Evidence**
  Assessment of materiality and audit risk; the audit-risk model; Sample testing and evidential matters; Audit of computer based systems; the Role of e-commerce.

- **Internal Control**
  Concept of internal control; Study and evaluation of internal control; Nature of management information system and its applications; Effects of information technology on internal control system and audit testing.

- **Auditing the Financial Statements**
  Audit methods and approaches; Audit of the transaction cycles and related account balances; Review of financial statements.

- **Reporting**
  Different types of audit reports.
Teaching/Learning Approach

Lectures focus on the explanation of auditing principles, techniques and procedures in carrying out financial statement audits.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to audit the financial statements. Tutorials allow for better learning through analytical thinking, discussion, and case studies.

Assessment Approach

A variety of assessment tools will be used, including participation in class discussion, presentations, case studies, individual or group assignments, test and examination designed to assess application of knowledge learnt, and oral and written communication skills.

Indicative Readings

Recommended Textbooks
Gul, F., *Hong Kong Auditing – Economic Theory and Practice*, City University of Hong Kong Press (latest ed.).

All relevant Hong Kong Standards on Auditing and Professional Ethics issued by the HKICPA.

References

Millichamp, A.H. and Lau, P.T.Y., *Hong Kong Auditing*, Pilot (latest ed.).
CC3148  Commercial Banking in Hong Kong

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<td>Assessment</td>
<td>50% Coursework</td>
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<td>50% Examination</td>
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**Aims**

This subject aims at providing students with a wide understanding of the basic structure and operations of commercial banking in Hong Kong. It explains the legal aspects and practice relating to a wide range of banking services and products. It equips students with analytical skills that are necessary for the understanding of the complexity of domestic and international banking and the techniques of credit assessment in loan management with a focus on personal and business customers. It also provides the basis of the foundation of professional skills and knowledge in the financial service market.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Understand the roles, functions and operations of commercial banks in the financial industry.
- Understand the legal principles governing the daily banking operations of commercial banks.
- Conduct business analysis of the key banking products and their recent development.
- Make sound business decisions in extending credits based on their understanding of the key aspects relating to the techniques of credit assessment.
- Continue their academic and professional development in the financial service market.

**Indicative Contents**

- **Banking System of Hong Kong**
  Legal definition of bank; Structure of a commercial bank; Banking system and its regulators; Regulatory framework for commercial banks in Hong Kong.

- **Operations of an Account**
  Banker-customer relationship and its contractual terms; Code of Banking Practice; Anti-money laundering guidelines for the prevention of criminal use of the banking system.

- **Payment System**
  Hong Kong cheque clearing and settlement system; Methods of domestic and cross-border money transfer; Characteristics of negotiable instruments; Payment by cheques and other instruments.
- **Banking Business for Personal Sector**
  Deposit accounts; Advances; Foreign services; Electronic banking; Private Banking and other financial services.

- **Banking Business for Business Sector**
  Loans and advances; Bonds / Guarantees; Global electronic banking services; Mandatory provident fund and other supporting services.

- **Banking Business for International Traders**
  Foreign exchange practice and risk control; Methods of settlement; Trade finance; Export credits insurance.

- **Bank Lending**
  Principles of bank lending; Types of Loan; Lending criteria; Securities for lending; Financial statement analysis; Credit Data Sharing; Advance Control.

- **Loans and Debt Market**
  Project finance and syndication; Mortgage backed securities and the Hong Kong Mortgage Corporation.

**Teaching/Learning Approach**

Lectures focus on the introduction of theoretical legal aspects of banking practices and the explanation of key concepts in banking operations with specific reference to recent development of banking products wherever appropriate.

Tutorials will, through case studies and problem based learning, encourage critical analysis of the course materials and the application of the theories to the real-life banking operations.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook
*Hong Kong Banking System and Practice*, The Hong Kong Institute of Bankers (latest ed.).

References
Ko S.H., *Law and Practice of Banking Services in Hong Kong*, City University of Hong Kong Press (latest ed.).
Luk, K. W. *International Trade Finance: A practical guide*, City University of Hong Kong Press (latest ed.).
Tokley, I., *Hong Kong Banking and Practice*, Butterworths (latest ed.).

*Banking Ordinance*, The HKSAR.
Aims

This subject delivers fundamental knowledge required for students to understand, review and implement the policies, strategies, and practices of compensation and benefits in organisations. It introduces alternative reward concepts and explains the relationship between compensation and other elements of human resources practices. This subject also ensures students’ appreciation of different factors (legislation, market and industry) that can have strong influences on compensation practices. It encourages students to reflect upon the types of beliefs and assumptions that underlie different approaches to compensation and benefits.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Review compensation and benefits systems critically in light of the objectives of organisational reward strategy.
- Articulate the importance of contextual factors affecting compensation and benefits systems.
- Evaluate the appropriateness of alternatives in compensation and benefits systems and suggest the criteria of evaluating alternatives.
- Appraise the compensation and benefits structures, and levels with respect to environmental factors.
- Elaborate relevant legal and ethical issues in compensation, and benefits policies and practices.

Indicative Contents

- **Compensation and its Relationship with the Performance of the Organisation**
  Definitions; Forms of pay; Pay model; Pay and competitive advantages.

- **Corporate Compensation and Benefits Structure and Level**
  Internal alignment; Job analysis; Job evaluation; Person-based structure; Need for pay competitiveness; Pay levels and mix.

- **Individual Pay**
  Pay for performance; Performance appraisals.
**Employee Benefits**  
The benefits determination process; Benefits options.

**Professional Practices in Compensation and Benefits**  
Government and legal issues; Ethical issues; Career development.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key compensation and benefits concepts, with specific reference to current issues. Discussions on real-life examples will be used to reinforce student learning.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures, and to apply theories to the analysis of compensation and benefits issues. The activities in tutorials include student presentations, group discussions and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook  

References  
Armstrong, Michael, *Employee Reward*, Chartered Institute of Personnel and Development (latest ed.).


Chan, Andy W., Mak, Wai-ming, and Bannister Barry J., *Managing Human Resources in Hong Kong*, Thomson/Sweet & Maxwell Asia (latest ed.).


Hong Kong Legislation Related to Employee Rights & Benefits. Available at: (http://www.labour.gov.hk/eng/legislat/contentB1.htm).
Aims

This subject introduces the key concepts and theories of human behaviour, and highlights their significant impact on the management of organisations. It prepares students to further develop their knowledge in the field of management either through continuous professional development or academic studies. This subject will also help develop students’ critical thinking for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Comprehend the key concepts and theories relevant to the management of workplace behaviour at individual, group and organisational levels.
- Apply the relevant concepts and theories to analyse practical organisational issues, and suggest proper solutions to address the issues.
- Appraise the importance of diversity in organisations.

Indicative Contents

- **Individual Behaviours**
  Values and ethical behaviour; Attitudes and job satisfaction; Personality and emotions; Perception and individual decision making; Motivation.

- **Group Behaviours**
  Group behaviour; Teams and team diversity; Communication; Leadership; Power and politics; Conflict and negotiation.

- **Organisational Behaviours**
  Organisational culture; Organisational change and development; Resistance to organisational change; Approaches to managing organisational change; Cross-cultural organisational behaviour.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of key concepts and theories in the topics of the syllabus. Real-life examples and business-related case studies will be presented to help students understand the implications of the concepts and theories.

Case studies, discussions of problems, video shows and games are employed in tutorials to help students apply the concepts and theories learned into real-life business situations.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbook

References


CC3151 Organisational Learning in Business Enterprises

| Level       | 3 |
| Credits     | 3 |
| Nature      | Non-Science |
| Medium of Instruction | English |
| Teaching Pattern | 28 hours of Lecture |
|             | 14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment  | 50% Coursework |
|             | 50% Examination |

**Aims**

This subject helps to strengthen students’ awareness of organisational learning in a dynamic information age. The focus of this subject is to demonstrate how an organisation can survive in a better shape or develop its competitive advantage by means of continuous organisational learning in the 21st century. Key concepts/theories and relevant models would be delivered to enable students to appreciate managing changes in an organisation over time. This also helps students to understand the significant impact of organisational learning on fostering long-term success of an organisation over time. In addition to knowledge gain, students are able to adopt an innovative perspective to analyse the business environment in a rational manner, design appropriate procedures/flows to implement the analysis of organisational learning.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Acquire a solid understanding of organisational learning and its influences on building or strengthening competitive advantage.
- Identify the factors for facilitating continuous organisational learning and understand how the identified factors are related to the long-term success of an organisation.
- Make use of the Organisational Learning Systems Model to analyse an organisation and its environment.
- Design specific steps for firms to implement organisational learning.

**Indicative Contents**

- **Dynamics in Global Environment and Organisational Learning**
  Dynamics in information age; Importance of organisational learning; Paradigm shifts in today’s world; Nature of learning; Roles and trends of organisational learning in a new era of information age.

- **Managing Organisational Learning**
  Nature of organisational learning; Exploration of individual learning; Organisational change; Learning organisations.

- **Overview of Theories/Models of Organisational Learning**
  Development of organisational learning theory; Overview of major changes of organisational learning; Social action theory; Organisational learning systems model; Parson’s general theory of action; Dynamic nature of the general theory of action.
Modern Organisational Learning Systems Model
Linear model of organisational learning; Basis for organisational learning; Functions of organisational learning subsystems; Dynamic nature of organisational learning subsystems; Organisational learning system media of interchange and its patterns; Pattern congruency; Social systems approach.

