

**Lingnan University**  
**CCC8012 The Making of Hong Kong**

|                                    |          |                                     |
|------------------------------------|----------|-------------------------------------|
| <b>Recommended Study Year</b>      | <b>:</b> | <b>1<sup>st</sup> Year</b>          |
| <b>No. of Credits/Term</b>         | <b>:</b> | <b>3</b>                            |
| <b>Mode of Tuition</b>             | <b>:</b> | <b>Lecture-tutorial</b>             |
| <b>Class Contact Hours</b>         | <b>:</b> | <b>Three hours per week</b>         |
| <b>Category in Major Programme</b> | <b>:</b> | <b>Common Core, Core Curriculum</b> |
| <b>Prerequisite(s)</b>             | <b>:</b> | <b>Nil</b>                          |

**Course Description**

This inter-disciplinary course introduces students to essential facts and knowledge on the nature of society, politics and economy in contemporary Hong Kong. Students will be able to develop local as well as global perspectives on Hong Kong society, and will consider implications for future policy and practice from multiple perspectives.

**Aims**

The course aims to:

1. Familiarize students with Hong Kong's social, political and economic structures.
2. Develop students' awareness on what makes Hong Kong a unique society.
3. Understand Hong Kong's connection with the Mainland China and the world.
4. Develop students' skills of written and oral communication.
5. Instill in students a proactive learning attitude through active enquiry and critical reflection.

**Intended Learning Outcomes (LOs)**

Upon completion of this course, students will be able to:

1. Describe features of Hong Kong society which make it unique
2. Explain essential social, political and economic issues relating to Hong Kong
3. Evaluate these issues from local as well as global perspectives
4. Develop and organize analysis, ideas and arguments in essay form
5. Work cooperatively and effectively in groups to carry out academic assignments

**Teaching and Learning Approaches**

A lecture/tutorial approach will be adopted. Conceptual materials will be introduced through presentations, video-clips, and e-resources. While acknowledging the importance of factual accuracy, instructors will strive to engage students in critical reflection and analysis. Emphasis will be placed on understanding the Hong Kong society from multiple and global perspectives. Each student will be required to participate actively in discussions, debates and analytical tasks conducted in the classroom.

## Measurement of Learning Outcomes

### **Participation and Performance in Lectures and Tutorials**

Students are encouraged to think critically and express their thoughts in class. The level and quality of participation and performance will be assessed through responses to presentations, direct observation, worksheets, etc., as appropriate (LO1, LO2, LO3, LO5).

### **Group Presentation**

Each group, normally comprising 2 to 3 members, will deliver one presentation on a topic proposed by the members and approved by instructors. The presentation will normally last 25 minutes, plus Q&A of 5 to 10 minutes (LO1, LO2, LO3, LO5).

### **Reflective Journals**

Each student will submit two sets of reflective journals, each with two separate entries, at the middle and the end of the term. The entries can be written in the form of photo-journals, film reviews on topics or field trip visits (e.g. museum). Each entry should comprise 750 words (LO1, LO2, LO3, LO4).

### **Final Exam (Compulsory)**

Final exam will evaluate student's knowledge and mastering of the course content. The exam may consist of different question formats such as short questions or essays (LO1, LO2, LO3, LO4).

A summary of the assessment items and their linkage to intended learning outcomes is given in the table below.

|   | Assessment Items              |                    |                     |            |
|---|-------------------------------|--------------------|---------------------|------------|
|   | Participation and Performance | Group Presentation | Reflective Journals | Final Exam |
| <b>Course Learning Outcomes</b>   |                               |                    |                     |            |
| 1. Describe features of Hong Kong society which make it unique                    | ✓                             | ✓                  | ✓                   | ✓          |
| 2. Explain essential social, and economic issues relating to Hong Kong            | ✓                             | ✓                  | ✓                   | ✓          |
| 3. Evaluate these issues from local as well as global perspectives                | ✓                             | ✓                  | ✓                   | ✓          |
| 4. Develop and organize analysis, ideas and arguments in essay form               |                               |                    | ✓                   | ✓          |
| 5. Work cooperatively and effectively in groups to carry out academic assignments | ✓                             | ✓                  |                     |            |

