

**UOW COLLEGE HONG KONG / COMMUNITY COLLEGE OF CITY UNIVERSITY**  
**COURSE INFORMATION RECORD**  
**(Associate Degrees, Higher Diplomas and Diploma)**

This form is for the completion by the Course Examiner. The information provided on this form is the official record of course. It will be used for the College's database, various College publications (including websites) and documentation for students and others as required. Please refer to the *Explanatory Notes* attached to this form on the various items of information required.

Offered by	Faculty of Arts and Humanities
With effect from <i>(semester and academic year)</i>	Semester B, 2020/2021

**Part I Course Overview**

Course Title:	Chinese Culture and Contemporary Life
Course Title <i>(in Chinese if applicable):</i>	中國文化與現代生活
Course Code:	CGE26513
Course Duration:	1 semester
Credit Units:	3
Level:	A2
QF Credit Units:	14
QF Level:	4
GE Domain: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and humanities <input type="checkbox"/> Science and technology <input type="checkbox"/> Society and organisations
Medium of Instruction:	Chinese supplemented with English
Medium of Assessment:	Chinese
Prerequisites: <i>(Course code and title)</i>	NA
Precursors: <i>(Course code and title)</i>	NA
Equivalent courses: <i>(Course code and title)</i>	CGE26503 Chinese Culture and Contemporary Life
Exclusive courses: <i>(Course code and title)</i>	NA
Programmes/cohorts of students not allowed to enrol in this course (if any):	NA

## Part II Course Details

### 1. Course Aims

The course aims to help students comprehend and appreciate the essential aspects of traditional Chinese culture, including its intellectual foundation and its multifarious expressions, and guide them to draw implications for their daily life. It also encourages students to critically examine the contributions and limitations of traditional Chinese culture and their relevance to contemporary society.

### 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.)*

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Explain the important elements of traditional Chinese culture;	25
2.	Analyze the meaning of significant signs and symbols in traditional Chinese culture;	25
3.	Relate the teachings of traditional Chinese philosophy to individuals and society; and,	25
4.	Critically examine the contributions and limitations of traditional Chinese culture to present-day society.	25
If weighting is assigned to CILOs, they should add up to		100%

### 3. Alignment of the CILOs with the Programme Intended Learning Outcomes

<i>Only for Generic Courses and General Education Courses</i>	<b>CILOs</b> (Please ✓ if the CILO(s) is/are aligned with the PILOs)				
<b>Intended learning Outcomes of General Education</b>	1	2	3	4	
<b>I-V Required (All outcomes below must be aligned with at least one CILO)</b>					
I. Demonstrate a solid foundation of inquiry skills for life-long learning			✓	✓	
II. Apply critical and creative thinking skills			✓	✓	
III. Communicate coherently in written and spoken language	✓	✓			
IV. Apply quantitative reasoning / problem solving skills				✓	
V. Demonstrate capacity for ethical reasoning and responsible actions			✓	✓	
<b>VI – VIII Optional (At least one outcome below must be aligned with at least one CILO)</b>					
VI. Recognize the important characteristics of diverse peoples and cultures	✓	✓	✓		

VII. Examine the major regional and global issues and relate them to the socio-political, cultural, economic and technological factors.		✓			
VIII. Appreciate the impact of scientific and technological development on society and individual.					

#### 4. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CIO No.				
		1	2	3	4	
1. Lecture	Lectures will focus on the introduction and explanation of the features of traditional Chinese culture, explore its meanings and values, and critically examine its significance for the present-day life.	✓	✓	✓	✓	
2. Video Demonstration	Photos and video-clips will be used to illustrate specific topics and items for giving the examples or explaining the concepts for related topics.	✓	✓	✓	✓	
3. In-class Discussion	Discussions will be organized to stimulate students' reflection on certain issues for traditional Chinese culture and Hong Kong society.	✓	✓	✓	✓	

#### 5. Teaching Schedule:

Lecture (hr/week):	3	Tutorial (hr/week):	0	Other (please specify) (hr/week):	0
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#### 6. Assessment Tasks/Activities (ATs)

(ATs are designed to allow students to demonstrate how well they have achieved the CIOs.)

