Offering Institution: Lingnan University (LU)
PolyU Subject Code: GUR1A06

(To be updated)

Course Title	:	Getting to yes through negotiation
LU Course Code	:	CLC9010
Recommended Study Year	:	Any
No. of Credits/Term	:	3
Mode of Tuition	:	Sectional Approach
Class Contact Hours	:	3-hour lecture per week
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirement(s)	:	Nil

Brief Course Description:

This course examines the wide variety of approaches to the analysis of and practice of negotiation and related issues. Students will learn frameworks for analyzing negotiation, and roles of specific factors, including: affect, culture, relationship, alternatives, time pressures, third parties (mediators), and power. This course explores negotiations in many contexts: simple personal transactions, public and private sector collective bargaining, resolving conflicting interests within an organization and across organizations. This course will also explore ethical issues in negotiation.

Aims:

Negotiation is the art and science of securing agreements between two or more interdependent parties. Whether one knows it or not, one has to negotiate every day. The course is designed to introduce students to the theory and practice of negotiation. It aims to equip students with the knowledge and skills to improve the outcomes of negotiations.

Learning Outcomes:

On completion of this course, students will be able to:

1. Explain the basic concepts and theories about negotiation.

2. Evaluate negotiation vis-à-vis alternatives to negotiation as a means of solving problems.

3. Explain the importance of tolerance, integrity and civility during the negotiation process.

4. Identify and assess the ethical issues in negotiation

5. Recognize the strategies of distributive and integrative bargaining, and the appropriate use of each approach

6. Apply chosen theories to negotiations in a variety of contexts

7. Evaluate their own personal negotiation skills

Indicative Contents:

Negotiation fundamentals
Nature of negotiation. Causes of and reasons for negotiation. Distributive bargaining. Integrative Negotiation. Negotiation strategy and planning.

Negotiation subprocesses
Perception, cognition, and emotion related to the process of negotiation. Managing misperceptions and cognitive biases in negotiation. Communication before, during and after negotiation. Negotiation power. Cooperative approaches to negotiation. Negotiation etiquette. Ethics in negotiation.

Negotiation contexts
Negotiation between parties with a prior relationship and between parties with no prior relationship. Implications for negotiation of prior relationships such as family members and supervisors and subordinates. Maintaining good relationships while negotiating. Parties in a negotiation. Agents and coalitions. Multiparty negotiations. Negotiation across cultures.

Individual differences and resolving differences
Gender and negotiation. Ethical concerns. Personality issues. Abilities of negotiators. Managing negotiation impasses. Managing difficult negotiators and stressful negotiation situations. Third-party interventions.

Teaching Method/Class Activities

Presentations will be used to introduce students to relevant theories, concepts, and techniques. Cases, group discussions and experiential-in-class exercises address issues related to negotiation. Students will be provided opportunities to practice and improve their negotiation skills in class.

Measurement of Learning Outcomes:

1. Group project requires students to develop a negotiation exercise and prepare relevant teaching notes. In the process, students have to understand important analytical lessons about particular dynamics of negotiation, different negotiation tactics and strategies and the appropriate use of them by each party to a negotiation. [Especially for learning outcomes 1 to 6].

2. In-class negotiation exercises require students to better understand how to analyze negotiations, develop negotiation strategies and improve negotiation skills through practices. [Especially for learning outcomes 2, 4, 5, 6, 7].

3. Additionally, article review and report on a negotiation will help assess students' comprehension of the substantive theoretical knowledge about negotiation. [Especially for learning outcomes 1, 3, 4, 5, 6, 7].

Assessment:

Class Attendance and Participation (10%)

Article Review and Presentation (15%)
Students have to identify and review an article relevant to negotiation. They have to write a one-page review of the article and present it to the class.

Report on a negotiation (15%)
Students have to find a real life negotiation from any source. Then, they have to describe and do a substantive analysis on the negotiation in three to four pages.

Graded in-class negotiations (30%)
There will be three negotiations that are conducted during class time; each negotiation carries 10%. Information about the negotiation will be given to students before class and students are expected to come to class ready to negotiate. Negotiation processes will be videotaped for feedback discussion and assessment of both individual and team performances.

Group project (30%)
Each group will have to create a negotiation exercise and prepare relevant teaching notes. The teaching note should identify key learning objectives, debriefing questions, confidential instructions and roles for each party, and instructions for running the exercise.

Required/Essential Reading:
Lewicki, R.J., Barry, B., & Saunders, D.M. *Essentials of Negotiation*, 6th edition, McGraw-Hill, 2016.

Recommended/Supplementary Readings:
Fisher, R., Ury, W & Patton, B. *Getting to Yes*, 2nd edition. Boston, MA: Houghton Mifflin, 1991.

Kolb, D.M. & Williams, J. *Everyday Negotiation: Navigating the Hidden Agendas in Bargaining*, Jossey Bass, 2003.

Mnookin, R.H., Peppet, S.R. & Tulumello, A.S. *Beyond Winning: Negotiating to Create Value in Deals and Disputes*, Harvard University Press, 2000.

Thompson, L. *The Mind and Heart of the Negotiator,* 3rd edition. Upper Saddle River, NJ: Prentice-Hall, 2005.

Important Notes:
(1)   Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
(2)   Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
(3)   Students are required to submit writing assignment(s) using Turnitin.
(4)   To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.

Offering Institution: Lingnan University (LU)
PolyU Subject Code: GUR1A07

Course Title	: Childhood, Youth and Culture
LU Course Code	: CLB 9019
No. of Credits	: 3
Lecture	: Tue 18:30-20:30 (LKK G01)
Tutorial	: Tut 2/3, Wed, 18:30-20:30 (LKK G01)
Instructor/ tutor Office	: IP Iam-chong (葉蔭聰), chong@ln.edu.hk,
hours (instructor)	26167443 : Tue 14:30-16:30; Wed 15:00-17:00

Course Description

This course brings together key themes and issues in the area of childhood and youth studies by providing diverse theoretical perspectives to the study of children and youth across the disciplines in arts, humanities, and social sciences. It pays particular attention to the socio-historical contexts in which "children" and "youth" have been defined, accepted and challenged in history. The course also problematizes the major institutional sites, such as family, school and media, which are closely related to a person's growth from birth to adolescence and adult. While focusing on the representation of children and youth in advertisement, television, film, arts and government policies, this course enables students to reflect upon their personal experiences, and to explore the agency of children and youth.

Aim
1. To foster students' basic knowledge and understanding of theoretical perspectives on children and youth and the socio-historical context.
2. To train students to analyze and discuss the issues and representations of children and youth.
3. To enable students to develop a sensibility and ability to reflect upon their personal development.

Learning Outcome (LO)
1. Students will be able to identify different perspectives on children and youth.
2. Students will acquire a basic understanding of changes in the definitions of childhood and adolescence in society.
3. Students will be able to analyze and discuss the portrayal of children and youth in non-academic sources such as official document, arts and popular culture.
4. Students will be able to reflect upon their personal development.

Measurement of Learning Outcomes
1. Tutorial presentation and discussion assess students' ability to identify theoretical perspectives and the socio-historical contexts (LO 1 & 2)
2. Final project: reflective essay will serve as an assessment of students' analytical ability to reflect upon their personal development with theoretical perspectives and the socio-historical contexts (LO 1, LO 2, LO 3 & LO 4)
3. Quiz will test students' ability to analyze and discuss the definitions and representations of children and youth. (LO 2 & LO 3)
4. Written assignment assesses students' ability to identify different theoretical perspectives and reflect upon their personal development (LO1 & LO4).

Course Requirements and Assessment

(20%) Tutorial Discussion and Presentation
Students are required to attend each session. Before attendance, please read the article assigned for a particular topic. At the beginning of each session, a small group of presenters (3-4) introduce the article briefly (within 20 minutes) and then moderate discussion. Instructor and presenters will prepare some questions for discussion. ALL students should join discussion. If necessary, presenters invite other students to ask questions and share their views.
Assessment is based on students' performance in presentation, moderating discussion and engaging in discussion.

(20%) Written assignment : Toy-game, children and Piaget
- This assignment is intended to help students understand and think about the cognitive, physical, emotional and social developments with an example of toy/game. You HAVE to make reference to Piaget's ideas introduced by Shaffer, David R. and Katherine Kipp. 2014 (Chapter 6). Citing other child psychologists' works is also welcome but not a must.
- If it is a game, please elaborate the rules in details. You may attach a video or a photo about it.
- In your written assignment, you should explain why it is good for children and how it is related to Piaget's theories about children.
- A sample is provided.
- Word limit: 800-1,200 words (English); 2,000 words (Chinese).
- Please use your own words. No plagiarism is allowed. If you want to borrow somebody's ideas, please cite the source properly.
- Due date: Please submit your assignment to Moodle on or before Mar 15. Failure to meet the deadlines will result in a penalty of at least one sub-grade down and an F grade for written assignment in extreme circumstances (submitted 3 or more days after the deadline).