### **Weighting of the Assessment Items**

|  |             |
|--|-------------|
| 1. Participation and Performance in Lectures and Tutorials | 10%         |
| 2. Group Presentation                                      | 20%         |
| 3. Two Sets of Reflective Journals                         | 30%         |
| 4. Final Exam (compulsory)                                 | 40%         |
| <b>Total</b>   | <b>100%</b> |

Students are fully responsible for taking the final exam as scheduled. Students who miss the final exam and fail to attend a supplementary examination with valid reason and documentation will receive an F for the course. Scores in these assessment items may be adjusted at the end of the course to ensure a fair overall distribution.

### **Attendance in Lectures and Tutorials**

Students should attend all lectures, tutorials and other class activities, tests and examinations. Students are also expected to attend classes and other class activities punctually, regularly, and to the satisfaction of the instructors. A student who is unable to attend classes should inform the instructor before the class meeting, supported by valid reason and documentation.

In this course, attendance in tutorials will be checked after the add-drop period, and the records will form the basis for further assessment of participation and performance. Attendance with inappropriate classroom behaviors, such as sleeping, non-stop chatting, showing up late, using mobile phone disrespectfully and doing work of other courses, will be penalized. Unless supported by valid reason and documentation, excessive absence will also harm course grade.

### **Good Practices**

1. Each presentation group is required to meet the instructor and hand in the outline for discussion before the presentation.
2. All necessary course materials and readings are uploaded at the course web site. Students are expected to read the lecture notes beforehand and being well prepared for classes and presentations.
3. Group presentation provides a good chance to lift up the English proficiency of the students. They are expected to present their research findings in English fluently and confidently. Students are encouraged to form presentation groups with exchange students so that they are exposed to different cultural background and knowledge structures from different regions and countries.
4. The instructor will give immediate comments and suggestions for further improvements to tutorial presentations to students. Students have full interactions with the instructor and their peers about the feedbacks and suggestions in tutorial sessions and also during office hours provided by the instructor.

### **Important Notes**

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

### **Course Instructors**

#### **Prof. Samson Yuen will teach lectures (Part 1 to 3) from Jan 22 to Mar 12.**

Office: WYL 114  
Tel: 2616-7635  
Email: samsonyuen@ln.edu.hk  
Office hours: Tues 2:30pm-4:30pm, Wed 3:30pm-5:30pm

#### **Prof. Alex Wong will teach lectures (Part 4 to 5) from Mar 19 to Apr 30.**

Office: WYL 220  
Tel: 2616-7200  
Email: wongholun@ln.edu.hk  
Office hours: Monday 3:30pm to 4:30pm; Tuesday 2:30pm to 5:30pm

#### **Prof. Kenneth Law**

Office: WYL 230  
Tel: 2616-7209  
Email: lawwk@ln.edu.hk  
Office hours: Wednesday 12:30-1:30; 16:30-5:30; Thursday: 11:30-12:30; 15:30-16:30

#### **Prof. Gary Wong**

Office: WYL 312  
Tel: 2616 7388  
Email: wongwc@ln.edu.hk  
Office hours: Wednesday 3:30-4:30; Thursday 9:30-10:30; 2:00-4:00