AT	Brief Description	CIO No.					Weighting (%)
		1	2	3	4		
1. Individual presentation	Each student selects one topic related to traditional Chinese culture, conduct investigation and present their findings and views in the format of an oral presentation, which should be uploaded to the online teaching platform.	✓	✓	✓	✓		30%
2. Reflective Essay	Students are required to submit an individual reflective essay around 1500 to 2000 words in Chinese on one of the assigned topics related to traditional Chinese culture.	✓	✓	✓	✓		40%
3. In-Class Test	Essay questions will be set. Students are expected to examine how far	✓	✓	✓	✓		30%

	teachings and ideas of traditional Chinese culture are applicable or relevant to daily life and contemporary society.						
The weightings must add up to							100%

### Part III Learning Contents and Readings

#### 1. Syllabus and Alignment with Course Intended Learning Outcomes

Major themes	Related issues and topics	CILOs			
		1	2	3	4
a. Key Concept of traditional Chinese culture	Humanistic spirit; social norm and structure; morality and ethics; relationship between man and nature	✓	✓	✓	✓
b. Confucianism	Essential quotes in Analects and Mencius; Core beliefs of Confucianism: virtues of benevolence ( <i>ren</i> ), justice ( <i>yi</i> ), propriety ( <i>li</i> ), loyalty, filial piety, the gentlemen ( <i>junzi</i> ), the importance of study, the way to rule a country; Confucian ethics vs. individualistic and materialistic values			✓	✓
c. Daoism	Essential quotes of Laozi and Zhuangzi; Core beliefs of Daoism: views of nature, fate, fortune/misfortune, virtues, and epistemology; Daoist way of going along with nature vs. conquering nature			✓	✓
d. Buddhism	Stories of the Buddha and the Sixth Patriarch Hui-neng; Core Buddhist beliefs: views of suffering, letting go, dependent origination, mercy; Pursuit of true happiness in Buddhism in a materialistic world			✓	✓
e. Customs and Traditions	Lunar calendar: the Sky stem and Earth branch; Chinese zodiac; Important traditional Chinese festivals; Mythology; Food, costumes and amusements; Social functions of Chinese customs and traditions		✓	✓	
f. Arts	Selected art works in calligraphy, painting, ceramics, and seal engraving; Expressive and philosophic features; Colour, shading and perspectives; Appreciation of Chinese arts		✓	✓	
g. Architecture	Palace, temples, clan halls and village houses; Architectural features: layout, orientation, geomancy; Symbolism: ridge animals, door gods etc., Architectural and social functions; Traditional Chinese buildings in Hong Kong		✓	✓	
h. The relationship of tradition Chinese culture	The relevance of traditional values and philosophies to present-day human relationships and human-nature	✓	✓	✓	✓

and contemporary society	relationship; Crisis, challenge and renewal of traditional Chinese culture; reflection of Chinese self-identity; self-examination of traditional Chinese culture					
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## 2. Reading List

### Compulsory Readings:

香港城市大學中國文化中心：《中國文化導讀》(香港：香港城市大學出版社，2000年)。

譚家健：《中國文化史概要》(增訂版)(北京：高等教育出版社，1997年)。

### Additional Readings:

余英時：《從價值系統看中國文化的現代意義：中國文化與現代生活總論》(第二版，臺北：時報文化出版事業有限公司，1986年)。

金耀基：《從傳統到現代》(臺北：時報文化出版事業有限公司，1992年)。

錢穆：《中國文化史導論》(臺北：臺灣商務印書館，1993年)。

## Part IV

### 1. Course Examiner:

Name: PUN, Sai Wah

Date: 16 October, 2020

### 2. Associate Dean of Faculty

Name: Dr. Tsui Man Hon

Date: 19 October, 2020

### 3. Reviewer (if applicable):

Name: \_\_\_\_\_

Position/Affiliation: \_\_\_\_\_

Date: \_\_\_\_\_