Subsystems of the Organisational Learning Systems Model
Environmental interface subsystem; Action/reflection subsystem; Dissemination and diffusion subsystem; Meaning and memory subsystem.

Implementation and Control of Organisational Learning
Steps for organisational learning; Strategies and practices of organisational learning.

Teaching/Learning Approach
During lectures, fundamental theories and concepts of organisational learning will be introduced first, and then followed by some mini-case studies and group discussions. This helps enhance students’ understanding of those theories and concepts. Problem-based learning approach may also be used so as to improve students’ learning experiences. When necessary, debates can be held to stimulate students to evaluate issues related to organisational learning critically.

In tutorials, students will be required to apply the general principles learned in lectures to tackle practical problems and present the findings to their peers. Videos, case/role plays, interactive class activities/games and/or field study can be used to enrich students’ learning experiences.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to assess students’ understanding and appreciation of organisational learning.

Indicative Readings
Recommended Textbook
Schwandt, David R., Marquardt, Michael J., Organizational learning: from world-class theories to global best practices, Boca Raton, Fla: St. Lucie Press (latest ed.).

References


Plompen, Martine, Innovative Corporate Learning: Excellent Management Development Practice in Europe, Palgrave Macmillan (latest ed.).
CC3152 Principles of Financial Planning

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Exclusion CC2121 Introduction to Personal Financial Planning
Assessment 50% Coursework
50% Examination

Aims

This subject aims at providing students with the concepts and knowledge of financial planning. It explains the financial tools and techniques relating to asset management. It equips students with analytical skills that are necessary for developing financial plans and strategies to achieve personal goals at different stages in life. It also provides the basis of the foundation of professional skills and knowledge in the financial service market.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the principles and process of financial planning.
- Acquire the financial planning skills, such as insurance, investment, tax and estate planning, to conduct an individual financial planning.
- Appraise the issues relating to corporate governance and corporate finance with a focus on investment choice.
- Develop all-roundedness skills by integrating interpersonal skills, communication skills and subject knowledge through group discussions and presentations.
- Continue their academic and professional development in the financial service market.

Indicative Contents

- **Principles of Financial Planning**
  General principles of financial planning; Process of personal financial planning.

- **Insurance Policies and Risk Management**
  Principles of insurance; Life and health insurance; Property and liability insurance; Measurement of risk; Types of investment risk.

- **Investment Planning**
  Investment basics; Securities market; Investment vehicles; Risk and returns.

- **Tax Planning**
  Fundamentals of income tax; Basic tax planning considerations and strategies.

- **Retirement Plans and Employee Benefits**
  Types of retirement plans; Retirement needs analysis; Life, medical and disability plans in employee benefit programs.
- **Estates Planning and Strategies**
  Process of estate planning; Introduction to estate duty; Wills, intestacy and the probate process. Trusts; Ownership and valuation of properties.

- **Corporate Governance**
  Memorandum and Articles of Association; Duties and responsibilities of directors and secretary; Maintenance of capital and dividends; Majority rule and protection of minority.

- **Corporate Finance**
  Takeover and merger; Initial public offering; Listing rules; Anti-money laundering guidelines.

**Teaching/Learning Approach**

Lectures focus on the explanation of financial planning process and the principles of financial planning. The lessons will also cover different types and techniques of financial planning in develop an individual financial plan.

Tutorials will, through case studies and problem based learning, encourage critical analysis of the course materials and the application of the theories to the real-life situations.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

*Personal Financial Planning Guide: Take Control of your Future and Unlock the Door to Financial Security*, Ernst & Young, John Wiley & Sons (latest ed.).

References
Bodie, Kane & Marcus, *Essential of Investments*, Irwin McGraw-Hill (latest ed.).


Kapoor, Dlabay, and Hughes, *Personal Finance*, Irwin (latest ed.).

Lee, Dora and Ho, Chi Ming, *Advanced Taxation in Hong Kong*, Longman (latest ed.).

*Companies Ordinance*, The HKSAR.

*Guide for Directors of Listed Companies*, The Stock Exchange of Hong Kong (latest ed.).
Aims

This subject aims to provide students with a basic understanding on the concepts and models of knowledge management and illustrate how these concepts can help organisations to sustain their competitive advantages. This subject also helps students to acquire the principles of a dynamic knowledge-based workplace that calls for new management laws and techniques to undertake business in the information age. This subject is designed to equip students with the necessary foundation to help organisations to create new intellectual or informational assets in today’s digital and knowledge-based economy.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the importance of knowledge management and apply those basic concepts and theories in assisting organisations in the creation and management of its important assets, i.e. knowledge.
- Have an awareness of the nature and dynamics of the new knowledge-based workplace.
- Identify the forces and drivers of the new knowledge-based workplace.
- Appreciate the role of electronic knowledge management and other management principles to sustain competitive advantage in the knowledge-based workplace.
- Demonstrate basic ability to apply and integrate concepts to develop, transfer, share, adapt, apply and create knowledge within an organisation.

Indicative Contents

- Introduction to Knowledge Management
  Defining knowledge management; Objectives of knowledge management; Knowledge management and the e-business space; Knowledge management challenges; Critical success factors; Knowledge and competitive advantages.

- Knowledge and Learning Organisations
  Knowledge management and learning in organisations; Types of organisational knowledge; E-learning characteristics; Strategic importance and effectiveness of e-learning.
**Capturing and Sharing Knowledge**
Relationship of information technology, information management and knowledge management; Types of knowledge shared; Why people share or don’t share; Recommendations; Organisational challenges.

**Organisational Culture, Change Management and Communities of Practice**
Knowledge flows and networks; Characteristics of organisation culture; Knowledge workers and roles; Driving forces of the knowledge-based workplace; Introducing communities of practice.

**Role of Information Technology in Knowledge Management**
Requirements of knowledge workers; Technology aspect of knowledge management; Introducing the intranet; Differentiating intranet, internet and extranet; Intranet business issues; Components, applications and benefits of an intranet. Challenges and opportunities of a corporate intranet; Introducing portals; Benefits of portals; Enterprise knowledge portals; Groupware workflow and document management; Overview of data warehousing.

**Knowledge Management Frameworks and Processes**
Introducing the knowledge management framework; Knowledge creation, transfer, storage, retrieval, application and their IT applications; Managing intellectual capital; Protecting knowledge; Knowledge harvesting.

**Business Case and Strategy for Knowledge Management**
Importance and essentials of knowledge management strategy; Best practices; Guidelines for knowledge strategy formulation; Applying concepts to existing knowledge management business models and cases; The business development process; Phases of knowledge management project; Knowledge management implementation.

**Teaching/Learning Approach**
Lectures focus on the introduction and explanation of basic Knowledge Management concepts, with specific reference to related business models.

Tutorials provide students with an opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life situations. The activities in tutorials include group discussions, and presentations of case studies, videos questions and problem sets.

**Assessment Approach**
A variety of assessment tools will be used, including group projects and presentations, case studies, written reports, tests and examination which are being designed to develop and assess students’ critical thinking as well as analytical skills relating to knowledge management.

**Indicative Readings**
Recommended Textbook
Ashok Jashapara, “Knowledge Management An integrated approach”, Pearson (latest ed.).
References
Becerra-Fernandez, Gonzalez, Sabherwal, “Knowledge Management Challenges, Solutions and Technologies”, Prentice Hall (latest ed.).


Yau, Liao, “Knowledge Management: The Key to Success in the 21st Century”, Hong Kong: Chinese Management Research Center, City University of Hong Kong (latest ed.).

Brint KM Virtual Library, http://www.brint.com/km/


Aims

This subject delivers fundamental knowledge required for students to understand, review and implement the strategies, policies, and practices of staffing and selection in organisations. It introduces alternative staffing and selection concepts and explains the relationship between staffing and other elements of Human Resource practices. This subject also ensures students can appreciate how different contextual factors influence staffing and selection practices.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Discuss the importance of staffing and explain the various challenges to human resource practitioners in the field of staffing and selection
- Articulate the feasibility of various approaches in satisfying the human resource needs of an organisation
- Assess the advantages and disadvantages of different techniques and methods used in staffing and selection
- Recommend appropriate staffing and selection systems according to the business and human resource strategies of an organisation
- Identify the legal and ethical issues in various staffing and selection situations

Indicative Contents

- **Nature of Staffing**
  Definitions; Staffing methods; Staffing strategies.

- **Staffing and other Human Resource practices**
  Human resource planning; Job analysis; other supporting activities.

- **Recruitment**
  External recruitment; Internal recruitment; Recruitment strategy; Human Resource searching; Other sources of talents.

- **Selection**
  Concepts of measurement; External selection; Internal selection; Initial assessment methods; Substantive assessments methods; Discretionary assessment methods; Decision making; Final match.
• **Contextual issues**
  Legal issues; Ethical issues; Organisational issues.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key staffing and selection concepts, with specific reference to current issues wherever appropriate. Discussions on real life examples will be used to reinforce student learning.

