

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	CHC2S01P
<b>Subject Title</b>	Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> <li>1. develop students' understanding of the concept and practice of service-learning by appreciating and applying Chinese literary works to the present;</li> <li>2. equip students with the knowledge and analytical skills in selected Chinese literary masterpieces with an emphasis on moral and ethical aspects;</li> <li>3. provide students with an opportunity to apply and re-assess Chinese moral and ethical concepts into a real-world situation;</li> <li>4. enhance students' competence and awareness of the roles, uses and application of literature in addressing the educational needs of less educated communities;</li> <li>5. enhance students' problem solving skills, communication and team work in complex issues of service-learning tasks;</li> <li>6. cultivate students' sense of social awareness and responsibility and commitment to civic engagement.</li> </ol>
<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. link their service-learning experiences with the subject academic knowledge;</li> <li>b. apply ethical concepts from Chinese literary masterpieces to design innovative activities for less educated communities;</li> <li>c. have a solid knowledge of ethical thought in Chinese literary masterpieces and a comprehensive understanding of the roles, the uses and the application of literature in service-learning projects;</li> <li>d. demonstrate being an effective team-member for problem solving and decision-making during the preparation and delivery of the service;</li> <li>e. demonstrate empathy for people from less educated families and children;</li> </ol>

	<p>f. demonstrate effective communication skills and good relationships with target service recipients and the collaborating organization;</p> <p>g. reflect on their role and responsibilities both as a professional in their chosen discipline and as a responsible citizen.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)</p>	<p>This service-learning subject cover three areas:</p> <ol style="list-style-type: none"> <li>1. Concept and practice of service-learning <ul style="list-style-type: none"> <li>• Concepts and principles of service-learning</li> <li>• Ethical issues in service-learning</li> <li>• Proper attitudes and behaviors in service delivery</li> <li>• Planning and formulating a service-learning project</li> <li>• Effective problem solving and decision-making with other team members, target recipients and collaborating organizations</li> <li>• Knowledge and empathy of the familial and social issues faced by underprivileged communities</li> <li>• Understand social responsibilities</li> <li>• Use of reflection as a learning tool</li> </ul> </li> <li>2. Discipline-Specific Concepts and Issues <ul style="list-style-type: none"> <li>• Basic knowledge of selected readings in Chinese literary masterpieces</li> <li>• Moral and ethical concepts in the selected works</li> <li>• Critical analysis and appreciation skills of literary works</li> <li>• Demonstrate the application of Chinese moral and ethical concepts in contemporary society</li> </ul> </li> <li>3. Project-Specific Strategies and Skills <ul style="list-style-type: none"> <li>• Familial, social and educational backgrounds of the target service recipients</li> <li>• Educational needs and problems of the target service recipients</li> <li>• Communication, interaction and social work skills during contact with target service recipients, which will be mainly provided by social workers from collaborating organizations</li> <li>• Designing activities, such as story-telling and indoor games, and delivery strategies, as well as presentation skills</li> </ul> </li> </ol>
<p><b>Teaching/Learning Methodology</b>  (Note 3)</p>	<ol style="list-style-type: none"> <li>1. e-Learning Module The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning. Students are required to successfully complete the e-learning module within the first four weeks of the semester in which they are taking the subject.</li> <li>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops These lectures, seminars, tutorials and/or workshops are designed to equip students with the discipline-specific knowledge and skills required for planning and designing an activity proposal with an emphasis on Chinese moral and ethical values, for example, the perfect virtues in <i>The Book of Song</i> and good conduct in <i>The Analects</i>.</li> </ol>

3. Project-Specific Seminars, Tutorials and/or Workshops  
 The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' presentation skills to deliver the service; (b) provide training for students in communication, interaction and social work skills with the target service recipients. These sessions will be delivered by the subject-offering department and outside speakers, for example, the social workers from collaborating organizations where appropriate.

Before starting the service-learning project, students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops, and successfully finish all of the required assignments/learning tasks.

4. Service-learning Projects  
 The service-learning projects are designed to develop generic competencies of innovative problem-solving, teamwork and communication, and enhance a sense of social awareness, responsibilities and engagement among the students.

The service project uses Chinese literary masterpieces as a tool to introduce less educated families (parents or children) to traditional Chinese moral and ethical values in order to increase their awareness and understanding of Chinese moral and ethical values, and for students and service recipients to apply these Chinese moral and ethical values to deal with real-world familial and social situations. Each group of our students will be paired with some parents/ primary/secondary students. Each student is required to (a) visit and communicate with the target service recipients and become familiar with their familial, social backgrounds and educational needs in order to design an activity proposal and plan; (b) discuss and share the moral and ethical values of Chinese literary masterpieces through various innovative activities, including but not limited to story-telling, presentations, workshops and indoor activities, e.g. games, to the service recipients; (c) explore its application in their familial and social issues; (d) perform a professional role in literary studies and education during the delivery of service, (e) work effectively and co-operatively as a team to deal with the challenging service setting.

The local service will take place at the collaborating organization once a week, during daytime or evening; The non-local service will take place at a non-local site for our students to complete the whole service project, this service trip will last for around 7-14 days in May.

Example of an activity plan at the collaborating organizations:

This session is intended for different groups of our students to share and discuss Chinese moral and ethical values with the service recipients at the collaborating organizations. This session is generally divided into three parts: 1) the students will demonstrate, for example, good conduct in *The Analects* by using innovative methods, such as story-telling, presentations, workshops and indoor games; 2) the service recipients will share their own understanding of what is good conduct from their family practice; and 3) discussion on the differences and similarities between our students and the service recipients in terms of their views about good conduct, in order to enhance and develop an awareness and understanding of Chinese moral and ethical concepts adopted by both parties.

