HKCC
Associate Degree Scheme in Applied Social Sciences
應用社會科學副學士組合課程
Associate Degree Scheme in Applied Social Sciences  
(Programme Code 8C011)

comprising

Associate in Applied Social Sciences  
應用社會科學副學士
Associate in Applied Social Sciences (Psychology)  
應用社會科學副學士 (心理學)
Associate in Applied Social Sciences (Social Policy and Administration)  
應用社會科學副學士 (社會政策及行政)
Associate in Applied Social Sciences (Social Welfare)  
應用社會科學副學士 (社會福利)
Associate in Applied Social Sciences (Sociology and Culture)  
應用社會科學副學士 (社會學及文化)

Definitive Scheme Document  
September 2010
This Definitive Scheme Document applies to students enrolling in programmes under the Associate Degree Scheme in Applied Social Sciences 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 Applied Social Sciences (‘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 five 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 Applied Social Sciences.

2.3 **Scheme Management Committee**

The Scheme Management Committee 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.

The Student/Staff Consultative Group 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**

The Associate Degree Scheme in Applied Social Sciences of HKCC is designed to provide students with fundamental discipline-specific knowledge as well as generic knowledge – primarily for future academic pursuits, and secondarily for entry into the job market as associate professionals. All the programmes under the Scheme also aim to help students develop a foundation of generic skills and broad-based knowledge that nurture life-long learning.

The structure of the Associate Degree Scheme in Applied Social Sciences is intended to provide students with a wide choice of specialism areas and elective subjects, and to offer them more flexibility. Such choices and flexibility will enable students to make informed decisions on the best ways to enhance their chances for further studies and career development.

The intended learning outcomes of the Scheme centre around generic and professional competence 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 Applied Social Sciences, students will be able to:

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

1. Demonstrate proficiency and competence in generic skills including the effective use of language, numerical skills, skills in information technology and interpersonal communication in information sharing, intellectual analysis, problem solving and interpersonal practice in a knowledge-based society;

2. Possess a desire of becoming life-long ‘active learners’ and ‘reflective practitioners’, an inquiring mind and a capacity of critical thinking, in further academic pursuit in social sciences and / or entering into the job market of human service professions;

3. Demonstrate competence in comprehensive understanding of the multiple aspects of human social life in context, and in making critical analysis of social reality with broad intellectual outlook, multiple theoretical perspectives and a global-local vision;

4. Acquire a person-in-situation understanding of social reality, with the realisation of the intricate relations and process of the interplay among individuals, organisations and society;

5. With a humanistic outlook, critically reflect on the significance of human values and attitude, as well as the multiplicity of interpretations to social experience and interpersonal relationship, in the study of social sciences and practice in human services;
6. Demonstrate competence to apply basic knowledge and skills required as an associate professional in human service provision and/or in further study in selected fields of social sciences.

**Specialism-specific Learning Outcomes**

There are specialism-specific learning outcomes in programmes with an award of specialism.

**Specialism in Psychology**

Upon graduation from the Associate in Applied Social Sciences (Psychology), students will be able to:

PSY1. Demonstrate familiarity with the basic philosophical underpinning, major concepts, theories, classical and contemporary empirical findings and trends in psychology;

PSY2. Analyze personal, social and organisational issues with the application of psychological theories so as to inform practices in daily life and related work settings;

PSY3. Conduct small-scale, basic empirical studies in psychology with the appropriate use of scientific reasoning, methodologies and the awareness of research ethics; and

PSY4. Evaluate the utility of different psychological perspectives in understanding psychology as a multi-faceted and multi-level discipline.

**Specialism in Social Policy and Administration**

Upon graduation from the Associate in Applied Social Sciences (Social Policy and Administration), students will be able to:

SPA1. Explain the basic knowledge, essential theories and concepts in understanding the organisational and societal context of social policy development and human service provision, and the related process and options of policy evaluation and advocacy;

SPA2. Demonstrate an awareness of the relationship among social policy, human services and human needs, and the relevance of moral values and issues related to the prioritisation and delivery of human services;

SPA3. Perform administrative duties in human services with modern management principles and competence in basic techniques and skills in modern management technologies; and
SPA4. Handle the complexity of work nature, working with contingencies, multi-disciplinary teamwork, participation in decision making and use of multiple resources in human service provisions.

**Specialism in Social Welfare**

Upon graduation from the Associate in Applied Social Sciences (Social Welfare), students will be able to:

SW1. Demonstrate an awareness of the relationship among social policy, welfare services and human needs, with the consideration of moral and professional values related to the prioritisation and delivery of welfare services;

SW2. Apply essential theories and concepts related to the general process model of intervention in welfare service provision;

SW3. Analyze the needs and problems of the welfare service users with both an understanding of the clients’ psychosocial needs and conditions as well as that of the state and development of local socio-political environment; and

SW4. Possess the basic techniques and skills to work with clients at multi-level (such as individuals, families, groups, organisations and community) intervention in welfare service provision.

**Specialism in Sociology and Culture**

Upon graduation from the Associate in Applied Social Sciences (Sociology and Culture), students will be able to:

SC1. Possess the solid theoretical and methodological knowledge to engage in the study of culture, with emphasis on the interplay among culture, individuals and society in different social contexts;

SC2. Employ a range of research methods to conduct rigorous analysis of the history, institution, production, meaning and practice of culture;

SC3. Identify the study of culture as a political practice that articulates the complex power relation and social inequality in different social contexts; and

SC4. Recognize the practical relevance of sociology that promotes the awareness of social diversity and informs the reflection of controversial cultural issues in the changing human world.
4. **Entry Requirements**

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

(i) Satisfactory completion of Form 6; and
   - Grade E in 5 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 1 Hong Kong Advanced Level Examination (HKALE) subject; or,
   - Grade E in 2 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 five Associate Degree programmes within the Scheme are offered in full-time mode of study. There are 2 semesters per year, each 14 weeks long. Students are required to complete 15 credits per semester. Prior approval is needed for students to study more or less than 15 credits per semester. The normal duration of the programmes is 2 years, and the maximum duration allowed for completion is 4 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 Associate Degree Scheme in Applied Social Sciences comprises five full-time credit-based study programmes. For each programme, students are required to complete

- 36 credits of award-specific subjects;
- 21 credits of general education (GE) subjects; and
- 3 credits of either a GE or an award-specific subject.

For the programmes of awards with specialism, award-specific subjects in each programme comprise 4 scheme compulsory subjects, 7 specialism-specific compulsory subjects, and 1 or 2 award-specific elective subjects which are chosen, observing any exclusion and pre-requisites / co-requisites requirements, from either the pool of specialism-specific compulsory subjects of other specialisms or the pool of award-specific elective subjects in the scheme.

For the programme of award without specialism, the award-specific subjects comprise 7 award-specific compulsory subjects, and 5 or 6 award-specific elective subjects which are chosen, observing any exclusion and pre-requisites / co-requisites requirements, from either the pool of specialism-specific compulsory subjects of the four specialisms or the pool of award-specific elective subjects in the scheme.

The general education subjects provide students with broad-based knowledge and generic skills in business studies, China studies, languages, liberal arts as well as science and technology. The award-specific subjects provide students with generic knowledge and skills in applied social sciences. The subjects offered in programmes of awards with specialisms provide specific knowledge and skills relating to professional practice in human service provision or a field of study in applied social sciences.
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, CC2004 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 successfully complete 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 Scheme are required to successfully complete 5 compulsory plus 2 or 3 elective subjects in general education (GE) studies for a total of 21 or 24 credits.

(I) GE Compulsory Subjects (15 credits)

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

1. CC2004 Introduction to Information Technology
2. CC2043 English for Academic Studies (Social Sciences)
3. CC2049 English for Workplace Communication (Social Sciences)
4. CC2052 Elementary Statistics
5. CC2427 The Art of Reasoning

(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 1 subject should be selected from Group A of the following subject areas listed in Table 1:

Group A: Liberal Arts
Group B: Business Studies / 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.
### Table 1 - General Education Elective Subjects

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<td>Group A</td>
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<td>N-S CC2008</td>
<td>Chinese Civilisation</td>
</tr>
<tr>
<td></td>
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<td>N-S CC2014</td>
<td>Aesthetics and Art Appreciation</td>
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<tr>
<td></td>
<td></td>
<td>N-S CC2033</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC2036</td>
<td>Introduction to Chinese Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3003</td>
<td>Contemporary Social Problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3004</td>
<td>Development of Pearl River Delta</td>
</tr>
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<td>N-S CC3006</td>
<td>The Perspectives of Eastern and Western Cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3011</td>
<td>Gender Issues</td>
</tr>
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<td></td>
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<td>N-S CC3015</td>
<td>Logic</td>
</tr>
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<td>N-S CC3016</td>
<td>Mass Media and Culture</td>
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<tr>
<td></td>
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<td>N-S CC3018</td>
<td>The History of Modern China and the World (From 1842 - Now)</td>
</tr>
<tr>
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<td>N-S CC3022</td>
<td>History, Culture, Economic and Social Development of East Asia</td>
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<tr>
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<td></td>
<td>N-S CC3023</td>
<td>History, Culture, Economic and Social Development of Southeast Asia</td>
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<td></td>
<td>N-S CC3026</td>
<td>Chinese Film and Fiction</td>
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<td>N-S CC3028</td>
<td>Issues in Applied Ethics</td>
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<tr>
<td></td>
<td></td>
<td>N-S CC3029</td>
<td>Modern Western Thought</td>
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<td>N-S CC3030</td>
<td>Selected Readings of Hong Kong Fiction</td>
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<tr>
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<td>N-S CC3031</td>
<td>Wisdom in Eastern Tradition</td>
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<td>Liberal Arts</td>
<td></td>
<td>N-S CC3031</td>
<td>Wisdom in Eastern Tradition</td>
</tr>
<tr>
<td>Group B</td>
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<td>N-S CC2101</td>
<td>Financial Accounting</td>
</tr>
<tr>
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<td></td>
<td>N-S CC2102</td>
<td>Theory and Practice of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC2104</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC2126</td>
<td>Introduction to Marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3144</td>
<td>Practicum in Workplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3145</td>
<td>Extensive Practicum in Workplace</td>
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<td>N-S CC3150</td>
<td>Organisational Behaviour</td>
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<td></td>
<td></td>
<td>N-S CC3153</td>
<td>Principles of Knowledge Management</td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
<td>N-S CC3121</td>
<td>Business Environment in China</td>
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<tr>
<td></td>
<td></td>
<td>N-S CC3122</td>
<td>China’s Economy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3411</td>
<td>Chinese Family and Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3467</td>
<td>Social Development in China</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3471</td>
<td>Social Problems and Social Issues in Contemporary China</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3492</td>
<td>Chinese Government and Politics</td>
</tr>
<tr>
<td>China Studies</td>
<td></td>
<td>N-S CC2009</td>
<td>Chinese Language</td>
</tr>
<tr>
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<td></td>
<td>N-S CC2010</td>
<td>Elementary French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC2011</td>
<td>Japanese I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC2012</td>
<td>Elementary Putonghua</td>
</tr>
<tr>
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<td>N-S CC2028</td>
<td>Grammar in Context</td>
</tr>
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<td>N-S CC2031</td>
<td>Japanese II</td>
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<td></td>
<td>N-S CC2054</td>
<td>Chinese Language (Taught in Putonghua)</td>
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<tr>
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<td>N-S CC2131</td>
<td>Chinese for Business Communication</td>
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<td>N-S CC3020</td>
<td>Oral Communication in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC3024</td>
<td>Japanese III</td>
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<td></td>
<td>N-S CC3025</td>
<td>Japanese IV</td>
</tr>
<tr>
<td>Languages</td>
<td></td>
<td>N-S CC3129</td>
<td>Business Putonghua</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td></td>
<td>N-S CC1002</td>
<td>Astronomy and Fortune-telling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC1003</td>
<td>Chinese Calligraphy and Painting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC1005</td>
<td>Buddhist Culture and Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC1007</td>
<td>The Art of Chinese Board Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N-S CC1008</td>
<td>Appreciation of Asian and Western Music</td>
</tr>
</tbody>
</table>
### Table 1 - General Education Elective Subjects (Continued)

<table>
<thead>
<tr>
<th>Science and Technology</th>
<th>S = Science subject</th>
<th>N-S = Non-science subject</th>
<th>^ Subject of 6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1006</td>
<td>Foundation of Chinese Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC2006</td>
<td>Introduction to Internet Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC2007</td>
<td>Environmental Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC2011</td>
<td>Principles of Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC3008</td>
<td>Food Hygiene and Nutritional Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Apart from the 21 or 24 credits of General Education subjects, students studying in the Associate Degree Scheme in Applied Social Sciences are required to complete 36 or 39 credits of award-specific subjects.

8.5.1 Awards with Specialism

(I) Award-specific Compulsory Subjects (33 credits)

Students are required to study 11 award-specific subjects according to their registered programme:

**Associate in Applied Social Sciences (Psychology)**

(1) CC2019 Introduction to Psychology  
(2) CC2416 Hong Kong Society  
(3) CC2424 Self Understanding and Communication Skills  
(4) CC2436 Thinking Sociologically  
(5) CC3017 Social Psychology  
(6) CC3708 Biological Psychology  
(7) CC3713 Developmental Psychology  
(8) CC3716 Learning and Cognition  
(9) CC3718 Mind, Behaviour and Human Nature  
(10) CC3722 Psychology of Personality  
(11) CC3725 Statistics and Research Methods in Psychology

**Associate in Applied Social Sciences (Social Policy and Administration)**

(1) CC2019 Introduction to Psychology  
(2) CC2416 Hong Kong Society  
(3) CC2424 Self Understanding and Communication Skills  
(4) CC2436 Thinking Sociologically  
(5) CC2444 Introduction to Social Services in Hong Kong  
(6) CC3496 Introduction to Social Research  
(7) CC3499 Government and Public Administration  
(8) CC3701 Management in Human Services  
(9) CC3702 Understanding Human Service Professions  
(10) CC3719 Policy, Welfare and Human Values  
(11) CC3780 Social Policy in Hong Kong

**Associate in Applied Social Sciences (Social Welfare)**

(1) CC2019 Introduction to Psychology  
(2) CC2416 Hong Kong Society  
(3) CC2424 Self Understanding and Communication Skills  
(4) CC2436 Thinking Sociologically
Associate in Applied Social Sciences (Sociology and Culture)

(1) CC2019 Introduction to Psychology
(2) CC2416 Hong Kong Society
(3) CC2424 Self Understanding and Communication Skills
(4) CC2436 Thinking Sociologically
(5) CC3443 Human Values and Modernity
(6) CC3496 Introduction to Social Research
(7) CC3710 City Culture and Public Life
(8) CC3712 Culture, Politics and Power
(9) CC3720 Popular Culture and Consumption
(10) CC3723 Social Structure and Social Theories
(11) CC3724 Sociology of Culture

(II) Award-specific Elective Subjects* (3 or 6 credits#)

In addition to the 11 award-specific compulsory subjects, students are also required to select 1 or 2 award-specific elective subjects, observing any exclusion and pre-requisites / co-requisites requirements, from EITHER the pool of other award-specific compulsory subjects within the scheme, OR the pool of award-specific elective subjects listed below.

(1) CC3453 Issues in Hong Kong Society
(2) CC3497 Marketing Strategies and Skills in Human Services
(3) CC3704 Human Capital Development
(4) CC3705 Programme Planning and Evaluation
(5) CC3707 Abnormal Psychology
(6) CC3709 Child Psychology
(7) CC3714 Globalisation and Development
(8) CC3717 Media and Politics
(9) CC3721 Psychology of Interpersonal Relationships
(10) CC3740 Chinese Psychology
(11) CC3774 Guidance and Counselling

# Please refer to Section 8.4 General Education Requirements.
* 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 13.
8.5.2 Award without Specialism

(I) Award-specific Compulsory Subjects (21 credits)

Students of **Associate in Applied Social Sciences** are required to study the following 7 award-specific compulsory subjects:

1. CC2019 Introduction to Psychology
2. CC2416 Hong Kong Society
3. CC2424 Self Understanding and Communication Skills
4. CC2436 Thinking Sociologically
5. CC3443 Human Values and Modernity
6. CC3444 Integrative Self Studies
7. CC3496 Introduction to Social Research

(II) Award-specific Elective Subjects* (15 or 18 credits#)

In Semester Two of Stage One, students of Associate in Applied Social Sciences are required to complete 1 award-specific elective subject selected from the following 4 subjects:

1. CC2438 Introduction to Social Work
2. CC2444 Introduction to Social Services in Hong Kong
3. CC3017 Social Psychology
4. CC3724 Sociology of Culture

In addition, students are also required to select 4 or 5 award-specific elective subjects, observing any exclusion and pre-requisites / co-requisites requirements, from EITHER the pool of other award-specific compulsory subjects within the scheme, OR the pool of award-specific elective subjects listed below.