(20%) Quiz
Final quiz (closed-book) is held on April 30. All multiple choice questions are about the required readings, tutorial readings and lectures.

(40%) Final Project: Reflective Essay
- Final project is intended to assess your theoretical knowledge, understanding of the socio-historical contexts, analytical ability to reflect upon your personal development;
- around 4000 words in Chinese or 3000 words in English;
- You have to choose ONE of the 5 topics given in advance;
- You are not encouraged to choose your own topic. If you insist, please submit your proposal on or before March 31 and seek approval from instructor. Without instructor's approval, you have to choose ONE of the 5 topics given in advance;
- Please cite your references properly.
- You are REQUIRED to submit a **SOFT COPY** of your final project on the Moodle (**due date: May 14**). Moodle will automatically record any LATE submissions.
- Only the record on the Moodle will be counted as meeting the deadline. Failure to meet the deadlines will result in a penalty of at least one sub-grade down and an F grade for Final Project in extreme circumstances. No excuse for deferral of submission will be

entertained if not sufficiently justified and the instructor's approval obtained in advance. (Penalty will be imposed on late submissions.) You'll find the content links and buttons for assignment submission on the course's homepage on the Moodle.

- Please **DO NOT** email your Final Project to instructor.

Citations are required. Plagiarism would result in serious penalty. **Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.**

Important Notes:

(1) Students are expected to spend a total of 9 hours (i.e. 3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.

(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit writing assignment(s) using Turnitin.

(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.

* Numbers of hours are subject to adjustment for individual courses.

Lecture Schedule

Date	Topic	Readings	Content
22/1	Briefing	Please fill out the questionnaire: https://goo.gl/forms/ouDSAPKSlJ0vDuE23	
29/1	Childhood in Historical Perspectives, Part I	REQUIRED READINGS: Pressler, Shirley J. 2010. "Construction of childhood: The building blocks." Key Issues in Childhood and Youth Studies, edited by Derek Kassem, Lisa Murphy and Elizabeth Taylor. London and New York: Routledge, pp. 14-26. (required) Aries, Philippe. 1962. "The Discovery of Childhood"; "From the Medieval Family to the Modern Family." Centuries of Childhood: A Social	Introduction to Philippe Aries' notion of "Discovery of Childhood". Critical re-examination of Aries' notion and modern discourses on children (e.g. "tabula rasa")

		History of Family Life. 33-49; 365-415 (required) (中文譯本：《兒童的世紀：舊制度下的兒童和家庭生活》第一部之第二章及第三部之第二章) <u>Suggested readings:</u> Heywood, Colin. 2001. "The Quest for a Turning Point." A History of Childhood. Cambridge: Polity, 19-31. [required] 〔中文譯本：《孩子的歷史：從中世紀到現代的兒童與童年》＜尋找轉捩點＞, 頁 33-48。〕 Shahar, Shulamith. 1996. "The first stage of childhood and the "civilizing process"." <u>Paedagogica Historica: International Journal of the History of Education</u> 32, Supplement 1, 163-178.	
12/2	Childhood in Historical Perspectives, Part II	<u>REQUIRED READINGS:</u> Hsiung 2005. "The Emotional World." <u>A Tender Voyage: Children and Childhood in Late Imperial China</u>. Stanford: Stanford University Press, 156-179. (required) (熊秉真, 1993, ＜試窺明清幼兒的人事環境與情感世界＞,《本土心理學研究》, 第 2 期, 頁 251-276。) <u>Suggested readings:</u> Archard, David. 1998. "John Locke's Children." In <u>The philosopher's child : critical perspectives in the Western tradition</u>. Edited by Susan M. Turner and Gareth B. Matthews. Rochester, NY : University of Rochester Press, 85-103. Lu Xun. 1926. ""From Hundred Plant Garden to Three Flavour Study." 魯迅, 1926,〈從百草園到三味書屋〉	-Childhood in Chinese history

		Simon, Julia. 1998. "Jean-Jacques Rousseau's Children." In <u>The philosopher's child : critical perspectives in the Western tradition</u>. 105-135.	
19/2	"Sciences" of Childhood, part I	REQUIRED READINGS: Shaffer, David R. and Katherine Kipp. 2014. "Chapter 6: Cognitive Development: Piaget's Theory Vygotsky's Sociocultural Viewpoint." In <u>Developmental Psychology: Childhood and Adolescence</u>. Belmont: Wadsworth, pp. 201-248. (required)	-The development of psychology contributes to our modern understanding of children.
26/2	"Sciences" of Childhood, part II	<u>Suggested Readings</u> Gopnik, Alison, Andrew N. Meltzoff, Patricia K. Kuhl. 1999. <u>*The Scientist in the Crib: What Early Learning Tells Us About the Mind*</u>. New York: Perennial. Bruner, John. 1999. Chapter 3, 4, 5, <u>*The Myth of the First Three Years: A New Understanding Early Brain Development and Lifelong learning*</u>. New York: The Free Press. [中文譯本：《3 歲, 真的定終身嗎? : 從早期大腦發展看孩子的學習關鍵期》第三、四、五章]	-The development of psychology contributes to our modern understanding of children.
5/3	Parenting Culture, part I: How children grow their parents	REQUIRED READINGS: Miller, Daniel. 2004. "How Infants Grow Mother in North London." In <u>Consuming Motherhood</u>. Edited by Janelle S. Taylor, Linda L. Layne and Danielle F. Wozniak. New Brunswick: Rutgers University Press, p. 31-51. (required) <u>Suggested readings:</u> Faircloth, Charlotte. 2014. "Intensive Parenting and the Expansion of Parenting." <u>Parenting Culture Studies</u>. Edited by Ellie Lee, Jennie Bristow, Charlotte Faircloth and Jan MacvarishIn. Hamsphire: Palgrave Macmillan, 25-50.	-Parenting has become increasingly intensive and expansive in contemporary society; -Re-examination of the deep meanings of "being mother" and "being father"

		Reubins, Beatriz Markman. 2014. "Melanie Klein." Pioneers of Child Psychoanalysis: Influential Theories and Practices in Healthy Child Development. London: Karnac Books Ltd, 77-114.	
12/3	Parenting Culture, part II: Parenting and consumption	REQUIRED READINGS: Choi, Wing Yee Kimberley. 2006. "Consumption: Why does it Matter in Cultural Research." Cultural Studies Review 12(2): 50-73. (required) Suggested readings Jennings, Laura and Jan Brace-Govan. 2014. "Maternal visibility at the commodity frontier: Weaving love into birthday party consumption. "Journal of Consumer Culture 14(1): 88–112. Hollway, W. 2001. "From Motherhood to Maternal Subjectivity." International Journal of Critical Psychology 2: 13-38. Natasha J. Cabrera, Catherine S. Tamis-LeMonda, Robert H. Bradley, Sandra Hofferth, and Michael E. Lamb. 2000. "Fatherhood in the Twenty-First Century." Child Development 71(1), 127–136.	
19/3	In-depth Interview	Qualitative Research Methods: A Data Collector's Field Guide (Module 3: In-depth Interviews) Semi-structured in-depth interview 質性研究	-Introducing basic research techniques for final project
26/3	Children, Youth and Media Effect	Required readings: Buckingham, David. ""Electronic Child Abuse? Rethinking the media's effects on children." ILL Effects: The Media/Violence Debate. London and New York: Routledge, 63-77. Suggested readings: Bennet, Andy. 2007. "As Young As You Feel: Youth as a Discursive Construct." In Youth Cultures: Scenes,	-The impact of media violence on children and teenagers has long been a hot topic among parents, psychologists and educators. - There have been theories challenging the paradigm of media violence and children.

		Subcultures and Tribes. Edited by Paul Hodkinson and Wolfgang Deicke. London and New York: Routledge, 23-36. (required) Wilson, Barbara J. 2008. "Media Violence and Aggression in Youth." In Calvert, Sandra L. and Barbara J. Wilson. Eds. 2008. The Handbook of Children, Media, and Development. Oxford: Blackwell. Boyle, Karen. 2004. "Part One: The Media/Violence Debates." Media and Violence: Gendering the Debates. London: Sage, 1-56. Chan, Chitat and Wai-Fong Ting. 2012. "The deficit representation of youth at different levels of curriculum-making: a case study on the Liberal Studies curriculum in Hong Kong", Discourse: Studies in the Cultural Politics of Education, 33:4, 529-544.	
2/4	Review of Written Assignments		
9/4	Youth, sexuality, and pornography	REQUIRED READINGS: Attwood, F, Smith, C, and Barker, M (2018) 'I'm just curious and still exploring myself': Young people and pornography." New Media & Society 20(10): 3738–3759. Suggested readings: Li, J. C. M. 2015. "Adolescent Compensated Dating in Hong Kong: Choice, Script, and Dynamics. " International Journal of Offender Therapy and Comparative Criminology, 59(6): 588-610. Kinsella, Sharon. 2012. "Narratives and Statistics: How Compensated Dating (enjo kosai) was Sold." In A Sociology of Japanese Youth: From Returnees to NEETs. Edited by Roger Goodman, Yuki Imoto and Tuukka Toivonen. London: Routledge, pp. 54-80.	-Putting gender, sex and youth in institutional and media contexts. -The case of compensated dating is discussed.