**Indicative Content of Lectures and Tutorials**

| Week   | Lecture   | Lecture date                   | Tutorial                                       |
|--|---|--------------------------------|--|
| <b>Part 1: Colonial Rule</b>                                       |   |                                |  |
| 1  | Borrowed Place, Borrowed Time: Hong Kong's Colonial Era   | 22 Jan 2019                    | No tutorial<br>(Add drop week)                 |
| 2  | Benevolent Governance? How the British ruled Hong Kong  | 29 Jan 2019                    | Form presentation groups and brainstorm topics |
|  | <b>No class</b>   | 5 Feb 2019<br>(Public holiday) |  |
| <b>Part 2: From the Good 70s to Handover</b>                       |   |                                |  |
| 3  | Identity, Pop Culture and Soft Power  | 12 Feb 2019                    | Confirm presentation topics and schedules      |
| 4  | Sovereignty Handover and the Road to 1997   | 19 Feb 2019                    | Presentation workshop                          |
| <b>Part 3: Hong Kong under One Country Two Systems</b>             |   |                                |  |
| 5  | Political Developments after 1997   | 26 Feb 2019                    | Reflective journal workshop                    |
| 6  | Street Politics and Civic Activism  | 5 Mar 2019                     | Group presentation 1                           |
| 7  | Documentary screening   | 12 Mar 2019                    | Group presentation 2                           |
|  | First reflective journal due (hard and electronic copy)   | 14 Mar 2019<br>(5pm)           |  |
| <b>Part 4: Hong Kong's Economic Development and Transformation</b> |   |                                |  |
| 8  | Laissez-Faire and the Power of the Market: Economic Freedom in Hong Kong                              | 19 Mar 2019                    | Group presentation 3                           |
| 9  | From Entrepôt to Exporting Toys: A Continuing Search for Opportunities                                | 26 Mar 2019                    | Group presentation 4                           |
| 10   | China's Market Reform and Hong Kong's Economic Restructuring: Industrial Policies for Transformation? | 2 Apr 2019                     | Group presentation 5                           |
| <b>Part 5: Hong Kong's Economy in the Flattening World</b>         |   |                                |  |
| 11   | Going Global and Thinking Local: The Competitiveness of Hong Kong                                     | 9 Apr 2019                     | Group presentation 6                           |
| 12   | Integration and Specialization: Hong Kong's Evolving Role in the Region                               | 16 Apr 2019                    | Group presentation 7                           |
| 13   | Socio and Economic Well-Being in Hong Kong: An End of Positive Non-Interventionism? + Revision        | 23 Apr 2019                    | Group presentation 8                           |
| 14   | Documentary screening   | 30 Apr 2019                    | Reserve for contingency                        |
|  | Second reflective journal due (hard and electronic copy)  | 25 Apr 2019<br>(5pm)           |  |

## Detailed Course Schedule

### FIRST HALF (By Prof. Samson Yuen)

#### Week 1

|                      |  |
|----------------------|--|
| Topic                | Borrowed Place, Borrowed Time: Hong Kong's Colonial Era  |
| Recommended readings | 1. John Carroll (2007) "Introduction". <i>A Concise History of Hong Kong</i> . Hong Kong University Press<br>2. John Carroll (2007) "Chapter. 2". <i>A Concise History of Hong Kong</i> . Hong Kong University Press |

#### Week 2

|                      |   |
|----------------------|---|
| Topic                | Benevolent Governance? How the British ruled Hong Kong  |
| Recommended readings | 1. John Carroll (2007) "Chapter. 6". <i>A Concise History of Hong Kong</i> . Hong Kong University Press.<br>2. Yep, Ray, and Tai-Lok Lui. "Revisiting the golden era of MacLehose and the dynamics of social reforms." <i>China Information</i> 24.3 (2010): 249-272. |

#### Week 3

|                      |  |
|----------------------|--|
| Topic                | Identity, Pop Culture and Soft Power   |
| Recommended readings | Poshek Fu and David Desser (2000) "Chapter 3 and 4", <i>The Cinema of Hong Kong: History, Arts, Identity</i> . Cambridge University Press. |

#### Week 4

|                      |  |
|----------------------|--|
| Topic                | Sovereignty Handover and the Road to 1997  |
| Recommended readings | Ma Ngok. "Chapter 3 Passages to the Post-colonial state". <i>Political development in Hong Kong: State, political society, and civil society</i> . Hong Kong University Press, 2007. |