Tutorials provide students with the opportunity to synthesise the concepts taught in lectures, and to apply theories to the analysis of staffing and selection issues. The activities in tutorials include student presentations, group discussions and case studies.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References


Dinteman, Walter A., *Zero defect hiring: a quick guide to the most important decisions managers have to make*, Pfeiffer, (latest ed).
### CC3155 Taxation

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<td>Credits</td>
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| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisites  | CC2101 Financial Accounting |
| Exclusion      | CC3110 Introduction to Auditing and Taxation |
| Assessment     | 40% Coursework  
60% Examination |

#### Aims

This subject aims to provide students with a basic knowledge of the Hong Kong taxation system and its operation. It also imparts students with a fundamental understanding of the current law, principles and practice relating to taxation of individuals, partnerships and corporations in Hong Kong.

#### Learning Outcomes

On successfully completing this subject, students will be able to:

- Explain the operation and administration of the Hong Kong tax system.
- Apply tax principles, statute and case law in computing the tax liabilities (including property tax, salaries tax, profits tax and personal assessment) for individuals, partnerships and corporations.
- Effectively interpret tax statutes, analyse practical tax problems and apply tax rules.
- Formulate basic planning ideas in relation to individuals and other entities in order to minimise tax liabilities or enhance the tax effectiveness.

#### Indicative Contents

- **Tax System and Administration in Hong Kong**
  - Introduction to Hong Kong tax system and administration; Offences and penalties.

- **Taxation on Property**
  - Scope of charge and computation of property tax in Hong Kong.

- **Taxation on Employment and Office Income**
  - Scope of charge and computation of salaries tax in Hong Kong for individuals and married persons.

- **Taxation of Business Income**
  - Scope of charge and computation of profits tax in Hong Kong for individuals, partnerships and corporations, including source of profits principles, assessment and deduction rules, depreciation allowance and loss relief.

- **Taxation on Total Income for Individuals**
  - Aspects relating to personal assessment including election and calculation.
Basic Tax Planning

Basic tax planning ideas for individuals and other entities.

Teaching/Learning Approach

Lectures focus on the explanation of relevant principles and practice of taxation under the Inland Revenue Ordinance in Hong Kong, with reference to tax cases wherever appropriate. Occasional group discussions will be conducted.

Tutorials provide students with the opportunity to reinforce their understanding and to apply principles and practices of taxation, in the computation of tax liabilities and analysis of real life taxation situations. The activities in tutorials normally include student presentations, and discussions of problem sets and case studies.

Assessment Approach

A variety of assessment tools will be used, including participation in discussion, presentations, case studies, individual or group assignments, tests and examination designed to develop and assess problem solving as well as analytical and communication skills.

Indicative Readings

Recommended Textbooks
Lee, D. and Ho, C.M, Advanced Taxation in Hong Kong, Longman (latest ed.).

References
Patrick Kin Wai Ho, Hong Kong Taxation and Tax Planning, Pilot Publishing Company Ltd (latest ed.).

Smith, D.G. and A. Macpherson, Hong Kong Taxation: Law and Practice, The Chinese University Press (latest ed.).

CCH, Hong Kong Master Tax Guide, CCH Asia Pte Limited (latest ed.).

Inland Revenue Ordinance (Chapter 112) and Inland Revenue Rules, and Amendments, Hong Kong SAR Government (latest ed.).
CC3156  Training and Development

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| Teaching Pattern | 28 hours of Lecture  
|                  | 14 hours of Tutorial |
| Prerequisites    | Nil     |
| Exclusions       | CC3127 Staff Development |
| Assessment       | 60% Coursework  
|                  | 40% Examination |

**Aims**

This subject provides students with skills and knowledge to identify the needs for training and development of employees; organise and implement training and development programs; explore the issues involved; and demonstrate the contribution of training and development to the success of the employees and the organisation.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Articulate the functions of training and development in fostering self-development, career development, organisation learning and performance.
- Analyse adult learning approaches and the related challenges.
- Assess the needs for training and development in an organisation.
- Outline the appropriate techniques and approaches of training and development.
- Appraise the effectiveness of training and development programs.
- Identify the essential skills needed and roles performed by human resources practitioners in training and development activities.

**Indicative Contents**

- **Training and Development in Organisations**
  Importance of training and development; Forces influencing working and learning; Strategic training; Training needs in different strategies.

- **Learning Theories and Program Design**
  Adult learning theories; Learning process; Considerations in designing effective training programs.

- **Training and Development Functions**
  Practical and systematic approaches to training and development; Managing the training and development functions; Delivering training and development; Evaluating training and development programs.

- **Roles of Technology in Training and Development**
  Impact of technology on training and development; Computer-based learning.
Professional Practices in Training and Development
Ethical issues; Legal issues; Development of the staff trainers and developers.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key training and development concepts, with specific reference to current issues. Video shows and case studies will enhance students’ learning abilities.

Tutorials provide students with the opportunity to deepen their understanding of concepts and to apply theories to the analysis of real-life training and development issues. Tutorials also encourage students to integrate what they have learnt through activities, including student presentations, group discussions and case studies into real-life scenarios.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination which are designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbook

References
Chan, Andy W., Mak, Wai-ming, and Bannister Barry J., *Managing Human Resources in Hong Kong*, Thomson/Sweet & Maxwell Asia (latest ed.).

O’Connor, Bridget, N., Bronner, Michael, and Delaney, Chester, *Training for organizations*, South-Western, (latest ed.).


Rae, Leslie, (2002) *Assessing the value of your training: the evaluation process from training needs to the report to the board*, Gower.

Aims

This subject aims at introducing students to a process-based approach to procurement. It raises students’ awareness of the importance and complexity of business supply management and purchasing activities in organisations. It also imparts in students the concepts, theories and tools of procurement at both business and tactical levels. This subject also helps students to develop competence and confidence in formulating appropriate procurement mix in different business situations.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the key processes of procurement and supply management in order to assess their roles in a business system.
- Apply the knowledge of procurement to make appropriate procurement and supply mix decisions in different business situations.
- Recommend sourcing strategies and develop supplier evaluation systems for the acquisition of different products and services.
- Assess the impact of electronic procurement and recommend electronic solutions for different buying situations.

Indicative Contents

- Nature and Role of Procurement and Supply
  Objectives, processes and tasks of procurement and supply; Role of procurement and supply in the value chain and business strategies; Contribution of procurement and supply to business.

- Industrial Buying and Market Structures
  Characteristics of industrial market; Typologies of buying situations; Perfect competition; Monopoly; Monopolistic competition; Oligopoly.

- Procurement and Supply Mix Decisions
  Procurement and supply processes; Specification; Quality; Inventory; Cost analysis and price analysis; Contract administration; Total cost of ownership.
Supply Management
Sourcing strategies; Supplier evaluation and selection; Supplier structure management.

Procurement Innovation and Market Research
Electronic procurement; Procurement market research; Procurement ethics.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key concepts, theories and tools, with specific reference to real-life issues.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life business buying issues. The activities in tutorials include student presentations, discussions of problems and case studies. Students will also be guided to search new information on various topics.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, quizzes, tests and examination which are designed to develop and assess students’ knowledge on procurement as well as analytical and communication skills.

Indicative Readings
Recommended Textbook
Weele, Arjan J. van, Purchasing & Supply Chain Management, Thomson Learning (latest ed.).

References
Baily, Peter, Farmer, David, Jessop, David, Jones, David, Purchasing Principles and Management, Prentice Hall (latest ed.).

Burt, David N., Dobler, Donald W., Starling, Stephen L., World Class Supply Management: The Key to Supply Chain Management, McGraw-Hill (latest ed.).

Leenders, Michiel R., Johnson, P. Fraser, Flynn, Anna E. and Fearson, Harold E., Purchasing and Supply Management, McGraw-Hill (latest ed.).

Trent, Robert J., Handfield, Robert B., Purchasing and Supply Chain Management, South-Western (latest ed.).

Recommended Journals
Journal of Purchasing and Supply Management
Journal of Supply Chain Management
Supply Chain Management: An International Journal
Supply Chain Management Review
Supply Management (www.supplymanagement.com)
Aims

This subject aims to explore the development and management of attractions for tourists. Students will be able to analyse and evaluate the planning, design and operation of attractions. Strategies for successful marketing and planning of attractions are explored. It also stimulates students’ thinking about future development of attractions management.

Learning Outcomes

On successfully completing this subject, students will be able to:

- identify and recognise the different types of attractions.
- understand the key concepts of attractions management.
- demonstrate knowledge in the methods of product development and project management of new attractions.
- analyse, evaluate and make recommendations regarding the planning, design and operations management of different attractions.
- explore contemporary issues related to tourist attractions management.

Indicative Contents

- **Introduction to Attractions Management**
  Historical development of attractions; Types and classification of various attractions; Roles of attractions in tourism.

- **Attractions Development**
  Planning and development; Feasibility studies; Architectural design; Legal aspects and requirements.

- **Marketing of Attractions**
  Partnerships and intermediaries; Marketing planning and strategies; Visitors’ needs and expectations about the attractions.

- **Operational Management**
  Skills involved in operations management; Crowd management and risk management; Human resource management and the constraints.
• **Contemporary Issues and Future Development**
  
  Current issues and expected future developments of attractions and theme parks in Hong Kong and China.

**Teaching/Learning Approach**

Students learn this subject through lectures and tutorials (aided by audio-visual elements). Group projects and class presentations will be required in order to consolidate and enhance students’ knowledge and skills.

Site visits will be arranged for students for a real-life experience and in-service practitioners will be invited for guest lectures.