			Holland, Janet. 2009. "Understanding the sexual lives of young people." <u>Handbook of Youth and Young Adulthood: New Perspectives and agendas.</u> Edited by Andy Furlong. London and New York: Routledge, 406-412. Ho, Josephine. 2003. "From Spice Girls to Enjo-Kosai: Formations of Teenage Girls' Sexualities in Taiwan." <u>Inter-Asia Cultural Studies</u>, 4(2): 325-336.	
16/4	Civic engagement and youth		<u>REQUIRED READINGS:</u> Qiu, Linchuan Jack. 2015. "Go Baobao! Image-driven Nationalism, Generation Post-1980s, and Mainland Students in Hong Kong." *positions* 23 (1): 145-165. (required) <u>Suggested readings:</u> Benedicto, Jorge. 2013. "The political cultures of young people: an uncertain and unstable combinatorial logic." <u>Journal of Youth Studies</u>, 16:6, 712-729. Flanagan, Constance. 2009. "Young People's Civic Engagement and Political Development." <u>Handbook of Youth and Young Adulthood: New Perspectives and agendas.</u>, 293-300. Chan, C. (2013). "The young activists behind the anti-patriotic education movement in postcolonial Hong Kong. " <u>Journal of Citizenship, Social and Economics Education</u>, 12(3), 148-162. Yang, L., & Zheng, Y. (2012). "Fen qings (angry youth) in contemporary china." <u>Journal of Contemporary China</u>, 21(76), 637-653.	-Youth's civic engagement surprises the adult and pose new challenges to our conventional understanding of politics.

| 23/4 | Civic dis-engagement and youth | REQUIRED READINGS: Horiguchi, Sachiko. "Hikikomori: How Private Isolation Caught the Public Eye ." In A Sociology of Japanese Youth: From Returnees to NEETs, 122-138. (required)

Suggested readings: Inui, Akio. 2009. "NEETs, freeters and flexibility: reflecting precarious situations in the new labour market." Handbook of Youth and Young Adulthood: New Perspectives and agendas, 176-181.

Wong, Victor. 2012. "Social Withdrawal as Invisible Youth Disengagement: Government Inaction and NGO Responses in Hong Kong." International Journal of Sociology and Social Policy 37(7/8): 415-430.

Toivonen, Tuukka. 2012. "NEETs: The Strategy within the Category," ." In A Sociology of Japanese Youth: From Returnees to NEETs, 139-158. | --The phenomena with regards to youth's withdrawal from work, schooling, family life and social life are noticed across the world |
| 30/4 | Conclusion (Quiz) | About 80-100 multiple choices questions (All questions are only related to required and tutorial readings) | |

Tutorial Schedule

	Topic	TUT 2 (Wed, 18:30-20:30, LKK G01)	TUT 3 (Wed, 18:30-20:30, LKK G01)
Session 1	Childhood in Historical Perspectives – China	Feb 13	Feb 20
Session 2	Childhood in Historical Perspectives – Modern Britain	Feb 27	Mar 6
Session 3	Sciences of Children	Mar 13	Mar 20
Session 4	Youth and pornography	Mar 27	Apr 3
Session 5	Youth and Political engagement	Apr 10	Apr 17

1st session: Childhood in Historical Perspectives – China
Hsiung 2005. "The Emotional World." <u>A Tender Voyage: Children and Childhood in Late Imperial China</u>. Stanford: Stanford University Press, 156-179.

(可參考：熊秉真， 1993， ＜試窺明清幼兒的人事環境與情感世界＞)

2nd session: Childhood in Historical Perspectives – Modern Britain
Hendrick, H. 2005. "Constructions and Reconstructions of British Childhood: An Interpretative Survey, 1800 to the Present." In <u>Constructing and Reconstructing Childhood: Contemporary Issues in the Sociology of Childhood</u>. Edited by A. James and A. Prout. London: Falmer Press, 33-60.

3rd session: Sciences of Children
Rogoff, B., & Chavajay, P. (1995). What's become of research on the cultural basis of cognitive development? American Psychologist, 50(10), 859-877.

4th session: Youth and pornography
Attwood, F, Smith, C, and Barker, M (2018) 'I'm just curious and still exploring myself': Young people and pornography." <u>New Media & Society 20(10): 3738–3759.</u>

5th session: Youth and Political engagement
Gordon, H. R. (2007). Allies Within and Without: How Adolescent Activists Conceptualize Ageism and Navigate Adult Power in Youth Social Movements. <u>Journal of Contemporary Ethnography</u>, 36(6), 631–668.

(30%) Topics for Final Project: Reflective Essay
Please choose any ONE of the following topics:

<u>Option A. Childhood in Historical Perspectives</u>
Comparing the childhood experience of your generation with that of the Ming and Qing periods. Please follow the sections of Hsiung (2005)'s "The Emotional World" (or/and 熊秉真， 1993， ＜試窺明清幼兒的人事環境與情感世界＞) to elaborate. Your paper should include the following parts:

   a. Child-families (mother, father, brothers, sisters and other relatives) relationships ("A variety of Adults", "Grandparents, Aunts and Maids", The Motherly Assembly", "The Whereabouts of the Father" "照養孩子的成人"; "手足與友伴")

   b. Death of families ("The Power of Death")

   c. Sadness and Fear ("Sadness and Fear")

   d. The Joys and Pains of Growing up ("The Joys and Pains of Growing up" "童年的苦與樂")

   e. Conclusion: Summarize the differences between your childhood experience and that of the Ming-Qing period. Please provide some explanations for the differences.

<u>**Notes:**</u>
- There is no need to care about the issue of whether your or your contemporaries' experiences are representative enough. This assignment requires you to describe and analyze your childhood experiences and observations in historical perspective.
- For others' childhood stories, you may consult your friends and relatives.
- In order to make an insightful comparative study, you have to read Hsiung's article closely. And you are also suggested to recollect and reflect upon your childhood experiences seriously.

- Please pay more attention to EXPERIENCE and FEELING. It is not only about the physical setting such as number of family members and the presence of relatives. What matters more is the subjective dimension, such as the <u>feeling and relationship</u> built up by the family structure and the human environment for children. You should describe and analyze this dimension with personal stories.

<u>Option B: Parenting Culture</u>
With reference to Miller (2004), conduct a study of a new parent or a parent who shares with you his/her early parenting experience :
   a. General description of the case, especially the relationship between parents (mostly mother and father) and children;
   b. Focus on the stages he/she has been undergoing;
   c. Discuss the tensions between his/her ideals of parenting and the reality
   d. Make a conclusion by comparing what you learn from your case and the findings of Miller (2007).

<u>Option C. Youth and Pornography:</u>
   a. Interview 1-3 children or teenagers (under 16)
   b. Have a chat with him/her about his/her exposure to pornography
   c. Pay attention to their different responses to pornography and the situations of their exposure.
   d. Analyze their ways of interpreting and coping with it.
   e. Making a conclusion by comparing what you learn from your case(s) and Attwood, Smith and Barker (2018)

<u>Option D: Youth and Political Engagement</u>
With reference to Gordon (2007), interview 2-3 young people who participated in social or political activism (e.g. Umbrella Movement, Anti-National Education movement, etc.) Focus on:
   a. Their general understanding of politics, such as their political conviction, knowledge, attitudes (such as cynicism, devoted-ness, etc.)
   b. Views on Hong Kong's political institutions, democratic reform, social issues, and the idea of "democracy" in general (skepticism? hatred? optimism? pessimism?)
   c. Their views and accounts of their own generations and their relationships with "the adult world";
   d. Redefinition of politics (any different ideas of politics according to their activist experience?)
   e. Experience of political participation
   f. How the items above are related to their upbringings, formal education and alternative forms of citizenship education
   g. Write your paper by covering the parts above;
   h. Make a conclusion in your paper by comparing your cases with the Spanish young people studied by Gordon (2007). Discuss their similarities and differences.

