

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title:	Low Carbon Footprint-Energy Saving Practices in Everyday Life
Course Code:	GE1333
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:	B1
Proposed Area: <i>(for GE courses only)</i>	[2] Arts and Humanities [] 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>	Generally none
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

Low carbon footprint is now a hot topic around the World. Every single individual can practice low carbon life by starting with small changes in everyday life. Students are going to learn how to live in low carbon life by changing their habits regarding to financial, health, social and global levels. Students will review and compare their personal habits and find out what can be improved and what suitable changes are necessary for them to live low carbon life. Surveys on family utility bills reflect the impact of personal habit changes.

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.	Describe the concept of low carbon footprint.	30%	✓		✓
2.	Self-assess their own carbon footprint in their daily life.	30%	✓	✓	✓
3.	Design their own personalized, low-carbon daily routine.	10%		✓	✓
4.	Self-reflect their implementation of personal low carbon routine.	30%	✓		✓
* 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	4	
Lectures	concept of low carbon footprint	✓				
Debate	Necessary of reduce carbon emission	✓				
Lectures	assess personal carbon footprint		✓			
Lectures	ways to reduce carbon footprint in financial, health, social and global levels.	✓		✓		
Lectures	comparing personal footprint before and after the course				✓	
Guest Seminar	Invited guest seminar on how they practice low carbon life and the associated impacts	✓	✓	✓	✓	

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	4		
Continuous Assessment: 50%						
Coursework		✓	✓	✓	40%	Qualitative and quantitative survey on the family energy use by assessing the utility bills.
Participation	✓	✓	✓	✓	10%	
Examination: 50% (duration: 1 hours)						
					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)
Coursework	1.1 ABILITY to DEMONSTRATE footprint calculation for reviewing energy consumption in personal level 1.2 CAPACITY to RELATE and EXPLAIN the energy consumption in both personal and social levels with their causes and impacts 1.3 CAPACITY to SUGGEST and JUDGE the possible ways of reducing energy consumption	High	Significant	Moderate	Basic	Not even reaching marginal levels
Participation	1.1 CAPACITY to DEMONSTRATE the understanding of energy overdue in personal, social and international level 1.2 ABILITY to JUDGE and SELECT correct approaches to solve energy crisis	High	Significant	Moderate	Basic	Not even reaching marginal levels
Examination	1.1 CAPACITY to DEMONSTRATE the understanding of energy overdue in personal, social and international level 1.2 ABILITY to JUDGE and SELECT correct approaches to solve energy crisis	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.)

Carbon footprint, green and sustainable, energy saving, low carbon, life style, waste, food, clothing, commute, travel, indoor environment, indoor comfort, human behaviors, recycle.

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.	The Green Book: The Everyday Guide to Saving the Planet One Simple Step at a Time, Elizabeth Rogers and Thomas M. Kostigen (2007).
2.	"Hot, Flat and Crowded by Thomas Friedman", Thomas L. Friedman, New York, N.Y. : Farrar, Straus, and Giroux(2008).
3.	http://greenliving.nationalgeographic.com/low-carbon-footprint-2886.html

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	2, 3, 4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1
PILO 3: Demonstrate critical thinking skills	2, 3, 4
PILO 4: Interpret information and numerical data	1, 2, 3, 4
PILO 5: Produce structured, well-organised and fluent text	
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	2, 3, 4
PILO 9: Value ethical and socially responsible actions	2, 3
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3, 4

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
Assignment 2: Student is required to come up with an argument related to carbon footprint and present it with an A3 educational poster and an elevator pitch. The aim of this assignment is to persuade others to live low carbon life. No solid boundary is set for this assignment; student can judge the necessary of performing low carbon life with any findings that they came across with. Student can also against the idea of carbon life

- Poster:

The aim of this assignment is to highlight the necessity of controlling carbon footprint. Students are requested to do a poster no smaller than A3 size to promote the concept of low carbon footprint.

- Elevator Pitch:

With the help of the A3 poster, students are requested to perform a 5 minutes elevator pitch to explain the argument.

Some approaches of assignment 2 are as below:

- Why?

Vision and Insight

E.g. Indication of global warming: reflection from the frequency of heat wave in Europe

- What?

The strategy

E.g. Carbon footprint VS Ecological footprint

- How?

Tactics

E.g. How to reduce carbon footprint in our campus

The score will be evenly weighted by 4 aspects:

- Selection of topic

- Presentation skill

- structure

- Informative