

GE1601: WHOLE-PERSON DEVELOPMENT

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Whole-Person Development

Subject Code

GE - Gateway Education

Course Number

1601

Academic Unit

Student Development Services (SDS)

College/School

No Faculty Designation (00)

Course Duration

One Semester

Credit Units

1

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Whole-Person Development

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Additional Information

Medium of Instruction: While English remains the medium of instruction and assessment for the course, the medium of instruction for some talks and visits shall depend on the predominant languages in use in the off-campus setting.

Part II Course Details

Abstract

This course is designed to provide students with a wide array of dimensions ranging from national education and national security education, leadership with compassion and empathy, social responsibility, good citizenship, sustainability awareness, positive education and psychological well-being, as well as personal characteristics. All incoming Year 1 and Advanced Standing I students at CityUHK are required to complete this course during their first year.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Reflect knowledge, skills, and attitudes relevant to the national history, culture, and societal values	40	x	x	x
2	Adapt in the university environment, including taking charge of their own studies and personal development	30	x	x	
3	Identify and set personal and academic goals and plans	30	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Seminars / workshops	Students will participate in online / on-site seminars / workshops covering topics such as national education, personal growth, academic advancement, and professional development.	1, 2	
2	Meetings	In meetings, students will get advice from academic advisors	1, 2, 3	
3	Study plan	Reflection and plan for academic study	3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Quizzes (National Education)	1, 2	30	Pass/Fail Grading	Yes
2	Reflection / Practical Assessment / Quiz (Competency Development)	1, 2, 3	20	Pass/Fail Grading	Yes
3	Study Plan	3	50	Pass/Fail Grading	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Quizzes (National Education)

Criterion

Ability to show understanding of the topics covered

Failure (F)

Fail to complete the task or not reaching the marginal level

Assessment Task

Reflection / Practical Assessment / Quiz (Competency Development)

Criterion

Ability to show understanding of the topics covered and apply the appropriate skills learnt

Failure (F)

Fail to complete the task or not reaching the marginal level

Assessment Task

Study Plan

Criterion

Ability to demonstrate critical reflection and consolidation of the study plan.

Failure (F)

Fail to complete the task or not reaching the marginal level

Additional Information for AR

The assessment for this course is on a PASS/FAIL basis. To pass the course, students are required to complete and pass all the activities described in the keyword syllabus.

Part III Other Information

Keyword Syllabus

National education, Competency development, Meetings with academic advisors

Reading List

Compulsory Readings

Title	
1	Balkis, M., Duru, S., & Duru, E. (2024). Academic procrastination and fear of failure: The role of irrational/ rational academic beliefs. <i>Psychology in the Schools</i> , 61, 2376–2387. https://doi.org/10.1002/pits.23171
2	Knaus, B. (2002). <i>Beat Procrastination Now! - REBT Network: Albert Ellis</i>
3	Rashid, T., & Anjum, A. (2008). 340 Ways to Use VIA Character Strengths. https://www.tayyabrashid.com/pdf/via_strengths.pdf
4	Constitution of the People's Republic of China. https://www.basiclaw.gov.hk/en/constitution/index.html
5	The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China. https://www.basiclaw.gov.hk/filemanager/content/en/files/basiclawtext/basiclaw_full_text.pdf
6	The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region. https://www.gld.gov.hk/egazette/pdf/20202448e/egn2020244872.pdf
7	Safeguarding National Security Ordinance. https://www.legco.gov.hk/yr2024/english/ord/2024ord006-e.pdf
8	Rockström, J., Steffen, W., Noone, K. et al. (2009). A safe operating space for humanity. <i>Nature</i> , 461, 472–475. https://www.nature.com/articles/461472a
9	Will Steffen et al. (2015). Planetary boundaries: Guiding human development on a changing planet. <i>Science</i> , 347, 1259855. https://doi.org/10.1126/science.1259855

Additional Readings

Title	
1	Covey, S. R. (1989). <i>The 7 habits of highly effective people: Powerful lessons in personal change</i> . Simon & Schuster
2	Chen, H. (2019). <i>An introduction to the Chinese legal system (Fifth edition.)</i> . LexisNexis.
3	Chen, H., & Yap, P. J. (2023). <i>The constitutional system of the Hong Kong SAR: a contextual analysis (First edition.)</i> . Hart Publishing.
4	Gittings, D. (2016). <i>Introduction to the Hong Kong Basic Law</i> . Hong Kong University Press.
5	Zhu, G. (Ed.). (2023). <i>The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China and related constitutional instruments 中華人民共和國香港特別行政區基本法及相關憲制性法律文件</i> . 香港城市大學出版社.

Annex (for GE courses only)

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:

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

1, 2

PILO 3: Demonstrate critical thinking skills

1, 2, 3

PILO 4: Interpret information and numerical data

1

PILO 5: Produce structured, well-organised and fluent text

2, 3

PILO 6: Demonstrate effective oral communication skills

3

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3

PILO 9: Value ethical and socially responsible actions

1, 2, 3

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3

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

Study plan

It is a personalized roadmap that enables students to set academic goals, select courses, manage their time efficiently, plan resources effectively, monitor their progress, adapt to changing needs, and engage in self-reflection.