Assessment Rubric

	Tutorial	Final project: reflective essay	Written Assignment	Quiz
A	Strong ability to identify theoretical perspectives and the socio-historical contexts	Strong analytical ability; Deep reflection upon personal development; Excellent understanding of theoretical perspectives and the socio-historical contexts	Deep reflection on personal experience; Strong ability to differentiate theoretical perspectives.	Strong analytical ability; Rich discussion on the definitions and representations of children and youth
B	Good understanding of theoretical perspectives and the socio-historical contexts.	Good analytical ability; Good reflection upon personal development; Good understanding of theoretical perspectives and the socio-historical contexts	Sufficient reflection on personal experience; Good ability to differentiate theoretical perspectives.	Good analytical ability; Some discussion on the definitions and representations of children and youth.
C	Basic understanding of the socio-historical contexts and theoretical perspectives	Sufficient analytical ability; Superficial reflection upon personal development; Weak understanding of theoretical perspectives and the socio-historical contexts	Only description of personal experience; Weak ability to differentiate theoretical perspectives.	Sufficient analytical ability; Poor discussion on the definitions and representations of children and youth.
D	Understanding of very few contexts and theoretical concepts	Weak analytical ability; No reflection upon personal development; Poor understanding of theoretical perspectives and the socio-historical contexts	Very rough description of personal experience; Barely able to differentiate theoretical perspectives.	Poor analytical ability; Poor discussion on the definitions and representations of children and youth
F	No analysis of theoretical perspectives and no understanding of the socio-historical	Very poor analytical ability; No self-reflection; No understanding of theoretical perspectives and the socio-historical contexts.	No description and reflection at all; No able to differentiate theoretical perspectives.	Extremely poor analytical ability; No ability to discuss the definitions and representations

	contexts			of children and youth

Offering Institution: Lingnan University (LU)
PolyU Subject Code: GUR1B07

Course Title : Finance and Politics: Public Interests and Private Manipulation
LU Course Code : CLC9005
Recommended Study Year : 1st or 2nd Year
No. of Credits/Term : 3
Mode of Tuition : Sectional
Class Contact Hours : 3
Prerequisite(s) : Nil
Co-requisite(s) : N/A
Exclusion(s) : N/A
Exemption Requirement(s): N/A

Instructors:

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Brief Course Description

This course introduces students to the nature of financial institutions, corporate ownership structure and corporate governance through case studies, anecdotal evidence and academic papers. Students will be expected to develop practical perspectives on financial policies and government regulations, and be able to articulate implications for future financial development and practices in both Hong Kong and worldwide.

Aims

This course aims to:

1. familiarize students with financial institutions by applying the intellectual frameworks used in corporate finance, such as ownership and political connections, to analyze activities and institutions in the financial markets.
2. familiarize students with the key institutional features of the banking industry before and during the global financial tsunami of 2008-2009.
3. facilitate students to think analytically and critically about the ongoing currency wars between the United States (U.S.) and China.
4. guide students to examine how institutions and regulations are structured to mitigate agency costs and information problems that are endemic in financial markets.
5. instill into students a proactive learning attitude through active enquiry and critical reflection; encourage them to work cooperatively and effectively in groups to carry out academic assignments.

Learning Outcomes (LOs)

Upon completion of this course, successful students will be able to:

1. describe and explain the features of the recent financial crisis that originated from the interaction between the banking industry and politics;

2. collect, critically analyze and then synthesize information regarding currency wars between the U.S. and China, and its possible impacts on financial markets;

3. explain and clarify corporate governance issues related to financial regulation of markets.

4. articulate the weaknesses of different regulation approaches, differentiate the regulation paradigms in different countries, and summarize the impact of regulation on the market;

5. conduct a comprehensive analysis that evaluates the competing strategies for tunneling, investor protection and ownership concentration in the finance context;

6. identify, compare and contrast the key concepts that impact on corporate governance and government regulation issues in Hong Kong;

7. evaluate arguments related to the issues of corporate governance and finance costs.

Indicative Content

I. Financial crises

    a. Relevant history of financial crises

    b. Causes of financial system failure

    c. Mortgage loans and the state of credit market

    d. Government bailout

    e. The success story of microcredit in Bangladesh leading to a Nobel Peace Prize to Muhammad Yunus

II. Currency wars between U.S. and China

    a. The U.S.-China tension over Dollar-RMB rates

    b. The history of monetary policy in the U.S.

    c. The history of monetary policy in China

    d. Currency wars and trade wars

III. Corporate corruption and media exposure

    a. The abuse of corporate power

    b. Case stories and examples

    c. What can be done?

IV. Political connection and firm valuation

    a. The nature of political connections

    b. Market valuation of political connection

    c. Political connection and firm valuation

V. Tunneling: The transfer of corporate property to private pockets

    a. The nature of tunneling

    b. Consequences of tunneling

    c. How to deal with tunneling

VI. Conclusion

Teaching Method

Lectures combined with tutorials. Teaching will be supplemented by real life examples and case-based studies during lectures and tutorials. Lectures provide students with knowledge and the use of financial theory and government policies. In tutorials, students will be divided into groups to make presentations and to discuss the applicability and limitations of these theories and policies. Students are encouraged to choose topics relating to the course contents for presentation during tutorials. Through the group term paper, students will work together to analyze the issues in current financial market.

Measurement of Learning Outcomes

1. Students' communication skills and ability to conduct critical analysis on the issues covered in the course will be assessed in their presentations in tutorials (LOs 1, 2, 4 and 7).

2. Students' comprehension and synthesis of knowledge from the course to tackle the financial problems will be assessed in a term paper (LOs1 - 6).

3. In continuous assessment, each student will be evaluated based on their performance in both group presentation and their participation of discussions (LOs 1 - 7).

Assessment

Continuous assessment	: 60% (group presentation-10% and comment – 5%, Midterm examination – 25%, Quiz -5%, participation in discussions – 15%)
Final term paper	: 40%

Recommended/Supplementary Readings

Bebchuk, Lucian, A. and Zvika, Neeman, "Investor Protection and Interest Group Politics", *Review of Financial Studies*, 23, 1089-1119, 2010.

Beck, Thorsten, Ross, Levine, and Alexey, Levkov, "Big Bad Banks: The Winners and Losers from Bank Deregulation in the United States", *Journal of Finance*, 65, 1637–1667, 2010.

Foster, John, Bellamy and Fred, Magdoff, *The Great Financial Crisis: Causes and Consequences*, New York: Monthly Review Press, 2009.

Houston, Joel F., Chen Lin, and Yue Ma, "Media Ownership, Concentration, and Corruption in Bank Lending", *Journal of Financial Economics*, 2010.

Johnson, Luke, "Politics is a dangerous game for business", *Financial Times*, 20 Oct 2009.

Johnson, Simon, Florencio Lopez-de-Silanes, and Andrei Shleifer, "Tunneling", *American Economic Review (papers and proceedings)*, 90, 22-27, 2000.

Larrain, Felipe, "Both China and US are at fault in currency war", *Financial Times*, 17 October 2010.

Rajan, Raghuram, G., and Luigi, Zingales, *Saving Capitalism from the Capitalists*, New Jersey: Princeton University Press, 2004.

Rajan, Raghuram G., *Fault Lines: How Hidden Fractures Still Threaten the World Economy*, New Jersey: Princeton University Press, 2010.

Song, Hongbin, *Currency Wars* (in Chinese), Beijing: Tsai Fong Books, 2009.

Sorkin, Andrew Ross, *Too Big to Fail: The Inside Story of How Wall Street and Washington Fought to Save the Financial System and Themselves*, London: Penguin, 2010.

Yunus, Muhammad, and Alan, Jolis, *Banker to the Poor: The Autobiography of Muhammad Yunus*, Founder of Grameen Bank, Oxford: Oxford University Press, 2003.

Grading Rubric for Tutorial Participation CLC9005

Criteria	Good 7-10 pts	Average 4-6 pts	Poor 0-3 pts	POINTS
Quality of Comments	• Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments	• Volunteers comments, most are relevant and reflect some thoughtfulness, may or may not lead to other questions from students	• Does not participate or occasionally participates and offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	__/10
Active Listening	• Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	• Listens to others most of the time, may not stay focused on other's comments or loses continuity of discussion	• Disrespectful of others when they are speaking • Ignoring others' remarks	__/10
			Total	__/20

Assessment Rubrics for Group Paper

CATEGORY	Excellent	Good	Satisfactory	Unsatisfactory	POINTS
Research Question	10 points	8 points	6 point	3 points	___/10
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote many questions which did not fit the topic.	
Argument	10 points	8 points	6 point	3 points	___/10
	arguments both well supported and genuinely compared to conflicting explanations	main arguments valid, systematic, and well supported	some arguments valid and well supported, some not	weak, invalid, or no argument, perhaps a simple assertion	
Use of Data or Evidence	10 points	8 points	6 point	3 points	___/10
	fully exploits the richness of the data/evidence /ideas, and is sufficiently persuasive	feasible evidence appropriately selected and not over-interpreted	some appropriate use of evidence but uneven	draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
Organization and Writing	10 points	8 points	6 point	3 points	___/10
	structure enhances the argument, strong sections and seamless flow. Virtually no English error.	structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	needs significant reorganization. English errors significantly impair Readability.	
				TOTAL POINTS	___/40