#### Week 5

|                      |  |
|----------------------|--|
| Topic                | Political Developments after 1997  |
| Recommended readings | Ma Ngok. "Chapter 4 The Post-colonial state". <i>Political development in Hong Kong: State, political society, and civil society</i> . Hong Kong University Press, 2007. |

#### Week 6

|                      |  |
|----------------------|--|
| Topic                | Street Politics and Civic Activism   |
| Recommended readings | Edmund W. Cheng, "Street politics in a hybrid regime: The diffusion of political activism in post-colonial Hong Kong." <i>The China Quarterly</i> 226 (2016): 383-406. |

## **SECOND HALF (By Prof. Alex Wong)**

### **Week 8**

|                      |   |
|----------------------|---|
| Topic                | Laissez-Faire and the Power of the Market: Economic Freedom in Hong Kong  |
| Recommended readings | <p>Chan, Ming K. (1997). The Legacy of the British Administration of Hong Kong: A View from Hong Kong. <i>The China Quarterly</i>, 151, 567-582.</p> <p>Chugani, Michael. (2018) Do eroding freedoms mean the death of Hong Kong? <i>EJ Insights</i>, Nov 22, 2018.<br/><a href="http://www.ejinsight.com/20181122-do-eroding-freedoms-mean-the-death-of-hong-kong/">http://www.ejinsight.com/20181122-do-eroding-freedoms-mean-the-death-of-hong-kong/</a></p> |

### **Week 9**

|                      |   |
|----------------------|---|
| Topic                | From Entrepôt to Exporting Toys: A Continuing Search for Opportunities  |
| Recommended readings | <p>Yu, Tony Fu-lai. (1998). Adaptive Entrepreneurship and the Economic Development of Hong Kong. <i>World Development</i>, 26(5), 897-911.</p> <p>Chugani, Michael. (2016). Game over for Hong Kong. <i>EJ Insights</i>, Jan 5, 2016.<br/><a href="http://www.ejinsight.com/20160105-game-over-hong-kong/">http://www.ejinsight.com/20160105-game-over-hong-kong/</a></p> |

### **Week 10**

|                      |  |
|----------------------|--|
| Topic                | China's Market Reform and Hong Kong's Economic Restructuring: Industrial Policies for Transformation?  |
| Recommended readings | <p>Lam, Newman, M.K. (2000). Government Intervention in the Economy: A Comparative Analysis of Singapore and Hong Kong. <i>Public Administration and Development</i>, 20, 397-421.</p> <p>Chugani, Michael. (2018). What Carrie Lam didn't address in her policy speech. <i>EJ Insights</i>, Oct 11, 2018.<br/><a href="http://www.ejinsight.com/20181011-what-carrie-lam-didnt-address-in-her-policy-speech/">http://www.ejinsight.com/20181011-what-carrie-lam-didnt-address-in-her-policy-speech/</a></p> |

### Week 11

|                      |   |
|----------------------|---|
| Topic                | Going Global and Thinking Local: The Competitiveness of Hong Kong   |
| Recommended readings | <p>García-Herrero, Alicia. (2011). Hong Kong as an International Banking Center: Present and Future. <i>Journal of the Asia Pacific Economy</i>, 16(3), 361-371.</p> <p>Chugani, Michael. (2018). Hong Kong's disillusioned young people: A ticking time bomb. <i>EJ Insights</i>, Jun 7, 2018.<br/><a href="http://www.ejinsight.com/20180607-hong-kongs-disillusioned-young-people-a-ticking-time-bomb/">http://www.ejinsight.com/20180607-hong-kongs-disillusioned-young-people-a-ticking-time-bomb/</a></p> |