1. CC3453 Issues in Hong Kong Society
2. CC3497 Marketing Strategies and Skills in Human Services
3. CC3704 Human Capital Development
4. CC3705 Programme Planning and Evaluation
5. CC3707 Abnormal Psychology
6. CC3709 Child Psychology
7. CC3714 Globalisation and Development
8. CC3717 Media and Politics
9. CC3721 Psychology of Interpersonal Relationships
10. CC3740 Chinese Psychology
11. CC3774 Guidance and Counselling

# Please refer to Section 8.4 General Education Requirements.
* 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 13.
### Table 2 - Study Pattern of Associate in Applied Social Sciences (Psychology)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC2019 Introduction to Psychology</td>
<td>CC2004 Introduction to Information Technology</td>
</tr>
<tr>
<td></td>
<td>CC2043 English for Academic Studies (Social Sciences)</td>
<td>CC2049 English for Workplace Communication (Social Sciences)</td>
</tr>
<tr>
<td>1</td>
<td>CC2052 Elementary Statistics</td>
<td>CC2416 Hong Kong Society</td>
</tr>
<tr>
<td></td>
<td>CC2424 Self Understanding and Communication Skills</td>
<td>CC2427 The Art of Reasoning</td>
</tr>
<tr>
<td></td>
<td>CC2436 Thinking Sociologically</td>
<td>CC3017 Social Psychology</td>
</tr>
<tr>
<td>2</td>
<td>CC3708 Biological Psychology</td>
<td>CC3716 Learning and Cognition</td>
</tr>
<tr>
<td></td>
<td>CC3713 Developmental Psychology</td>
<td>CC3718 Mind, Behaviour and Human Nature</td>
</tr>
<tr>
<td></td>
<td>CC3722 Psychology of Personality</td>
<td><strong>ONE award-specific elective subject#</strong></td>
</tr>
<tr>
<td></td>
<td>CC3725 Statistics and Research Methods in Psychology</td>
<td><strong>ONE general education elective subject#</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ONE general education elective subject#</strong></td>
<td><strong>ONE award-specific or general education elective subject#</strong></td>
</tr>
</tbody>
</table>

* Students should ensure that the General Education and / or Award-specific subjects they have selected satisfy the level, general education / award-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 13 and 14.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2043 English for Academic Studies (Social Sciences)</td>
<td>CC2004 Introduction to Information Technology</td>
</tr>
<tr>
<td></td>
<td>CC2052 Elementary Statistics</td>
<td>CC2019 Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>CC2424 Self Understanding and Communication Skills</td>
<td>CC2049 English for Workplace Communication (Social Sciences)</td>
</tr>
<tr>
<td></td>
<td>CC2427 The Art of Reasoning</td>
<td>CC2416 Hong Kong Society</td>
</tr>
<tr>
<td></td>
<td>CC2436 Thinking Sociologically</td>
<td>CC2444 Introduction to Social Services in Hong Kong</td>
</tr>
<tr>
<td>2</td>
<td>CC3496 Introduction to Social Research</td>
<td>CC3702 Understanding Human Service Professions</td>
</tr>
<tr>
<td></td>
<td>CC3499 Government and Public Administration</td>
<td>CC3719 Policy, Welfare and Human Values</td>
</tr>
<tr>
<td></td>
<td>CC3701 Management in Human Services</td>
<td>ONE award-specific elective subject#</td>
</tr>
<tr>
<td></td>
<td>CC3780 Social Policy in Hong Kong</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject#</td>
<td>ONE award-specific or general education elective subject#</td>
</tr>
</tbody>
</table>

# Students should ensure that the General Education and / or Award-specific subjects they have selected satisfy the level, general education / award-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 13 and 14.
Table 4 - Study Pattern of Associate in Applied Social Sciences (Social Welfare)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2019 Introduction to Psychology</td>
<td>CC2004 Introduction to Information Technology</td>
</tr>
<tr>
<td></td>
<td>CC2043 English for Academic Studies (Social Sciences)</td>
<td>CC2049 English for Workplace Communication (Social Sciences)</td>
</tr>
<tr>
<td></td>
<td>CC2052 Elementary Statistics</td>
<td>CC2416 Hong Kong Society</td>
</tr>
<tr>
<td></td>
<td>CC2424 Self Understanding and Communication Skills</td>
<td>CC2427 The Art of Reasoning</td>
</tr>
<tr>
<td></td>
<td>CC2436 Thinking Sociologically</td>
<td>CC2438 Introduction to Social Work</td>
</tr>
<tr>
<td>2</td>
<td>CC3473 Social Welfare in Hong Kong</td>
<td>CC3719 Policy, Welfare and Human Values</td>
</tr>
<tr>
<td></td>
<td>CC3711 Community Field Study</td>
<td>CC3726 Working with Groups, Communities and Organisations</td>
</tr>
<tr>
<td></td>
<td>CC3715 Human Behaviour and Social Environment</td>
<td>ONE award-specific elective subject#</td>
</tr>
<tr>
<td></td>
<td>CC3727 Working with Individuals and Families</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject#</td>
<td>ONE award-specific or general education elective subject#</td>
</tr>
</tbody>
</table>

# Students should ensure that the General Education and / or Award-specific subjects they have selected satisfy the level, general education / award-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 13 and 14.
Table 5 - Study Pattern of Associate in Applied Social Sciences (Sociology and Culture)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2043 English for Academic Studies (Social Sciences)</td>
<td>CC2004 Introduction to Information Technology</td>
</tr>
<tr>
<td></td>
<td>CC2052 Elementary Statistics</td>
<td>CC2019 Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>CC2424 Self Understanding and Communication Skills</td>
<td>CC2049 English for Workplace Communication (Social Sciences)</td>
</tr>
<tr>
<td></td>
<td>CC2427 The Art of Reasoning</td>
<td>CC2416 Hong Kong Society</td>
</tr>
<tr>
<td></td>
<td>CC2436 Thinking Sociologically</td>
<td>CC3724 Sociology of Culture</td>
</tr>
<tr>
<td>2</td>
<td>CC3443 Human Values and Modernity</td>
<td>CC3710 City Culture and Public Life</td>
</tr>
<tr>
<td></td>
<td>CC3496 Introduction to Social Research</td>
<td>CC3720 Popular Culture and Consumption</td>
</tr>
<tr>
<td></td>
<td>CC3712 Culture, Politics and Power</td>
<td>ONE award-specific elective subject#</td>
</tr>
<tr>
<td></td>
<td>CC3723 Social Structure and Social Theories</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject#</td>
<td>ONE award-specific or general education elective subject#</td>
</tr>
</tbody>
</table>

* Students should ensure that the General Education and / or Award-specific subjects they have selected satisfy the level, general education / award-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 13 and 14.
Table 6 - Study Pattern of Associate in Applied Social Sciences

<table>
<thead>
<tr>
<th>Stage</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC2019 Introduction to Psychology</td>
<td>CC2004 Introduction to Information Technology</td>
</tr>
<tr>
<td></td>
<td>CC2043 English for Academic Studies (Social Sciences)</td>
<td>CC2049 English for Workplace Communication (Social Sciences)</td>
</tr>
<tr>
<td></td>
<td>CC2052 Elementary Statistics</td>
<td>CC2416 Hong Kong Society</td>
</tr>
<tr>
<td></td>
<td>CC2424 Self Understanding and Communication Skills</td>
<td>CC2427 The Art of Reasoning</td>
</tr>
<tr>
<td></td>
<td>CC2436 Thinking Sociologically</td>
<td>ONE of the following as award-specific elective subject:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC2438 Introduction to Social Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC2444 Introduction to Social Services in Hong Kong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3017 Social Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3724 Sociology of Culture</td>
</tr>
<tr>
<td>2</td>
<td>CC3443 Human Values and Modernity</td>
<td>CC3444 Integrative Self Studies</td>
</tr>
<tr>
<td></td>
<td>CC3496 Introduction to Social Research</td>
<td>TWO award-specific elective subjects#</td>
</tr>
<tr>
<td></td>
<td>TWO award-specific elective subjects#</td>
<td>ONE general education elective subject#</td>
</tr>
<tr>
<td></td>
<td>ONE general education elective subject#</td>
<td>ONE award-specific or general education elective subject#</td>
</tr>
</tbody>
</table>

* Students should ensure that the General Education and / or Award-specific subjects they have selected satisfy the level, general education / award-specific requirements. It is their sole responsibility to ensure that they have completed all the requirements for graduation.

Remarks: 1. HKCC reserves the right to change the study pattern.
2. The offering of elective subjects is subject to adequate enrolment.
3. Some subjects may require students to complete pre-requisites before enrolment. For details on pre-requisite requirements for individual subjects, please refer to Table 13 and 14.
8.6 Programme Curriculum Maps

Table 7 – 11 present mappings of the subjects available to students of the programmes under the Associate Degree Scheme in Applied Social Sciences in relation to the intended learning outcomes as presented in Section 3. Each programme curriculum map denotes how each of the Scheme and Programme-specific outcomes is introduced, reinforced and assessed. It is worth noting that the Scheme and Programme-specific outcomes are achieved not just through the content of the subjects, but also through the variety of 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-specific outcomes.

Key to Table 7 – 11:

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
### Table 7 - Programme Curriculum Map of Associate in Applied Social Sciences (Psychology)

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#### General Education Compulsory Subjects

- **CC2004**  
  Introduction to Information Technology  
  Scheme Outcome 1

#### General Education Elective Subjects

- Over 50 subjects from 2 groups
  - General Education Electives
    - Scheme Outcome 1

#### Award-specific Compulsory Subjects

- **CC2019**  
  Introduction to Psychology  
  I, I

- **CC2416**  
  Hong Kong Society  
  I, A

- **CC2424**  
  Self Understanding and Communication Skills  
  I, A

- **CC2436**  
  Thinking Sociologically  
  I, A

- **CC3017**  
  Social Psychology  
  R

- **CC3708**  
  Biological Psychology  
  R

- **CC3713**  
  Developmental Psychology  
  R, A

- **CC3716**  
  Learning and Cognition  
  R, A

- **CC3718**  
  Mind, Behaviour and Human Nature  
  R

- **CC3722**  
  Psychology of Personality  
  R

- **CC3725**  
  Statistics and Research Methods in Psychology  
  I
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* For the full outcome statements of the AD Scheme in Applied Social Sciences, please refer to Section 3 of this document.

# For the full outcome statements of the Associate in Applied Social Sciences (Psychology) programme, please refer to Section 3 of this document.
Table 8 - Programme Curriculum Map of Associate in Applied Social Sciences (Social Policy and Administration)

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* For the full outcome statements of the Associate Degree Scheme in Applied Social Sciences, please refer to Section 3 of this programme document.

# For the full outcome statements of the Associate in Applied Social Sciences (Social Policy and Administration) programme, please refer to Section 3 of this programme document.
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* For the full outcome statements of the Associate Degree Scheme in Applied Social Sciences, please refer to Section 3 of this programme document.

\(^\d\) For the full outcome statements of the Associate in Applied Social Sciences (Social Welfare) programme, please refer to Section 3 of this programme document.
### Table 10 - Programme Curriculum Map of Associate in Applied Social Sciences (Sociology and Culture)

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**General Education Compulsory Subjects**

**General Education Elective Subjects**

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**Award-specific Compulsory Subjects**

<p>| CC2019            | Introduction to Psychology | I           | I          | I, A       | I, A       | I          | I          |                        |                        |                        |                        |
| CC2416            | Hong Kong Society          | R, A        | R, A       | R          | I, A       | I, A       | I, A       |                        |                        |                        |                        |
| CC2436            | Thinking Sociologically    | I, A        | I, A       | I, A       | I, A       | I          | I, A       |                        |                        |                        |                        |
| CC3443            | Human Values and Modernity | R, A        | R, A       | R          | R          | R, A       | R          |                        |                        |                        |                        |
| CC3496            | Introduction to Social Research | R, A |                   | R, A |       | R          | R, A       |                        |                        |                        |                        |
| CC3710            | City Culture and Public Life | R           | R, A       | R          | R          | R, A       | R          |                        |                        |                        |                        |
| CC3720            | Popular Culture and Consumption | R           | R, A       | R, A       | R          | R, A       | R          |                        |                        |                        |                        |
| CC3723            | Social Structure and Social Theories | R, A | R, A |                   | R          | R, A       | R, A       |                        |                        |                        |                        |</p>
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# For the full outcome statements of the Associate in Applied Social Sciences (Sociology and Culture) programme, please refer to Section 3 of this programme document.
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<sup>a</sup> 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 specified in the subject syllabuses.

10. **Teaching and Learning Methods**

The teaching and learning philosophy underlying the Associate Degree Scheme in Applied Social Sciences 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 they 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. Organisations in community will be invited for collaboration with the Scheme to provide opportunities for students in terms of doing community observation, making contacts and interviews with community groups and service users, conducting small-scale community studies and participating in delivery of community services.

11. **Assessment and Examinations**

11.1 **Principles of Assessment**

Assessments used in the Associate Degree Scheme in Applied Social Sciences 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, at the end of their studies, have achieved the standard commensurate with the award. 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 in which 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 assessments.

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), the Assistant 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 his 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 the definitive scheme document.
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<th>Subject Nature</th>
<th>Group / Area</th>
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1. CC2004, CC2005, CC2029, CC2035 and CC2051 are exclusive to each other
2. CC2003, CC2026, CC2030 and CC2052 are exclusive to each other
3. CC3144 and CC3145 are exclusive to each other
4. CC2108 and CC3150 are exclusive to each other
5. CC2054 and CC2009 / CC2012 are exclusive to each other
6. CC2113 and CC2131 are exclusive to each other
7. Students should only be allowed to take either CC3020 or CC3606 during their programme of study
8. CC2127 and CC2201 are exclusive to each other

* or a minimum of 42 hours training on Japanese and / or equivalent proficiency of Japanese, which must be supported by an official document.
& students are required to obtain a pass grade in Putonghua subject at Secondary 3 level or equivalent proficiency of Putonghua, 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.
^ or equivalent proficiency of Putonghua, which must be supported by an official document.

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 www.hkcc-polyu.edu.hk.
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<th>Subject Nature</th>
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<td></td>
<td></td>
<td>CC3780</td>
<td>N-S</td>
<td>Social Policy in Hong Kong</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Social Welfare</td>
<td></td>
<td>CC3438</td>
<td>N-S</td>
<td>Introduction to Social Work</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3473</td>
<td>N-S</td>
<td>Social Welfare in Hong Kong</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3711</td>
<td>N-S</td>
<td>Community Field Study</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3715</td>
<td>N-S</td>
<td>Human Behaviour and Social Environment</td>
<td>60</td>
<td>40</td>
<td>CC2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3719</td>
<td>N-S</td>
<td>Policy, Welfare and Human Values</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3726</td>
<td>N-S</td>
<td>Working with Groups, Communities and Organisations</td>
<td>50</td>
<td>50</td>
<td>CC2019</td>
<td></td>
</tr>
<tr>
<td>Sociology and Culture</td>
<td></td>
<td>CC3443</td>
<td>N-S</td>
<td>Human Values and Modernity</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3496</td>
<td>N-S</td>
<td>Introduction to Social Research</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3710</td>
<td>N-S</td>
<td>City Culture and Public Life</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3712</td>
<td>N-S</td>
<td>Culture, Politics and Power</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3720</td>
<td>N-S</td>
<td>Popular Culture and Consumption</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3723</td>
<td>N-S</td>
<td>Social Structure and Social Theories</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3724</td>
<td>N-S</td>
<td>Sociology of Culture</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
<td></td>
</tr>
<tr>
<td>Award without Specialism</td>
<td></td>
<td>CC3443</td>
<td>N-S</td>
<td>Human Values and Modernity</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3444</td>
<td>N-S</td>
<td>Integrative Self Studies</td>
<td>100</td>
<td>-</td>
<td>CC2019 or CC2416</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC3496</td>
<td>N-S</td>
<td>Introduction to Social Research</td>
<td>100</td>
<td>-</td>
<td>Nil</td>
<td></td>
</tr>
</tbody>
</table>

33
### Table 13 - Assessment Weighting of Award-Specific Subjects (Continued)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Nature</th>
<th>Subject Title</th>
<th>Coursework (%)</th>
<th>Exam (%)</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC3453</td>
<td>N-S</td>
<td>Issues in Hong Kong Society</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
</tr>
<tr>
<td>CC3497</td>
<td>N-S</td>
<td>Marketing Strategies and Skills in Human Services</td>
<td>100</td>
<td>-</td>
<td>CC3701</td>
</tr>
<tr>
<td>CC3704</td>
<td>N-S</td>
<td>Human Capital Development</td>
<td>100</td>
<td>-</td>
<td>CC3701</td>
</tr>
<tr>
<td>CC3705</td>
<td>N-S</td>
<td>Programme Planning and Evaluation</td>
<td>100</td>
<td>-</td>
<td>CC3701</td>
</tr>
<tr>
<td>CC3707</td>
<td>N-S</td>
<td>Abnormal Psychology</td>
<td>50</td>
<td>50</td>
<td>CC2019</td>
</tr>
<tr>
<td>CC3709</td>
<td>N-S</td>
<td>Child Psychology</td>
<td>60</td>
<td>40</td>
<td>CC2019</td>
</tr>
<tr>
<td>CC3714</td>
<td>N-S</td>
<td>Globalisation and Development</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
</tr>
<tr>
<td>CC3717</td>
<td>N-S</td>
<td>Media and Politics</td>
<td>100</td>
<td>-</td>
<td>CC2436</td>
</tr>
<tr>
<td>CC3721</td>
<td>N-S</td>
<td>Psychology of Interpersonal Relationships</td>
<td>50</td>
<td>50</td>
<td>CC2019</td>
</tr>
<tr>
<td>CC3740</td>
<td>N-S</td>
<td>Chinese Psychology</td>
<td>100</td>
<td>-</td>
<td>CC2019</td>
</tr>
<tr>
<td>CC3774</td>
<td>N-S</td>
<td>Guidance and Counselling</td>
<td>100</td>
<td>-</td>
<td>CC2438</td>
</tr>
</tbody>
</table>

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

1. CC3713 and CC3715 are exclusive to each other
2. CC3444 and CC3711 are exclusive to each other
3. CC3443, CC3718 and CC3719 are exclusive to each other
4. CC3496 and CC3725 are exclusive to each other

Subject syllabuses can be obtained via MY HKCC accessible through HKCC website at [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 overall 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:

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

(2) 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

(3) 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 (2) or (3) 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 (2) and (3) 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:

\[
GPA = \frac{\sum_{n=1}^{n} \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_{n=1}^{n} \text{Subject Credit Value}}
\]

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. 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 the 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 for 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 may 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 shall 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 other students’ 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 programmes are bound by all other regulations of HKCC, the CPCE, and / or the University.
Section Two: Syllabuses
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，紹金山天文臺的意義。
西方天文學的歷程
加里略的發展，哥白尼定律，近代西方天文臺。

星空的初步認識
瞭解星雲的分佈，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。
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、臨摹白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局、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。

中國書畫藝術的畫訣
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，字體的結構及章法佈局要訣。

書畫分門細論
篆書、行書、草書、楷書；交人畫、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
鼓励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，生動地教導學員了解中國書法及繪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）深化課堂所教的知識。講師也藉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，模帖歷代著名書法家，藉繪畫竹及梅等自然草木，體會中國先賢書法及摹繪的運意與規則，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，及從報告考察所獲的知識。
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），考核同學了解中國書畫的基礎知識。
指示性参考書目

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：《中國繪畫文化》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。
佛教文化與藝術 Buddhist Culture and Art

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
佛教音樂與節律。

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、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，教導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。講師也會藉導修課，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，考核同學合作能力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。
指示性参考書目

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。
科目目標

中國醫學基礎知識為中國文化遺產的重要部份，有著悠久的歷史及豐富的內涵，它們融合醫學、倫理、文化精神和趣味為一體，也是呈現中國文化精義「天人合一」的形式之一，吸引著眾多愛好者神遊傳統中醫文化。學習中醫的人，往往能藉醫學原理及劑方，融合個人於大自然奇趣之中，糅合道學剛勁與陰柔，陰陽調和相濟，學習中醫藥學均有無窮的樂趣，故本科尤教導中國傳統醫學的基礎知識及文化要義，使學員明白中國醫學的文化精神。同時，本科更旨在增加學員學習中國醫學的興趣，提高學員掌握中國醫學文化基礎知識。

學習成果

在完成此科目後，學生有足夠能力：

- 明白中國醫學文化的基礎知識及特點。
- 運用掌握的基礎知識與各學員交流中醫學文化。
- 從實習中分辨及了解人類經脈的分佈及五臟六腑構成的原理。
- 藉了解中國醫學的特色，欣賞中國文化精義內「天人合一」養生之道。

指示性教學內容

- 中醫學歷史及重要
  中國醫學的地位，自先秦至近代中國醫學的歷史發展。

- 中醫學的特色
  針灸、骨骼的原理、中醫聞診、問診及切診。

- 中醫經脈及診斷原理
  以李時珍《本草綱目》為中心的引介。
中醫學與道學文化
氣功原理與中醫的發展。

中醫兒科及方劑學
癲癇及傷寒的治療方法。

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，尤多應用電子光碟內有關中國醫學知識、人體經絡的光盤及視覺器材，教導學生了解中國醫學的要義及其蘊含的歷史文化，使科目的知識及科學邏輯。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、實習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，及從報告中考核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. 實習──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灸學》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：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：《中醫痢疾的現代研究與治療》北京：學苑出版社，2002 年。
科目目標

- 棋藝素爲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、趣味和競技爲一體，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之文化理念

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棋盤、棋子，尤其是電子光碟棋盤及視覺器材，教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。講師也會藉導修課，使學員運用課堂上學習知識，進行不同棋藝的下棋遊戲，實習棋子的走法、「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。

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。
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、蕭百納等；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曲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

許之衡：《中國音樂小史》上海：簡務印書館，1939年。
沈知白：《中國音樂史綱要》上海：上海文藝出版社，1982年。
朱世瑞：《中國音樂中複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 comprehensive knowledge in Information Technology and its applications. Studying the subject will help students to effectively use current information technology relevant to tertiary level studies and daily life. It also develops end-user computing skills required 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
- use and analyze the requirements of Information Technology for different business activities
- use current information technology necessary for daily life application

Indicative Contents

- **Information Technology: Introduction**
  Concepts of data and information processing; Overview of computer technology; Related concepts: data versus information, binary operations, encoding schemes, etc.; Classification of computer systems.