**Assessment Approach**

A variety of assessment tools will be used, including case studies, in-class exercises, group projects and presentations, quizzes and term tests, to develop students' critical thinking, and analytical skills.

**Indicative Readings**

Recommended Textbook


References


Kurtti, J. *Since the World Began: Walt Disney World the first 25 years*. NY: Hyperion (latest ed.)


CC3159 Hospitality and Tourism Marketing

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisite CC2126 Introduction to Marketing
Exclusions CC3116 Hotel and Food Services Marketing
CC3136 Marketing in Leisure Services
Assessment 60% Coursework
40% Examination

Aims
This subject provides the conceptual framework on marketing and sales principles and procedures in hospitality and tourism industry. By analyzing the marketing environment, students are able to understand how to select target markets, develop marketing plans and marketing programmes, and implement control plans. An understanding of different travel distribution channels and travel trade will be considered for the hospitality and tourism industry.

Learning Outcomes
On successfully completing this subject, students will be able to:

- understand the roles of service marketing in the hospitality and tourism industry.
- examine the consumer and organizational buyer’s behaviour and their influences to market the hospitality and tourism products.
- apply marketing concepts and principles to the hospitality and tourism industry.
- analyze the marketing environment and establish marketing plan and programmes for hospitality or tourism businesses.
- understand the roles of various channels of distribution in the hospitality and tourism industry.

Indicative Contents

- Marketing in the hospitality and tourism industry
  Service characteristics of hospitality and tourism industry; Different marketing approaches for hospitality and travel.

- Buying behaviour of travellers
  Buyer decision process of individual travelers, group business markets; meeting planners.

- The hospitality and travel marketing environment
  Hospitality and travel marketing system; Internal environment and global environment affecting the hospitality and tourism industry.
Marketing strategies in the hospitality and tourism industry
Application of the marketing segmentation methods and market positioning in the hospitality and tourism industry.

Packaging and Programming of accommodation and travel products
Role of packaging and programming; Effective packaging in hospitality and travel products.

Unique distribution channels in hospitality and tourism
Travel intermediaries, Global distribution systems (GDSs), On-line travel services, Consortia, Unique marketing strategies to travel trade.

Personal Selling and Sales Management
Nature of hospitality sales; Personal selling process; Different sales force structure in the hospitality and tourism industry.

Destination marketing in tourism industry
Segmenting and monitoring the tourism markets.

Product and pricing strategies in hospitality and tourism
Product levels and pricing approaches; Application of product life cycle in the hospitality industry.

Promotion and public relations in hospitality and tourism
Marketing communications and public relations process in the hospitality and tourism industry.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of key marketing concepts, with specific reference to current issues in hospitality and tourism industry wherever appropriate. Occasional group discussions might be arranged.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life marketing issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies. In order to develop the practical techniques in the hospitality sales and marketing, role plays for demonstrating the techniques will be conducted.

Industry practitioners will be invited to deliver speeches or guest lectures on current issues of marketing in the rapidly changing hospitality and tourism industry, providing students with opportunities to learn how to apply the theories and concepts to the real world.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.
**Indicative Readings**

**Recommended Textbooks**
Alastair M. Morrison, *Hospitality and Travel Marketing*, Thomson Learning (latest ed.).


**References**
Ismail Ahmed., *Hotel Sales and Operations*, South-Western Educational and Professional Publication, Ohio: Thomson Learning (latest ed.).


This subject provides students with the knowledge and skills about service management in hospitality and tourism industry. It covers the roles and nature of service in hospitality and tourism industry, and its future challenges will be explored. The concepts of organizational culture and environment, staffing and training for service management, and the hospitality service systems are examined. Studying this subject will also help to develop students’ knowledge, skills and attitude in implementing quality service management system in hospitality and tourism operations.

Learning Outcomes

On successfully completing this subject, students will be able to:

- understand the operation of service-oriented organizations in hospitality and tourism industry.
- articulate and evaluate the theories, models and concepts of customer service in the context of management and operation of hospitality and tourism organizations.
- apply theoretical knowledge to planning, organizing, leading and controlling a service management system in the hospitality and tourism organizations.
- form and articulate informed views on current issues of quality service management and take care of the interests of various stakeholders in the rapidly changing hospitality and tourism industry.
- analyze how human, financial, and technical resources are utilized to develop internal and external strategies for the enhancement of service quality in hospitality and tourism organizations.

Indicative Contents

- **Service Concept, Culture and Quality**
  Role and nature of service; Introduction to service industries; Service products; Service encounter; Customer behaviour; Customer loyalty.

- **Hospitality Service Strategy**
  Guest Experience; Meeting guest expectation; Setting the scene for guest experience; Developing the hospitality culture.
- **Hospitality Service Staff**
  Staffing for service; Training for service; Motivation and empowerment; Involving guest coproduction; Service leadership.

- **Hospitality Service System**
  Service quality gap; Communication for service; Delivering the service; Waiting for service; Fixing service problems; Serving perfectly; Tools and techniques for total quality management.

- **Understanding Service Application**
  Hotel; Restaurant; Airlines; Cruises, Travel agencies; Attractions.

**Teaching/Learning Approach**

Lectures will be primarily focused on the delivery of a theoretical framework on service management with practical examples. Occasionally group discussions and in-class exercises might be arranged.

Tutorials will provide students with the opportunities to explore further concepts, theories, principles and enquiries arising from lectures and to apply the theories to the real-life issues. The activities in tutorials normally include student presentations, discussions of problems sets and case studies, and video shows.

Industry practitioners will be invited to deliver speeches or guest lectures on the current issues of service quality in the rapid changing hospitality and tourism industry, providing students with opportunities to learn how to apply the theories and concepts to the real situation.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, to develop and assess students’ critical thinking as well as their analytical and communication skills.

**Indicative Readings**

**Recommended Textbooks**

Kandampully, Jay., *Service Management: The New Paradigm in Hospitality*, Australia Pearson (latest ed.).


**References**


Ford, Robert., Heaton, Cherill., *Managing the Guest Experience in Hospitality*, Thomson Delmar Learning (latest ed.).


Williams, Christine., Buswell, John., *Service Quality in Leisure and Tourism*, CABI Publishing (latest ed.).

CC3161  Service Marketing

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites CC2126 Introduction to Marketing
Assessment 50% Coursework
50% Examination

Aims

This subject is designed to equip students with knowledge about the unique challenges inherent in the marketing of services and the strategies needed to address such challenges. It aims to help students to obtain necessary basic knowledge and skills of defining, measuring, managing and delivering quality services in various service industries.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Be aware of the importance of service marketing in a changing business environment
- Identify and address the marketing-relevant differences between services and goods
- Understand how to manage service encounter, complaint and service recovery
- Develop an integrated service marketing strategy for achieving marketing objectives

Indicative Contents

- **Understanding Marketing of Services**
  The nature, definition, and classification of services. A framework for viewing and analyzing current issues of service marketing and trends in Hong Kong.

- **Service Productivity and Quality**
  The measurement and dimension of service productivity and service quality. The techniques for identifying the root cause of specific service quality problems.

- **Customer Satisfaction**
  The relationship between service marketing and relationship marketing by understanding customer behaviour in service environments, relationship management and customer loyalty, customer complain handling, and service recovery.

- **An Expanded Version of the Service Marketing Mix**
  The distinctive nature of integrated service marketing mix: product, place, process, productivity and quality, people, promotion, physical evidence, and price.
Teaching/Learning Approach

Lectures will focus on introducing concepts, theories, processes and related issues to students for building a sound foundation in the field of service marketing, and developing innovative services strategies. Both local and global examples from various service industries will be discussed.

Tutorial sessions cover case study analysis, discussing marketing management issues in real-life situations, in-class/eForum discussions, and other student-centered activities will be adopted during the seminars to strengthen students’ understanding and applicability of services marketing theories or models in competitive business environment.

Assessment Approach

A variety of assessment tools will be used, including group presentations, written reports, tests and written examination designed to develop and assess critical thinking, problem-solving, creativity, teamwork, and presentation skills.

Indicative Readings

Recommended Textbook
Lovelock, Christopher and Wright, Lauren, Principles of Service Marketing and Management, Pearson/Prentice Hall (latest ed.)

References
Baran, Roger J., Galka, Robert and Strunk, Daniel P., Principles of Customer Relationship Management, Cengage (latest ed.).

Bateson, J. and Hoffman, K.D., Managing Services Marketing: Text and Readings, Dryden (latest ed.).


Lovelock, C. and Wirtz, J., Services Marketing, Prentice Hall (latest ed.).


CC3162 Introduction to Entrepreneurship

Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites CC2101 Financial Accounting  
CC2102 Theory and Practice of Management  
CC2126 Introduction to Marketing  
Assessment 50% Coursework  
50% Examination

Aims

The subject introduces the key attributes of an entrepreneur and basic elements of the entrepreneurial and business planning process. It provides opportunities for students to integrate main business functions such as marketing, accounting and finance and management in business scenarios. The subject will also help students’ creative and critical thinking as well as communication skills through developing a business plan.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the basic elements of the entrepreneurial process;
- Analyze the business environment and identify entrepreneurship opportunities;
- Integrate and apply multi-disciplinary business knowledge, skills, and concepts such as marketing, finance and management in making business decisions;
- Develop a business plan that communicates business ideas.

Indicative Contents

- **Introduction to Entrepreneurship**
  Define Entrepreneurship; Importance of entrepreneurship; The entrepreneurial process, Legal and ethical issues facing a new business venture; Trends and patterns; Forms of legal entity.