### Week 12

|                      |  |
|----------------------|--|
| Topic                | Integration and Specialization: Hong Kong's Evolving Role in the Region  |
| Recommended readings | <p>Sung, Yun-Wing. (2018). Becoming Part of One National Economy. In Lui, Tai-lok, Chui, Stephen W.K. and Yep, Ray (Eds.) <i>Routledge Handbook of Contemporary Hong Kong</i>. Routledge.</p> <p>Chugani, Michael. (2018). Can the Greater Bay Area really rival Silicon Valley? <i>EJ Insights</i>, Dec 20, 2018.<br/><a href="http://www.ejinsight.com/20181220-can-the-greater-bay-area-really-rival-silicon-valley/">http://www.ejinsight.com/20181220-can-the-greater-bay-area-really-rival-silicon-valley/</a></p> |

### Week 13

|                      |   |
|----------------------|---|
| Topic                | Socio and Economic Well-Being in Hong Kong: An End of Positive Non-Interventionism?   |
| Recommended readings | <p>Lee, Eliza W.Y. (2006). Welfare restructuring in Asian newly industrialised countries: a comparison of Hong Kong and Singapore. <i>Policy and Politics</i>, 34(3), 453-471.</p> <p>Chugani, Michael. (2018). Why the govt needs new thinking on the budget. <i>EJ Insights</i>, Mar 1, 2018.<br/><a href="http://www.ejinsight.com/20180301-why-the-govt-needs-new-thinking-on-the-budget/">http://www.ejinsight.com/20180301-why-the-govt-needs-new-thinking-on-the-budget/</a></p> <p>Chugani, Michael. (2018). Does Carrie Lam have the guts for drastic property measures? <i>EJ Insights</i>, Apr 26, 2018.<br/><a href="http://www.ejinsight.com/20180426-does-carrie-lam-have-the-guts-for-drastic-property-measures/">http://www.ejinsight.com/20180426-does-carrie-lam-have-the-guts-for-drastic-property-measures/</a></p> |

## Recommended Readings

This course reflects on contemporary issues, which may evolve from time to time, and thus no textbook is required. Recommended readings will be posted in Moodle before each lecture. Students are expected to read them in advance.

## Further References

- Carroll, John M., *A Concise History of Hong Kong*, Hong Kong: Hong Kong University Press, 2007.
- Chiu, Stephen and Lui, Tai-lok, *Hong Kong: Becoming A Chinese Global City*, London, New York, Routledge, 2009.
- Enright, Michael, J., Scott, Edith, E. and Dodwell, David, *The Hong Kong Advantage*. Hong Kong: Oxford University Press, 1997.
- Goodstadt, Leo F., *Uneasy Partners: The Conflict between Public Interest and Private Profit in Hong Kong*. Hong Kong: Hong Kong University Press, 2009.
- Henderson, Jeffrey, *East Asian Transformation: on the Political Economy of Dynamism, Governance and Crisis*. Abingdon, Oxon; New York: Routledge, 2011.
- Ho, Lok Sang and Ash, Robert, *China, Hong Kong and the World Economy: Studies on Globalization*. New York: Palgrave Macmillan, 2006.
- Latter, Tony. *Hands on or Hands off?: the Nature and Process of Economic Policy in Hong Kong*. Hong Kong: Hong Kong University Press, 2007.
- Law, Wing Sang, *Collaborative Colonial power: The Making of the Hong Kong Chinese*, Hong Kong, Hong Kong University Press, 2009.
- Li, Kui Wai, *The Hong Kong Economy: Recovery and Restructuring*, Singapore: McGrawHill, 2006.
- Li, Kui Wai, *Economic Freedom: Lessons of Hong Kong*, World Scientific, 2012.
- Lim, Wai Wei and Kong, Yuan Yuen, *Studying Hong Kong: 20 Years of Political, Economic and Social Development*, World Scientific, 2018.
- Lui, Tai-lok, Chiu, Stephen and Yep, Ray, *Routledge Handbook of Contemporary Hong Kong*, Abingdon: Routledge, 2018.
- Mapp, Andrew, *Hong Kong: The World City and International Business Centre*, Cambridge: Cambridge Academic Ltd, 2006.
- Meyer, David R. *Hong Kong as a Global Metropolis*, Cambridge, England; New York, N.Y.: Cambridge University Press, 2000.
- Tam, Wai Keung, *Legal Mobilization under Authoritarianism: The Case of Post-Colonial Hong Kong*, New York, Cambridge University Press, 2013.
- Tsang, Steve, *A Modern History of Hong Kong*, Hong Kong, Hong Kong University Press, 2004.
- Wong, Yiu Chung, *One country, two systems' in crisis: Hong Kong's transformation since the handover*, Lanham, Lexington Books, 2004.