- **Hardware Technology**
  Processing technology; Storage technology; Input technology; Output technology.

- **Software Technology**
  System software: operating system, utilities, etc.; Application software and its classification; Software distribution.

- **Communications Technology**
  Basic concepts; Essentials of networking; Related hardware and software; Internet features and resources; WWW (World Wide Web) and browsers.
- **End-User-Computing Skills**
  Word-processing; Spreadsheet processing; File processing and database handling; Working with presentation software.

- **Information Systems in Daily Life**
  Concepts of information systems; Different types of information systems.

**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.

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

**Assessment Approach**

A variety of assessment tools are used, including hands-on practice and computer lab assignments, tests, projects 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 daily activities and applications (e.g. study, work).

**Indicative Readings**

**Recommended Textbook**

**References**
Burd, S. D. *System Architecture*. Prentice Hall. (latest ed.).


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
Jean Andrews, i-Net+ Guide to Internet, Course Technology (latest ed.).

References
Comer, D.E., Computer Networks and Internets, Prentice Hall (latest ed.).


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

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**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


科目目標

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、法律等各方面教導有關中國文化知識，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，引證課堂教導的知識，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。
- 體會中國文化的意義。
- 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。

中國人的愛情觀
中國人對親人，鄉鄰，兄弟之情，男女相愛的情。

中國人的諸神祟拜
道教諸神，中國佛教，行業神。

中國人的死後世界
死葬禮儀，死後的世界與人間的互動。

中國法律文化
刑具，禮法之爭。

中國軍事思想
墨子，宋代軍事思想，鄭和下西洋。

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


王力編：《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。
中國語文  Chinese Language

程度  2
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  42 小時課堂講授
修課的必備條件  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：香港書店，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。

路德慶主編：《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：商务印书館(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
Aims

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 I』（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）
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
教學方法

主講課主要由教師為學生講解課文中的語音、辭彙和語法現象，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，期中測驗和會話評估。

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) 期中測驗：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
中國社會科学院語言研究所詞典編輯室編：《現代漢語詞典》香港：商務印書館，2001年。

曾子凡編著：《廣州話普通話語音對譯手冊》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：商務印書館，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.clc.polyu.edu.hk/

香港教育城漢語拼音自學網頁(普通話聲韻表、漢語拼音板和拼讀練習等)
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 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 text book, 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**


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.).


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』（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 I』（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）
CC2033 哲學概論 Introduction to Philosophy

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English and 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 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。

林正弘編：《想一想哲學問題》，台灣：三民書局，2002年。
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《射雕英雄傳》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。
**CC2043**  
**English for Academic Studies (Social Sciences)**

| Level  | 2 |
| Credits | 3 |
| Nature | Non-science |
| Medium of Instruction | English |
| Teaching Pattern | 42 hours of Seminar  
10 hours of Workshop* |
| Prerequisites | Nil |
| Assessment | 100% Coursework |

**Aims**

This subject prepares students for successful academic studies in an English medium post-secondary school learning environment. The main focus of this subject is to develop students’ confidence and competence in using English within the academic contexts of social sciences.

**Learning Outcomes**

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

- Apply learned reading strategies to improve comprehension of varied forms of English materials from the field of social sciences
- Write well-structured academic texts related to the field of social sciences
- Research, evaluate, and reference online and print sources using APA citation style
- Summarize, paraphrase, and analyze from written and spoken sources
- Present and discuss ideas orally and collaboratively in small and large group settings
- Reflect critically on their own learning process

**Indicative Contents**

- **Reading and listening skills**  
  Skimming for gist. Scanning for specific information. Evaluating strengths and weaknesses of texts; Drawing inferences; Synthesising multiple texts including journal articles. Dealing with unknown words. Taking notes from spoken and written sources.

- **Writing skills**  

- **Research skills**  
  Using the Internet and library to gather information. Evaluating sources. Using APA citation style.
Speaking Skills
Discussing in groups (Expressing opinions, agreeing/disagreeing, asking for clarification). Preparing and delivering oral presentations.

Study Skills

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 social sciences 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

References


Aims

The subject introduces students to various English language and communication skills required in their future professions in the field of social sciences. The main focus is to develop in students the competence to select 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 principles of workplace communication.
- Write different workplace documents such as letters, memos and e-mails with appropriate content, organization pattern, format, tone, style and sentence skills.
- Organise and synthesise information from online, print, and human sources to support a claim.
- Express ideas persuasively and accurately with social science-specific terminology and APA citation style in proposals and reports.
- Deliver effective presentations and communicate accurately and professionally in other oral communication tasks such as 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; Patterns of organization (e.g. direct and indirect patterns); Teamwork skills.

- Workplace Writing
  Reports and professional correspondence (e.g. letters, memos, emails) related to social sciences (Identifying, planning and researching a topic; selecting and using relevant content, appropriate style and format, structure and layout. supporting a claim using online, print and human sources, etc.); Social science written style and tone. Job application letters and résumés.
Oral Communication in the Workplace

Presentations (e.g. organisation of ideas, delivery skills, etc.); Telephone calls. Specific verbal and non-verbal interactive strategies for effective job interviews, including the skills of asking and answering interview questions.

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 social sciences. 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 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


Aims

This subject aims to provide students with fundamental understanding of basic statistics and their applications. Studying the subject also helps develop students’ ability to compile statistical data, carry out simple statistical calculation and understand the elements of probability and probability distributions. The emphasis will be on application of statistical methods to solving practical problems.

Learning Outcomes

On successfully completing this subject, students are expected to be able to:

- understand some basic knowledge and skills of elementary statistics;
- apply statistical reasoning to describe and analyze essential features of data sets and different problems in real-life situations.
- extend their knowledge of statistical techniques and adapt inferential procedures to different situations.
- develop and extrapolate statistical concepts in synthesizing and solving problems.
- apply relevant statistics knowledge to enhance their further studies.
- demonstrate the abilities of logical and analytical thinking.

Indicative Contents

- **Nature of Statistics**
  Descriptive and inferential statistics, types of data, data collection methods, sampling techniques, observational and experimental studies.

- **Descriptive Statistics**
  Organization of data, frequency distributions, graphical representation, measures of central tendency, measures of variability and measure of position. Practical examples in real life are used.
- **Probability**
  Experiment, events, sample space and probability, probability rules and conditional probability.

- **Discrete Probability Distributions**
  Discrete random variables, probability distributions, expected value, variance and binomial distribution. Illustrations of their applications in real life examples.

- **Normal Distributions**
  Properties of normal distribution, standard normal distribution, sampling distribution of sample mean and application on central limit theorem. Illustrations of their applications in real life examples.

- **Inferential Statistics**
  Confidence intervals for a population mean, confidence intervals for a population proportion and sample size determination, null and alternative hypothesis, type I and II errors.

**Teaching/Learning Approach**

Lectures are used to introduce and explain statistics concepts, techniques and their applications in a non-theoretical approach. Students have ample opportunities to apply, consolidate and reinforce the subject knowledge learned through related problem-solving exercises in tutorials.

**Assessment Approach**

Effective assessment tools are adopted, including end-of-chapter type problems, written assignments, tests and examinations, all designed to develop and assess the analytical and problem-solving skills of students.

**Indicative Readings**

- **Recommended Textbook**

- **References**
## CC2054

**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 |
| 修讀的必備條件 | 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 |
|  | CC2009 中國語文科或 CC2012 初級普通話科 |
| 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、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。
- 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，報告指定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。

蔡富春主編：《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：商務印書館，最新版。

國家語文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：商務印書館，最新版。
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.
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
Bateman, T. S., Snell, S. A., Management - Competing in the new era, McGraw-Hill/Irwin (latest ed.).


Schermherhorn, J. R., Management, John Wiley & Sons (latest ed.).
CC2104  Introduction to Microeconomics

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 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

This subject introduces the basic principles and concepts of Marketing. It equips students with foundation 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 others 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


中文商務傳意 Chinese for Business Communication

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。
- 運用中文商務實用文的知識，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，概述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（包括簡報/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，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，闡述立場等；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：《現代商務傳意大全》，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〕：《中港應用文書傳意大全》，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。
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 experience 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 classes, 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 Textbook

Wu, T. C. *An Introduction to Object-Oriented Programming with Java*. McGraw-Hill. (latest ed.).

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.).


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.).

Aims

This subject aims to acquaint students with a coherent body of knowledge to examine the social, cultural and political developments of Hong Kong. In examining the structural transformations of Hong Kong and the impacts on Hong Kong people, it enables students to demonstrate their thorough knowledge of society and also their competence in discussing controversial social issues in a rational manner.

Learning Outcomes

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

- unravel the myths of the history of Hong Kong by analysing the interpenetration of the social, cultural and political developments of Hong Kong
- examine the trajectory of colonial rule and its impacts on the new governance of the Hong Kong Special Administrative Region
- understand the cultural formation and political contestation of Hong Kong identity
- develop a historical sensitivity to diagnosing and evaluating emerging social, cultural and political issues in Hong Kong

Indicative Contents

- **Characteristics of Early Hong Kong and its Impact on her Later Growth**  
  Nature of occupation and hence nature of early colonial governance; Societal formation and its impact on Hong Kong-China relationship; Impact of transition of stateship in Mainland China on Hong Kong.

- **Reflections on Socio-cultural Features of Hong Kong**  
  Social ethos of refugee society; Emergence of Hong Kong way of life; Formation of and controversy over Hong Kong identity.

- **Political Boundary and Limitations of Hong Kong**  
  Art and myth of colonial governance through political absorption of politics; Impact of representative government to political development of Hong Kong; Critique on forming and performing of HKSAR government.
Teaching/Learning Approach

Throughout lectures, TV documentaries, newspaper clippings, cultural magazines and government documents are used as complementary teaching/learning materials to enhance students’ historical awareness, reflect the history of Hong Kong from different perspectives, and encourage rational discussion of current social issues. Screenings and museum visits are also regularly arranged.

Tutorials are conducted in the form of group discussions. Students are divided into small groups to conduct presentations of assigned topics. They are expected to formulate their focuses of presentation, conduct cases studies, and facilitate group discussion.

Assessment Approach

Besides tests that assess students’ knowledge of aspects of Hong Kong society, presentations, case studies as well as individual essays are used to examine students’ analytical ability and competence in conducting sophisticated analysis of substantive social issues.

Indicative Readings

Recommended Textbooks
Leung, K.P. Perspectives on Hong Kong Society. Oxford University Press. (latest ed.).

References
Lau, Siu-kai. Society and Politics in Hong Kong. Chinese University Press. (latest ed.).

王宏志：《歷史的沉重：從香港看中國大陸的香港史論述》香港：牛津大學出版社 (最新版本)。

王賡武（編）：《香港史新編》香港：三聯書店 (最新版本)。

吳俊雄、張志偉（編）：《閱讀香港普及文化 — 1970-2000》香港：牛津大學出版社 (最新版本)。
Aims

This subject aims to increase students’ self-understanding and to improve their communication skills with the use of experiential approach. It facilitates them to understand themselves in relation to the social systems they were brought up in the past and now situated in, in addition to their personal characteristics. It also helps them to develop appropriate attitude and effective skills in communicating with people under the context of practice in human service.

Learning Outcomes

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

- articulate and reflect from a systemic perspective their personal abilities, feelings, values, attitudes and life goal in order to enhance self-awareness and expand themselves
- identify and develop the core conditions of relationship building in human service profession
- know and apply the basic skills in effective interpersonal communication through classroom role-play, and further in live situation

Indicative Contents

- **Learning Mode**
  Rote learning vs. meaningful learning, expository learning vs. discovery learning, Kolb’s experiential learning model.

- **Process and Pattern of Human Communication**
  Elements of communication process, Satir’s model of communication.

- **Value Clarification**
  Students’ own value stances and priorities, formation of values, values dilemma and their resolution, common values of practice in human service.

- **Self-understanding**
  Students’ growth in relation to their significant others and important events in life, personal strengths and weaknesses, and life goal.

- **Relationship**
  Core conditions of relationship building, including empathy, warmth, and genuineness, in human service profession.
**Interpersonal Communication Skills**
Basic skills of communication, including attending behaviour, listening and questioning techniques, minimal encouragement, reflection of content and feelings, and summarization.

**Teaching/Learning Approach**

- **Small group approach:** This subject uses the small-group learning method in order to facilitate communication, students’ participation and interaction.
- **Experiential learning:** Each workshop session will include simulation exercises, role plays, and discussions as well as mini-lectures.
- **Use of audio-visual facilities:** Some of the students’ activities will be video recorded and played back so that students can participate in reviewing their own performance and that of their classmates.

**Assessment Approach**

Continuous assessment will be adopted in this subject.
- Students will be invited to hand in their portfolio regularly to show their reflection and/or changes throughout the learning in the subject.
- Assessment of their learning of core conditions and interpersonal communication skills will be conducted in class through role-play.
- Peer and self assessment is adopted to enhance awareness and to encourage vicarious learning.

**Indicative Readings**

Recommended Textbook
梁傳孫、吳敏潔及伍銳明：《認識自我與溝通技巧－網上教材》香港理工大學應用社會科學系 (最新版本)。

Supplementary


黃惠惠：《自我與人際溝通》台北：張老師出版社 (最新版本)。
Aims

This subject aims to enhance the competence of students in constructing, understanding, analysing and criticising arguments. Besides encouraging students to examine everyday issues, it lays strong emphasis on developing this critical and analytical competence in helping them to articulate and reflect on the basic values and principles of human service professions.

Learning Outcomes

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

- develop proficiency and skills in understanding the structure of arguments and reasoning
- develop competence in rationality constructing, analysing, justifying and criticising arguments
- examine everyday issues analytically and critically, with particular emphasis on understanding, reflecting on and articulating the nature of human service professions
- appreciate the importance of constructing arguments and reasoning in a rational and logical manner

Indicative Contents

- **Introduction**
  Nature of arguments and reasoning; Relevance of arguments and reasoning.

- **Structure of Arguments**
  Premise and conclusion; Evidence and logical relationship; Soundness, truth and validity.

- **Meaning and Clarity**
  Atomistic meaning and contextual meaning; Paraphrasing and interpretation; Accuracy and ambiguity.

- **Informal Fallacies**
  Nature of fallacies; Fallacies of relevance; Fallacies of presumption, ambiguity and grammatical analogy; Fallacies in ordinary language.

- **Scientific Method**
  Problem of induction; Scientific explanation and truth; Perception and theory; Context of discovery and context of justification.
Human Service and Reasoning
Theory, assumption, and human services; Rationality, values and principles.

Teaching/Learning Approach

The teaching approach consists of lectures and seminars. Lectures are given to motivate students to apply the thinking skills to problems and issues in everyday life, as well as the basic values and principles of human service professions. Students are expected to organise presentations and small group discussions in seminars on assigned topics.

Assessment Approach

Besides tests that examine students’ knowledge of reasoning and arguments, presentations are used to assess students’ analytical ability and competence in formulating and articulating arguments, participating in rational discussion, and also reflecting on the centrality of values and principles in human service professions.

Students are expected to use either English or Chinese in assessment.

Indicative Readings

Recommended Textbook
Fogelin, Robert J. Understanding Arguments: An Introduction to Informal Logic, Harcourt Brace Jovanovich (latest ed.).

References
Missimer, Connie A. Good Arguments: An Introduction to Critical Thinking. Prentice-Hall. (latest ed.).
李天命：《語理分析的思考方法》香港：青年書屋 (最新版本)。
CC2436  Thinking Sociologically

| 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 aims to systematically enhance students’ understanding of human social life, groups and societies from both micro and macro sociological perspectives. It equips them with a critical mind and a humanistic attitude to observe, interpret and articulate unique human actions and emerging social issues, and enables them to appreciate the importance of cultural diversity and social equality in the changing human world.

**Learning Outcomes**

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

- understand basic concepts and theories in sociology, and apply them to critically examining substantive social issues
- integrate both micro and macro perspectives to analyze the dynamic among social structure, individual action and social change
- demonstrate awareness and understanding of diverse social phenomena in both local and global contexts

**Indicative Contents**

- **Sociological Perspectives**  
  Conflict approaches; Functionalism; Action theory.

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

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

- **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; Globalisation and the information society.

**Teaching/Learning Approach**

Lectures strongly emphasise active interaction between students and lecturers. They are delivered, whenever necessary, with the aid of audio-visual materials to strengthen students’ awareness and rational discussion of current social issues.

Seminars are conducted in the form of group discussion. Students are divided into small groups to conduct presentations of assigned topics. They are expected to discuss their focuses of presentation, conduct small scale research, apply and integrate relevant sociological theories and concepts to articulate social issues, and also facilitate group discussion.

**Assessment Approach**

Besides tests and an examination that assess students’ understanding and application of sociological concepts and theories, presentations, case studies as well as written reports are used to examine students’ analytical ability and competence in conducting sociological analysis of substantive social issues.

**Indicative Readings**

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


**References**


CC2438 Introduction to Social Work

Level 2
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisites Nil
Assessment 100% Coursework

Aims

This subject aims at providing a foundation for professional education programs in social work. It equips students with an understanding about the historical development, value base, ethics, goals and functions of social work. It also provides students with a reflective understanding of social work professions, in terms of professional relationship, generic intervention models, roles and tasks. Students in this subject will reflect on the issues of professionalization in social work and relate them specifically to the local context.

Learning Outcomes

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

- describe the basic knowledge and concepts about social work including definitions, scope of services, goals and functions, and examine the historical development of social work
- reflect on the philosophical and value foundation of social work
- apply the person-in-situated-context framework in addressing human needs
- differentiate multiple roles and tasks, multi-level intervention, values and ethics of social work practice
- articulate the main features of people-centred professional relationships with basic knowledge and skills pertaining to social work
- formulate an understanding of social work profession, relate the professionalization of social work in the local context and identify future trends in social work

Indicative Contents

- Basic concepts and knowledge related to social work
  Definitions and boundaries of social work; Goals and functions of social work; Historical and recent development of social work and social work profession; Models of social service delivery.

- Foundation of social work
  Philosophical and value foundation of social work; Goals and functions of social work; Addressing human needs in person-in-situated-context framework; Ethics in social work practice.
Social work practice
Roles and tasks of social work professionals; Professional working relationship, boundary issues and the use of power; Multi-level intervention in social work; Generic work process.

Professionalism and professionalization of social work
Functional and power analysis on professionalization; De-professionalization, semi-profession and para-profession; Professionalism, accountability and autonomy.

Context of social work practice
Social work practice in local context; Contemporary trends in social work; Social work profession as a career.

Teaching/Learning Approach
Lectures focus on clarification of concepts, delineation of theories and summarization of contextual information. Students are expected to take an active part in the learning process. In the lecture, class exercises and case/newspaper discussion are built-in as means to assist students to integrate and apply the concepts and theories gained. Apart from interactive lectures, seminars emphasize application of concepts/principles in contextual reflection, using an interactive approach. The activities in seminars normally include student presentations, discussion of problems and case studies.

Assessment Approach
Continuous assessment will be adopted in this subject. A variety of assessment tools will be used, including seminar presentation, seminar kit, quiz and term paper, to develop and assess students’ understanding and reflection concerning the subject.