- **Attributes of an Entrepreneur**
  The entrepreneurial mind-set; Characteristics of successful entrepreneurs.

- **Process for Creating Successful Business Ideas**
  Recognizing business opportunities in terms of macro and micro business environment; Relationship with suppliers, intermediaries/channel members, customers; others factors such as resources or venture capital; Feasibility Analysis; Industry and Competitor Analysis; Creativity and entrepreneurship: turning ideas into new venture opportunities.

- **Developing a Business plan**
  Importance and nature of a business plan; Core elements for preparing a business plan.
- **Financing the New Venture**  
  Potential sources of capital; Venture capital; Going public; Potential resources for growth.

- **Overview of Managing, Growing and Ending the New Venture**  
  Overview of entrepreneurial strategies, Strategies for growth; Going global, and ending the venture.

**Teaching/Learning Approach**

Lectures will focus on the introduction and explanation of key concepts, with reference to current issues or examples related to entrepreneurship wherever appropriate.

Tutorial sessions will provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life or simulated business situations. The activities in tutorials normally include in-class activities, projects presentations and discussions of problems sets or case studies.

**Assessment Approach**

A variety of assessment tools to assess the expected learning outcomes may be used, including for example group presentations and written reports, case studies, individual assignment(s), and examination.

**Indicative Readings**

Recommended Textbook:

References:


Aims

This subject aims at providing an overview of the role, function and operational characteristic of air, water and land transportation in the tourism industry. By addressing various modes of passenger transport and how they interact with the tourism system, students will be able to identify the role of transport in a tourist destination. Current and future challenges facing in various transportation sectors will also be explored.

Learning Outcomes

On successfully completing the subject, students will be able to:

- Identify the roles and functions of various passenger transport businesses in the tourism system.
- Identify the relation between the air, water and land transportation and how they interact with the entire tourism system.
- Understand different types of passenger transportation services and their key operational characteristics.
- Acquire knowledge of the transportation sector in the tourism industry.
- Explore the current and future challenges with regard to tourist transportation.

Indicative Contents

- **Perspective and framework**
  The evolution of tourist transport; the tourist transport system; Role of transport for tourism; Transport as attraction.

- **Air Transport**
  Airline deregulation; Structure of air transport; Categorization of airline operation; Economies of airline operation; Partnership and globalization; Role and operation of airport; Roles and functions of IATA; Impact of low-cost airlines.

- **Water Transport**
  Cruise vacation and experience; Major cruising areas and ports of call worldwide; Cruise itinerary planning and tourist destination development; Coastal and inland waterways transport.

- **Land Transport**
  Rail travel and products; Types of train; Car rental business; Motorcoach tours and chartering services.
Contemporary Issue and future development
Future challenges of passenger travel; Environment impact of tourist transport; Future travel methods and experiences.

Teaching/Learning Approach
The focus of the lectures will be on introducing and explaining key concepts in the field. Special emphasis will be placed on clarifying the practical implication of the theories in a real life situation.

Tutorials provide room for students to reflect and discuss the matters and issues in lectures. Students are responsible for working on group projects and give presentations to show how well they understand the theories and concepts which are taught in class.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination designed to develop students’ critical thinking as well as analytical and communication skills.

Indicative Readings
Recommended Textbooks

Pender Lesley. Travel Trade and Transport – An Introduction. Continuum (latest ed.)

References

Dervaes Claudine Selling Cruises. Thomson Learning (latest ed.)


Semer-Purzycki Jeanne, Purzycki Roberta, Sails for Profit – A complete Guide to Selling and Booking Cruise travel. Prentice Hall Inc. (latest ed.)


Wells Alexander. Air Transportation – A management Perspective. Wadsworth. (latest ed.)

CC3164 Business to Business Marketing

Level 3
Credits 3
Nature Non-science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisite CC2126 Introduction to Marketing
Assessment 50% Coursework
50% Examination

Aims

This subject aims at facilitating students’ understanding of the fundamental concepts and theories of business to business marketing. This course enables students to realize the nature of business buying behaviour and the roles of marketing in the context of inter-organization relationships.

Learning Outcomes

On successfully completion of the subject, students will be able to:

- Distinguish the major differences between business and consumer markets
- Appraise the basic concepts and theories for professional business selling
- Apply the buying center concepts and relevant theories to the analyses of business buying behaviour
- Evaluate and formulate an appropriate business to business marketing strategy

Indicative Contents

- **Nature of Business to Business Market**
  Nature of business buying behaviour; Business demand characteristics; Differences between business and consumer markets; Overview of business marketing planning and strategy formulation; Ethical considerations in business-to-business marketing.

- **Organizational Buying Process**
  Roles and objectives of the business buyers; Business buying process; Business buying situations; Business buying center or decision-making unit of business purchases; Influence of environmental forces on buying decisions.

- **Professional Business Selling**
  Characteristics of professional business selling; Functions of sales management; Professional selling process; Recent trends and development in business selling.

- **Business Marketing Segmentation, Positioning & Demand Estimation**
  Market strategies for business segmentation; Segmentation of business market; Overview of positioning strategy; Business demand projection.
**Business Marketing Strategies**
Determinants of the product mix; Characteristics of business services; Business service marketing; Overview of pricing strategy; Developing and implementing the business promotional mix; Nature of channel decisions; Channel cooperation and managing channel conflicts.

**Teaching/Learning Approach**
Fundamental principles of business to business marketing with real-life examples will be introduced during lecture sessions. Students are encouraged to actively participate in student-centred in-class activities such as case studies and discussions of real-life cases in both lecture and seminar sessions. When appropriate, guest speeches will be arranged to further reinforce students' learning of the subject.

**Assessment Approach**
Assessment methods include in-class discussions, real-life case studies, projects, presentations, tests and written examination to facilitate students’ fundamental understanding of business to business marketing.

**Indicative Reading**
Recommended Textbook

References


Manning, G. L. and Reece, B. L., *Selling Today*, Prentice Hall (latest ed.).


### Aims

This subject introduces students to the analytical skills that are necessary in investment planning. It provides the general concepts behind the strategies used in formulating portfolio according to the risk profile of client. This subject also helps students understand the various tools to be used in managing a portfolio, including how derivatives can be used to reduce risk exposure and how performance can be measured.

### Learning Outcomes

On successfully completing this subject, students will be able to:

- Conduct risk profiling technique in association with portfolio construction.
- Understand the concepts and approaches in the process of formulating and managing a portfolio of securities.
- Appreciate the relevance of different investment products, including derivatives, in a portfolio.
- Assess performance evaluation of portfolio management.

### Indicative Contents

- **Personal Profiling and Risk Profiling**
  
  Elements of personal profiling; Risk profiling; Life cycle analysis.

- **Portfolio Theory**
  
  Benefits of diversification; Markowitz portfolio theory; Capital Asset Pricing Model; Equity portfolio; Bond portfolio.

- **Derivative**
  
  Options markets; Option valuation; Futures Markets and Risk Management.

- **Performance Evaluation**
  
  Passive investment; Active investment; Various measure of performance.
**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of valuation in investment, with specific reference to current issues wherever appropriate. Virtual investment activities might be arranged.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real financial assets. To maximize benefits, students are required to form group to provide their own portfolio. Presentation is expected.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, discussion of fundamental analysis reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**


**References**


CC3173 Retirement and Estate Planning

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 50% Coursework
50% Examination

Aims

This subject equips students with knowledge and skills that are necessary for developing retirement and estate plans. It provides an introduction to the general strategies used in designing different retirement schemes as well as estate planning. This subject also helps students develop the abilities to compare the advantages and disadvantages of different retirement and estate plans and understand the key issues involved in the planning, administration, and legal aspects of the relevant schemes.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Describe the characteristics of different retirement plans of clients.
- Make recommendations to the selection of the most appropriate type of retirement plan.
- Understand the estate administration process.
- Apply the understanding of the features of wills, trusts, and other tools used in asset protection.

Indicative Contents

- **Retirement Planning**
  Roles of retirement planning; Types of retirement programs; Annuities concept.

- **Distribution Planning**
  Post-retirement saving and investing strategies; Different types of distribution options; Tax consideration.

- **Retirement Needs Analysis**
  Planning for the client’s needs; Tools for fact-finding and needs analysis; Development of a qualified plan.

- **Estate Planning**
  Principles of estate planning; Estate planning documents; Methods of property transfer at death; Estate duty liability.

- **Wills and Trusts**
  Requirements of a valid will; Feature of trusts; Wills Ordinance; Intestates Estates Ordinance.
- **Estate Administration Process**
  Hong Kong Probate Process; Probate and Administration Ordinance.

**Teaching/Learning Approach**

Lectures focus on the principles and conceptual framework of retirement and estate planning. The lessons will also cover different financial planning strategies leading to the selection of the most appropriate types of retirement scheme and/or estate planning.

Tutorials will, through case studies and problem based learning, encourage critical analysis of the course materials and the application of the theories to the real-life situations.

**Assessment Approach**

A variety of assessment tools will be used including: presentations, case studies, written reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

**Indicative Readings**

**Recommended Textbooks**


References


*Probate and Administration Ordinance, (cap. 10).*


Aims

This subject equips students with analytical skills that are necessary for the understanding of financial theories related to investment decisions, the analysis and valuation of real estate and the identification of various alternative real estate investments. The conceptual framework is provided to analyze investment decisions and to understand how to price and finance real estate investments.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Apply the principles and concepts relating to property investments.
- Apply financial theories to make decisions on property in light of pricing and financing.
- Identify various alternative real estate financing and investment vehicles.
- Appraise alternative investments within the context of Hong Kong.