**Grading Rubrics for CCC8012 Class Participation and Discussion**

| <b>Criteria</b>                           | <b>Excellent<br/>A or A-</b>  | <b>Good<br/>B+, B or B-</b>   | <b>Acceptable<br/>C+, C or C-</b>   | <b>Poor<br/>D+ or below</b>  |
|---|---|---|---|--|
| <b>Class attendance and participation</b> | Class attendance is regular and the student speaks up regularly and enthusiastically    | Class attendance is regular and the student speaks up now and then  | Class attendance is quite regular but the student participates only when asked by the instructor                        | Class attendance is erratic and participation is nil or almost nil   |
| <b>Articulateness</b>                     | Expression of ideas or opinions were consistently factually accurate, logical and clear | Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature. | Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses | Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity |

## **Guidelines for Group Presentation**

### **Content:**

Students, in teams of 2-3, will deliver an oral presentation of 25-minute duration, followed by a 5-to-10-minute question and answer session. Students can create any presentation topic of their own choice, provided that the topic must be related to Hong Kong-related issues. The presentation should demonstrate their critical thinking skills in relation to definition of key issues, understanding of relevant principles behind these issues, applying, analyzing, evaluating of different perspectives and advocating your team's insight and position from this analysis.

### **Submission Date and Channel:**

The **electronic copy** (in .pdf format) of the PowerPoint slides for presentation should be sent to the tutor at least one day before the day of the presentation date, by 5pm. No substantial change is allowed after the submission. Presentation group should also submit a **hard copy** to the tutor on the day of the presentation.

### **Assessment:**

Assessment of the performance of student teams will be based on a rubric specifically designed for the assignment. A maximum of 20 marks will be awarded in accordance with the performance of the teams in the presentation.

### **Important Notes:**

All students in the team must work collaboratively. Students should report any free-rider problems in their group at least ONE WEEK before their presentation such that tutorial instructors can take relevant actions. Free-rider problems refer generally to situations when group member(s) take advantage of works of fellow members without fair and reasonable contribution. The tutorial instructor can also use his/her discretion to identify and punish unreported or late-reported freeriding issues. While the score is generally awarded collectively for all members, students who do not make their fair contribution can get a lower score than group members.