Indicative Readings
Recommended Textbook

References


周永新（編）： *社會工作學新論* 香港: 商務印書館 (最新版本)。

何潔雲、阮曾媛琪（編）： *邁向新世紀: 社會工作理論與實踐新趨勢* 八方文化企業公司 (最新版本)。
**CC2444 Introduction to Social Services in Hong Kong**

<table>
<thead>
<tr>
<th>Level</th>
<th>2</th>
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<tbody>
<tr>
<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>
<td>English and Chinese (Spoken: Cantonese; Written: Chinese)</td>
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<td>Teaching Pattern</td>
<td>28 hours of Lecture; 14 hours of Tutorial</td>
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<td>Prerequisites</td>
<td>Nil</td>
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<tr>
<td>Assessment</td>
<td>100% Coursework</td>
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**Aims**

This subject equips students with basic concepts in examining issues in social services and social policies. It provides students a basic understanding of the social service systems in Hong Kong. It also identifies the key factors affecting social service development in Hong Kong through locating the experience of Hong Kong in the context of global community. The recent trends of development of social services will also be discussed.

**Learning Outcomes**

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

- Understand the basic concept of social needs, and how social policy and institutions exist to meet social needs in the local context;
- Understand how contemporary social issues and social problems have emerged and how social policy responds;
- Investigate social issues and social problems through systematic data collection.

**Indicative Contents**

- **Basic concepts**
  Social problems and social needs; Social welfare, social service and social policy; Related values and concepts such as altruism, egalitarianism, universalism, welfare state.

- **Social services in Hong Kong**
  Social welfare; Education; Housing; Medical and health; Labor services; Key factors affecting the development of social services in Hong Kong.

- **Social welfare services, Education services, Housing services, Medical and health services, and Labour services**
  History of development; Key players; Categories and types of services; Current issues.

- **Definitions and Boundaries of Social Policy and Social Services**
  Alternative definitions and boundary of social policy; Social policy vs. economic policy; Social policy, social services and social welfare; Social policy and social administration.

- **Trends of development of social services**
  Professionalization; Privatization; Managerialism; Service integration.
Teaching/Learning Approach

Lectures emphasise the clarification of concepts, delineation of theories and summarisation of contextual information. Occasional audio-visual presentations, group discussions and exercises might be arranged in lectures. Tutorials emphasise the application of concepts/principles and contextual reflection with an interactive approach. The activities in tutorials normally include student presentations, class exercises and discussions on articles and local issues.

Assessment Approach

Students are assessed by their coursework including (1) test(s) on their understanding of concepts and theories, (2) a tutorial presentation and personal reflection note on their ability to relate theoretical understanding to local context, and (3) a term paper and/or project reports on overall integrative understanding and reflection of the subject. Students are also assessed on their participation in lectures and tutorials.

Students are expected to use either English or Chinese in assessment.

Indicative Readings

Recommended Textbook

周永新 (編)：《社會福利的觀念和制度》香港：中華書局（最新版本）。.

References

Wilding, Paul, Social Policy and Social Development in Hong Kong. City University of Hong Kong. (latest ed.).

Wong, Linda, White, Lynn, Gui, Shixun. Social Policy Reform in Hong Kong and Shanghai. M.E. Sharpe. (latest ed.).

陳錦華、王志錚 (編)：《香港社會政策 2000》三聯書店（最新版本）。
CC3003 Contemporary Social Problems

| 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 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


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 inhabit 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.).

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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<tr>
<th>Level</th>
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<td>Credits</td>
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<td>Nature</td>
<td>Non-science</td>
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<td>Medium of Instruction</td>
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<td>Teaching Pattern</td>
<td>28 hours of Lecture</td>
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<td>14 hours of Tutorial</td>
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<td>50% Coursework</td>
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<td>50% Examination</td>
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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”.

- **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 Occidentalism, 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


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.

CC3008 Food Hygiene and Nutritional Health

Level 3
Credits 3
Nature 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 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 Readings**

Recommended Textbook

References

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 androgyne.

- **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


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。
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

References


Tidman, Paul and Kahane, Howard, *Logic and Philosophy*, Wadsworth (latest ed.).
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。
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


Aims

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

References
李定一：《近代中國史》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.).
**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, 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 enable 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

Level 3
Credits 3
Nature Non-science
Mode of Study 28 hours Lecture
14 hours Tutorial
Prerequisite 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
Assessment 50% Coursework
50% Examination

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 (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』（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）。
<table>
<thead>
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<th>CC3025</th>
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<td>Level</td>
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<td>Mode of Study</td>
<td>28 hours Lecture</td>
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<td>14 hours Tutorial</td>
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<tr>
<td>Prerequisite</td>
<td>CC3024 (Japanese III), or a minimum of 126 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>
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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。同學可藉改寫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〈天上有一個太陽〉與張藝謀《一個都不能少》；鮑十〈記念〉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》

影像中譜篇：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

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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。

程季華主編：《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，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。

王海洲主編：《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。
### 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


Peter Singer, *Practical Ethics*. Cambridge, (latest ed.).


Singer’s Websites: [http://www.utilitarian.net/singer/](http://www.utilitarian.net/singer/)

Ethics Update: [http://ethics.sandiego.edu/Applied/](http://ethics.sandiego.edu/Applied/)
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**


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.).


### 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，以及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睿見，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響
道家
先秦道家：老子、莊子的基本理論
魏晉玄學的思想發展
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. 期中測驗
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》
CC3121 Business Environment in China

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<td>Credits</td>
<td>3</td>
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<tr>
<td>Nature</td>
<td>Non-Science</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English, supplemented by Chinese</td>
</tr>
</tbody>
</table>
| 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


Aims

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.tdctrade.com (Trade Development Council)
http://www.wto.org (World Trade Organization)
http://www.cei.gov.cn (National 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
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，期望學生能夠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、傭金、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
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、商務演講、商務談判和商務投訴的技巧，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、簡易文章朗讀、角色扮演、小組討論和辯論爲主。

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 分鐘的商務演講。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，自選題目，進行不少於 10 分鐘的商務談判情景會話。 |
| (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寫：《商貿普通話》（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。
**CC3144** Practicum in Workplace

<table>
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<tr>
<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>
<td>English (Language used in the workplace will depend on the requirement of individual industry partners)</td>
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<tr>
<td>Teaching Pattern</td>
<td>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)).</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Nil</td>
</tr>
<tr>
<td>Exclusion</td>
<td>CC3144 Practicum in Workplace and CC3145 Extensive Practicum in Workplace are mutually exclusive.</td>
</tr>
<tr>
<td>Attendance</td>
<td>For the mode of study with workshop component, students are required to attend at least 75% of the workshops.</td>
</tr>
<tr>
<td>Assessment</td>
<td>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 &amp; II) in order to get an overall pass in the subject.</td>
</tr>
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</table>

**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

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<tr>
<td>Nature</td>
<td>Non-science</td>
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</tbody>
</table>
| 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.
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
Robbins, Stephen P., Organizational Behavior, Prentice Hall, (latest ed.).

References
Ivancevich, John M., Konopaske, Robert, Matteson, Michael T., Organizational Behavior and Management, McGraw Hill/Irwin, (latest ed.).


Luthans, Fred, Organizational Behavior, McGraw-Hill/Irwin, (latest ed.).

McShane, Steven L., Von Glinow, Mary A., Organizational Behavior, McGraw-Hill/Irwin, (latest ed.).

Moorhead, Gregory, Griffin, Ricky W., Organizational Behavior: Managing people and organizations, Houghton Mifflin, (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/


Google directory for KM Tools
http://directory.google.com/Top/Reference/Knowledge_Management/Software/
### CC3411 Chinese Family and Culture

<table>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Nature</td>
<td>Non-Science</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>Chinese (Spoken: Cantonese; Written: Chinese), supplemented by English</td>
</tr>
<tr>
<td>Teaching Pattern</td>
<td>28 hours of Lecture 14 hours of Seminar</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Assessment</td>
<td>100% Coursework</td>
</tr>
</tbody>
</table>

### 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 guanxi); 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: utilitarianism, 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

乔健 (主编): 《中国家庭及其变迁》香港: 香港中文大学社会科学学院暨香港亚太研究所，1991年。

References

劉錫霖、郭康健 (主编): 《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 (主编): 《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。
## CC3443: Human Values and Modernity

<table>
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<td>28 hours of Lecture</td>
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<tr>
<td>Prerequisites</td>
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<tr>
<td>Exclusions</td>
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### Aims

This subject aims to help students recognize the ethical dimension of modern society. It will identify a number of core values integral to the social organization of modern society, analyze the schools of thoughts in support of these values, and review the debate among these schools of thoughts. Last but not least, it will help students understand the incompatibility and necessary tradeoff among the core values of modern society.

### Learning Outcomes

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

- recognize the ethical dimension of modern society
- identify the modern values integral to the organization of modern society
- articulate the arguments in support of these values
- understand the incompatibility and necessary trade-off among modern values

### Indicative Contents

- **Moral Reasoning, Moral Judgment, the Moral Bases of Modern Institutions**
  Fact versus values; Necessary versus sufficient causes; Modern society; Rationality; Human values.

- **Utilitarianism**
  Happiness; Principle of utility; Consequentialism; Rights; Obligations.

- **Liberalism**
  Civil liberty; Moral progress; Tyranny of the majority; Harm principle; Toleration.

- **Justice**
  Fairness; Basic structure of society; Social primary goods; Social contract; Original position; Veil of ignorance; Equality of opportunity; Difference principle.
The Tension between Human Values and Modern Society
Human values, economic ideologies and capitalism; Instrumental rationality and rationalization; Mutual dependence between human values and modern society.

Teaching/Learning Approach
In the lectures, the instructors introduce students to the major concepts and arguments related to relevant topics. Various exercises will be designed to help students grasp the concepts, and assignments will be offered to stimulate them to reflect upon the core values of modern society.

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 moral controversies, such as abortion, government regulation of pornography and social security.

Assessment Approach
A variety of assessment tools are used, including presentations, case studies and assignments, all designed to develop and assess moral reasoning, critical thinking as well as analytical skills concerning the subject.

Indicative Readings
Recommended Textbook

Reference

羅秉祥：《自由社會的道德底線》基道出版社〔最新版本〕。
楊國榮：《青紅皂白》三聯書店〔最新版本〕。
CC3444 Integrative Self Studies

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 8 hours of Lecture
20 hours of Seminar/consultation
14 hours of Individual Projects
Prerequisites CC2019 Introduction to Psychology
CC2416 Hong Kong Society
CC2424 Self Understanding and Communication Skills
CC3443 Human Values and Modernity
Exclusion CC3711 Community Field Study
Assessment 100% Coursework

Aims

This subject enhances students’ ability to articulate the differences among the various social sciences perspectives in understanding the human living in social reality. Through a small qualitative study with community field visits and contacts, the subject becomes a platform for students to integrate social science knowledge learnt in the classroom with contextual understanding and integrative analysis in the conceptual, normative and analytical dimensions. Studying the subject will help enhance students’ capacity in understanding human concern, and conducting self reflection and theory-practice integration for future pursuit of career and further study in applied social sciences.

Learning Outcomes

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

- articulate how different social sciences perspectives perceive human nature, understand human existence in social reality and analyze social issues of selected communities in context
- make critical reflection on their own understanding and self interpretation in social sciences
- demonstrate genuine human concern in their practices in applied social sciences, including those in human service provision or those in contextual analysis of fields of study
- demonstrate independent learning ability through a small scale qualitative study
- work responsibly, effectively and appropriately as an individual and as part of group efforts
- think critically and creatively in social science analysis with an integrated approach

Indicative Contents

- Integrating Social Science Perspectives with Understanding of Human Nature
  Theory-practice integration and knowledge-reality integration in social sciences; Normative, analytical and practical dimensions of integration; Using social science knowledge to understand human nature.
- **Contextual Articulation and Community Field Study**
  Community field study as an approach to contextual articulation; Techniques and skills in community field study: selection of community and field of contacts, entering community-in-field, roles of investigators, mapping the findings.

- **Depicting Human Life in Context through Interviews and Oral Testimony**
  Preparation and use of interviews; Characteristics of oral testimony; Use of oral testimony in comprehending human life in context.

**Teaching/Learning Approach**

Lectures will clarify concepts and delineate theories in community field study approach, integration in social sciences and the use of interview/oral history. Students will be divided into subgroups studying selected issues of enquiry of selected communities, in which they pay community field visits (observations and/or contacts) and conduct interviews, supported by on-site observation and consultation from subject teacher. Seminar/consultation sessions will be used for discussion of the issues of enquiry, sharing experience in field observations and contacts, presentation of progress and final presentation.

**Assessment Approach**

Students will be assessed by their coursework including (1) field notes on their report and reflection of field visits and contacts, (2) progress reports and final presentation on their enquiry of issues and articulation of social science perspectives in their understanding and analysis, and (3) integrative reflection paper on overall integrative understanding and reflection of the project. Students will also be assessed on their participation in lectures, seminars and community visits in their small group projects.

**Indicative Reading**

**Recommended Textbooks**
Chan, P. *Community Field Study (Open Learning Package)*. The Hong Kong Polytechnic University (latest ed.).

Ritchie, D. *Doing Oral History*. Twayne Publisher. (latest ed.).

**References**

Stevenson, L. *Seven Theories of Human Nature*. Oxford University Press. (latest ed.).

Trigg, R. *Understanding Social Sciences: a philosophical introduction to social sciences*. Blackwell Publisher. (latest ed.).

新婦女協進會（編）：《又喊又笑: 阿婆口述歷史》新婦女協進會 (最新版本)。
CC3453  Issues in Hong Kong Society

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 28 hours of Lecture
14 hours of Seminar
Prerequisites CC2436 Thinking Sociologically
Assessment 100% Coursework

Aims

This subject helps students to apply concepts and theories in social sciences to the study and reflection about the nature, and the social, cultural and political characteristics of Hong Kong society. It aims to deepen students’ understanding about Hong Kong society, through intensive study and discussion about a number of specific issues.

Learning Outcomes

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

- articulate essential knowledge and concepts about various aspects of Hong Kong society, including culture, institutions and social change
- identify the social, cultural and political characteristics of Hong Kong society at different stages of development, and of people belonging to different classes, genders and subcultures
- acquire the social science perspective on individual behaviour and social change in the context of Hong Kong
- recognize the extent of the society’s influence upon individual citizens of Hong Kong
- recognize the importance of critical thinking in the study of individual behaviour and social change in the context of Hong Kong
- apply background knowledge or newly obtained information to review and investigate possible outcomes in the analysis of Hong Kong issues

Indicative Contents

- **Population and Family**
  Population transition; New immigrants; Family and industrialization; Family in transition or decline?

- **Gender and Media**
  Institutionalized sexism; Patriarchal ideology; Media as an agent of socialization; Media-cracy.

- **Popular Culture and Hong Kong Identity**
  Mass society and globalization; Subversion against traditional culture; Patriotism; Citizenship.

- **Social inequality**
  Relative poverty; Social mobility and class reproduction; Safety net; Middle class.
- **Crime and Deviance**
  Urbanization; Economy and crime; Youth sub-culture.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of major theories and key concepts, with specific reference to current issues of Hong Kong wherever appropriate. Occasional group discussions might be arranged to articulate current social, cultural and political issues.

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 current issues. The activities in seminars normally include student presentations about specific cases and discussions of related issues in Hong Kong society.

**Assessment Approach**

A variety of assessment tools will be used, including presentations, case studies, term essays, all designed to develop and assess students’ critical thinking as well as analytical and communication skills.

**Indicative Reading**

**Recommended Textbook**

謝均材（主編）：《我們的地方，我們的時間 — 香港社會新編》，香港：牛津大學出版社（最新版本）。

**References**

Chan, Anita Kit-wa and Wong, Wai-ling. *Gendering Hong Kong*. Oxford University Press. (latest ed.).

呂大樂、王志錚：《香港中產階級處境觀察》香港：三聯書館(香港)有限公司 (最新版本)。

吳俊雄、張志偉編：《閱讀香港普及文化：1970-2000》牛津大學出版社 (最新版本)。

黃洪、李劍明：《困局、排斥與出路：香港「邊緣勞工」質性研究》香港：樂施會 (最新版本)。

劉兆佳編：《香港 21 世紀藍圖》中文大學出版社 (最新版本)。

嚴潔心（主編）：《76.8%的天空：社會性別、貧窮與發展在香港》香港：樂施會 (最新版本)。
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 audiovisual 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）。

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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。

苗啟明、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。
Aims

This subject aims at introducing and examining the social welfare policies, welfare issues, and the provision of welfare services in Hong Kong. It equips students with analytical concepts that are necessary for the understanding of welfare issues. Through agency visits, the subject provides students with direct exposure to the help received and problems faced by various clients served by the different types of social welfare services. Through tutorial discussions, the subject encourages the development of students’ critical perspectives in understanding and appraising social welfare service provisions.

Learning Outcomes

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

- identify and discuss key factors that affect social welfare policies and services in Hong Kong
- identify and evaluate current social welfare policies and services in Hong Kong
- relate relevant welfare concepts to study of welfare issues
- develop analytical ability and critical sense in discussing local social welfare issues, policies and services

Indicative Contents

- **Basic concepts and theories related to social welfare**
  Social Needs; Redistribution; Social Problems; Social Cost; Universalism; Selectivism; Citizenship; Altruism; Egalitarianism; Marketization; Privatization; Marginalization; Social Inclusion.

- **Definitions and boundaries of social welfare**
  Social Policy; Social Services; Social Welfare; Social Welfare Services.

- **Historical and recent Development of social welfare in Hong Kong**
  Historical development; Recent development, Factors affecting the development.

- **Different actors and their interplay in the field of social welfare in Hong Kong**
  Governmental Organizations; Non-Governmental Organizations; Self-Help Organizations; Funding Agencies; Community; Beneficiaries, Professionals; Service Users.
Different kinds of welfare services in Hong Kong
Social Security; Family And Child Welfare; Services For Young People; Medical Social Services; Rehabilitation Services; Services For Elderly; Community Development; Services For Offender. Clinical Psychology Services.

Issues and Trends in Social Welfare

Teaching/Learning Approach
Students are expected to take an active part in the learning process. They will be enhanced to develop analytical ability in discussing different welfare issues in Hong Kong. In addition to interactive lectures, class exercises and case/news discussion are built-in as means to help students to integrate and apply the knowledge and concept gained. Field visits are arranged to different welfare services agencies to facilitate in-depth understanding of the welfare programmes in Hong Kong. Students are also required to choose a topic related to the subject and prepare a group presentation. Small group of 4-6 students are expected to meet and work together collaboratively to prepare for their presentation.

Assessment Approach
Continuous assessment will be adopted in this subject. A variety of assessment tools will be used, including presentation, project portfolio, quiz and term paper, to develop and assess students’ understanding and analytical ability in relations to the social welfare issues, policies and services in Hong Kong.

Indicative Readings

Recommended Textbook

周永新：《社會福利十二講》香港：商務印書館 (最新版本)。

References

李健正等（編）：《新社會政策》香港：中文大學出版社 (最新版本)。

周永新：《社會福利的觀念和制度》香港：中華書局 (最新版本)。

邵家臻：《青年: 建構與解構》香港：香港政策透視 (最新版本)。

莫泰基：《香港貧窮與社會保障》香港：中華書局 (最新版本)。

Useful Web Sites on Social Welfare in Hong Kong
Hong Kong Council of Social Service  http://www.hkcss.org.hk
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.).

CC3496  Introduction to Social Research

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Exclusions CC3725 Statistics and Research Methods in Psychology
Assessment 100% Coursework

Aims

This subject aims to familiarize students with both qualitative and quantitative methods of social research. It equips them with the necessary knowledge and skills in conducting social research. It particularly emphasizes the application of the knowledge and skills to human service professions with a view to envisioning a scientific and morally-committed understanding of society.

