

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	CC1CM35
Subject Title	Ways of Chinese Wisdom
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion CC1C35 and GEC1C31P and GEC1C31W and CC1CM35 and CC1C35P
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> <ul 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 <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” 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.</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</p>

	<p>developed by requiring students to think critically and comparatively across a range of philosophical traditions.</p> <p>Life-long learning: 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 <i>(Note 2)</i></p>	<ul style="list-style-type: none"> (1) How to Interpret the Ways of Chinese Wisdom? (2) Confucianism: Moral Rules and Conscience <ul style="list-style-type: none"> a) Origin of Li b) Confucius c) Mencius d) Hsun Tzu (3) Taoism: Constancy and Change <ul style="list-style-type: none"> a) Lao Tzu b) Chuang Tzu (4) Buddhism: Thing-in-itself and Phenomenon <ul style="list-style-type: none"> a) Primitive Buddhism b) Buddhism in China <ul style="list-style-type: none"> i. Mahayana and Theravada Buddhism in China ii. Major Chinese Buddhist sects (5) Legalism: Human Nature as Being Cunning <ul style="list-style-type: none"> a) Shang Yang b) Han Fei Tzu (6) Challenge and Breakthrough in Chinese Traditional Thoughts
<p>Teaching/Learning Methodology <i>(Note 3)</i></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 will be used.</p> <p>Individual Study: Students will be expected to complete the remainder of the 56 to 86 hours required for each credit hour earned individually. Most of such effort should be devoted to reading, identifying academic issues, and trying to solve them. Since individual study may be an area of weakness for Hong Kong students, clear guidelines and checks will be put in place to ensure that it occurs. The emphasis in this subject on reading comprehension is designed to give students an essential experience of empowerment in learning to study effectively.</p> <p>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.</p>

	<p>As an ER/EW subject, students will be required to produce a substantial paper (a book report), which will undergo several drafts, the first to be submitted by mid-semester, supervised by the ELC. Two grades will be assigned, one by the ELC 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”.</p> <p>Assessment Feedback: Since students can learn more effectively by getting timely feedback from the teacher, consultation will be specifically designed to identify students who are having difficulty, thus allowing the opportunity to intervene.</p> <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>	<p>Assessment components consist of term project, class activities, and quizzes, graded as follows:</p> <p>Term Project (40%) Depending on the arrangement with ELC, students are required to write a final paper or a book report of 1,500 - 2,500 words, or to submit a project to fulfill ER/EW requirements; 10% go to ELC and 30% to CC.</p> <p>Class Activities (25%) Students are expected to attend and be actively engaged in class discussions during lectures and tutorials. Class activities also include fieldtrips and home works.</p> <p>Quizzes (35%) Quizzes, written or oral, are specifically designed to fulfill the ER requirement. Besides assigned readings, students are required to possess a reasonable understanding of the lectures delivered by the lecturer.</p> <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> <table border="1" data-bbox="506 1507 1390 2007"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th rowspan="2"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Class Activities (Fieldtrip; Home work; Participation; Tutorials)</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Term Project (Final Paper, Book Report, or Project)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Quizzes</td> <td>35%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	1. Class Activities (Fieldtrip; Home work; Participation; Tutorials)	25%	√	√	√	√	√		2. Term Project (Final Paper, Book Report, or Project)	40%	√	√	√	√	√		3. Quizzes	35%	√	√	√	√	√		Total	100%						
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Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Reading, writing, and self-study	56-86 Hrs.
	▪ ELC writing supportive activities	6 Hrs.
	▪ Cultural study tours	8 Hrs.
	Total student study effort	109-139 Hrs.
Reading List and References	<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:</p> <p><i>Required reading is selected from the extracts of the books in the list below, totally at least 200 pages.</i></p> <p>DE BARY, Theodore & BLOOM, Irene. (1999). <i>Sources of Chinese tradition</i>. New York: Columbia University Press, pp. 697 – 713.</p> <p>LIU, JeeLoo. (2006). <i>An Introduction to Chinese Philosophy: From Ancient Philosophy to Chinese Buddhism</i>. Oxford: Blackwell Publishing, pp. 47 - 331.</p> <p>POO, Mu-chou. (1998). <i>In Search of Personal Welfare: A View of Ancient China</i>. SUNY, pp. 1-218.</p> <p>Bibliography:</p> <p>CHAN, Wing-Tsit. (1963). <i>A Sourcebook in Chinese Philosophy</i>. USA: Princeton University Press.</p> <p>De BARY, T. ed. (1979). <i>Principle and Practicality</i>. Columbia University Press.</p> <p>GRAHAM, A.C. (1989). <i>Disputers of the Tao: Philosophical Argument in Early China</i>. USA: Open Court Publishing Co.</p> <p>HANSEN, C. (1992). <i>A Daoist Theory of Chinese Thought</i>. Oxford University Press.</p> <p>IVANHOE, Philip J. (2000). <i>Confucian Moral Self Cultivation</i>. Hackett Publishing.</p> <p>LEGGE, James. (1960). <i>The Chinese Classics</i>, vols. 1 & 2. Hong Kong: Hong Kong University Press.</p> <p>LIU, JeeLoo. (2007). <i>An Introduction to Chinese Philosophy: From Ancient Philosophy to Chinese Buddhism</i>. Oxford: Blackwell Publishing.</p> <p>LIU, Xiaogan (Ed.) (2015). <i>Dao Companion to Daoist Philosophy</i>. Springer.</p> <p>NIVISON, David. (1996). <i>The Ways of Confucianism: Investigations in Chinese Philosophy</i>. Ed. Bryan W. Van Norden. La Salle, IL: Open Court.</p>	

	<p>SCHWARTZ, Benjamin. (1985). <i>The World of Thought in Ancient China</i>. Cambridge, MA: Belknap Press.</p> <p>SHUN, Kwong-loi. (1993). "Jen and Li in the Analects", <i>Philosophy East and West</i> 43:3, 457-479.</p> <p>SOMERS, R. ed. (1990). <i>Studies in Chinese Buddhism</i>. Yale University Press.</p> <p>WIEGER, L. (1984). <i>Wisdom of the Daoist Masters</i>, trans. D. Bryee. Dyfed Wales: Llanerch Enterprises.</p> <p>WONG, David B. (1989). "Universalism versus Love with Distinctions: An Ancient Debate Revived", <i>Journal of Chinese Philosophy</i> 16:3-4, 251-272.</p> <p>_____. (2012). "The Philosophical Study of Chinese Thought", <i>Journal of East-West Thought</i>, 1:2, 25-37</p>
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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.