

### Subject Description Form

<b>Subject Code</b>	APSS1150														
<b>Subject Title</b>	Freshman Seminar														
<b>Credit Value</b>	3														
<b>Level</b>	1														
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s):</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input checked="" type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and participation in lecture and workshop</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Project Presentation and Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>3. Individual Reflection Paper</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. Attendance and participation in lecture and workshop	15%	--	2. Group Project Presentation and Report	--	35%	3. Individual Reflection Paper	50%	--
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<b>Objectives</b>	<p>The aims of the Freshman Seminar are to orient Year 1 social science students to:</p> <ol style="list-style-type: none"> <li>1. adapt and prepare for university study at PolyU;</li> <li>2. understand social sciences as an academic discipline in local and global contexts;</li> <li>3. appreciate social scientific knowledge as a foundation to human service professions;</li> </ol>														

	<ol style="list-style-type: none"> <li>4. examine fundamental concepts of social policy, social entrepreneurship and social work;</li> <li>5. develop and/or strengthen creativity and problem-solving ability;</li> <li>6. expand their personal and academic outlook at the global level.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the major issues of concern of social sciences in local and global contexts;</li> <li>2. acquire the basic study skills and capacity such as information literacy, language literacy, interpersonal skills, reflection, learning to learn, team work, etc.;</li> <li>3. understand social sciences as an academic discipline that underpins the human service professions;</li> <li>4. develop insight into one's academic and professional goals and pursuit;</li> <li>5. develop creative and problem-solving abilities in addressing both academic/professional issues in social science discipline as well as in general life circumstances;</li> <li>6. understand fundamental concepts of social policy, social entrepreneurship and social work in the context of the discipline of social science;</li> <li>7. develop global outlook in the context of the discipline of social science.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Interfacing personal and academic development in the context of university and lifelong learning: <ul style="list-style-type: none"> <li>- Creativity and problem solving skills;</li> <li>- Learning to learn;</li> <li>- Team work.</li> <li>- develop immediate and lifelong commitment in the pursuit of personal and professional goals.</li> </ul> </li> <li>2. Exploring the world of social sciences: <ul style="list-style-type: none"> <li>- What do the masters say?</li> <li>- What are the social science concerns?</li> <li>- The legacies of social science in contemporary society.</li> </ul> </li> <li>3. Examining the world of human service professions: <ul style="list-style-type: none"> <li>- the emergence of human service professions in contemporary society;</li> <li>- the forerunners of human service professions;</li> <li>- the ethical, theoretical and practical concerns of human service professionals;</li> <li>- the operation of human service professions: state provision vs entrepreneurship in the local and international context;</li> </ul> </li> <li>4. Interfacing social sciences and human service professions: <ul style="list-style-type: none"> <li>- the knowledge and methods of social science;</li> <li>- the contribution / constraint of social science knowledge and method in addressing the various concerns of the human service professions.</li> </ul> </li> </ol>

	<p>5. Interfacing personal and academic development in the context of university and lifelong learning:</p> <ul style="list-style-type: none"> <li>- creativity and problem solving skills;</li> <li>- learning to learn;</li> <li>- team work;</li> <li>- developing immediate and lifelong commitment in the pursuit of personal and professional goals.</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Lectures will be given by Chair Professors/Professors and/or subject panel chairperson to orient students to the world of social sciences and university pursuit;</li> <li>2. Distinguished speakers, both academics and practitioners, from the various social science disciplines will be invited to provide interdisciplinary perspectives to students;</li> <li>3. The lectures will be interactive that aim to expose students to the world of social sciences.</li> </ol> <p>Tutorials:</p> <ol style="list-style-type: none"> <li>1. Tutorials are a key component of this subject to help meet the course objectives and intended outcomes. Students will work in teams to prepare for a university pursuit and further explore the world of social sciences, under the guidance and facilitation of the instructors.</li> <li>2. A list of major themes are selected for the students to choose to explore in depth and reflect on integrating to their in their academic pursuits, for example (to be confirmed):       <ol style="list-style-type: none"> <li>a. Autonomous study</li> <li>b. Academic integrity</li> <li>c. Learning to learn</li> <li>d. Knowledge &amp; practice integration</li> <li>e. Team work and learning</li> <li>f. Social conditions</li> <li>g. Evidence-based Policy;</li> <li>h. Sufferings;</li> <li>i. Meaning of Social;</li> <li>j. Social Justice;</li> <li>k. Human rights;</li> <li>l. Core competencies</li> <li>m. Ethics</li> <li>n. Empathy</li> <li>o. Interdisciplinary/Transdisciplinary collaboration</li> <li>p. Intersectionality</li> <li>q. Self-care</li> <li>r. Coping strategies/ creative problem solving</li> </ol> </li> <li>3. Students will form small groups of 2-3 and to explore the themes chosen throughout the semester, and will be given 45 minutes to present and to receive feedback:       <ol style="list-style-type: none"> <li>a. 20 minutes: Presentation</li> <li>b. 15 minutes: Interaction and discussion</li> <li>c. 10 minutes: Feedback.</li> </ol> </li> </ol>