Learning Outcomes

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

- understand the nature of both qualitative and quantitative methods of social research
- familiarize themselves with the concepts and methods of social research
- acquire essential skills and knowledge in collecting data, conducting data analysis, interpreting research findings, and writing up research reports
- conduct social research on social issues

Indicative Contents

- **The Nature of Social Research**
  Human inquiry and science; The links between theory and research.

- **Quantitative Methods**
  Measurement, conceptualization and operationalization; Questionnaire designs and data collection methods; Sampling; Statistical analysis; Statistical Package for Social Sciences (SPSS).

- **Qualitative Methods**
  Sampling; Participant observation; In-depth interview; Oral history.

- **Unobtrusive Research**
  Secondary analysis; Content analysis; Analyzing existing statistics; Personal and public documents; Historical method.
- **Ethics and Politics of Social Research**
  Ethical issues; Value of social research; Social research and social critique.

- **Writing Research Report**
  Elements and structure of a research report; Presentation of research findings.

**Teaching/Learning Approach**

This subject consists of lectures and seminars. Lectures focus on the introduction and explanation of concepts and methods of social research. Seminars are conducted in the form of group discussion. Students are divided into small groups to conduct presentations of their research projects. They are expected to have a better understanding of the concepts and methods taught in lectures and to apply them to conducting their own research.

**Assessment Approach**

This subject emphasizes the centrality of group learning. Group presentations, research projects and written research reports are used to thoroughly assess students’ competence in formulating research questions and designs, collecting and analyzing data, writing up research reports.

**Indicative Reading**

Recommended Textbook


References
Holliday, Adrian. *Doing and Writing Qualitative Research*. Sage. (latest ed.).

CC3497  Marketing Strategies and Skills in Human Services

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites CC3701 Management in Human Services
Assessment 100% Coursework

Aims

This subject equips students with analytical skills that are necessary to recognize the distinctiveness of marketing in human services. It enables students to appreciate the basic principles, knowledge and skills in marketing. It helps students to apply marketing concepts in the specific context of human services. Students will learn how to make use of existing resources and develop new resources for human services organisations.

Learning Outcomes

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

- recognize the distinctiveness of marketing in human services
- identify the basic process, knowledge and skills in marketing
- identify the methods of developing resources of human services organisations
- apply marketing concepts in human services organisations

Indicative Contents

- Marketing: Planning and implementation process
  Developing consumer-centred mind-set; Elements of planning process; Situation analysis: market, customers, company and competitors; Target marketing: segmentation, positioning and strategies; Marketing programme; Assessment/evaluation/outcome measurement.

- Service marketing strategy
  Service product; Pricing strategies for services; Promotion; Strategic consideration: politics and stakeholders; Service position.

- Service delivery issues
  Service delivery channels; Creating value through quality; Fee charging and funding.

- Social responsibility of marketing
  Social consequences of marketing decisions and actions.
Developing resources
Raising funds; Working with private sector.

Teaching/Learning Approach

Lectures are given to stimulate students to examine the ideas, concepts and arguments of marketing practices of human service organisations. Group discussions are also arranged.

During the workshops and seminars, students are required to have presentations and discussions. Workshops and seminars provide the opportunity to deepen students’ understanding of the concepts taught in lectures. They have the opportunity to apply theories to analyze the marketing practices of human service organisations.

Assessment Approach

A variety of assessment tools are used, including presentations, case studies, a written group report, and an individual paper, all designed to develop and assess critical thinking as well as the analytical and communication skills of students.

Indicative Reading

Recommended Textbook


References

Evans, J. R., Berman, B. Marketing, Prentice Hall. (latest ed.).

Lovelock, C., Wright, L. Principles of Service Marketing and Management. Prentice Hall. (latest ed.).


香港管理專業發展中心編：《市場學概論》中文大學出版社 (最新版本)。
Aims

This subject aims to provide students with a basic understanding of the important aspects of and the interplay among government, politics and public administration, with specific reference to the local Hong Kong context. Related concepts are introduced and discussed to enable students to analyze and reflect on the roles and functions of government and public administration in society. Students’ critical awareness is expected to be enhanced through the study of this subject.

Learning Outcomes

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

- identify and explain the roles, functions, arrangements, inter-relationship, and dynamics of politics, government and public administration
- relate the basic concepts and elements of public administration to the local context
- analyze and evaluate some of the critical issues in government and public administration, in particular, as related to the local context
- develop a critical awareness of the relationship among the individual, government and society, as well as the trend of the process of interplay among them

IndicativeContents

- **Basic Concepts**
  Government and its institutions; Public policy and public administration.

- **Elements**
  Public policy-making; Public sector and bureaucracy; Public budgeting and human resource management.

- **Fundamental Issues**
  Politics and government; Public interest and public administration; Checks and balances, and accountability; Need for and limits to government action; Alternatives of government action.
New Trends and Enduring Values
Hong Kong colonial vs. SAR government; Selected topics in new public administration in Hong Kong; Ethics, sense of vocation and public administration.

Teaching/Learning Approach
Lectures are used to expound on the concepts and applications of theories and approaches, as illustrated by current and local issues.

Tutorials are conducted with small group presentations and problem-based learning.

Assessment Approach
A variety of assessment tools are used, including presentations, a term paper, tests and an examination, all designed to assess knowledge assimilated, as well as analytical and critical thinking ability.

Indicative Readings

Recommended Textbook
Lane, Jan-Erik. The Public Sector: Concepts, Models and Approaches. Sage. (latest ed.).

References


羅永祥、陳志輝：《香港特別行政區施政架構》香港：三聯書店（最新版本）。

黃朝盟等譯：《公共行政》台北：五南圖書出版公司（最新版本）。
CC3701 Management in Human Services

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 analytical skills that are necessary for understanding the implications of societal contexts for human service management. It helps students recognize managerial issues from a human service perspective and appreciate the intricate relations among individuals, organizations and society, and the process of interplay among them. It provides students with the conceptual framework to distinguish the characteristics of human service organizations and their implications for human service management. It develops the ability of students to handle the complexity of work in human service organizations.

Learning Outcomes

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

▪ Appreciate modern management principles, possess basic techniques and skills in modern technologies which are germane in their roles as human service providers;
▪ Use basic techniques and skills in modern technologies which are germane to their role as human service providers;
▪ Identify the changing of micro-societal environment and its implication on human service organizations in local context;
▪ Analyse the managerial issues involved in human services organizations;
▪ Handle the complexity of work nature, prepare for contingencies, participate in decision making, and make use of existing resources.

Indicative Contents

▪ Management: Myths and Overview
▪ Characteristics of Human Service Organizations  
  Differences between business and human service organizations; Organizational goals; Organizational structure; Organizational technology; Psychosocial aspect of organization; Organization-environment relation
▪ Basic Managerial Functions  
  Responsiveness of organizations in meeting needs of service users; Organizational structure and job design; Marketing strategies and techniques; Human resource and development; Budgeting and financial control: knowledge, methods and skills; Leadership theories; Motivational theories; Governance: the roles and functions of board of directors; Evaluating human service programmes: methods and skills.
Managing Change in Human Service Organizations
Internal and external environment of human service organizations; Organizational change: rationale, knowledge and skills; Entrepreneurship: identifying new opportunities and making it be successful.

Teaching/Learning Approach

Lectures are given to stimulate students to examine the ideas, concepts and arguments behind the practices of human service organizations. Group discussions will be arranged.

During the workshops and tutorials, students are required to have presentations and discussions. Workshops and seminars provide the opportunity to deepen students’ understanding of the concepts taught in lectures. Students are required to form sub-groups to visit or to conduct a project at an HSO and to report back the progress of their findings and analysis. They have the opportunity to apply theories to analyze the management practice of human service organizations and to discuss selected topics interactively.

Assessment Approach

A variety of assessment tools are used, including presentations, case studies, a written group report, an individual paper and an examination, all designed to develop and assess critical thinking as well as the analytical and communication skills of students.

Indicative Readings

Recommended Textbooks


Kettner, P.M. Achieving Excellence in the Management of Human Service Organizations. Allyn and Bacon. (latest ed.).

References:


Joyce, P. Strategic Management for the Public Services. Open University Press. (latest ed.).


Pearce, J. Social Enterprise in Anytown. Calouste Gulbenkian Foundation. (latest ed.).

Williams, C. P. Management. Mason, Ohio: Thomson/South-Western. (latest ed.).
Aims

This subject equips students with a reflective understanding of the basics of human services and human service professional practices. It provides students with the conceptual, normative, theoretical and contextual foundation to understand multi-level and multi-dimensional professional practices across helping professions in human services. Studying the subject prepares students for more focused learning of theories and practices of human service professions such as social policy and administration, social work and other related professions.

Learning Outcomes

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

- articulate alternative concepts and understanding of human services and human service professions including definitions, scope and boundary, auspices, goals and functions
- reflect on the philosophical and normative foundation as well as person-in-situation framework of human services
- differentiate multiple roles and tasks, multi-dimensionality of practice, multi-level intervention and ethical considerations in human service professional practice
- outline basic knowledge and skills in building up professional relationships and professional practices, and relate them to practice in context
- relate the development and professionalisation of human service professions to the local context

Indicative Contents

- **Concepts of Human Services and Human Service Professions**
  Alternative definitions, scope and boundary of human services and human service professions: generic concept vs. integrative concept; Human service, social service and social welfare; Provision of human services under divergent auspices; Models of human service delivery.

- **Foundation of Human Services**
  Philosophical and value base: human rights, human responsibility, altruism, equity and justice; Person-in-situation understanding of human needs; Remedial, preventive and developmental functions of human services; Multiple goals of human services.
Professional Practices in Human Service
Roles and tasks of human service professionals; Policy practice, administrative practice and direct services as professional practice in human services; Purposeful working relationship in people-centred professional practice; Multi-level intervention and systemic perspective in human service professional practice; Client-centred process model; Programme planning, implementation and evaluation; Ethics in human service professional practice.

Context and Professionalisation of Human Service Professional Practices
Global and local history of development of human services; Local context and contemporary trends of human service professional practice; Functionalist, power and technocratic understanding on professionalisation; De-professionalisation, semi-profession and para-profession; Human service professions as personal career.

Teaching/Learning Approach
Lectures emphasise the clarification of concepts, delineation of theories and summarisation of contextual information. Occasional audio-visual presentations, group discussions and exercises might be arranged in lectures. Tutorials emphasise the application of concepts/principles and contextual reflection with an interactive approach. The activities in tutorials normally include student presentations, class exercises and discussions on articles and local cases.

Assessment Approach
Students are assessed by their coursework including (1) test(s) on their understanding of concepts and theories, (2) a tutorial presentation and personal reflection note on their ability to relate theoretical understanding to the local context, and (3) a term paper on overall integrative understanding and reflection of the subject. Students are also assessed on their participation in lectures and tutorials.

Indicative Readings

Recommended Textbooks

Schram, Barbara, Mandell, Betty R. *An Introduction to Human Services: Policy and Practice*. Allyn and Bacon. (latest ed.).

References
Harris, Howard S. Maloney and David C. *Human Services: Contemporary Issues and Trends*. Allyn and Bacon. (latest ed.).


李健正、趙維生、梁麗清、陳錦華(編)：《新社會政策》中文大學出版社 (最新版本)。
周永新：《社會工作學新論》商務印書館 (最新版本)。
CC3704  Human Capital Development

Level  3  
Credits  3  
Nature  Non-Science  
Medium of Instruction  English  
Teaching Pattern  28 hours of Lecture  
14 hours of Tutorial  
Prerequisites  CC3701 Management in Human Service  
Assessment  100% Coursework  

Aims

This subject helps students to appreciate the intricate relations among individuals, organisations and society and the process of interplay among them. It equips students with analytical skills that are necessary for understanding the importance of human capital in the public sector and non-profit organisations. It provides the conceptual framework for students to recognize the process of human capital management. It develops students’ ability to formulate a manpower plan for achieving organisational goals and it also develops their ability to handle the complexity of work in human service organisations.

Learning Outcomes

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

- identify the roles, functions and skills of a manager in human capital management and development
- recognize the process of human capital management, including manpower planning, recruitment, orientation, job induction, staff development, performance appraisal, promotion and deployment
- formulate a manpower plan for achieving organisational goals and enhancing managerial efficiency
- handle the complexity of work, collaborate in a multi-disciplinary team, participate in decision making, and develop new resources

Indicative Contents

- Importance and Significance of Human Capital in Public Sector and Non-profit Organisations
  Traditional and values of human capital development; aims of human capital management in public sector and non-profit organisations.

  Functions and models of human capital management; human capital management process and roles of human resources managers
Roles, Functions and Skills of Manager in Process of Human Resource Management
Formulating manpower plan; Staff development strategies; Recruitment and selection; Compensation and benefits; Appraisal system; Employee relations; Employee safety and health.

Current Issues of Human Capital Management in Local Context
Use of volunteers; Public sector reform; Enhanced productivity programme; Privatisation.

Teaching/Learning Approach
Lectures emphasise the concepts, applications of principles and key issues by using an interactive approach. Group discussions will be arranged.

During the workshops and seminars, students are required to have presentations and discussions. Workshops and seminars provide the opportunity to deepen students’ understanding of the concepts taught in lectures. Students are requested to form sub-groups to visit or to conduct a project at an HSO and to report back the progress of their findings and analysis. They have the opportunity to apply theories to analyze the human resources management practice of human service organisations.

Assessment Approach
A variety of assessment tools are used, including presentations, case studies, written group report, quiz and individual term paper, all designed to develop and assess the critical thinking as well as analytical and communication skills of students.

Indicative Reading
Recommended Textbooks
Chan, A.W., et.al. Managing Human Resources in Hong Kong. Hong Kong. (latest ed.)

Indicative Reading
Recommended Textbooks
Chan, A.W., et.al. Managing Human Resources in Hong Kong. Hong Kong. (latest ed.)

張添洲編：《人力資源：組織、管理、發展》台北：五南 (最新版本)。
References

Bertcher, H.J. *Staff Development in Human Service Organizations*. Prentice-Hall. (latest ed.).


香港管理專業發展中心（編）：《組織行為與人事管理》 香港：中文大學出版社 (最新版本)。

李漢雄：《人力資源策略管理》 台北：楊智文化 (最新版本)。

葉春生、張添來：《跨世紀的人力資源管理與開發》香港：三聯 (最新版本)。
CC3705 Programme Planning and Evaluation

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<td>Nature</td>
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<td>Medium of Instruction</td>
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<td>Prerequisites</td>
<td>CC3701 Management in Human Services</td>
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<td>Assessment</td>
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**Aims**

This subject equips students with both reflective understanding of concepts, theories and models of programme planning and programme evaluation, as well as the ability to apply essential skills to develop quality programme plans, to design appropriate programme evaluation and to handle data appropriately for the two. Studying the subject helps develop both the analytical and technical competency of students to formulate quality programme plans and design quality programme evaluation in the context of social policy and administration.

**Learning Outcomes**

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

- explain the concepts, nature and functions of programme planning and evaluation in the context of social policy and administration
- develop quality programme plans with sound needs assessment as well as well-formulated objectives, programme design, resource planning, contingency considerations and built-in evaluation design
- design quality programme evaluation appropriate to objectives of evaluation
- execute effective data collection, processing and analysis, including appropriate application of computer software, for programme planning and evaluation
- critically appreciate and assess the quality of programme plans and programme evaluation reports
- effectively disseminate findings and analysis of programme evaluation and formulate appropriate recommendations from evaluation
- appreciate ethical and political issues in programme evaluation

**Indicative Contents**

- **Basic Understanding of Programme Planning and Evaluation**
  Multi-level conceptualisation of ‘programme’ in social policy and administration: social programmes, organisational functions and programmes, projects and services, activities and events; Programme planning as social planning; Programme cycle; Ethical and political consideration in programme planning and evaluation.
### Programme Planning
Problem analysis and needs assessment; Programme hypothesis; Programme strategy; Setting goals and objectives; Programme design; Objective-based programme planning; Contingency planning; Built-in evaluation in programme design.

### Programme Evaluation
Formative vs. summative evaluation; Outcome evaluation and process evaluation; Functions of programme evaluation: implementation monitoring, performance measurement, impact analysis, effectiveness and efficiency assessment, goal-attainment; Evaluation design: experimental, quasi-experimental and non-experimental approaches; Collection of feedback; Cost-benefit analysis; Pitfalls of programme evaluation.

### Collection, Processing and Analysis of Data for Programme Planning and Evaluation
Quantitative and qualitative data; Methods of data collection: survey, focus group, observation, interview, record analysis; Construction of questionnaire; Application of computer software in data processing and analysis.

### Uses and Impact of Programme Evaluation
Report writing; Dissemination of evaluation findings and analysis; Recommendations from evaluation; Programme evaluation as a social policy and administration practice.

### Teaching/Learning Approach
Lectures emphasise the clarification of concepts and delineation of theories. Occasional audio-visual presentations, case discussions and exercises might be arranged in lectures. Tutorials emphasise the application of concepts/principles and reflection on local cases with an interactive approach. The activities in tutorials normally include student presentations, class exercises and discussions on real cases and local issues.

### Assessment Approach
Students are assessed by their coursework including (1) a test on their understanding of concepts and theories, (2) a tutorial presentation and problem sets on case analysis on their ability to relate theories to local analysis, and (3) a term paper and/or project report on overall integrative understanding and reflection of the subject. Students are also assessed on their participation in lectures and tutorials.

### Indicative Readings

**Recommended Textbooks**
Kettner, Peter M., Moroney, Robert M., Martin, Lawrence L. *Designing and Managing Programs: An Effectiveness-based Approach*. Sage. (latest ed.).


**References**

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張兆球、蘇國安、陳錦漢：《活動程序計劃、執行和評鑑》香港：香港城市大學出版社（最新版本）
Aims

This subject provides an overview of the major psychological perspectives in explaining abnormal human behaviours. It also aims at equipping students with the essential knowledge of mental health such that students can become more sensitive to people who have mental aberrations and therefore can understand their associated problems and needs.

Learning Outcomes

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

- understand the complexity of human abnormal behaviour
- comprehend the basis of scientific research and practical issues in abnormal psychology
- describe the primary symptoms of various psychological disorders
- explain psychopathologies with the use of concepts and theories from different psychological perspectives
- evaluate the benefits and limitations of different treatments for individuals with abnormal mental or behavioural problems

Indicative Contents

- **Theoretical considerations**
  Definition and misconceptions of normality, abnormality and mental healthiness; Perspectives of abnormal behaviour: medical, psychodynamic, humanistic, behavioural-cognitive, existential, familial, and integrated models.

- **Psychological Disorders**
  The nature, characteristics, etiology, and treatment of various types of disorders according to the DSM classification: anxiety disorders, mood disorders, schizophrenia, personality disorders, eating disorders, sexual disorders, developmental disorders and mental retardation.

- **Community Mental Health**
  Stress and suicide: Culture and mental health; Concepts of primary, secondary, and tertiary interventions.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of key concepts and theories. Audio-visual materials and case studies will also be used to demonstrate the related concepts. Seminars will be designed to maximize students’ participation, which aim at generating thought-provoking discussion related to psychological disorders and their intervention. It is expected that students’ reflective thinking skills can be enhanced through engaging in these kind of meaningful dialogues.

Assessment Approach

Apart from a mid-term test and an examination, an individual critique paper and a group presentation project will also be required to consolidate learning and to enhance students’ critical thinking skills and social competencies through the process of collaborating with others.