## Grading Rubrics for CCC8012 Group Presentation

|                            | Assessment Criteria   | Exceeds Expectations/<br>Outstanding  | Meets Expectations/<br>Acceptable  | Need Improvement  | Scores |
|----------------------------|---|---|--|---|--------|
| <b>Content</b>             | <b>Conceptual understanding of subject matter</b>                         | <ul style="list-style-type: none"> <li>Covers a good range of relevant concepts/theories</li> <li>Important ideas pertinent to the topic are skillfully applied</li> </ul>  | <ul style="list-style-type: none"> <li>Concepts/theories and important ideas pertinent to the topic are accurately used</li> </ul>   | <ul style="list-style-type: none"> <li>Concepts/theories and important ideas pertinent to the topic are not accurately used</li> </ul>  | /3     |
|                            | <b>Analysis of Issues</b>   | <ul style="list-style-type: none"> <li>Thoroughly interprets and evaluates the information</li> <li>Comprehensively analyzes and synthesizes the issues from multiple perspectives with original thinking</li> </ul>  | <ul style="list-style-type: none"> <li>Information with some interpretation/evaluation</li> <li>Basic analysis or synthesis from two perspectives with some original consideration</li> </ul>  | <ul style="list-style-type: none"> <li>Lists information without interpretation/evaluation</li> <li>Superficially analyzes or synthesizes the issue</li> <li>Single perspective is discussed</li> </ul>   | /3     |
|                            | <b>Integration of sources and evidence</b>                                | <ul style="list-style-type: none"> <li>Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant, accurate and completed</li> <li>Sources are cited and used correctly</li> </ul> | <ul style="list-style-type: none"> <li>Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant and adequate to support the topic</li> <li>Sources are cited and used correctly with minor errors</li> </ul> | <ul style="list-style-type: none"> <li>Much of information included is not relevant and inadequate to support the topic</li> <li>Some information is inaccurate or unverifiable</li> <li>No citing of sources or incorrectly cites the sources</li> </ul> | /3     |
|                            | <b>Responses to questions</b>   | <ul style="list-style-type: none"> <li>Responds appropriately to all questions, with answers that demonstrate knowledge and understanding</li> </ul>  | <ul style="list-style-type: none"> <li>Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding</li> </ul>  | <ul style="list-style-type: none"> <li>Is not able to respond the spot questions</li> </ul>   | /3     |
| <b>Organization</b>        | <b>Transitions &amp; Flow</b>   | <ul style="list-style-type: none"> <li>The presentation produces coherent understanding</li> </ul>  | <ul style="list-style-type: none"> <li>Fair coherent understanding is demonstrated</li> </ul>  | <ul style="list-style-type: none"> <li>Coherent understanding by the listener is not obtained</li> </ul>  | /2     |
| <b>Presentation Skills</b> | <b>Uses good body language, eye contact, appropriate voice tone</b>       | <ul style="list-style-type: none"> <li>Makes good eye contact with audience</li> <li>Shows enthusiasm and confidence</li> <li>Uses voice tone effectively</li> </ul>  | <ul style="list-style-type: none"> <li>Makes fairly good eye contact with audience</li> <li>Shows some enthusiasm and confidence</li> <li>Uses voice tone relatively effectively</li> </ul>  | <ul style="list-style-type: none"> <li>Makes little or no eye contact with audience</li> <li>Shows little or no enthusiasm and confidence</li> <li>Uses voice tone ineffectively or too monotone</li> </ul>   | /2     |
|                            | <b>Appropriate time allocation and pace</b>                               | <ul style="list-style-type: none"> <li>Allocates time appropriately and manages time effectively</li> <li>Appropriate pace</li> </ul>   | <ul style="list-style-type: none"> <li>Marginally long or marginally short but uses time reasonably effectively</li> <li>Reasonable pace</li> </ul>  | <ul style="list-style-type: none"> <li>Significantly too short or too long and does not use time effectively</li> <li>Pace is significantly too fast or too slow</li> </ul>   | /2     |
|                            | <b>Makes effective use of presentation tools (e.g., slides, handouts)</b> | <ul style="list-style-type: none"> <li>Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>Generally good use of presentation tools</li> <li>Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)</li> </ul>  | /2     |
| <b>General Comments:</b>   |   |   |  | <b>Total Scores</b>   | /20    |

## **Guidelines for Reflective Journals**

### **Content:**

Each set of reflective journal should comprise two entries. Each entry can be written in the form of photo-journals, film/music reviews, or field trip diary on topics or issues that are relevant to the course. Students are also encouraged to use other media forms provided they have obtained approval from the course tutor.

### **Format:**

There is no specific limit to format of this essay except that the first page of your essay must include the following information:

1. Your name and student ID
2. Section number
3. Name of the course instructor
4. Nature and topic of your entry
5. Date of submission

Use a Word file to organize your notes, news cuttings and/or useful materials you have collected so far and put them in the group report. Try to demonstrate your deep understanding and critical thinking skills on the topic. Where possible, use graphics and/or diagrams to illustrate your thoughts in a lively way.

### **Word limit:**

Each entry should have 750 words

### **Submission Date and Channel:**

Please put your report in a Word or PDF file and upload it to the Moodle platform by [date and time]. No change is allowed after the deadline. A **hard copy** should also be submitted to the tutor by the deadline.