Indicative Contents

- Concept of Real Estate Investments
  Overview on real estate market; Legal terms on mortgage and conveyance.

- Application of Investment Principles to Property Investments
  Pricing of Property; Discounted Cash Flows; Interest factor in financing; Property yields and returns; Imperfections of property market.

- Valuation of Property
  Valuation of residential property; Valuation of income-producing property; Investment analysis and taxation of income property.

- Financing Property
  Legal concepts of mortgage; Fixed rate mortgage loans; Adjustable rate mortgages; Financial Leverage; Risk analysis.

- Alternative Real Estate Investment Vehicles
  Secondary Mortgage Market: Pass Through Securities; Real Estate Investment Trusts; Real Estate Investment Performance and Portfolio Considerations.
Teaching/Learning Approach
Lectures focus on the introduction of theoretical legal aspects and the explanation of valuation in real estate including residential and income-producing property, together with specific reference to current issues wherever appropriate. Guest speakers will be invited.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the learned theories to the analysis of real estate assets. To maximize benefits, students are encouraged to share their views actively with other classmates.

Assessment Approach
A variety of assessment tools will be used, including presentations, discussion of fundamental analysis reports, tests and examination designed to develop and assess critical thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbooks

Linh-hin Li, *Development Appraisal of Land in Hong Kong*, The Chinese University Press (latest ed.).

References

Betts & Ely, *Basic Real Estate Appraisal*, Thomson, South-Western, (latest ed.).

David Isaac, *Property Valuation Principles*, Palgrave Macmillan (latest ed.).

Geltner & Miller, *Commercial Real Estate – Analysis and Investments*, Thomson, South-Western, (latest ed.).

Roger Nissim, *Land Administration and Practice in Hong Kong*, Hong Kong University Press, (latest ed.).

Sayce, Smith, Cooper and Venmore, *Real Estate Appraisal From Value to Worth*, Blackwell Publishing (latest ed.).
Aims

This subject equips students with analytical skills that are necessary for the understanding of contending forces presented in international political and economic relations. It introduces a conceptual framework to analyze foreign affairs and global issues among states within the international system, including the roles of states, alliances, inter-governmental organizations (IGO), non-governmental organizations (NGO) and multinational corporations (MNC). The subject will also help develop students’ global outlook for their life-long learning.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the issues involved in international political and economic relations.
- Conduct analysis of government policies and business behaviour in international markets.
- Appraise the issues relating to international relations and analyze their effects on international business.
- Apply relevant international relations theories to analyze the interplay between foreign affairs, business responses and global issues.

Indicative Contents

- **The Globalization of International Relations**
  International relations in everyday life; Actors and influence; The evolving international system; The global state system and the world economy; International relations and the changing contemporary world of states; Globalization strategies for international and multinational corporations.

- **International Relations Theories**
  Realism; Liberalism; Neorealism; Neoliberalism; International society theory; Social constructivism; Marxism.

- **Foreign Policy and International Conflict**
  Foreign-Policy analysis; Decision making approach; Domestic politics; Critiques of Foreign-Policy analysis; Conflict of ideas; Conflict of interest.

- **International Organizations, Law, and Political Risk in International Business**
  Role and impacts of international organizations to international business; The United Nations; International law; Law and sovereignty; Political risk in international business.
The Political Economy of International Trade
The relationship between politics and economics; Economic globalization and a changing role for states; The international and political dimensions and impacts on theories of trade; Trade regimes; Trade restrictions and firm strategy; The foreign exchange market and alternative exchange rate regimes.

International Economic Integration
Economic globalization and economic activity; Integration theory; Economic integration - The European Union and the North American Free Trade Agreement (NAFTA); Business behavior in different trade blocs.

Teaching/Learning Approach

Lectures focus on the introduction and explanation of key concepts on international relations, with specific reference to current economic and political issues wherever appropriate. Group discussions will be conducted occasionally.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life issues. The activities in tutorials normally include student presentations and discussions of problem sets and case studies.

Assessment Approach

A variety of assessment tools will be used to develop and assess critical thinking as well as analytical and communication skills, including presentations, case studies, written reports, tests and examination.

Indicative Readings

Recommended Textbook
Joshua, S. Goldstein & Pevehouse, Jon C., International Relations, Pearson (latest ed.).

References

Jackson, Robert & Sorensen, Georg, Introduction to International Relations – Theories and Approaches, Oxford University Press (latest ed.).

Jahn, Beate, Classical Theory in International Relations, Cambridge University Press (latest ed.).


Sterling-Folker, Jennifer, Making Sense of International Relations Theory, Lynne Rienner Publishers (latest ed.).

Sutch, Peter & Elias, Juanita, International Relations – The Basics, Routledge (latest ed.).
CC3176  International Trade and Finance

Level  3  
Credits  3  
Nature  Non-Science  
Medium of Instruction  English  
Teaching Pattern  28 hours of Lecture  
14 hours of Tutorial  
Prerequisites  Nil  
Assessment  50% Coursework  
50% Examination

Aims

This subject equips students with a basic understanding of the theories and practices of international trade and finance. The importance of international trade and its various impacts to a country will be introduced. Specific references will be made to international monetary policy and international financial market architecture. This subject also introduces a conceptual framework to evaluate financial decisions in multinational organizations. Various roles played by major international trade and financial institutions will also be explained.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Discuss the basic concepts of international trade and finance.
- Explain the importance of international trade and finance.
- Analyze the impact of different trade policies on international trade transaction.
- Discuss various ways through which international trade can be financed.
- Conduct basic analysis of the international financial environment.
- Apply relevant conceptual framework to appraise various decisions made by the management of a multinational organizations.

Indicative Contents

- The nature of international trade
  Theories and contemporary practices of international trade; Current economic growth and trade pattern

- Environment of international trade
  Market structures (e.g. imperfect competition); Trade controls and practices; Preferential arrangement and regional trade bloc (e.g. NAFTA, EU).

- International trade and financial institutions
  International trade policy and regulations; International organisations and theirs impacts in international trade (e.g. General Agreement on Tariffs and Trade / World Trade Organization, World Bank, International Monetary Fund).

- Environment of international financial management
  International monetary system; Balance of payments; The market of foreign exchange; Exchange rate determination; Currency derivatives; Foreign direct investment.
• **Foreign exchange exposure and management**
  Management of transaction exposure; Management of economic exposure; Management of translation exposure; Financial management of the multinational firm; Financial project appraisal.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key trade and finance concepts, with specific reference to current issues wherever appropriate. Group discussions might be conducted occasionally.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life issues. The activities in tutorials normally include student presentations and discussions of problem sets and case studies.

**Assessment Approach**

A variety of assessment tools will be used to develop and assess critical thinking as well as analytical and communication skills, including presentations, case studies, written reports, tests and examination.

**Indicative Readings**

Recommended Textbook


References


Butler, Kirt C. *Multinational finance*, Thomson/South-Western (latest ed.)


Pilbeam, Keith. *International finance*, Palgrave Macmillan (latest ed.)

Zhang, Xin. *International trade regulation in China: law and policy*, Hart (latest ed)
CC3180  Customer Relationship Management

Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites CC2126 Introduction to Marketing  
Assessment 50% Coursework  
50% Examination  

Aims

The subject aims to provide students with an understanding of customer relationship management (CRM) and its application in marketing and services today. It enables students to develop theoretical and practical knowledge and skills in CRM. It also exposes students to the ways that information technology can help implement CRM for achieving a sustainable competitive advantage.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the concepts of the customer relationship management (CRM) and its importance in the marketing and service management;
- Apply relevant information technology application tools in CRM;
- Develop CRM strategies and tactics for increasing customer satisfaction and managing customer interactions more effectively;
- Evaluate the effectiveness of CRM programme.

Indicative Contents

- **Understanding customer relationship management**
  Definition, goal and dynamic challenges of CRM; Adopting and developing CRM in marketing functions; Ways that CRM enables an organisation to retain loyal customers

- **Information technology for customer relationship management**
  Process of data collection and transformation of data into information and knowledge; Ways that information and knowledge enable CRM within a business context; Nature and applications of database marketing, data warehouse and data mining for managing customer interactions

- **Impact of customer relationship management on sales and marketing strategy**
  Developing and implementing various CRM strategies in competitive marketplace; Effective use of CRM systems for empowering sales forces automation, increasing customer satisfaction and enhancing marketing strategy

- **Measurement and tools of customer relationship management**
  Evaluating effectiveness of CRM programme; Choosing CRM solutions; Success and failure factors of CRM
Privacy and ethics considerations
Concerns of consumers; Ways to support privacy and ethical compliance

Teaching/Learning Approach

Lectures focus on the introduction and explanation of key concepts, theories and related issues. Both local and global examples from various industries will be discussed.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of real-life examples. The activities in tutorials normally include student presentations, discussions of problems and case studies. Whenever appropriate, guest speeches will be arranged to further reinforce students’ learning of the subject.

Assessment Approach

A variety of assessment tools will be used, including in-class discussion, presentations, real-life case studies, written reports, tests and examination to facilitate students’ understanding of the subject.

