

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CC1C35P
Subject Title	Ways of Chinese Wisdom (中國智慧之道)
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion GEC1C31/GEC1C31W/CC1C35 Ways of Chinese Wisdom
Objectives	<ul style="list-style-type: none"> - Develop a facility for systematic thinking; - Develop philosophical concern; - Widen horizon and knowledge base; - Cultivate moral reasoning; - Cultivate a cultural sense; - Develop reading and writing skills
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) Describe the teachings of the major Chinese schools of thought (b) Describe the historical significances of these teaching in relation to the development of the Chinese civilization (c) Formulate philosophical questions concerning various aspects of the human existence and its predicaments, and try to answer them from the perspectives of the Chinese philosophical traditions (d) Read with greater comprehension (e) Write better reflective essays (f) Study more effectively. <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</p> <p>Literacy: Outcome (d) and (e) relates directly to literacy. In this “reading intensive” subject, one of the major means of learning is assigned reading. Students will be reading academic materials which are likely to be new to them. The exercise of in-depth comprehension of these materials should elevate their ability and therefore incentive to read materials of a similar nature. Instruction in how to read and guiding questions will be provided by the instructor and CLC. Tutorial discussion and assessments would be used to determine how well each student completes the reading assignment. The amount of required reading materials will be about 200 pages in Chinese. Furthermore, as a “writing intensive” subject, students will be required (and guided in the process) to write a term essay of at least 3,000 words addressing a particular human predicament using the insight gained from the schools of Chinese traditional philosophy.</p>

	<p>Higher order thinking: One aspect of higher order thinking is being able to think and understand from the perspective of a particular academic discipline (such as: history, philosophy, cultural study, and sociology) as opposed to simply thinking from the everyday common sense perspective. Therefore, learning outcome (c) demonstrates exactly the ability of such kind of higher order thinking. In addition, learning outcome (a) and (b) is the indispensable hard factual knowledge background for such higher order thinking. These skills will be further developed by requiring students to think critically and comparatively across a range of philosophical traditions.</p> <p>Life-long learning: Learning outcome (f) is the inevitable result of acquiring a higher level of literacy and the ability to understand and think at a higher order in the above mentioned manner. This outcome will empower students to initiate study on their own and thereby foster life-long learning. Furthermore, learning outcome (c) commences a life-long journey of philosophical quest. This is no doubt a form of life-long learning.</p>
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>(1) How to Interpret the Ways of Chinese Wisdom?</p> <p>(2) Confucianism: Moral Values and Conscience a) Origin of Li b) Confucius c) Mencius d) Hsun Tzu</p> <p>(3) Taoism: Spontaneity and Spiritual Liberation a) Lao Tzu b) Chuang Tzu</p> <p>(4) Buddhism: Doctrine of Dependent Origination a) Primitive Buddhism b) Buddhism in China i. Mahayana and Theravada Buddhism in China ii. Major Chinese Buddhist sects</p> <p>(5) Legalism: Rule by Law a) Shang Yang b) Han Fei Tzu</p> <p>(6) Challenge and Breakthrough in Chinese Traditional Thoughts</p>
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Lectures: This subject will be taught primarily using a lecture format. Lectures will be supported by relevant assigned reading. Students will be taught to scan the reading material before attending the lecture so that they are better prepared for the lecture and to question unclear concepts within it. The questions raised due to lack of understanding or interest will be dealt with in class. To further motivate students to develop their interest in the course and learn as much as they can, various teaching materials such as videos and slides of artifacts may also be used.</p> <p>Tutorials:</p>

The course will be successful only with active participations of all students, and thus tutorial sections will be an important component. Tutorials encourage active learning, students are required to read selected articles or book chapters, and participate in discussions. Students in tutorials will be further subdivided into small study teams. The basic approach will be peer teaching in which each study team in turn will facilitate discussion of the assigned presentation topic through a series of questions posed to the other teams, and consequently a close interactive atmosphere can be fostered which in turn will be essential to encourage students to get immersed in the learning environment.

Followings are examples of topics for discussion:

1. Conscience: Do we have it?
2. Filial Piety and Righteousness: Moral Dilemmas?
3. What is the relation between Benevolence, Righteousness and Ritual?
4. Is Spontaneity a Virtue?
5. Man and Heaven: Who is the Master?
6. Utility and Idealism: Problems in Moral Decision
7. Virtue and Political Order: Which is more fundamental?