Assessment Rubrics for Presentation

CATEGORY	Good	Average	Poor	PTS
	4-5	**2-3**	**0-1**	
Show understanding of the topic	Clearly and correctly define the topic in the project	Provide definition of the topic but it is not clear.	Provide definition of the topic but it is deviated from original plan to some extent without any rationale	_/5
Relevant research material has been selected	**4-5**	**2-3**	**0-1**	_/5
	Select relevant research materials for analysis.	Select research materials but some of them are not relevant.	Some of the materials are not relevant and not updated.	
Research and original work is balanced	**4-5**	**2-3**	**0-1**	_/5
	Original work and research materials is balanced and relevant findings are used to support own opinions	Original work and research material is not balanced. Relevant findings are used to support own opinions	Original work and research material is not balanced. Few findings are used to support own opinions	
Findings and opinions are supported by evidence	**4-5**	**2-3**	**0-1**	_/5
	Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant, accurate and completed Sources are cited and used correctly	Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant and adequate to support the topic Sources are cited and used correctly with minor errors	Much of information included is not relevant and inadequate to support the topic; Some information is inaccurate or unverifiable No citing of sources or incorrectly cites the sources	
Consistency and logical flow	**4-5**	**2-3**	**0-1**	/5
	Logical structure and consistent flow of the presentation	Structure and flow of the presentation is logical but sometimes not consistent.	Structure and flow of the presentation is not logical	
Visual Aid quality	**4-5**	**2-3**	**0-1**	_/5
	Student used visuals to reinforce screen text and presentation.	Visuals related to text and presentation.	Student occasional used visuals that rarely support text and presentation.	
	4-5	**2-3**	**0-1**	_/5

Timing Control	Allocates time appropriately and manages time effectively Appropriate pace	Marginally long or marginally short but uses time reasonably effectively Reasonable pace	Significantly too short or too long and does not use time effectively Pace is significantly too fast or too slow	
Clarity	**4-5**	**2-3**	**0-1**	_/5.
	Student used a clear voice and correct, precise pronunciation of terms.	Student's voice is clear. Student pronounces most words correctly.	Student's voice is clear but cannot speak fluently.	
Quality of the question /answer	**7-10**	**4-6**	**0-3**	_/10
	Responds appropriately to all questions, with answers that demonstrate knowledge and understanding	Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding	Is not able to respond the spot questions	
			TOTAL POINTS	___ 50

Grading Rubric for Comment Group CLC9005

Assessment Criteria	Good 7-10 marks	Average 4-6 marks	Poor 0-3 marks	Pts
Provides relevant comments	• Comments are specific, relevant, thoughtful, reflective and original, provokes other questions or comments	• Most comments are appropriate and reflect some thoughtfulness	• Comments are superficial, off topic or simply restate questions	_/10
Provides meaningful feedback on information or research with application of theories/ concepts	• Comments are based on solid knowledge on theories/concepts • Comments include specific suggestions for additional information or resources for consideration	• Comments indicate correct analysis of the information or research with some attempts on relating theories/concepts	• No comments is provided on information or research's accuracy, relevance and completeness • Analysis on the information or research is incorrect	__/10
Provides meaningful feedback on the logic, assumptions, and recommendations the presenters has drawn	• Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence	• Comments illustrate useful analysis of logic and assumptions and identify potential problems	• No comments or comments provided are not logical or incorrectly state assumptions	__/10
Provides comments in a positive, encouraging, and constructive manner	• Comments praise specific strengths of the presentation as well as constructively address weaknesses with alternatives that might be considered	• Comments include positive feedback and suggestions	• Comments might be interpreted as insulting	__/10
			Total	__/40

Important Notes:
(1) Students are expected to spend a total of 6 hours (i.e. 3 hours of class contact and 3 hours of personal study) per week to achieve the course learning outcomes.
(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University
Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
(3) Students are required to submit writing assignment(s) using Turnitin.
(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.

Offering Institution: Lingnan University (LU)
PolyU Subject Code: GUR1B08

Course Title	:	Innovation & Entrepreneurship for Global Grand Challenges
LU Course Code	:	CLA9021
Recommended Study Year	:	Any
No. of Credits/Term	:	3 credits
Mode of Tuition	:	Lecture, Research & Service-Learning

Brief Course Description

This Innovation and Entrepreneurship course focuses on examining creative models and approaches that leverage the convergence of entrepreneurial mindsets and innovation for solving pressing global challenges. This course will inspire students to rethink the meaning of the Sustainable Development Goals (SDGs) at national and global levels, question fundamental assumptions, and to design and implement new solutions for achieving SDGs in 2030. Specifically, the class will examine successful innovation and startup models, rural and disruptive technologies, conservation and development struggles, and other critical topics that harness innovation and entrepreneurship for social good. Students will also learn to solve problems at the juncture of technology and humanity using a set of tools, including design thinking, product design cycle, project management, and marketing. The course focuses on social ventures.

Aims

The course aims to help humanitarian-minded innovators to develop entrepreneurial mindsets and skills to drive global change. Students will learn new knowledge in science, technology, global development, humanitarian aid, social innovation and entrepreneurship in classroom lectures. Field Research & Study sessions allow students to examine global problems, develop new ideas, verify business models, and develop execution plans and responses to queries and feedback. Students will also practice problemsolving, project planning and effective communication through the Service-Learning projects.

Intended Learning Outcomes (ILOs)

On completion of this course, students are expected to be able to:

1. Articulate key issues in the analysis of the economic, social and cultural development of a country/region;

2. Describe the short and longer-term challenges of the SDGs through research-based approaches;

3. Criticize dominant approaches to global technological and economic development on the basis of their adverse impacts on the conditions of the underprivileged population worldwide, and compare and contrast with SDG-oriented approaches by identifying key contextual parameters in the analysis;

4. Apply empathic design methods to formulate opportunity statements and business strategies for developing novel products, technology and solutions to alleviate immediate suffering and achieve
SDG;

5. Explain and discuss leading topics in innovation and entrepreneurship, including: benefits of open and closed innovation, characteristics of effective social innovation and entrepreneurship, types of innovation-driven entrepreneurship, traits of entrepreneurial leadership, and barriers to inclusive entrepreneurship;

6. Analyze successful innovation and startup models from academic articles, rural and disruptive technologies, conservation and development struggles, and other critical topics that harness innovation and entrepreneurship for social and humanitarian benefits;

7. Translate innovative ideas into executable plans for startups that aim for both profit and impact; and

8. Describe the role of liberal arts education in innovation and technology.

Indicative Content

Through lectures, class discussion, design studio work, debate, presentation, research and engaging in a Service-Learning project, students will be introduced to, and empowered to apply some of the following bodies of knowledge, concepts and methods to design innovation-driven enterprise for achieving SDGs:

Social, Economic and Cultural Development

Social, economic and cultural drivers of sustainable development (e.g. employment-centred economic policies, social policies concerned with universal social protection and redistribution, social reproduction and care, equality of opportunity, green and fair economy, participation and empowerment, social and solidarity economy, and food sovereignty, social regulation and corporate accountability)

United Nation's (UN) SDG & Global Development

UN's Millennium Development Goals (MDGs) and SDGs (e.g. Food security, gender equity, poverty, education, clean water and sanitation, innovation and infrastructure), humanitarian aid, belt and road initiative, conservation and development strategies, contextual analysis, etc.

Design and Technology

Role of liberal arts education in innovation and technology, principles of design and engineering, design thinking, product design cycle, humanitarian innovation, appropriate technology, exponential technology, open innovation, etc.

Innovation & Entrepreneurship

Inclusive entrepreneurship, open versus closed innovation, behaviour innovation, types and roles of innovation-driven entrepreneurship, entrepreneurial leadership, entrepreneurs for social change, start-up models, opportunity recognition, resource acquisition, team building, scalability and sustainability, entrepreneurial management, for-profit versus non-profit ventures, double (and triple?) bottom line, social marketing, impact investment, crowdfunding, microcredits, etc.

<u>Research and Service-Learning</u>

Research methodology, journal paper writing, Service-Learning project design, cultural sensitivity, survey design, etc.

Supplementary contents will be added to keep the course up-to-date and relevant to the specific learning location.

Teaching Method

The course will adopt an interactive approach to engage students in classroom discussion, debate and group exercises. Fundamental material will be delivered through classroom lectures and online courses, some of which may be delivered by fellow students through collaborative effort under instructor supervision. Guest lecturers will be invited to cover specialized and emerging topics.

Structured research and Service-Learning project will be identified and developed by students through collaborative project groups and augmented with series of lectures, seminars, community and institutional visits, and open discussions. Students will be guided to develop their unique learning experiences in understanding how SDGs can be achieved through innovation and entrepreneurship. Students will be guided to exercise critical thinking to review common paradigms and assumptions about global challenges in development and conservation through comparative research and classroom discussion. In the process, students will find new tools, models, and approaches to execute new solutions.

In teams of 3-5 members, students will conduct a research-based Service-Learning project for a community group, non-governmental organization, or social enterprise. For example, student groups may work with a startup or social enterprise (such as Yan Oi Tong) to develop technology to maintain independence for senior citizens. Students may also develop a double bottom line business plan (such as working with Médecins Sans Frontières, OXFAM, Red Cross, United Nations Development Program and Hong Kong Institution of Engineers) for providing clean water and sanitation in a rural village.