Indicative Readings

Recommended Textbook

Recommended References


曾文星 (主編): 《華人的心理與治療》台北：桂冠圖書股份有限公司 (最新版本)。

林天德：《變態心理學》台北：心理出版社股份有限公司 (最新版本)。

楊國樞 (主編)、趙居蓮 (譯)：《變態心理學》台北：桂冠圖書股份有限公司 (最新版本)。
Aims

The subject provides a comprehensive analysis of human behaviour, cognition and emotions on the bases of biopsychology, neuroanatomy and physiology. It gives both basic theoretical and practical details from neuronal mechanisms to brain functions with exploration on different models of behaviour. Studying this subject is important for one to understand functions of the brain and the nervous system so as to explain numerous phenomena of behaviour.

Learning Outcomes

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

- describe the biological structures of the nervous system and how it regulates behaviour
- explain psychological phenomena including visual perception, reproductive behaviour, emotions, degree of consciousness and psychological disorders with the understanding of human physiology
- evaluate research methodologies used in understanding brain-behaviour relationship

Indicative Contents

- **Neurophysiology and development of the brain**
  Structures and functions of neurons; Central nervous systems; Peripheral nervous system; Impulse and action potential; Synapse and synaptic transmission; Development of the brain; Organization of the cerebral cortex; Lateralization of hemispheres.

- **Sensory perception and movement**
  Visual perception; Auditory perception; Taste and olfaction perception; Somatosensation; Control of movement; Reflex.

- **Wakefulness and sleep**
  Wakefulness and arousal; Four stages of sleep; Theories of sleep and dreaming; Physiological basis of sleeping disorders.
- **Internal regulation of behaviour**
  Homeostasis; Reproductive behaviour; Emotional behaviour; Biology of learning and memory; Stress and health.

- **Brain damage and other psychological disorders**
  Pathophysiology on psychological disorders include: autism, schizophrenia, Parkinson’s disease, depression, Huntington’s disease, bipolar disorder; Latest research in brain studies.

**Teaching/Learning Approach**

Lectures focus on introducing and explaining major biological structure and functions of the nervous system, where specific examples and references will also be provided to students. Lectures will be conducted in an interactive manner and students therefore will be encouraged to participate in the activities.

Tutorials provide students with opportunities to broaden and reinforce the general knowledge acquired in the lectures. Students will be involved in case studies, presentation and discussion in order to consolidate the knowledge.

**Assessment Approach**

A variety of assessment tools including presentations, classroom feedback, group discussion, tests and examination will be used to assess students’ learning as well as their analytical and communication skills.

**Indicative Readings**

Recommended Textbook

References

Garrett, B. *Brain and Behavior*. Wadsworth. (latest ed.).

Klein S.B. *Biological Psychology*. NJ: Prentice Hall. (latest ed.).
Aims

This subject equips students with reflective understanding of both the knowledge of human behaviour and developmental patterns in various aspects from infancy to childhood. The influences of socialization and education on child development with reference to the local context will also be highlighted. Studying the subject will help students examine major psychological theories about child development, and apply them in relevant activities to enhance growth and development of children.

Intended Learning Outcomes

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

- explain the advanced knowledge of child behaviour and developmental patterns
- recognize the importance of early stimulation and socialization in child development
- understand the impact on parenting, schooling, social relationships and culture to child development
- demonstrate ability to apply the knowledge of child development

Indicative Contents

- **Prenatal and Physical Development**
  Conception and genetics; Behaviour in early infancy; Patterns of change in body system; Health and wellness in childhood.

- **Perceptual and Cognitive Development**
  Early sensory and perceptual skills; Object concept; Social signals; Structure and process of cognitive development; Piagetian perspective of development from infancy to adolescence; Information–processing skills; Individual differences in cognitive-learning abilities.

- **Language Development**
  Early perception of language; Sounds and gestures; Word meanings; Individual differences in language development.
- **Personality Development**
  Genetic and Biological bases of personality; Learning explanations of personality; Psychoanalytic explanations of personality.

- **Self concepts and social cognition**
  Concept of self; self-esteem; Concepts of gender and sex-roles; Social cognition and behaviour; Moral development.

- **Social relationships**
  Attachment; Relationships with parents & sibling; Importance of early stimulation and socialization in child development; Peer relations; Functions of play.

- **Family system**
  Family interaction, parenting styles, family dynamics, family structure, cultural differences.

- **Schooling**
  Child care; Impact of schooling on cognitive development; school transitions; achievement.

- **Mass media and culture**
  Impact of mass media on child development; Television and learning; Social class and poverty; Social adjustment.

**Teaching/Learning Approach**

Lectures will emphasize clarification of concepts and delineation of theories. Occasional audio-visual presentation, case discussions and exercises might be arranged in lectures. Tutorials will emphasize application of concepts/principles and reflection of local cases with an interactive approach. The activities in tutorials normally include student presentations, class exercises and discussion on real cases 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, case analysis and/or term paper on their ability to relate theories to local analysis, and (3) examination 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

Berk, Laura. *Child Development*. Allyn and Bacon. (latest ed.).
References


Santrock John W. *Child Development*. MaGraw-Hill. (latest ed.).

CC3710  City Culture and Public Life

Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites CC2436 Thinking Sociologically  
Assessment 100% Coursework

Aims

This subject sets out to arouse students’ concern over their mundane everyday lives in the modern city. In conceiving of the city as unique cultural experiences of the public amenable to sociological analysis, it facilitates students to examine the city as a revealing text of diverse cultural experiences, social tensions and social organizations in a particular local and global context.

Learning Outcomes

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

- recognize the centrality of a global perspective in understanding diverse city cultures
- demonstrate theoretical competence in deciphering city culture
- Familiarize themselves with a set of humanistic research methods to examine the experiences and practices of city culture
- formulate problems, and effectively communicate information, arguments and analysis by oral, written and visual means

Indicative Contents

- **Living in the City**
  The evolution of cities; Industrialization and the modern city; Global urbanization; Cities around the globe; City cultures and colonialism.

- **Surveying City Culture**
  Classical and contemporary approaches to city culture; Ethnography.

- **City Culture and Poverty**
  The spatial organization of poverty; Lifestyles among the rich and the poor.

- **The Political Economy of City Life**
  City culture, consumerism and tourism; Economics and politics involved in defining urban space and geography.
City Culture, Public Life and Citizenship
Street Cultures and Sub-cultures; History, memory and identity; Cultures of resistance; Exclusionary practices and civic participation.

Teaching/Learning Approach

Students are benefited from a range of teaching/learning methods, including lectures, seminars, presentations, case studies, fieldwork and research projects. Lectures strongly emphasize the active interaction between students and lecturer. They are delivered, whenever necessary, with the aid of audio-visual materials to strengthen students’ awareness and rational discussion of current issues related to city culture. Tutorials are conducted in the form of group discussion. Students are divided into small groups to conduct presentations of cultural issues of public concerns. They are expected to well-grasp the humanistic underpinning of ethnography, apply the associated methods to collect first-hand data, and conduct sociological analysis pertaining to the understanding of the modern city.

Assessment Approach

Presentations, fieldwork and research projects are designed to assess critical and inquisitive thinking as well as analytical and communication skills.

Indicative Readings

Recommended Textbooks

References
CC3711 Community Field Study

Level 3
Credits 3
Nature Non-science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 8 hours of Lecture
20 hours of Seminar/consultation
14 hours of Individual Projects
Prerequisites Nil
Exclusion CC3444 Integrative Self Studies
Assessment 100% Coursework

Aims

This subject aims to provide students opportunities to have close encounter with people who also live in Hong Kong, but they may not be fully aware how these people are influenced and labelled by various social forces. Through a small scale qualitative study with community field visits and contacts, the subject enhances students’ cognitive and affective understanding on the needs and livelihood of the people whom they will work with in their future professional life. Critical awareness is expected to be improved.

Learning Outcomes

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

- acquire and apply the practice of participation, observation, enquiry, consultation, reflection, and self-evaluation in the social enquiry process
- make effective contact with individual and organization for a range of objectives
- gather facts and opinions from a wide range of sources and by a variety of methods
- identify and analyze the impact of complex social, economic, political and cultural forces in working with people in particular contexts and problem situations
- develop a critical awareness of the relationship among individual, helping profession and society

Indicative Contents

- **Affective learning and cognitive learning: importance and differences**

- **Community field study**
  - Importance of field study in professional life
  - Process and basic skills for social enquiry
  - Methods and sources of gathering facts and opinions
  - Selection of community and field of contacts
  - Entering community and effective contact
  - Use of interviews
  - Roles of investigators
  - Self-reflection
  - Writing of field notes
Teaching/Learning Approach

The experiential learning approach is emphasized in this subject. Only essential concepts, skills and theories about community field study will be introduced and explained in lectures. Students will be divided into small groups. Led by the teaching instructor, they are required to choose a specific community issue or a specific group in the community as their study focus. They will pay field visits and agency visits, have observations and encounters, and conduct interviews, supported by consultation from subject teacher. Thus, a lot of time will be allocated to field study and tutorials/consultation sessions.

Students will be expected to share their unique experiences in field observations and encounters with other group members through tutorial sessions. Discussion of the issues of enquiry, analysis of the impact of social forces, in-depth understanding of the causes and effects of the community issue or on the people they studied, and presentation of progress will be conducted. Self-reflection will be encouraged. By the end of the semester, a session will be arranged for combination of different classes of students to have final presentation to consolidate what they have learned and experienced during the whole process in field study.

Assessment Approach

Continuous assessment will be adopted in this subject. A variety of methods, including field notes, progress report and final presentation, peer and self-assessment will be used. Students will also be assessed on their participation in lectures, tutorials and community visits in their small group projects.

Indicative Readings

Recommended Textbook
Chan, Peter. Community Field Study (Open Learning Package). Hong Kong: The Hong Kong Polytechnic University. (latest ed.).

References
Burgess, R.G. In the Field: an introduction to field research. George Allen & Unwin. (latest ed.).

Ritchie, Donald. Doing Oral History. Twayne Publisher. (latest ed.).

唐諾·里齊 (著)、王芝芝 (譯):《大家來做口述歷史》遠流出版事業股份有限公司 (最新版本)。

甘炳光等 (編): 《社區工作技巧》中文大學出版社 (最新版本)。

吳俊雄、曾嘉燕編: 《16+ - 少女口述歷史》香港：新婦女協進會 (最新版本)。

新婦女協進會 (不發表內部文件): 《少女口述歷史計劃》(最新版本)。

香港社會工作者總工會 (不發表內部文件): 《社工口述歷史計劃訪問員指引》(最新版本)。
Aims

This subject aims to provide students with an analytical backdrop against which they can decipher the power relations and social inequality in society. In conceiving of the study of culture as a political project, it equips them with the theoretical knowledge to examine the extent to which culture is a highly contested political domain that perpetuates different forms of power relations and social inequality in modern society.

Learning Outcomes

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

- identify the role of culture in reproducing power relations and perpetuating social inequality
- familiarize themselves with a body of theoretical approaches in analyzing power relations and social inequality manifest in different forms in the sphere of culture
- demonstrate competence in examining the inherent dynamics, tensions and struggles in culture

Indicative Contents

- **The Politics of Culture**
  Culture, power relations and politics; Power, worldview and truth.

- **Approaches to Cultural Politics**
  Representation; Discourse and hegemony; Political economy; Power and knowledge.

- **Cultural Marginalization**
  Dominant and minority culture; Issues of gender, race, class and sexual preferences; The politics of representation; Regulation and politics.

- **Social Movements and the Politics of Identity**
  The culture of resistances; Citizenship, public sphere and identity politics.
**Teaching/Learning Approach**

Teaching is oriented towards the development of the analytical competence of students. Lectures strongly emphasize the active interaction between students and lecturers. They are delivered, whenever necessary, with the aid of real case studies to strengthen students’ articulation of current cultural issues. Tutorials are conducted in the form of group discussion. Students are divided into small groups to conduct presentations of assigned topics. Each group is expected to conduct a small scale research and demonstrate their competence in applying and integrating relevant sociological theories and concepts to critically examining current cultural issues.

**Assessment Approach**

Assessment aims to examine students’ understanding and application of concepts and theories to articulating cultural issues. Presentations, assignments, essays as well as written reports are used to indicate the extent to which students possess analytical ability and competence in conducting sociological analysis of substantive cultural issues.

**Indicative Readings**

Recommended Textbook
Inglis, Davis, Hughson, John. *Confronting Culture*. Polity. (latest ed.).

References
Ferguson, Russell et al. eds. *Out There: Marginalization and Contemporary Cultures*. The New Museum of Contemporary Art. (latest ed.).


Woodward, Kathryn. *Identity and Difference*. Sage and The Open University (latest ed.).
CC3713 Developmental Psychology

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites CC2019 Introduction to Psychology
Exclusions CC3715 Human Behaviour and Social Environment
Assessment 50% Coursework
50% Examination

Aims

This subject provides an overview of the major psychological approaches that interpret human growth and development from prenatal to old age and death. It is aimed at developing students’ interest and insight about the uniqueness of individuals through the review on the principles governing human development, and the role of heredity, environment and their interaction play in the whole processes. In addition, selected issues at different life stages and on research designs and methods will be examined with reference to the Chinese context. As a result, students can acquire the knowledge and the abilities to apply the psychological concepts learnt to their daily lives and indigenous cultural context.

Learning Outcomes

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

- understand the basic principles governing human psychological development (from prenatal to death)
- differentiate the major psychological approaches and their associated philosophical assumptions on human nature and development.
- explain human psychological development in light of to the role and the interplay of heredity and environment
- analyze issues of different stages of development with an indigenous cultural perspectives

Indicative Contents

- **Introduction & Research Methods**
  Concepts of development; Conceptual controversies regarding human development;
  Methodology and issues in the study of human development.

- **Major Theories of Development**
  Grand theories: psychoanalytic, learning, and cognitive perspective; Contemporary theories: biological and evolutionary, sociocultural and ecological perspective.
- **Prenatal & Child Development**
  Physical, perceptual, and motor development; Cognitive and language development; Social and personality development.

- **Adolescent Development**
  Physical and identity development; Cognitive and moral development; Emotional and social adjustment.

- **Adult Development**
  Career development; Physical and cognitive development; Social and personality development.

- **Development in Old age and Death**
  Physical and cognitive changes; Social and personality development: Death and dying.

- **Developmental diversity**
  Atypical development; Development in the Chinese context; Current issues.

**Teaching/Learning Approach**

Key concepts, theories, and related issues relevant to a life-span perspective to developmental psychology will be explained, examined and discussed during lectures.

Seminars provide students with the opportunity to deepen their understanding of the concepts taught in lectures with the use of various active learning strategies, such as discussing of current issues and selected cases, analyzing films and characters, presenting group work, having role-play. These activities aim at encouraging the application of the psychological theories or concepts learnt.

**Assessment Approach**

A variety of assessment tools will be used, including group project, mid-term quiz, and examination, that are designed to develop and assess students’ understanding and application of concepts and theoretical approaches, their critical thinking as well as analytic and communication skills.

**Indicative Readings**

Recommended Textbook

References


高尚仁 (編):《心理學新論》香港: 商務印書館 (最新版本)。

陳烜之、梁覺 (主編):《邁進中的華人心理學》香港: 中文大學出版社 (最新版本)。

蘇建文、林美珍、程小危、林惠雅、幸曼玲、陳李綢、吳敏而、柯華葳、陳淑美著:《發展心理學》台北: 心理出版社 (最新版本)。
Aims

Despite the fact that globalization promises development and affluence, famine and poverty have remained an ineradicable part of our experience about human existence. This subject will discuss the relationship between globalization and development. In particular, it will focus on global economic institutions, including the World Bank, the International Monetary Fund, and the World Trade Organization. This subject will also discuss the experience of successful development as well as the cause of poverty among developing countries, with specific reference to social science theories.

Learning Outcomes

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

- cultivate the interest and concern in global issues and changes
- develop the global vision and different perspectives in understanding human development
- understand more on the role of global economic institutions, including the World Bank, the International Monetary Fund, and the World Trade Organization
- understand more on the role of international non-governmental organizations (INGOs) in human development

Indicative Contents

- **Globalization, Neo-liberalism and the Washington Consensus**
  Market regulation versus government intervention; Market failure; Liberalization; Privatization; Development models.

- **Free Trade or Fair Trade?**
  Comparative advantage; Protectionism; Tariffs; Subsidies; TRIPS.

- **Global Institutions**
  Bretton Woods system; International Monetary Fund; Macroeconomic stability; World Bank; Development; Poverty; Structural adjustment loans; Human development index.
**Development theories**
Modernization; Structural differentiation; Integration; Convergence; Underdevelopment; Dependency; Colonialism; Metropolis-Satellite model; Multinational corporations; State capacity; World System; Semi-periphery.

**Teaching/Learning Approach**
Students are expected to take an active part in the learning process. They will be enhanced to develop analytical ability in discussing different global development issues. In addition to interactive lectures, class exercises and case/news discussion are built in as means to help students to integrate and apply the knowledge and concept gained. Students are also required to choose a topic related to the subject and prepare a group presentation. Small groups of 4-6 students are expected to meet and work together collaboratively to prepare for their presentation.

**Indicative Readings**

Recommended Textbook


References
Aims

This subject familiarizes students with the major psychological approaches that interpret normal human behaviours and it also introduces basic concepts of abnormality. The subject aims at developing students’ insight in and appreciation of the uniqueness of individuals through understanding the principles governing human development and their interplay. As a result, students can acquire an increased sensitivity and ability to apply psychological concepts in their daily lives, professional practices and indigenous cultural context.

Learning Outcomes

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

- distinguish the major psychological approaches and their philosophical assumptions about human nature and development
- identify the basic principles governing normal and abnormal human growth and development
- analyze human development with the understanding of the interplay between heredity and environment
- apply the relevant psychological strategies or techniques to handle challenges or crises at different stages of development

Indicative Contents

- **Introduction to the Study of Human Development**
  Concepts of growth and development; Genotype and phenotype; Critical period; Orderly and sequential development; Developmental crises; Conceptual controversies regarding human development; Nature versus nurture; Changeability versus unchangeability; Universal versus specific.

- **Human Development from a Life-span Perspective**
  An overview of the characteristics of bio-psycho-social development at the different life stages from pre-natal to old age.
- **Major Theories of Development**
  Psychosexual perspective; Learning theories: classical conditioning, operant conditioning, social and cognitive approaches to learning; Humanistic perspective; Psychosocial perspective; Cognitive development; Moral development.

- **Brief Overview of Different Perspectives on Abnormality**
  Psycho-sexual Model; Cognitive-behavioural model; Humanistic-existential model; Neuro-biological (medical) model.

- **Some Issues of Abnormality and Deviance at the Different Life Stages of Development**
  Childhood disorders; Juvenile delinquency; Depression and suicide; Psychotic and neurotic behaviours; Aging-related diseases.

**Teaching/Learning Approach**

Key concepts, theories, and related issues relevant to a life-span perspective to human development will be examined and discussed during lectures.

Seminars provide students with the opportunity to deepen their understanding of the concepts taught in lectures.

Active learning is emphasized. The students are encouraged to develop insights on their own experience of development. In-class tasks such as discussion of current issues, selected cases, analyzing films and film characters, group presentations, and role-play may be assigned to encourage application of the psychological theories or concepts.

**Assessment Approach**

A variety of assessment tools will be used, including seminar discussion, group project, mid-term quiz, and examination designed to develop and assess students’ insight, and the application of the concepts and theoretical approaches, their critical thinking as well as analytic and communication skills.

