

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	GEC1C31
<b>Subject Title</b>	Ways of Chinese Wisdom
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion GEC1C31P/GEC1C31W Ways of Chinese Wisdom (中國智慧之道)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Develop a facility for systematic thinking;</li> <li>- Develop philosophical concern;</li> <li>- Widen horizon and knowledge base;</li> <li>- Cultivate moral reasoning;</li> <li>- Cultivate a cultural sense;</li> <li>- Develop reading and writing skills</li> </ul>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>(a) Describe the teachings of the major Chinese schools of thought</li> <li>(b) Describe the historical significances of these teaching in relation to the development of the Chinese civilization</li> <li>(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</li> <li>(d) Read with greater comprehension</li> <li>(e) Write better reflective essays</li> <li>(f) Study more effectively.</li> </ol> <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><b>Literacy:</b> 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.</p> <p><b>Higher order thinking:</b> 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 out come (c) demonstrates exactly the ability of such kind of higher order thinking. In addition, learning out come (a) and (b) is the indispensable hard factual knowledge background</p>

	<p>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><b>Life long learning:</b> Learning out come (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 out come (c) commences a life long journey of philosophical quest. This is no doubt a form of life long learning.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<p>(1) How to Interpret the Ways of Chinese Wisdom?</p> <p>(2) Confucianism: Moral Rules and Conscience</p> <p>    a) Origin of Li</p> <p>    b) Confucius</p> <p>    c) Mencius</p> <p>    d) Hsun Tzu</p> <p>(3) Taoism: Constancy and Change</p> <p>    a) Lao Tzu</p> <p>    b) Chuang Tzu</p> <p>(4) Buddhism: Thing-in-itself and Phenomenon</p> <p>    a) Primitive Buddhism</p> <p>    b) Buddhism in China</p> <p>        i. Mahayana and Theravada Buddhism in China</p> <p>        ii. Major Chinese Buddhist sects</p> <p>(5) Legalism: Human Nature as Being Cunning</p> <p>    a) Shang Yang</p> <p>    b) Han Fei Tzu</p> <p>(6) Challenge and Breakthrough in Chinese Traditional Thoughts</p>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p><b>Lectures:</b></p> <p>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><b>Individual Study:</b></p> <p>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><b>Reading instructions:</b> 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><b>Assessment Feedback:</b> 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><b>Learning to Learn:</b> 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>																																																				
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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.

<b>Subject Offering Department</b>	GEC
<b>Cluster Area</b>	<input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalisation <input checked="" type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment
<b>Medium of Instruction</b>	English
<b>Requirements intended to fulfil</b>	<input checked="" type="checkbox"/> China-Study Requirement (CSR) <input type="checkbox"/> English Reading (ER) and English Writing (EW) <input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	GEC1C31W
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<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion GEC1C31/GEC1C31P Ways of Chinese Wisdom (中國智慧之道)
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Develop a facility for systematic thinking;</li> <li>- Develop philosophical concern;</li> <li>- Widen horizon and knowledge base;</li> <li>- Cultivate moral reasoning;</li> <li>- Cultivate a cultural sense;</li> <li>- Develop reading and writing skills</li> </ul>
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	<p>developed by requiring students to think critically and comparatively across a range of philosophical traditions.</p> <p><b>Life-long learning:</b> Learning outcome (c) commences a life-long journey of philosophical quest. This is no doubt a form of life-long learning.</p>
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	<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 40% of the total subject grade). The final version will be accompanied with a copy of the first draft to assess “progress”.</p> <p><b>Assessment Feedback:</b> 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><b>Learning to Learn:</b> 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><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<p>Assessment components consist of book report, field trip report, and quizzes, as follows:</p> <p>Book report (50%)</p> <p>Student are required to read a 200 page book and write a 2500 word report to fulfill ER/EW requirements; 10% go to ELC and 40% to GEC.</p> <p>-ELC 10%</p> <p>a. First draft to ELC, 700 words</p> <p>b. First draft reflection and Second draft with Turnitin Report to ELC, 1500 words</p> <p>-GEC 40%</p> <p>Final draft to CAR teacher, 2500 words</p> <p>Argumentation and organization 15%</p> <p>Referencing and use of sources 10%</p> <p>Personal view 15%</p> <p>Field trip report (15%):</p> <p>Students are required to focus on what they had observed during the field trip, together with what you had thought about and more importantly in what way the activity might enable them to understand Chinese history and culture better.</p> <p>Quizzes (35%):</p> <p>Quizzes are not specifically designed to fulfill the ER requirement. Besides assigned readings, students are required to possess a reasonable understanding of the lectures delivered by me and the knowledge acquired during the field trip activity.</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="459 2078 1402 2119"> <tr> <td data-bbox="459 2078 762 2119">Specific assessment</td> <td data-bbox="762 2078 922 2119">%</td> <td data-bbox="922 2078 1402 2119">Intended subject learning outcomes to</td> </tr> </table>	Specific assessment	%	Intended subject learning outcomes to
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	3. Quizzes	35%	√	√	√	√	√
	Total	100%					
<b>Student Study Effort Expected</b>	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.				
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