	<p>Another example of an activity plan at the collaboration organisation:</p> <p>This session is intended to provide a learning opportunity for the service recipients at the service site, they will come together to share their learning process, and receive feedback from others. This session is generally divided into three parts: 1) each group (both our students and the service recipients) will give a presentation (10 mins) to share their understanding of these Chinese moral and ethical concepts, 2) discussions between different service recipients with students to address the common educational needs and the problems that the service recipients are facing, as well as the feasibility of applying Chinese moral and ethical concepts to their familial and social situations, and 3) feedback and learning guidance from the instructors.</p> <p>5. Reflective Journals, Presentation and Review Sessions</p> <p>Students will be required to write two reflective journals (800-1000 words each) and give two group presentations (10-15 mins each) both during and after the service-learning project to demonstrate their ability to: (a) link their service-learning experiences with the academic content of the subject, (b) reflect on their service-learning experience to identify their learning gains as well as areas of further improvement, (c) reflect on their roles and social responsibilities.</p> <p>Two review sessions are provided both during and after the service-learning project to guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives. These sessions will be delivered by the subject-offering department or outside speaker(s).</p>																																																													
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">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>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. E-learning module and project-specific seminars and workshops (Individual)</td> <td>10%</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Presentations (Group)</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>3. Products of the service including activity proposals and plans for each week (Group)</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Performance and Commitment (Individual)</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Reflective journals (Individual)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></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	f	g	1. E-learning module and project-specific seminars and workshops (Individual)	10%	✓				✓		✓	2. Presentations (Group)	15%	✓	✓	✓	✓		✓		3. Products of the service including activity proposals and plans for each week (Group)	25%	✓	✓	✓	✓	✓	✓	✓	4. Performance and Commitment (Individual)	30%	✓	✓	✓	✓	✓	✓	✓	5. Reflective journals (Individual)	20%	✓	✓	✓		✓		✓
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Total	100 %	
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The e-Learning Module and Project-specific seminars and workshops will include assignments and learning tasks that are designed to assess students' ability to</p> <ul style="list-style-type: none"> <li>• link their service-learning experiences with the subject academic knowledge (ILO a).</li> <li>• demonstrate empathy with people with less educated families and children (ILO e).</li> <li>• reflect on their understanding of their role and responsibilities in society (ILO g).</li> </ul> <p>Students are required to give a presentation that reflects on their service, which is designed to assess students' ability to</p> <ul style="list-style-type: none"> <li>• connect the subject knowledge into the design of activity proposals and plans (ILO a and ILO b).</li> <li>• demonstrate their knowledge of the role and the uses of literature in service-learning projects (ILO c).</li> <li>• work and communicate effectively and co-operatively with the team, target service recipients and organizations (ILO d and ILO f).</li> </ul> <p>Products of the service are designed to assess students' ability to</p> <ul style="list-style-type: none"> <li>• apply comprehensively learnt theoretical concepts into their service-learning experience throughout the preparation, design and delivery of the service (ILO a, ILO b and ILO c).</li> <li>• collaborate coherently with another team member and organizations for problem solving and decision making (ILO d and ILO f).</li> <li>• empathize with the educational needs of the targets recipients as part of being a responsible citizen (ILO e and ILO g).</li> </ul> <p>Students are required to perform well and show commitment throughout the service, which is designed to assess their ability to</p> <ul style="list-style-type: none"> <li>• prepare and actively engage in the delivery of the service to ensure a good linkage between the service-learning project and the subject knowledge (ILO a, ILO b and ILO c)</li> <li>• empathize with the familial and social backgrounds as well as the educational needs of the target service recipients (ILO e).</li> <li>• connect closely with target service recipients and work co-operatively with the collaborating organization (ILO d and ILO f).</li> <li>• demonstrate their academic and social roles in the service (ILO g).</li> </ul> <p>Students are required to submit reflective journals during and after the service, which is designed to assess their ability to</p> <ul style="list-style-type: none"> <li>• evaluate their performance in applying learnt knowledge into a complex service setting (ILO a, ILO b and ILO c) and on the degree to which they address the educational needs of the target recipients (ILO e).</li> <li>• reflect on their understanding of their role and responsibilities in their academic discipline and wider community (ILO g).</li> </ul>		

<b>Student Study Effort Expected</b>	e-Learning Module	10 Hrs.
	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Discipline-specific lectures and tutorials (3 Hrs x 4 weeks)</li> </ul>	12 Hrs.
	<ul style="list-style-type: none"> <li>▪ Project-specific seminar, workshop (2 Hrs x 4 weeks), review session (2 Hrs x 2 weeks) and supervision</li> </ul>	20 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Delivery of the service</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Service preparation</li> </ul>	20 Hrs.
	<ul style="list-style-type: none"> <li>▪ Reading, class preparation and reflection</li> </ul>	24 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1) Cress, Christine M., Peter J. Collier, and Vicki L. Reitenauer. <i>Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities</i>. Sterling, VA: Stylus Publishing, 2013.</li> <li>2) 袁愈菱、張祖志、沈同芳：《詩經今譯》，貴陽：貴州人民出版社，2000。</li> <li>3) 毛子水註譯，王雲五主編：《論語今註今譯》，台北：台灣商務印書館，1984。</li> <li>4) 喻守真：《唐詩三百首詳析》，香港：中華書局，1959。</li> <li>5) 傅佩榮：《傅佩榮說孔孟論人生》，西安：陝西人民出版社，2007。</li> <li>6) 杜維明：《現代精神與儒家傳統》，台北市：聯經出版事業公司，1996。</li> <li>7) 唐君毅：《中華人文與當今世界》，台北：台灣學生書局，1988。</li> </ol>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.