Indicative Readings

Recommended Textbook

References


Dyche, Jill The CRM handbook: a business guide to CRM (Information Technology series), Addison-Wesley (latest ed.)


CC3411 Chinese Family and Culture

Level 3
Credits 3
Nature Non-Science
Medium of Instruction Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English
Teaching Pattern 28 hours Lecture
14 hours Seminar
Prerequisites Nil
Assessment 100% Coursework

Aims
This subject introduces students to the culture of Chinese family. It equips students with both the basic understanding of the tradition of Chinese familism in Hong Kong and Mainland China, as well as the capacity to reflect on the continuity of traditional Chinese elements in families amid the irresistible trend of modernization in Chinese societies.

Learning Outcomes
On successfully completing this subject, students will be able to:

- identify the basic elements of Chinese culture and their impacts on family relationships.
- reflect on personality development and moral development and the Chinese family.
- examine critically the impact of modernization on Chinese families in Hong Kong and Mainland China.
- describe and discuss core issues of development of Chinese families in Hong Kong and Mainland China;
- think critically and creatively on issues relating to Chinese family and culture.

Indicative Contents

- **Basic Elements of Chinese Culture and Chinese Familism**
  Confucianism and the relational concept of self; Three “bonds’ and five “relationships” in Chinese humanism; Differential mode of association; Self, family, and society in Chinese culture (renquing, mianzi, and quanxi); Chinese familism and patrilineal culture; Patriarchy and gender inequality in Chinese familism; Traditional Chinese family structures and family rites.

- **Personality and Moral Development and the Chinese Family**
  Development of Chinese personality in family; Kohlberg’s stages of moral development; universal ethical principle vs. Chinese situational moral-ethical consideration in interpersonal framework; Morality and modernization in Chinese society.

- **Family in Transition in Chinese societies**
  Modernization and the changes of family structures and functions; Modern Chinese self and cultural transformation; Changing Chinese families in Hong Kong and Mainland China: utilitarianistic familism, new forms of Chinese families, Chinese immigrant families, and family crises.
Teaching/Learning Approach

Lectures will emphasize clarification of concepts, delineation of theories and summarization of contextual information. Occasional audio-visual presentation, group discussions and exercises might be arranged in the lectures.

Seminars will emphasize application of concepts/principles and contextual reflection with an interactive approach. The activities in seminars normally include student presentations, class exercises and discussion on articles and local issues.

Assessment Approach

Students will be assessed by their coursework including (1) test on their understanding of concepts and theories, (2) tutorial presentation and movie/text reflection on their ability to relate theoretical understanding to local context, and (3) term paper and / or project reports on overall integrative understanding and reflection of the subject. Students will also be assessed on their participation in lectures and tutorials.

Indicative Reading

Recommended Textbook

References

劉錫霖、郭康健 (主編):《蛻變中的中國家庭》，香港:廣角鏡出版社有限公司，1997 年。

楊國樞、黃光國 (主編):《中國人的心理與行為 (一九八九)》，台北：桂冠圖書公司，1991 年。

張懷承：《中國的家庭與倫理》，北京：中國人民大學出版社，1988 年。

費孝通：《鄉土中國》，香港：三聯書店(香港)有限公司，1985 年。
### CC3467 Social Development in China

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### Aims
This subject provides students with an overview of the issues in the course of social development in China after 1949. It helps students to critically evaluate various social scientific theories relevant to the explanation of social development in China as well as certain commonly-held views concerning China’s development experience. Taking a critical approach, it helps students to examine the dilemmas in social development in China.

### Learning Outcomes
On successfully completing this subject, students will be able to:

- identify the issues in the course of social development in China.
- make use of different theoretical perspectives in examining social development in China.
- analyse significant issues of development in China.
- identify the dilemmas in social development that China is facing.
- effectively communicate information, arguments and analysis in a variety of forms.

### Indicative Contents

- **Growing social inequality**
  Economic reform; Globalization; Class structure; Poverty eradication.

- **Population, family and women**
  Gender equality; Divorce; One-child policy.

- **Employment and state enterprise reform**
  Privatization; Danwei; Unemployment; Social security.

- **Rural reform and peasants**
  Rural poverty; Rural industrialization; Rural discontent; Village democracy.

- **Environmental problems and sustainable development**
  Development model; Energy policy; Land utilization.
Teaching/Learning Approach

This course consists of lectures and seminars. Lectures focus on the explication of concepts and methods of social research. They will be delivered, whenever necessary, with the aid of audio-visual materials and actual research reports. In seminars, students are divided into small groups to conduct presentations of their research projects. To introduce the social development of China to students, this course will focus on specific social problems or social issues. Students are expected to choose a specific issue or problem, and then explore how the Chinese government and the people of China respond to it.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports and term essays, all designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Reading

Recommended Textbook
Mok, Ka-Ho, Social and Political Development in Post-Reform China, Macmillan Press (latest ed.).

References

王偉：《生存與發展》北京：人民出版社（最新版）。
郭繼嚴主編：《中國社會發展藍皮書》雲南：雲南人民出版社（最新版）。
**CC3471 Social Problems and Social Issues in Contemporary China**

Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English  
Teaching Pattern 24 hours Lecture  
18 hours Seminar  
Prerequisites Nil  
Assessment 100% Coursework

**Aims**

This subject equips students with both a reflective understanding of social problems and social issues from different sociological perspectives and frameworks and the ability to apply such knowledge to analyse social problems and social issues in contemporary China. Studying the subject will help develop both the analytical capacity and ethical awareness of students in order to comprehend the complex problems and issues encountered in the development process of modern China.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- identify social problems and social issues from different sociological perspectives and frameworks.
- analyse selected social problems and social issues in contemporary China from sociological perspectives and frameworks.
- demonstrate an awareness of the ethical dimension of different approaches in resolving social problems.
- organize and articulate arguments in a variety of ways that are clear and understandable.

**Indicative Contents**

- **Understanding Social Problems**  
  Definitions of social problems; Perspectives on studying social problems; Social problems in Chinese conceptualization.

- **Historical Context of Contemporary China**  
  Modern China from 1911; PRC from 1949; Cultural Revolution; An open China from 1978.

- **Social and Economic Context of Contemporary China**  
  Open-door policy from 1978; Special economic zones; Industrialization and urbanization; Rural reform.

- **Selected Problems/Issues in Contemporary China**  
  Selected topics from the following: Poverty and inequality; Corruption; Migrant labour; Unemployment; Drug; Marital crisis; Demographic crisis; Education; Health care; Ageing; Urban renewal; Urbanization; Social security.
Teaching/Learning Approach

Lectures will emphasize clarification of concepts, delineation of theories and summarization of contextual information. Occasional audio-visual presentations, group discussions and exercises might be arranged in lectures.

Seminars will emphasize application of concepts/principles and contextual reflection with an interactive approach. The activities in seminars normally include student presentations, class exercises and discussion on articles and local issues.

Assessment Approach

Students will be assessed by their coursework including (1) problems sets or test on their understanding of concepts and theories and application of them, (2) seminar presentation and discussion paper on their ability to relate theories to the analysis of local issues, and (3) a term paper on overall integrative understanding and reflection of the subject. Students will also be assessed on their participation in lectures and tutorials.

Indicative Reading

Recommended Textbooks
陸建華：《中國社會問題》北京：石油工業出版社，2002 年。
苗啓明、楊志堅：《中國社會發展問題探索》昆明：雲南民族出版社，2000 年。

References
袁亞愚等著：《社會學家的分析：中國社會問題》北京：中國社會出版社，1998 年。
CC3492  Chinese Government and Politics

Level  3  
Credits  3  
Nature  Non-Science  
Medium of Instruction  Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English  
Teaching Pattern  28 hours Lecture  
14 hours Tutorial  
Prerequisites  Nil  
Assessment  50% Coursework  
50% Examination

Aims

This subject equips students with the knowledge about the nature and characteristics of political institutions of China after 1949, including the State Council, the National People’s Congress, and the Chinese People’s Political Consultative Congress. It also helps students acquire a basic understanding of politics involved in the reform process, such as the politics of enterprise reform and of rural reform.

Learning Outcomes

On successfully completing this subject, students will be able to:

- recognise and identify the dynamics and tensions of China’s domestic politics.
- develop competence in analyzing the Chinese government and politics by relating social science theories to the study of contemporary China.
- identify the issues involved in understanding the current situation about Chinese politics and government.
- effectively communicate information, arguments and analysis in a variety of forms.

Indicative Contents

- **Political Institutions of the Party State**  
  State Council; National People’s Congress; Chinese People’s Political Consultative Congress; Hierarchy of political administration.

- **Chinese Communist Ideology**  
  Marxism; Maoism; The thought of Deng Xiaoping; Nationalism.

- **Dynamics and tensions of China’s domestic politics**  
  Elites and the cadre system; Provincial and local politics.

- **Case studies**  
  Reform and corruption; Peasants’ burden and fee-for-tax reform; Village self-government and the prospect of democracy.
Teaching/Learning Approach

Lectures focus on the introduction of major studies in Chinese politics, and the explanation of key concepts, with specific reference to specific case studies and current issues wherever appropriate. Occasional group discussions might be arranged.

Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the theories to the analysis of specific issues. The activities in tutorials normally include student presentations of specific cases and discussions of related problems.