**Indicative Readings**

Recommended Textbook

References


高尚仁 (編) : 《心理學新論》香港: 商務印書館 (最新版本)。

曾文星 (主編): 《華人的心理與治療》台北: 桂冠圖書股份有限公司 (最新版本)。

陳烜之、梁覺 (主編): 《邁進中的華人心理學》香港: 中文大學出版社 (最新版本)。

蘇建文、林美珍、程小危、林惠雅、幸曼玲、陳李綢、吳敏而、柯華葳、陳淑美著: 《發展心理學》台北: 心理出版社 (最新版本)。
### Aims

This subject provides an overview of the essentials of behavioural and cognitive psychology in such a way that it gives students an understanding with a sense of the area’s historical continuity. Students will be able to understand the complex nature of human thinking, which some steps are being taken for granted in daily situations. Given this comprehensive view of human thinking and learning, it is hoped that students will be able to personalize some of the theories and concepts as their own strategies for facilitating their learning.

### Learning Outcomes

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

- differentiate the broad and narrow definitions of ‘learning’
- understand the operation of cognitive processes, starting from sensory registration to purposeful output generation
- develop cognitive strategies by applying concepts and theories learnt to aid one’s learning and relevant daily context
- evaluate the strengths and limitations of theories that are used to explain human behaviour and thinking

### Indicative Contents

- **The study of human learning and cognition**
  Philosophical antecedents of psychology; Empiricism; Behaviourism; Cognitive Psychology; Research methods used in understanding human learning and cognition.

- **Associationism**
  Foundations of classical conditioning; Aversive-stimulus conditioning; Contextual conditioning; Concept of contiguity and contingency; Preparedness of conditioning; Application and limitations of classical conditioning.

- **Behaviourism**
  Thorndike’s Law of Effect; Skinnerian operant conditioning; Reinforcement schedules; Stimulus control; Shaping; Application and limitations of operant conditioning; Observational learning.
- **Attention and Perception**
  Signal detection; Selective and divided attention; Theoretical approaches to perception: top-down and bottom-up.

- **Memory: Models, Representation & Process**
  Traditional model of memory: sensory, short-term and long-term memory; Level of processing model; Working memory model; Implicit vs explicit model; Organization of declarative knowledge: Schema; Representation of procedural knowledge.

- **Language and Cognitive Function**
  Language comprehension and acquisition; Problem solving; Decision making; Reasoning: deductive and inductive; Heuristics; Metacognitive abilities; Creativity.

### Teaching/Learning Approach

Lectures introduce and explain major concepts and theories with occasional supplement of activities, such as video-viewing, case discussions and exercises. Tutorials provide a forum for students and lecturer to have more in-depth interaction, investigation and discussion in a number of selected topics in a small group setting.

### Assessment Approach

Students will be assessed by their coursework possibly including (1) a test which aims at testing students’ understanding of concepts and theories, (2) presentation, case analysis or term paper which aims at testing their ability to relate and apply theories and (3) an examination which aims at testing their overall understanding and reflection on the subject. Students will also be assessed on their participation in lectures and tutorials.

### Indicative Reading

**Recommended Textbooks:**
- Sternberg, R. J. *Cognitive Psychology.* Thomson Wadsworth. (latest ed.).

**References:**
- Leahey, T. H. & Harris, R. J. *Learning and Cognition.* Prentice Hall. (latest ed.).
Level 3  
Credits 3  
Nature Non-Science  
Medium of Instruction English  
Teaching Pattern 28 hours of Lecture  
14 hours of Tutorial  
Prerequisites CC2436 Thinking Sociologically  
Assessment 100% Coursework

Aims

In examining the process of mass communication that involves production, text and reception, the subject questions the widely-held understanding of media as informing, entertaining and educating. It aims to familiarize students with a critical perspective in unraveling the hidden meaning and power relation characteristic of media as prominent sources of information in modern society.

Learning Outcomes

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

- acquire a critical perspective in evaluating the role of media in modern society
- recognize the usefulness of different theoretical approaches and apply them to examining the production, textual and reception aspects of media
- examine the recent development of media and the impacts on politics

Indicative Contents

- The Role and Function of Media
  Media as entertainment, source of information and educating the public; Ideological function of media; Media in reproduction of social and economic relationship.

- Media Ownership
  The political economy perspective; The ownership and control of media; Cultural imperialism; Regulation and deregulation.

- News Production and Media Influence
  Gatekeeping; Framing; Agenda-setting; Stereotype; Propaganda; Ideology; Hegemony; Cultural industry and mass society.

- Media Audience
  The active use of media; The reception of media messages.

- Media, Public Communication and Capitalism
  Media-business relationship; Media-government relationship; Public sphere.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of key political concepts, with specific reference to current political and policy 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 real-life political and policy issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies.

Assessment Approach

A variety of assessment tools are used, including presentations and case studies, to develop and assess moral reasoning, critical thinking as well as analytical skills.

Indicative Readings

Recommended Textbook
Allan, S. News Culture. Open University Press. (latest ed.).


References
Curran, James, & Michael Gurevitch (eds). Mass Media and Society. Arnold. (latest ed.).

Dahlgren, Peter, & Colin Sparks (eds). Communication and Citizenship: Journalism and the Public Sphere. Routledge. (latest ed.).
CC3718  Mind, Behaviour and Human Nature

Level 3
Credits 3
Nature Science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites CC2019 Introduction to Psychology
Exclusions CC3443 Human Values and Modernity
CC3719 Policy, Welfare and Human Values
Assessment 100% Coursework

Aims

The subject provides the historical background and philosophical underpinning for students to understand the evolution of psychology as a unique discipline in studying the mind and behaviour of human beings. Such understanding enables students to become aware of the intellectual environment in which they are embedded in where the holding of different sets of assumptions might often lead to the adoption of very different approaches, hence might drastically change one’s beliefs and the course of action.

Learning Outcomes

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

- understand the survey of major events and movements in the history of psychology
- identify reasons of change in paradigms in the course of development in the discipline
- recognize the strengths, weaknesses and unique contribution of various approaches in the discipline
- reflect on one’s beliefs and concepts learnt in other psychology-related subject with respect to the philosophical assumptions and approaches employed

Indicative Contents

- **Philosophical roots of psychology: Greek’s ancient influence**
  Plato: forms or ideas, divided line, theory of knowledge, nature of soul; Aristotle: causation and theology, hierarchy of souls, sensation and perception, memory and recall, imagination and dreaming, motivation and happiness, emotions.

- **Beginning of modern science and philosophy**
  Psychology as science: Proper vs Kuhn; Relevant philosophers’ contribution: Francis Bacon, Rene Descartes, Thomas Hobbes, John Locke, George Berkeley, David Hume, John Stuart Mill.
- **Debates in Psychology as a study of mind and behaviour**
  Determinism vs. non-determinism: the debate about freedom and free will; Consciousness and the mind-brain relationship; nativism vs. empiricism; idiographic and nomothetic approaches to the study of behaviour.

- **Rise of physiology and experimental psychology**
  Sensation and perception: Hermann von Helmholtz, Ewald Herring, Ernst Heinrich Weber; Physiology: Gustav Theodor Fechner; Rationalism; Romanticism; Existentialism; Voluntarism; Darwinism.

- **Early approaches to psychology and their contemporary development**
  Structuralism; Functionalism; Behaviourism and neo-behaviourism; Gestalt psychology; Model of mental illness and mental health; Psychoanalysis; Humanistic psychology; Cognitive psychology; Contemporary development of the discipline.

**Teaching/Learning Approach**

Lectures focus on introducing concepts and approaches in psychology. Specific examples based on supplementary readings will also be used. Lectures will be conducted in an interactive manner and students therefore will be encouraged to participate in the activities.

Tutorials provide students with opportunities to deepen understanding of different approaches introduced in the lectures. Students will be involved in discussion in order to consolidate the knowledge.

**Assessment Approach**

A variety of assessment tools including term-paper, reflection log, tests and presentation will be used to assess students’ learning as well as their analytical and communication skills.

**Indicative Readings**

**Recommended Textbook**
Hergenhahn, B. R. *An Introduction to the History of Psychology*. Wadsworth. (latest ed.).


**References**
Brennan, J. F. *History and Systems of Psychology*. Prentice Hall. (latest ed.).

**Fancher, R. E. Pioneers of Psychology**. (latest ed.)

Hayes, N. *Psychology in Perspective*. Palgrave. (latest ed.).


Robinson, D. N. An Intellectual History of Psychology. The University of Wisconsin Press. (latest ed.).
CC3719 Policy, Welfare and Human Values

- **Level**: 3
- **Credits**: 3
- **Nature**: Non-Science
- **Medium of Instruction**: English and Chinese (Spoken: Cantonese; Written Chinese)
- **Teaching Pattern**: 28 hours of Lecture, 14 hours of Tutorial
- **Prerequisites**: Nil
- **Exclusions**: CC3443 Human Values and Modernity, CC3718 Mind, Behaviour and Human Nature
- **Assessment**: 100% Coursework

**Aims**

This subject aims to introduce students to the issues involved in the choice of social policy and the value bases of social welfare in modern society. Eventually, students should be able to discern the roles of moral values as related to the discussion about choice and prioritisation of social policies in general, and of provisions in social welfare services in particular.

**Learning Outcomes**

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

- identify the issues involved in the choice of social policy
- identify the value bases of social welfare in modern society
- articulate the arguments in support of these values
- understand the necessary trade-off among values and the prioritization of social policies and social services

**Indicative Contents**

- **The Rise and Decline of Welfare State**
  Social Solidarity; Citizenship; Welfare rights; Privatization.

- **Social Policy and Social Justice**
  Pro-welfare versus anti-welfare argument; Social redistribution; Equality of opportunity; The sanctity of private property; ‘Welfare’ and taxation as theft; The challenge of ‘value-free’ social science.

- **The Value Bases of Social Distribution**
  Utility and happiness; Needs and wants; Desert and merit; Rights and obligations.

- **The Mechanisms of Social Distribution**
  Market; Government; Third Sector; Informal Sector; Market failure; Government failure.
Rationales of Social Welfare
Social equality; Safety Net; Welfare versus workfare; Investment in social capital; Social inclusion.

Teaching/Learning Approach
Lectures focus on the introduction and explanation of major theories and key concepts, with specific reference to current political and policy 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 real-life political and policy issues. The activities in tutorials normally include student presentations and discussions of problems sets and case studies.

Assessment Approach
A variety of assessment tools are used, including presentations and case studies, all designed to develop and assess moral reasoning, critical thinking as well as analytical skills concerning the subject.

Indicative Readings
Recommended Textbook

Forder, Anthony, et. al. Theories of Welfare. RKP. (latest ed.).


Plant, Raymond, et. al. Political Philosophy and Social Welfare. RKP. (latest ed.).

References


Aims

This subject examines major issues, concepts and leading theories in studying popular culture and consumption in contemporary society. It emphasizes students’ substantive understanding of current cultural issues in an attempt to enhance their competence in articulating the intricate dynamics among culture, individuals and society in both local and global contexts.

Learning Outcomes

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

- examine major issues, concepts and leading theories in studying popular culture and consumption in contemporary society
- employ a selected range of methods to study the making of popular culture and consumption
- demonstrate their competence in understanding and articulating the interplays among culture, individuals and society in both local and global contexts
- effectively communicate information, arguments and analysis in a variety of forms

Indicative Contents

- **Issues in Popular Culture**
  Class, race and gender; Culture, high culture and low-culture; Social change and popular culture.

- **Theories in Popular Culture**
  Marxism and critical theory; Semiotics; Postmodernism.

- **The Consumer Society**
  Advertising, consumption and identity; Class, gender and taste; Meanings and ideology; Consuming pleasure; Social change and consumption.

- **Globalization**
  Cultural Imperialism; Hollywood movies; McDonaldization and Disneyization.

- **Consuming Sexuality**
  Pornography, gender and censorship; Sexuality and moral panic.
Teaching/Learning Approach

In lectures, students are introduced to the major theories, issues and concepts in studying popular culture and consumption.

In seminars, students are expected to conduct presentations of assigned topics. They are encouraged to conduct small-scale research and actively participate in presentations. Simultaneously, a significant number of audio-visual materials (e.g., documentaries and films) are used in lectures and seminars to arouse students’ interests in studying popular culture in both local and global contexts.

Assessment Approach

A variety of assessment tools will be used. In addition to assignments that aim to arouse students’ interests in studying popular culture and consumption, and assess their basic understanding of theories and concepts, presentations and individual papers are used to consolidate students’ analytical competence in applying selected theories to conducting case studies in both local and global contexts.

Indicative Reading

Recommended Textbooks
Parker, Chris. Cultural Studies. Sage. (latest ed.).

References
Lui, Tai-lok, Mathews, Gordon eds. Consuming Hong Kong. Hong Kong University Press. (latest ed.).
Aims

This subject aims to enhance students’ understanding of human behavior and its dynamic interaction with a psychological perspective. Through increasing students’ sensitivity to different psychological frameworks and their implication on daily situations and phenomena, students will become more mature and confident in handling practical issues in human relationships. In addition, the subject enables students to develop a better sense of self-awareness and to yield insights in relating effectively to people from all walks of life from different settings.

Learning Outcomes

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

- understand concepts and the methods used in the study of interpersonal relationships
- evaluate the applicability of different psychological perspectives in interpersonal relationship matters
- apply knowledge to generate strategies to solve problems in their personal lives and professional practice
- enhance self-awareness in tackling practical issues related to human relationships

Indicative Contents

- **Concepts of Relationship**
  Definition of a relationship; Utility of relationship in human species; Varieties and stages of relationship.

- **Interpersonal Attraction**
  First relationship: Attachment; Friendship; Intimate relationship; Love; Marriage and cohabitation.

- **Human Sexuality**
  Sexual identity; Premarital sexual behaviour; Interactions in sexual relationships.

- **Gender Issues**
  Traditional gender roles and stereotypes; Development of gender roles; Gender differences.
- **Interpersonal Relationships in the Workplace**
  Group dynamics and leadership; Power and politics; Sexual harassment.

**Teaching/Learning Approach**

An interactive approach will be used in the lecture to explain key concepts, theories, applications of the psychological principles, with reference to students’ own relational styles and experience. Current issues and trends related to the psychology of interpersonal relationships will also be raised and discussed.

Seminars provide opportunities for students to reflect and apply on theories and concepts delivered in lectures through the means of self-evaluation and personal case analysis. Forums will also be provided in the seminar for discussion on selected controversial issues.

**Assessment Approach**

A variety of assessment tools will be used, including individual/group presentations, case studies, written reports, tests and examination designed to assess students’ understanding and application of the subject matter, as well as their analytic and communication skills.

**Indicative Reading**

**Recommended Textbook**

**References**


Smith, P. B. and Bond, M. H. *Social Psychology Across Cultures*. Boston: Allyn and Bacon. (latest ed.).
Aims

This subject introduces various major personality theories that provide the origins and explanation of personality and its development. The subject also provides an evaluation of different personality assessments and research findings in the field. In addition, the subject will provide a basis for students to reflect on their own personality development so as to facilitate their self-understanding and personal growth.

Learning Outcomes

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

- comprehend the major personality theories and the associated philosophical assumptions of human beings and methodologies used
- evaluate the strengths, limitations and applications of different personality approaches
- reflect on their own personality development with the use of the psychological theories and concepts introduced

Indicative Contents

- **Theoretical Consideration**
  Historical, philosophical background and assumptions of a selected number of personality theories; Various personality models: psychoanalytic, humanistic, trait, behavioural, social-cognitive.

- **Evaluation**
  The strengths and limitations of different personality models; The research methods currently used in studying issues central to personality; Personality in relation to lifespan development, gender and culture.

- **Application**
  Analysis on the clinical implications and treatments of various personality approaches; The dynamic interaction between personality and social situations.
Teaching/Learning Approach

Lectures focus on the introduction and explanation of various personality approaches. Audio-visual materials and case studies will be included to illustrate the essentials of theoretical ideas and research findings.

Seminars will be designed to maximize students’ participation so as to generate thought-provoking discussion which requires the application of psychological concepts in understanding personality structure, process, growth, development and change.

Assessment Approach

Apart from a mid-term test and an examination, an individual reflection paper and a group project will be also used for enhancing students’ critical skills, application of knowledge and social competencies through collaborating with others.

Indicative Readings

Recommended Textbook

Recommended References
Allen, B. P. *Personality Theories: Development, Growth, and Diversity*. Boston: Allyn and Bacon. (latest ed.).


Ryckman, R. M. *Theories of Personality*. Belmont, CA: Thomson Wadsworth. (latest ed.).

呂俊甫 (原著)、洪蘭、梁若瑜 (譯): 《華人性格硏究》 台北: 遠流出版事業股份有限公司 (最新版本)。
賈馥茗: 《人格心理學概要》台北：三民書局股份有限公司 (最新版本)。
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**Aims**

This subject aims to familiarize students with leading theoretical traditions in social theories. It critically examines major debates, issues and developments in social theories, and emphasizes their analytical and reflexive competence in diagnosing the development of modern societies.

**Learning Outcomes**

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

- recognize and identify leading traditions, major debates and developments in sociological inquiry
- apply different sociological approaches in analyzing contemporary social life
- examine the relevance of social theories to the understanding of diverse social phenomena in both local and global contexts
- articulate the nature and dynamics of transformations inherent in modern societies

**Indicative Contents**

- **Modernity and Its Discontents**
  Promises and problems of modernity; The legacy of classical sociological analysis; Modernity and its discontents.

- **Industrialization and Modernization Theory**
  Modernization and division of labour; Social order and social change; Anomie and alienation.

- **Capitalism, Globalization and Social Inequality**
  Origins and nature of capitalism; Social inequality, social stratification and class analysis; Globalization and globalism.

- **Rationalization and Bureaucracy**
  The rise of rationalism; Rationalization and disenchantment; The ‘iron-cage’ of bureaucracy; McDonaldization; Managerialism and bureaucracy.

- **Modernism and Post-modernism**
  Post-modern challenges to modern social theories; Postmodernism and post-modernization.
Knowledge and Power

Birth of a ‘knowledge-based society’? Knowledge and power; Social discourse and mental illness; Meanings and dangers of professionalism and professionalization.

Teaching/Learning Approach

In lectures, students are introduced to major theories, issues and concepts in sociological inquiry. Audio-visual materials (e.g., documentaries and films) are used to arouse students’ interests in understanding the nature of modern society.

In seminars, students are expected to conduct presentations of assigned topics, which lay strong emphasis on their analytical competence in integrating theory into real-life cases.

Assessment Approach

A variety of assessment tools will be used. In addition to assignments that assess students’ basic understanding of theories and concepts, presentations and individual papers are used to examine their competence in applying theories to articulating the nature and dynamics inherent in modern societies.

Indicative Reading

Recommended Textbooks

Jones, Pip. Introducing Social Theory. Polity. (latest ed.).

References
Stones, Rob. Key Sociological Thinkers. Macmillan. (latest ed.).

宋林飛：《社會學理論》台北市：五南圖書出版股份有限公司 (最新版本)。
楊善華主編：《當代社會學理論》台北市：五南圖書出版股份有限公司 (最新版本)。
CC3724 Sociology of Culture

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Aims

This subject addresses major issues, themes and questions in the sociological study of cultural life. In surveying major sociological approaches in studying process of culture, it examines what shapes culture and also the impacts of culture on human lives. It aims to enhance students’ competence in understanding and evaluating aspects of culture in modern societies.