Individual Study:

Students will be expected to complete the remainder of the 65 hours required for each credit hour earned individually. Most of such effort should be devoted to reading and reflection on the subject matters. The assigned reading will be about 200 pages. Students are encouraged to read beyond that. Also, the students would have to write a reflective essay of no less than 3000 Chinese words.

Writing instructions: As a “Writing Intensive” subject, students will be required to produce a substantial paper (either a research term paper or book report), which will undergo several drafts, the first to be submitted by mid-semester, supervised by the CLC. Two grades will be assigned, one by the CLC teacher based upon an assessment of the student’s participation in the drafting process (worth 10% of the total subject grade) and one by the subject teacher based on content (worth 30% of the total subject grade). The final version will be accompanied with a copy of the first draft to assess “progress”. There is some additional writing in the form of essays based upon questions considered and discussed in tutorial.

Reading instructions:

In order to ensure the qualities of students’ reading and writing, students are required to participate in the short lecture series focusing on writing strategies and the small group tutorials designed to provide in-depth feedback on the student’s extensive writing. Furthermore, students are also required to attend instructional and assessment activities which assist students to acquire the appropriate reading skills and to demonstrate their understanding of the extensive text. These will be host and organized by the CLC.

Assessment Feedback:

Since students could learn more effectively by getting timely feedback from the teacher, assessments will be conducted regularly in tutorials as a way to identify students who are having difficulty, thus allowing the opportunity to intervene. As such, grading in this subject is based on Continuous Assessment components as well as a term essay.

	<p>Learning to Learn: Strengthening student learning skills is most effective when done in the context of interesting and relevant content material. This subject will make use of a number materials from the PolyU's Learning to Learn Project, previously funded by the UGC and developed under the aegis of the EDC, such as the Learning Review Table and the Question Guide, both to encourage students to engage in the questioning process and to transfer those skills to other classes.</p>																																																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="534 533 1484 1048"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Tutorial</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Chinese Reading</td> <td>10%</td> <td></td> <td></td> <td></td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Term essay (with 10% Chinese Writing from CLC)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>4. Quizzes</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D” in the writing component.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Tutorial	10%	√	√	√	√	√		2. Chinese Reading	10%				√	√		3. Term essay (with 10% Chinese Writing from CLC)	40%	√	√	√	√	√		4. Quizzes	40%	√	√	√	√	√		Total	100 %																
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<p>Reading List and References</p>	<p>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</p> <p>Required Reading: (CR) 楊國榮，溫帶維主編：《中國文明與自主之道》，香港：匯智出版社，2008年，頁3-26, 35-128, 157-210, 275-290, 335-361。</p> <p>Reference List: (potential sources for a reflective essay as an “CW” subject)</p> <ol style="list-style-type: none"> 王邦雄、岑溢成、楊祖漢、高柏園：《中國哲學史》上下冊，台北：里仁書局，2005年。 王邦雄：《老子的哲學》，台北：東大圖書，1993年。 牟宗三：《圓善論》，台北：學生書局，2010年。 																																																																							

	<ol style="list-style-type: none"> 4. 林朝成，郭朝順：《佛學概論》，台北：三民書局，2000年。 5. 唐君毅：《中國哲學原論——原道篇》(卷一)，台北：學生書局，1986年。 6. 陳永明：《原來孔子》，香港：中華書局，2003年。 7. 姚蒸民：《韓非子通論》，台北：東大圖書，1999年。 8. 高柏園：《孟子哲學與先秦思想》，台北：文津出版社，1996年。 9. 高柏園：《莊子內七篇思想研究》，台北：文津出版社，1992。 10. 勞思光：《新編中國哲學史》第一冊，台北：三民書局，1998。 11. 楊國榮、溫帶維：《通識中國哲學》，香港：中華書局，2007 12. 錢穆：《論語新解》，台北：東大圖書，2004。
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Note 1: Intended Learning Outcomes

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

Note 2: Subject Synopsis/ Indicative Syllabus

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

Note 3: Teaching/Learning Methodology

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

Note 4: Assessment Method

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