Subject Description Form

Subject Code	APSS1150
Subject Title	Freshman Seminar
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s): ☐ **Healthy Lifestyle** ☒ **Freshman Seminar** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership and Intra-Personal Development** ☐ **Service-Learning** ☐ **Cluster-Area Requirement (CAR)** 　　☐ Human Nature, Relations and Development 　　☐ Community, Organization and Globalization 　　☐ History, Cultures and World Views 　　☐ Science, Technology and Environment ☐ **China-Study Requirement** 　　☐ Yes or ☒ No ☐ **Writing and Reading Requirements** 　　☐ English or ☐ Chinese
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods	

100%　Continuous Assessment	Individual Assessment	Group Assessment
1. Participation in Lecture and Workshop	40 %	--
2. Project Presentation and Report	--	30 %
3. Individual Paper	30 %	--

| **Objectives** | The aims of the Freshman Seminar are to orient Year 1 social science students to:

1.　adapt and prepare for university study at PolyU;

2.　understand social sciences as an academic discipline in local and global contexts;

3.　appreciate social scientific knowledge as a foundation to human service professions;

4.　have an exposure to the concept and understanding of entrepreneurship; |

	5. develop and/or strengthen creativity and problem-solving ability;
	6. expand their personal and academic outlook at the global level.
Intended Learning Outcomes	Upon completion of the subject, students will be able to:
	a. understand the major ontological and epistemological issues of concern of social sciences in local and global contexts;
	b. acquire the basic study skills and capacity such as information literacy, language literacy, interpersonal and team building skills, etc;
	c. understand social sciences as an academic discipline that underpins the human service professions;
	d. develop insight into one's academic and professional pursuit;
	e. develop creative and problem-solving abilities in addressing both academic/professional issues in the social science discipline as well as in general life circumstances;
	f. understand the concept of entrepreneurship in the context of the discipline of social science;
	g. develop global outlook in the context of the discipline of social science.
Subject Synopsis/ Indicative Syllabus	1. The world of social sciences: - What do the masters say? - What is the social science tradition? - What are the social science concerns? - The legacies of social science in contemporary society.
	2. The world of human service professions: - the emergence of human service professions in contemporary society; - the forerunners of human service professions; - the ethical, theoretical and practical concerns of human service professionals; - the operation of human service professions: state provision vs entrepreneurship in the local and international contect;
	3. Interfacing social sciences and human service professions: - the knowledge and methods of social science; - the contribution / constraint of social science knowledge and method in addressing the various concerns of the human service professions.
	4. Interfacing personal and academic development in the context of university and lifelong learning: - Creativity and problem solving skills; - Information literacy; - Team building and interpersonal skills and entrepreneurship; - Developing immediate and lifelong commitment in the pursuant of personal and professional goals.

Teaching/Learning Methodology	Lecture:
	1. Lectures will be given by Chair Professors/Professors and/or subject panel chairperson to orient students to the world of social sciences;
	2. Distinguished speakers, both academics and practitioners, from the various social science disciplines will be invited to give inspirational lectures to students;
	3. The lectures will be interactive that aims to expose students to the brand new world of social sciences.
	Workshop:
	1. This is a key component of this subject. Students will work in teams to explore and experience the world of social sciences, under the guidance and facilitation of the instructors.
	2. A list of major themes are selected for the students to choose to explore in the workshop; these themes include:
	- Social Justice; - Knowledge; - Meaning of Social; - Language; - Understanding; - Sufferings; - Nations; - Love; - Virtues; - Life/death.
	3. Students will form small groups of 4-5 and to explore the themes chosen throughout the semester.
	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;
	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, epistemological, historical, social, cultural and political;
	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.
	Field trips:
	1. Students will be invited to undertake field trips to interesting sites and communities that are pertinent to the understanding of the social world and the human service professions in Hong Kong and Mainland China.

	2. At least two local field trips and one field trip to Mainland China will be organized in the study period. Students are invited to make participatory observation in these trips that contribute to their understanding of the thematic exploration in their project work.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Participation in Lecture and Workshop	40 %	✓	✓	✓	✓	✓	✓	✓
2. Project Presentation and Report	30 %	✓	✓	✓	✓	✓	✓	✓
3. Individual Paper	30 %	✓	✓	✓				
Total	100 %							

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

Since most of the lectures are interactive, and students have to learn through various kinds of experiential activities like exercise, games, discussion, etc in workshops and fieldtrips, their participation is essential for learning and as such, should be included as an assessment component. To experience active learning, projects are good for students to explore issues themselves, and making a presentation, not only foster their teamwork, and also give them a chance to get feedback from others so as to consolidate their own report. So, this is also another important component for assessment. In order assess individual effort, individual paper is used for assessment.

Student Study Effort Expected

Class contact:	
▪ Lectures	26 Hrs.
▪ Workshops	12 Hrs.
Other student study effort:	
▪ Preparation for Workshop project	40 Hrs.
▪ Field Trips	40 Hrs.
Total student study effort	118 Hrs.

Medium of Instruction

English

Medium of Assessment

English

Reading List and References

<u>Essential</u>

Bischoping, K. (2016). *Analyzing Talk in the Social Sciences.* London: Sage.

Charon, J. M. (2013). *Ten questions: A sociological perspective* (8th ed.). Belmont, Calif. : Thomson/Wadsworth.

Suppes, M. A. (2013). ***The social work experience: An introduction to social work and social welfare* (6th ed.). Carolyn Cressy Wells,** Boston: Pearson/Allyn & Bacon.

Rata, G., & Palicica, M. (2010). *Social sciences today: Between theory and practice.* New Castle upon Tyne: Cambridge Scholars.

Supplementary

Bond, M. H. (1991). *Beyond the Chinese face: Insights from psychology.* Hong Kong: Oxford University Press.

Dolgon, C., & Baker, C. (2011). *Social problems: A service learning approach.* Thousand Oaks, Calif.: Pine Forge Press.

Fineman, M. (2004). *The autonomy myth: A theory of dependency.* New York: New Press.

Olson, M. H., & Hergenhahn, B. R. (2009). *An introduction to theories of learning.* Upper Saddle River, N.J.: Prentice Hall.

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。

曾家達、梁玉麒 (編) (2006)。**微光處處**。香港: 香港社會工作者總工會。

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 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 • Attempting the pre-test • Learning from the modules and exercises • Completing the post-test and obtain a satisfactory score (over 75%) • Submitting the Honour Declaration
Week 5	Tutorial completion due date (To be confirmed)