Measurement of Learning Outcomes:

1. Each student is expected to contribute actively to the research project, classroom discussion, group exercise, and community visits (ILO1 to ILO8).

2. An **individual research project** to construct a review paper of about 1000 words to review the impact of a technology, solution, product, system or policy on a specific SDG and community group will test students' understanding of SDG, innovation and entrepreneurship, and their ability to engage in review paper writing (ILO1 to ILO5). The review paper must fulfil one of the 3 purposes: (1) to explain the state of existing knowledge based on published research available on one of the SDGs, (2) to review solutions to a particular challenge in existing literature, (3) assess the effectiveness of a particular solution or approach in furthering one of the SDGs (ILO1, ILO2, ILO4 and ILO5). The paper should also be concise, properly referenced and constructed in journal article format.

3. In a **group Service-Learning project**, student teams will apply design thinking and social innovation approaches to propose a technology, product, or solution to achieve SDGs through an executable business plan (ILO1 to ILO7). Students will work with an NGO and stake-holders thereof, approved by course instructors, to conduct a survey to form design objectives. Students will also use online data, research papers, survey results and other reliable material to demonstrate how the proposed technology, product or solution can achieve its design objectives (ILO3 to ILO7).

4. In an **oral group presentation** (30 minutes per group) students will explain the design process and the final solution from their Service-Learning project (ILO3 to ILO7). Student groups are expected to analyze and compare their solution against existing ones to demonstrate the sustainability and scalability of theirs. Moreover, the students will share their reflections about the role of liberal arts education in innovation and technology. (ILO8)

Assessment:

Coursework	Assessment tasks	Weights
1	**Individual written research paper** (1000 words)	25%
2	**In-class participation**	10%
3	**Group Project** (Total 55%)	
	Service-Learning project	35%
	Oral group presentation: (30 minutes per group)	20%
4	**Peer Review**	10%

Required/Essential Readings:

1.   Bessant, J., & Tidd, J. (2015). *Innovation and Entrepreneurship, 3rd Edition*. Wiley.

2.   Lehrer, J. (2011). *Steve Jobs: "Technology Alone Is Not Enough"*. Retrieved from :

        https://www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough

3.   Kuhlmann, S. & Rip, A. (2014). *The challenge of addressing Grand Challenges. A think*

        piece on how innovation can be driven towards the "Grand Challenges" as defined under the prospective European Union Framework Programme Horizon 2020. University of Twente.

4.   Godwyn, M. (2009). *Can the Liberal Arts and Entrepreneurship Work Together? Retrieved*

        from:https://www.aaup.org/article/can-liberal-arts-and-entrepreneurship-worktogether#.WpZsQmZg0W8

5.   Waage J. & Yap C. (2015). *Thinking Beyond Sectors for Sustainable Development*. London:

        Ubiquity Press.

Recommended/Supplementary Readings:

Sustainable Development Goals & Global Devleopment

1. Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., & Noble, I. (2013). Policy: Sustainable development goals for people and planet. *Nature*, *495*(7441), 305-307.
2. Sphere Project (2011) *Sphere Handbook: Humanitarian Charter and Minimum Standards*

    in Humanitarian Response. Geneva: The Sphere Project.

3. Nilsson, M., Griggs, D., & Visbeck, M. (2016). Map the interactions between sustainable

    development goals: Mans Nilsson, Dave Griggs and Martin Visbeck present a simple way of rating relationships between the targets to highlight priorities for integrated policy.
    Nature, *534*(7607), 320-323.

4. UNESCO. (2015). *Sustainable Development Goals: 17 Goals to transform our world.* Retrieved from: http://www.un.org/sustainabledevelopment/sustainable-developmentgoals/
5. UNRISD (2013). *Emerging Issues: Social Drivers of Sustainable Development— Note for*

    the Secretariat. Retrieved from: http://www.unrisd.org/social-drivers-note

Design & Technology

1. Balzani, V. & Armaroli, N. (2011). *Energy for a sustainable world: From the oil age to a sun-powered future*. Weinheim: Wiley-VCH.

2. Greer, J. (2013). *Green Wizardry: Conservation, Solar Power, Organic Gardening, and Other Hands-On Skills from the Appropriate Tech Toolkit*. BC: New Society Publishers

3. Hao,H., Liu, Z.W., Zhao, F.Q., Ren, J.Z., Chang, S.Y., Rong, K. & Du, J.Y. (2018). Biofuel for vehicle use in China: Current status, future potential and policy implications. *Renewable and Sustainable Energy Reviews*, *82*, 645-653.

4. Kumar, D. S., & Palanisami, K. (2011). Can drip irrigation technology be socially beneficial? Evidence from southern India. *Water Policy, 13*(4), 571-587.

5. SDSN. (2013). *Solutions for sustainable agriculture and food systems: Technical report for the post-2015 development agenda.* New York: Sustainable Development Solutions Network (SDSN).

6. Stanford d.school resource library. https://dschool.stanford.edu/resources-collections/browse-all-resources

7. Suppes, G.J. & Storvick, T.S. (2015). *Sustainable power technologies and infrastructure: Energy sustainability and prosperity in a time of climate change.* London: Elsevier/AP.

8. United Nations. (2017). *UN moves to tap transformative power of science, technology and innovation to achieve Sustainable Development Goals.* Retrieved from:
    https://sustainabledevelopment.un.org/?page=view&nr=1286&type=230&menu=2059

9.   Pastorek, W. (2013). *Bringing Design Thinking To Social Problems, Ideo.org Focuses On The People In Need.* Retrieved from
https://www.fastcompany.com/3020789/bringing-design-thinking-to-social-problemsideoorg-focuses-on-the-people-

Innovation & Entrepreneurship

1.   Bornstein, D. and Davis, S. (2010), *Social Entrepreneurship: What Everyone Needs to Know*. Oxford: Oxford University Press
2.   Jackson-Hayes, L. (2015, February 19). *STEM training is great, but innovation requires the liberal arts too*. Retrieved from
https://www.newsday.com/opinion/oped/stemtraining-is-great-but-innovation-requires-the-liberal-arts-too-1.9952195
3.   Nair, M. (2016, September 23). *Why Startups Need To Keep Up With Innovation*. Retrieved from https://www.entrepreneur.com/article/282828

4.   Nesteruk, J. (2017, May 31). *Entrepreneurs who want to dance: the liberal arts approach to business*. Retrieved from

https://www.timeshighereducation.com/blog/entrepreneurs-who-want-dance-liberal-artsapproach-business

Important Notes:

1. Within a 14-week semester, students are expected to spend a total of 9* hours (i.e. 3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes. In the event of a more compressed timescale (e.g. summer course) the amount of time spent on the course will increase *pro rata*.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.

CLA9021 Innovation & Entrepreneurship for Global Grand Challenges

Individual Research Paper Assignment

(25% of the assessment)

Students will submit an individually written review paper of about 1000 words on the impact of a technology, solution, product, system or policy on a specific Sustainable Development Goal (SDG) and community group. This will test students' understanding of SDG, innovation and entrepreneurship, and review paper writing. (ILO1 to ILO5) The paper should also be concise, properly referenced and constructed in journal article format.

Rubric for assessment

(decimals can be used)

(Scores are converted to yield an overall mark out of 25 for each group)

Criterion	Does Not Meet (0-4)	Competent (5-7)	Exemplary (8-10)	Score
Appropriate selection of SDG (18%)	Does not demonstrate that the chosen SDG is not relevant to the rest of this assignment.	Demonstrates that the chosen SDG is relevant to the rest of this assignment.	Fully and clearly demonstrates that the chosen SDG is relevant to the rest of the assignment.	
Clarity of the main topic (18%)	Does not encapsulate the SDG and fails to provide relevant background information.	Provides reasonably clear introduction to the SDG, along with salient background information.	Clearly introduces the SDG and provides clear background information.	
Completeness of descriptions (18%)	The descriptions for the SDG are unclear.	The descriptions for the SDG are identified and articulated.	The descriptions for the SDG are clear and thoroughly articulated.	
Analysis and content knowledge (18%)	Did not compare the effectiveness of the solutions to a particular global grand challenge in more than one country.	Attempts to compare the effectiveness of the solutions to a particular global grand challenge in more than one country.	Explicitly discusses the effectiveness of the solution to a particular global grand challenge in more than one country.	
Summary and Evaluation (18%)	The paper fails to provide a summary and an evaluation of the comparing aspects.	The paper provides a summary of the main points and an evaluation of the comparing aspects.	The paper provides a clear summary of the main points and an evaluation of the similarity and differences of the comparing aspects.	

Citation formatting (10%)	The literature is not referenced or not properly formatted.	The literature is mostly referenced or not all of them are properly formatted.	The literature is completely referenced and properly formatted.	
Raw Score (Out of a possible maximum of 70)				
Divide by 70 then multiply by 25 to obtain in the Mark (out of 25)				

Service-Learning Project
(35% of the assessment)

Teams of students will design and implement a group Service-Learning project, in which student will apply design thinking and social innovation approaches to propose a technology, product, or solution to achieve SDGs through an executable business plan (ILO1 to ILO7). Students should use data, research papers, survey results and other reliable material to prove the proposed technology, product or solution will achieve its design objectives (ILO3 to ILO7).