Both electronic and hard copy must be submitted; failing to submit either form will result in a zero marks.

Late submission will be punished by deducting half a letter grade per day.

### **Assessment:**

Assessment will be based on a rubric specifically designed for the assignment. A maximum of 30 marks (15 marks for each assignment) will be awarded in accordance with the performance of the student.

**Assessment Rubrics for Reflective Journals**

| <b>Criteria</b>                             | <b>Excellent (3)</b>   | <b>Fairly good (2)</b>  | <b>Insufficient (0-1)</b>   | <b>Score</b> |
|---|--|---|---|--------------|
| Relevance of material                       | All the information included is highly relevant to the issue being addressed.                                      | A sufficient proportion of the information included is relevant to the issue being addressed.   | Much of the information included is irrelevant, or is of questionable relevance to the issue being addressed.               |              |
| Originality in expressing personal opinions | Demonstrates very substantial originality in expressing and elaborating one's own opinions.                        | Demonstrates sufficient originality in expressing and elaborating one's opinions.   | Demonstrates insufficient originality in expressing and elaborating one's opinions.   |              |
| Clarity                                     | Ideas, points and explanations are extremely clear throughout, with no gaps, ambiguities or inaccuracies.          | The ideas, points and explanations tend to be sufficiently clear, although there are some notable gaps, ambiguities or inaccuracies.                            | Ideas, points and explanations tend to lack sufficient clarity. There are major gaps, ambiguities and inaccuracies.         |              |
| Structuring and sequencing                  | The material is structured extremely well, flows extremely well and is written in a consistently logical sequence. | On balance, the material tends to be structured sufficiently well, tends to flow sufficiently well, and tends to be written in a sufficiently logical sequence. | The material is not structured sufficiently well, does not flow sufficiently well and is not written in a logical sequence. |              |
| Strength of support for positions taken     | Provides very strong and compelling evidence to support the positions taken.                                       | Provides adequate, though not strong, evidence to support the positions taken.  | Does not provide sufficient evidence to support positions taken; evidential support is weak or non-existent.                |              |
|   |  |   | Overall (15)  |              |

**Grading Rubrics for CCC8012 Final Examination**

| <b>Learning outcomes</b>   | <b>Excellent<br/>A or A-</b>  | <b>Good<br/>B+, B or B-</b>   | <b>Acceptable<br/>C+, C or C-</b>  | <b>Poor<br/>D+ or below</b>  |
|--|---|---|--|--|
| <b>Describe features of Hong Kong society</b>                              | Able to demonstrate a thorough understanding of important features of Hong Kong Society             | Able to demonstrate a good understanding of important features of Hong Kong Society             | Able to demonstrate a basic understanding of important features of Hong Kong Society             | Unable to demonstrate a basic understanding of important features of Hong Kong Society             |
| <b>Explain essential social, and economic issues relating to Hong Kong</b> | Able to offer a thorough explanation on essential social, and economic issues relating to Hong Kong | Able to offer a good explanation on essential social, and economic issues relating to Hong Kong | Able to offer a basic explanation on essential social, and economic issues relating to Hong Kong | Unable to offer a basic explanation on essential social, and economic issues relating to Hong Kong |
| <b>Evaluate Hong Kong issues from local as well as global perspectives</b> | Able to clearly evaluate Hong Kong issues from local as well as global perspectives                 | Able to satisfactorily evaluate Hong Kong issues from local as well as global perspectives      | Able to evaluate in a limited way Hong Kong issues from local as well as global perspectives     | Unable to evaluate Hong Kong issues from local as well as global perspectives                      |
| <b>Develop and organize analysis, ideas and arguments in essay form</b>    | Able to clearly develop and organize analysis, ideas and arguments in essay form                    | Able to satisfactorily develop and organize analysis, ideas and arguments in essay form         | Able to develop and organize analysis, ideas and arguments in essay form in a limited way        | Unable to develop and organize analysis, ideas and arguments in essay form                         |