

City University of Hong Kong
Course Syllabus

offered by Department of Architecture and Civil Engineering
with effect from Semester B 2017/18

Part I Course Overview

Course Title:	Save the Earth : Sustainable Development
Course Code:	GE2303
Course Duration:	1 Semester (Some courses offered in Summer Term may start a few weeks earlier than the normal University schedule. Please check the teaching schedules with CLs before registering for the courses.)
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	[3] Arts and Humanities [2] Study of Societies, Social and Business Organisations [1] Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

The Chief Executive of the HKSAR stated in his 1999 Policy Address that building Hong Kong into a world-class city and making it a clean, comfortable and pleasant place in which to live would require a fundamental change in mindset. Every citizen, every business and every government department and bureau needs to start working in partnership to achieve sustainable development. Sustainable development does not focus solely on environmental issues. More broadly, sustainable development policies encompass three general policy areas: economic, environmental and social. This course will aim to raise students' awareness of all three areas.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs #	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the important factors in the implementation of sustainable development.	33%	✓		
2.	Evaluate the environmental impact of the absence of sustainable development.	33%		✓	
3.	Analyze the intrinsic relationships among economic development, environmental protection and social development in the implementation of sustainable development.	34%		✓	
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours / week (if applicable)
		1	2	3	
Large class activities/ Lecture	The lectures will provide the fundamental knowledge on sustainable development to the students.	✓	✓	✓	
Small group activities/ Lab	Students will have the opportunity to work on a team project to discover the effects of current lifestyles on the ecosystem. Students will also work in groups to carry out three different experiments in the CA and BCH laboratories.	✓	✓	✓	
Field trips and site visits	A field trip will be arranged to allow students appreciate the effects of marine pollution on the ecosystem.	✓	✓	✓	

Semester Hours:	3 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (2); Tutorial (1); Laboratory (0)

4. Assessment Tasks/Activities

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILO No.			Weighting*	Remarks
	1	2	3		
Continuous Assessment: 80%					
Individual assignment (Assignment #1)	✓		✓	10%	
Group-based laboratory report (Assignment #2)		✓	✓	20%	
Individual field trip and site visit reports (Assignment #3)		✓	✓	10%	
Term project (group)	✓	✓	✓	40%	
Examination: 20% (duration: 1.5 hours)					
* The weightings should add up to 100%.				100%	

To pass a course, a student must obtain minimum marks of 30% in both coursework and examination components, and an overall mark of at least 40%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)/ Pass (P) on P/F basis	Failure (F)
Individual assignment (Assignment #1)	Ability to apply the principles of sustainable development to analyse a case.	Very High/high	Above average	Average	Below Average/low	Very low
Group-based laboratory report (Assignment #2)	Ability to present the conducted lab in a clear, thoughtful, scientific and organized format. Capability to accurately measure and analyse data for the findings.	Very High/high	Above average	Average	Below Average/low	Very low
Individual field trip and site visit reports (Assignment #3)	Ability to present the learning experience of the field trip and site visit in a clear, concise, and thoughtful way.	Very High/high	Above average	Average	Below Average/low	Very low
Term project (group)	Ability to demonstrate the knowledge in sustainable development. Ability to demonstrate critical thinking in the project. Ability to present the project.	Very High/high	Above average	Average	Below Average/low	Very low
Examination	Ability to explain the concept of sustainable development and to apply the knowledge to solve problems.	Very High/high	Above average	Average	Below Average/low	Very low

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Climate change and greenhouse effect, green manufacturing, green electronics, carbon-dioxide trading, ecosystems, marine pollution and conservation, water resources, solid and hazardous waste, renewable and reusable energy, toxicology and human health, culture and heritage, transportation and population dynamics, metropolitan areas and their formation, sustainable lifestyle.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Nil.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	G T Miller, Environmental science: Working with the Earth, Brooks/Cole Thomson Learning, 2003, ISBN 0-534-38987-2.
2.	Sustainable development success stories, Sales Number: E. 00.II.A.1, ISBN 9211044944.
3.	W M Adams, Green development: Environment and sustainability in a developing world, 2009, HC59.7.A714 2009.
4.	Council for Sustainable Development - Better Air Quality Engagement Process: http://www.susdev.org.hk/en/index.htm
5.	Sustainable Development in The Government of the Hong Kong Special Administrative Region: http://www.susdev.gov.hk/html/en/sd/index.htm
6.	International Institute for Sustainable Development: http://www.iisd.org/
7.	UK Government Sustainable Development: http://www.defra.gov.uk/sustainable/government/
8.	United Nations Division for Sustainable Development: http://www.un.org/esa/dsd/index.shtml
9.	Wiley InterScience Journal, Sustainable Development: http://www3.interscience.wiley.com/journal/5346/home
10.	Organization for Economic Co-operation and Development (OECD) - Sustainable Development: http://www.oecd.org/topic/0,3373,en_2649_37425_1_1_1_1_37425,00.html
11.	Wikipedia: http://en.wikipedia.org/wiki/Sustainable_development

Annex (for GE courses only)
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A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	1, 2, 3
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	2
PILO 3: Demonstrate critical thinking skills	3
PILO 4: Interpret information and numerical data	2, 3
PILO 5: Produce structured, well-organised and fluent text	3
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Laboratory reports