Rubric for Assessment
　　　(decimals can be used)
　　　(Scores are converted to yield an overall mark out of 35 for each group)

Criterion	Does Not Meet (0-4)	Competent (5-7)	Exemplary (8-10)	Marks
Appropriate Selection of SDGs (20%)	Neither the SDGs nor subject are relevant to the rest of this assignment	Both the SDGs and subject are relevant to the rest of this assignment	Both the SDGs and subject are clearly relevant to the rest of this assignment	
Clarity of the SDGs (20%)	Fails to identify a problem and fails to provide background information.	Identifies a problem and provides relevant background information.	Clearly identifies the problem and its inherent complexities, and accurately provides relevant background information.	
Ability to synthesize information to propose a solution (20%)	Solution does not address the problem; no theory applied, standards and cases not available; does not identify limitations and future directions.	Addresses the problem; applies theory, standards and cases for support. Attempts to identify limitations and future directions.	Clearly addresses the problem; draws on relevant theory, standards and cases for support. Explicitly discussed limitations and possible future directions.	

Understanding of technology and system design process (20%)	Demonstrates inaccuracies or large gaps in understanding about technology/system design process	Demonstrates good understanding of technology/system design process	Demonstrates welldeveloped understanding of technology/system design process	
Working attitude and sense of responsibility (20%)	Fails to attend the consultation or come late. Rarely comes to the meetings/ activities with necessary documents and materials. Work tends to be disordered, incomplete and/or not accurate.	Attends the consultation with some necessary documents and materials. Work is generally complete and meets the instructor's requirements.	Attends the consultation on time or even early with necessary documents and materials; does additional research and preparation. Work is consistently complete and wellorganized that exceeds the instructor's requirements.	
Raw Score (Out of a possible maximum of 50)				
Divide by 50 then multiply by 35 to obtain in the Mark (out of 35)				

Group Oral Presentation
(20% of the assessment)

Teams of students will deliver an oral presentation (30 minutes per team), in which students will explain the design process and the final solution from their Service-Learning project (ILO3 to ILO7). Student groups are expected to analyze and compare their solution against existing ones to demonstrate sustainability and scalability of theirs. Moreover, the students will share their reflections about the role of liberal arts education in innovation and technology. (ILO8)

Rubric for Assessment
(decimals can be used)
(Scores are converted to yield an overall mark out of 20 for each group)

Criterion	Does Not Meet (0-4)	Competent (5-7)	Exemplary (8-10)	Marks
Delivery (20%)	Speaks in low volume and monotonous tone; little use of eye contact and/or read from notes.	Speaks with satisfactory variation of volume and pronunciation of terms; consistent use of eye contact to engage audience; occasionally look at notes.	Speaks with clear voice and correct, precise pronunciation of terms to maintain audience interest; Excellent use of eye contact to engage audience; rarely look at notes.	

Content and Knowledge (30%)	Unable to answer questions; provides no evidence to support conclusions; does not clearly define purpose and key points	Demonstrates good knowledge of the subject by answering questions clearly; includes some evidence to support conclusions and ideas in answers; includes explanations to purpose and key points	Demonstrates outstanding knowledge of the subject by including pertinent evidence to support conclusions and ideas when answering questions; clearly explains purpose and key points	
Enthusiasm and Audience Awareness (20%)	Demonstrates little enthusiasm about the topic; fails to increase audience understanding and knowledge of the topic	Demonstrates enthusiasm about the topic; increases audience understanding and knowledge of most key points	Demonstrates outstanding enthusiasm about the topic; significantly increases audience understanding and knowledge of the topic; convinces audience to recognize the importance of the solution	
Relatively even 'air-time' for each member (20%)	Some contribute much more/less than others	Members make broadly equivalent contributions	All members make equivalent contributions	
Use of tools and visual materials (10%)	Poor choice and use of material; lack of visual materials.	Good choice and use of visual materials	Excellent choice and use of visual materials	
Raw Score (Out of a possible maximum of 50)				
Divide by 50 then multiply by 20 to obtain in the Mark (out of 20)				

Peer Review
(10% of the assessment)

Students assess the extent to which each of their team mates has worked constructively to help the team to complete the project. Students will rate each of the other members of their team in 4 areas.

Rating Proforma
(Scores are converted to yield an overall mark out of 10 for each student)

Criteria	Does Not Meet (0-4)	Competent (5-7)	Exemplary (8-10)	Score
Participation and preparation (25%)	Seldom attend the group meetings/ activities. Rarely comes to group meetings/ activities with necessary documents and materials.	Attends most the group meetings/ activities. Sometimes comes to group meetings/ activities with necessary documents and materials.	Attends all of the group meetings/ activities. Always come to group meetings/ activities with necessary documents and materials; does additional research and preparation.	
Quality and punctuality of submission (25%)	Work tends to be disordered, incomplete and not accurate. Submission is usually late.	Work is generally complete and meets the group requirements. Submission is mostly done on time.	Work is consistently complete and wellorganized that exceeds the group requirements. Submission is done on time or even early.	
Contribution (25%)	Rarely contributes; fails to share relevant materials/ ideas/ solutions to help the group move forward.	Sometimes contributes; sometimes shares relevant materials/ideas/ solutions that help the group move forward.	Always contributes; always provides relevant and useful materials/ideas/ solutions to help the group move forward.	
Working with others (25%)	Rarely listens to others' ideas; makes deprecatory comments and/or gestures. Give no task support to other group members.	Sometimes listens to others' ideas without interrupting; generally responds to the ideas. Occasionally provides task support to other group members	Always listens to others' ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas. Consistently gives more task support than expected.	

Name	Score
1.	
2.	
3.	
4.	
5.	

In-Class Participation

(10% of the assessment)

Each student is expected to contribute actively to classroom discussions, role plays, and debates. Class participation throughout the course will form the bulk of this component of the assessment.

Attending Classes

Criterion	Below satisfactory (0-4)	Satisfactory (5-7)	Very Good (8-10)	Score
Active Presence (100%)	The student often misses (and thereby risks expulsion from the class), and/or is often late and/or often fails to take an active part in the in-class exercises	The student misses between 3 and 6 classes, and/or is occasionally late and/or mostly takes an active part in the in-class exercises	The student misses less than 3 classes, is punctual, and consistently takes an active part in the in-class exercises	

Offering Institution: Lingnan University (LU)
PolyU Subject Code: GUR1C06

Course Title	: Music and World Cultures
LU Course Code	: CLB9022
No. of Credits/Term	: 3
Recommended Study Year	: Any
Mode of Tuition	: Lecture-Tutorial
Class Contact Hours	: 2-hours lecture per week
	1-hour tutorial per week
Prerequisute(s)	: N/A
Co-requisite(s)	: N/A
Instructor	: Dr. Kimho Ip
Email	: kimhoip@ln.edu.hk

SYLLABUS

Course Description

This course introduces students to the diversity and range of musical expression. Assuming no previous musical training, it will explore how the musics and musical instruments of different world cultures share common fundamental characteristics. At the same time, it will demonstrate the uniqueness of the music produced by any given culture. In examining both the commonalities and differences across different world musics, the course will also show how cultures apply music to an array of art forms (e.g. dance, theatre) and social contexts (e.g. religion, political intervention, globalisation). It will analyse the role of music in these combined art forms and enriched creative expressions. Students will listen to and watch a range of musical recordings and performances, and critically evaluate these through discussion and writing and the reading of relevant scholarship.

Aims

This course aims to familiarize students with a range of musical cultures and forms of expression, including those of China and the West. It will equip students to understand various art forms and social contexts through the lens of musical performance and analysis. In so doing, it will both deepen students' appreciation of music itself and also enhance their understanding of the connections between music and other arenas of art and life.

Learning Outcomes (LOs)

Upon completion of this course, students will be able to:
1) Evaluate both commonalities and differences between the musical traditions of at least two different cultures.
2) Analyze the connections between music and at least one other art form.
3) Analyze the application of music to at least one specific social context.
4) Write and speak analytically about music based on hearing and watching musical performances and reading music-related scholarship.