Learning Outcomes

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

- understand basic concepts and theories, and identify major issues and problems in the sociological study of culture
- recognize the significance of sociological approaches to the study of culture, a process in which institution, production and consumption intersect
- apply the theoretical knowledge to studying social change and its impact on culture in particular social contexts
- enhance the competence in critical and creative thinking

Indicative Contents

- **The Nature of Culture**
  Kinds of culture; Symbols, practices and rules; Stratification of culture; Power, marginalization and cultural conflicts; Culture, self and identity.

- **Sociological Approaches to the Study of Culture**
  Functionalism; Symbolic interactionism; Marxism; Structuralism; Post-Structuralism.

- **The Process of Culture**
  The production and consumption of culture; Language and meanings; Cultural movements, social action and social change.

- **Social Change and Culture**
  Fordism and post-fordism; Modernity, postmodernity and globalization; Hybridization and glocalization.
Teaching/Learning Approach

Lectures are designed as a crucial means to explicate theories, concepts and issues essential for the sociological study of culture. In emphasizing the element of active interaction between lecturer and students, group discussions and audio visual materials will also be used to engage the interest of students in the study of culture. Tutorials are organized in the form of seminar discussion, in and through which students are given enormous opportunity to deepen their understanding of essential concepts and theories central to analysis of cultural issues.

Assessment Approach

In addition to assignments that assess students’ basic understanding of theories and concepts, presentations, case studies and written reports are used to assess their critical thinking as well as analytical skills in the study of culture.

Indicative Readings

Recommended Textbooks
Hall, John, Neitz, Mary Jo. Culture: Sociological Perspective. Prentice Hall. (latest ed.).


Reference
Alexander, Jeffrey, Seidman, Steven eds. Culture and Society. Cambridge University Press. (latest ed.).
Aims

This subject provides an overview of the essential statistical concepts and major research methods that are commonly used in psychology. The understanding of the knowledge of statistics and the logic behind research methods help students to see the vigor and values of scientific investigation across different areas in the discipline.

Learning Outcomes

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

- understand the basic uses of statistics and their computations
- understand the process of scientific reasoning and its probabilistic nature
- distinguish and evaluate the use of major quantitative and qualitative research methods
- compute elementary statistical analyses with the use of statistical software -- SPSS
- apply appropriate statistics and research methods to test hypotheses in simple psychological research
- interpret and evaluate research / scientific findings in a rational and meaningful fashion

Indicative Contents

- **Introduction to Scientific Reasoning**
  The steps and inductive nature in scientific reasoning; Concept of hypothesis testing; Defining and measuring variables; Generating research ideas; Research ethics.

- **Research Methods**
  Different experimental designs: correlational research, observational, archival, case study, and survey; Concept of validity and reliability.

- **Introduction to Statistics**
  Role of statistics in research process; Probabilistic nature of statistics.

- **Descriptive Statistics**
  Measures of central tendency; Concept of variability; Difference of interval, ratio, nominal and ordinal data; Data organization: graphs and tables and summary measures.
- **Inferential Statistics for psychology**
  Fundamentals of hypothesis testing; Correlation and Regression; t-test and ANOVA.

- **Integration of research methods and statistics**
  Choosing the appropriate design and statistics for research purpose; Basic skills to use SPSS.

**Teaching/Learning Approach**

Lectures are mainly used to introduce and explain statistical and research concepts, steps, techniques, issues, and their application in behavioural science, specifically in the context of psychology. In tutorials, active learning is emphasized such that students will have ample opportunities to work on problems set, discuss statistical and research issues, and apply the subject knowledge through variety of learning tasks.

**Assessment Approach**

A variety of assessment tools including weekly exercises, group project, mid-term quiz, and examination will be used. They are designed to develop and assess students’ understanding and application of the concepts and techniques learnt.

**Indicative Readings**

**Recommended Textbook**

**References**


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CC3726 Working with Groups, Communities and Organizations

Level 3
Credits 3
Nature Non-science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial and Skill Workshop
Prerequisites CC2438 Introduction to Social Work
Assessment 50% Coursework
50% Examination

Aims

This subject aims to enable students to grasp the fundamental knowledge and skills in working with groups, communities and organizations. Systemic, cultural and gender sensitive perspectives are adopted to understand, analyze and intervene into the relations among people, groups, communities, organizations and society. It guides students to conceptualize and assess issues and problems related to subject matters from a holistic parametric framework that integrate their consciousness and identity with social structure while at the same time acknowledging the constituting effects of history and multi-social layers for these relational modalities. It also introduces relevant practice skills and techniques. Students’ reflection on themselves in the role of human service professional is enhanced.

Learning Outcomes

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

- adopt a holistic parametric framework to work with groups, communities and organizations
- identify the importance and effect played by various social forces in constituting the identity and consciousness of service users as well as themselves as helpers and vice versa
- apply the person-in-situated-context perspective in assessing problems and issues confronting welfare service users who come forth as groups, communities in an organizational context
- apply the general process model to work with groups, communities and organizations
- distinguish the basic practice skills and techniques in working with groups, communities and organizations
- delineate and formulate the proper roles and tasks in working with groups, communities and organizations

Indicative Contents

- **Foundation of Working with Groups, Communities and Organizations**
  Revisit to person-in-situated-context perspective, relational modalities, parametric framework of working with people; System theory, eco-system perspective and developmental perspectives; Basic Considerations for Choosing to Work with a Focus on Groups, Communities and Organizations.
- **General Process Model in the context of Working with Groups, Communities and Organizations**
  Basic Value Premises and Core Concepts; Generic Helping Process; Roles and Tasks; Skills and Techniques; Special Issues and Concerns.

- **Working with Groups**
  Nature of Groups; Types of Groups; Conceptual Models of Social Work Group; Group Proposal; Stages of Group Development; Utilization of Group Dynamics; Group Work Skills.

- **Working with Communities**
  Nature of Communities; Classifications of Communities; Conceptual Models of Community Work Practice; Citizen Participation; Networking and Community Care.

- **Working with Organizations**
  Nature of Organizations; Conceptual Models of Organization Work; Work Within and Against Organizations.

**Teaching/Learning Approach**

Students are expected to take an active part in the learning process. Lectures will be delivered to cover the theoretical and conceptual parts of the subject. Class exercises and cases discussion will be built-in as means to help students to integrate and apply the knowledge and concept gained.

In tutorials and skill workshops, students will be grouped into small teams. They will use problems and issues suggested by tutor or selected by them in the subject Community Field Study as the context for discussion, presentation, and skills learning.

**Assessment Approach**

A variety of methods, including quiz, presentation, and skill performance will be used in continuous assessment. An examination will be held at the end of this subject.

**Indicative Readings**

Recommended Textbook

References
Ho, K. W. & Tse, M. H. *Working with Groups. An Open Learning Packages Department of Applied Social Sciences*, Hong Kong Polytechnic University. (latest ed.).

Lam, H. S. & Wong, Y. C. *Working with Communities. An Open Learning Packages*. Department of Applied Social Sciences, Hong Kong Polytechnic University. (latest ed.).


吳夢珍主編 ; 區初輝 [等] 編 : 《小組工作》 香港 : 香港社會工作人員協會 (最新版本)。

張兆球, 蘇國安、陳錦漢編: 《活動程序 – 計劃、執行和評鑑》香港 : 香港城市大學出版社 (最新版本)。

甘炳光、 梁祖彬、 陳麗雲、 林香生合編: 《社區工作: 理論與實踐》 香港 : 香港中文大學出版社 (最新版本)

甘炳光、胡文龍、馮國堅、梁祖彬合編：《社區工作技巧》香港：香港中文大學出版社 (最新版本)。
Aims

This subject aims to enable students to grasp the fundamental knowledge and skills in working with individuals and families. Systemic, cultural and gender sensitive perspectives are adopted to understand, analyze and intervene into the relations among individuals, families and their environment. It guides students to conceptualize and assess issues and problems related to subject matters from a holistic parametric framework that integrate their consciousness and identity with social structure while at the same time acknowledging the constituting effects of history and multi-social layers for individuals and families. It also introduces relevant practice skills and techniques. Students’ reflection on themselves in the role of human service professional is enhanced.

Learning Outcomes

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

- adopt a holistic parametric framework to work with individuals or families
- identify the importance and effect played by various social forces in constituting the identity and consciousness of service users as well as themselves as helpers and vice versa
- apply the person-in-situated-context perspective in assessing problems and issues confronting welfare service users who come forth as individuals or families
- apply the general process model to work with individuals or families
- distinguish the basic practice skills and techniques in working with individuals or families
- delineate and formulate the proper roles and tasks in working with individuals or families

Indicative Contents

- **Foundation of Working with Individuals and Families**
  Person-in-situated-context Perspective; Relational Modalities; Parametric Framework of Working with People; System Theory; Eco-system Perspective; Developmental Perspectives; Basic Considerations for Choosing to Work with a Focus on Individuals or Families.

- **General Process Model**
  Basic Value Premises and Core Concepts; Generic Helping Process; Roles and Tasks; Skills and Techniques; Special Issues and Concerns
Working with Individuals
Interviewing and Counselling; Clients’ Reactions to Having Different Problems.

Working with Families
Diversity of Family Forms; Societal Functions of Families; Family Problems; Tools for Family Assessment; Family Therapy in Systems Perspective; Family Interview.

Teaching/Learning Approach
Students are expected to take an active part in the learning process. Lectures will be delivered to cover the theoretical and conceptual parts of the subject. Class exercises and cases discussion will be built-in as means to help students to integrate and apply the knowledge and concept gained.

In tutorials and skill workshops, students will be grouped into small teams. They will use problems and issues suggested by tutor or being explored by them in the subject Community Field Study as the context for discussion, presentation, and skills learning.

Assessment Approach
A variety of methods, including quiz, presentation, and skill performance will be used in continuous assessment. An examination will be held at the end of this subject.

Indicative Readings
Recommended Textbook

References

Chan, P. *Working with Individual and Families. An Open Learning Packages*. Hong Kong: The Hong Kong Polytechnic University. (latest ed.).


高劉寶慈等編：《個案工作-理論及案例》香港：集賢社 (最新版本)。

霍玉蓮：《婚姻與家庭治療——理論與實務藍圖》香港：突破出版社 (最新版本)。
Aims

This subject aims to familiarize students with a selected range of necessary psychological constructs and theories in order to understand the mind and behaviours of Chinese people. The subject develops students’ abilities to identify contemporary issues and trends in Chinese psychological development. It also equips students with the skills to evaluate the strength and limitations of the current scientific methods used to examine Chinese people’s psychology. The subject will develop students’ open-mindedness and cross-cultural sensitivity in face of this ever-diversifying society.

Learning Outcomes

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

- describe Chinese behaviour and mental processes with the use of selected ranged of psychological theories and concepts that are derived from the Western culture
- explain the difference between Westerners’ and Chinese behaviour and mental processes in light of their distinctive cultural influences
- examine the classical, recent and future trends in Chinese psychological development.
- evaluate the research methods and the theories currently used in studying issues central to Chinese people
- conduct small-scale research to investigate the psychology of the Hong Kong Chinese people

Indicative Contents

- **Characteristics and Personality Types of Chinese People**
  Traditional, modern and the changing personality of Chinese; Emotions of Chinese.

- **Family and Parenting Styles**
  Filial piety and ancestor worship; Chinese child-rearing pattern; Family obligations; Childhood socialization.

- **Cognition and Learning**
  Chinese intelligence; Learning approaches; Language; Achievement of Chinese students.
- **Social Relationship**  
  Role of “yuan” in personal and social relationships; Gender and roles; Face-works in social interactions.

- **Organizational Behaviour and Chinese Culture**  
  Behaviours in Chinese organizations; Use of relationships (“guanxi”), expectations on leadership, and others.

- **Mental Health**  
  Chinese conception of psychopathology; Chinese utilization of psychotherapy; Coping behaviours in Chinese societies.

- **Developing Indigenous Theories of Chinese Psychology**  
  Reflections on the use of concepts and methods derived from Western cultures in search of Chinese Psychology.

**Teaching/Learning Approach**

Lectures focus on the introduction and explanation of key concepts and theories. Students’ experiences of being raised as a Chinese will also be used as a source for illustration of indigenous theoretical constructs.

Seminars will be designed to maximize students’ participation, which develop students’ reflective thinking skills as well as to generate thought-provoking discussion on the theorizing of Chinese behaviour and mental processes. Teaching strategies range from reading, analyzing behaviours of characters in the Chinese literature and media; to discussing current trends and issues from psychocultural-social perspectives in the Chinese context will be used in the seminar.

**Assessment Approach**

Continuous assessment will be used in which there will be a group presentation, an individual reflective paper and a research project. Students will be assessed on the basis of the criteria of the comprehensiveness, accuracy, appropriateness of the application of knowledge in analyzing Chinese behaviour.

**Indicative Readings**

**English References**  

Bond, M. H. (Ed.). *Beyond the Chinese Face*. Hong Kong: Oxford University Press. (latest ed.).


Lau, S. *Growing up the Chinese way*. Hong Kong: The Chinese University Press. (latest ed.).
Chinese References
陳烜之、梁覺 (主編): 《邁進中的華人心理學》 香港: 中文大學出版社（最新版本）。

高尚仁、楊中芳 (主編): 《中國人、中國心》 台北: 遠流出版事業股份有限公司（最新版本）。

楊中芳: 《如何研究中國人——心理學研究本土化論文集》 台北: 遠流出版事業股份有限公司（最新版本）。

楊國樞: 《中國人的心理與行為: 本土化研究》 北京: 中國人民大學出版社（最新版本）。

楊國樞、黃光國、楊中芳 (主編): 《華人本土心理學, 1 期》 台北: 遠流出版事業股份有限公司（最新版本）。

楊國樞、黃光國、楊中芳 (主編): 《華人本土心理學, 2 期》 台北: 遠流出版事業股份有限公司（最新版本）。
Aims

This subject aims to provide students a foundation of concepts and theories about guidance and counselling. Basic counselling approaches are introduced in order to display the inter-relationship between the human belief and the intervention strategies. Counselling and guidance theories are brought in under specific context such as school and youth problems, with the intention to let students have practical understanding to such theories. Assessment and counseling tools are also included in the subject, such as Neuro-linguistic programming, Enneagram and aptitude test.

Learning Outcomes

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

- Identify the development and foundation of the guidance and counselling;
- Distinguish the uniqueness of different counselling approaches;
- Differentiate the stages of counselling;
- Analyze needs and problems with different guidance and counselling approaches;
- Apply core therapeutic elements to guidance and counselling;
- Conduct assessment with assessment tools and interpret the results.

Indicative Contents

- **Foundation of counselling and guidance**
  Basic concepts of helping profession and process; Historical development and trend of counselling and guidance; Core values and principles

- **Therapeutic relationship building**
  Stages of counseling process; core concepts and skills in therapeutic relationship building

- **Guidance and counselling approaches**
  Features of different counselling approaches: human belief, problem identification and intervention goal; Main stream approaches: Cognitive Behavioral Therapy (CBT), Person-centered Therapy, Career Counseling, Solution-focused Therapy
Tools of guidance and counseling
Belief and rationale of tools; usage of tools and result interpretation of Enneagram; Neuro-Linguistic Programming and the aptitude test for career counseling

Teaching/Learning Approach
Lectures are mainly used for concepts and theories presentation. Interactive learning will be adopted to encourage students to take an active role in learning process. Therefore, the video show, case study, class exercises will be used in the lecture.

Tutorials will be focused on the elaboration and concretize of the theories with case illustration. Besides, tutorial will be conducted as a workshop for skills training and clarification. The formats of tutorial include student presentation, role play, case demonstration and tools applications.

Assessment Approach
Continuous assessment will be adopted in this subject. A variety of assessment tools will be used, including presentation, individual reflective paper, quiz, case study report and skills demonstration.

Indicative Readings
Recommended Textbook


References


林孟平著＜輔導與心理治療＞香港：商務印書館(香港)有限公司(最新版本)
朱亮基、高劉寶慈編＜個人工作與家庭治療＞香港：中文大學出版社(最新版本)
游麗玲著＜學生輔導＞香港：中文大學出版社(最新版本)
劉翠玲、林靜雯編著＜尋解導向治療：初探編＞香港：香港明愛家庭服務(最新版本)
CC3780 Social Policy in Hong Kong

Level 3
Credits 3
Nature Non-Science
Medium of Instruction English and Chinese (Spoken: Cantonese; Written: Chinese)
Teaching Pattern 28 hours of Lecture
14 hours of Tutorial
Prerequisites Nil
Assessment 100% Coursework

Aims

This subject equips students with reflective understanding on social policy in Hong Kong. It provides the conceptual, normative, theoretical and contextual frameworks to discuss and to analyse the development and changes of social policy and social service in Hong Kong. Studying the subject helps prepare students for more in-depth study on social policy analysis and social policy practice, as well as policy-conscious practice in social administration and social service management.

Learning Outcomes

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

- Explain and differentiate alternative concepts and understandings of social policy and social services including definitions, boundary, moral and normative concepts, models of social welfare and provisions of social services;
- Outline alternative theories of social policy.
- Explain the process of social policy formulation, evaluation and advocacy in Hong Kong.
- Explain and analyse the historical and contemporary development of social policy and social service in Hong Kong with macro-societal understanding and imagination.
- Describe and discuss current critical issues of social policy and social service in Hong Kong.

Indicative Contents

- **Concepts of Social Policy and Social Services**
  Normative concepts in social policy: social justice, equality, equity, rights; Choice and efficiency; Universalist vs. selectivist provision of welfare; Models of welfare: residual, performance-based and institutional models; Fiscal welfare, occupational welfare and public welfare; Sectors in provision of services: state, market, third and informal sectors.

- **Theories of Social Policy**
  Neo-classical conservatism; Social democrat – Fabian; Marxism; Corporatism; Third way; State-intervention, privatisation and marketisation; Gender-sensitivity and anti-discrimination; Social inclusion/exclusion, marginalisation and social labeling in social policy.
- **Social Policy Formulation, Evaluation and Advocacy in Hong Kong**
  Structures and actors involved; Stages of social policy formulation; Power and policy enactment; Policy implementation and evaluation; Participation and advocacy in social policy development.

- **Critical Issues of Social Policy and Social Service in Hong Kong**
  Financing; Public-private division in social services; Governance; Citizen participation and politicisation of social policy and social services; Roles of non-governmental organisations; Community-based service-integration; Public finance and subvention reform; Equal opportunity; Sustainable development; Territorial and regional development.

**Teaching/Learning Approach**

Lectures emphasize the clarification of concepts, delineation of theories and summarisation of contextual information. Occasional audio-visual presentations, group discussions and exercises might be arranged in lectures. Tutorials emphasize the application of concepts/principles and contextual reflection with an interactive approach. The activities in tutorials normally include student presentations, class exercises and discussions on articles and local issues.

**Assessment Approach**

Students are assessed by their coursework including (1) test(s) on their understanding of concepts and theories, (2) a tutorial presentation and personal reflection note on their ability to relate theoretical understanding to local context, and (3) a term paper and/or project reports on overall integrative understanding and reflection of the subject. Students are also assessed on their participation in lectures and tutorials.

**Indicative Readings**

**Recommended Textbook**

**References**


Wilding, Paul. *Social Policy and Social Development in Hong Kong*. City University of Hong Kong. (latest ed.).

Wong, Linda, White, Lynn, Gui, Shixun. *Social Policy Reform in Hong Kong and Shanghai*. M.E. Sharpe. (latest ed.).

李健正、趙維生、梁麗清、陳錦華 (編): 《新社會政策》 中文大學出版社〔最新版本〕。

陳錦華、王志錚 (編): 《香港社會政策評論》 中文大學出版社〔最新版本〕。

陳錦華、王志錚 (編): 《香港社會政策2000》 三聯書店〔最新版本〕。
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