4. Regular interaction sessions with instructors in small group context are structured and students are expected to make use of these opportunities to raise questions and engage in discussion with the instructors to further develop/refine/exchange ideas, before, during and after group presentation.
5. In the process of exploring the themes they have chosen, students need to develop their own perspective and own stance, in doing so, they need to identify information from various sources, study and analyze the relevance of these information and further discuss them with their instructors and fellow students before arriving at a conclusion.
6. The exploratory process in the workshop necessitates the students to examine the theme from a wide spectrum of perspectives including philosophical, psychology, sociology, historical, social, cultural and political, with due consideration of local and international contexts.
7. The workshop provides students with the opportunities to work with fellow students and instructors and from these work processes; students would develop self-understanding and competence in working with others.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		1	2	3	4	5	6	7
1. Attendance and participation in lecture and workshop	15 %	✓	✓	✓	✓	✓	✓	✓
2. Group Project Presentation	35 %	✓	✓	✓	-	✓	✓	✓
3. Individual Reflection Paper	50 %	✓	✓	✓	✓	✓	✓	✓
Total	100 %							

**Assessment Methods in Alignment with Intended Learning Outcomes**  
(Note 4)

Educational materials include recommended references from teachers and peers. Selected documentary, movie and film may be used for screening session cum discussion and reflection. Experiential exercises and activities may be used to enhance the learning and interaction.

Students will be well supported to embark on their transition into university life through engagement and dialogue to achieve personal and academic growth.

The lecture and workshop sessions are designed to facilitate the student's interaction and reflection, so as to integrate their further interests in professional knowledge and development. Students are expected to actively participate in all lectures and tutorial sessions via designed activities, discussion, question and answer sessions, providing feedback to fellow students etcetera and will be rated accordingly.