Measurement of Learning Outcomes

Quizzes: In-class quizzes will be given to ensure that students are keeping pace with the knowledge presented in class lectures and in the readings. (LOs 1, 2, 3, 4)

Project presentations: In tutorials, students will alternately assume responsibility for presenting the main content and analytical points given in readings. This will lead to the choice of topics for the Final Project. (LOs 1 or 2 or 3, and 4)

Discussion and participation: Students will discuss and participate assigned activities in related to contents in class lectures, and experiment with simple exercises during tutorials. (LOs 1, 2, 3, 4)

Final Project: Students will choose one relevant topic on which to do independent research. They will need to apply the knowledge learned in class to their chosen case. They will report not only on their findings but also the theories and concepts they have applied to their analysis. They will produce a written paper, having orally present their work to the class. (LOs 1 or 2 or 3, and 4)

Assessment

100% Continuous Assessment
(30% Quizzes; 35% Tutorial and project presentations, discussion, and participation; 35% Final Project)

Topics

1) Elements and Discourses: World music elements and discourses; world soundscapes; mass media and music; ethnomusicology and comparative music study; world music as global postmodernity
2) Sub-Saharan Africa: West African percussion, timeline, and polyrhythm and polymeter; interlocking texture; Shona mbira; Mande jali/griot and kora; Zulu iscathamiya; Afro-pop and trans-Atlantic soundscapes
3) The Caribbean and Latin America: The "Black Atlantic"; Santería and batá drumming; rumba; Cuban son; salsa; mambo; cha-cha-chá; Tito Puente; Víctor Jara & nueva canción; Peruvian wayno; Andean panpipes
4) Ethnic and Indigenous North America: The polka belt; cajun and zydeco; conjunto/Tejano; Mexican corrido; North American Indian music and intertribal powwow; vocables; yodeling; flute revival
5) European Folk and Classical: Bulgarian gaida; Bosnia-Herzegovina ganga lyric song; Ivo Papasov; "volkslied"; Gypsy/Roma folk; Magyar verbunkos; Bartók's collection of Hungarian folk songs; czardas; Franz Liszt, Béla Bartók, and Hungarian nationalism in 19th-century European classical music
6) The Middle East: Takht ensemble; maqām melodic modes; Umm Kulthūm; Bedouin epic; azan—call to prayer; Turkish whirling Mevlevi dervishes; zikr trance music; Sufism and music
7) Central Asia: Kazakh and Kyrgyz programmatic music kuu/kui; Tuvan and Mongolian khoomii throat/overtone singing; horse-head fiddle morin khuur; Mongolian long song; Soviet modernist reformism in art and culture; Uzbek-Tajik shashmaqām and Uyghur on ikki muqam

8) South Asian Subcontinent: Sitar; tabla; Ravi Shankar; Ali Akhbar Khan; raga; tala; ghazal Sufi poetic singing; veena; mridangam; kriti; Bollywood; playback singers in film songs; Nusrat Fateh Ali Khan; qawwali
9) Southeast Asia: Central Javanese gamelan; gong-chime culture; colotomic structure/form and interlocking punctuation pattern; wayang kulit shadow puppetry; Ramayana and Mahabharata; gamelan gong kebyar; kecak monkey chanting; Indonesian pop: dangdut, kroncong

Readings: Selections from the following:

Jeff Titon, "Music culture as a world of music," in *Worlds of Music* 5e, pp.1–32.
Steven Feld (2000), "A Sweet Lullaby for World Music," *Public Culture* 12(1):145–71.
David Locke, "Africa," in *Worlds of Music* 5e, pp.83–144.
Michael Bakan, "'Oye Como Va': Three generations of the life of a classic Latino/American dance tune," in *World music: Traditions and transformations*, 217–49.
Kay Shelemay, "The corrido," "The polka," and "Multiple identities in Cajun and Zydeco musics," in *Soundscapes*, pp.220–25, 320–28, 444–61.
David McAllester, "North America/Native America," in *Worlds of Music* 5e, 33–81.
Scott Marcus, *Music in Egypt*, 16–42, 96–116.
Scott Marcus, "The Eastern Arab System of Melodic Modes in Theory and Practice: A Case Study of Maqām Bayyātī, in *Garland Encyclopedia of World Music* (The Middle East), 33–44.
Virginia Danielson, "Opening night for a star performer: Umm Kulthum and Inta Umri," in *Garland encyclopedia of world music* (v.6: The Middle East), 603–5.
Walter Feldman, "Who are the whirling dervishes?" *Garland encyclopedia of world music* v.6.
Carole Pegg, "Mongolia and Tuva," in *World music: The rough guide*, pp.189–94.
Charles Capwell, "The Music of India," in *Excursions in World Music* (5e), pp.26–53. George Ruckert, *Music in North India* (Oxford), pp.42–46, 55–61, 65–74.
Anderson Sutton, "Asia/Music of Indonesia," in *Worlds of Music* (4e), 279–314.
Henry Spiller, "Track 4: Ladrang Pangkur Pelog Barang," in *Gamelan: The Traditional Sounds of Indonesia*, pp.324–28.
Timothy Brennan (2001), "World Music Does Not Exist," *Discourse* 23(1):44–62.

Listening: Selections from the following:

Nhemamusasa (cutting branch for shelter) | Shona mbira Lambango |
Mande kora, etc.
Agbadza ("Miwua Agbo Mayi") | Ewe percussion (also refer to David Locke: Agbadza [http://sites.tufts.edu/davidlocke/agbadza/] (#2 "Miwua Agbo Mayi") for notation)
Nkosi sikelel'i Afrika | South African national anthem
Makala | BaAka polyphonic singing, Central African Republic
Elegguá, Oggún, Ochosi II | batá drumming and singing
Tres Linda Cubanas | danzón, perf. Guillermo Castillo & A. M. Romeu in 1926
Consuelate como yo | rumba guaguancó; Carlos Embale ensemble
Sonero son | son; Estudiantina Invasora, 1978/79, Cuba
El Bodeguero | cha-cha-chá
El Aparecido (the apparition) | nueva canción by Víctor Jara | two versions: (1) Víctor Jara's (1967); (2) Inti Illimani Ensemble's (1991).

Allons à Lafayette (let's go to Lafayette) | Cajun, perf. Joe Falcon
Zydeco sont pas sale (the beans are not salty) | zydeco, perf. Clifton Chenier
Beer Barrel Polka | conjunto
Gregorio Cortéz | Mexican corrido ballad
The yellow star | Pawnee ghost dance song, Oklahoma, perf. Wichita Blain (c.1919)
Night Chant, Yeibichai Dance | Navajo dance song
Ruchenitsa | Bulgarian wedding dance on gaida
Kurdzhaliiska Ruchenisa | Balkan jazz, perf. Ivo Papasov & Yuri Yanakov (2005)
Czárdás | comp. Vittorio Monti, perf. Roby Lakatos and his ensemble
Hungarian Rhapsodies, no.2 (S.244/2): Lento a capriccio | Franz Liszt
A wasla (suite) in maqām rāst (as illustrated in Marcus): 1) 'ūd taqāsīm; 2) dūlāb rāst; 3) qānūn taqāsīm; 4) samā'ī rāst Tatyos; 5) dūlāb rāst; 6) layālī and mawwāl; 7) violin taqāsīm; 8) mawwāl; 9) taqtūqa: "il-Bahr Nāyim"; 10) nāy taqāsīm; 11) muwashshah: "yā shādī l-Alhān Excerpts from
Aruh Li Min | Arab ughniya long song, comp. Riyad is-Sunbati, text by 'Abd al-
Mun'im is-Siba'I | Aruh Li Min (Sono Cairo, 1958).
Azan, call to prayer | Islamic call to prayer
Naat-i-sherif, peshrev in bayati; mevlevi ayin in maqam bayati | whirling dervishes
The gallop of Jonon Khar | Mongolian morin khuur
Artii-Sayir (the far side of a dry riverbed) | Tuvan throat singing
The River Herlen | Mongolian long song
Zhez kiilk (the golden saïga [antelope]) |: (a) Kazakh dombra solo and (b) Kazakh orchestra
Woy Bala (hey, kid) | Uyghur satar solo
Cabiyatning Ucinci Dastani | Uyghur on ikki muqam
Ufar-e Bayat | Uzbek-Tajik shashmaqam
Ravi Shankar, "An introduction to Indian music"
Baat karni mujhe mushkil (it was never so difficult) | Ghazal Sufi poetry singing, Pakistan, perf. Mehdi Hassan | Ghazals: Mehdi Hassan (EMI Pakistan, 1977). Banturiti | Karnatic kriti, perf. Pramanam (voice) | Pramanam—R. Vedavalli
Rag Chandranandan | Hindustani raga, perf. Ali Akbar Khan on the sarod
Sarasiruha (to the goddess Saraswati) | Karnatic kriti played on veena
Barso Re | Bollywood film song, comp. A. R. Rahman, perf. Shreya Ghoshal
Bubaran Udan Mas | Javanese gamelan, dir. K. R. T. Wasitodipuro, 1971, Yogyakarta
Ladrang "Pangkur" pelog barang | Central Javanese gamelan
Three examples in Sutton reading: a) Bubaran Kembang Pecar pélog pathet nem; b) Ladrang Wilujeng pélog pathet barang; c) Kosalia Arini
Begadang II" (staying up all night) | dangdut Indonesian pop, by Rhoma Irama
Kroncong segenggam harapan (kroncong: a handful of hope) | kroncong Indonesian pop Sita's Abduction | Balinese kecak

Important Notes:

(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations

Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

(3)   Students are required to submit writing assignment(s) using Turnitin.

(4)   To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.