Assessment Approach

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, all designed to develop and assess students’ critical thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbook

References

Lampton, David, *Policy implementation in post-Mao China*, University of California Press (latest ed.).

本科宗旨

本科旨在讓學生在香港會計既有的基本知識下，進一步瞭解中國會計的處理，包括存貨、應收帳款、固定資產、利潤表、資產負債表等。故此，學生可運用 CC2101（課程名稱）所學。解讀並分析在中國上市公司的財務報表，並藉此比較中國和香港會計處理及方法上的異同。

另外，這是學生對稅制的入門科目。學生可了解中國的稅務處理，包括增值稅、消費稅及所得稅等。故此，學習此科有助學生提升分析技巧及邏輯思考等能力；而學生在掌握較多時事知識的同時，進而培養他們終生學習的興趣。

學習目標

完成本科目後，學生應能夠：

- 瞭解中國會計的發展歷史及趨勢，以及在發展過程中存在的問題
- 在認識了中國會計的具體處理方法和原則後，解讀及分析在中國上市的公司的財務報告，以各項財務比率去評估其財務表現
- 比較及分析中港上市公司財務報告的異同
- 簡述中國註冊會計師制度的現狀
- 在認識中國的稅制發展後，理解外商企業所面對的各項稅種，並運用適當的稅率作出評估

主要學習內容

- 中國會計的改革與發展
  舊式簿記、計劃經濟下的會計和會計改革

- 中國業會計準則的發展
  各項會計要素，例如資產、負債及所有者權益、收入、費用和利潤等的處理方法和原則
教學方法:

本科以中文授課及考核。技術名詞亦輔以英文參考。

授課時，教師先將該課堂的學習目標整理成問題向學生提問，以引發學生的學習興趣。然後向學生展示學習路徑圖，讓學生掌握該堂的學習重點，以提高學習成效。課堂完結時會再提問同樣的問題：一方面可作溫習總結，另一方面亦確保學習目標已達到。同時，亦會安排一些與中國會計及稅務的時事作出提問或討論，以提高學生學習時的投入感及培養其分析技巧及邏輯思考的能力。

導修課著重實踐，安排學生運用於課堂所學去解讀上市公司的財務報表及評估其財務表現。替外商運用適當的稅率計算稅額。當然，亦會安排與科目內容有關的個案進行討論及口頭報告。

學習評估方法：

安排各項有效的評估方式，例如辯論、個案研習、口頭報告、書面報告、測驗、考試等，以評估學生分析技巧及邏輯思考等能力，從而提升學生的口頭及書面的技巧及表達能力。

教科書/參考書目/期刊及網上資源

教科書：
楊紀琬等著：《中國會計》，牛津大學出版社(最新版)
劉佐：《中國涉外稅收概覽》，香港貿易發展局及中國民主法制出版社聯合出版(最新版)

參考書目：
崔喜元，劉國峰：《財務會計》，中國物價出版社，北京(最新版)
李玉環：《會計運行機制論》，經濟科學出版社(最新版)
王文錫：《上市公司財務會計報告分析及評價》，上海立信會計出版社(最新版)
國家稅務總局：《中國稅收制度指南》，香港經濟導報社(最新版)
劉佐：《中國稅制概覽》，北京經濟科學出版社(最新版)

http://www.hkicpa.org.hk 香港會計師公會
http://www.ciaa.com.cn 中國內部審計協會
http://www.audit.gov.cn 中華人民共和國審計署
http://www.mof.gov.cn 國家財務部
http://www.csric.gov.cn 中國證監會
http://www.chinatax.gov.cn 國家稅務總局
http://www.casc.gov.cn 財政部會計準則委員會
http://www.cicpa.org.cn 中國會計師協會
http://www.kpmg.com.cn 畢馬威會計師事務所
http://www.pwcglobal.com 普華永道會計師事務所
http://www.deloitte.com 德勤 關黃陳方會計師事務所
http://ww.ey.com/hom.asp 安永會計師事務所
**CC3505**  
**Introduction to Chinese Political and Legal System**

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<td>Medium of Instruction</td>
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| Teaching Pattern | 28 hours of Lecture  
14 hours of Tutorial |
| Prerequisites | Nil |
| Assessment | 40% Coursework  
60% Examination |

**Aims**

This subject aims at providing students with an overview of the developments and characteristics of China’s political and legal system. Direction of future development, reforms as well as problems and selected issues will also be covered.

**Learning Outcomes**

On successfully completing this subject, students will be able to:

- Understand the developments of China’s political and legal system.
- Understand the current legal system with emphasis on the economic laws, business and foreign investment sectors.
- Appreciate the complexity of the Chinese political structures.
- Apply relevant knowledge to enhance their understanding in the business scenario in China.

**Indicative Contents**

**Part 1: Political System**

- **Different Forms of Political System**
  State structure and power structure.

- **Chinese Political System**
  People’s Republic of China as a socialist state; Great Leap Forward; Cultural Revolution; Chinese bureaucracy; People’s Liberation Army; Chinese political culture; Reform and policy making.

- **Party and Government**
  Chinese Communist Party; Politburo and its standing committee; Government system; Chinese public administration such as the *danwei* system, the principle of party control of cadres.

- **Constitution and Peoples’ Congress**
  Chinese Constitution; National Peoples Congress, Premier and Central Government, Chinese Peoples Political Consultative Conference; Relationship between Central and local government (including HKSAR).
Part 2: Legal System

- **Legal System**
  Chinese legal system; legislative, executive and judicial structures.

- **Legal Principles**
  General principles of civil and criminal laws

- **Economic Laws**
  Foreign investment laws, Company laws, laws of contract

- **Legal Environment and Business**
  Current issues and development

**Teaching/Learning Approach**

Theories, concepts, basic facts and updates on latest developments will be delivered in lectures. In the tutorials, students will be encouraged to apply what they have learnt in lectures and from readings to analyse the current issues related to China’s political and legal system through activities such as group discussions, debates and presentations. The medium of instruction will be English, supplemented by Chinese for terms used in China.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, to develop and assess the critical thinking as well as the analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

**Indicative Readings**

Recommended Textbook

张鑫：《中国法律：解说与实务》，中文大学出版社，(latest ed.).

References

吴爱明，朱国斌，林寰：《当代中国政府与政治》，中国人民大学出版社

王貴國，周旺生，梁美芬：《中國法律制度》，香港三聯書店，2000.
Aims

This subject develops students’ understanding of marketing environment, system and practices in China and their ability in formulating effective marketing strategies in China by introducing the behavioural, operational and institutional aspects of the China market and examining the problems and prospects of marketing management in China. It reinforces and assesses their analytical skills in applying current marketing theories, principles, analytical tools and frameworks to formulate marketing strategies in China through a variety of readings, marketing cases, and group project.

Learning Outcomes

On successfully completing this subject, students will be able to:

- Understand the nature of China markets, their distinguishing features and the characteristic of Chinese consumer behaviour and their implications for the formulation of effective marketing strategies.
- Identify the important trends and constraints that affect marketing in China today.
- Recognise the skills, techniques and attitudes adopted by both international and local firms that are essential for effective and efficient marketing practices in China.
- Analyse and describe market opportunities in China.
- Apply modern marketing theories and frameworks to the Chinese marketplace in marketing mix implementation.
- Interpret the appropriateness of practices in the marketing cases relating to China.

Indicative Contents

- **Changing environment of the Chinese market**
  Marketing philosophies, marketing concepts and marketing ethics in China.

- **Marketing opportunities and strategies in China**
  Application of market segmentation, targeting and positioning in China; Customer value and satisfaction in China; Consumer and organisational buyer behaviour in China; Legal issues affecting marketing research and planning in China.

- **Marketing mix management in China**
  Product and branding strategies; Product life-cycle strategy; Pricing strategies; Marketing channel management; Promotion strategies; Marketing competition between international firms and local ones.
International marketing and globalization
Impact of WTO accession on China; Implications of internationalization and globalization to China.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of the distinguishing features of the evolving China market in terms of marketing philosophy and the operational, institutional and behavioural aspects of marketing in China, supported by the illustration of the successful and problematic cases of both international and local firms in China. The medium of instruction will be English, supplemented by Chinese for terms used in China.
Tutorials provide students with the opportunity to deepen their understanding of the concepts taught in lectures and to apply the marketing analytical tools and framework to the analysis of real-life marketing cases relating to China. The activities in tutorials normally include discussions of case studies and student presentations of marketing plans.

Assessment Approach
A variety of assessment tools will be used, including presentations, case studies, written reports, tests and examination, to develop and assess critical thinking as well as analytical and communication skills. Students will be required to actively participate in the learning process through reading articles, doing project and conducting self-study.

Indicative Readings
Recommended Textbook
This is a wide and dynamic topic mainly involving current issues and we are not recommending a specific textbook.

References
Kolter, P; Armstrong, G; Swee Hoon Ang; Siew Meng Leong; Chin Tiong Tan and Tse, D., Principles of Marketing—An Asian Perspective, Prentice Hall (latest ed.).
Li, Shaomin, He, Xiaofeng and Yau, H.M.O., China’s Reform, Industrial Markets and Business Management, City University of Hong Kong Press (latest ed.).
馬絕塵：《本土市場營銷》，企業管理出版社 (最新版本).
楊明剛：《國際名牌在中國》，華東理工大學 (最新版本).
顧松林：《破解中國營銷謬誤》，經要文化出版 (最新版本).
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