

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS341														
Subject Title	Contemporary Social Issues														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation and Log book writing</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Round Table Sharing</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20 %</td> </tr> <tr> <td>3. Term Essay</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation and Log book writing	30 %	--	2. Round Table Sharing	--	20 %	3. Term Essay	50 %	--
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Objectives	<p>The subject aims to enable students to distinguish between personal troubles and social issues and to develop a conceptual framework to work out their differences as well as their linkages. It is also to enable students to apprehend and criticize different sociological approaches to the study of contemporary social issues.</p>														
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. show their understanding of the differences between personal issues and social issues; b. give their own views on the following daily activities, namely: consumption, self-formation, youth culture and their personal growth process, the differences between non-disabled and disabled, the relationship between love and sexuality; and c. by drawing on their own personal experiences, show their competence in linking theoretical framework and the understanding of daily life; and to acquire practical, presentational and experiential knowledge about contemporary societies. 														

<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<ol style="list-style-type: none"> 1. Between Personal and Social 2. A Sociological Understanding of Reflexivity 3. Late Modernity – A Method of Deconstructing the Contemporary Era? 4. The Notion of Utopian Realism and its Implication to Daily Life 5. The Interpretation of Risk Society 6. The Third Way: from Expectation to Despair? 7. The Meaning of Participation 8. The Meaning of Post-materialism as against Nationalist Call 																																																				
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Lectures revolve around the different approaches to the related topics, and examples of daily life would be drawn on so as to show the ways of applying theoretical frameworks to social analyses</p>																																																				
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="443 987 1471 1503"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1.Participation and Log book writing</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.Round Table Discussion</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.Term Essay</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> - The grade is calculated according to the percentage assigned; - The completion and submission of all component assignments are required for passing the subject; and - Student must pass all components at 50% or grade D if he/she is to pass the subject. Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: <p>Presentation is to provide the opportunity for students to apply the learning materials into daily contemporary issues among themselves; written assignment in terms of reflection logs and term essay are to ask them to show their practical, experiential and presentational knowledge.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1.Participation and Log book writing	30 %	√	√	√				2.Round Table Discussion	20 %	√	√	√				3.Term Essay	50 %	√	√	√				Total	100 %						
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<p>Student Study Effort Required</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lecturer 					<p>30 Hrs.</p>																																															

	Other student study effort:	
	▪ Log Writing	30 Hrs.
	▪ PADLET commitment	30 Hrs.
	▪ Reading and Essay Writing	40 Hrs.
	Total student study effort	130 Hrs.
Reading List and References	<p>BECK, Ulrich (1992). <i>Risk Society: Towards a New Modernity</i>. London: Sage.</p> <p>Bellah, Robert N. et.al. (1985). <i>Habits of the Heart: Individualism and Commitment in American Life</i>. Berkeley: University of California Press.</p> <p>CAPLAN, Bryan (2007). <i>The Myth of the Rational Voter: Why Democracies choose bad Policies</i>. Princeton: Princeton University Press.</p> <p>GIDDENS, Anthony (1991). <i>Modernity and Self Identity: Self and Society in Late Modern Age</i>. Cambridge: Polity Press.</p> <p>GIDDENS, Anthony (1998). <i>The Third Way: The Renewal of Social Democracy</i>. Cambridge: Polity Press.</p> <p>Relevant journal articles and latest internet discussions are to be adopted in the entire course.</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.