	<p>The individual reflection paper documents the journey of students' discovery and their new learning experience, and should be submitted by (to be confirmed). The project presentation will be arranged from Week 10 to 13. The presentation report should be submitted immediately before the presentation.</p> <p>All in-text and reference list should adhere to American Psychological Association (APA) format.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	27 Hrs.
	<ul style="list-style-type: none"> <li>▪ Workshops</li> </ul>	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Preparation for Group Project / Presentation</li> </ul>	50 Hrs.
	<ul style="list-style-type: none"> <li>▪ Reading and independent research</li> </ul>	20 Hrs.
	<ul style="list-style-type: none"> <li>▪ Online tutorial on academic integrity</li> </ul>	2 Hrs.
	Total student study effort	108 Hrs.
<b>Reading List and References (To be updated soon)</b>	<p><u>Essential</u></p> <p>Bischoff, K. (2016). <i>Analyzing Talk in the Social Sciences</i>. London: Sage.</p> <p>Charon, J. M. (2013). <i>Ten questions: A sociological perspective</i> (8<sup>th</sup> ed.). Belmont, Calif. : Thomson/Wadsworth.</p> <p>Crick, R. D., Stringer, C., &amp; Ren K. (Eds.). (2014). <i>Learning to Learn: International perspectives from theory and practice</i> (Chapter 1). London: Routledge. DOI: 10.4324/9780203078044</p> <p>Eales-Reynolds, L. J., Judge, B., Jones, P., &amp; McCreery, E. (2017). <i>Critical thinking skills</i> (2<sup>ND</sup> ED). UK: SAGE. DOI:10.4135/9781526408129. Online access. (Chapter 1 &amp; 2)</p> <p>Matsushita, K. (2018). <i>Deep active learning: Toward greater depth in university education</i>. Singapore: Springer. (Chapter 1). Online access.</p> <p>Rata, G., &amp; Palicica, M. (2010). <i>Social sciences today: Between theory and practice</i>. New Castle upon Tyne: Cambridge Scholars.</p> <p>Suppes, M. A. (2013). <i>The social work experience: An introduction to social work and social welfare</i> (6<sup>th</sup> ed.). Carolyn Cressy Wells, Boston: Pearson/Allyn &amp; Bacon.</p> <p>Williams, K., Woolliams, M., Spiro, J. (2012). <i>Reflective writing</i>. Basingstoke : Palgrave Macmillan 2012. Pao Yue-kong Library Book Collection LB2369 .W46 2012 LOCATION</p> <p><u>Supplementary</u></p> <p>Dolgon, C., &amp; Baker, C. (2011). <i>Social problems: A service learning approach</i>. Thousand Oaks, Calif.: Pine Forge Press.</p> <p>Eales-Reynolds, L. J., Judge, B., Jones, P., &amp; McCreery, E. (2017). <i>Critical thinking skills</i> (2<sup>nd</sup> Ed.). UK: SAGE. DOI: 10.4135/9781526408129. Online access.</p> <p>Fineman, M. (2004). <i>The autonomy myth: A theory of dependency</i>. New York: New Press.</p> <p>Hoew, D. (2014) <i>The Compleat Social Worker</i>. Palgrave Macmillan.</p>	

	<p>Ife, J. (2018). <i>Community Development in an Uncertain World – Vision, Analysis and Practice</i>. Cambridge University Press.</p> <p>Kam, P. K. (2014). Back to the ‘social’ of social work: Reviving the social work profession’s contribution to the promotion of social justice. <i>International Social Work</i>, 57(6), 723-740. <a href="https://doi.org/10.1177/0020872812447118">https://doi.org/10.1177/0020872812447118</a></p> <p>Olson, M. H., &amp; Hergenhahn, B. R. (2009). <i>An introduction to theories of learning</i>. Upper Saddle River, N.J.: Prentice Hall.</p> <p>Zeki, T., &amp; Kuter, S. (2018). Impact of collaborative and reflective writing activities on student’s autonomy in writing. <i>Quality &amp; Quantity</i>, 52(S1), 343-360.</p> <p>甘炳光、陳偉道、文錦燕 (編著) (2006)。堅守信念 – 給社工學生的30封信。香港: 香港城市大學出版社。</p>
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## ONLINE TUTORIAL ON ACADEMIC INTEGRITY AS A COMPULSORY COMPLETION REQUIREMENT IN THE SUBJECT

### Online Tutorial on Academic Integrity

To help you understand the importance of academic honesty and learn ways to ensure that your work and behaviour at PolyU are acceptable in this regard, the Online Tutorial on Academic Integrity is provided for you in this subject. You will need to complete the Tutorial by Week 5. The Online Tutorial is part of the subject completion requirement. Students who fail to complete the Online Tutorial will fail this subject.

The Online Tutorial can be assessed on LEARN@PolyU (理學網). It takes approximately two hours to complete. For more information on the Online Tutorial, please refer to *Online Tutorial on Academic Integrity: A student Guide* [http://www.polyu.edu.hk/ogur/academic\\_integrity/Student\\_Guide.pdf](http://www.polyu.edu.hk/ogur/academic_integrity/Student_Guide.pdf) Detailed instructions are available in the Online Tutorial.

### Assignment Schedule

Week 1	Introduction to the Online Tutorial, the completion requirements and the assignment schedule
Weeks 1 – 4	Completion of the Online Tutorial <ul style="list-style-type: none"> <li>• Attempting the pre-test</li> <li>• Learning from the modules and exercises</li> <li>• Completing the post-test and obtain a satisfactory score (over 75%)</li> <li>• Submitting the Honour Declaration</li> </ul>
Week 5	Tutorial completion due date (3 Oct 2021)