

**City University of Hong Kong**  
**Course Syllabus**

**offered by College/School/Department of Public Policy**  
**with effect from Semester A 2017 / 18**

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**Part I Course Overview**

<b>Course Title:</b>	Seminars on Hong Kong Government and Politics
<b>Course Code:</b>	POL 3114
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	B3
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	SA 3114 Seminars on Hong Kong Government and Politics
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to equip students with the critical skills to conduct discovery research in Hong Kong political issues. It develops students' innovative mindset on learning and studying through in-depth analysis of selected political issues. The course drills students' inventive analysis on the political controversies in Hong Kong. It adopts a problem-based learning approach to generate new perspectives on political issues

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discover the problem and the issue		X	X	
2.	Set innovate research focus and analytical framework				X
3.	Create inventive hypothesis		X		X
4.	Conduct individual discoveryself-study			X	X
5.	Apply innovative knowledge to analyze the problem		X	X	
6.	Asses critically what have learnt		X		X

\* If weighting is assigned to CILOs, they should add up to 100%.

100%

<sup>#</sup> 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	5	6	
Newspaper reading	to read selected newspaper clippings to discover problems and issues	X						
Literature review	to read academic writings on concepts and theories for innovative analysis		X					
Group discussion	sharing of views and information on inventive hypothesis			X				
Individual research	students write a paper on a specific topic				X			
Debates and brainstorming	exchange of innovative arguments and counter-arguments					X		
Critical self-reflection	students reflect what they have learnt from the discussion						X	

#### 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Attendance – Students should attend all the sessions	X						5%	
Group reports – Students will do group reports		X					20%	
Presentation – Students will make presentations			X				15%	
Individual paper – Students will write an individual paper				X			50%	
Participation – Students should participate actively in discussion					X		5%	
Teamwork – Students should work as a team to make the group presentations and reports						X	5%	
Examination: <u>0</u> % (duration: 0 hours )								
* The weightings should add up to 100%.							100%	

#### 5. Assessment Rubrics

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

Assessment Tasks	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group reports Presentation Individual paper	High standard of discovery of the problem and the issue, setting research focus and analytical framework, creating hypothesis, conducting individual critical self-study, applying knowledge to analyze the problem, and assessing what have learnt. Excellent innovative research, writing and communication skills.	Fairly good in discovery of the problem and the issue, setting research focus and analytical framework, creating hypothesis, conducting individual critical self-study, applying knowledge to analyze the problem, and assessing what have learnt. Good innovative research, writing and communication skills.	Rudimentary in discovery of the problem and the issue, setting research focus and analytical framework, creating hypothesis, conducting individual critical self-study, applying knowledge to analyze the problem, and assessing what have learnt. Basic innovate research, writing and communication skills.	Poor in discovery of the problem and the issue, setting research focus and analytical framework, creating hypothesis, conducting individual critical self-study, applying knowledge to analyze the problem, and assessing what have learnt Weak innovative research, writing and communication skills.	Almost no knowledge in discovery of the problem and the issue, setting research focus and analytical framework, creating hypothesis, conducting individual critical self-study, applying knowledge to analyze the problem, and assessing what have learnt Inadequate innovative research, writing and communication skills.

**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.)*

Chief Executive, Executive Council, Legislative Council, legitimacy, accountability, political parties, direct and indirect elections, democracy, One Country, Two Systems, Basic Law, high degree of autonomy, political culture, political participation

**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.	Jermain T.M. Lam, <i>The Political Dynamics of Hong Kong Under Chinese Sovereignty</i> , Huntington, New York: Nova Science Publishers, Inc. 2000.
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**2.2 Additional Readings**

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

1.	W.M.Lam, P.Lui & W.Wong (eds), <i>Contemporary Hong Kong Government and Politics</i> , H.K.: University of Hong Kong Press, 2012.
2.	J. Cheng (ed), <i>The Second Chief Executive of Hong Kong SAR</i> , H.K.: City University of Hong Kong Press, 2013.
3.	J. Cheng (ed), <i>New Trends of Political Participation in Hong Kong</i> , H.K.: City University of Hong Kong Press, 2014.